



REVOLUTIONARY GOVERNMENT OF ZANZIBAR
MINISTRY OF EDUCATION AND VOCATIONAL
TRAINING



EDUCATION POLICY

2006

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ABBREVIATIONS

ASHR	Adolescent Sexual and Reproductive Health
AYA	African Youth Alliance
CBO	Community Based Organization
CEDAW	Convention on the Elimination of Discrimination Against Women
CRC	Convention on the Rights of the Child
CSEE	Certificate of Secondary Education Examination
DEO	District Education Officer
GDP	Gross Domestic Product
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education For All
EMIS	Education Management Information System
EQUIP	Education Quality Improvement Program
FAWE	Forum for African Women Educationists
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
GER	Gross Enrolment Ratio
ICT	Information, Communication Technology
IEC	Information, Education, Communication
MDGs	Millennium Development Goals
MEES	Moral Ethics and Environmental Studies
MOECS	Ministry of Education, Culture and Sports
MOH	Ministry of Health
MTEF	Medium-Term Expenditure Framework
MYEWCD	Ministry of Youth, Employment, Women and Children Development
NECTA	National Examinations Council of Tanzania
NER	Net Enrolment Ratio
NGOs	Non-Governmental Organizations
OCGS	Office of the Chief Government Statistician
PER	Public Expenditure Review
REO	Regional Education Officer
SACMEQ	South African Consortium for Monitoring Education Quality
STIs	Sexually Transmitted Infections
SUZA	The State University of Zanzibar
SWAps	Sector Wide Approaches
TIE	Tanzania Institute of Education
TC	Teachers, Centre
TTC	Teacher Training College
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
ZATU	Zanzibar Teachers' Union
ZEMAP	Zanzibar Education Master Plan
ZIPA	Zanzibar Investment Promotion Agency
ZPRP	Zanzibar Poverty Reduction Plan
ZSSF	Zanzibar Social Security Fund

FOREWORD

The Government of Zanzibar, through the Ministry of Education and Vocational Training has been working over a period of one year to develop a new education policy which set out a broad vision and framework for the medium 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. This policy document replaces the 1991 Zanzibar Education Policy that was revised in 1995 and translated into concrete actions by the development and implementation of Zanzibar Education Master Plan for the year 1996 to 2006. Although, the policy and the implementation strategies has achieved a number of success, but also raised a number of challenges that necessitates policy reforms.

The development of a new education policy was the result of broad based consultations of all stakeholders such the Government organs, private sector, NGOs, CBOs and development partners who raised a number of critical issues facing the sector. Throughout different stages of the consultations, the public has responded enthusiastically. Our sincere appreciation is extended to everyone who met with the working group and submitted his or her views. While it was not possible to record in this document everything that everyone had said, we hope that it gives a flavour of the views shared by most of the stakeholders. The Ministry wish to thanks all who have contributed to the policy development especially the members of Working Group on Development of Education Policy, for spearheading the process and ultimately putting all the pieces together until the production of the final version.

The preparation of this document would not have been possible without the financial support provided by Embassy of Sweden in Tanzania through Sida. The Ministry highly appreciate Sida's assistance throughout the process of preparation to the production of this document.

It is very clear that the Government of Zanzibar has given education top priority and thus why the President has devoted himself to the development of education in response to the demand of our people, society and the world as a whole. As one responsible for education, I pledge my continued commitments and support to accomplish the goals we have set in the education policy that we can all be proud of.

It is my hope that the general public at large will also embrace this policy reforms and lend their support as it success will ultimately depend on the dedication and involvement of each and every one of us.

Haroun A. Suleiman
Minister of Education and Vocational Training
Zanzibar

February 2006

PREAMBLE

Context

Zanzibar forms part of the United Republic of Tanzania. The Union Government is responsible for defence, external affairs, fiscal policy and monetary issues, while Zanzibar has autonomy over development policy and execution of both recurrent and capital activities. Furthermore the Government of Zanzibar is complete with the three pillars of authorities, namely: Executive (The President), Legislative (House of Representatives) and Judiciary (Attorney General and Chief Justice). Hence Zanzibar has the mandate and the authority to administer and manage her internal affairs including the provision and financing of education.

According to 2002 census, Zanzibar has a population of 981,754 inhabitants, 51% female, 57% rural and growing at 3.1% per annum. Of the total population, 54% is in the 15-55 age group which is indicative of the size of the active labour force.

The Government has undertaken various policy and structural reforms with the objective of achieving stable macro-economic conditions and sustainable economic environment. The attainment of this objective generates higher economic growth, lower inflation rate, and lowers the cost of provision of services.

The Government, following recommendations from Breton Woods Institutions adopted these reforms so as to help the government attempts to restore internal and external equilibrium. On average the negative growth rate of Gross Domestic Product (GDP) averaging- 5.2% during 1980 – 1990, was reversed to positive 3% in 2003. However, the rate of growth has been erratic. The inflation rate, which averaged 33.9% between 1980 and 1990, 17.2% between 1991 and 2000, is currently about 4.2%.

In-spite of these achievements, growth per capita income is constrained by over-reliance on agriculture and the low level of skills. Research has further revealed that there is a powerful correlation between low enrolment, poor retention and unsatisfactory learning outcomes. The final outcome of this situation is an increase in the level of poverty. To reverse this process requires a serious consideration of education as an investment as far as the preparation of the human capital for productive work is concerned. This means the education system has to produce graduates that will take up employment at the right age and with the right qualification.

Zanzibar has strived to grapple with these inherent challenges.

CHAPTER ONE

BACKGROUND

1.0 A Historical Perspective

Soon after the 1964 Revolution, more than forty years ago, education was proclaimed free to all Zanzibaris irrespective of colour, creed or gender. Much has changed in the intervening years. Zanzibar has, in recent years, come up with a number of policy documents, ostensibly addressing, in the main, the issues of access, equity, and quality. These documents also highlighted the major shortcomings plaguing the education system. In 1991 the government issued the Zanzibar Education Policy, which articulated key sectoral objectives and targets. This document was amended in 1995 in order to incorporate a number of goals pronounced in important international conventions and declarations. Prominent among those declarations and conventions are the 1990 Jomtien Declaration on Education for All (EFA), the Convention on the Rights of the Child (CRC), the Convention on the Elimination of Discrimination Against Women (CEDAW), and the 1994 World Conference on Special Needs Education, Access ad Quality.

In order to implement the amended 1995 Policy, the Ministry responsible for education issued the Zanzibar Education Master Plan (ZEMAP) in 1996 specifying goals and objectives and drawing up plans of action for the next ten years. The key issues, which featured in the Master Plan (ZEMAP), included those pertaining to access and equity, quality, relevance, promotion of science and technology, and expansion of the provision of early childhood education.

To implement ZEMAP the following four strategies were adopted:

- Professional upgrading of teacher competence and improving teachers' welfare.
- Forging partnership with non-governmental organizations (NGOs) in education development, liberalizing provision of education and offering appropriate incentives to private initiatives.
- Promotion of school based management, parent teacher associations and community and local government support.
- Promotion of cost sharing and self-reliance.

These strategies were designed to ensure local ownership and leadership, promote partnership in designing and executing development programmes, encourage good governance, transparency and capacity building and make effective use of aid and donor support.

1.1 Inherent Challenges

It is evident that the government has strenuously struggled in the face of limited resources to achieve a number of universally cherished goals. It has incorporated in its previous policy documents key objectives relating to access, equity and quality. It has expanded provision of basic education to essentially all segments of the society, and can now boast of achieving gender parity in the 10-year compulsory basic education. In fact, even beyond the basic education level, namely, in the additional two years of secondary education parity has been achieved, and in some cases girls significantly outnumber boys.

Yet there are a number of goals, which remain elusive. For example, only about one in seven children attend some form of pre-school before starting primary education, while enrolment in primary schools exposes some worrying weaknesses.

In the year 2002, for example, the Net Enrolment Ratio (NER) in primary schools was 78.9 per cent and the Gross Enrolment Ratio (GER) was close to one hundred percent. For basic education, in the same year the NER and GER were 65.9 per cent and 84.6 per cent respectively. These figures reveal that a significant number of students in primary and basic education classes are over aged. If one examines the percentage of cohorts completing the additional two years of secondary after ten years of basic education, a very bleak picture emerges, as NER is only about 14 percent.

There is also widespread lamentation that the quality of education now offered or attained by the young learners has fallen considerably. Graduates of basic education are weak in both languages, the vernacular and English. They lack effective communication skills and their general knowledge in current affairs, science and arithmetic has serious gaps when compared to children of comparable age in the neighbouring countries. This is confirmed by the results of SACMEQ research carried out recently. Complaints are also heard that basic education graduates leave school without any usable skills and hence they are unprepared to enter the world of work. Adult literacy has slipped over the last few years.

1.2 The Need for a New Education Policy

Recently, a number of review studies have been undertaken. Prominent among them are: the EFA Assessment 2000, the ZEMAP Mid-term Review (2002) and the Zanzibar Education Sector Review (2003). These various review reports have revealed many laudable and impressive achievements in education. At the same time the studies have drawn attention to weaknesses and to a number of unmet and new challenges which the education system faces especially in the wake of the on-going liberalization, globalization and privatization process and the macro-economic policies being pursued by the Government. Some of these challenges include the attainment and sustainability of the EFA goals articulated in the Dakar Framework of Action, the Millennium Development Goals (MDGs), the targets set by the poverty reduction programme (ZPRP), the goals spelt out in the vision 2020 as well as other commitments articulated in other international and regional declarations.

ZEMAP has been observed to have adopted a project approach in which the efforts to reform and improve the education sector appeared to have been fragmented and not in resonance. Consequently, the approach has tended to exacerbate inequities between districts and regions and amplified distortions of sectoral objectives and targets. There is need therefore for a more holistic approach in which the entire education sector is treated, as a single entity and development efforts are better coordinated to ensure harmonization in interventions and development. Today, the Ministry and development partners are all talking about a Sector Wide Approach, (SWAp). A new buzzword has won the hearts and minds of education managers and planners the world over and they have embraced it. SWAp is believed to be more in tune with the spirit embodied in EFA, MDGs and other international declarations and conventions. It is believed it can offer a better cure of the many ills affecting the education sector.

The New Zanzibar Education Policy has emerged from this backdrop and the need to set realistic goals and to realign the governments' efforts with those in the region in

accelerating socio-economic development. It is also a logical response to the government's poverty reduction programme ZPRP, MDGs, EFA goals and a desire to achieve the goals spelt out in the Vision 2020.

CHAPTER TWO

VISION, MISSION, GOALS AND STRATEGIC OBJECTIVES

2.0 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.

2.1 Mission:

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

Knowledge therefore makes demands of us to enrich it, to augment it, and to pass it on to new generations. It imposes an obligation upon us that the education we offer in our schools must come to terms with new developments in society and reflect the enormity of the challenges we face. Therefore what is taught must not fall short of some basic requirements, that is, the requirements that knowledge must be properly interned by learners who shall be the managers of changes as well as the ones to harness change to serve mankind and to enrich the environment we live in.

2.2 Goals

The overall goals of education are:

- a) **To promote and sustain cultural values, attitudes, customs of the peoples of Tanzania to enhance unity and cultural identity.**
- b) **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,**
- c) **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.**
- d) **To promote and enable a rational use, management and conservation of the environment**
- e) **To instil love and respect for work, self and wage employment, self work discipline and best performance.**
- f) **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.**

2.3 Education Objectives

The vision and mission of education will be achieved through the following strategic objectives:

(i) **Expand Access and Equity Strategies**

- Expanding access to twelve years of quality basic education to all starting from pre-school up to the end of secondary (ordinary level).
- Facilitating access to life long learning whether through the traditional channel of education and training or through work based learning.

- Providing equal opportunities for education especially to vulnerable groups such as people with special educational needs.
- (ii) **Improve the quality and effectiveness of education system**
Strategies
- Raising the quality of education so that the learners will be able to develop their own skills and realize their potential as citizens.
 - Improving education and training of teachers so that their knowledge and skills respond both to the changes and expectations in society and to the diverse students needs.
 - Providing learners with relevant skills required for life.
- (iii) **Ensure access to ICT for teachers, students and education staff**
Strategies
- Providing all teachers with skills in the use of internet and multimedia resources as an important teaching and learning tool.
 - Equipping students with computer knowledge and skills.
 - Providing work places with computers that could be used in supporting quality and efficiency of education system.
- (iv) **Develop scientific and technological competence.**
Strategies
- Expanding access to technical and vocational education in scope and geographical coverage to meet the needs of individuals and society.
 - Popularization of science and mathematics to schools and society in general.
- (v) **Expand Tertiary Education**
Strategies
- Transforming the Zanzibar society into a human capital able to meet the challenges of the changing environment.
- (vi) **Promote Good Governance of Education**
Strategies
- Devolving power and responsibility to lower organs.
 - Developing a cadre of effective and committed education managers and staff.
 - Expanding private and public partnership.
- (vii) **Provide a safe and healthy environment for teaching and learning**
- Combat the spread of HIV/AIDS and other sexually transmitted diseases.
 - Create a conducive, safe and child friendly school environment that is free from discrimination, abuse and harassment.
- (viii) **Make the best and efficient use of resources.**
- Optimising personnel utilization.
 - Ensuring adequate funding of non salary operational targeted on instructional materials and teacher professional development.
 - Implementing cost recovery strategies.

CHAPTER THREE

EDUCATION STRUCTURE

3.0 Introduction

Many African countries, Zanzibar included, have education systems and structures, which do not adequately reflect the county's social demands. They keep learners too long in schools and produce graduates oriented more towards work in the urban modern sector. Majority of those who complete basic schooling either remain unemployed or are unable to utilize what they had learnt for self employment.

Zanzibar is conscious of this mismatch. The Government is earnestly focusing on reforming the education sector to make it demand driven rather than supply driven. One way of achieving this objective is to establish a clearly defined education structure which will facilitate the efficient allocation of resources including deployment of teachers. It will also remove confusion the present structure has created among people and inequity problem this is causing.

3.1 EDUCATION STRUCTURE

3.1.1 Introduction

The structures of most education systems recognize at least four levels which reflect early human development stages. These levels are pre-primary, primary, secondary and tertiary. Other systems delineate some of these levels into sublevels such as junior secondary and upper secondary or first cycle and second cycle or tertiary and higher education.

In some cases these further subdivisions are motivated by a desire to expand access to the next level or to define areas of major emphasis or introduce some not so obvious yet effective streaming mechanisms.

3.1.2 Current Situation

The system is characterized by the existence of several levels. These include primary level which is of 7 years duration, a secondary level which has two channels, one which is subdivided into 1st cycle of 3 years and 2nd cycle of two years, and the other a full uninterrupted secondary cycle of 4 years. Both these lead to a high school level of two years. This means that at the secondary level there are two parallel structures, namely the regular structure of 3-2-2 and that of biased secondary education of 4-2. The existing structure for primary and secondary education is then 7-3-2-2 and 7-4-2. The current system offers basic education of 10 years (7-3) to all students.

3.1.2.1 Strengths

- Zanzibar is one of the few countries in Sub-Saharan Africa providing a 10-year compulsory basic education.
- The structure provides access to lower secondary education for all students.

3.1.2.2 Weaknesses

- The existing structure is confusing and makes analysis and classification of schools and teachers more difficult.
- The structure does not give due attention to pre-primary education and higher education.

- One extra year of orientation class at lower secondary increases the length of schooling and resources requirement.

3.1.2.3 Policy Statements

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

3.1.2.4 Strategies

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

3.2 ENTRY AGE AND DURATION

3.2.1 Introduction

Starting schooling at an early age is essential to establishing a solid foundation for subsequent learning. Ages 4-5 are considered as the formative period during which children can be nurtured and moulded.

3.2.2 Current Situation

Under the existing entry age policy of 7 years into primary school, most students complete their basic education at the age of 16 years and above. Hence children starting school at the age of 7 years or above have missed a vital part of education namely pre-primary education. Unfortunately also, these children are placed in the same class with students who had the privilege to attend pre-primary education. The children who miss pre-primary education are normally at a disadvantage.

3.2.2.1 Strengths

- Children complete basic education at an age when they can seize opportunities to continue education or orient themselves in certain trades.

3.2.2.2 Weaknesses

- The majority of children enter primary education at the age of 7 and above.
- Most classes have children of mixed ages and abilities making the delivery of education difficult.
- It is difficult to categorize classes by age.
- It does not recognize people with special needs

3.2.2.3 Policy Statements

- The entry age at pre-primary shall be four years, at primary level shall be six years, at secondary lower level twelve years and at secondary advanced level sixteen years.

3.2.2.4 Strategies

- Specifying entry points in terms of age.
- Naming schools according to their categories.
- Ensuring that all children gradually begin pre-primary education at the age of 4 years.

CHAPTER FOUR

ACCESS TO AND EQUITY IN EDUCATION

4.0 Introduction

“Education is a fundamental human right. It is the key to sustainable development, peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies in the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency”. (Dakar Framework of Action)

With this declaration of the World Education Forum in the year 2000, Zanzibar like many other countries has increased her commitment to the provision of education for all regardless of race, colour, ethnicity or economic status. Major emphasis has been on increasing access to education at all levels. At primary level the GER was 100.3% in 2004 with gender parity of almost 1. At the basic education level (primary plus two years of secondary) the GER was 91.5%. While basic education is intended to be universal, post-basic education is restrictive. Unfortunately, enrolment at early childhood and higher education levels is relatively low mainly because education at these levels is not compulsory.

In spite of these successes, the equity target is yet to be achieved. Despite education being declared free, poverty plays a major role in denying children access to education. Girls' participation in some districts is low and education for children with special educational needs calls for special attention.

4.1 EARLY CHILDHOOD EDUCATION (ECE)

4.1.1 Introduction

The ages 4-6 are critical for growth, development and education of a child. 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. The curriculum at this stage should be child centred and the learning should provide opportunities for the learners to recognize common geometrical shapes and colours. Early childhood education provides children with a head-start for primary education.

4.1.2 Current situation

Early childhood education is provided to children of 4 - 6 years by the Government, private organizations, associations and individuals. Currently, there are 181 schools providing early childhood education. These include 24 government and 157 privately owned schools of which 65 are community based Madrassa initiated by the Aga Khan Foundation. The whole sub-sector currently has an enrolment of 15,601, or only 13.8% of the children of this age group. The education provided gives more attention to the acquisition of basic literacy and numeracy skills and paying little attention to other aspects of early childhood development.

Unfortunately, there are no schools which cater for children with special educational needs within this age group.

There is a wide variation among institutions providing early childhood education in terms of curriculum, entry age, duration, contact hours, quality and effectiveness.

4.1.2.1 Strengths

- The contribution of the private sector has enabled the sector to show some visible positive growth compared to the period when government was the sole owner of pre-primary schools.
- Plans are underway to harmonize the public and private sectors by first introducing a common curriculum.

4.1.2.2 Weaknesses

- Since early childhood education is not compulsory, there is a lack of strong zeal and commitment from the Government.
- Inequity in early childhood provision does exist as most of these schools are concentrated in urban areas creating thus wide rural/urban disparities.
- There are no policy guidelines on the different aspects of ECD (Early Childhood Development).
- No provision of early childhood education for children with special education needs.
- There is no earlier exposure to ICT.
- There is a lack of coordination between child care providers and nursery school teachers.

4.1.2.3 Policy Statements

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

4.1.2.4 Strategies

- Merging the existing strengths reflected in the government infrastructure and teacher qualification with those strong good practices in community-based schools especially in modes of delivery and teacher-pupil interaction.
- Determining the entry age into primary school.
- Improving training facilities at this level.
- Encouraging the establishment of satellite preschools.
- Providing guidelines for ECD centres so as to cater for the total development needs of the child and to ensure quality control.
- Conducting studies on the possibility of using Quranic schools.
- Ensuring that the community fully participates in the management of the school with regard to both enhancement of curriculum content and management of resources.
- Providing relevant and appropriate early childhood education with particular regard to vulnerable children and children with special educational needs.
- Creating programmes to acquaint children with ICT as early as possible.
- Ensuring gender parity is maintained in all districts.
- Developing an effective partnership between the Ministry, health care providers, communities, NGOs and various government agencies in the provision of education, health, nutrition, and other early childhood needs especially for the 0 – 3 age group.

4.2. PRIMARY EDUCATION

4.2.1 Introduction

Primary education should be compulsory, free, and of good quality since it is a level which is accessible to the majority of children. Education at this level is guided by a holistic concept based on the total development of the child with increasing attention to the specific individual learning needs of the child. It is the level at which basic skills of numeracy, literacy, proficiency, and competency are developed and learners are introduced to logical thinking and reasoning. It is at this level that skills for further learning are developed.

4.2.2 Current Situation

Primary school is part of universal free basic education offered to children within the age group of 7-13 years. This level covers the first 7 years of basic education. Currently, about 199,938 pupils equivalent to the GER of 100.3% are enrolled. Rapid increases in enrolment have been possible through community initiatives in the construction of classrooms. Although primary school is free and compulsory, yet the net enrolment rate is low. For example the NER in 2002, was 77.3% for boys and 78.7% for girls. This implies that there are a large number of children of school going age who are either not in school or are over-aged.

4.2.2.1 Strengths

- Zanzibar gives primary education a high priority and by law school attendance is compulsory for all children.
- The NER is improving.
- Parents and community at large are aware of and committed to registering and enrolling their children.

- Community participation in classroom construction has reduced the burden on the government.
- There are at least five centres for children with special needs.

4.2.2.2 Weaknesses

- Primary education continues to be characterized by an acute shortage of classrooms and serious overcrowding in some areas.
- Children are not enrolled at the right age because of the shortage of space.
- Poor planning of school location creates disparities between and within districts.
- About 22.3% of school going age children are out of school.
- No exposure to ICT.
- Many schools cannot be expanded due to encroachment by settlements.

4.2.2.3 Policy Statements

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

4.2.2.4 Strategies

- Instituting school mapping as a strategy to expand access to underserved and un-served areas.
- Expanding access to primary schools through diversified delivery systems, e.g. through multi grade teaching, distance teaching, radio and television.
- Ensuring that repair work is promptly undertaken.
- Establishing benchmarks for what the ideal/optimum learning environment for a primary classroom should be.
- Providing exposure to ICT.
- Establishing coordination mechanisms for pre-schools, primary schools, secondary schools, communities and the private sector.

4.3 SECONDARY EDUCATION

4.3.1 Introduction:

Secondary education builds upon knowledge and skills already acquired in the primary school. It prepares learners to engage in logical reasoning and provides opportunities to strengthen higher order analysis and basic skills of synthesis. It aims at preparing learners to pursue further education and training according to their interests, abilities and capabilities. Successful completion of secondary education is of paramount importance for employment in the modern economy and for laying foundation for the diversified post-secondary level education.

4.3.2 Current situation

Secondary education at the lower level is characterized by a two - pronged system in existence. One prong is of five years sub-divided into three years of first cycle lower secondary at the end of which students sit for entrance examinations for admission into the second cycle of lower secondary lasting for 2 years. At the end of this second cycle students sit for the Certificate of Secondary Education Examination (CSEE). About 40% of students who sit for the entrance examination at the end of the first cycle are selected to enter the second cycle. The second prong offers 4 years of continuous secondary education at the end of which students sit for the Certificate of Secondary Education Examination (CSEE).

About 3% of pupils who sit for the standard seven examination are selected to pursue secondary education under the second prong system. The 2004 statistics show that about 57,760 students pursued the first cycle lower secondary education in the first prong system and about 2071 students in second prong system.

A total of 59,831 students which is equivalent to GER of 50.3% were enrolled at the secondary lower level. Girls constituted 50.4% implying that more girls than boys were in secondary schools. Private sector contribution to secondary education is low with an enrolment of only 1,393 students' equivalent to 2.3% of the total enrolment. The NER was 14% indicating a presence of a high number of over age students. Secondary education has entered a phase of rapid growth induced by the expansion and improved internal efficiency at the primary level.

Many of the present day secondary schools started as primary schools which grew over time into first cycle lower secondary schools and later into full secondary schools through the upgrading process.

4.3.2.1 Strengths:

- Zanzibar has succeeded in providing at least 3 years of secondary education to a majority of students.
- Existence of secondary schools in all districts.
- There is near gender equity.
- It is claimed that the growth of private primary schools is encouraging the growth of secondary education sector.

4.3.2.2 Weaknesses:

- The examinations at the end of primary education which act as a filtering mechanism provide opportunity for only a small percentage of students to enter biased secondary schools.
- Most class sizes exceed the benchmark of 40.
- The two pronged system has a negative psychological impact on learners.
- The Net Enrolment Ratio is low.
- Inadequate science laboratories and shortage of teachers
- No exposure to ICT in the case of the majority of students especially those in rural areas.
- No facilities for students with special needs.

4.3.2.3 Policy Statements:

- A four-year secondary education shall be provided for all.
- Development of secondary education of quality shall be based on proper and adequate planning.
- Alternative approaches to formal secondary education shall be developed to provide opportunities to learners outside the formal system.
- A supportive school environment for students with special needs shall be provided.
- Secondary school curriculum shall include ICT.

4.3.2.4 Strategies:

- Constructing model secondary schools in all districts.
- Conducting school mapping to determine areas that are in need of new secondary schools.
- Introducing alternative modes of delivery of secondary education for example the use of ICT and distance learning.
- Developing alternatives to formal secondary education.
- Establishing links with primary, teachers' centres, teacher training, vocational training and the industry.

4.4 POST-BASIC EDUCATION

4.4.1 Introduction:

Post-basic learning opportunities also vary in different countries. But where the level of basic education is low, post-basic learning opportunities are limited, and where the level is high, opportunities tend to be on the increase.

The overall aim of post-basic education is to increase more opportunity for further learning and to prepare students to enter professional careers or acquire marketable skills. It should also instil a desire for life long learning

In its structure and organization, post-basic education will have both vertical and horizontal linkages within the education structure.

Besides offering continuity to students in pursuance of further learning, post-basic education system should provide opportunities for:

- qualified individuals to join various post secondary education institutions,
- individuals wishing to upgrade themselves to higher level qualification within the same profession,
- unqualified people to acquire a qualification,
- those seeking a change in their careers and wishing to undergo training or retraining for a different occupation to do so.

4.4.2 Current Situation:

Post-basic education opportunities include entrance to the second phase of secondary education for the successful candidates in the main stream. The majority of students who fail the Form Two National Examinations either join continuing education classes, vocational training centres or join the army of unemployed basic education graduates.

There are now a number of post-basic education institutions in Zanzibar, both public and private that offer a range of learning opportunities in both vocational and academic fields. The current trend shows that only a small fraction of those who complete basic education get government sponsorship to join post-basic education learning institutions, the majority are doing so through self-sponsorship.

4.4.2.1 Strengths:

- Increasing opportunities in post-basic education exist as a result of the growing number of various institutions both private and public.
- More post-basic education institutions are being established through both public and private initiatives.
- Establishment of Alternative Learning and Skills Development programmes for the out of school youths and basic education graduates.
- Labour market survey has been carried out recently.

4.4.2.2 Weaknesses:

- There are no formal linkages between the various tertiary education institutions.
- Post-basic education is available mostly in towns.
- There is no quality control in post-basic education.
- There are no career counselling services in secondary schools.
- Post-basic education programmes favour male learners.

4.4.2.3 Policy Statements:

- Post-basic education opportunities shall be expanded, diversified, flexible and responsive to the needs of learners and market demands.
- There shall be an inbuilt system for spotting talented students and addressing their specific needs.
- A framework for regulation, supervisory and quality assurance for post-basic education institutions shall be developed.
- There shall be gender balance in post-basic education and training institutions.
- Government shall provide an enabling environment for the private sector's participation in establishing professional institutions.
- Partnerships with existing and new providers shall be promoted in the provision of post-basic education.

4.4.2.4 Strategies:

- Instituting counselling services at the basic education level to enable learners to make right career choices.

- Incorporating learning modes that meet learner's interest and demand into the post-basic education programmes.
- Increasing students' access to higher secondary education.
- Establishing new vocational education and training institutions while strengthening and expanding the existing ones.
- Providing training in entrepreneurship in order to encourage job creation and self employment.
- Enforcing gender balance in training and employment.
- Establishing a board to regulate and grade academic awards.
- Encouraging life long learning.
- Encouraging the private sector to establish more vocational training centres.
- Establishing mechanisms for spotting student's academic ability.
- Providing training opportunities for orphans and other vulnerable groups.
- Establishing a strong interaction between post-basic institutions with prospective employers.

4.5 HIGHER EDUCATION

4.5.1 Introduction

The aim of higher education is to equip learners with high level intellectual, professional and managerial capacities necessary for high level performance. Higher education offers opportunities for decision makers, professional cadres and for leaders in private and public sectors to acquire new development skills, innovations and ability to make informed decisions. It also provides opportunities to engage in life long learning and to conduct pertinent research in areas of interest. It is also a fountain for a wide spectrum of knowledge and skills needed for national development. Similarly, in order to remove a mismatch between higher education and the world of work, higher education should establish relationship with private business and industries to include sharing of knowledge, apprenticeships and financial support.

4.5.2 Current situation

Higher education is provided in one government and two private institutions. These are the State University of Zanzibar, the Zanzibar University and the University College of Education. The State University and The University College of Education provide courses in languages, social sciences, and general science with education. The Zanzibar University provides courses in law, sheria and business administration.

There are also a number of Zanzibar students pursuing courses in Tanzania Mainland universities. In addition there are opportunities for higher education provided through the Open University of Tanzania and outside the country.

By March 2004, the three institutions in Zanzibar had a total enrolment of 948 students, of whom 207 (or 21.8%) were girls.

4.5.2.1 Strengths

- Establishment of the State University of Zanzibar.
- Existence of a conducive environment for the establishment and expansion of private institutions of higher education.
- Increased opportunities for Zanzibar students to join higher education in Tanzania.

- Existence of the branch of the Open University of Tanzania.
- Increased opportunities for local experts to teach at university level.
- Increased cooperation with other Universities in Tanzania and overseas.
- Local universities have attracted a good number of foreign students.

4.5.2.2 Weaknesses

- This level of education still remains inaccessible to the majority of learners especially female students.
- The number of faculties and programmes in the existing institutions is limited.
- Limited funding and facilities deny many students access to higher education.
- Shortage of full time qualified tutors.
- Low utilization of information communication technology for teaching, administration and for research.

4.5.2.3 Policy Statements:

- Government shall encourage public and private sectors to expand access to higher education, respond to the diversified socio economic demands and expand the frontiers of knowledge.
- Special efforts shall be made to raise the participation rate of Zanzibaris in higher education including taking affirmative measures to increase enrolments of female students and those with special needs.
- Universities shall strive for quality to meet market demands and for intellectual excellence and become instruments for national research and development.
- Universities shall develop outreach programmes.
- Higher education institutions shall establish a credit unit system to provide for more flexibility and for transferability of students among institutions to allow for individual student's interest pursued at his own pace.
- Programmes and courses offered at higher education institutions shall be reviewed, streamlined and rationalized for cost-effectiveness.
- Higher education institutions shall employ advanced information technologies to link faculties and specialized schools for multimedia course delivery and for administrative functions.

4.5.2.4 Strategies

- Developing demand driven higher education programmes.
- Providing incentives and support to the private sector to establish institutions of higher learning.
- Maximizing utilization of institutions of higher learning.
- Promoting and encouraging distance and open learning at higher level.
- Encouraging staff development programmes.
- Promoting learning, connection and interaction with the external world through establishing ICT hubs.
- Providing support to major economic activities in the country to fuel social economic growth and wealth creation.

- Establishing Centres of Excellence.
- Establishing a board that will coordinate programmes and will assess all matters pertaining to higher education.
- Harmonizing academic standards and linkages within institutions of higher learning both in and outside the country.

4.6 EDUCATION FOR LEARNERS WITH SPECIAL NEEDS

4.6.1 Introduction

Learners with special needs include those with different kinds of disabilities, slow learners and those who are exceptionally gifted. 'Education for All' requires that everybody has access to education so as to speed up development in the society. It therefore also calls for education programmes which provide quality education to children with special needs thus giving them more confidence and better control of their environment. Within the population of children with special needs, there are talents and skills which if promoted may contribute in a significant way to the national development. In line with EFA goals, the Salamanca statement and frame-work of action on special needs education call for the promotion of inclusive education approach to enable schools to serve all children particularly those with special needs.

4.6.2 Current Situation

The nature and extent of disability among school going children has not been fully documented. However, impairment of hearing, speech and sight are the most common known disabilities. In 2004, there were only five primary schools that had classes for children with special education needs. Total enrolment in these classes was a little over 2000. This is only a small proportion of children with special education needs. However, this number does not include those who are slow learners and exceptionally gifted.

Mainstreaming children with disabilities into regular schools faces some social and cultural impediments. Among them is the perception among some parents and teachers that the presence of a disabled child will disrupt the smooth functioning of classrooms and that schools and classrooms themselves are not adequately equipped to meet the special mobility and equipment and other requirements of disabled children.

4.6.2.1 Strengths

- Recent introduction of inclusive education curriculum in teacher training.
- The existence of NGOs which are actively advocating rights of people with disabilities.
- The existence of close collaboration between the Ministry and the associations of persons with disabilities.
- Development partners are showing an unwavering support to education programmes for children with special needs.

4.6.2.2 Weaknesses

- Most of the schools are not accessible to children with disabilities.
- A lack of clear understanding of the specific needs of children with special education needs.
- Shortage of qualified teachers to deal with children with special education needs.
- Inclusive education has so far not successfully been implemented.

- Inadequate funding and lack of special teaching/learning materials and equipment.
- Provision of education for children with special needs is mostly concentrated in urban areas.
- Lack of regular clinical support.
- There is no systematic approach for early identification and assessment of highly gifted children, slow learners and the disabled.
- Low community awareness about the importance of education for children with special needs.
- Lack of some specific instructional programmes for example sign language for hearing impaired children.

4.6.2.3 Policy Statements:

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

4.6.2.4 Strategies

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

4.7. PRIVATE SCHOOLS

4.7.1 Introduction

The public school system cannot adequately provide access to education for all children at all levels. Therefore the role of private providers as partners in education development

cannot be over-looked. Normally, private schools are established in response to an existing demand and where people are willing and prepared to pay for education provided. Rarely are such schools established just for the sake of achieving some lofty ambitions. Private schools can introduce flexibility or innovations in their schools' programmes and this way expose both learners and teachers to new ideas.

4.7.2 Current Situation

In Zanzibar, private schools were re-introduced in 1992. In 2004 there were 157 pre-schools and 24 primary schools with a combined enrolment of 12,078 and 5,842 children respectively. There were only 12 schools with a total enrolment of 1828 children offering secondary education. The contribution of the private sector in terms of GER was 10.7% at pre-school, 2.9% at primary and 1.3% at lower secondary level giving an overall GER of 2.5% at the basic education level. Currently, most private schools are run by non-profit Non-Governmental Organizations.

4.7.2.1 Strengths

- This sector is doing well and has so far contributed to children's access to education at all levels.
- Private schools follow the same guidelines and curriculum in use in public schools.
- The private sector provides a spectrum of choices of programmes to students and parents.
- Teaching efficiency is higher in private schools than in public schools.
- Private schools tend to be innovative to attract more students.

4.7.2.2 Weaknesses

- Fees are a requirement for admission into private schools thus denying access to education in the case of students who cannot afford fees.
- Most private secondary schools lack full time qualified teachers.
- Private schools are located mostly in urban areas.
- Private schools appear to be operating quite independently.
- Private schools do not provide opportunities for teachers' professional development.
- Teachers in private schools are professionally insecure.
- Private schools do not cater for the needs of students with special education needs.
- The infrastructure in some private schools does not conform to the set standards.

4.7.2.3 Policy Statements:

- Partnership with the private sector in the provision of education shall be encouraged and promoted.
- There shall be a regulatory and supervisory body responsible for private schools.

4.7.2.4 Strategies

- Improving channels of communication with private schools in order to strengthen partnerships.

- Encouraging private schools to uphold the core ideals defined by the education system.
- Restructuring the relevant unit to take on regulatory and supervisory functions.
- Defining categories of private schools and spelling out their obligations and responsibilities in the Ministry.
- Encouraging and facilitating private sector investment in education at all levels.
- Involving teachers in private schools in professional development programmes.
- Establishing linkages with ZIPA, Ministry responsible for finance and economic affairs, teacher centres and NGOs.

4.8 TECHNICAL EDUCATION, VOCATIONAL EDUCATION AND TRAINING

4.8.1 Introduction

The need for technical skills in wealth creation is increasing where the application of science and technology is becoming a must. Hands-on learning and knowledge in mechanization and automation is constantly demanded in the labour market. One way of getting skilled labourers in the country is by providing them with technical and vocational education/training. Technical and vocational education/training is a necessary ingredient towards poverty reduction as it provides opportunity for self employment.

4.8.2 Current Situation

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 ten years, technical and vocational education has experienced a marginal growth. There are few recognized institutions which offer this type of education/training in Zanzibar. In 2004, there were 4 schools and one college providing technical education with a total enrolment of 700 students (Budget Speech 2003/4) of which 228 or 32.6% of this total enrolment were girls. In addition, there were 5 formal institutions providing vocational education. These schools offer traditional courses such as carpentry and carving, blacksmithing, cookery, tailoring, electrical fitting, and masonry. Recently new areas in vocational training such as computer literacy, accountancy and finance have been introduced. In addition, non-formal education programmes, which promote literacy and numeracy skills development, include some skills training particularly for women income generating groups. As a result, a significant proportion of skilled labour in Zanzibar is imported from outside the country.

4.8.2.1 Strengths

- Good performance of technical schools in National Examinations.
- Existence of government departments dealing with technical and vocational education/training.
- There are no gender barriers in student admission into technical schools.
- Plans are underway to establish vocational centres with business incubators.
- Existence of a draft vocational education and training policy.

4.8.2.2 Weaknesses

- Selection criteria for these vocational and technical institutions are not clear.
- Students do not get exposure to vocational and technical skills at any level except in the biased technical schools.

- Pre-vocational and vocational education does not conform to national goals.
- Female graduates are less likely to be employed.
- Some students have a negative attitude to technical education.
- Shortage of instructors, experts and facilities.
- The sub-sector is under-funded.
- Lack of coordination among vocational training providers.
- Technical and vocational education does not cater for the needs of students with special education needs.

4.8.2.3 Policy Statements:

- 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.

4.8.2.4 Strategies

- Identifying and diversifying skills needed to satisfy labour market demands.
- Developing and expanding vocational and technical education centres.
- Training a cadre of educators for pre-vocational, vocational and technical education/training.
- Involving the community in providing apprenticeship to vocational education trainees.
- Increasing the budget for technical and vocational education at the secondary and basic level.
- Establishing a national vocational training agency to regulate the development of vocational education.
- Making vocational and technical education/training accessible to children with special needs.
- Introducing pre-vocational skills at the basic education cycle.
- Making ICT training an integral part of vocational training.
- Establishing business and technological incubators to provide expertise and to nurture undeveloped centres.
- Establishing multipurpose workshops for pre-vocational training in secondary schools.
- Establishing links with Ministries responsible for commerce and industry, vocational training and private sector.

4.9 NON-FORMAL AND ADULT EDUCATION

4.9.1 Introduction

Non-formal education is designed not only to eradicate illiteracy, but also to increase efficiency and productivity. It plays a major role in poverty reduction. Since non-formal education is a life long learning, it needs to be dynamic and flexible to respond to learners' needs. This type of education is provided through a number of programmes such as literacy programmes, continuing education, vocational training and alternative education.

Adult education is generally provided to adults who because of one reason or another were not reached by the formal system of education and those who would like to advance their education and skills. It can be provided through a number of programmes including literacy programmes, continuing education and vocational training.

4.9.2 Current Situation

Adult education is provided by both public and private institutions. In 2004, there were 130 literacy centres with an enrolment of 7,708 learners of whom 5,437 or 70.5% of total enrolment were females. Continuing education is provided in 39 centres located mostly in urban areas with a total learner population of 4,414 of whom 2,535 or 57.4% of this population are females. Most of the literacy and continuing education programmes are held in regular schools by teachers who are paid a fixed honorarium.

In addition there are other centres providing training in professional skills such as business and accounting, law, secretarial courses and computer training. Vocational training programmes are provided in 74 centres with an enrolment of 1,520 learners where only 75 (4.9%) are females. Women programmes are geared towards increasing women earning capacity through income generating activities. In 2004, there were 63 centres involving 1181 women in activities such as tailoring, cooking, agriculture, poultry, sea-weed cultivation and petty business. There are also non-formal centres for various skills e.g., tailoring and business. At the same time there a few vocational centres offering training for those with special needs through Civil Society Organisations.

4.9.2.1 Strengths

- Literacy rate has increased from 61% in 1986 (literacy census) to 73.4% in 2002 (Population and Housing Census).
- Vocational training has provided opportunities for employment and self employment.
- There is an increased awareness and interest among youths to join vocational educational centres.
- There are private schools, which are actively engaged in vocational education.
- Existence of vocational centres for the disabled.

4.9.2.2 Weaknesses

- Inadequate teaching and learning materials and poor remuneration affecting enrolment levels.
- Literacy programmes are hampered by lack of officially registered centres, lack of professionally qualified adult educators and by learning time which is not convenient to the learners.
- Poor motivation because of very weak functional literacy programmes.
- There is no coordination and supervision of adult education activities.

- Most of the continuing education classes are located in urban areas.
- Vocational training centres lack equipments and materials.
- Women income generating activities lack expertise and market for the finished goods.
- Adult education programmes have not fully exploited ICT facilities.
- No public vocational training centres for those with special educational needs.

4.9.2.3 Policy Statements

- Adult education shall be diversified and revamped to meet the various and changing needs of learners and society.
- Adult education shall be promoted, strengthened and regulated in collaboration with other partners.
- 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.

4.9.2.4 Strategies

- Pursuing various avenues to provide literacy and post-literacy training geared to meet occupational needs of diverse target groups.
- Instituting a campaign on the importance of life long learning
- Promoting life long learning.
- Providing appropriate training and mentoring to key people involved in adult education programmes.
- Re-examining women income generating activities for quality control.
- Exploiting the use of ICT to improve adult education programmes.
- Developing mechanisms for collaboration between various sectors and ministries.
- Strengthening links and interaction between formal and adult education.

4.10 ALTERNATIVE EDUCATION

4.10.1 Introduction

Basic education is a right which the state is duty bound to make accessible to all children, pupils who for some reasons have missed out on basic education or are unable to complete basic education through normal schooling. They need to be provided with alternative routes to complete their basic education.

An alternative learning opportunity must be available, therefore, to ensure that all children acquire what has been prescribed as minimal education. It must define educational equipments in the form of learning modules and must develop learning skills which learners have missed out in schools. It must also instil in them the personal discipline and focus of purpose usually required in academic learning.

4.10.2 Current Situation

A significant number of school age children do not attend school or drop-out of basic education due to various reasons including shortage of places, distance from home to school, poor quality of education, irrelevant curriculum, lack of parents' awareness on the

importance of education, early marriages and pregnancy and opportunity costs. In addition, as most schools are faced with shortage of space to accommodate all registered children, a considerable number of children start schooling late and are at risk dropping out of school before completing basic education. Currently about 20% of primary school children are out of school and 25 % of children dropout before completing basic education. Most of these children grow into illiterates or semi illiterates since they have not benefited from universal basic education.

The alternative learning programme is still at infancy stage and has not spread throughout the country. Currently there are 13 centres with enrolment of 501 learners of whom 102 or 20.4% of the total enrolment are females. These children attend alternative learning for one year which is organized in regular schools but in different classes and then mainstreams in normal school classes. The programme has not yet reached the remote and underserved rural communities where a great number of children are not schooling or drop out of school early.

4.10.2.1 Strengths

- Introduction of Alternative Learning classes in several schools.
- Some students of this innovative programme have performed well and have been selected to join bias schools.
- Increase awareness and interest among youth to join alternative learning centres.

4.10.2.2 Weaknesses

- The alternative learning programme has focused on only primary education.
- Married, pregnant girls and vulnerable groups have not benefited from the programme.
- This programme has not provided multiple paths or channels.
- Varying levels of student ability makes grading difficult.
- Designing common levels at the entry point is difficult.
- There is no formal training of teachers for this programme.
- The programme demands strong self discipline on the part of students and parents.
- Lack of resources to equip training centres reduces hands-on-experience.
- The existence of only a few centres in rural areas limits full participation of youths.
- Inadequate funding.
- Minimal involvement of NGOs and CSOs.

4.10.2.3 Policy Statements

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

4.10.2.4 Strategies

- Designing a multifaceted alternative learning programme.
- Designing learner-driven and learner-focused curriculum.
- Training teachers and volunteers to support the alternative learning programme.
- Advocating strongly the alternative learning programme to reach the underserved remote community.
- Establishing feeder schools close to the villages.
- Incorporating life skills, skills training within the curriculum.
- Forging close collaboration between government and Non-Governmental Organizations and Civil Society Organizations in the provision of education.
- Establishing links with CSOs, NGOs, School Committees and communities.

CHAPTER FIVE

QUALITY OF EDUCATION

5.0 Introduction

Many African countries are experiencing rapid quantitative growth of enrolments, which is not matched with qualitative changes. This leads to the decline of quality of education. However even in difficult situations, it is possible to come up with innovative and low cost strategies that can help boost quality without affecting access or equity. The Dakar Framework of Action asserts that the kind of education we should aspire to attain must be such that it is geared to tapping each individual's talents and potential, and developing learners' personalities so that they can improve their lives and transform their societies. The crucial question is what knowledge, skills, capacities and values the education system should offer and how useful these skills are to individual and community needs. This calls for a critical analysis of the curriculum, examinations, available sources of learning materials, pedagogical skills, language of instruction, and the learning environment. In addition there must be an accurate assessment of learning outcomes.

5.1 CURRICULUM

5.1.1 Introduction

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.

5.1.2 Current Situation

In Zanzibar, the curriculum for primary level is developed by the Curriculum Development Unit in the Ministry and is used by both public and private primary schools. The curriculum for secondary schools in Tanzania is prepared by the Tanzania Institute of Education (TIE). Current assessment shows that the curriculum is overloaded in terms of number of subjects and content at all levels. This, in turn, has resulted in superficial treatment of key topics, denying the learner, the time needed for engaging in independent learning, Teaching methods are also affected.

5.1.2.1 Strengths

- Existence of the curriculum development unit in the Ministry.
- Curriculum at primary level is designed to suit the local environment.

5.1.2.2 Weaknesses

- Curriculum overload is observed throughout the system.
- Absence of appropriate achievement targets to ensure that the required quality learning is achieved before moving on to the next level.
- The curriculum leans heavily on the development of certain cognitive skills and not on well rounded education.
- Curriculum is not completed because of frequent interruptions of school operations or the use of double shifts.
- Curriculum reforms are not accompanied by teacher preparation and text-book development.

- Secondary curriculum does not take into consideration skills and knowledge acquired through Zanzibar primary curriculum.
- Inadequate curriculum diversification and lack of alternatives for students who are not academicians or theorists.

5.1.2.3 Policy Statements

- There shall be established a curriculum institute vested with authority to prepare, review and restructure curriculum for pre-primary, primary, secondary, teacher education, post-secondary institutions and non-formal education and training
- There shall be clearly stated instructional contact hours for different levels which must be strictly adhered to.

5.1.2.4 Strategies

- Reviewing the curriculum load.
- Specifying subjects and contact hours for learners at each level.
- Establishing an institute of curriculum development.
- Establishing benchmarks for measuring quality at various levels.
- Setting graded reading lists of books for learners at various levels.
- Diversifying the curriculum.
- Establishing links with teachers centres, examination boards, TIE and the private sector.

5.2 EXAMINATIONS

5.2.1 Introduction

Examinations influence the nature of learning and teaching, and dictate not only what is taught at school but also how it is taught. In other words, they monitor, evaluate and reinforce the aims and objectives of education. In addition, they can be effective assurance mechanisms for learning. On the other hand they dampen the desire to pursue higher goals of learning.

5.2.2 Current Situation

Currently the main function of the examination is to select students for the next higher level of education. Examinations filter students or ranks them but do not assess achievement of curriculum goals. Two different bodies conduct examinations namely: Zanzibar Examination Division and the National Examinations Council of Tanzania (NECTA). The Zanzibar Examination Division deals with local national examinations of Std 7 and Form II, and the NECTA administers 'O' Level and 'A' Level examinations. The Zanzibar Examination Division however lacks qualified examination personnel. Secondary schools examinations are based on continuous assessment and the final paper. However, the concept of continuous assessment is not properly understood.

5.2.2.1 Strengths

- The existence of a division dealing with examinations.

5.2.2.2 Weaknesses

- Examinations set are mostly in written form and thus ignore a variety of skills that cannot be measured through writing.

- The local examinations encourage memorization because they test mostly recall and recognition of factual knowledge.
- No account is taken of higher order skills such as analysis, application, synthesis and evaluation.

5.2.2.3 Policy Statements

- An examination organ shall be established in Zanzibar to design, regulate and conduct examinations within the formal school and adult education.
- Certification for Formal School Education Examinations and the establishment of Equivalencies shall be done by the examination organ.

5.2.2.4 Strategies

- Developing tests which assess a variety of skills at various levels.
- Training key staff of the examination board in all aspects of examinations.
- Reviewing continuous assessment process.
- Assessing performance of students at various levels before completing their basic education.
- Institutionalizing other measures of assessing learning achievement such as SACMEQ and MLA.
- Introducing ICT to improve examinations.
- Making provision to test adequately people with special education needs
- Establishing strong links with NECTA, TIE, Curriculum unit, and other national and international examination boards.

5.3 TEACHING/LEARNING MATERIALS

5.3.1 Introduction

Teaching/Learning materials are a necessary component for the implementation of curriculum and for quality learning. The materials must be relevant, adequate, suitable to local situation, affordable and accessible to teachers and learners. Teaching/learning materials should be designed to arouse the interest of learners. In addition, quality learning involves learners' interaction with teaching/learning materials.

5.3.2 Current Situation

Currently the Ministry has provided textbooks to some primary classes. Due to financial difficulties, an acute shortage of learning materials exists at all levels especially at the secondary level. Efforts are being made to improve this situation through Education Quality Improvement Program (EQUIP) and by introducing alternative teaching/learning resources provided by the natural environment and internet. Most of the teachers however are not innovative and lack improvisation skills.

5.3.2.1 Strengths

- Some primary classes have been provided with textbooks and efforts are being made to provide textbooks to other classes and to achieve a one to one student book ratio.
- Local writers have started writing locally relevant books that can be used as supplementary materials in schools.

- Teacher centres are contributing to the production of teaching/learning materials and to the provision of other resources.

5.3.2.2 Weaknesses

- A serious shortage of teaching/learning materials in schools.
- Over reliance on foreign teaching/learning materials.
- Shortages of supplementary materials needed for enriching learning.
- No incentives for creativity or innovation.
- Inappropriateness and irrelevance of some imported teaching/learning materials.

5.3.2.3 Policy Statements

- Local talents shall be motivated, encouraged and supported to produce local materials based on local environment.
- A board shall be established to ensure certification and provision of good quality teaching/learning materials.
- Production of teaching and learning materials shall be liberalized to attract more private publishers' participation.
- Equitable access to educational resources shall be provided through the application of ICT and other electronic media.
- There shall be a textbook policy.

5.3.2.4 Strategies

- Encouraging and facilitating the development of locally produced teaching/learning materials.
- Equipping teachers with innovative and improvisation skills using locally available resources.
- Encouraging the use of ICT as an important source of teaching/learning materials.
- Organizing book fairs to stimulate and promote the use of various teaching/learning materials.
- Establishing a board responsible for selecting and approving textbooks and reference books.
- Encouraging the proper use and maintenance of teaching/learning materials.
- Establishing links with TIE, book publishers, authors, national and international libraries, teachers union and NGOs.

5.4 LIBRARIES

5.4.1 Introduction

The culture of reading provides opportunity for independent learning, seeking information, and developing inquisitive minds and research skills. Well stocked and functioning libraries do provide such opportunities to develop these skills at community or national levels. Libraries also can be empowered to use ICT to enable readers to access global databases of

information/knowledge. These are essential components for enhancing teaching and reducing rote learning.

5.4.2 Current Situation

Most schools in Zanzibar have neither class nor school libraries. Even the few schools that have libraries suffer from serious shortage of relevant and up to date books, journals and magazines. However, there are libraries at Teachers Centres where teachers can access some materials. Only two central libraries have been established, one in Unguja and one in Pemba. However, other libraries are found in universities and other institutions both public and private. Plans are underway to establish documentation centres in all ministries. Some of these libraries have inadequate and outdated books. They also lack other library services and provision such as virtual library, CDs and other software packages.

5.4.2.1 Strengths

- The establishment of libraries at the TC's provides an invaluable source of materials for teachers and teacher trainees.
- Readers can make use of library facilities of other institutions.
- There is an increased awareness in schools on the need and importance of establishing their own libraries.
- The national libraries have a membership relationship with the International Association of Libraries and International Book Aid.
- National libraries organize weekly programmes for children on how to use a library.

5.4.2.2 Weaknesses

- There are no public libraries in rural areas.
- Inadequate stocks of books.
- A lack or poor reading culture.
- Shortage of properly trained librarians.
- No record of locally produced materials.
- Lack of electronic materials.
- Lack of political commitment in the promotion of libraries.
- Poor inter library coordination and cooperation.
- Limited resources.

5.4.2.3 Policy Statements

- The central library shall be the national resource information centre and shall play a lead role in the development of school and community libraries.
- Every school shall have a library or resource centre, adequate stock of books and trained librarians.

5.4.2.4 Strategies

- Reviving school and class libraries.
- Mobilizing communities to build libraries and promote a culture of reading.
- Reviving both mobile and community libraries.
- Encouraging the establishment of private libraries.
- Expanding and strengthening the central library.

- Providing training to library staff.
- Establishing mechanisms to record all materials produced in Zanzibar and Zanzibaris.
- Promoting the use of ICT to access learning materials.
- Revising the legal framework of the library services.
- Establishing more linkages with other international library associations, schools, private institutions and NGOs.

5.5 SCHOOL LABORATORIES

5.5.1 Introduction

Experimentation reinforces learning and stimulates curiosity and enquiring mind. Laboratories where scientific experiments and demonstrations are conducted are an integral part of this process. Effective science teaching should provide hands-on-experience.

5.5.2 Current Situation

Very few schools have science laboratories. The laboratories suffer from a serious shortage of qualified support staff, equipment, chemicals and safety facilities. In the absence of well-equipped laboratories, Zanzibar introduced science camps which offered alternative approaches to teaching science. The knowledge and experience gained from science camps is still being used in schools. The Education Quality Improvement Programme (EQUIP) provides some science equipment to schools. This has stimulated the construction of laboratories by the schools themselves.

5.5.2.1 Strengths

- Most schools have a room that can be converted into a laboratory.

5.5.2.2 Weaknesses

- Lack of science equipment, chemicals, safety measures and other necessary facilities.
- Shortage of trained laboratory assistants and technicians.
- Most of the laboratories are not conducive to the teaching of science.

5.5.2.3 Policy Statement

- There shall be well-equipped science laboratories and trained laboratory assistants or technicians in every school.

5.5.2.4 Strategies

- Equipping and strengthening school laboratories.
- Reviving science camps.
- Training laboratory technicians and assistants.
- Establishing benchmarks that will specify minimum physical and safety requirements of school laboratories.
- Making laboratories accessible to all.
- Establishing links with the association promoting the teaching of science, fire services, meteorological department, agriculture, fishing, weather stations and others.

5.6 SCIENCE AND TECHNOLOGY

5.6.1 Introduction

Science and technology greatly influences the modern society as never before. Science achievements continue to expand the frontiers of knowledge at a rapid pace and increasingly contribute to technological progress that greatly affects our ways of living and working. Science and technology contributes significantly to the development of high skilled manpower and to the promotion of economic growth. Proper teaching of science, mathematics and technology enhances analytical mind such as logical thinking and inductive reasoning. Students need to cultivate these skills through experimentation, observation and problem solving.

5.6.2 Current Situation

Currently the teaching and learning of science is characterized by a serious shortage of relevant equipment and a lack of competent teachers. Science teaching distances learners from everyday life. Communities lack awareness on the importance of science because they do not see the link of science with their daily activities. Technology, as an application of science, is not clearly understood and thus not clearly defined in schools. The teaching/learning environment is not always conducive to learning science, technology, and mathematics.

5.6.2.1 Strengths

- Expansion of programmes for training and upgrading of science teachers.
- Science appeals to young learners.
- Special incentives for science teachers.
- Technology is becoming more applicable to people's daily life.

5.6.2.2 Weaknesses

- Inadequate funding hinders the development of science and technology.
- Lack of conducive learning environment for science teaching/learning.

5.6.2.3 Policy Statements

- Science and technology shall be essential components of education in the whole education system.
- Special programmes shall be designed to promote the teaching/learning of science, mathematics and technology.
- Science and technology shall be popularized and made relevant to social economic development.

5.6.2.4 Strategies

- Establishing model science schools.
- Making science and technology more meaningful, practical and relevant.
- Establishing centres of excellence to attract gifted students in science.
- Rewarding best performers in science.
- Encouraging science clubs and fairs.

- Taking affirmative measures to encourage the participation of females in science, mathematics and technology.
- Providing sufficient training and incentives to science, mathematics and technology teachers.
- Popularizing the use of ICT in promoting science, mathematics and technology.
- Developing adequate and appropriate programmes for children with special needs.
- Establishing links with relevant ministries, institutions, the Commission for Science and Technology and other organisations promoting science.

5.7 INFORMATION AND COMMUNICATION TECHNOLOGY – ICT

5.7.1 Introduction

ICT promotes easy connection and communication within the country and with the outside world. Recent developments in ICT have opened new ways of promoting teaching, learning, knowledge dissemination, and efficient education management services. ICT also enhances the availability of library services and promotes independent learning

5.7.2 Current Situation

ICT has been introduced in education institutions very recently. So far, there are only 12 schools with access to computers. But they are not effectively used in teaching/learning. Computer science is being offered as an examinable subject in two secondary schools. Most of the computers available in schools are of old models and are mostly used for administrative purposes. Internet facilities are not available except in two schools. Although most teachers' centres have computers yet teachers are not maximizing its utilization. Other ICT accessories such as overhead projectors, televisions, scanners, radios and others are available in few high schools and colleges. The use of ICT within the Ministry has not been fully exploited in improving efficiency in its management and operations.

5.7.2.1 Strengths

- Efficient telecommunication systems are in operation.
- Increase in private institutions offering computer services, access and training.
- Increased awareness among teachers on the use of computers.
- Availability of computer science curriculum.
- Computers are widely used in work places.

5.7.2.2 Weaknesses

- Most computers are of old models.
- Schools are unable to take advantage of recent development in ICT.
- The impact of ICT and globalization has not been properly grasped.
- The role of ICT in the provision of education is minimal.
- Non-availability of reliable maintenance and repair services of computers and related hardware.
- Abuse of Internet services by teenagers and young adults.
- Shortage of trained teachers and technicians.
- Lack of a national ICT policy.

5.7.2.3 Policy Statements

- ICT shall be promoted for office use and networking.
- Computer education shall be introduced in schools, colleges and other education institutions.
- The use of interactive potential of Information and Communication Technology in the provision of life long learning, anytime, anywhere shall be employed.

5.7.2.4 Strategies

- Training and upgrading teachers' skills in ICT.
- Raising community awareness on the importance of ICT.
- Networking among the ministry, departments and institutions and link them to the outside world.
- Introducing computer studies in at least one secondary school in each district.
- Utilizing ICT facilities in teaching and education management.
- Equipping teachers' centres with ICT facilities.
- Establishing links with Internet Service Providers (ISP), central library, NTRC, and other international organisations.

5.8 LANGUAGE OF INSTRUCTION

5.8.1 Introduction

Language is a key tool in the learning process. Prominent educationists attach a lot of importance to the language of instruction since it is the vehicle through which knowledge is internalized. Research and experience have shown that the use of the mother tongue as a medium of instruction enhances cognitive and psycho-social development. In many instances, the language of instruction particularly at higher level may be different from the mother tongue.

5.8.2 Current Situation

In Zanzibar, Kiswahili is the medium of instruction in primary schools and English at secondary and higher levels. However, there is perceptible weakness in language proficiency of teachers and students in English. Several efforts have been made to improve the language skills, particularly in English. Such efforts include the introduction of English as a subject from primary one and the opening of orientation secondary class which focuses on improving students' proficiency in English.

5.8.2.1 Strengths

- Existence of the Institute of Kiswahili and Foreign Languages (TAKILUKI) and Zanzibar Kiswahili Council.
- Kiswahili is a National and official language.
- English is widely used in commerce and tourism.

5.8.2.2 Weaknesses

- The effectiveness of the orientation secondary class as a remedial measure has not been fully assessed.

- There is a shortage of reference books for English and Kiswahili for both teachers and students.
- Poor teaching methodologies in language.
- A shortage of competent language teachers.
- Lack of a language laboratory and other facilities.

5.8.2.3 Policy Statements:

- 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.
- Kiswahili shall be a compulsory subject for all students from pre-primary to secondary ordinary level.
- Private schools shall seek permission to use other languages as media of instruction.
- Training in communication skills through both Kiswahili and English shall permeate the entire education system.

5.8.2.4 Strategies

- Introducing English language at an early age.
- Taking deliberate measures to promote both Kiswahili and English.
- Improving training methods for language teaching.
- Teaching sign language as a language for deaf people.
- Upgrading teacher’s competence in both Kiswahili and English.
- Establishing links with language councils, institutions and other relevant organisations.

5.9 LANGUAGE OPTIONS

5.9.1 Introduction

The learning of different languages widens and enhances the interaction of cultures. Kiswahili is both a national and official language of Zanzibar. The revolutionary Government of Zanzibar is seriously promoting Kiswahili as a national language. Growing tourism industry, globalization and economic integration are all forcing people to learn more languages.

5.9.2 Current Situation

English and Arabic are taught in primary and secondary schools. French is taught in some secondary schools. The Institute of Kiswahili and Foreign languages, now part of the State University of Zanzibar, offers courses up to a diploma level in English, French, Arabic, Spanish, Portuguese and Germany. Unfortunately, a lack of language learning laboratories and other facilities makes it difficult for these languages to be taught/learned effectively.

5.9.2.1 Strengths

- Existence of institutions offering training in foreign languages.
- Availability of employment opportunities for multi-lingual speakers.

5.9.2.2 Weaknesses

- Institutions teaching foreign languages, except Arabic and English, are mostly in urban areas.
- There is a shortage of qualified language teachers.

5.9.2.3 Policy Statements:

- Foreign languages shall continue to be offered at various levels in response to socio-economic needs of the learners.

5.9.2.4 Strategies

- Encouraging private schools to teach foreign languages.
- Establishing language laboratories.
- Promoting the use of media in teaching foreign languages.
- Encouraging the exchange of language learning materials with other language teaching institutions.
- Establishing links with SUZA, career centres, teacher training institutions, curriculum development unit and others.

5.10 CULTURE

5.10.1 Introduction

Cultural heritage, both tangible and intangible, is recognized as a vital factor for identity, promotion of creativity and preservation of cultural diversity. Quality education therefore calls for programmes that will respect local communities and their prevalent cultures. In other words education must recognize the importance of culture in shaping up learners' upbringing morally, physically, intellectually and aesthetically. It must take into consideration that learning must ultimately and deliberately lead to a better and richer understanding of ourselves and empower people to participate fully in national development.

5.10.2 Current situation

Zanzibar culture is bound by a strong religious belief, common language, tradition, ethics and norms. In schools, there is a very small component on culture in the curricula. Many children do not fully understand their country and its rich cultural heritage. The narrow understanding of the concept of culture has led to the promotion of few aspects like dancing and singing. It has not been used for educational purposes. There are no well organized programmes in schools that can potentially use the richness of the Zanzibar culture to promote learning. However, there are isolated cultural activities like visits to historical sites undertaken by individual schools.

5.10.2.1 Strengths

- Existence of the Department of Culture and the Department of Archives and Antiquities.
- Wide recognition of culture as a symbol of National identity.
- Social integration enhanced as a result of the usage of Kiswahili as a common language.

- Promotion of national identity by language, costume and behaviour.
- Increase in school community visits to heritage sites and places of historic and cultural interests, particularly museums, archives and performing arts.

5.10.2.2 Weaknesses

- Cultural activities are not well organized in schools.
- Positive aspects of culture are not fully exploited to support learning.
- Cultural talents are not well identified and developed.

5.10.2.3 Policy Statement

- The rich heritage of the national culture: tangible, oral and intangible, shall be recognized and integrated into school curriculum.

5.10.2.4 Strategies

- Integrating the positive aspects of the Zanzibar culture into the curriculum content.
- Planning and developing cultural activities to contribute to a balanced development of the learners.
- Promoting and encouraging the use of existing public resources such as museums, archives, libraries by school children.
- Providing space in schools for the enrichment of cultural and performing visual arts.
- Encouraging the development of programmes that reinforce attitudes and values that are relevant to and necessary for social cohesion and peaceful co-existence.
- Encouraging and supporting the promotion of cultural spiritual values in the planning of school curricula.
- Strengthening positive efforts of media that target school children and youth.
- Promoting the proper use of Kiswahili as a national language while emphasizing the need to learn and use English as an important foreign language.
- Establishing links with the department responsible for culture, communities, and NGOs.

5.11. PHYSICAL EDUCATION AND SPORTS

5.11.1 Introduction

Physical education and sports have intrinsic educational value. They contribute to students' physical and social well being and therefore warrant their inclusion in school programmes. They afford opportunities for children to learn, to work with others as a team, to meet new people, to forge new friendships and to explore additional talents. They provide opportunity for individual and national recognition.

5.11.2 Current situation

In Zanzibar, Physical Education and Sports are promoted in schools right from pre-school up to higher education level. Pupils at the young age are exposed to sports and physical activities to maintain a healthy body and mind. There are a lot of physical activities in pre-schools although there may not be professionally designed programmes to support them. At primary, secondary and tertiary education levels, students get opportunity to participate in popular sports such as football, swimming, netball, table tennis and basket-ball as part of extra curriculum activities. Physical education and sports, however, are not supported by professionally designed programmes at these levels nor are there adequate facilities to support these popular sports. The only organized physical education programme is at

Nkrumah Teachers Training College. It produces a number of physical education teachers who are posted to various secondary schools.

5.11.2.1 Strengths

- Existence of the Department of Sports.
- Promotion of student's positive social attitudes through sports competitions.
- Provision of good role models through popular sports.
- Availability of physical education programmes at Nkrumah Teachers Training College.
- Sports are very popular among youth and active local promoters.
- Existence of sports policy.

5.11.2.2 Weaknesses

- Physical education and Sports are not included on the school timetable.
- Shortage of playing grounds, qualified coaches, facilities and equipment.
- Inadequate sports facilities are available for disabled students.

5.11.2.3 Policy Statements:

- Physical education and sports shall be part of the school curriculum.
- School shall offer diverse sports and physical education facilities.
- Talented students shall be spotted and given opportunity to advance their sporting prowess.

5.11.2.4 Strategies

- Providing sports training to teachers.
- Providing sports facilities.
- Establishing mechanisms to identify talented children in sports.
- Mobilizing resources from private individuals, business community, NGOs for promoting sports and physical education in schools.
- Providing sports facilities and equipment for disadvantaged groups including female students and children with disabilities.
- Promoting indoor and outdoor recreation for children.
- Allocating time for physical education and sports on the regular school time-table.
- Establishing links with sports bodies including the department responsible for sports, national and international sports organisations.

CHAPTER SIX

TEACHERS AND THE TEACHING PROFESSION

6.0 Introduction

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

6.1 TEACHER RECRUITMENT AND DEPLOYMENT

6.1.1 Introduction

Efficient teacher recruitment, proper deployment and utilization are necessary to ensure good professionalism. Clearly defined criteria and guidelines to identify, attract, train and retain good teachers must be in place. The criteria and procedures should facilitate the selection of trainable teachers capable of preparing students to successfully face the emerging local and global challenges.

6.1.2 Current Situation

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

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

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

6.1.2.1 Strengths

- The number of qualified secondary school teachers is on the increase.
- The high proportion of female teachers ensures retention.

6.1.2.2 Weaknesses

- Most schools lack staff housing making deployment of teachers difficult.
- Lack of coordination between recruitment and deployment of teachers.
- Lack of an organ/body to oversee recruitment and deployment of teachers.
- Teaching is no longer seen as a respectable profession.
- Lack of long term commitment by some teachers.

6.1.2.3 Policy Statements:

- There shall be a single authority responsible for the recruitment of teachers.
- Recruitment of teachers shall be transparent, demand based and done through competitive examinations to ensure employment of high quality teachers.
- Teachers shall be given the experience to work in rural and urban areas for a period determined by Government as part of their professional development and equitable distribution and deployment of teachers.
- The number of untrained teachers shall not exceed 10% of total number at any given time and at any given school.

6.1.2.4 Strategies

- Strengthening the Education Management Information System (EMIS) for accurate and timely data needed for better deployment of teachers.
- Reviewing norms about class size, number of teachers and the teaching load.
- Assigning district education officers, the responsibility of teachers' deployment.
- Building staff houses.
- Introducing an aggressive campaign to recruit and retain potentially gifted teachers.
- Reinforcing probation of teachers.
- Establishing links with ZSSF, building companies, district education offices, teachers union, inspectorate and municipal councils.

6.2 CAREER STRUCTURE AND REMUNERATION

6.2.1 Introduction

Teachers need to be constantly supported through on the job training, and continuous professional development counselling. A predictable career structure demands that remuneration should be determined by the professional training that teachers have received. Teacher career structure must be based on merit, experience and training. In many cases teachers suffer from lack of a clear career path that offers them opportunities for self-improvement and professional development within the teaching profession. There should be opportunities for career advancement through diverse training options. Absence of these options leads to isolation and professional frustration of teachers.

6.2.2 Current Situation

A scheme of service is in place. However, its implementation has been hampered by budgetary constraints. As a consequence, there is a lack of transparency in the promotion of teachers except for those who advance from one grade to the next through qualification.

Salaries for teachers are not adequate enough to attract and retain well-qualified candidates. Some teachers supplement their salaries by engaging in other activities, thereby neglecting their teaching duties. Some teachers with marketable skills find better remuneration in the private sector.

6.2.2.1 Strengths

- A scheme of service for teachers is currently in place.
- There is a political will to improve conditions of service for teachers.
- A teachers' union has been established.
- Opportunities for professional development are available.

6.2.2.2 Weaknesses

- Promotion of teachers is not transparent and does not follow the approved scheme of service.
- Annual salary increment is not linked to performance.
- No institutionalised channel of communication between Ministry and Teachers Union.
- Career path is based, in most cases, on seniority rather than performance.

6.2.2.3 Policy Statements:

- There shall be a clearly defined career path for teachers based on experience, performance and training.
- There shall be established a body responsible for regulating teachers' terms and conditions of service.
- A comprehensive annual/biannual peer review system shall be instituted to guide appraisal of teachers based on the scheme of service.

6.2.2.4 Strategies

- Reviewing the scheme of service for teachers.
- Improving incentives packages for teachers.
- Instituting a mechanism for peer review.
- Incorporating relationship with the Teachers' Union in the Education Act.
- Incorporating in-service courses into the career advancement structure for teachers.
- Establishing links with the Civil Service Commission, Teachers' Union, Treasury and schools.

6.3 TEACHER TRAINING

6.3.1 Introduction

Teaching is an evolving profession. Advances in theoretical research and science breed new philosophy, new teaching styles and new curriculum content. An effective pre-service training must therefore create a mindset that accepts changes as an intrinsic attribute of the teaching profession. It must instil a desire in teachers to grow with their profession and sharpen their skills with time. Teacher's development must be viewed as a continuous or incessant process that should include in-service training. According to EFA, no education reform is likely to succeed without the active participation of teachers.

6.3.2 Current Situation

Currently, there are four teacher training institutions that train teachers at certificate and diploma levels. In addition, the University College of Education at Chukwani, and the State University of Zanzibar have programmes to train secondary school teachers at degree level. The Open University of Tanzania offers undergraduate programmes in education. Most of the graduates specialize in the art subjects and humanities rather than in mathematics and sciences. There is also a programme of training teachers through distance education. More than 200 untrained teachers have graduated as grade 'A' teachers through this programme.

6.3.2.1 Strengths

- Existence of adequate number of teacher training institutions.
- Existence of distance learning programmes.
- Increased awareness among teachers of the importance to upgrade themselves professionally.
- Existence of the Teacher Advancement Programme.

6.3.2.2 Weaknesses

- Teacher training is carried out without a clear policy and guidelines.
- Teacher training output does not correspond to the requirements of schools especially in science and mathematics.
- Teacher training institutions are inadequately financed.
- Shortage of specialized teacher educators.
- The duration of training does not match skills and competences required.
- Lack of coordination between pre –service and in service training.
- Lack of formal teacher training programmes for pre-school teachers.
- Teacher training institutions are not innovative.
- No monitoring and follow-up of trainees after graduation.

6.3.2.3 Policy Statements:

- An authority shall be established to ensure quality control of teacher training.
- Training duration shall be determined by skills, knowledge and competences required.

- Teacher training programme shall be innovative and flexible to accommodate changes.
- Teacher training colleges shall be part of the State University of Zanzibar.
- In-service training of teachers shall be regular, well planned and part of teachers' professional development.
- ICT shall be promoted in teaching as a tool to enhance teaching/learning process.

6.3.2.4 Strategies

- Rational planning for teacher demand.
- Creating a cadre of specialized teacher educators.
- Improving teacher education curriculum to include requisite competences in skills for dynamic teaching.
- Exploring different approaches to teaching in teacher training and preparation.
- Training all teachers in ICT.
- Exploiting existing potential in Universities for training more and better teachers.
- Establishing links with Universities, schools, NGOs, TCs, community based organisations, and international research units.

6.4 TEACHERS' CENTRES

6.4.1 Introduction

Teachers' Centres, a recent innovation in education have so far proved to be effective in multiple ways – content and teachers' skills upgrading, serving as a meeting place for sharing of ideas, exchange of experiences, exploring innovative and creative solutions, confidence building, forging team work etc.

6.4.2 Current Situation

Currently there is a National Teacher Resource Centre and nine other zonal centres. There are also three pre-school teacher training centres, one of which is community based. The zonal centres are managed by a TC coordinator and subject advisors. All TCs are run by TC management committees consisting of zonal head teachers of schools in a cluster.

Zonal centres are professionally linked with the National Teacher Resource Centre which is run by a head of the centre assisted by three section heads responsible for training and advisory services, TC-coordination and ICT. The zonal teacher advisors work together with national teacher advisors in the section.

Currently TCs provide in-service teacher training and take charge of day to day academic affairs of teachers in terms of content up-grading and pedagogical development. The ultimate target is to develop TCs into community centres.

6.4.2.1 Strengths

- Teachers' centres are within the reach of most teachers.
- Training is tailored to meet teachers' needs.
- The centres' emphasis on the improvisation of learning materials.
- Teachers' centres management committee members are experienced in educational matters.
- There is a high acceptance of teachers' centres by teachers and communities.

6.4.2.2 Weaknesses

- Shortage of adequate teaching and learning resources and materials.
- Inadequate capacity of the supporting staff to manage the centres.
- Zonal teachers' centres serve mostly primary and junior secondary school teachers.
- The large number of cluster schools makes effective utilization of resources difficult.

6.4.2.3 Policy Statements:

- Teachers' centres shall be used in professionalizing teachers according to guidelines in force.
- The network of Teachers' Centres shall promote the exchange and dissemination of experiences, innovations and research results especially via ICT.

6.4.2.4 Strategies

- Equipping teachers' centres with adequate human and material resources.
- Enabling Teachers' centres to exploit opportunities offered by ICT.
- Reviving subject panels.
- Revisiting the management structure of TC.
- Establishing new TCs to correspond with increased number of schools and teachers.
- Supporting TCs to be responsive to learners with special education needs.
- Carrying out advocacy activities to sensitize communities on the role and importance of TCs.
- Strengthening the capacity of TCs coordinators, advisors and support staff.
- Establishing links with TTC, curriculum unit, inspectorate, schools, ZATU and communities.

CHAPTER SEVEN

EDUCATION MANAGEMENT

7.0 Introduction

The success of all efforts to increase the level and effectiveness of inputs – curriculum, materials, facilities, teaching time and of improving the quality of teaching as a critical means to improving student achievement depends critically on the strength of the managerial and institutional capacity throughout the education system. This will require addressing 3 issues – (i) organizational structure (ii) managerial capacity and (iii) information systems. Also consideration must be taken on the bureaucratic, social and political context in which the education system functions. Furthermore, the structure of the Ministry/educational administration generally reflects and is intricately linked to the wider public sector structure and its overall vision, goals, objectives and fundamental values.

7.1 MINISTRY'S ORGANIZATIONAL STRUCTURE

7.1.1 Introduction

The structure of any Ministry responsible for education is a reflection of roles, objectives and goals for the delivery of education services. The structure should (i) give managers at all levels the appropriate authority and resources to do their job effectively (ii) clearly, define the roles and responsibilities or lines of authority and delegation (iii) establish effective lines of communication and define relationships.

7.1.2 Current Situation

The Ministry is headed by the Minister assisted by the Deputy Minister. The two have political rather than professional responsibility for the promotion of education. On matters of policy implementation the Minister is advised by the Education Council whose members are appointed as per Education Act. Technical and professional tasks are the responsibilities of the Principal Secretary who is also the head of civil service as well as the Chief Accounting Officer. In the execution of duties, the Ministry's Principal Secretary is assisted by the deputy Principal Secretary. In the case of Pemba, management responsibilities of the Principal Secretary are executed by the Officer In-charge.

Under the Principal Secretary, there are two commissioners supervising eleven directorates. Regional and district education offices, universities, colleges and schools are not distinctly shown in the Ministry's organizational structure, but are incorporated within respective departments. In spite of the existence of these regional and district education offices, all major decisions are taken at the central level leaving regional and district education officers with very limited power to make their own decisions on education management.

7.1.2.1 Strengths

- Availability of professionally qualified and experienced leadership at the Ministry level.
- Existence of clearly defined job descriptions and responsibilities.
- There are regular meetings between directors and top ministry administration.

7.1.2.2 Weaknesses

- The Ministry's structure is top heavy.
- Inadequate institutional capacity.

- Misallocation of staff.
- Unclear lines of communication between and among departments.
- Overlapping of responsibilities

7.1.2.3 Policy Statement:

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

7.1.2.4 Strategies

- Institutionalizing and strengthening coordination mechanisms.
- Developing institutional capacity building programmes.
- Revisiting the roles and functions of each directorate.
- Strengthening internal and external linkages.

7.2 DECENTRALIZATION IN EDUCATION

7.2.1 Introduction

Decentralization is the transfer of authority, functions from the central government to local bodies. In general, real authority accompanies the responsibility for resource mobilization and allocation. Decentralization reinforces local governance functioning as multi-sectoral government units at the local level. Thus the education services can be more effectively and efficiently delivered. This will leave ministries at the central level to concentrate on macro issues including policy development, monitoring, quality assurance, overall strategic planning and financing.

7.2.2 Current Situation

The current administration set-up can be described as an incomplete devolution of power and de-concentration of personnel from the ministry headquarters. The ministry has delegated some of its functions and responsibilities to regions and districts but these are unaccompanied by decision-making and financial responsibilities. The regional and district education officers have limited authority. They are accountable to both the regional administration and the Ministry – a cause of conflict in interest and dual accountability. The establishment of Regional and District offices has not been accompanied with the development of a capacity in management. Clear lines of authority and responsibility horizontally and vertically are lacking. Roles and communication channels between Regional or District Education Boards and the Headquarters are not clear. Functions and duties of school committee are not well understood.

7.2.2.1 Strengths

- Ministry of Education, Culture and Sports has established functional departments.
- Willingness to decentralize exists.
- The existence of the National Education Council, regional and district education boards and school committees and student government.
- The small size of the country and the non-complexity of the system make flow of communication easy and rapid.
- The education office in Pemba has its own budget.

7.2.2.2 Weaknesses

- Lack of clear lines of authority and responsibility.

- Most of the school committee members are appointed and not elected.
- The duties and functions of the school committees are not clearly understood.
- Lack of clearly defined roles and communication channels between the National Education Council, Regional and District Education Boards on the one hand and the parent Ministry on the other.
- Most of the district and regional education officers put more emphasis on administrative rather than professional roles.
- Interference by Ministry on issues which should be handled by Regional and District Education Officers.

7.2.2.3 Policy Statements

- The Ministry shall delineate and rationalize the roles and functions of the Central, Regional and District authorities taking cognizance of the geographical reality, the small size of the Island and low capacity of the managerial and technical staff.
- Universities and colleges shall be independent, autonomous institutions accountable to their Education Boards within their respective jurisdiction.
- Regional and District Education officers shall be educationists capable of providing sound guidance and support to schools and at the same time providing leadership in planning, personnel management and leading the development of the education system.

7.2.2.4 Strategies

- Undertaking a function auditing of the Ministry and its education institutions.
- Involving the community in the total development of the school.
- Designing human resource development programmes.
- Redefining the composition, roles and functions of the school committee.
- Strengthening the Ministry's links with partners and beneficiaries of education.
- Exploring the use of ICT in providing easy access to information required for the day-to-day management of the education system and facilitating exchange of information between different offices.

7.3 INSPECTORATE

7.3.1 Introduction

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. Inspectors also monitor education trends as well as check the availability and suitability of the required physical facilities, human resources and instructional materials in order to provide the crucial feedback to the Ministry and other stakeholders.

7.3.2 Current Situation

The present structure is comprised of the Director of the Department of Inspection whose duties are to supervise the execution of policies and coordinating management of the department. The Director is answerable to the Commissioner of Education. The director is assisted by two coordinators, one in Unguja and one in Pemba. The two officers coordinate day-to-day activities of school inspection. Inspection covers both public and private schools. The latter, are required to comply with quality standards as set by the Ministry although they are not state funded. Inspectorate services are centralized. In addition, there are subject advisors stationed at Teachers' Centres. The rapid growth in the number of schools has outstripped the capacity of inspectors with a result that many schools, both public and private, are not being regularly inspected.

7.3.2.1 Strengths

- Head-teachers have been trained in inspection procedures.
- Post inspection meetings are held at the school level to discuss the findings of inspection.
- Visits are made by subject advisors to observe, mentor and advice teachers.
- Harmonious relationship between inspectors and teachers exists.

7.3.2.2 Weaknesses

- Irregular and unsystematic inspection of schools.
- Limited capacity of the department of inspectorate.
- There is no coordination between inspectors, TC's subject advisors and Department of Education.
- More emphasis on administrative issues rather than professional support to teaching.
- Weak utilization of inspectorate reports for quality improvement.
- The relationship of inspectorate and other departments is not clear.
- No follow-up on inspection reports.
- Inadequate funding.
- No autonomy for the inspectorate.

7.3.2.3 Policy Statement s

- The Inspectorate shall be restructured and strengthened to become an autonomous body.
- Department of Inspection, TCs and Teacher Training Colleges shall harmonize and coordinate their programmes and activities.

7.3.2.4 Strategies

- Restructuring the Inspectorate to make it an autonomous body.
- Building the capacity of inspectors.
- Strengthening the feedback loop to ensure corrective measures are taken.
- Establishing links with TTC, TCs, REOs, DEOs, teachers committees, school committees and respective departments.

7.4 MONITORING AND EVALUATION

7.4.1 Introduction

Education programmes have intended outcomes or products that need to be monitored and evaluated. Monitoring and evaluation is central to government's regulatory and quality assurance roles. An effective monitoring and evaluation system has to be in place. Capacity and capability to monitor and evaluate must exist.

Elements which are basic to the success of any monitoring and evaluation system include the following:

- Capturing and storing comprehensive reliable and valid data at all levels of schools and support institutions.
- Cost efficient data collection and processing systems.
- Management that not only appreciates but is also capable of using information in decision-making and planning.
- Having in place a core of specialists in performance monitoring and appraisal.
- A transparent system for sharing information.

7.4.2 Current Situation

The statistics division of the Department of Planning and Finance within the Ministry of Education is responsible for monitoring educational programmes through data collection, analysis and dissemination of information. The division administers questionnaires to schools and collects information on pupil enrolment, attendance and number of teachers. Schools also submit quarterly and annual progressive reports on the status of the school including physical, material and academic aspects of the school. Inspectors, schools committees and school boards also provide data for monitoring purposes. Implementation of development programmes is monitored by respective departments in collaboration with the Department of Planning and Finance. Evaluation is not often conducted.

7.4.2.1 Strengths

- In each department there has always been a section responsible for collection and compilation of data.
- Existence of Statistical Division in the Ministry.
- Ministry's awareness of the importance of data collection.
- Easy access to schools for frequent data collection and dissemination.

7.4.2.2 Weaknesses

- Inadequate resources to critically analyse data.
- Weak education data bank.
- Inadequate indicators for educational monitoring and evaluation.
- Inexistence of tailor made software for data analysis.
- Inefficient feedback loop.
- Unreliable data.

7.4.2.3 Policy Statements

- Monitoring and evaluation system shall be inbuilt at all levels of education so as to measure the performance of the system.

- Indicators for monitoring education programmes and learning achievement shall be developed.

7.4.2.4 Strategies

- Revisiting instruments for data collection to make them user friendly.
- Reviewing school recording and reporting systems.
- Computerizing data processing and analysis.
- Developing professional capacity at all levels.
- Establishing links with OCGS and strengthening internal linkages.

7.5 RESEARCH

7.5.1 Introduction

Research findings provide information to support the implementation of policy decisions and policy reforms. Educators and policy makers use research to improve the education system. Education research should also ensure that classroom learning is improved. What is happening in the education process requires continuous evaluation to determine the extent to which the objectives have been achieved.

7.5.2 Current Situation

Currently research activities are being coordinated by the Department of Planning and Finance. Research, however, has not received its due recognition, attention and emphasis in current education efforts. Most of the policy changes in education have been reactive rather than proactive, attempting to solve immediate problems rather than addressing issues based on research findings. Most of the research is donor funded and focused on curriculum innovation and project implementation.

7.5.2.1 Strengths

- Research activities have been placed within the appropriate department.
- A number of education documents on various studies and reviews are available to support research.
- There is a great potential for undertaking research through Universities and Teachers' Centres.
- There is a growing donors' interest to support research.

7.5.2.2 Weaknesses

- Inadequate research capacity both in term of manpower and financial resources.
- Lack of motivation and a research culture to undertake research and exploit the enormous data available.
- Limited utilization of research findings for decision-making.
- Not much research has been done on issues relating to classroom teaching and learning.

7.5.2.3 Policy Statements

- The Ministry shall establish a well funded research unit with adequate capacity.
- Major policy decisions shall be based on research findings.

7.5.2.4 Strategies

- Establishing an independent research centre.

- Strengthening the capacity (institutional and human resource) in the area of research.
- Ensuring the availability of funds for research.
- Exploiting existing capacity in Universities and TCs to carry out research.
- Disseminating research findings to the general public and stakeholders.
- Establishing links with universities, TCs, schools, NGOs and other research units in the country.

7.6 EDUCATION MANAGEMENT INFORMATION SYSTEM – (EMIS)

7.6.1 Introduction

The main objective of EMIS is to develop a sustainable statistical information system for education policy making. Improving Management Information System leads to better planning of the education system. Analysed data and information are constantly needed.

7.6.2 Current Situation

An Education Management Information System has been in place since the mid-nineties providing information on student enrolment, performance, physical and human resources. The EMIS division is the main custodian of statistical data and other information on education. Its main activities include development of instruments for collecting, processing and analysis of data and when required provision of training to head teachers and school statisticians.

The division, however, has not been fully integrated into the planning and management process at the national and local levels due to technical and organizational shortfalls. The Office of the Chief Government Statistician plays a central role in the coordination efforts and provision of technical support to Management Information Systems of line Ministries including Ministry of Education.

7.6.2.1 Strengths

- Existence of an EMIS division in the Ministry.
- Availability of technical support from external and internal sources.
- Regular and systematic flow of certain formation from school to the division.
- Close cooperation with OCGS.

7.6.2.2 Weaknesses

- Inadequate staff and resources.
- Limited capacity for accessing information worldwide.
- Limited utilization of ICT in EMIS.
- No proper sensitization at the source on the importance of data.

7.6.2.3 Policy Statements

- Capacity to manage EMIS and make it user responsive shall be strengthened at all levels.
- ICT shall be used to improve and enhance information acquisition, dissemination and management.
- EMIS shall be used as a tool to guide rational policy decision-making at all levels.

7.6.2.4 Strategies

- Establishing a centralized databank for various end users.
- Strengthening EMIS capacity by recruiting permanent and capable staff and providing training.
- Improving EMIS capacity in terms of soft and hardware.
- Strengthening inter-departmental links with OCGS and line Ministries.

CHAPTER EIGHT

EMERGING CHALLENGES

8.0 Introduction

The economic, social and other changes sweeping through the human society in recent years are placing children, young people especially adolescent girls at risks and face threats. These include violence, child labour, child abuse, HIV/AIDS, drug abuse, environmental degradation. Such threats limit learning opportunities thus creating new challenges to the education system which education must take on. For schools never exist in a vacuum. They are powerfully shaped by the economic, social and political contexts in which they operate. But schools can and should have powerful positive impact on the society. Therefore education systems must develop strategies and capacities to respond to these risks and threats faced by children and young people efficiently and rapidly.

8.1 ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH (ASRH)

8.1.1 Introduction:

Efforts to achieve universal access to basic education in Africa have some how been badly frustrated by adolescent's sexually related problems. Young people face many challenges to their reproductive health, including their ability to remain free from unwanted pregnancy, unsafe abortion, Sexually Transmitted Infections (STIs) and all forms of sexual violence and coercion. ASRH is a key to young people's physical, emotional and mental well-being. Increasing knowledge, opportunities, and participation of young people will enable them to lead healthy and productive lives and contribute fully to their communities and society at large.

Young people often do not possess the right information, have no access to reproductive health services, lack the self-esteem and the assertiveness to remain safe and responsible.

Gender and culture play a crucial role in adolescent sexual and reproductive health. Early pregnancy has major social and health impacts on young women. Pregnant and married girls rarely complete their education and unmarried pregnant girls can face stigma and discrimination. They are also more prone to prolonged and obstructed labour since their bodies are not fully mature. This can lead to lasting disabilities and even death.

8.1.2 Current Situation.

Cases of early marriages and pregnancies are a cause of an increase in drop-outs among girls especially at basic education level. Low awareness of some parents on the importance of education and extreme poverty are some of the reasons for early marriages. On the other hand, an increased number of boys dropout at basic education level due to lack of motivation to learn and peer pressure contribute to their vulnerability to unprotected sex. In the year 2003 there were 56 recorded cases of teenage pregnancies among school girls and 74 marriages. In some areas, parents still prefer to marry their daughters at an early age before completing their basic education cycle. Although the social norms prohibit teenage engagement in sexual activities, yet research reveals that an alarming number of students are indulging in sex. Sexual transmitted diseases and elements of HIV/AIDS infection are having serious consequences on attrition rates.

In 1990, the Ministry in collaboration with United Nations Population Fund (UNFPA) introduced Moral Ethics and Environmental Studies (MEES) from primary grade 6 to lower secondary classes through integration in different subjects. The programme introduced training materials for students and promoted MEES clubs in schools which deal with issues related to HIV/AIDS, environment and population. The programme was also introduced in the teacher training college.

Other Efforts taken by the Ministry of Education, Culture and Sports to protect the reproductive health of school-going youths include the provision of guidance and counselling services and the initiation of peer education programmes which provide life skills to adolescents. In spite of these efforts, many youths continue to remain at risk.

8.1.2.1 Strengths:

- Existence of Moral Ethics and Environmental Studies.
- Existence of guidance and counselling programme and teacher counsellors in all schools.
- Existence of peer learning programmes on life skills development.
- Introduction of “Better Health Clubs” in some schools.
- Many heads of schools have already been sensitized on the importance of providing supportive environment for ASRH and information.

8.1.2.2 Weaknesses:

- Teacher counsellors inadequately trained.
- Lack of openness between parents and their children on youth’s reproductive health issues.
- Lack of knowledge among youths on effects of early pregnancies on their health.
- Ignorance, cultural biases and poverty in the family sometimes influencing parents’ decision to accept early marriage for their daughters.
- Schools are regarded as HIV/AIDS free zones by sex active males.
- Inadequate access to appropriate information on youth reproductive health.

8.1.2.3 Policy Statements:

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

8.1.2.4 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 to reproductive health.

- Advocating abstinence.
- Establishing links with relevant ministries, NGOs, faith-based organizations, international organizations, parents and school committees.

8.2 HIV/AIDS EDUCATION

8.2.1 Introduction

HIV/AIDS pandemic is a serious threat to sustainable human development. The growing impact of the disease in the country and within the region requires government to review key dimensions of its core business such as ways of operation, philosophical values, relationship with stakeholders and society. Education must play a key role in mitigating and controlling the impact of the pandemic.

8.2.2 Current Situation

According to Zanzibar Aids Commission, over 6,000 people in Zanzibar live with HIV/AIDS. The HIV/AIDS prevalence in the overall population is 0.6%. Women show infection rates that are four to six to seven percent higher than those of men. It is estimated that 86% of the transmissions affect people between the ages of 20-49 years. There are no details on the number of affected persons in the education sector, as studies have not been carried out.

The Ministry of Education, Culture and Sports recognizes the necessity for school children to have basic information on HIV/AIDS. The Ministry in collaboration with UNICEF and African Youth Alliance (AYA) has conducted peer educator training for primary and secondary school students on how to educate and deal with HIV/AIDS and other related issues. This training has also been extended to head teachers and TC subject advisors. In addition workshops also have been conducted for all head teachers informing them on status of HIV/AIDS in Zanzibar, action taken by the Ministry and on how to deal with HIV/AIDS in schools.

8.2.2.1 Strengths

- Zanzibar Aids Commission has been established to coordinate the fight against HIV/AIDS.
- The area is undergoing extensive research and documentation.
- Increased awareness among school population of the threats posed by HIV/AIDS.
- The issue of HIV/AIDS in education has attracted the attention and support of several NGOs and development partners.
- HIV/AIDS education has been integrated in teacher education curriculum through MEES.
- Introduction of peer education programmes in schools.
- HIV/AIDS action plan to mainstream HIV/AIDS into ministry's core functions.
- HIV/AIDS is integrated in primary and secondary school curricula.

8.2.2.2 Weaknesses

- Weak collaboration and coordination of programmes/activities among various stakeholders.
- In spite of the increase of awareness raising campaigns, behavioural change among the target group has been slow.
- Inadequate capacity to develop and implement programmes to combat HIV/AIDS.

- Absence of clear guidelines on HIV/AIDS education in schools.

8.2.2.3 Policy Statements:

- Clear policy guidelines on HIV/AIDS education in the education sector shall be developed.
- HIV/AIDS education shall be mainstreamed into Ministry core function.
- Students, teachers and staff infected with or affected by HIV/AIDS shall not be discriminated against, excluded, suspended, expelled or harassed by education institutions on the basis of their HIV/AIDS status.

8.2.2.4 Strategies

- Developing guidelines to integrate HIV/AIDS in school curriculum.
- Providing information and life skills necessary for the prevention of HIV/AIDS.
- Carrying out periodic assessment of the impact of the HIV/AIDS prevention programme.
- Developing innovative outreach programmes on HIV/AIDS and STDs.
- Establishing HIV/AIDS information network.
- Enhancing capacity for mainstreaming HIV/AIDS into ministry's core function.
- Establishing links with all stakeholders including NGOs, international organisations and faith based organizations in disseminating the appropriate information and skills and coordinating their activities within the education institutions.

8.3 ENVIRONMENTAL EDUCATION

8.3.1 Introduction

The lives of all Zanzibaris are intimately and ultimately intertwined with the environment. Our survival and that of our future generations depends on maintaining a sustainable and harmonious relationship with nature. Education is clearly the key sector that can effectively be used to promote and encourage environmental education and awareness, both through the formal (pre-primary to university) and non-formal education (for youth, adults and people in the profession, business and industry). The implications of this thrust are enormous, especially in curriculum design and teacher preparation.

8.3.2 Current Situation

Recent concerns on environment worldwide have led to more emphasis on environmental education. In the Zanzibar context, environmental education focuses more on the preservation of forests, beaches, coral reefs and hazards of environmental pollution. In schools, environmental education has been mainstreamed in several subjects such as languages, Islamic studies and geography. Several schools have established environmental clubs. The clubs collaborate with communities in a number of activities such as protection of sources of water, tree planting, erosion and preservation of coral reefs. Classroom activities include viewing slides, films, and outdoor visits.

8.3.2.1 Strengths

- Strong government commitment to protect the environment.
- On going campaigns to preserve the environment through school clubs.

- Inclusion of environmental education in the curriculum.
- Willingness of parents and NGOs to assist schools in environmental projects.

8.3.2.2 Weaknesses

- Long formed habits and practices do not match the efforts to preserve environment.
- Poverty and lack of earning opportunities hamper efforts to preserve environment.
- Resistance to change.
- Lack of education.
- Lack of facilities to support club activities.
- No regular and systematic follow up.

8.3.2.3 Policy Statement

- Environmental education curriculum shall be revised, strengthened and monitored so as to instil into the learners knowledge and skills that promote environmental awareness and contribute to sustainable development of their community and the country at large.

8.3.2.4 Strategies

- Conducting campaigns and initiating programmes on environmental education.
- Developing environmental friendly IEC materials.
- Identifying alternative sources of earning.
- Making school environment a model of environmental excellence.
- Establishing linkages with relevant institutions and NGOs dealing with environment.

8.4 GENDER

8.4.1 Introduction

Education is a basic human right and the prerequisite for a full enjoyment of all other human rights. Inequality in education that excludes females or males from quality education is a violation of basic human rights. In many countries females bear the brunt of gender inequalities related to the asymmetry in the resource allocation and division of labour both within the household and within the community.

8.4.2 Current Situation

The Government of Zanzibar has recognized that the full participation of women and men in the development process is cardinal to the achievement of sustainable development. To remove gender imbalance the government has set up the institutional structure to facilitate gender mainstreaming in national development programmes.

The 2004/2005 MOECS statistics show that the gender gap in enrolment has narrowed at primary and basic education levels standing at 50.4% against 49.6% in favour of girls but widens in favour of boys to 71% against 29% as one climbs the education ladder. In terms of repetition and drop outs, the rates seem to be same for boys and girls, but at the end of basic education, more boys drop out than girls. The most common causes for dropouts for

both boys and girls are un-conducive school environment, poverty of the family, early marriages and teenage pregnancies.

Zanzibar education system provides equal educational opportunities, yet girls' participation particularly in science and technology is lower compared to boys. Among the factors contributing to girls' low participation in science and technology are misconceptions that science, mathematics and technology are masculine domain. In addition, negative social attitudes, home environment and cultural biases are other contributing factors.

Among cultural biases which affect girls' participation, include expulsion of girls from school due to early marriages and teenage pregnancies. For example in 2000/2003 about 650 girls were expelled due to early marriage and pregnancies. In the education sector, through various efforts, activities have been implemented to promote gender equity among which are: the introduction of special science classes for girls on a pilot basis, removal of gender bias and gender stereotyping in the curriculum and teaching/learning materials and the introduction of counselling services in schools which assist girls to perform better in their studies. External factors and peer influences negatively affect retention of male teenagers especially at the upper primary and lower secondary. Many of them dropout from school to engage in petty businesses.

8.4.2.1 Strengths

- The gender disparity in enrolment is narrowing at primary and basic education levels.
- A growing awareness of girl child rights.
- Existence of a FAWE chapter.
- Alternative and continuing education provides an alternative or second chance for dropouts.
- The establishment of a gender focal point and provision of students counselling services.
- A strong lobby and advocacy against the expulsion of pregnant girls and married students from schools.
- Promotion of specific subjects like science and mathematics in single sex programmes.
- The ministry has taken up advocacy for girl's education specifically at higher levels.
- Promotion of sports activities has to some extent contributed to retention of boys in schools.

8.4.2.2 Weaknesses

- Low participation of girls at post-secondary level.
- Shortage of role models for girls.
- The existence of regulations which bar pregnant girls and married students from attending school.
- Cultural bias against girls in the society.
- Parents forcing their young girls to marriage due to extreme poverty.
- Absence of programmes addressing education problems of male students.
- Late enrolment affects retention

8.4.2.3 Policy Statements

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

8.4.2.4 Strategies

- Establishing single sex schools with boarding facilities.
- 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.
- Collaborating with other stakeholders to promote gender equity in education.
- Establishing links with the ministry responsible for youth, women, employment and child development, ministry responsible for finance and economic affairs, and NGOs.

8.5. SUBSTANCE ABUSE

8.5.1 Introduction

The use of alcohol, tobacco and other illicit drugs has been on the increase among the adolescents both in and out of school. Among the factors contributing to substance abuse are peer pressure, constant exposure to substance abuse through advertisements, movies, televisions and decline in family moral values. Substance abuse among youths not only destroys their health but also breed's indiscipline and violence in schools. Also, students who are frequent substance abusers are likely to drop out of school and become vulnerable to HIV/AIDS.

8.5.2 Current Situation

The extent of drug abuse among youth in schools is not known. It is believed, however, that drug abuse is on the increase among school children in both rural and urban areas and from all family backgrounds. Serious substance abuse prevention programmes are absent both at the national and school levels. Efforts to establish rehabilitation programmes have not been successful at the national level. In schools, the problem has been addressed to a certain extent through Moral Ethics and Environmental Studies (MEES) Programmes.

8.5.2.1 Strengths

- Introduction of Moral Ethics and Environmental Studies.
- The formation of School Health Clubs.
- The existence of a strong information network through the use of mass media.
- Existence of a counselling unit for drug abuse prevention in the Ministry responsible for women and children.
- Existence of NGOs dealing with substance abuse.

8.5.2.2 Weaknesses

- Lack of coordination in disseminating information and prevention strategies among the stakeholders.
- Lack of a comprehensive school health programme.
- Lack of rehabilitation and corrective centres.
- Laxity in law enforcement bodies.

- Laisser-faire attitude.
- Absence of serious drug abuse prevention programme.

8.5.2.3 Policy Statement

- There shall be a comprehensive drug control programme in schools.

8.5.2.4 Strategies

- Revamping the School Health Education Programme.
- Coordinating and harmonising the activities of various organisations engaged in drug abuse prevention.
- Maximizing the use of IEC in disseminating the right information on substance abuse.
- Providing recreational opportunities to in-school and out of school youth.
- Providing more life skills training among the adolescents.
- Creating network of people dealing with law enforcement against drug abuse.
- Creating vigorous campaign against drug abuse among children with special needs.
- Conducting a study to determine prevalence of substance abuse in schools.
- Establishing links with ministry responsible for health, ministry responsible youth, employment, women and children development, NGOs, chief chemist, law enforcers, and international organizations.

8.6 CHILD LABOUR

8.6.1 Introduction

It is recognized that parents have the intrinsic rights to instil certain cultural norms and family values to make them responsible members of the community, ready to uphold time honoured traditions. It is equally recognized that a child is a beneficiary of social goods, which accrue from the community investment, and therefore the community has the right to expect better returns from a child. But child labour denies the child's potential to develop fully and denies society from benefiting from the child's potential.

Recalling the definition adopted by the Worst Forms of Child Labour Convention 1999, the definition of child labour most pertinent to our situation is "Work which, by its nature or circumstances in which it is carried out, is likely to harm the safety, health or morals of children". By engaging in this form of labour the child is denied an opportunity to get educated.

Child labour is, to a great extent, caused by poverty and that the long-term solution lies in sustained economic growth leading to social progress, in particular poverty alleviation and universal education.

8.6.2 Current Situation

About 20% of primary school going age children are not enrolled or have dropped out at lower primary school. No study has been conducted as yet to determine the impact of child labour on education, but there is evidence of involvement of children in labour activities, which include stone breaking, fish scaling and petty business. This has resulted in dropouts and truancy in areas where these activities are prevalent. The hazards to which these children are exposed are not covered by health insurance and there is no proper and prompt medical attention, so that, some of them become permanently disabled and dropout of school. Sometimes children taken for adoption or domestic help are exploited.

8.6.2.1 Strengths

- Advocacy against child labour has been high on the development agenda.
- Society awareness of child labour and child exploitation.
- Establishment of a department in the MYEWCD dealing with child labour.

8.6.2.2 Weaknesses

- Increased poverty in the families is a contributory factor of child labour.
- Children taken for adoption are sometimes forced into child labour.
- Laxity of existing laws against child labour.

8.6.2.3 Policy Statements

- There shall be effective legal provision against child labour.
- Legislative framework requiring all school-age children to attend school shall be reviewed and enforced.

8.6.2.4 Strategies

- Fostering the recognition that parents and community are partners in the upbringing and development of a child.
- Enforcing the laws that require children to attend schools
- Facilitating dialogue with MYEWCD and other appropriate organisations on better child upbringing.
- Raising community awareness of the serious evils of child labour.
- Providing alternatives to child abuse.
- Establishing links with MYEWCD, poverty reduction programme, youth organizations, NGOs, community organizations and financial institutions.

8.7 CHILD ABUSE

8.7.1 Introduction

Children are society's most valuable resources as they are expected to be the future citizens, future parents and future workforce. Children have the right to live in an environment free of abuse and maltreatment. Child abuse, whether physically, verbally or sexually affects children psychologically and may affect attendance and performance in school. Abuse of children happens in different environments such as at home, in the community and at school. Abuse may cause serious injury to the child, loss of self-esteem and personality and

may even result in death or permanent injury. Although both girls and boys are victims of abuse, girls and disabled children are more likely to be at risk of being abused.

8.7.2 Current situation

Many cases of child abuse by their elders or peer are not reported. At home it is common that the parents may take punitive action against child if he/she cannot follow the instructions of the parents. Cases of girls being sexually abused by adults are usually reported to the Ministry of Youth, Employment, Women and Children Development and Police. However, it is believed that an overwhelming majority of cases of sexual abuse are not reported due to fear and shame of the parents and victims. As a result of increased awareness of the rights of the children, complaints over pupils being abused either verbally or through corporal punishment have surfaced. Physical punishment has been observed to be one of the causes of students' dropout from schools and critics have argued that it has affected student's performance negatively.

8.7.2.1 Strengths

- Advocates against child abuse have been on the increase.
- Public awareness of the needs to create a child friendly and safe environment has increased in schools and at home.
- The Government has taken several measures to prevent the child being abused.
- The existence of guidance and counselling unit in schools.

8.7.2.2. Weaknesses

- Most cases of child abuse are not reported to law enforcements authorities.
- The few social workers available have not seriously addressed the problem of child abuse.
- Programmes on prevention of child abuse are rare.
- Community involvement in identifying and preventing child abuse is very weak.

8.7.2.3 Policy Statement

- Stringent laws against child abuse shall be enacted and enforced.

8.7.2.4 Strategies

- Introducing regulations to protect children in the Education Act.
- Training teachers to identify child abuse and related problems and provide counselling to the victims and their parents.
- Educating parents on healthy parenting to recognize and avoid abusive practices.
- Establish links with MYEWCD, MOH, international organisations, legal bodies and NGOs.

8.8 SCHOOL HEALTH AND SAFETY

8.8.1 Introduction

Children need to be healthy in order to learn properly. They also need to be educated on how to remain healthy. EFA stresses that learning environment should be healthy, safe and protective. A healthy learning environment should include safe, environmentally friendly and easily accessible buildings, health and nutrition services, adequate water and sanitation, facilities to deal with emergencies and disasters, facilities to cater for psychological and emotional health of teachers and learners.

8.8.2 Current Situation

Many school children come from homes or areas which lack physical, emotional and environmental safety. They come to school without proper nutrition. Routine health check up of children is not made. Malaria, malnutrition and bilharzias are the common health hazards experienced by many children. This situation hampers effective learning.

In 1992 the Ministry of Education introduced the child-to-child project, which addressed health issues specifically those related to environment, physical and personal hygiene. Teachers were given training on precautions to take as preventive measures on a number of water-borne diseases. Also there are efforts to provide schools with safe drinking water and construction of toilets through the Water Environment and Sanitation programme.

Some schools do not have proper space, ventilation, and lighting which affect the health of both students and teachers. In addition they do not have clean and safe water, proper sanitation, safe playground, emergency and disaster equipment, clear and unobstructed exit and facilities for provision of health and safety services. There are no comprehensive guidelines on what constitutes a safe and healthy school environment.

8.8.2.1 Strengths

- Inclusion of the health education component in the school curriculum.
- Location of health clinics within reach of children.
- Existence of environmental/health clubs in schools.
- Introduction of Water and Environmental Sanitation Projects in 82 schools.

8.8.2.2 Weaknesses

- No periodic maintenance of schools.
- No environmental assessment of schools to identify potential hazards before construction.
- No emergency and disaster training and facilities.
- No health records of students or periodic health check-ups.
- Most schools lack play areas and playgrounds.
- Lack of a regulating body on standards of equipment, products and furniture used by teachers and students.
- Lack of proper coordination in the planning and implementation of health programmes targeting school children.
- Lack of teaching about traffic regulations, behaviour and risk.

8.8.2.3 Policy Statements

- A multi-sectoral comprehensive approach shall be adopted in promoting a healthy and safe school environment.

- The child's personal health, security and safety shall be essential components of the education programme.
- Teacher personal health and safety shall be safeguarded while executing his/her official duties.

8.8.2.4 Strategies

- Establishing a separate organ/unit to regulate and enforce safety standards in schools.
- Establishing school health records database.
- Reintroducing programmes for personal hygiene, environmental health and safety training.
- Promoting a culture of regular and timely maintenance of school physical facilities.
- Developing guidelines on how to maintain health and safety standards in schools.
- Providing each school with essential equipment for emergencies and safety exits.
- Training teachers and students on emergencies and disaster preparedness.
- Introducing the use of safe environmentally friendly products in schools.
- Promoting environmentally child friendly schools throughout the country.
- Educating police, drivers, school communities and general public on traffic regulations, behaviours and risks.
- Establishing links with the Ministry responsible for health, international organisations, NGOs, fire-brigade, traffic police, and parents.

8.9 GUIDANCE AND COUNSELING

8.9.1 Introduction

The ideal provision of education has to go beyond teaching and learning. It has to ensure that the learners enjoy all the benefits and opportunities available in education. Guidance and counselling ensure that all learners regardless of their background enjoy maximum benefits. In other words, pupils not only need to be given knowledge but also to be closely monitored so that natural endowment and talents are promoted and those societal forces that inhibit learning are controlled. It is from identifying such factors that a child's learning potentials are realized. Guidance and counselling also provide opportunities to advise youths on how to cope with the demands of society and peer group pressure.

8.9.2 Current Situation

Currently there is unit on guidance and counselling in the Ministry which is responsible for coordinating guidance and counselling services in schools. At present there are two teacher counsellors, a male and a female, in each school. The training they receive is limited to counselling children on acceptable behaviours but not on academic, emotional or psychological issues or how to confront emerging challenges.

8.9.2.1 Strengths

- Existence of a counselling unit in the ministry.
- Presence of teacher counsellors in each school.

- Inclusion of counselling programme in teacher education.
- Existence of peer education programme on life skills.

8.9.2.2 Weaknesses

- Teacher counsellors have limited training on counselling.
- The whole concept of counselling is not fully understood.
- The potential of teachers as counsellor is not fully exploited.
- No career counselling services in schools.
- The number of teacher counsellors does not corresponding to the school population.

8.9.2.3 Policy Statements

- Guidance and counselling services in schools shall be strengthened and diversified to meet development needs of learners.
- Guidance and counselling shall be broadened and mainstreamed into teacher training.
- There shall be counselling services for children with special needs.

8.9.2.4 Strategies

- Developing guidelines on the provision of counselling.
- Providing schools with up to date information on career opportunities and emerging challenges.
- Providing more diversified training for teacher counsellors.
- Encouraging positive peer pressure.
- Establishing links with labour organizations, ZIPA, NGOs, and Ministry of youth, employment, women and child development.

CHAPTER NINE

EDUCATION FINANCING

9.0 Introduction

Since education contributes positively to national development, it must be provided to the entire society. The influence of education on the labour force cannot be overlooked. The more education a worker has the higher is his job performance. In general terms, investment in education leads to improvement of professional skills with direct implications for national development. Vision 2020 requires the reduction of inequalities by increasing access to services including education.

Society benefits from education and therefore should be expected to contribute towards the provision of education. Hence government must provide and finance education as a form of investment from public funds which every citizen indirectly or directly contributes. This undoubtedly, has raised a lot of controversy and arguments against public funding of education. Some support full financing by government while others support parent/community contributions.

9.1 PUBLIC FUNDING

9.1.1 Introduction

In line with EFA 2000 (Dakar Framework for Action), the public provision and financing of education is essential in order to realize accelerated progress towards Education for All goals without which Zanzibar will fail to meet some of the Zanzibar Poverty Reduction Plan targets. Lack of public funding will result in poor provision of education particularly at the basic level.

9.1.2 Current Situation

The Government of Zanzibar is fully committed to the provision and funding of education. It is financing the construction of school buildings, procurement of equipment and educational materials, provision of services, administrative support and technical backstopping. Currently, the Ministry spends around 90% of its recurrent budget for personal emoluments and the remaining for other charges, leaving non-salary components including core items of quality education grossly under funded. Government will continue to be the major sectoral financing source.

9.1.2.1 Strengths

- Availability of public funding has offset the principle of market failure in education provision.
- Public funding of education has enabled a very broad coverage of its provision nation-wide.
- Due to availability of public funding school enrolment has been increasing rapidly.
- Public funding allows a large proportion of poor children to have access to education.

9.1.2.2 Weaknesses

- A very high proportion of the budget for personnel emoluments as opposed to other charges hinders the adequate provision of essential education requisites for quality improvement.
- Laxity in financial discipline has often resulted in misallocation of resources.
- Public funding is not equitably distributed across regions and education levels.

9.1.2.3 Policy Statements

- The Government of Zanzibar shall continue to finance education at all levels, priority being given to basic education.
- There shall be established full and partial state scholarships to afford more opportunities to students for higher education.

9.1.2.4 Strategies

- Strengthening financial and expenditure control throughout the education system.
- Reviewing expenditure under MTEF/PER.
- Reducing overhead costs to provide for essential education requisites.
- Mobilizing funds from other sources outside.
- Increasing non-salary component/expenditure on core items for quality improvement.
- Establishing linkages with financing organisations, development partners, communities and parents.

9.2 EDUCATION FUND

9.2.1 Introduction

The main reason for public funding is to achieve equity and efficiency. EFA stresses that

Government should take a leading role in the provision of education in order to promote efficiency and equity. Sometimes, there is a need to finance specific programmes in order to enhance access, equity, efficiency, and quality. The creation of a special education fund can go a long way to meet these objectives. This fund could also be used to finance education research/studies, to enhance management efficiency in the Ministry of education and to provide scholarships to talented needy students.

9.2.2 Current Situation

A higher education fund has been established but it has not been designed to finance research and studies or to improve quality of education.

9.2.2.1 Strengths

- There is a political will to set up an education fund.
- Development partners, NGOs and the Zanzibar business community contribute generously towards education.

9.2.2.2 Weaknesses

- There is no special education fund.
- Areas requiring funding have not been identified.
- Sources for raising the funds have not been identified.

9.2.2.3 Policy Statements:

- An education fund shall be legally established.
- Educational Levies shall be introduced and legally established.

9.2.2.4 Strategies

- Identifying sources for educational levies as extra budgetary sources.
- Publicizing and advocating for the fund.
- Mobilizing the private sector to contribute to the education fund.
- Establishing a legal framework for the operationalization of the fund.
- Soliciting individuals, private organizations, charities, philanthropists etc from within the country and from outside for the fund money.

9.3 COMMUNITY CONTRIBUTION

9.3.1 Introduction

Education institutions, particularly schools, have in different ways an immediate impact on community activities, socially and economically. The community, in turn, benefits from the returns of its learners. A community should therefore get involved in the activities of its school and contribute to its maintenance and growth.

9.3.2 Current situation

Community participation has made important contribution to the provision of essential education materials, building of new classrooms, and assisting in the management of schools.

9.3.2.1 Strengths

- There is a strong community involvement in school construction/maintenance.
- There is a strong community support in providing and looking for learning materials for schools.
- School graduates return to their regions to pioneer development programmes.
- Strong support is forthcoming from local political leaders.

9.3.2.2 Weaknesses

- Community has been slow to fully grasp hidden returns from education.
- Community has been slow to invest in areas which do not give immediate returns.
- Poor performance of schools negatively affects community contribution.
- Where natural endowment is low, community involvement is low.

9.3.2.3 Policy Statement:

- Community roles in contributing to education shall be clearly spelt out.

9.3.2.4 Strategies

- Developing guidelines for community contribution.
- Establishing lines of communication between community and education authorities.
- Mobilizing community to support education development of students with special education needs.
- Establishing linkages with NGOs, local leadership, ministry and political leaders.

9.4 PARENT CONTRIBUTION

9.4.1 Introduction

EFA recognizes the role of parents, families and communities as the child's first teacher. Parents are the principal caretakers of children. Children's welfare and participation in the society depends on how fully involved parents get in their children's education. Although the Government of Zanzibar is fully committed to the provision and financing of education, parental contribution in a variety of forms is essential.

9.4.2 Current situation

As a policy, education is free, in as much as students are not required to pay tuition¹. Parents support the education of their children in paying for essential materials such as stationery, uniform, transport and carrying out minor repairs of buildings. Parents' contribution averaged 3% of total expenditure in education during the period 1996 – 1999. During the same period central government contribution averaged 25.5% of the development budget. This contribution is eight times the contribution by the community but very low when compared to donors' contribution, which averaged 70% of capital development. The willingness of parents to contribute is very commendable considering the overall poverty levels. But the ability to meet this challenge differs from district to district. In 2000, the average predictability was 27.3% for primary, 37.3% for lower secondary and 60% for upper secondary. This is an overall average of 41.5% for the education system.

9.4.2.1 Strengths

- Parents are aware of the importance of their children's education and are conscious of the inadequacy of resources provided by central government.
- Despite of the poverty of most families, parental contribution is substantial.

9.4.2.2 Weaknesses

- Extreme poverty limits parental contribution to education.
- Lack of adequate resources from the central government implies that additional funding must be mobilized from various stakeholders including parents.

9.4.2.3 Policy Statement:

- Clear guidelines on parental contributions to education shall be developed.

9.4.2.4 Strategies

- Designing modalities for parental contribution.
- Publicizing and advocating parental contribution.
- Strengthening transparency of parental contribution.
- Instituting accounting and auditing of the use of school funds.
- Establishing links with district and regional education boards, neighbouring schools.

¹“Free education means free tuition. Tuition cost involves teaching materials and equipments, library books, teachers’ guide, computer facilities, internal examinations, health support, sports, teacher salaries, administrative costs, utilities and maintenance cost”.

9.5 PRIVATE SECTOR CONTRIBUTION

9.5.1 Introduction

Education is a social commodity to which every member of the society has a right of access. Since its provision is costly each member of the society is obliged to contribute in one way or another. Education benefits cut across the society, with private individuals and private establishments taking a share. Therefore, private contribution to the provision of public education is justified. Hence the private sector should be encouraged to participate in human resource development that it will subsequently engage in their business.

9.5.2 Current Situation

Private sector contribution to education is gradually increasing. Private investors in tourism and hotels as well as local business men have contributed significantly to the construction of school buildings and toilets, provision of utilities especially electricity, sports gear and learning materials. In community schools, private individuals contribute to the payment of teachers’ salaries, tuition and materials. The private sector also contributes to post graduate training. In addition private investors have built and are operating private schools. In general terms the private sector has acknowledged the importance of education and hence it actively supports and finances its provision.

9.5.2.1 Strengths

- The private sector recognizes the importance of education in development.
- The private sector is becoming an active partner in the financing of education.
- The private sector has become a partner in teacher training.

9.5.2.2 Weaknesses

- There is no education levy.
- Weak collaboration with the government.

9.5.2.3 Policy Statement:

- A system shall be established for private sector participation in the financing of education.

9.5.2.4 Strategies

- Mobilizing and motivating the private sector to increase its participation in the financing of education.
- Creating a legal framework in order to facilitate active participation of the private sector in the financing of education.
- Establishing links with the ministry responsible for finance and economic affairs, ZIPA, and other investment agencies

9.6 EXTERNAL FINANCING

9.6.1 Introduction

At the World Education Forum Dakar, Senegal (2000), the international community pledged to support developing countries in their efforts to ensure the realization of the EFA goals by 2015. It is incumbent upon nations to define their national priorities to articulate clearly policy objectives and to show strong commitment to improving provision of education in line with EFA goals and the Millennium Development Goals (MDGs). The need to focus on this objective was also articulated in the first global monitoring report prepared jointly by the World Bank and IMF (2004).

9.6.2 Current Situation

In Zanzibar, development partners play significant roles in financing development expenditure such as construction and innovation of buildings, production or procurement of school furniture, teaching and learning materials, laboratory equipment and transport facilities. In the area of technical assistance and capacity building they have provided scholarships in the field of education to some members of staff. In addition, the development partners have financed experts attached to some departments of the Ministry; have funded education sector studies and reviews, innovative projects, and provided linkages with institutions outside Zanzibar. Donor contribution in education is significant and appears to be increasing, priority being given at the moment to basic education.

9.6.2.1 Strengths

- Development partners have shown strong commitment towards education.
- Clear lines of communications exist between the ministry and the development partners.
- Involvement of development partners has had big impact on education.

9.6.2.2 Weaknesses

- Inadequate co-ordination between donor funded projects has sometimes resulted in duplication of activities and weak implementation of projects.
- Lack of institutionalization of donor funded projects.
- Absence of SWAp makes implementation of many isolated projects more demanding.

9.6.2.3 Policy Statements

- The sector-wide approach shall be the main focus for future education financing.
- In line with the Dakar Framework for Action and other International Conventions, development partners shall increase their financial support to ensure that, in partnership with government, key sectoral objectives are achieved.

9.6.2.4 Strategies

- Prioritizing programmes for external financing.
- Applying a sector-wide approach to implement donor funded programmes.
- Institutionalization of donor funded projects.
- Ensuring local partners are in the drivers' seat.
- Establishing links with Ministry responsible for Finance and Economic affairs, NGOs, international organisations and other relevant ministries.

9.7 STUDENT FINANCIAL SUPPORT

9.7.1 Introduction

Low income families bear the heavy burden of educating their children because of their inability to do so although they may be very willing. They contribute a lot in the form of uniforms, transport, school supplies and cash as parental contribution. Students from such families are in need of financial support for their education. This support can be provided in various ways such as loans and grants.

9.7.2 Current Situation

Currently the government pays tuition fees for some students in some post basic education institutions and universities. It also pays examination fees for O- and A-level and teacher education examinations. However, there are other expenses which are not paid for by Government. Many families in Zanzibar cannot afford these expenses. Hence there is a great need for student's financial support in the form of student's welfare or revolving fund.

9.7.2.1 Strengths

- There are some non-governmental organizations and private individuals who provide financial support to students in need.
- Some business people of Zanzibar have agreed to pay for partial costs of higher education.

9.7.2.2 Weaknesses

- There is no established institution where students could request for financial support.
- There are few and weak alternatives to obtaining finance for education.

9.7.2.3 Policy Statements:

- A welfare fund to support basic education students with dire financial needs shall be legally established.
- A revolving fund to provide loans to students in post basic and higher education institutions shall be legally established.
- Agencies shall be legally established to handle students' financial problems.

9.7.2.4 Strategies

- Establishing procedures, guidelines and regulations for the administration of the students' financial support.
- Establishing and administering a welfare fund at district level.
- Establishing links with district education boards, school committees, and communities.

9.8 EFFECTIVE UTILIZATION OF FUNDS

9.8.1 Introduction

The rate of implementation of education programmes largely depends on the availability of funds, enforcement of financial accountability and effective utilization of resources. This involves good control of resources, prioritization of options and the realization of expected outputs and outcomes.

9.8.2 Current Situation

Of late, the government has experienced difficulties in meeting its budgetary obligations of both recurrent and capital expenditure. Recently therefore, the government has instituted measures aimed at strengthening financial accountability and increasing transparency in the utilization of public funds. The government has introduced the Medium-Term Expenditure Framework (MTEF). The Ministry of Education has prepared its MTEF which is linked to its goals in the Zanzibar Poverty Reduction Plan (ZPRP) and is reviewed annually. It is necessary that realistic and reliable budgets are prepared. Funding agencies should adhere to their commitments. Budgets should not be based on pledges but on committed funds.

9.8.2.1 Strengths

- The existence of a central coordinating unit within the Ministry of Finance and Economic Affairs.
- The existence of a central planning office in the Ministry of Education to develop programmes and projects and monitor the implementation.
- The introduction MTEF and PER enables decision- makers to evaluate utilization against targeted activities.
- Existence of an internal auditing unit.
- The harmonization of the individual development partners reporting procedure s has minimized transaction cost.

9.8.2.2 Weaknesses

- Inability of identifying real priorities
- Lack of sustainability of recurrent financing and counterpart funding.

- Some development partners do not provide all data on financial flows (particularly those of consultancy).
- Funds from other sources are not well captured.
- There is little budgetary transparency in the expenditure and utilization of funds.
- ICT is not fully exploited in the accounting system.
- Lack of coordinated efforts by development partners.

9.8.2.3 Policy Statements

- Efficient resource allocation measures shall be adopted to ensure the core mission of teaching and learning is given due priority.
- All accounting systems shall use ICT.

9.8.2.4 Strategies

- Upgrading accountancy skills.
- Enforcing the use of MTEF and PER.
- Instituting financial discipline at all levels (e.g. even at school levels).
- Maximizing the use of ICT in financial management.
- Establishing links with the Ministry responsible for Finance and Economic Affairs, development partners, NGOs, ZPRP, CBOs, and Schools.

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