

**UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION AND CULTURE**

**FORTY-SEVENTH SESSION OF THE INTERNATIONAL  
CONFERENCE ON EDUCATION, 8–11 SEPTEMBER 2004,  
GENEVA SWITZERLAND**

**NATIONAL REPORT ON THE DEVELOPMENT OF  
EDUCATION 2001–2004**

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## **PART A: TANZANIA MAINLAND.**

### **1.0 The Education System at the Beginning of the Twenty-first century: An overview.**

#### **1.1. Background.**

Education and Training in Tanzania is the responsibility of several ministries. The major ministries are Ministry of Education and Culture which is responsible for Basic, Secondary and Teacher Educational the Ministry of Science Technology and Higher Education responsible for technical and institution of Higher learning. The Ministry of Labour Youth and Sports Development is responsible for vocational education while the Ministry of Local Government is responsible for the administration of primary education. However, is there cooperation and collaboration among these ministries and other stakeholders especially after the formulation of the Education Sector Development Programme.

#### **1.2. Introduction**

Since 1995 when the Education and Training Policy was issued, the education sector has undergone several reforms. The reforms have been geared towards improving access, equity and quality as well as capacity building.

At the beginning of the Twenty-first century the Ministry of Education and Culture has been implementing policies whose objectives are:

- To promote and expand access to education.
- To enhance equity in access to education (both geographical and groups with special needs including gender equity).
- To promote the quality of education.
- To strengthen management of education through capacity building.

To achieve this, a sector-wide approach to education was adopted and an Education Sector Development Programme (ESDP) was designed. The Programme was later to be translated into development plans. This far two development plans have been developed namely the Primary Education Development Plan (PEDP 2002–2006) which started to be implemented in 2002 and the Secondary Education Development Plan (SEDP 2004–2009} which started this year. These plans guide the current education provisions and reforms as described below.

## **2.0. The Development Plans.**

### **2.1. The Primary Education Development Plan (PEDP 2002-2006).**

The Primary Education Development Plan (PEDP) was the first of these plans to be prepared and implemented. The Plan (PEDP) which aims at delivery of sustainable quality basic education, is an extensive programme that is implemented countrywide and covers the whole of Tanzania Mainland. The five-year plan (2002 — 2006) articulates the attainment of universal primary education within the framework of Education Sector Development Programme (ESDP) and the Local Government Reform Programme. (LGRP). The Plan was prepared through consultation between the Government and all stakeholders in education sector including bilateral and multilateral organizations, Non-Governmental Organisations (NGOs) and Community Based Organisations (CBOs).

#### **2.1.1. Basic issues addressed in the Plan:**

The main areas of priority in the plan are:

- Enrolment and Expansion
- Quality Improvement
- Strengthening Institutional Arrangements
- Capacity Building

These issues are challenges that are being dealt with during the implementation of the Plan and are specifically highlighted as follows:

- **Enrolment and Expansion** covering enrolment of eligible children both girls and boys in standard one, teacher recruitment and deployment, construction of classrooms, teachers houses, sanitation facilities and enrolment of out of school children and youth. The out-of school children and youth follow a special programme known as Complementary Basic Education in Tanzania (COBET). This is a three year course for each of two age cohorts 8-13 and 14-17. On successful completion of their course the 8-13 year olds join the formal system in Standard five while the 14-17 year olds join Form I.

- **Quality improvement** related to human resources include teachers, teaching competences, styles or methods and teaching and learning resources such as the supply of adequate textbooks and other teaching and learning materials.
- **Capacity building** include pre-service and in-service teacher training, training in planning, management including financial management as well as Education Management Information System (EMIS) at all levels.
- **Monitoring** implementation at the national level: includes establishment of Technical Working Groups for each area. Including a Resource Mobilization Technical Working Group responsible for procurement, allocation and distribution of resources essential for successful implementation of the plan.

### 2.1.2. Achievements

The implementation of the Plan for the last three years has witnessed achievements in the four priority areas as described below:

#### (a) Enrolment and expansion

The number of seven-year-old pupils enrolled into standard one increased from 1,140,554 in 2001 to 1,368,315 in 2004 of whom female pupils were 697,594 (51%). The Gross intake ratio (GIR) increased from 93.2 to 127.5 in 2004 and at the same time Net Intake Ratio (NIR) increased from 18.9 in 2002 to 86.3 in 2004. These achievements are in line with the priorities of PEDP where the enrolment of female pupils is one of the priorities. During the same period the Net Enrolment Ratio (NER) increased from 66.0 in 2001 to 90.5 in 2004 while Gross Enrolment (GER) increased from 84.4 in 2001 to 106.3 in 2004.

Achievements were also recorded in Early Childhood Care and Development where as a result of the policy of every primary school having a class of pre-primary school, the enrolment at this level has increased.

Figures 2.1.1. — 2.1.3 below summarize the achievements made as a

result of implementation of the Primary Education Development Plan (PEDP 2002-2006) during the last three years 2002-2004. [OMITTED]

The figures show that standard I enrollment remained almost stagnant between 1995 and 1999 but increased rapidly between 2001 and 2004 basically due to the implementation of the Primary Education Development Plan.

**(b) Improved teaching and learning environment**

The total number of permanent classrooms built during the period were 45,000, 8,527 teachers' houses were constructed and 285,898 desks were purchased. The improved environment has improved enrolment and attendance and at the same time reduced dropout rates. The average dropout rate decreased from 5.73 per cent in the year 2000 to 3.75 in 2004.

**(c) Quality Improvement**

Achievement has also been made in the area of quality.

Quality as measured by pass rate in National Examinations improved during the period 2001-2003. The percentage of pupils who passed Std. IV Examinations increased from 70.6 percent in 2001 to 88.7 percent in 2003.

During the same period the pass rate in the Primary School Leaving Examinations increased from 28.6 percent to 40.1 per cent. The performance in the Primary School Leaving Examinations for the last six years are as shown in table 2.1.1. below.

**Table 2.1.1. Primary School Leaving Examination (PSLE) Results 1998-2003**

<b>Year</b>	<b>candidates sat</b>	<b>Passed</b>	<b>% Passed</b>
1998	364014	77444	21.3
1999	426569	82419	19.3
2000	389746	85576	22.0
2001	444903	127351	28.6
2002	492472	133674	27.1
2003	490018	196273	40.1

**Source: Basic Statistics in Education (2004)**

**(d) Capacity Building**

During the period education managers at all level were trained in different areas related to the implementation of the plan. They included Regional Education Officers, Regional Academic Officers, Inspectors of schools at zonal and District level, Head Teachers and members of School Committees. They have been equipped with skills in management, financial management, planning, and procurement of textbooks and other teaching and learning materials.

**Challenges**

The challenges to primary education include:

- **Low performance** in national examinations especially among girls. For example in 2002/34 per cent of the boys passed the Primary School Leaving Examinations while the pass rate among girls was only 20 per cent. The situation did not change in 2003. In 2003, 32.5 of the girls passed the Examination while the pass rate among boys was 47.62.
- **Overcrowded classrooms.** Abolishing school fees in primary schools has increased enrolment in Std I leading to overcrowding especially in urban areas.
- **Low transition rates.** The transition rate from primary to secondary education at 20 per cent is very low. His issue will be adequately addressed in the Secondary Education Development Plan (SEDP 2004-9)

These challenges will be addressed within the last two years of implementation of the Plan.

**2.2. Secondary Education.**

**2.2.1:Introduction**

Secondary education in Tanzania consists of two levels, Form I to IV and Forms V and VI. In May 2003, there were 1083 registered secondary schools and of these 856 enrolled students at least up to the end of Form IV. Around half (51 per cent) of the schools were community built, one third non-government, (33 percent), and the rest were government schools (9 percent) and seminaries (7 per cent; Since 1995 the number of schools has increased from 595 to 1291 in

2004. The regional distribution of schools is very skewed especially the community built and non-government owned ones. The range is between 18 in Lindi and 145 in Kilimanjaro, with a median of 46.

Circular No.1 of 1977 on Diversification and Vocationalization of Secondary Education has been responsible for one of the most vocationalized secondary school systems in the world with schools classified as commercial, agricultural, technical or home economics. In recent years, this classification has no longer been applied to newly built schools, which mostly describe themselves as academic or international. The Government plans to redefine the curriculum and abolish the biases and transfer this responsibility to other ministries responsible for these vocations.

### **Access to Secondary Education.**

The gross enrolment ratio for secondary education is 12.9 per cent and net ratio 6.4 percent for Form I-IV. The figures for Form V and VI are lower. In 2001, enrolment in Forms I to VI was 289,699 and has increased to 432,599 in 2004 with an average growth rate of 4.1 per cent a year. However intake into Form I has been increasing at a higher rate of 8.8 per cent. Government aided community built schools provide the largest share of the enrolment, followed by non-government schools. Of total secondary enrolments 75 per cent are in government and community built schools and 25 per cent in non-government schools and seminaries. These shares compare to 52 and 48 per cent respectively in 1997, suggesting that enrolments in public schools have been increasing recently faster than those in non-government schools. Boarding places accounted for 26 per cent of total places.

Students are almost equally divided between boys and girls (53/47 per cent) in the ordinary secondary cycle but at the senior secondary level the proportion of girls is 36 per cent. Between 1997 and 2001, entrants in the Form IV examination increased from 41,800 to 50,800 at a rate of 5.4 percent a year. Entrants to the Form VI examination grew by over 16 per cent a year, though the total in 2001 was only 10,661 but increased to in 2003.

Entry depends on the results of the Primary School Leaving Examination. However due to the scarcity of secondary school places, the selection mechanism has explicitly attempted to promote girls and children in the educationally disadvantaged regions, and cut-off points vary but all must pass the PSLE examination. One consequence is a school intake of different abilities. Another has been the development of private schooling to cater for

those who passed the examination but could not gain entry to government schools and could afford to pay fees. Over the years, the non-government schools have also introduced their own entrance examinations.

### **Effectiveness of secondary education.**

**Internal efficiency.** The pass rate in the Form IV examinations has varied between 76 and 87.7 per cent in recent years and has been higher for boys (average of 85 per cent) than for girls (average of 69 per cent). Of those who passed in 2001, 49 percent received the lowest grade. Again, girls' grades were lower than boys'. The pass rate in the Form VI examination is much higher reaching 97.3 per cent in 2003, and the distribution across grades is better with only 9.1 per cent gaining the lowest.

Of the 20 best performing schools in the Form IV examinations in 2002, three were government, six were seminaries and eleven were other non-government schools. Of the 20 worst performing schools, four were government, two were community built and fourteen were non-government. In the Form VI examinations the pattern is different with government schools dominating and taking ten of the top 15 places in 2001.

Studies have shown that parents and pupils believe that the most important factor determining the effectiveness of a school is the existence of teachers who are able to use interactive methods and maintain an active learning environment. Schools with poorly educated and poorly trained teachers are unpopular. The schools which perform highest in the examinations are those who employ better-trained teachers, including experienced graduates. Higher pay and efficient school management attract the higher qualified teachers to non-government schools and seminaries. Fifty eight per cent of all teachers who have a university degree work in non-government schools and of all BA and BSc graduates with education degrees, 75 per cent are absorbed in this sector. Most of the rest teach in government schools with the result that very few are in the community built schools.

Transition rates from primary to secondary increased from 21.6 in 2000 to 30.1 percent in 2004. Given the small share of primary school leavers who find places in secondary schools the dropout rates appear to be high. Between 1997 and 2001, the average rate for Form 1 was 10.4 percent, for Form II, 19.6 per cent and for Form III, 13.6 per cent. The situation is similar in both non-government and government schools. The repetition rate is relatively low, except in Form II where a formal end of year examination is held.

The National Examination Council's practice of classifying schools on the



basis of pass rates in the examinations has encouraged schools to compete in raising pass rates. Schools ranked in the top 20 per cent change over time, in part due to competition, but there is a need to think of additional ways of determining school quality and encouraging higher standards other than through examination performance alone. Other qualities such as encouraging participation in extra-curricula activities, including games, sports and culture, could be included in the reward structure of schools.

**External efficiency.** Form IV graduates who find employment do so mainly in business and management, followed by the military, and technical/vocational fields, while those Form VI leaves who do not continue in the educational system tend to find computer technical-vocational or secretarial jobs.

### **Resources and Management**

**Finance.** Government, parents and proceeds from school activities finance secondary education. Over recent years the share of the total government recurrent budget for education devoted to secondary education has been around 6-7 per cent. This compares poorly to the 19-20 per cent for tertiary and higher education. For government and community built schools, fees and economic production contribute on average five per cent of total revenues while in non government schools, fees represent 80 per cent of revenues.

In 2001, 57 percent of the secondary education budget was for teacher salaries and emoluments. The financial cost per student in government and community built schools varies significantly depending on whether the school is a day or boarding school, and whether students are taught by graduate or diploma teacher. Student unit costs ranges from Tshs 20,000 to over Tshs 500,000. Government budgetary data imply an average unit cost of around Tsh 120,000.

**Teachers:** Most teachers in secondary schools are certified and trained either as graduates or diploma holders. There were 12,344 teachers in 2002 and the figure has risen to 12,983 in 2004. Provision is made for in-service professional development for teachers and head-teachers according to needs. The government values the contribution of teachers and it pays for their professional development.

**Teaching and learning materials.** Across the secondary sector, Teaching materials are insufficient in most schools but efforts are being made to rectify the situation through the Secondary Education Development Plan (SEDP).

**Curriculum.** The core curriculum for secondary education contains twelve compulsory subjects resulting in a very heavy workload for students. However this issue will be addressed in the Secondary Education Development Plan (SEDP) so that students study 8 core subjects the rest will be options.

**Quality assurance.** The system for inspecting schools, including non-government schools, is active and effective. There are national examinations at the end of Form II, IV and VI which are set and marked by the National Examination Council of Tanzania.

Results show that few students pass with grades of Division I-III as shown in table 2,2,1 below. [OMITTED]

The table shows that although failure rate has been reduced from 22.7 per cent in 2001 to 12.3 in 2003, 50 per cent of the students pass with a poor grade of Division IV. The ongoing reforms address the issue of quality and target performance in national examinations.

## **2.2.2 The Secondary Education development Plan (SEDP2004-2009)**

### **Goals, Objectives and Strategies of SEDP**

The overall goal of the plan is to increase the proportion of Tanzania youths completing secondary education with acceptable learning outcomes. The Plan has five Programme areas as follows:

- (a) Improvement of Access:** The goal is to reach 50 per cent cohort participation and transition rate from primary to secondary education by 2010. This will be achieved through:
- (i) Optimum utilization of teachers, tutors and physical facilities
  - (ii) Expansion of school facilities, especially in underserved areas
  - (iii) Support to the non-government sector
  - (iv) Expansion of Form 5 and 6, by increasing Form 5 intakes more than five times by the plan period
  - (v) Expansion of Open and Distance Learning
  - (vi) Reduction of dropout, repetition, and failure rates at all levels

- (vii) Improving affordability by reduction of household education costs.

**(b) Equity Improvement:** The overall goal is to ensure equity of participation in underserved areas by geographical locations, gender and income inequalities. This will be achieved through:

- (i) Allocating more resources in education to underserved areas;
- (ii) Scholarships to pupils from poor families;
- (iii) Improvement of retention and performance of girls;
- (iv) Improvement of facilities in schools with disabled children;
- (v) Improvement of education provision for the marginalized social groups.
- (vi) Reduction of school fees for day students.

**(c) Quality Improvement:** The overall aim is to raise the pass rate, of Division I — III, from the current 36 per cent to 70 per cent. Strategies include:

- (i) In-service courses for up-grading and continuous professional development of teachers;
- (ii) Improving entry qualifications of candidates for diploma and degree teacher training.
- (iii) Curriculum review;
- (iv) Improvement of school libraries;
- (v) Increasing capitation grant for teaching and learning materials and other charges;
- (vi) Improvement of examination structure, type, and quality;
- (vii) Expansion of production of diploma and degree teachers;
- (viii) Sensitization and education on HIV and AIDS, gender and environment.

**(d) Management Reforms and Devolution of Powers:**

The overall goal is to increase efficiency and responsiveness in the operation of secondary education. This will be achieved through devolution of authority and responsibilities to lower levels of management.

**(e) Education Management System Improvement:**

The overarching goal is to make sure that the Ministry becomes more efficient in executing its core functions of policy formulation, monitoring and evaluation, providing regulatory framework, coordination, and optimization of resource use. This will be achieved through:

- (i) Strengthening the inspectorate and support mechanisms;
- (ii) Improving access to and use of EMIS;
- (iii) Management Capacity building at all levels;
- (iv) Communication and Publicity of the plan;
- (v) Strengthening Monitoring and Evaluation.

### **Overall Government Strategy**

The strategic decisions underlying the objective the Plan (SEDP 2004-2009) include:

- (a) Increase the proportion of national resources in education;
- (b) Increase the percentage of annual budgets in secondary education;
- (c) Improve affordability for secondary education by:
  - (i) Increasing the provision level of scholarships to children from poor families.
  - (ii) Reducing school costs due from the student;
  - (iii) Providing capitation grants for teaching/learning materials and other charges.

### **Plan Management**

The Plan will be managed in the context of mainstreaming, and thus coordination will be located in the Directorate of Secondary Education, with relocation and reassignment of staff for optimal implementation. Regions, Districts and Schools will play a major role in the implementation of the Plan. Due to the current relatively slow economic growth, expansion in the first two years will follow a medium growth scenario (Annex III and III) and gradually changing to a high growth scenario. The targets detailed in the document are of the high growth scenario. It is expected that in five years time, the education landscape will have changed, and the country will be ready for phase II of the Plan which will be developed according to reviews and monitoring reports.

### **Management Reforms**

A number of operational functions for schools have been managed at the centre. Most of such functions can be devolved to the Regions, Districts and Schools so as to reduce bureaucracy in decision making, encourage community participation and increase effectiveness and efficiency of the system. Reforms are therefore necessary.

### **Objective**

To improve operational effectiveness and efficiency of the secondary education system.

## **Strategies**

- (a) Devolving authority of financial and operational management of schools to school boards working within agreed regulatory framework and budget guidelines.
- (b) Promoting the accountability of heads of schools by reviewing reporting lines, regularity, and their terms of recruitment, retention and promotion so that their services are contractually performance based.
- (c) Developing school development plans for execution.
- (d) Training of all school heads, board members and subject coordinators.
- (e) Accountability of heads of schools on reporting lines, terms of recruitment, retention and promotion reviewed by December 2005.

### **2.2.3 Challenges.**

The major challenges of secondary education are:

- **Low enrolment:**

The expansion of primary education was not matched with similar expansion at secondary level and as a result both the GER and NER are generally low at 12.9 and 8.4 respectively in 2004. The average drop out rate decreased from. This issue will be addressed in the Secondary Education Development Plan.

- **Insufficient resources**

The expansion of secondary education requires large amounts of funds which the Government does not have. However with determination and political will the government target is to provide secondary education to at least 50 per cent of the primary school graduates.

Although girls at the primary school level are almost in equal proportions to boys, they become fewer at higher levels of the education ladder due poor performance in examinations. Efforts made include provision of remedial teaching, improving guidance and counseling services and provision hostel facilities in day schools. Retention of girls in the system and improving their achievement rates is an important issue in poverty eradication. To achieve this, a study to determine the causes of low female achievements.

- **HIV/AIDS.**

The pandemic has had impact education in terms of teachers dying and a large population of orphans among school age children. The ministry has an education programme for both students and teachers as well as other members of staff.

### **3.0 Teacher Education**

The on-going educational reforms at primary and secondary level run concurrently with innovation in teacher education due to the fact that the three subsector are interdependent

#### **3.1. Current Teacher Education Innovations**

Teacher training in Tanzania is set to respond to current demands in the country. Currently the first priority is to increase the number of primary school teachers to respond to the increase in the enrolment in grade one as a result of implementation of the Primary Education Development Plan (PEDP). The government also intends to improve the quality of education in general as stipulated in the 1995 Education and Training Policy. In this regard the continuous professional development of teachers and tutors is a priority in the quality improvement of education in the immediate and long-term future.

#### **3.2. Pre-service Teacher Preparation: Access and Equity**

Teachers for primary schools are trained in teacher's colleges. These are mainly grade A Teachers for primary school. The teaching staff in the country consists of Grade C/B teachers (Standard VII leavers with two-four years of teacher training).

In response to the Primary Education Development Plan, a number of innovations have been introduced in the pre-service teacher training. Instead of two years college based training, the government has introduced a two-tier system to prepare grade teachers for primary schools. The trainees in college for one year and one year in the field.

In Tanzania to qualify for a grade A teacher's course one must have completed Form IV and passed with a minimum of Division III and passed at least four subjects. Candidates with these qualifications are selected and posted to nearby teachers colleges and if the near-by college does not have enough vacancies; the students are posted to any other college in the country. On successful completion of their studies, the new teachers are posted to any place in the country in accordance with existing vacancies.

In Tanzania, Primary school teachers specialize in four teaching subjects

taught at primary education level. After one year college training those who pass the national examination are posted to schools as intern students for one year.

During the one-year field training the trainees are assisted and assessed by, the head teachers, Ward Education Coordinators, School Inspectors, District Academic Officers and college tutors. The trainees are awarded a certificate on successful completion of the one year field training.

This strategy was introduced in order to meet the demands of the increased Std I enrolment.

Achievements have been made in that teacher production for the first two years has almost reached the target as shown below. [OMITTED]

The production of teachers at the rates indicated will greatly improve teacher shortage and therefore improve the quality of education. It is estimated that the teacher: pupil ratio will reach 1:40 by the year 2006.

### **3.3. Professional Development of Teachers**

Professional development of teachers is an important element for quality teaching.

Before implementation of PEDP teaching in primary schools in the country was faced with lack of teachers, resources including teaching and learning materials. This situation led teachers to resort to methods which denied pupils the required teacher— pupil interaction. Under the new reforms the situation is addressed by providing in-service training of teachers in skills which involve pupil participation.

(CDP) of teachers has been introduced in the place of residential in-service training. Specialized modules have been introduced whereby the teachers are assisted by facilitators. The facilitators receive professional support from teachers' colleges through mentorship system. Each teachers' college is assigned an area for mentorship.

In this way CPD is provided at several levels include Teachers Resource Centres (TRCs), Ward Centres and school level.

#### **The main features of the course are:**

- The course is offered through distance mode using modular approach followed by face-to-face sessions.
- Face-to-face sessions are conducted during primary

school vacations in teachers colleges or other centres, which are accessible for the teachers.

- The teachers are required to read and learn 16 modules divided in 26 units. The teachers are supposed to do exercise in the modules and submit special assignments for making and sit for national examinations.
- Face-to-face sessions are after every six months and teaching practice is conducted once per year.

### **3.4. Pedagogical Innovations**

During the early 1970s experiments were made on standards I and II teachers and pupils. Success in the project enabled then Ministry of Education to formulate three months in-service courses for teachers teaching reading, writing and arithmetic (3Rs). In 1981 the Ministry of Education and Culture through Swedish support launched a series of in-service courses which were radically different from the traditional ones of one of four weeks seminars and workshops organized under UNICEF–UNESCO and Tanzania government joint reform program for primary education (MTUU), the duration of the new courses was

### **CONCLUSION**

During the past three years century Tanzania has made some progress towards provision of quality education for all. The progress include increased enrolment GIR and NIR and GER and NER at both primary and secondary education levels, provision of equitable education and improved quality of education provided through curriculum reform. Curriculum reform has been necessary in order to make the education provided relevant to Tanzania. These reforms call for increased resources which have country does not have. This situation calls for assistance from different partners in education. It is out hope that the partners will complement government and community efforts.

### **PART B: ZANZIBAR**

#### **The Education System at the beginning of the 21<sup>st</sup> Century:**

Zanzibar form part of the United Republic of Tanzania. It occupies an area of 2,654 sq. km. And has a population of about 984,625 according to the 2002



census.

In 1964 education in Zanzibar was declared free and it is the right of every citizen to be provided at all levels. From 1969 compulsory education was made up to lower secondary education (Form II).

The primary goal of education in Zanzibar is to equip the individual with knowledge, reasoning the power and skills that will enable him! her to control the social and economic environment and to harness it for his/her own well being and for the development of the society.

The 1990 Jomtien Declaration on Education for all (EFA) has stimulated the Government of Zanzibar to attained the goal by year 2000. This influenced to undertake major policy issues which include:

- To develop Zanzibar Education Policy in 1991 and reviewed in 1995.
- To develop the Zanzibar Education Master Plan (ZEMAP) in 1996.

Hence ZEMAP is a framework for action that translated the various policy statements into concrete and operational strategies and activities. The EPA targets are incorporated in the ZEMAP for the 1996–2006 period which has been reviewed in 2001 to accommodate recent educational development and Challenges. This Master Plan is a guide to systematic and co-ordinative development of education in Zanzibar as we enter the 21<sup>st</sup> Century.

The Zanzibar Education Master Plan (1996 — 2006).

Fundamental Issues that the Master Plan has addressed include:

- Access as reflected both in the expansion of enrolment and the availability of educational facilities.
- Equity in Education provision and gender issues.
- Improving quality and efficiency of education and developing curriculum which is responsive to the needs of pupils and other school learners.

Other issues revolving around equity and quality which ZEMAP has targeted include:Sustainability, supervision, decentralization and promotion of science and technology.

Four strategies were adopted in implementing the ZEMAP. These were>

- Professional upgrading of teacher competence and improving teachers' welfare.
- Mobilization of non-government organization for educational development as to include, liberalization, of provision, and offering

appropriate incentives.

- Promotion of school-bases management, parent-teacher associations, community and local government support.'
- Promotion of the principle of cost sharing and self-reliance.

### **Implementation of ZEMAP**

Since the launching of ZEMAP several initiatives have been carried out. These initiatives were directed towards the improvement of access, equity, quality and relevance of basic education. In addition, they aim at providing vocational training which is aimed at creating self-employment among the youth after completion of basic education.

The main issues around equity and quality which ZEMAP has targeted include:

- Provision of Early childhood Education Care and Development as a basic service for children.
- Provision of quality basic education that meets the basic learning needs.
- Strengthening of adult literacy with appropriate post literacy programs necessary for life long education.
- Curriculum changes that could improve its appropriateness and relevance and lay emphasis in the linkages between education and the world of work.
- Promotion of girls' education 80 as to eliminated imbalances in both schooling and life achievement.
- Promotion of science and technology as a necessary prerequisite for the development of the nation.
- Improving the professionalism of teachers through regular training and carrier prospects.
- Motivation of teachers through the introduction of attractive packages.
- Improving the internal and external efficiency of the education system.
- Promotion of higher and tertiary education as dominant factor in the tertiary education as dominant factor in the future economic development of the country.

### **THE GENERAL PERFORMANCE OF THE EDUCATION SECTOR:**

In implementing the Plan some achievements have been made. Among them are:

- a) School Growth — Enrolling eligible children:  
Enrolment of eligible children has grown at all levels for the last five

years.

The number of registered schools (public and private) has grown from 248 in 1998 to 374 in 2002. During the same period a total of 29 new institutions (public) were registered. Of these 29, one school was for pre-primary education; two were at primary school; 19 for basic education (primary and Form I–II) and 7 were secondary level schools. The growth of private institutions was high at 97 new schools. Seventy-eight (78) of the private schools were for pre-primary schooling 8 were for primary level, 8 for basic education and three were secondary level schools.

The admission ratio at primary school level increased from 92.2% in 2000 to 100.3% in 2004. At basic education level the admission ratio increased from 81.3% in 2000 to 91.5% in 2004.

#### **Access to education:**

The Gross Enrolment Ratio (GER) of students in different levels of education has increased as indicated here:

At pre-primary school level, the enrolment has grown from 6.2% in 1995 to 15.5% in 2002.

This is the result of the increase in the number of pre-schools from 30 to 139 during the same period.

Most of these schools are either privately owned or community based. In ensuring that all children aged 4–6 years acquire early Child hood education the Ministry of Education Culture and Sports is in the process of revising its education system so as to make this level of education compulsory as well.

- Enrolment at primary schooling have increased in absolute terms for the last decade from 106,443 in 1992 to 191,959 in 2003. The gross enrolment rate at the primary level is 98.1%. The expansion of access was made possible by collective efforts of communities, government and international agency in the construction of new classrooms.
- Enrolment at primary (Std. I) to lower secondary (Form II) which is referred as Basic education has increased from a figure of 197,722 pupils in 2000 to 237,242 in the year 2003. Enrolment into senior secondary which is the 2 cycle of secondary education and cover Form III and IV and ideally enrolls 17–18 years old has increased from 4,764 in 1997 to 9098 in 2003.

#### **Quality Provision to Education.**

Attention to improve the quality has been enhanced through the improvement of the learning environment in schools through construction of new classrooms and rehabilitation of old and dilapidated buildings. During the period of 2002–2003 about (139) classrooms were constructed under SIDA-Sweden support. Under the Education II Project which is a joint project between the GOT and African Development Bank Group, about 200 primary school classrooms were rehabilitated.

Also in order to achieve quality education to all, the Ministry of education, Culture and Sports review and revise the primary school curriculum in 1993. There has been a marked shift from teacher centered to a child-centered approach.

The new curriculum has been designed to be more relevant to children and more responsive to their needs. Related subjects like History, Geography, and Civics have been integrated and social studies was put in its place. This has reduced the overall number of subjects in primary education from 11 to 8. In addition, there has been an introduction of life skills at this level which aims to introducing and creating interest on practical skills, The review of the curriculum went parallel with the development of new instructional materials. Text books and teachers guides were provided to schools in 4 subjects per grade for standard one to standard three at an average of 2 pupils per title and in 8 subjects per grade for standard 4 at standard 7 at a ratio of 1:1

At secondary level where the national curriculum developed by Tanzania Institute of Education, is followed, was revised in 1996. Both reviews incorporate elements of international understanding, population, moral ethics the environment, civics, tolerance and the culture of peace.

The secondary education curriculum follow three channels; general (grammar type) education which is purely academic and for further education; skill oriented biases and comprehensive education branched into the science and Arts streams with both streams taking a soft life skills course aimed to promote entrepreneurial and self employment skills among students.

The biased education which include technical, commercial, languages and sciences, Islamic studies is aimed at implementing the MENA concept by combining theory and practice in every day life.

Examination results remain low but is improving over time.

At Form Two examinations level the number of candidates taking examinations increased from 8545 in 1999 to 10835 in 2003. The percentages

of candidates passing the examinations taken improved from 31.2% (2479) to 43.1% (4643) for the periods 1999 and 2003 respectively.

At Form IV level the number of candidates attempting the examination at National Level increased from 2443 in the year 1999 to 3478 in the year 2003. The number of candidates passing also increased from 2011, or 82.3% in the year 1999 to 3206 which was 92.2% of all candidates in 2003.

At Form VI level the number of candidates attempting national examination increased also from a figure of 173 in 1998/99 to a figure of 261 candidates in 2002/03.

The pass rate has increased from 95.3% in 1998/99 to 98.9% in 2002/03

In service training of teachers were strengthened in order to support teachers professional development through cost effective means notably the use of Teacher Centre school — based in-service program and distance education mode. About 374 teacher trainees have successfully completed. G.III A certificate at 9 teacher centers in Unguja and Pemba through this program.

### **Equal opportunity provision and Gender Issue.**

There are disparities by gender, district (or geographical locality) and income groups.

Indeed Female participation rate in higher education is inordinately low just like the general trend, however the disparities between females and males do not vary greatly at macro level for primary and basic education.

At primary level girls enrolment increased from 51,840 in 1992 to 90,359 in 2003. The girls–boys parity index improved from 0.92 in 1992 to 0.98 in 2003.

At basic Education enrolment at this level was 124,670 in 1992 increased to 237,242 in 2003. The gender enrolment parity index for the period remained stable at an average value of 0.96, with same fluctuations in between years.

Enrolment into senior secondary which is the 2<sup>nd</sup> Cycles of secondary education and cover Form III and IV and ideally enrolls 17-18 years old has increased from 4,764 in 1997 to 9098 in 2003.

The proportion of girls at this cycle increased to 48%.

The total boys and girls enrolment figures for the third cycle of secondary education, which covers Forms V and VI ideally enrolls children of ages 19-20

years old, increased from 355 in 1997 to 856 in 2003. The enrolment for girls at this level increased from 112 in 1997 to 249 in 2003. The proportion of girls attending the third cycle of secondary schooling at this level was around 29%.

In order to reduce gender disparity much has been done. Some girls' schools and classes especially for girls have been set on a pilot basis. An alternative learning programme which cater for school dropouts and targets mainly on girls has been established.

### **QUALITY IMPROVEMENT**

Although we have achieved much in terms of enrolment, improvement of the quality of education at all levels is much needed. Our Education System is faced with several problems that include shortage of teaching and learning materials and shortage of qualified and competent teachers. The challenges that the Ministry is facing are to improve the quality of education through training and development of teachers and the teaching profession and developing teaching and learning materials.

### **TEACHER EDUCATION AND TRAINING**

The Ministry of Education Culture and Sports has the main responsibility of providing teacher training. All non-graduate teacher education is offered at three main institutions namely the Nkrumah Teachers Training College, the Muslim College of Zanzibar and the Institute of Kiswahili and Foreign Languages. All these institutions offer courses at Certificate and Diploma levels that produce teachers for both primary and secondary levels of education.

Nkrumah Teacher Training College also a Diploma in Educational Management and Administration designed for head teachers and others in leadership positions. To solve the problem of shortage of teachers there has been an increase in the enrolment of students in our teachers training college from 1041 in 1996 to nearly 1727 this year.

Most of the graduates are absorbed into the teaching force upon completion. This college has started to offer diploma in Education for primary teachers and special education this year.

The College of Education, a privately run Institute of Education provides undergraduate education in Arabic Language and Islamic Studies. Geography and History; Physics and Math's, Chemistry and Biology together with Education. It was established in 1998. A part from that a school of education

has been established in the new State University of Zanzibar which offers undergraduate courses in education.

Another form of training provided for teachers is through Open and Distance Learning. Untrained teachers with no qualifications to enter Teacher Training Colleges are provided with a 4-year course. A total of 374 teachers have successfully completed Grade III A certificate in 2004.

At present there are no training facilities for Early Childhood Education (ECE) or special education. However in-service training for teachers of ECE is provided at Saateni Nursery School Teacher's Centre (government owned) & Zanzibar Madrasa Resource Centre of Aga Khan Foundation (privately owned).

The Saateni teacher's Centre provides training for in-service and pre-service teachers. Since 1999 up to 2002 it has trained 293 teachers and in 2003, 188 teachers are enrolled for the training.

The establishment of the Teachers Centres in all the districts and the National Teachers Resource Centre is another of the Ministry to provide systematic in-service training to our teachers. Almost all our teachers are benefiting in one way or another in these Centres.

School inspectors as the important professional advisers to teachers have been training several times using the new modules prepared for SADC countries.

### **REFORMS AND CHALLENGES ON TEACHER EDUCATION**

Realising the significant role that the teachers play in the development of education several reforms have been made that aim at producing qualified and competent teachers. Among them are:

1. The Ministry is currently developing a Sector wide Development programme on education.
2. A teaching Professional Council is in the process of being established with the aim of regulating the professional code of conduct and to advising on the training of teachers.
3. Introducing a Diploma in Primary education to upgrade the primary school teachers and being able to retain competent teachers so as to improve the quality of education at the primary level.
4. Reviewing the teacher education curriculum so as to incorporate inclusive education and introduce the programme to the teachers

training colleges. In-service training will be provided to the existing teachers of special education.

5. Pre school education will be made accessible all. This will involve the establishment of preschool teachers education.
6. The programme on the training of teachers through open and distance learning will be improved.
7. The Zanzibar Teachers Union which looks at the welfare of the teachers and their professional development has been established.
8. A Teacher Advancement programme is developed for under qualified teachers at the lower secondary education. This programme aims at providing upgrading courses to such teachers.
9. Developing training programmes for teachers who are teaching large classes.
10. Establishing a Professional development Centre for the in-service training of teachers.
11. Establishing a Professional development Centre for teachers.

## **CONCLUSION**

The challenges facing our education system and the teaching profession are many. However the Government of Zanzibar with the support of other partners in education including the Working Groups we are optimistic that most of these challenges will be met.



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