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Principles and general objectives of education

The United Republic of Tanzania is comprised of two former sovereign states, namely Tanganyika (currently Tanzania Mainland) and Zanzibar, which merged to form the Union Government in 1964. The Union Government operates under the Union Constitution and has full responsibility for some main sectors (i.e. foreign affairs, home affairs, defence) and some subsectors such as higher education.

The general aims and objectives of education in **Tanzania Mainland** are the following:

- to guide and promote the development and personality enhancement of the citizens of Tanzania;
- to promote the acquisition and appreciation of the culture, customs and traditions of the peoples of Tanzania;
- to promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of the condition of man and society;
- to develop and promote self-confidence and an inquiring mind, understanding and respect for human dignity and human rights, and readiness to work hard for personal self-advancement and educational improvement;
- to enable and expand the scope of acquisition, improvement and upgrading of life skills needed to meet the changing needs of industry and the economy;
- to enable every citizen to understand the fundamentals of the Constitution as well as the enshrined human and civic rights, obligations and responsibilities;
- to promote the love of and respect for work and improved performance in the production and service sectors;
- to inculcate principles of the national ethic and integrity, national and international co-operation, peace and justice through the study, understanding and adherence to the provisions of the national constitution and international basic charters;
- to enable a rational use, management and conservation of the environment.

In terms of the *Development Vision 2025*, Tanzania envisages to be a nation whose people are ingrained with a developmental mindset and competitive spirit. These attributes are driven by education and knowledge and are critical in enabling the nation to effectively utilize knowledge in mobilizing domestic resources for assuring the provision of people's basic needs and for attaining competitiveness in the regional and global economy. Tanzania would brace itself to attain creativity, innovativeness and a high level of quality education in order to respond to



development challenges and effectively compete regionally and internationally, cognizant of the reality that competitive leadership in the twenty-first century will hinge on the level and quality of education and knowledge. To this effect, Tanzania should: a) attain self reliance driven by the psychological liberation of the mindset and the people's sense of confidence in order to enable the effective determination and ownership of the development agenda with the primary objective of satisfying the basic needs of all the people—men, women and children; b) be a nation whose people have a positive mindset and a culture which cherishes human development through hard work, professionalism, entrepreneurship, creativity, innovativeness and ingenuity and who have confidence in and high respect for all people irrespective of gender; the people must cultivate a community spirit, one which, however, is appropriately balanced with respect for individual initiative; and c) be a nation with high level of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the society's problems, meet the challenges of development and attain competitiveness at regional and global levels.

The primary goal of education in **Zanzibar** is to adequately equip the individuals with knowledge and skills for their own well-being and the overall development of the society. The ultimate goal is to meet learning needs and knowledge requirements of all citizens to achieve an improved quality of their lives and overall development of the society. The *Zanzibar 2020 Vision's* policy on human resources is to develop a well-educated, thoroughly trained, healthy and skilled population with easy access to the basic and essential socio-political, economic services and clean environment by the year 2020.

Laws and other basic regulations concerning education

The **Education Act No. 25** of 1978 (amended in 1995 to reinforce the implementation of the education and training policy issued in the same year) is the basic legal document governing the provision of education in Tanzania. It stipulates the roles and powers of different actors in education including the Ministry, the Commissioner, local authorities as well as private owners and managers of private institutions. There are also the **Local Government Council Acts** of 1982 and 1986 concerning the management of primary schools.

The **Act No. 21** of 1973 established the National Examination Council of Tanzania. The **Act No. 12** of 1975 established the Tanzania Institute of Adult Education.

The **Vocational Education and Training Act**, passed by the National Assembly in 1994 and effective from 1995, was promulgated to improve the provisions of vocational education and training through new legislation as well as changes in the structure and administrative style. Central to the Act is the establishment of the Vocational Educational and Training Authority (VETA), financed through a training payroll levy and supervised by the Vocational Education and Training Board. A revised version of the Act was issued in 2006, incorporating all the amendments.

The **Education Fund Act No. 8** of 2001 provides for the establishment of the Tanzania Education Authority as a corporate body to manage the Education Fund.

The **University Act No. 7** enacted by the Parliament in 2005 make provisions for the establishment, composition and functions of the Commission for Universities, the coordination and rationalization of the types and categories of universities, the promotion and financing of higher education, establishment and governance of universities, and for other related matters.

Administration and management of the education system

Education and training in **Tanzania Mainland** is undertaken by several ministries, non-governmental organizations (NGOs), communities and individuals. However, the **Ministry of Education and Vocational Training** (formerly, the Ministry of Education and Culture–MOEC), has legal mandate for policy formulation, coordination, monitoring, setting standards, quality assurance and quality control of the whole education system. In the context of the Local Government Reform Programme launched in 1997, all powers to make and effect decisions have been devolved to lower levels. The **Local Government Authorities** (districts, town, municipal and city councils) assume full responsibility for management and delivery of both formal and non-formal education services within their areas of competency. The management of pre-primary, primary and secondary education is under the supervision of the **Prime Minister's Office Regional Administration and Local Government** (PMO-RALG).

The Ministry of Education is headed by the Minister who is assisted by the National Education Advisory Council. The Permanent Secretary (PS) acts as the main custodian of the Ministry's resources and as the chief accounting officer of the Ministry; the policy and planning division and the management information unit are under the direct supervision of the PS. The Commissioner for Education (CE), under the PS, is the chief academic advisor in all aspects of professional departments and parastatal organizations (i.e., the Tanzania Institute of Education, the Institute of Adult Education, and the National Examinations Council of Tanzania), which provide services to schools and colleges of education. Under the supervision of the CE there are three units (special needs education, education by media, and school registration), and seven divisions: primary education; secondary education; teacher education; technical and vocational education; higher education; adult and non-formal education; and the school inspectorate. Private education establishments are administered and managed by the owners according to the guidelines and regulations issued from time to time by the Ministry of Education.

The general function of the **School Inspectorate** is to ensure adherence to set policy, laws, regulations and standards of education in the school system of Tanzania. In order to achieve this, school inspectors are required to carry out the following specific function: to inspect all schools and write reports with a purpose of advising the Commissioner on matters which require decision making for improvement; to inspect, educate and advise owners, managers, school boards/committees and teachers on good implementation of schools development plans; to initiate and conduct educational research and disseminate the information for the purpose of improving teaching standards in schools; to act a link between the school, other institutions and



the Ministry; to take part in textbook writing and review and production of handouts and articles for various academic subjects; to conduct in-service training for teachers. There are representatives of the Inspectorate up to district level. The Chief Inspector of Schools directly reports to the Commissioner of Education and is supported by four sections, namely: management; basic education; secondary education; and teacher education.

The **Tanzania Institute of Adult Education**, established in 1975, is responsible for running continuing and non-formal education programmes in Tanzania, with special emphasis to the rural communities. The **National Examination Council of Tanzania** (NECTA) was established by Act No.21 of 1973. NECTA is the agency responsible for the administration of all national examinations in Tanzania. It also awards official diplomas (primary, secondary and post-secondary education, excluding universities).

The **Tanzania Institute of Education** (TIE) is a government institution under the Ministry of Education and Vocational Training. The main functions of TIE are: to design and develop curricula for pre-primary, primary, secondary, and teacher education levels; to carry out in-service as well as pre-service training of teachers for efficient and effective implementation of curricula; to provide and oversee education quality assurance with regard to teaching methods, subject objectives and standard of teaching-learning materials; and to provide technical advice to the government through the Ministry responsible for education and to other stakeholders with the ultimate objective of providing quality education at all levels. The TIE comprises four departments: research, information and training; school equipment design and development; curriculum design and development; and finance and administration.

The **Tanzania Education Authority** is a corporate body established under section 5(1) of the Education Fund Act No. 8 of 2001 to manage the Education Fund. The Education Fund supports education projects submitted by universities, technical colleges and full-registered schools.

The **Tanzania Commission for Universities** (TCU) was established in July 2005, under the Universities Act to succeed the former Higher Education Accreditation Council which had been in operation since 1995. Prior to the establishment of TCU, all universities and non-university level higher education institutions implemented their mandatory functions as stipulated in their individual Acts of Parliament or constitutions including the development of internal quality assurance systems. Under the Universities Act, all Acts of Parliament that established public universities and university colleges were repealed and these and all other similar institutions were required by law to register themselves under TCU. TCU is thus a body corporate mandated to recognize, approve, register and accredit universities operating in Tanzania, and local or foreign university-level programmes being offered by non-TCU registered higher education institutions. TCU also coordinates the proper functioning of all university institutions in Tanzania so as to foster a harmonized higher education system in the country.

The **Vocational Educational and Training Authority** (VETA) was established by the Act No. 1 of 1994 charged with broad tasks of coordinating, regulating, financing, promoting and providing vocational education and training.



The management of each primary school is the duty of the head teacher who is assisted by the **school committee**. Secondary school heads and principals of colleges are assisted by **school boards** and **college boards**, respectively. School/college committees and boards play an advisory role in respect of administrative matters as well as in the discipline of students.

Ministries other than that of education have a role to play in the establishment and management of schools and colleges. Facilities other than learning materials, such as water and sanitation, health services, transport and food and nutrition, are provided for by the respective ministries. Some NGOs own and manage educational institutions from pre-primary to teacher education and one of them is planning to create a university. In addition, NGOs offer educational programmes for the handicapped. All special schools except one at the primary level are owned and managed by NGOs; they receive meager subventions from the government.

The responsibility for the planning and administration of education in **Zanzibar** is entrusted to the **Ministry of Education and Vocational Training** (formerly the Ministry of Education, Culture and Sports). The Minister of Education is assisted by a Deputy Minister and advised by an Education Council whose members are appointed as per Education Act. He/she also chairs the Management Committee which is composed of 11 senior management staff and is the highest decision-making body in the Ministry. The Principal Secretary is assisted by the Deputy Principal Secretary and by an Officer in charge of Pemba.

Two Commissioners are responsible for guiding and coordinating the activities of the different departments, which are 12 in total (including the Department of Library Services which reports directly to the Principal Secretary). One commissioner is in charge of policy, planning, budget and research, while the other is in charge of education. The Commissioner for policy, planning, budget and research is also responsible for the Department of Adult Education and Alternative Learning, the Department of Vocational Training and the Department of Archives, Museums and Antiquities. The Commissioner for Education looks after all matters relating to the delivery of general education at all levels, teacher training, inspection, curriculum and examinations, and is also in charge of four special units dealing respectively with inclusive education, registration, guiding and counselling and culture and sports at school. Departments are further subdivided in a number of divisions.

The **Department of Curriculum and Examination**, under the Commissioner for Education, is responsible for curriculum development and administers the local examinations at grade 7 and Form 2 levels, while the NECTA administers O-level and A-level examinations. Within this Department there are two divisions, the Division of Curriculum and Materials Production and the Division of Examinations and Educational Evaluation. Strong links with the Mainland are maintained in terms of curricula and examinations at the secondary level.

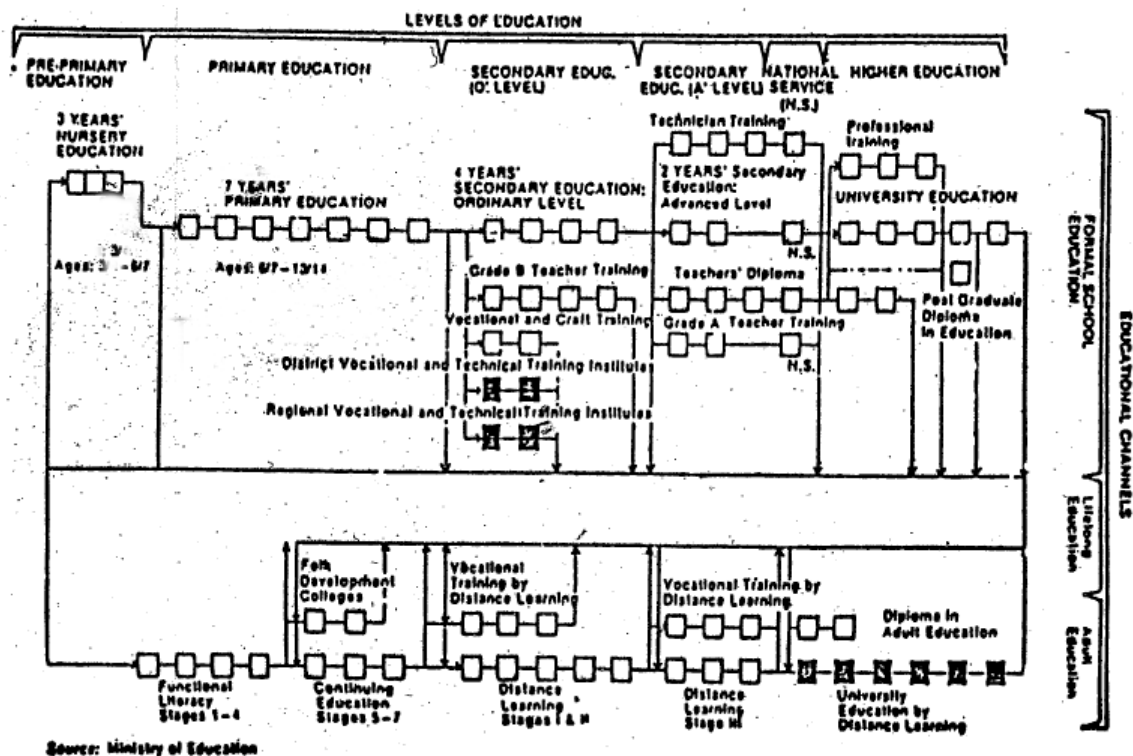
The Department of Pre-primary, Primary and Secondary Education is responsible for nursery and Koranic schools, primary schools (grades 1 to 7) and lower secondary schools (Forms 1 and 2). The role of the Department is to see that the curriculum is well implemented, that the staffing of schools is well organized, that equipment and infrastructure are sufficient, and that training programmes for teachers

are set up and implemented. **School inspectors** have a dual role in supervising the management of schools and working at the school subject level with subject advisers.

The Ministry has its coordinating office in Pemba and five **Regional** and ten **District Education Offices** throughout the islands. The regional and district offices are headed by regional and district education officers, respectively. These officers are administratively answerable to the regional and district governments, but professionally accountable to the Ministry of Education. In addition, the Ministry has set up its own decentralized structure for providing pedagogical support and training to the schools and the teachers. This structure consists of nine Teacher Centres, each of which has its own cluster of schools. In some cases, boundaries of clusters coincide with those of districts. At the local level, **school committees** are entrusted with the responsibility of overseeing the delivery and development of educational services in their respective communities.

Structure and organization of the education system

Tanzania Mainland: structure of the education system





Pre-school education

In **Tanzania Mainland** pre-school education caters to children aged 5 to 6 years and lasts two years; attendance is not compulsory. Pre-school education in **Zanzibar** is mainly provided by private entities; it is not compulsory. Pre-schools cater to children aged between 4 and 6 years, and are divided into three levels: nursery, junior and senior. In principle, each level should correspond to the age of children, thus the nursery level is for children aged 4-5 years, the junior level for 5-6-year-olds and the senior for 6-7-year-olds.

Primary education

In **Tanzania Mainland** primary education is compulsory and lasts seven years. The official entry age is 7. The completion of the cycle is marked by sitting the Primary School-Leaving Examination, which is mainly used for secondary school selection purposes. In **Zanzibar** compulsory primary education lasts seven years and the official entry age is 7 years. However, due to the shortage of classrooms, late entrants are quite common.

Secondary education

In **Tanzania Mainland** secondary education is divided into two cycles: the first cycle, of four years' duration, prepares students for the Certificate of Secondary Education Examinations; the second cycle, lasting two years, leads to the Advanced-level examination. Graduates of primary education may also follow two-year craft courses offered at post-primary vocational training centres. In **Zanzibar** secondary education comprises two cycles: the first cycle of secondary education ordinary level lasting four years and covering Forms 1-4, further subdivided into two cycles (Forms 1-2 and Forms 3-4); and the advanced cycle of secondary education, which covers Forms 5 and 6, as well as technical education (three-year course). According to the Education Sector Policy 2006, the structure of the formal education system in Zanzibar shall comprise: two years of pre-primary/early childhood education (entry age 4 years), six years of primary education (entry age 6 years), four years of secondary education ordinary level, two years of secondary education advanced level, and at least three years of higher education. Therefore, basic education should encompass 12 years, from pre-primary to the end of secondary education (ordinary level).

Higher education

Higher education is almost centralized at the national level and most Zanzibar students continue their higher education studies in Tanzania Mainland, although two higher education institutions have been established at the end of the 1990s. Tertiary and higher education in Tanzania Mainland is offered in universities, university colleges and tertiary-level institutions. At the undergraduate level, bachelor's degree programmes offered by universities normally last three years (four years in the case of law, geology and engineering, five years in the case of medicine). Universities also offer short programmes leading to the award of a certificate (programmes lasting seven to twelve months) and a diploma (two-year programmes). The duration of postgraduate diploma programmes is between nine and 15 months. Master's degree programmes normally last two years. The duration of doctoral degree programmes is



usually three to four years on a full-time basis. The State University of Zanzibar offers one-year certificate and two-year diploma programmes; bachelor's degree programmes normally take three years to complete.

At the pre-primary and primary levels the school year consists of 200 days (a minimum of thirty-seven five-day weeks of classes). There are two terms per year, from January to early June and from mid-July to November. There is a one-week mid-term holiday in April and September. The vacations are in June and December. At the secondary level, the school year consists of 270 days; the vacations and terms correspond with those of primary schools but are shorter. At the university level, the academic year starts in September and lasts forty weeks, with two vacation periods (in December and July).

The educational process

As mentioned, in Tanzania Mainland the Tanzania Institute of Education (TIE) is the main body responsible for developing the curriculum. It prepares programmes, syllabi, and pedagogical materials such as handbooks and laboratory manuals. It also specifies standards for educational materials and class sizes; trains teachers on new teaching methods and on curriculum innovations; initiates and guides basic research and evaluation projects with regard to teaching and learning; follows up and monitors curriculum implementation in schools; and evaluates and approves manuscripts intended for school use.

The TIE has made significant changes in the design of the primary school curriculum. Recent reforms in the primary school curriculum include the splitting of the subject 'general studies' into three subjects, e.g. civics, geography and history, and the introduction of new subjects: ICT (*Teknolojia ya Habari na Mawasiliano-TEHAMA*), *Haiba na Michezo* and French. The primary education curriculum is currently composed of twelve subjects, namely: mathematics, science, geography, history, civics, Kiswahili, English language, ICT, vocational subjects (*Stadi za Kazi*), *Haiba na Michezo*, French and religion. The curriculum was streamlined to address the need to develop analytical and market-oriented skills. The popularity of modern approaches of teaching has necessitated a shift of paradigm in curriculum practices. Central to the paradigm is the development of competences among learners. The focus of the reviewed curriculum has shifted from content based to competence based. The competences which are considered in the curriculum are the following: critical and creative thinking; communication; numeracy; technology literacy, personal and social life skills, and independent learning.

The syllabuses have been reviewed in the spirit of constructivism. The reviewed syllabuses emphasize learner-centered methods of teaching and learning. Syllabus review has also been done to enhance participatory approach of teaching which aims at benefiting students with different abilities so as to capture their learning needs. In this way, teaching is expected to become a more reflective practice by increasing awareness of different learning styles, backgrounds, experiences and learning needs.



The secondary school curriculum has also been changed, with the introduction of new subjects such as unified science, social studies, computer literacy and computer science. Syllabuses for the seven core subjects were reviewed and introduced in the curriculum of secondary education in 2005. They have been examined for the first time in the Certificate of Secondary Education Examination (CSEE) in October 2008.

The curriculum review process has always been guided by relevant policy documents and the review process was therefore an attempt to translate the education policies into curriculum reality.

In Zanzibar, the school curriculum is prepared and controlled by the Ministry of Education and Vocational Training through the Department of Curriculum and Examination; college tutors and inspectors also help to develop the curriculum.

Private institutions may have their own curriculum but it has to be approved by the Ministry of Education. Most private schools follow the national curriculum. At the secondary level, Zanzibar schools generally follow the Tanzania Mainland school curriculum developed by the TIE, but some modifications may be made to suit Zanzibar's specific needs.

The curriculum reform has also resulted into the designing and production of new textbooks. Textbook production followed a phased approach, with the initial phase concentrating on the lower primary education level. Textbooks on four subjects have been produced with UNICEF support and distributed to schools at a ratio of one book to two pupils.

In Tanzania Mainland, Kiswahili is the national language and the medium of instruction in primary schools; at the secondary school level, English is the medium of instruction. According to the Education Sector Policy 2006, in Zanzibar Kiswahili shall continue as the medium of instruction in public pre-primary and primary schools except for mathematics and science subjects beginning primary five where English shall be used. English shall continue to be the medium of instruction in post-primary schools except for Islamic studies where Kiswahili shall be used.

Pre-primary education

In **Tanzania Mainland** pre-primary education has been incorporated in the formal education structure since 1993. The objectives of pre-primary education are to: encourage and promote the overall personality development of the child, i.e. his/her physical, mental, moral and social characteristics and capabilities; identify children with abnormal patterns of development and educational potentials and devise special programmes for them; mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behaviour; help the child acquire, appreciate, respect and develop pride in the family, his/her cultural background, moral values, customs and traditions as well as in the national ethic and identity; provide the child with opportunities to acquire and develop communication, numerical and manual skills; and prepare the child for primary education.



At the pre-school level, normally eight subjects are taught and the weekly load includes a total of twenty-two teaching periods, each lasting twenty minutes. The subjects and the number of periods allocated to each of them are shown below:

Pre-primary education (Tanzania Mainland): weekly timetable

Subject	Number of weekly periods
Elements of mathematics	2
Elements of music	2
Elements of science	3
Elements of language	5
Elements of arts and crafts	3
Elements of health	2
Elements of physical education	2
Elements of civics	3
Total weekly periods	22

Note: Each teaching period lasts 20 minutes.

With regards to early childhood care and education, the government has included early childhood development (ECD) in the National Strategy for Growth and Reduction of Poverty, and has committed itself to the development of an Integrated Early Childhood Development (IECD) policy in order to address the needs of all young children. This cross-sectoral policy will outline organizational responsibilities to ensure an effective and efficient plan for IECD service delivery. Meanwhile the Ministry of Education and Vocational Training implements its policy directive that requires each primary school to have a pre-primary class admitting 5–6 year olds and a pre-primary teacher. According to national data, the total enrolment in pre-primary schools (years 1 and 2) was 873,981 children, of whom 805,407 children were in government schools. (Ministry of Education and Vocational Training, 2008).

Pre-school education is not compulsory in **Zanzibar**. Non-government pre-schools have been established by communities, religious organizations, and individuals. The Ministry has decided to consider early childhood education as part of basic education. So far a new curriculum and teaching and learning materials have been developed and the materials are being piloted in some schools. In order to ensure that all children aged 4–5 are enrolled in pre-primary schools, the Ministry has raised awareness to the community in establishing classes for pre-primary education within the new school building that are being constructed, and even to the old school building that have enough space. According to official data, in 2002 there were 139 pre-schools, most of them privately owned or community based, and the gross enrolment ratio was estimated at 15.5% (21% in 2008).



In 2006, the total enrolment was 16,326 children and there were 185 pre-schools, of which 160 in the private sector. A large majority of pre-schools are in the urban area. In the same year, there were 977 teachers, of whom 756 with some training. There is no specific pre-school teacher training college in Zanzibar. Training is conducted in Saanteni Pre-School Teacher Training Resource Center which offers a two days per week course of one year' duration. Students are either unemployed Form 4 leavers or primary school teachers. Some learners already work as pre-school teachers in the private sector. There were also 84 Madrasa community pre-schools with 5,335 children and 424 teachers.

In 2005, there were 1,053 Koranic centres with a total enrolment of 211,527 students. There was no information about age distribution of the students, but a significant number of children of pre-school age attended these centres. The total number of teachers was 1,851. These centres report to the Ministry but have otherwise few formal links to the education system. It is important to note that children attend primarily for religious education. There is no standard curriculum, and teachers may choose different sections of the Koran depending upon own interests or values. Through the studies of the Koran many children acquire reading skills in the Arabic language. The extent to which they also learn to write varies depending on the centre. The Ministry has encouraged the introduction of secular subjects into the teaching and learning process. The objective has been to provide a broader curriculum to children with no access to regular schools. (Ministry of Education and Vocational Training of Zanzibar, 2007).

Primary education

In **Tanzania Mainland**, fundamental reform initiatives have included decentralizing the management, administration, and financing of primary schools. Community contributions, involving cost-sharing, have been introduced in order to promote democratic participation in, and ownership of, the education system. In addition, the government intends to improve the learning and teaching environment by rehabilitating and increasing classrooms, reducing the pupil-teacher ratio, strengthening inspectorate services, and removing the inequities in the provision of education.

The primary school curriculum was reformed in 1993 for the purpose of streamlining and making it more relevant to learners' and societal needs. The reformed curriculum included the following core subjects: Kiswahili, English, mathematics, social studies, science, practical arts and religion. Social studies and practical arts were new subjects introduced into the curriculum after the 1993 reform. The subject 'social studies' included elements of: history, geography, civics, commerce, accounting, environmental studies, political science and family life education. Pupils in Standards 1 and 2 studied elements of health instead of English and social studies. All these subjects were compulsory. The teaching subjects and the number of weekly periods (end of the 1990s) are shown in the table below:

Primary education (Tanzania Mainland): weekly lesson timetable

Subject	Number of weekly periods in each grade						
	I	II	III	IV	V	VI	VII
Kiswahili	10	10	5	5	5	5	5
English language	–	–	6	6	6	6	6
Mathematics	10	10	5	5	6	6	6
Social studies	–	–	5	5	5	5	5
Health	2	2	–	–	–	–	–
Science	–	–	4	4	6	6	6
Practical arts	6	6	8	8	10	10	10
Religion	2	2	2	2	2	2	2
Total weekly periods	30	30	35	35	40	40	40

(Each teaching period lasts 30 minutes in Grades I and II, and 40 minutes in Grades III–VII).

Pupils are allowed to repeat any of Standards 1-4 if they have not mastered the skills required for each class. Beyond Standard 4 and at the secondary school level, students are normally not allowed to repeat any class—except under special cases such as long periods of absence from school due to illness. The completion of the primary education cycle is marked by sitting the Primary School-Leaving Examination, which is mainly used for secondary school selection purposes. Successful pupils receive the Primary School Leaving Certificate. The transition rate from primary to secondary education was only about 30% in 2003, but it increased to 56.7% in 2007. Quality as measured by pass rate in National Examinations improved during the period 2001-2003. The percentage of pupils who passed Standard 4 examinations increased from 70.6% in 2001 to 88.7% in 2003, then it decreased to 78.5% in 2007. The pass rate in the Primary School Leaving Examinations increased from 28.6% in 2001 to 40.1% in 2003. In 2007, the pass rate was 54.2%.

According to national estimates, the net enrolment ratio (NER) increased from 66% in 2001 to 90% in 2004, while the gross enrolment ratio (GER) increased from 84.4% in 2001 to 106.3% in 2004. In 2008, the total enrolment in Standards 1-7 was about 8,410,000 pupils, mainly in government schools, and the total number of teachers was 154,895. The GER was estimated at 112.3% and the NER at 97.2%. It is estimated that in 2008 there were 915,234 orphans in the primary schools and 25.2% of these had lost both parents. (Ministry of Education and Vocational Training, 2008).

In **Zanzibar**, the primary school curriculum is uniform and is defined by the Ministry of Education through the Department of Curriculum and Examination. Private institutions may have their own curriculum, but it must be approved by the Ministry of Education. With the exception of a few private institutions and the Koranic schools where a standard curriculum has not yet been developed, most private schools follow the national curriculum.

The seven-year primary education programme is divided into three sections: grades 1 and 2; grades 3 and 4; and grades 5-7. The weekly lesson timetable in 2001 is shown in the table below:

Zanzibar. Primary education: weekly lesson timetable

Subject	Number of weekly periods in each grade						
	I	II	III	IV	V	VI	VII
Kiswahili	8	8	8	8	7	7	7
Mathematics	8	8	8	8	7	7	7
English language	6	6	8	8	7	7	7
Science	2	2	4	4	6	6	6
Work/life skills	4	4	6	6	6	6	6
Social studies (*)	–	–	4	4	5	5	5
Religion	2	2	2	2	2	2	2
Total weekly periods	30	30	40	40	40	40	40

Source: Ministry of Education, Culture and Sports, 2001. (Information concerning the average duration of each teaching period is not available).

(*) Social studies include history, geography and civics.

At the end of primary education, examinations are set and administered by the Ministry through the Department of Curriculum and Examination. The primary school examination serves two purposes: evaluation of the primary education curriculum and selection of a few students to join the more prestigious streamed secondary schools, which, in addition to core subjects, provide specialization in the fields of technical education, natural and social sciences, computer sciences, Arabic/Islamic studies, commercial studies and French language. In 2004, a total of about 18,000 students sat the Standard 7 exams to join biased secondary education schools (which provides four years of continuous secondary education), and 486 students (or 2.7%) were selected to join Form 1. The majority of students enrol in the three-year lower secondary education programme.

Continuous assessments and end-of-term examinations are carried out regularly. With the exception of national examinations where pupils have to pass at a certain level to be promoted to the next education level, there is generally a system of automatic promotion from one grade to another. Repetition of the same grade may however be allowed, after obtaining consent from the school, the pupils and their parents.

The internal efficiency is generally poor due to high drop-out rates. Some studies have shown that out of a cohort of 1,000 pupils who start grade 1 in any particular year, less than 500 students complete the basic education cycle within the desired duration of ten years (seven years of primary and three years of lower secondary).

According to national data, in 1999 the gross enrolment ratio (GER) at the primary level (grades 1-7) was 85.4% and the net enrolment ratio (NER) was estimated at 67%. A further examination of the 2000 GER figures reveals the existence of disparities in enrolment between the various districts of Zanzibar. For example, the GER was 59.9% in one district and 176.1% in another. Low enrolment in some places is often due to the parents' low awareness of the importance of education. In 2003, there were 191,959 pupils enrolled at the primary level.



In 2006, the total enrolment was 168,946 pupils for an estimated NER of 75.7%. The majority of primary school teachers were qualified. The minimum qualification for primary teaching is a teaching certificate, obtained after two years of study following O-level (junior secondary) or as an in-service course. Eighty-five percent of the primary teachers in public schools had a certificate-level qualification, 13% were unqualified, and less than 2% had higher qualifications (diploma or degree level). (Ministry of Education and Vocational Training of Zanzibar, 2007).

Secondary education

In **Tanzania Mainland**, the objectives of secondary education are to:

- Consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level.
- Enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations.
- Promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language.
- Provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study.
- Prepare students for tertiary and higher education, vocational, technical and professional training.
- Inculcate 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.
- Prepare the student to join the world of work.

The first cycle of secondary education, of four years' duration, prepares students for the Certificate of Secondary Education Examinations; the second cycle, lasting two years, leads to the Advanced-level examination. National examinations are designed and administered by the National Examination Council of Tanzania (NECTA). In addition to the final examinations, there are regular tests known as continuous assessment. Successful students are issued two types of certificates, namely the school-leaving certificates which are issued by the respective school and the academic certificates issued by NECTA. The academic certificates indicate the level of performance in different subjects tested and are issued to students who reach a set minimum mark. The certificates are graded into divisions I to IV, where the latter is the lowest. Private candidates are certified on the basis of the results of the final written examination only.

The curriculum of secondary education consists both core and compulsory and optional subjects. Core and compulsory subjects in Form 1 and 2 offered by all schools include: mathematics, English, physics with chemistry, Kiswahili, biology, history, geography, civics and religion. Optional subjects in Form 1 and 2 include: home economics, information and computer studies, additional mathematics, music, fine arts, French, Arabic, other foreign languages, Islamic studies, Bible knowledge,



and physical education. Students may choose none, any one or two of the listed subjects if offered at their school.

Core subjects in Form 3 and 4 offered by all schools include: mathematics, English, Kiswahili, biology, civics, religion, history, geography, physics and chemistry. Optional subjects in Form 3 and 4 include: home economics, information and computer studies, additional mathematics, music, fine arts, French, Arabic, Islamic studies, Bible knowledge, and physical education.

The minimum number of subjects required for Certificate of Secondary Education Examinations (CSEE) is seven. All candidates must select a minimum of seven subjects from the core list including mathematics, English, Kiswahili, biology and civics which are compulsory.

The total number of public and private secondary institutions increased from 365 in 1990 to 927 in the year 2000 (of which about 400 schools were in the private sector). Both the number of students and teachers increased over that time span. In May 2003, there were 1,083 registered secondary schools and, out of these, 856 enrolled students at least up to the end of Form 4. Around half (51%) of the schools were community built, one third non-government (33%), and the rest were government schools (9%) and seminaries (7%). In 2004, the gross enrolment ratio (GER) for Forms 1-4 was estimated at 12.9% and the NER at 8.4%. The figures for Form 5 and 6 were lower.

According to national data, in 2008 the total enrolment in Forms 1-4 was 1,164,250 students, and in Forms 5-6 it was 58,153 students. The total number of teachers was 32,835 and the total number of schools was 3,485. In the same year, the GER for Forms 1-4 was estimated at 36.2% and the NER at 24.4%. The figures for Form 5 and 6 were 4% and 1.4% respectively.

The pass rate in the Form 4 examinations varied between 76% and 87.7% in recent years and has been higher for boys (an average of 85%) than for girls (an average of 69%). Of those who passed in 2001, 49% received the lowest grade. Again, girls' grades were lower than boys'. The pass rate in the Form 6 examination is much higher reaching 97.3% in 2003, and the distribution across grades is better with only 9.1% gaining the lowest. The schools which perform highest in the examinations are those who employ better-trained teachers, including experienced graduates. Higher pay and efficient school management attract the higher qualified teachers to non-government schools and seminaries. Fifty-eight per cent of all teachers who have a university degree work in non-government schools and of all B.A and B.Sc graduates with education degrees, 75% are absorbed in this sector. Most of the rest teach in government schools with the result that very few are in the community-built schools. Most teachers in secondary schools are certified and trained either as graduates or diploma holders. There were 12,983 teachers in 2004. Provision is made for in-service professional development for teachers and head-teachers according to needs.

At the secondary level and above, **Zanzibar** schools generally follow the Tanzania Mainland curriculum, but some modifications can be introduced to suit the Zanzibar situation. As mentioned, a few talented students are selected to join biased



secondary schools after passing the national Standard 7 examinations. These students receive four years of continuous secondary education, after which they sit for the Tanzania National Certificate for Secondary Education Examinations. Those who qualify are selected to continue with two years of advanced secondary education. The current biases are natural sciences, social sciences, commercial studies, technical education, Arabic/Islamic studies, French language and computer science. The majority of students enrol in the three-year lower secondary programme (part of the ten-year compulsory basic education), which consists of an orientation year and Form 1 and 2. The orientation year was introduced in 1994 for the purpose of improving the English language proficiency of students before they start secondary education. After completing Form 2, students sit for the Zanzibar National Form 2 Examinations and those who qualify are selected to continue in Form 3 and 4. In 2004, the transition rate to Form 3 was 43.4%.

The curriculum is too much examination-oriented with no provision for local flexibility and adaptability. Consequently, the students resort to rote learning with few opportunities for practical activities related to the labour market. The system does not prepare the students for employment. Most of the graduates of O- and A-level do not have sufficient knowledge and vocational skills that are needed in both formal and informal sectors of the economy. The curriculum needs to be attuned to the modern labour market needs especially in the areas of ICT and English as well as other foreign languages skills. In addition there is a high demand for integrating skills training within the academic curriculum so that the graduates could be prepared for life rather than for white-collar jobs. The needs to introduce pre-vocational skills within the secondary school education need to be emphasized. Also, the curriculum is overloaded with too many subjects.

At secondary level, there are large numbers of unqualified teachers. Current policies require that teachers with a diploma level qualification teach only up to Form 2, with teachers with degree level qualifications teaching the higher grades. In 2006, 41% of secondary teachers were unqualified (qualifications at certificate level or less), 49% had a diploma, and only 9% had a degree or higher.

In 2003, the total enrolment at the basic education level (Standard 1 to Form 2) was 237,242 students. In 2004, the pass rate at the Certificate for Secondary Education Examinations was 94.4%. In 2005, the total enrolment in the three-year lower secondary programme was 52,332 students, for an estimated gross enrolment ratio of 69% (it should be noted that lower secondary education is part of the ten-year compulsory basic education). In the same year, there were 12,750 students enrolled in Form 3 and 4 (gross enrolment ratio: 26.2%), and a total of 2,918 students enrolled in Form 5 and 6 as well as in the first and second year of the Full Technical Certificate (gross enrolment ratio: 6%). (Ministry of Education and Vocational Training of Zanzibar, 2007).

Assessing learning achievement nationwide

In 1995, **Zanzibar** participated in the research project of the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ I). A test was designed to provide a valid measure of basic literacy skills of Standard 6 pupils. The test items, which were originally designed in English, were translated into Kiswahili—the



medium of instruction at the primary level. A total of forty-four essential test items were picked out of 59 test items and administered to 2,286 pupils selected randomly in all the five regions.

The national mean for Zanzibar was 19.1 out of maximum possible score of 44 and it has been concluded that the mastery of reading literacy of Standard 6 pupils was low. In general, the performance of boys was slightly better than that of girls at both minimum and desirable level of mastery. Pupils from high- and middle-income families performed twice as high as pupils from families with low socio-economic status. It was also observed that pupils in urban schools performed better than pupils in rural schools.

Zanzibar also participated in SACMEQ II in the year 2000 (reading and mathematics skills of Standard 6 pupils).

Overall, data indicate that in SACMEQ I the percentage of pupils reaching the minimum level of mastery was 45.3% and the one for SACMEQ II was 34.2%. The percentage of pupils reaching the 'desirable' level of mastery in reading was 7.8% and 2.6% for SACMEQ I and SACMEQ II respectively. The percentage of the total population of Standard 6 pupils that reached the 'minimum' level of mastery in the reading test was between 32.1% and 37.3%. The percentage of the total population of Standard 6 pupils that reached the 'desirable' level of mastery in the reading test was between 1.8% and 3.4%. Thus, between 62.7% and 67.9% of Standard 6 pupils did not reach 'minimum' level of mastery, and between 98.2% and 96.6% did not reach the 'desirable' level.

In primary schools, most of the teachers are qualified, but there are some quality issues. The SACMEQ II study tested teacher literacy using the same test items as used with Standard 6 pupils. A creditable 80% of teachers tested reached the desired standard. However this means that one teacher in five was unable to reach the standard of literacy expected in primary school pupils. (Ministry of Education and Vocational Training of Zanzibar, 2007).

As regards **Tanzania Mainland** (SACMEQ II) results showed that 67.9% of Standard 6 pupils reached the minimum level of mastery in reading and 27.1% reached the desirable levels. There were notable variations among the zones, with the minimum level of mastery for the Eastern Zone standing at 78.3% of pupils reaching the level compared to a low percentage of 44.4% of pupils in the Southern Zone who reached this level. The percentage of pupils reaching the desirable level ranged from highs of 34.3% in Southern Highlands followed closely by the Eastern Zone with 34.1% to a low of 12.7% in the Southern Zone. Almost all Standard 6 teachers (99.8%) reached the minimum level of mastery, with 100% of them reaching the level in all zones except in the Southern Zone where the percentage of teachers reaching the level was 97.4%.

The mathematics competence levels of Standard 6 pupils were less encouraging than those for reading, although a direct comparison between the two subjects is not possible. The majority of Standard 6 pupils could not master the more complex competencies in mathematics and variations in pupils' competence levels

among zones were wide. A substantially higher percentage of pupils failed to reach basic numeracy (25.5%). (SACMEQ, 2005).

Teaching staff

In order to ensure quality and competence of school teachers, the minimum entry qualification for their training in **Tanzania Mainland** has been revised.

The Grade “A” Teacher Certificate course is a two-year training programme for students who have passed the General Certificate of Education (O-level) examination with a minimum qualification of “division II”. The in-service upgrading course from Grade “B” or Grade “C” (i.e. Standard 7 leavers with four and two years of teacher training, respectively) to Grade “A” is a one-year programme admitting teachers with a minimum qualification of two credits and two passes in the Certificate of Secondary Education Examination. The Diploma in Education is a two-year course for students who have a minimum qualification of “division III” in the Advanced-level examination.

Teacher students study educational psychology, curriculum and educational evaluation, as well as methods of teaching different subjects. Teaching practice also forms an essential component of teacher training at all levels. The certification of students at the Grade “A” and diploma levels is based on continuous assessment, block teaching, and the final national examination administered by the NECTA.

In principle, pre-primary and primary schools are staffed by trained teachers with certificates in teacher education (Grades C, B and A). Secondary schools and teacher colleges are staffed by teachers with either a diploma in education or a university degree. However, due to a shortage of teachers, there is quite a large number of untrained teachers—especially in private secondary schools.

In 2008, out of 16,957 pre-school teachers, 78 had a degree, 187 had a diploma, 7,944 were Grade A teachers, and 8,388 were Grade B/C and others. Out of the 154,895 primary school teachers, 566 had a degree, 4,597 had a diploma, 127,397 were Grade A teachers, and 22,335 were Grade B/C and others. Out of the 32,835 secondary school teachers, 4,775 has a degree, 19,326 had a diploma, 489 were Grade A teachers, and 8,245 were Grade B/C and others. The majority of secondary school teachers (23,122 teachers) were male.

Teachers at the pre-school level are required to teach twelve hours per week on average. Teachers at the primary, secondary and teacher education levels are required to teach approximately sixteen hours per week. In addition, they are required to supervise extra-curricular activities as may be prescribed by the head of school. They are normally required to stay at their places of work for eight hours per day, five days a week. In some cases educational activities such as lesson preparation, marking students’ texts and/or examination scripts may compel a teacher to work outside the normal working hours.

Compared with other professions, teachers’ salaries can be considered satisfactory. However, teachers do not have fringe benefits that other workers enjoy,



such as adequate housing allowance, lunch allowance, and transport allowance. Teachers in private schools are better off than those in public schools in terms of salaries and other benefits.

Teachers are evaluated by head teachers as well as school inspectors. The head teacher is supposed to assess teachers in their schools on a daily basis and at the end of each year he/she has to fill in an evaluation form which constitutes the basis for promotion. Inspectors are supposed to visit schools regularly; however, due to shortage of funds, inspection is confined to schools close to the inspectorate offices.

Several colleges specialize in in-service training programmes for Grades “B” and “C” teachers. In addition, the Open University and the Institute of Adult Education provide facilities for self-improvement. The main existing programmes are the following:

- Three-month residential courses in the teaching of mathematics, science, English, the 3Rs (reading, writing, arithmetic) and pre-school education. This programme is designed for primary school teachers.
- One-year certificate course in agriculture.
- Correspondence courses for academic upgrading of Grades “B” or “C” teachers.
- One-year courses on different subjects, including music, physical education, theatre, arts, fine arts and special education.

Head teachers, principals, inspectors and other staff are normally selected among serving teachers. They then attend a six-month course in management, administration and school inspection. However, due to financial constraints most of the head teachers have never been trained.

According to national data, in 2006 the total number of teachers in **Zanzibar** was about 10,604, of whom 8,039 were qualified teachers. Eighty-five percent of the primary teachers in public schools had a certificate-level qualification, 13% were unqualified, and less than 2% had higher qualifications (diploma or degree level). At the secondary level, 41% of teachers were unqualified (qualifications at certificate level or less), 49% had a diploma, and only 9% had a degree or higher. The majority (70%) of primary teachers were female, while at secondary level nearly two-thirds were male (64%) and 83% of the teachers with degrees were male.

Although the islands are comparatively small, it is reported that teachers, particularly female teachers, prefer to be located in the relatively urbanized areas of Urban, West and Central districts. At primary level, these three districts have a higher proportion of female teachers, and a higher proportion of qualified teachers than average, but relatively high pupil teacher ratios. The rural districts of North A and B, and the four districts on Pemba have fewer female teachers and slightly fewer qualified teachers. South district displays an unusual pattern with a low pupil teacher ratio and a high percentage of qualified teachers.

The Department of Teacher Training within the Ministry has two divisions (initial and in-service teacher training) and the National Teachers’ Resource Centre

which is responsible for 11 Teachers' Centres throughout Zanzibar. These two divisions are responsible for the initial and continuing development of teachers.

The Nkrumah Teacher Training College (TTC) trains primary (Grade "A") and secondary (diploma in education) school teachers. The Muslim College specializes in training teachers at the primary and secondary levels for Arabic language and Islamic studies at the certificate and diploma levels, respectively. Some teachers are also trained at the Institute of Kiswahili and Foreign Languages—where, in addition to language diploma courses, students also take education—and at the University of Dar es Salaam. The Nkrumah TTC also offers a diploma course in educational management and administration designed for head teachers and other personnel in leadership positions. The diploma in education course is a two-year training programme including teaching methodology, education psychology, and either two science or two arts subjects. The entry qualification is the Advance-level certificate. The Grade "A" certificate course is a two-year training programme and the entry qualification is the Certificate of Secondary Education (O-level).

Finally, the Department of Education, School of Education, of the State University of Zanzibar offers a three-year teacher education programme. Students have to take a total of nine compulsory courses spread over six semesters (three academic years). In addition to compulsory courses, students may take optional courses in their second and third years. Optional courses may be subject to change, depending on the number of students registering for the courses and the availability of lecturers for those particular courses. At the end of the second semester of the first and second year, all students taking education are required to do eight weeks of teaching practice (TP). The University College of Education Zanzibar, a private institution, also offers degree-level courses. There are no training facilities for early childhood education (ECE) or special education. However, in-service training for ECE teachers is provided at the Saateni Teacher Training Resource Centre (government owned) and the Zanzibar Madrasa Resource Centre of Aga Khan Foundation (privately owned).

Teachers' Centres (TC) are used extensively for in-service courses and as a general resource base for teachers seeking additional materials or teaching ideas. An important aspect of the work of the TCs is the system of school clusters which the centres serve and the Advisory Teachers and Panel Teachers who support teacher development within schools as well as at the Centres.

Primary teachers are expected to teach two-thirds of the school contact hours (three teachers are allocated for every two classes). At secondary level, the school week is made up of 40 periods of 40 minutes each. Teachers can be asked to teach up to 24 periods per week, a total of 16 hours per week. Head teachers are expected to teach up to 12 periods per week. Teacher's workload averages 24 periods per week.

Teachers are employed as permanent government employees, and paid according to fixed scales. Starting pay is determined by qualifications, and teachers are placed on an incremental scale with fixed annual increases. In addition to their basic pay, teachers receive a teaching allowance of 25% of salary and a housing allowance of 10% of salary. Teachers are also paid a transport allowance per month,



or actual travel costs, where these are greater. (Ministry of Education and Vocational Training of Zanzibar, 2007).

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National Council for Technical Education: <http://www.nacte.go.tz/> [In English. Last checked: August 2010.]

National Examinations Council of Tanzania: <http://www.necta.go.tz/> [In English. Last checked: August 2010.]

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Tanzania Education and Information Services Website: <http://tanedu.org/> [In English. Last checked: August 2010.]

Tanzania Institute of Education: <http://www.tie.go.tz/index.html> [In English. Last checked: August 2010.]

Vocational Education and Training Authority: <http://www.veta.go.tz/> [In English. Last checked: August 2010.]

Zanzibar Government: <http://zanzibar.go.tz/> [In English. Last checked: August 2010.]

State University of Zanzibar: <http://www.suza.ac.tz/> [In English. Last checked: August 2010.]

For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>