

# Zanzibar Education Development Program (ZEDP) 2007-12

## **Local Community Study**

Final draft

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Zanzibar and Oslo March, 2007

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## Abbreviations

AKF	Aga Khan Foundation
CBO	Community Based Organisation
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
EP05	Zanzibar Education Policy 2005
FAWE	Forum for African Women Educationalists
FAWEZA	Forum for African Women Educationalists, Zanzibar Chapter
FBO	Faith-based Organisations
JAST	Joint Assistance Strategy for Tanzania
MDG	Millennium Development Goals
MKUZA	Zanzibar poverty reduction plan 2006
MoEVT	Ministry of Education and Vocational Training
NGO	Non Government Organisation
PPP	Private-Public Partnership
PTA	Parents and Teachers Associations
SMC	School Management Committee
SWAp	Sector Wide Approach
ZEDCO	Zanzibar Education Development Consortium
ZEDP	Zanzibar Education Development Program
ZEMAP	Zanzibar Education Master Programme (1996)
ZMRC	Zanzibar Madrassa Resource Centre

## 1 Clarification of concepts

1. The concept of community involvement is a bit ambiguous as it defies clear guidelines for all the activities to which a community should or actually are contributing to the development of the education sector.
2. At the onset, it is important to note that in Zanzibar, basic education is free and no formal fees for children's schooling are charged. In Zanzibar, the contributions from community include a voluntary aspect, as no child can be denied access to basic education because of lack of contributions. Consequently, the MoEVT has circulated a message that no harsh measures can be taken to those parents who are unwilling or unable to comply with the required voluntary contributions.
3. The cost-sharing element is nevertheless formalized. The communities are responsible for putting up physical infrastructure to a certain level, and ensuring their maintenance. The government is responsible for meeting the salaries of teachers in public schools and for administrative personnel. At the basic level, the government is expected to meet the cost of text-books, and parents are expected to pay for exercise books, uniforms, pens and pencils, other teaching/ learning materials and transport.
4. It should be noted that the concept of community needs some clarification in the context of voluntary contributions in Zanzibar. The urban and rural settings have some distinctive differences. A rural community is perceived as having a clearer delineation and hence possibilities for communal efforts are enhanced. Parents in an urban setting may have children in several schools and joint communal efforts appear to be more difficult.
5. The level of community contribution differs by category of school. For private, profit making schools (which are relatively few at primary level) there are regular fees which are supposed to cover all costs associated with the running of the school, including salaries for teachers. For community

owned schools, which in Zanzibar typically are at pre-school level, a monthly fee is required to cover the same. In these pre-schools the communities themselves determine teacher's salaries, employment conditions, and other critical operational costs.

## 2 International Experiences and tendencies

### 2.1 Local communities' contribution to education

6. In many countries local communities and their organisations are very significant contributors to education development. In some areas this has been going on for several decades. In other this is a relatively new phenomenon. But the general global tendency seems to be that the interface between local communities and their schools and other education institutions are becoming stronger and that the relationship covers more and more aspects including elements of access and quality as well as management.
7. The underlying reason for these strengthened relations between education institutions and local communities varies from country to country and even between localities. But among the most frequent explanations one would expect to find; the massive impact of the Education for All movement coupled with political and economical processes of decentralisation in many countries, often in the framework of the Sector Wide Approaches to modern development planning (SWAs).
8. Concepts and processes EFA, Decentralisation and SWAs originate from different "sources" and they have different societal functions. For many local communities the impact of these processes have been a shift from being passive "beneficiaries" or "recipients" of donor or government-provided "aid" to a more active role as participants and partners in the development of their own future. This is a change containing both strategic and psychological elements, and is a reaction to results of many years and to a large extent failed development models. One can talk about a paradigm shift in development practise as well as theory. Many ministries and national and international development organisations are, as a consequence of the community driven development processes changing their plans and strategies.
9. Although these processes varies in modality and degree of success depending on history, culture and religion, as well as sector, the ideal form is a process where
  - Poor communities are empowered*
  - Energy of government ministries are freed in order to improve their work with planning and policy development*
  - Broad national development goals and targets will more easily be reached.*
  - Chances for sustained success are usually far greater when local people – rather than external organisations – identify, prioritise and address their own development needs.*
10. These forms of development modalities builds on existing local social capital as well as improve it by strengthening local capacity and competence. Accountability is shifted downwards to local communities and not upwards to donors and government. In some instances this kind of decentralisation has developed systems where the local communities are covering the whole spectrum from planning, implementation as well as monitoring and evaluation. There are sector specific characteristics in terms of their usefulness and benefits of local participation for community development.
11. Education is one of the sectors where the potentials for active local participation are great but still this sector seems to lag behind other sectors as agriculture, forestry, soil and water conservation, water and roads development. In some countries, however, there are significant promising practices to report also in the education sector. One indicator for positive achievement is the amounts of contributions from local communities to schools. As a "promising practice" the following textbox illustrates the

state of affair in one Woreda (District) in the SNNPR Region in Ethiopia.<sup>1</sup> It shows that contributions

Community Contribution In Bolosso Sore Woreda 2004/05	
Item	Eth/Birr
6 new schools opened, 4 offices	28880
149 classrooms constructed	894000
26 classrooms maintained	36000
17 students' recreation	21857
31 dry toilettes	4500
2 pedagogical centres	12000
2 libraries with reference books	12000
25 teachers' shelters rooms	25000
5208 ned desks for students	208320
20 teachers chairs	800
1293 students' desks repaired	9051
236 blackboards	28320
12 schools fenced	14649
2 showers in 2 schools	4000
160 ha of land tilled to generate income for the school	133820
<b>Total</b>	<b>1433197</b>

Information from Bolosso Sore Woreda 15<sup>th</sup> of October 2005. Amounts are calculated by the woreda and are limited to the community contribution.

to the school are large and covers many different items. One other example is local communities in Madagascar which, several years ago, started to recruit their own community teachers, paid their salaries and provided teachers' houses. These teachers now constitute for about 50% of all teachers in primary schools in Madagascar, and the government has taken over much of the responsibilities related to training and financing.

12. In Zanzibar there are excellent examples of long term and extensive local community cooperation with education institutions. EMIS information shows that schools are reporting considerable financial and other contributions from the localities. And in for instance the Pre-Primary Schools

under the Aga Khan Foundation the School Management Committees have a significant role, not only as owner of the schools, but also as quality controllers and managers. Aga Khan Foundation's work is based on many years work with development of work modalities and the current model of cooperation seems to work well and on sustained bases.

13. But it is important to see the signals of warning. In some countries local community contributions to schools is replacing the financial responsibilities that governments have. Nations who blame to support international conventions on human and children's rights and who also support the international agreements related to EFA and MDG are obliged to finance primary education for their citizens. If local community and parents' contribution to their children's education is substituting the governments' duties and responsibility, something is seriously wrong. And when parents and local communities are poor, the burden of education adds to many other burdens and can add to increased poverty among the most marginalised people.

## 2.2 Education and beyond

14. When describing and analysing the role of local communities and education institutions it is important also to recall the important consequences and impact of this work on general development processes and capacity and competence building. Educational institutions of course have their considerable impact on development in the implementation of the education imperative through education in the classroom. But in addition to this the education system is important in rural and urban areas in all countries due to the fact that

- schools are often the first societal structured institutions children meet. Here they learn to cooperate in a social setting, with other children and under leadership of adults
- for many parents, the schools and school related institutions represent the first possibility to work together with others in a organised setting and with common objectives. For many people this means an opportunity to get acquainted with planning, budgeting, decision making based on democratic principles, team work, take formal responsibility for something and for mobilisation etc.

<sup>1</sup> Govt. of Ethiopia, SNNPR Region: "ESDP Joint Review Mission 2005, The SNNPR JRM Report, Final Draft", p. 22,

- for many parents and students, the school offers the first arena in which they can work in a systematic and organised way to contact and cooperate with the world outside the community, including local, district and regional levels – and even at national and international levels.

15. Hence the schools and the school related local institutions are important arena for many people to learn about democratic processes in order to meet community needs. Here special personnel competencies easily will be detected, and competencies developed in these contexts will be basis for eventual other development work. Organised work in institutions like the SMC can, therefore, be important not only for school and education development, but for general community and national economical, political and societal development.

16. In these respects school related organisational work can be considered important elements in development towards democracy and good governance.

### **3 The ZEMAP, the Education Policy (EP05), MKUZA and Current Guidelines**

#### **3.1 ZEMAP**

17. According to the ZEMAP (1996) four strategies were to be adopted, among which two are related to the community assistance to education development. These are:

- Forging **partnership with non-governmental organizations** (NGOs) in education development, liberalizing provision of education and **offering appropriate incentives to private initiatives**, and
- Promotion of school based management, **parent teacher associations and community and local government support**.

#### **3.2 The Education Policy 2005 (EP05)**

18. After almost one decennium with the ZEMAP, when the new Education Policy was to be formulated, the international and national experience with regard to local community participation in school activities had developed considerably. EP05 is reflecting these experiences well and gives considerably more emphasis to and is also more specific and detailed on this issue. The policy recommends for instance as a matter of priority that Pre-Schools' management shall inspire parents and community at large a sense of ownership,<sup>2</sup> and

- 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.<sup>3</sup>

19. Under the heading of Community Contribution EP05 states: "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." Currently, the Policy indicates, community participation has already made important contributions to the "provision of essential education materials, building of new classrooms, and assisting in the management of schools". Also the policy indicates four strengths and weaknesses of community involvement:

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<sup>2</sup> Education Policy p.9

<sup>3</sup> Op cit p 18

Strengths and weaknesses of community involvement according to EP05	
Strengths	Weaknesses
There is a strong community involvement in school construction/maintenance.	Community has been slow to fully grasp hidden returns from education.
There is a strong community support in providing and looking for learning materials for schools.	Community has been slow to invest in areas which do not give immediate returns.
School graduates return to their regions to pioneer development programmes.	Poor performance of schools negatively affects community contribution.
Strong support is forthcoming from local political leaders.	Where natural endowment is low, community involvement is low.

20. This is followed by the Policy Statement that Community roles in contributing to education shall be clearly spelt out, and the following **strategies** should be followed:

- 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.

21. Linked to community participation is the parental or family contribution to children’s education, which in the EP05 is considered needed in a “variety of forms” although the Government of Zanzibar is fully committed to the provision and financing of education. Education is free in policy, explained as the students are not required to pay tuition.<sup>4</sup> Instead of fees, parents/families are asked to make a financial contribution to the school, with a set level depending on school type. This contribution is voluntary. In addition “parents support the education of their children in paying for essential materials such as stationery, uniform, transport and carrying out minor repairs of buildings”<sup>5</sup>.

22. Finally, the EP05, in Chapter 9.5 discusses private sector contribution (part of what in many countries are called Private-Public Partnership or PPP) and states that private contribution to the provision of public education is justified, and that the private sector should be encouraged to participate in human resource development that it will subsequently engage in their business. Contribution from what is characterised as private sector in the EP05 is gradually increasing, and different kinds of contributions are presented. Private firms and investors have contributed significantly and in community schools private individuals contribute to the payment of teachers’ salaries, tuition and materials.

### 3.3 MKUZA

23. According to the MKUZA (para 115) the Government is committed to building capacity of Community Based Organisations (CBOs) and NGOs as they are expected to compliment the Governments’ efforts in the development process. And further, in para 224, “The civil society organisations, which include the Faith-based Organisations (FBOs) and Community-Based Organisations (CBOs), will continue to participate in policy and planning, budget discussions as well as in the implementation and monitoring processes. The CSO’s contribution is valuable in shaping policy, public sector interventions and implementation of activities to achieve MKUZA targets.”

24. MKUZA seems to emphasise the role of local community participation more for other sectors than education. When it comes to education the role of communities to mobilise for full enrolment of

<sup>4</sup> “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”.

<sup>5</sup> Education Policy 2005

school going age children is mentioned as well as the need of sensitising communities on the importance of girls' education.<sup>6</sup> Also for the sub-sector of non-formal education and literacy work partnership with community groups is discussed.

25. One can conclude from the above that there is a solid policy framework for a sustained and strong relationship between the education system and local communities, in particular in EP05. (Not so strongly emphasised in the MKUZA). On the other hand these policy documents are not giving a warning signal that there are upper limits of the level of community contributions and that the government has a duty to provide basic education to all.

### **3.4 Current cost sharing guidelines**

26. The guidelines for cost sharing between government and other stakeholders were issued in 1992 and updated in 1999.<sup>7</sup> The private sector is invited to donate funds either by establishing private schools or to donate funds for running of government schools. Local communities, parents and NGOs are invited to provide with funding, labour and material.

27. Regarding the parents, the guidelines indicate 4 ways of cooperation and contribution. (1) The parents are obliged to finance uniforms, transport, pocket money, school bags, reference books pencils, rubber and other school utensils. Sometimes and in problematic periods when government cannot provide sufficient contributions, parents should even pay for textbooks. (2) In private schools parents are responsible for all expenses. (3) Parents and Government will go together with regard to some activities as for instance classroom construction. (4) Parents should ensure that children conform to the norms of society.

28. The guidelines explain that sometimes parents are reluctant and not so conscious and they might complain about all their education related contributions. Also parents' contributions will vary from school to school. In order to solve these problems all schools should have an SMC to organise and plan for school development. SMCs needs to be well organised and know what to do.

29. The guidelines set certain conditions: If a school wants to raise the level of contribution (above norms decided by the Guidelines?) there must be a permit from the Ministry of Education. The school committees will decide upon contributions. It is strictly forbidden to expel children from schools if they are not paying their contributions. Parents should not take an advantage of this, however. Schools should provide receipt for every contribution.

30. Level of financial contributions are set to be

Pre-Primary Urban	Tsh 2,500 (month)
Pre-Primary Rural	Tsh 750 (month)
Primary schools	Tsh 3,000 (year)
Secondary to Form 2	Tsh 5,000 (year)
Secondary higher levels	Tsh 7,500 (year)
A level + FTC	Tsh 10,000 (year)

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<sup>6</sup> MKUZA p 82

<sup>7</sup> Cost sharing policy in government schools. Guidelines nr 10, Edition 1999. In Kiswahili: Sera na Utaratibu wa Uchangiaji wa Gharama za Elimu Katika Skuli za Serikali. Umetolewa Na Wizara Ya Elimu, Zanzibar, Novemba, 1992. Mwongozo wa kazi nam.10 (Toleo la 1999)



31. Normally contribution should not exceed these levels. Parents are urged to do their best to pay the contributions, but children will in any case not be expelled. The Guidelines states that schools needs to have a book-keeper/accountant and that all incomes and expenditures are recorded. Parents have the right of being informed about utilisation of funds, and the Guidelines propose parents' meetings as arena for this.

#### 4 School incomes for the year 2005 according to EMIS 2006

32. The EMIS questionnaire includes information about school revenue and expenditures<sup>8</sup>. The revenues are divided as follows: Income from agriculture activities, petty trade and handicraft, incomes from building levy, tuition fees, external aid, building grants, in kind contributions other parents contributions and other fees.

33. This information surely is the most reliable there exist on this issue. But still the data should be used with some caution as there most probably are many smaller and larger errors in the table. Those who have filled in the forms might not have understood the questions and tables equally, not all schools have good accounting systems or experienced accountants, and some of the items are not equally easy to quantify. For instance the column for "in kind contribution" has been translated from materials and work to amounts of Shillings. Most likely, also, one can be sure that if the numbers are wrong, they should be higher than estimated by the EMIS-system.

34. In total, for Government Primary and Secondary schools school revenues are estimated to Tsh 845,231,982 for the year 2005. Revenues varies widely between Districts, with Urban as the highest with Tsh 374,105,091. And with North B District as the lowest with Tsh 12,177,610.

TYPE OF REVENUE IN ALL GOVERNMENT SCHOOL BY DISTRICT - 2005 (Tsh)						
DISTRICT	Agriculture	Petty trade	Handicraft	Building levy	Tuition fees (private schools)	External aid
URBAN	2 088 700	5 160 620	162 006 551	4 055 500	28 125 650	60 501 025
WEST	2 733 900	4 051 380	4 779 430	2 005 000	55 327 900	2 470 000
NORTH A	2 497 190	461 285	1 584 160	122 500	9 569 500	12 996 933
NORTH B	204 390	459 530	1 951 220	106 000	781 590	278 100
SOUTH	432 030	397 375	9 960 180	154 000	7 126 216	3 022 800
CENTRAL	1 085 250	481 665	10 402 513	122 000	3 211 810	2 319 250
WETE	437 900	606 600	3 331 260	30 000	7 850 800	2 976 140
MICHEWENI	313 100	167 936	6 050 794	170 000	2 743 981	598 000
CHAKE CHAKE	330 000	2 575 990	1 646 506	578 400	9 001 900	1 595 000
MKOANI	400 138	221 800	2 236 280	416 000	3 491 600	1 466 495
<b>GRAND TOTAL</b>	<b>10 522 598</b>	<b>14 584 181</b>	<b>203 948 894</b>	<b>7 759 400</b>	<b>127 230 947</b>	<b>88 223 743</b>

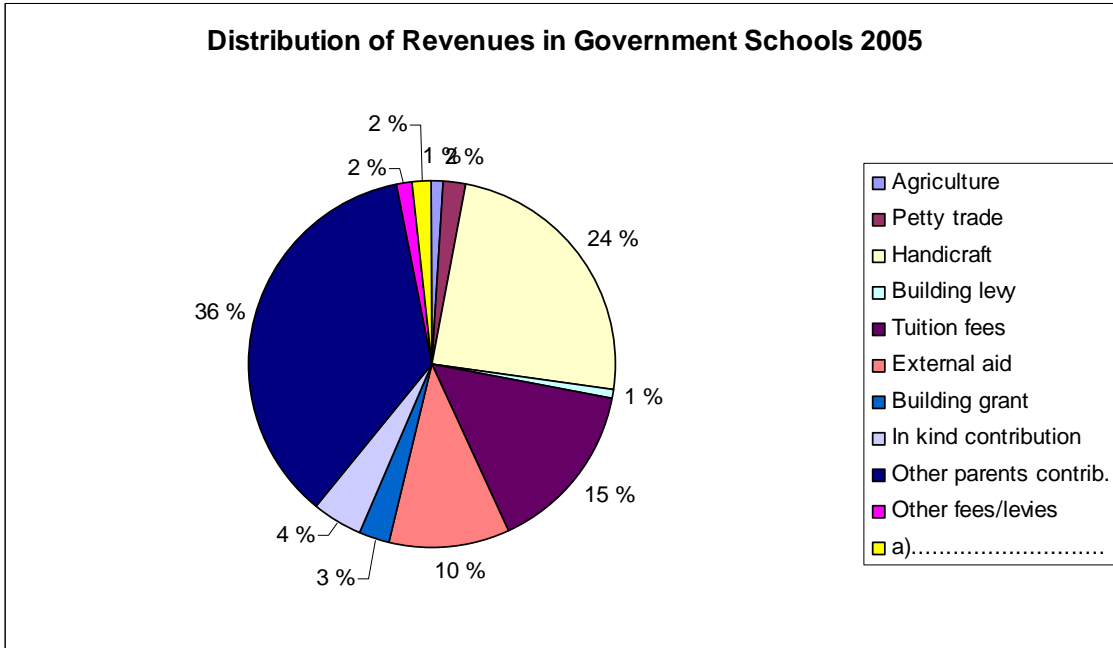
  

DISTRICT	Building grant	In kind contribution	Other parents contrib.	Other fees/levies	a)....	Grand Total
URBAN	956 597	5 458 500	101 440 628	2 203 570	2 107 750	<b>374 105 091</b>
WEST	1 070 000	9 006 205	66 228 280	6 088 700	3 143 055	<b>156 903 850</b>
NORTH A	610 000	541 760	7 797 072	51 590	5 152 280	<b>41 384 270</b>
NORTH B	10 000	33 000	8 353 780	0	0	<b>12 177 610</b>
SOUTH	316 800	7 844 000	13 425 960	98 895	1 048 610	<b>43 826 866</b>
CENTRAL	0	4 188 500	35 198 017	156 900	303 000	<b>57 468 905</b>
WETE	2 520 000	6 001 610	21 816 970	3 144 000	745 500	<b>49 460 780</b>
MICHEWENI	327 000	129 600	9 213 943	842 625	418 575	<b>20 975 554</b>
CHAKE CHAKE	5 337 000	931 380	32 295 465	96 000	660 000	<b>55 047 641</b>
MKOANI	12 675 000	3 265 652	9 520 350	67 600	120 500	<b>33 881 415</b>
<b>GRAND TOTAL</b>	<b>23 822 397</b>	<b>37 400 207</b>	<b>305 290 465</b>	<b>12 749 880</b>	<b>13 699 270</b>	<b>845 231 982</b>

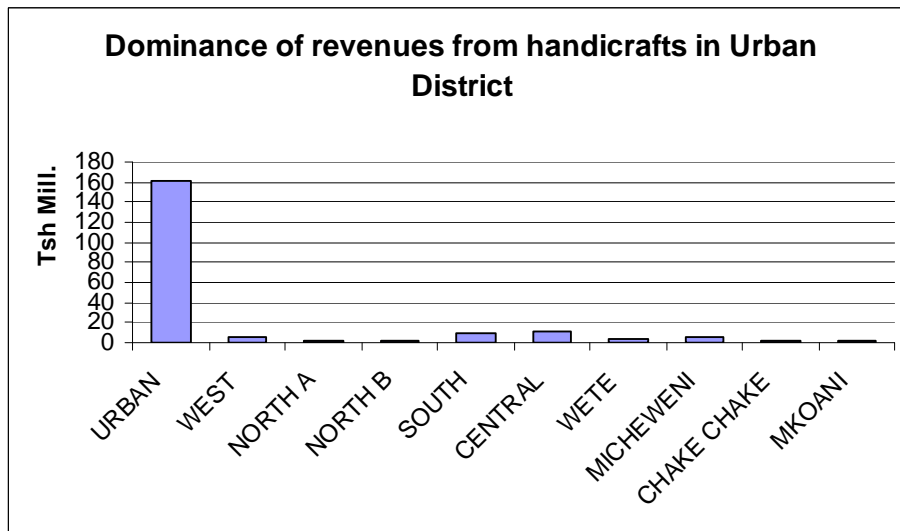
35. From the table above one can read that the largest incomes to schools (apart from teachers' salaries which are not included here) are "other parents contribution", income from selling of products

<sup>8</sup> A table presenting school expenditures is presented in annex.

made in the school (“handicraft”) and “tuition fees” – all of these are to a large extent derived from contribution from the local community and first and foremost from parents.



36. The fourth largest contribution is from “external aid” which in this context could be result of both the Private Public Partnership with external and local wealthy persons, firms, as well as from NGOs. From the table one also see that certain income categories are dominating. For instance income from handicrafts in Urban district is representing a considerable amount of money compared to the same income category from other districts as the following diagram clearly illustrates.

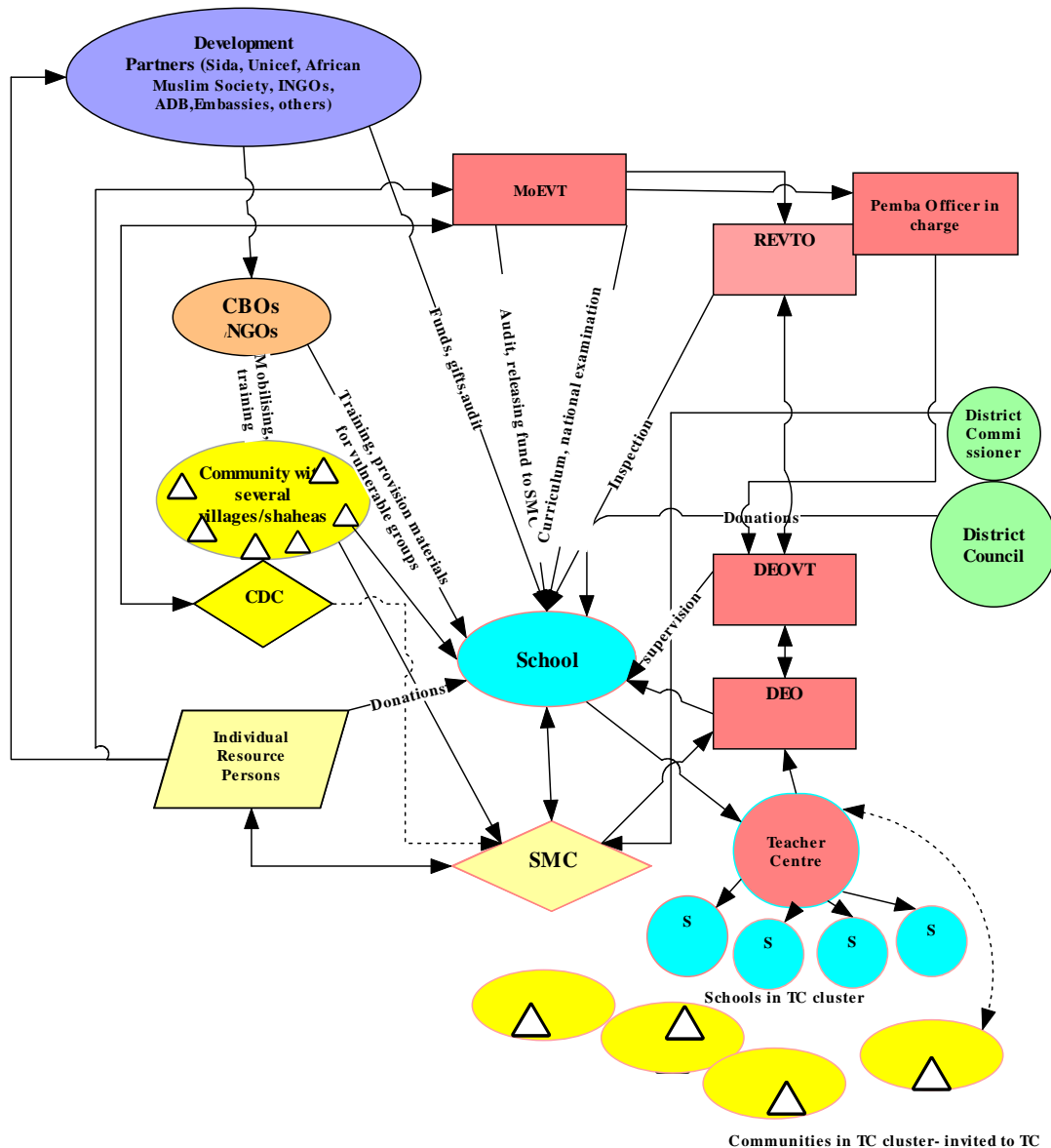


## 5 Complexity of community contributions to education development

### 5.1 Local actors

37. In the following community contribution to education institutions will be described and discussed. It should be remembered, though, that the situation varies considerably between districts, localities and schools.

**Local Actors involved in education**



38. The above diagram illustrates some of the actors and relationships involved, with the school as the central focus. With explicit reference to the education system there is a large number of actors and NGOs/CBOs in Zanzibar:

39. **Community Development Committees (CDC)** are not only concerned with the education sector, but for all development issues that would benefit a particular community. The CDC is spearheading

the process if there is no school in the area and the community wants to build a school. A CDC can comprise several shaheas/villages, each of which will have a representative in the CDC.

40. Information obtained during field visits indicates that CDCs consider education to be one of the most important sectors. The direct involvement of CDCs in education seem however to vary a lot from place to place. The CDC's are also sometimes joining the SMCs in order to invite for mass community meetings on a subject.

41. **School Management Committee (SMC).** The system of SMCs dates back several decades and is a firmly established system of decentralised education management. Composition of SMCs varies, but the election process follows some established patterns. The community (or sometimes the school Head Teacher) put forward three names that are presented to the District Commissioner for further appointment of SMC Chairperson. The two other persons automatically become members of the SMC. The communities then appoint the remaining members. Apparently there is no big competition among community members, and there is no formal reward system. Each SMC will strive to appoint women although a gender balance appears not to be obligatory. The School Head Teacher is always the Secretary of the SMC. Other teachers are often involved as parents, not representing the teachers per se. The functioning of the SMCs will vary, and depend very much on whether one has succeeded to recruit dynamic people or not. A common complaint was lack of professionalism, in particular as far as writing project proposals are concerned, lack of knowledge of educational issues and a general apathy among members.

42. Written directives including establishment of SMCs have been issued and distributed by the MoEVT, but were not found in place in any of the schools and education institutions visited.

43. The SMCs play, however, a critical role in collecting funds from community members, and also to mobilise labour and other contributions. At least one SMC member is selected as accountant. Depending upon tasks to be performed, various sub-committees may be established under the SMC. Overall, there are many similarities in functions and responsibilities for SMCs in government and in the private system. All of them report, for example, to the MoEVT according to the EMIS and other requirements. There are some differences, however. For the first, SMCs for government schools cannot release collected funds without the approval of the respective technical director at the MoEVT. SMCs in private and community owned schools control these funds without further government approvals. Secondly, the SMCs in private and community-owned schools can influence more on the hiring and firing of teachers than can the SMCs in government schools.

44. The degree to which SMC members influence on quality issues in the education system, is less certain. A general opinion was that the SMCs might play a more active role in quality aspects than hitherto had been the common practice, and that these committees should not engage themselves only with access issues.

45. **Community based organisations** are often directly or indirectly involved in education. HIV/AIDS groups, youth groups, adult literacy groups, women's associations/groups; religious groups may have direct or indirect involvement in school. Religious leaders play a critical role as a point of entry for mobilising community interests and resources in various aspects of education.

46. **District, national and international NGOs** working on education programmes- or with an active stake in the education sector. Examples here are organizations working with specific groups e.g. ZAPDD /NFU which is working with MoEVT to address the situation of disabled children. An example is AFK ZMRC. ZMRC has an explicit involvement of communities and schools are entirely community owned. FAWE (National chapter of the international FAWE) is working with communities on issues related to girls' education. It should be noted that NGOs plays a very important role in working hand in hand with MoEVT on provision of books and materials for libraries, and training of teachers.

47. MoEVT encourages NGO initiatives and interventions. NGOs usually have a strong grassroots orientation and may spend considerable more time in the community than government officials can do. Many of the NGOs have a holistic development approach to the communities in which they are

involved, with education as one of several components. This makes the relationship with the community members very dynamic and diversified.

48. International and national NGOs (non profit) may also establish and run schools. In the island of Pemba, there was, for example, a primary school which originally had been started up as boarding school for orphans. In Unguja, some NGOs had established secondary schools to complement the MoEVT's own services. It should be noted that curriculum followed in these cases was that of the national system, and that students even in private schools took the same national examinations as students in government or community schools.

49. Some of the NGOs are innovative and articulate the needs of the most deprived groups of children e.g. disabled. The ZAPDD/NFU work is one which has broken new grounds as a partnership model between the government and NGOs in Zanzibar as every activity has been carefully planned with the MoEVT. This has enhanced the potential for sustainability and at the same time improved the potential for replicability and scaling-up of the pilot models in the 20 selected schools to become viable at a national level. There is also the close relationship (on and informal basis) in that many MoEVT officials are also involved in NGO work.

50. **Dignitaries or eminent people.** They are very often called upon to support schools. Former students may be asked to contribute to various projects that are to be implemented. Influential people also frequently take direct contact with MoEVT at national level and may start up various activities or even get the approval to start up a school. In areas where the tourist industry is flourishing, tourists may contribute directly to a school. Local business-people are regularly contacted when a school is looking for funds.

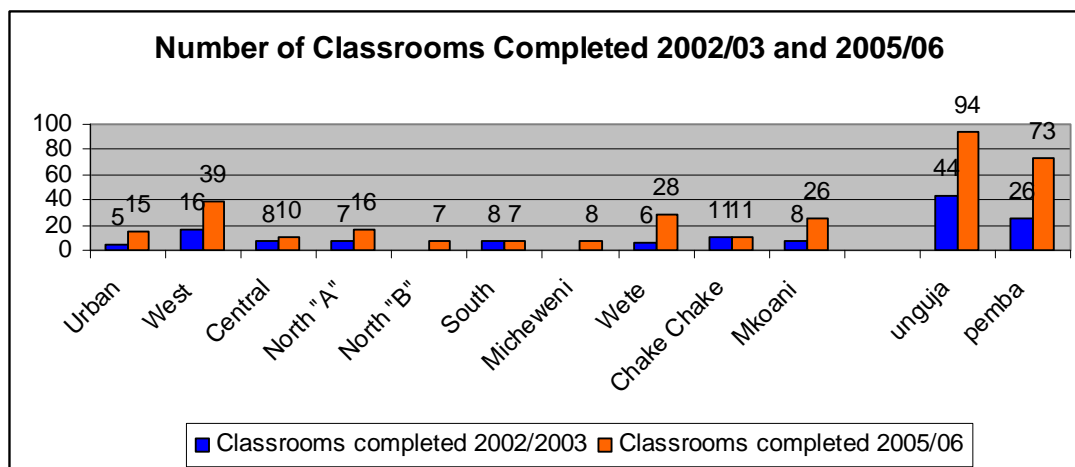
51. **MoEVT** has a vital role in a) financing teachers, b) inspect classroom construction (regional level) and c) inspection (district level). In particular at district levels, the government has not been able to give the administrative levels the resources needed for a closer follow-up at school levels. This is because there are no specific operational costs funded by the central level beyond salaries to staff. The MoEVT takes a less active role in issues related to interacting with the communities and parents directly.

52. **The Teacher Centers** have limited interaction directly with the communities. TCs staff receive salaries from MoEVT, but are otherwise dependent upon pay of fees for their operational programmes. Whereas fees deducted from teachers' salaries are usually easily collected, the fees that are supposed to come from students are either seriously delayed or not forthcoming at all. The TCs may have some contact with local NGOs which are encouraged to use the premises for various training purposes against the payment of a small fee. The community at large is also usually encouraged to borrow books or other material from the TC<sup>9</sup>. The TCs do not, however, participate actively in strengthening the functioning of the SMCs.

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<sup>9</sup> In one other Resource Centre, however, the ZEDP consultants were informed that all users of the library had to pay membership fees. This was however not the case in other resource centres visited.

## 5.2 Progress in construction



Source : Budget speech table 11 (a) 2002/03 and 2006/07

53. Construction of classrooms is a joint undertaking between MoEVT, community and development partners. All in all the annual total number of completed classrooms has more than doubled in Unguja and nearly tripled in the case of Pemba between years 2002/03 and 2005/06. This positive development is first of all an indicator of a significant interest of the communities to establish more classrooms<sup>10</sup>.

54. The MoEVT maintains control over decisions regarding education policy, budget, and overall operation in terms of curriculum issues, national examinations and deployment and financing of teachers. However, decisions to establish a school are left to the community.

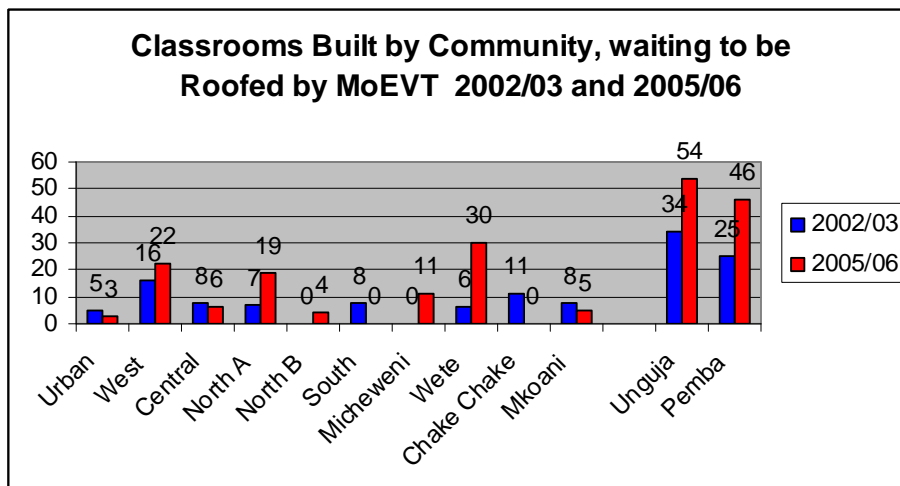
55. For government schools the communities contribute to physical construction of classrooms as follows:

- *Collection of funds*
- *Building of classrooms, offices, libraries, toilets, stores up to roofing*
- *Maintenance of buildings*

The MoEVT has the responsibility for roofing, finishing such as plastering, painting and furnishing the classrooms.

56. In monetary terms it is difficult to estimate the value of contributions from communities and MoEVT respectively. In some communities distance and other contextual matters increase costs. Communities frequently also build standard classrooms in collaboration with the building inspectors from the MoEVT. There is one building inspector responsible for each region. Representatives from the MoEVT estimate that expenditures for roofing and finishing are twice as much as the foundations and walls up to the ring beam.

<sup>10</sup> In Micheweni Primary School the community had fulfilled its commitment of constructing 9 additional classrooms as well as 2 rooms for the preschool almost two years ago. The community was still waiting for the government to fulfil its part of the commitment to finish the building.



Source: Budget Speeches 2002-03 and 2006-07 Table 11 c

### 5.3 Rehabilitation/maintenance

MAINTENANCE /REHABILITATION OF CLASSROOMS				
Districts	2002/03		2005/06	
	Identified for rehab.	Rehab. in progress	Identified for rehab.	Rehab. in progress
Urban	3	18	11	16
West	9	44	30	0
Central	4	0	16	4
North A	4	0	19	8
North B	11	0	8	0
South	4	0	7	0
Micheweni	0	0	17	0
Wete	4	0	8	0
Chake Chake	4	0	8	0
Mkoani	12	0	10	0
Unguja	35	62	91	28
Pemba	20	0	41	0

Source: Budget Speech 2002/03 and 2006/07 Table 12 b) and c)

57. The table above indicates that the number of classrooms which have been identified for rehabilitation has increased significantly over the last few years. The number of classrooms which are actually undergoing maintenance and rehabilitation is relatively few. There is a clear difference between Unguja and Pemba in this regard. There were no classrooms reported to the MoEVT as being under rehabilitation in Pemba. It should be noted that even in the case of Unguja, which has twice the population size as Pemba, the number of classrooms under actual maintenance/ rehabilitation is less for 2005/06 than for 2002/03. The extent to which this is an indication of a reduction of the communities' ability to pay or willingness to pay could not be ascertained.

58. In 2002/03 25 classrooms were completely rehabilitated, but in 2005/ 06 only a total of 11 were reported by MoEVT as completely rehabilitated.

## 5.4 Issues

59. When it works well, community contribution can spread the burden of resourcing education, so that it does not rest solely with either parents or the governments. A noticeable feature is that when parents contribute with direct finances, the community at large takes a lot of responsibility in construction. A factor yet to be established is whether the MoEVT guidelines for community contributions reflect the real contributions at various levels.
60. Parents bare the brunt of the contributions, both financially and in terms of labour and material. The direct household expenditure levels appear high, in particular if a family has children in various schools and at various levels. The fee-free education at primary level has not meant that the education is free of costs. Some people seem to be reluctant to contribute as per conviction, but in most cases people seemed to be willing to contribute a lot but that poverty was a hindrance in this regard.
61. Community financing can also exacerbate regional and social inequalities, as some communities have more direct access to regular funds than others e.g if there are many dynamic influential business people in the localities.
62. In construction the MoEVT has established standards, but there was no information about actual unit costs per classroom as these were considered to vary with location. No School Mapping has been undertaken in Zanzibar. Hence in terms of planning for school infrastructure the DEO, REO or the MoEVT seem not to have statistical basis for prioritisation.
63. Quite a number of classrooms are yet unfurnished. Buildings remain standing incomplete a long time after the communities have contributed their parts. This seems to relate partly to poor oversight at regional and district levels, due to absence of school mapping and overall plans.
64. Participatory approaches in its broadest sense have been more prominent in community owned schools (ZMRC/AKF) than other structures. That approach usually requires different institutional arrangements, more time and more resources. For instance, it requires two years intensive follow-up and discussions with religious leaders, shehias, villagers and others to establish a community-based pre-school of the necessary quality and with a reasonable chance of becoming sustained by the community. A bottom-up approach is crucial in achieving interventions that are both effective and sustainable, but will not only be possible in government structures as additional staff trained in methods of community interaction and mobilization will be necessary.
65. NGOs have demonstrated innovative strategies for strengthening the marginalized groups of children e.g. children with development challenges, but on a small scale. In attempting to scale up their operations with support from the public sector, NGOs need a broad support from the government and technical expertise that may be difficult to find.
66. There are myriad possibilities available to get a school started or expanded. Innovative individuals can approach the central, regional or district authorities to find the solution that they themselves see fit and will bring the best results. Very often these individuals concentrate on approaching the central level only. Much is left, however, to systematically evaluate those efforts to assess the key elements of their success or failure- and to identify systematic way that will be available to all communities.

## 6 Some recommendations

67. TRAINING FOR ACTUAL AND POTENTIAL SMC MEMBERS. In interviews and fieldwork the ZEDP consultants got an impression that many informants find that the roles and functions of SMC's are important, but that there sometimes is considerable need to strengthen SMCs' members competence.
68. Training for SMC members could be organised at the TCs. There is a need to assess this training need more thoroughly and to discuss various options. But one tend to think that training in line with the following issues would be of relevance to most SMCs:



- Planning and budgeting
- How to strengthen community capacity to identify, select, implement, operate and maintain community investments.
- How to inform, mobilise and organise for local action
- Education Policy and SWAp
- How to attract local, national and international donors
- Fund raising and how to write an application
- How SMCs should get involved in development of quality in education.
- Information about promising practices – how other schools have managed to strengthen local community action and support to education
- Project implementation, monitoring and evaluation

69. **RETHINKING TIME OF SMCS' FUNCTIONING.** Currently SMCs are appointed and selected for 5 years. Some informants state that this is too long and that one should reduce the period of functioning. If the period of SMCs is reduced, the need for training will increase.

70. It is also proposed not to replace all members of the SMC at the same time, but for instance select/appoint half of the SMC group and hence allow for transfer of knowledge and experience within the SMC.

71. **TEACHERS AND HEAD TEACHERS.** Head teachers and teachers would benefit a lot from training in issues related to improving the relationship between schools and the local communities. The TC's could develop specific workshops and courses with the following contents:

- Education Sector Policy and the importance of Swap
- Roles and functions of SMC
- Budgeting and planning
- Project management
- Book keeping

72. **RAISING LEVEL OF KNOWLEDGE ABOUT SCHOOLS AMONG LOCAL COMMUNITIES AND PARENTS.** There is also a need for training for parents and local communities as people tend to be conservative in the sense that they do not understand need for introducing "new" practices, new pedagogy and new modalities of school organisation. This might slow down development of education in Zanzibar. One example observed in one Pre-School was that many parents were said not to understand the concept of play, and they were angry when they visited the pre-school and observed children playing with toys instead of being organised in a "normal" classroom setting.

73. Do parents know what the contributions are for? The Guidelines propose Parents Meetings in order to inform the parents about how funds are utilised. But not all parents tend to come to these meetings, and as the level of payment in many schools is relatively low, one can imagine that there is a lot of ambiguity about these issues among parents.

74. MoEVT needs to assess the need for a general information and motivation program or campaign directed towards local communities. The emphasis could be importance of education for national development as well as for individuals' growth and prosperity, need for cooperation among all stakeholders and parties, importance of PPP etc. If feasible this campaign could include the launching of the ZEDP.

75. **CEILING FOR PARENTS' CONTRIBUTIONS.** It is important to follow closely and assess the situation regarding communities' and in particular parents' contribution to education. There should be ceilings for how much poor families with several children are paying for education services.

## **Annex 1. Terms of Reference**

### **Preparation of Zanzibar Education Development Programme (ZEDP)**

Terms of Reference for a) Study on Local Level Institutions, b) Study on Education Sector Organisation and Management c) Continued Work related to the SWAp/ZEDP Polity Dialogue.

#### **Introduction**

With the Zanzibar Education Master Plan ending in 2006, the MoEVT is embarking on the process of preparing a new phase of development, called the Zanzibar Education Development Framework and Plan (2007-15) (ZEDP). This plan is intended to achieve the objectives set out for the sector in the new national Growth and Poverty Reduction Plan (MKUZA), which – for the first time – adopts a holistic approach to national development. ZEDP will also focus on reaching the targets set in the Millennium Development Goals (MDGs) and EFA objectives. ZEDP is supposed to be holistic in nature and thereby depart from the traditional fragmented project approach to education development.

The approach to ZEDP centres on a SWAP methodology in which all stakeholders – in particular civil society and Development Partners – play an active role through a participatory methodology.

A Situational Analysis will have been completed (Feb 07). This and the following analysis and studies during the coming weeks will feed into the finalisation of ZEDP. At the same time work with the Policy Dialogue will go on in accordance with the plans made for the ZEDCO Consortium but with the necessary flexibility and changes as new experiences are made and new needs are identified.

Both the Education Policy (2005) and Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP or in Kiswahili: MKUZA) emphasise the important role of local level participation and contribution to education development. Many “promising practices” can be found in Zanzibar where individuals, formal and informal groups (Women’s groups and other interest groups) and school committees are contributing to the education of their locality in the form of financing, labour, equipment and even with qualitative aspects. There is a need to study the structure and functions of different local groups, to understand their capacity and limitations.

There is also a need to analyse organisation issues in the formal education system. Both the Education Policy and the MKUZA underlines the importance of decentralisation of authority from central to lower levels (Regions, Districts). It is therefore important to assess the current structure of MoEVT and the education sector at large as well as the recent proposals for reorganisation. The intention of this would be to come up with a recommendation regarding development of a modern and efficient structure, with responsibilities defined for each level.

This study will feed into the IIEP team who will then assess the HRD issues, what is the existing competence to fill the structure, and what staff development programmes are needed?

At the same time work will continue with Policy Dialogue, with discussions with various stakeholders, information about the ZEDP processes, the SWAp approach etc. This includes work with the Head Teachers, as proposed in the Inception Report. Included in this category is also to assist MoEVT in its planning for organising the two Workshops.

### **Purpose of the assignment:**

This TOR therefore includes assignments which are divided in three parts:

Purpose for the first **part** is to study and come with recommendations related to the role and function of grass-root institutions, while the purpose of the **second** part is to provide recommendations on institutional and organisational reform of the sector. The purpose of the **third** part is to contribute further to the Policy Dialogue and process of SWAp.

### **Scope of work**

In close cooperation with MoEVT counterparts the consultants will plan and implement:

For the first part to:

- Consult resource persons and organisations dealing with, or are knowledgeable of, local level institutions, and study relevant documentation,
- Analyse the functioning of grass root level institutions in terms of their actual and potential contribution, but also with critical view on potential overtaxing of poor groups of people, considering all contributions expected for all services,
- Develop recommendations and proposals to be considered by the MoEVT.

For the second part to:

- Analyse the current situation with respect to proposed government reforms in the areas of decentralisation, organisation and management.
- Assessing the possibility of devolving authority and responsibility from the Central Ministry to Regional and District Education Authorities, and Teacher Centres, with appropriate financial accountability. Particular attention to be given in devising an appropriate system for Pemba.
- Assess, discuss and propose options for a new structure of MoEVT.

For the third part to:

- Discuss and organise with MoEVT, plan and implement the information/mobilisation programme with Head teachers as proposed in the Inception Report.
- Continue active dialogue with stakeholders as NGOs, Donors, Private Organisations in close collaboration with MoEVT.
- Join fieldwork with the consultants for the first part.

As the second part overlaps partly in time with the “Assessment of Management Capacities” the consultants will have the possibility to discuss and divide work on issues, in the case there are tendencies of thematic overlap. The output of the second part will feed into the Management Capacity study which deals with human resource components.

### **Outputs**

There will be three reports, one from each of the parts, and each with a report with maximum 40 pages.

### **Methods**

The methods to be applied are field visits, meetings with stakeholders, desk studies, WEB search, in close cooperation with MoEVT counterparts and other relevant actors. The three parts of the study will have some days overlap in time and issues will be discussed and shared in order to prevent eventual thematic overlap.

### **Duration and timing**

The first part of the mission will be undertaken during the period from

- 19<sup>th</sup> of February to 1<sup>st</sup> of March 2007.

The second and third part will partly overlap with the first and will be undertaken during the period from

- 26<sup>th</sup> of February to 7<sup>th</sup> of March 2007.

### **Reporting**

In addition to the report text, the consultants will contribute to the development of lists and tables of stakeholders, projects and programs, and access data bases for documentation. Based on the observations and discussions the consultants will contribute to Terms for References for further studies as part of the ZEDP work.

### **Counterpart responsibilities**

In accordance with agreements the MoEVT will facilitate access to the required local service, personnel and information and provide any other assistance as may be reasonable required. The Consultants will be provided with an office space in the Department of Policy and Planning with desk top computer for office work. The Ministry will also ensure that from the outset, the key personnel are in place, with whom the consultancy team will liaise and provide the required assistance. The consultant will be provided with the transport during the visitation to the consultation, fieldwork and workshop.

## Annex 2. Field Work Questions and Institutions visited

### ZEDP Local Community Study UNGUJA and PEMBA (February 22-28 2007)

This fieldwork focused on local community participation; hence a new set of questions was applied. In addition to these, the ZEDP Pemba and Unguja Field Visit data have been used as source of information for the Local Community Study.

#### Questions asked:

1	What are the main roles for the community and parents with regards to development of the education sector?
2	What are the procedures / methods to involve the community/ parents / or individuals?
3	Who manages the contributions (funds that are collected- or contributions in kind) and approximately how much is collected in one year e.g. ( last year). Are funds accounted for and reported to the MoEVT? Which level- district- regional- central.
4	What happens if the accounts have a surplus- is it transferred to next year?
5	Who provides most funds to the schools; private contributions (individuals or businesses), government, communities, development partners
6	Historical context for SMC- why was this committee introduced and how has it changed the operation of the school?
7	Do you have any specific recommendations for SMCs (composition, functions, roles etc)
8	Do you think that the community should contribute at the same level as today, more or less? Are there upper limits?
9	How many of the teachers have transferred during the last year? What are the implications?
10	What are the roles of District Education Office, Regional Education Office in community involvement?
11	What are the roles of other actors e.g. NGOs, Unicef?
12	What are the roles of SMC and Education Boards in Secondary Schools?

**Institutions visited during the period of February 22-28 2007:**

Alsadik Private Primary School, Chake Chake District, Pemba  
Changamoto Life Preservation Fund (NGO)  
DEO - Chake Chake  
DEO – West District  
Dunga Teachers Resource Centre, Central District,  
Internal Auditor, MoEVT  
Jadida Pre-Primary Govt. school, Wete District, Pemba  
Mrembo Pre-Primary Government School, Central District  
Mzambarauni Takao Primary/Secondary Govt School - Mzambarauni, Pemba  
Teacher Centre Mizingani  
UKUEM (NGO), School: Al-Falah Muslim Secondary  
UROA School (Primary and Secondary Government)

### Annex 3. Type of expenditure in all government schools by districts – 2005 (EMIS)

**TYPE OF EXPENDITURE IN ALL GOVERNMENT SCHOOL BY DISTRICT - 2006**

DISTRICT	Salaries	Teaching/ Learning mat.	Laboratory equipments	Other equipments	Water, Elect & Sanit charges	Transport	Construction	Study tours	Other expenditures	Other a)	Other b)	Other c)	Grand Total
URBAN	1954000	28924206	6974300	8332465	15367045	7292099	44071269	2173300	96226392	28725505	13011729	3395735	256448045
WEST	39807851	17932367	2547932	6896680	6033500	13254403	41689952	1873380	3603110	16755576	6720430	10357050	167472231
NORTH A	0	10140310	212700	1454665	531200	1064135	8977655	2596200	446000	1429855	673300	265500	27791520
NORTH B	0	2926640	525000	320470	318870	2024300	3442021	319000	184730	713200	123800	65000	10963031
SOUTH	2037540	9607780	560000	2028690	1144850	9706740	7048020	601530	695000	3185750	739485	689024	38044409
CENTRAL	1089710	12649755	1981390	3899855	1441155	5687581	12430440	1555265	3879807	4890501	1665539	1480292	52651290
WETE	0	7064776	536900	2421260	1311416	4217420	23259710	4285500	13692760	2584720	1313850	1108100	61796412
MICHEWENI	0	2198825	280000	604200	531540	6857802	5035555	1020250	168655	1580677	696196	1009910	19983610
CHAKECHAKE	0	4469667,5	264250	2317926	228320	2067672,5	12806784	914310	75300	4603815	1955300	299183	30002528
MKOANI	0	6486300	1022500	344822	1364600	1915775	16223215	414200	95894	7499551	468990	158830	35994677
<b>GRAND TOTAL</b>	<b>44889101</b>	<b>102400626,5</b>	<b>14904972</b>	<b>28621033</b>	<b>28272496</b>	<b>54087927,5</b>	<b>174984621</b>	<b>15752935</b>	<b>119067648</b>	<b>71969150</b>	<b>27368619</b>	<b>18828624</b>	<b>701147753</b>

## Annex 4. ZESCO People met as of March 2007

<i>Name</i>	<i>First name</i>	<i>Position</i>	<i>Institusjon</i>	
				Office of Chief Government Statistician
Abass	Shukuru	Division Head	Dept. of Vocational Training	Ministry of Education and Vocational Training
Abbas	Mohammed	Administrative Officer	Dept. of Education, Quranic Section	Ministry of Education and Vocational Training
Abdalla	Mohd			Wingwi Primary Govt School/Mzambarauni, Pemba
Abdalla	Mwanaidi Saleh	Deputy /Acting Principal Secretary,		Ministry of Education and Vocational Training
Abdulla	Abdulla Mzee	Commissioner of Policy, Planning & Budget		Ministry of Education and Vocational Training
Abdulla	Ali	Academic Assistant		Mikunguni Technical Secondary School
Abdulla	Asha M	HIV/AIDS Focal Person		Ministry of Education and Vocational Training
Abdulla	P.			Wingwi Primary Govt School/Mzambarauni, Pemba
Abdulwakil	Yahya I	Director	Inspectorate	Ministry of Education and Vocational Training
Abeid	Shoka Hamad	Coordinator		Teacher Centre, Wingwi, Pemba
Aboud	Khadija H.		Adult Education	Ministry of Education and Vocational Training
Abrade	Ahmada Mahmoud	Head Teacher		K/Samani Secondary School
Abraham	Isaac			UIS, UNESCO
Ahmad	Ahmada Mahmoud	Asst. Head Teacher		K/Samani Secondary School
Ahmad	Moh'd Abdulla	Comitee Member		Madrasatul-Qamaria, Wete Pemba
Ahmed	Mwanabaraka		Dept. of Pre-primary, Primary and Lower Secon	Ministry of Education and Vocational Training
Ahmed	Said B.	Deputy Commissioner of Education	Dept. of Higher Education, Science and Technology	Ministry of Education and Vocational Training
Ahmed	Zaid Bakar	Department of Higher Education and Technology	Dept. of Science and Technology	Ministry of Education and Vocational Training
Al-Abry	Said Seif		Dept. of Teacher Education, National Resource Centre	Ministry of Education and Vocational Training
Alasane	Ouedrao go			UIS, UNESCO
Ali	Ali Haji	Assistant Head Teachers		Sunni Madressa School
Ali	Ali Ussi	Auditor	Internal Audit	Ministry of Education and Vocational Training
Ali	Amina Khamis	DEOVT	District Office, Urban District	Ministry of Education and Vocational Training
Ali	Fatma Makame			Wingwi Primary Govt School/Mzambarauni, Pemba
Ali	Haji		Dept. of Inspectorate	Ministry of Education and Vocational Training
Ali	Hassan Abdulla	Coordinator Teacher Education		Ministry of Education and Vocational Training Pemba Office
Ali	Juma Moh'd	Carpentry Teacher		Kengeja Technical Secondary School, Pemba
Ali	Kazija Masheko	Assistant Head	Dept. of Alternative Learning & Adult Educaiton	Ministry of Education and Vocational Training
Ali	Kombo Hassan	Religious Leader (Mjumbe waDaimi)		Mrembo Govt. Pre-Primary School



Ali	Mkubwa	Carving		Mikunguni Technical Secondary School
Ali	Omar Moh'd	Electrical Department Teacher		Kengeja Technical Secondary School, Pemba
Ali	Sina	Carving		Mikunguni Technical Secondary School
Ali	Suleiman K.	Headmaster		Mikunguni Technical Secondary School
Ally	Abadalla Hamad			Wingwi Non-formal Education Centre, Pemba
Ameir	Ali Haji	Co-ordinator		Teacher Center K/Samaki
Awadh	Farida	Head Teacher		Madrasatul-Qamaria, Wete Pemba
Bakar	Amour			CARE in Tanzania, Zanzibar sub Office
Bakar	Kombo Khamis	Headmaster		Dobeani Technical Secondary School, Pemba
Bakar	Said Othman			Wingwi Non-formal Education Centre, Pemba
Barbieri	Cecilia			UNESCO Cluster Office, Dar es Salaam
Bayer	Tom	Team Leader		USAID/Tanzania
Bhaloo	Mohammed			Aga Khan Foundation, Mkeza Project
Bilal	Fatma G	Liaison Officer		UNFPA Zanzibar
Carpenta	Douglas			European Commission
Chaude	Shaaban A	Afusa Programme		Wingwi Primary Govt School/Mzambarauuni, Pemba
Chum	Lahachu H		Dept. of Social Welfare	Ministry of Health and Social Welfare,
Chuma	Juma Fakih	Deputy Headmaster		CCK- Islamic College, Shamim Khamis Machano
Dau	Khatib Haji	Head of Centre (RAHALED)	Dept. of Alternative Learning & Adult Educaiton	Ministry of Education and Vocational Training
Dayalti	Narottam Harila	Registrar of Education		Ministry of Education and Vocational Training
Faki	Ali S.	Headteacher		Kengeja Technical Secondary School, Pemba
Faki	Faki S	Deputy		Mkapa TTC
Faki	Faki Sheyyum	DEOVT	DEOVT Micheweni District, Pemba	DEOVT Micheweni District, Pemba
Faki	Hussein O	Director	Dept. of Secondary Education	Ministry of Education and Vocational Training
Faki	Makame	Carving		Mikunguni Technical Secondary School
Faki	Shaame	Mon & eval, research and Liaison Officer		Zanzibar Madrassa Resource Center/AKF
Farhan	Ramla Abass	Co-ordinator	Higher Education, Science and Technology	Ministry of Education and Vocational Training Pemba Office
Frankenberg	Anders	First Secretary, Senior Prog. Officer,		Embassy of Sweden
Haji	Afadhali B	Director African Muslim Agency		Alsadik Primary Private School, Chake Chake, Pemba
Haji	Afadjali B	TC's Coordinator Pemba		Jadida Pre-Primary Government School, Wete District, Pemba
Haji	Haji Vuai			Zanzibar Madrassa Resource Center/AKF
Haji	Mohamed Rajab	Assistant Registrar		University College of Education, A branch of University in Khartoum
Haji	Moh'd H	Head Teacher		Uroa School (Govt)
Haji	Yossuf	Head of Section	Dept. of Alternative Learning & Adult Educaiton	Ministry of Education and Vocational Training
Hajjibhoy	Nemat			Aga Khan Foundation, Mkeza Project
Hamad	Ahmed R.	Assistant Headmaster		Wingwi Secondary School, Pemba

Hamad	Ali Suleiman			Wingwi Non-formal Education Centre, Pemba
Hamad	Maulid Omar	Advisor		Teacher Center K/Samaki
Hamad	Mauwa	Comitee Member		Madrasatul-Qamaria, Wete Pemba
Hamad	Mussa A	SMC member	SMC	Jadida Pre-Primary Government School, Wete District, Pemba
Handeland	Silje	Programme Officer		Norwegian Association for Persons with Development Disabilities (NFU)
Hashi	Halima	Social Development Specialist		African Development Bank
Hassan	Mr.			ANGOZA
Hemed	Mkubwa	Teacher		Madungu Primary School, Chake Chake, Pemba
Hija	Idrissa M	Director	Dept. of Vocational Training	Ministry of Education and Vocational Training
Hussein	Suad Salim	Head of Division	Statistical Division, Dept. of Planning	Ministry of Education and Vocational Training
Ibrahim	Aliyakat H.	Accountant TAC		Ministry of Education and Vocational Training
Ich	Time Seif	SMC member	SMC	Jadida Pre-Primary Government School, Wete District, Pemba
Ichatios	Yahya	SMC member	SMC	Jadida Pre-Primary Government School, Wete District, Pemba
Idarouss	Mohammed	Administrative Officer	Dept. of Education	Ministry of Education and Vocational Training
Iddi	Mohd	Officer in Charge		Ministry of Education and Vocational Training Pemba Office
Idi	Muhamed	Officer in Charge	Education and Vocational Training Pemba	Ministry of Education and Vocational Training
Ismael	Asma	Co-ordinator		FAWE Zanzibar
Jadi	Abdalla M Ali	Programme Development Officer		Ministry of Education and Vocational Training
Juma	Adam Machano	Member of Committee		Changamoto Life Preservation Fund
Juma	Hamid R.	Director	Zanzibar Library Services	Ministry of Education and Vocational Training
Juma	Juma Mbwana	Arabic Language And Islamic Advisor		Teacher Centre/ Mizingani, Pemba
Juma	Juma Suleiman	Co-ordinator	Dept. of Vocational Training	Ministry of Education and Vocational Training Pemba Office
Juma	Khamis R.	Headmaster		Wingwi Secondary School, Pemba
Juma	Kombo H	Director	Dept. of Administration and Personnel	Ministry of Education and Vocational Training
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*February/March, 2007*

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