



Ministry of Education and Vocational Training



Education For All Assessment 2001 - 2013 Executive Summary Zanzibar



Introduction

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

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

In spite of all these progress there are still challenges remaining in every education sub-sectors which will be addressed in the coming years. As we prepare for the EFA 2015 target year, there are global discussions being held on the way forward beyond 2015. The Zanzibar EFA assessment provides further insights into national level challenges and issues which may contribute to the larger global discussions and debate. The following is a summary of the comprehensive assessment of each of the six EFA goals that was conducted between 2011-2013. The executive summary highlights achievements, challenges and recommendations for the EFA priority action points.

Goal One: Early Childhood Care and Education

“Expanding and Improving Comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children”.

ECCE has been widely accepted to be one of the challenging goals among EFA goals and many countries are lagging behind in the provision of holistic ECCE care. The Revolutionary Government of Zanzibar (RGZ) puts ECCE as a priority in its strategic plans through sector ministries and other Non-Governmental Organizations such as Madrassa Early Childhood Programme (MECP), Community and private individuals in the implementation of ECCE. The primary goal of Early Childhood Care and Education (ECCE) is to nurture children especially from poor and disadvantaged background in ensuring they have the appropriate physical and

mental development as well as prepare them for schooling through effective early learning approaches and psycho-social support.

In order to ensure that early childhood education and care is given its due importance, the 2010 Health Policy aims at improving health and sustaining the well-being of the people of Zanzibar with particular attention to women, children and other vulnerable groups. Significant progress in health and nutrition-related aspects such as routine immunization, reduction of infant mortality rates and reducing child malnutrition has been made towards achieving ECCE. However, in some cases regional disparities do still exist. The 2006 Zanzibar Education Policy directed that Early Childhood Education be part and parcel of compulsory basic education and that all children aged 4-5 years are eligible for pre-school education.



Radio Instruction to Strengthen Education (RISE) class in North 'A' District Unguja.



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

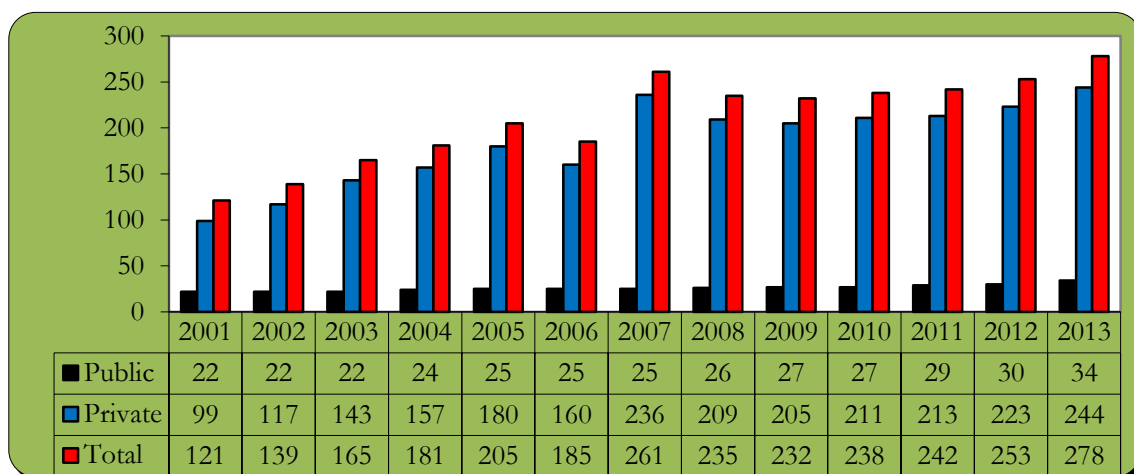


Figure.1: Evolution trend of ECCE centres in Zanzibar, MoEVT EMIS, 2001-2013.

Progress and Achievements

- The integrated ECCE policy is in the preparation process.
- Infant Mortality Rate has been declining from 80 per 1,000 live births in 2002 to 51 per 1,000 live births in 2010. Likewise, under five mortality rate also declined from 141 per 1,000 live births to 73 per 1,000 live births in the same period.

- The Ministry of Health is in the process of designing a new comprehensive programme for infant and young children feeding practices so as to improve their nutritional status.
- Health education is provided in the health centres to Ante natal and Post Natal mothers regarding breast feeding, child nutrition, baby care and support as a whole.
- There is high involvement of private sector in the development and provision of ECCE especially in establishing pre-primary schools.
- Pre-primary education is part and parcel of compulsory basic education.
- Pre-primary education is growing very rapidly. At present (2014) there are 278 centres (34 public owned and 244 privately owned) providing pre-school education compared to 121 (22 public owned and 99 privately owned) centres in 2001.
- Establishment of Radio Instruction to Strengthen Education (RISE) Programme has very much increase access to pre-school education especially to children in rural areas.
- There is high awareness of the communities in establishing their own community-based pre-primary schools.
- MoEVT has established training programme of pre-primary training of trainers in collaboration with Institute of Educational Development – Aga Khan University (Dar es Salaam Campus).
- The pre-primary school curriculum has been reviewed to include ICT, life skills education and environment issues.
- There is a high demand especially among women to become pre-primary school teachers.

Challenges

- There is a need for a better coordination of ECCE activities among all key line Ministries.
- Most of the ECCE programmes particularly in the health sector lack financial support, hence sustained provision of quality health care to children is jeopardized.
- There is no recognised teacher training institutions for pre-primary education.
- Most pre-primary school teachers are not well qualified. They have either certificate or diploma levels. Only four have higher levels of education.
- The infrastructure of some pre-primary schools especially those community-based have no conducive learning environments for pre-school children.
- Most pre-schools especially those community-based suffer from shortage of clean and safe drinking water and have poor pupil-toilet ratios.
- Most pre-schools suffer from a shortage of adequate learning and play materials.
- Lack of regular systematic monitoring of the programme.

Recommendations

- Need to consider increasing ECCE budget or look for alternative approaches so as to improve the quality of ECCE provision.
- MoEVT in collaboration with Ministry of Health, Ministry of Agriculture and other stakeholders revive school feeding system especially for pre-school children so as to ensure that children receive relevant nutritional well-balanced diet.

- Establish recognised ECD training centres or integrate ECD training into the existing teacher training institutions.
- Speed up harmonization of pre-primary education in terms of curriculum content and duration between public, community and private schools.
- Develop in-service upgrading courses for pre-primary school teachers who are under-qualified in order to acquire the required skills.
- Set minimum entry qualifications for those aspiring to join pre-school teacher training courses.
- The State University of Zanzibar should introduce pre-primary education programme at Diploma and Degree levels so as to strengthen the sub-sector.
- Ensure that upgrading and updating refresher courses for pre-school teachers are in place and sustained.
- Pre-primary classes established in primary schools should be separated to ensure free, conducive and adequate environment for their learning needs.

Goal Two: Universal Basic Education

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

In Zanzibar context, universal basic education is offered the first 12 years of schooling: 2 years of pre-primary, 6 years of primary and 4 years of ordinary secondary education. This indicates that primary education is embedded within the universal basic education cycle. The 2006 Zanzibar Education Policy directs provision of quality basic education to all school-aged children by ensuring that they are enrolled at the right age, remain in school and successfully complete full cycle of basic education by achieving good results. Significant progress has been made over the decade in which primary NER has increased in from 76% in 2001 to 83.6% in 2012. Survival rate to Grade 5 has increased from 88.9% in 2001 to 91.0% in 2013 and that of Grade 7 has increased from 74.4% to 80.2% in the same period.

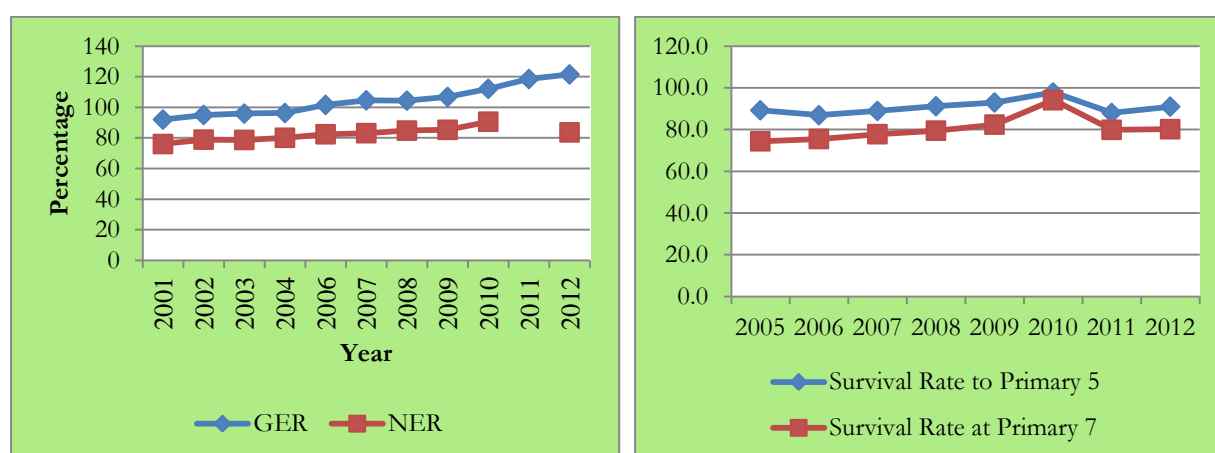


Figure 2: NER, GER and Survival Rates at Primary Education Level, MoEVT EMIS 2001-2013.

Progress and Achievements

- Access to primary education has very much improved with GER reaching 124.5% and NER of 83.6% in 2013.
- Primary school curriculum has been reviewed to incorporate emerging and global issues including the introduction of ICT and introduction of inclusive education for children with special needs.
- To meet the expanding enrolment of primary new schools have been built, schools have been expanded by constructing new classrooms and some have been refurbished to improve learning environment.
- To improve the health status of the school, the school WASH programme has been introduced to ensure that schools have enough, clean and safe water and construction of new toilets to improve pupil-latrines ratio.
- Varieties of teacher upgrading programmes have been introduced in order to improve teaching capacity and their professional development.
- Basic Education Standards have been developed to facilitate effective monitoring of education system and also to ensure teaching and learning process is not different from those of the neighbouring countries and also try to conform to international standards.

Challenges

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

Recommendations

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

Goal Three: Promote Learning and Life Skills For Young People and Adults

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

Goal 3 on Life Skills and Life Long Learning remains a challenging goal due to its multi dimensional nature that includes several range of issues considered to be life skills as well as the local contextual issues which also shapes this goal. However, the role of youth skills is now being recognized globally as a factor that contributes directly towards national social economic development and therefore becomes necessary to look at the skill base of youth and their world of work.

Life skills in Zanzibar looks at a range of issues including improving youth reproductive health through reducing teenage pregnancies, early marriages, abortions, HIV infection, substance abuse, sexual abuse and harassment and other youth related problems. Life skills education has been introduced in Zanzibar schools through different approaches among which are child to child, *Sara* communication initiatives and moral ethics and environmental studies. The purpose of which is to equip adolescents with knowledge and skills to cope with challenges happening in themselves and those in everyday life in their surroundings.

On the other hand, lifelong learning concentrates on improving technical and vocational training especially for the out of school youth. Technical and vocational education and training has been introduced in vocational and technical institutions in Zanzibar and is designed to help learners acquire skills, knowledge and attitudes needed to develop professional careers and enter the world of work either through employment or self-employment and to create a labour market which contributes to the national economic development.



Female Students in Civil Engineering Workshop at KIST.



Students in a Mechanical Engineering workshop at KIST

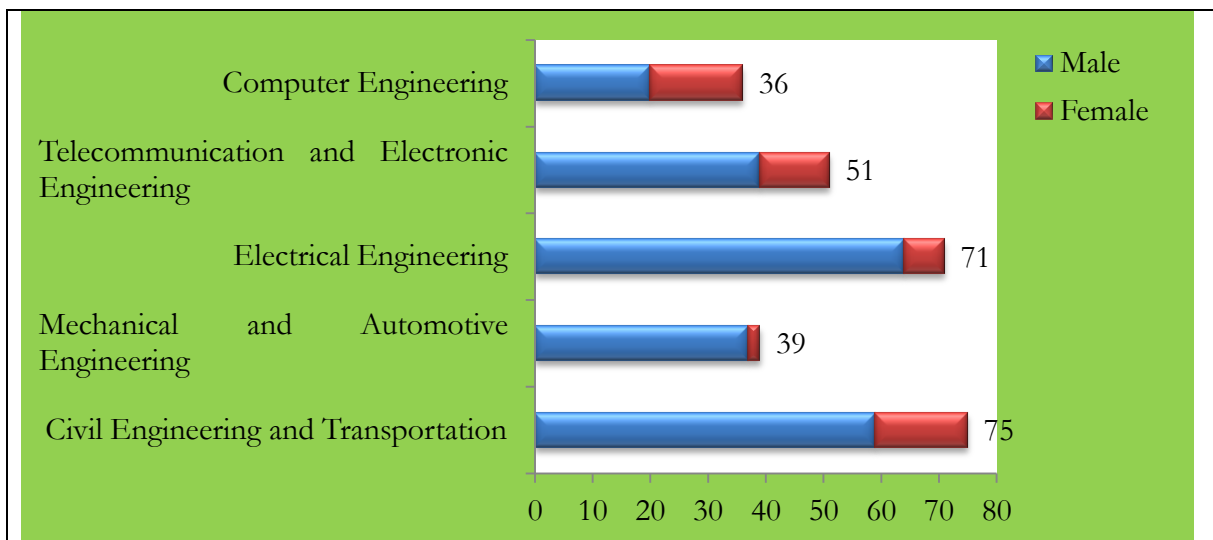


Figure 3: Enrolment in KIST by Gender and Course, 2013

Progress and Achievements

- Development of a single common life skills manual which is used in all schools by both teachers and peer educators.
- Teacher counsellors work collaboratively with life skills teachers and peer educators in the provision of life skills education in schools. This cooperation has to a large extent reduced undesirable behaviours among school youths.

- Development of the 2005 Vocational Training Policy to harmonize and direct vocational training in Zanzibar.
- Establishment of Vocational Training Authority which is responsible for the development of Vocational Training in Zanzibar.
- Completion of construction of two model vocational training centres in 2009 to accommodate youth who drop out of school and those who completed basic education.

Challenges

- Absence of national policy for life skills.
- Life skills is not a subject by itself hence teachers do not give its due importance.
- Follow-up of life skills education in school is not properly done.
- There is no specific life skills curriculum but topics on life skills are integrated in some core subjects.
- Topics that were integrated in core subjects are not taught as expected in life skills that is initiating behavioural change among students.
- Absence of life skills reading materials for students.
- No supporting reading materials for life skills for students in schools.
- Insufficient of teaching and learning life skills materials especially for students with special needs.
- Appropriate and adequate IEC programmes not yet developed.
- Many schools do not have recreational activities such as role plays, debating clubs, sports competitions clubs, environmental clubs, drama clubs and photographic clubs and other extra curricula activities related to life skills education.
- There exists a weak mechanism for integrating and coordinating the provision of TVET institutions which are under ownership of other ministries such as Ministry of Agriculture, Health, Water, Trade and Tourism as these institutions were established under their own legislation.
- The 2005 Zanzibar TVET policy was unable to address the youth and adult skill demand from the labour market in need of training suited for the development of Zanzibar.
- The 2005 Zanzibar VET policy suffered incomplete initial assessment and ongoing piecemeal implementation.
- Vocational Education Training institutions in Zanzibar have very limited resources and materials, inadequate workshops and laboratories. Training therefore relies on theoretical and classroom based activities.
- Inadequate and unqualified instructors in training centres to meet the challenges of imparting the skills that are needed to meet the demands of Zanzibar's development.
- Many privately owned VTCs have not yet acknowledged the current acceptable Competency-Based Education and Training (CBET) methodology of training which require learners to obtain training through passing or qualifying at three competency levels.
- The absence of key instruments for TVET development such as National Qualifications Framework (NQF) adds up to weak linkage with the TVET system and other education system qualification frameworks.
- Some of the students opt to engage themselves in seeking employment before finishing their third level of training and most of them do not prefer self-employment.

Recommendations

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

Goal Four: Adult Literacy and Continuing Education

“Achieving a 50 per cent Improvement in Levels of Adult Literacy by 2015, especially for Women, and Equitable Access to Basic and Continuing Education for All Adults”.

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



A Learner is learning numeracy skills at Micheweni Pemba.



Adult literacy class at Chumbuni, Urban District Unguja

The adult literacy rate in Zanzibar has been improved considerably over the years. While the national adult literacy rate (aged 15 and above) in 2002 was 71.9% with males recording 78.7% and females 64.4%, the national adult literacy rate in 2009/2010 reached 83.2% (males 88.0% and females 77.2%). Although over the years women literacy rates have lowered compared to men, there exist disparities between districts. Urban district recorded highest literacy rate of 93.9% and Micheweni the lowest of 62.1%. Unlike the adult literacy rate, the youth literacy rate for 15-24 years shows a decline from 85.3% in 2002 to 75.1% in 2009/2010. This worrying trend is a result of high dropout and many children not being enrolled in schools especially in rural districts, a situation which initiated the introduction of the alternative education in Zanzibar.

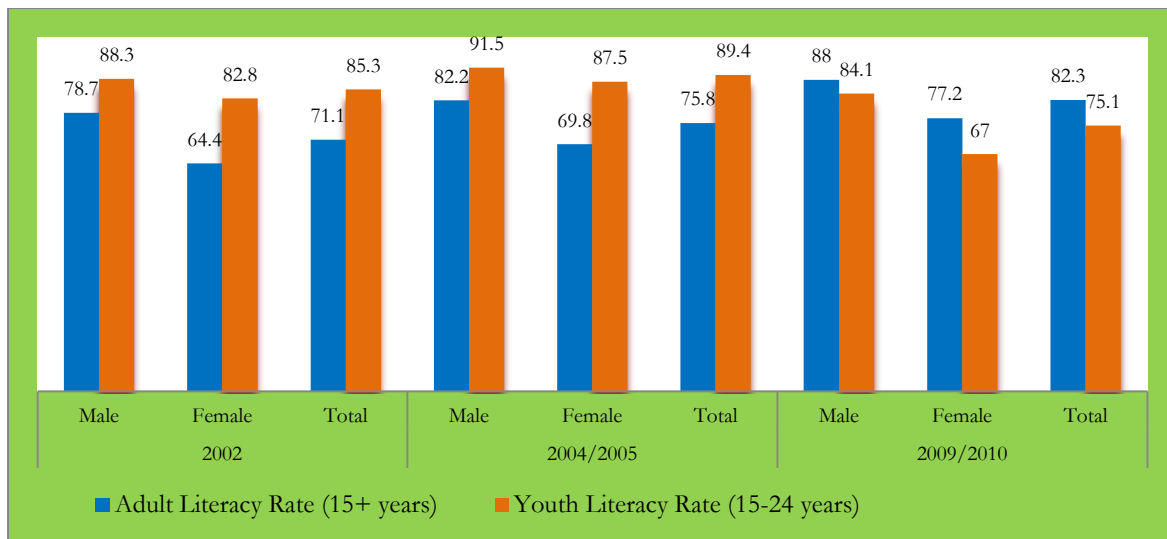


Figure 4: Youth and Adult Literacy Rates, OCGS 2002, 2004/2005 & 2009/2010

Progress and Achievements

- Literacy classes have reduced illiteracy rate among youth and adults.
- Continuing Education Programme has provided opportunities for basic education graduates a chance to continue with further studies.
- Graduates of literacy classes are able to use the skills they learn to increase their earning capacities and develop change in attitude and life styles.

- Alternative learning provides the dropouts and the never enrolled youths another chance for schooling and also provide youths with entrepreneurship skills that help to self-employ through establishing their own income generating activities.
- Women programmes have helped to reduce poverty among women and dependency on men.

Challenges

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

Recommendations

- A country wide survey need to be conducted to determine the trends of literacy programmes and adult education programmes as a whole in order to identify setbacks that need to be addressed. According to the 2012 Literacy Survey, many adult learners felt that the availability of learning resources are not sufficient.
- MoEVT shall ensure that adult educators are well trained in dealing with adults and that they are considerably rewarded for their performance. Emphasis should also be given in the development of teaching and learning materials using locally available materials and the content locally relevant so as to make learning conducive to adult learners.
- Information, Education and Communication materials shall be developed and distributed to all adult literacy classes so as to motivate illiterate adults and youth to join or continue their education in the centres.
- Zanzibar Library Board and Teacher Centres shall work together with the communities to establish community based library to help sustain the skills acquired by the adult literacy graduates. This could be extended by establishing a close and realistic link between primary school management and adult literacy centres within Shehias since most adult literacy classes have been established within existing primary schools.

- Adult literacy programmes shall focus on improving life activities of the learners.
- Adult learners with special education needs shall be involved in adult education programmes and the centres need to be made user friendly to such adults.
- Support, both technical and financial, shall be provided to graduates of alternative learning and women groups so as to enable them to be self-employed.
- MoEVT shall sensitize or encourage private sectors to participate fully in the provision of adult literacy and continuing programmes.
- The Department of Alternative Learning and Adult Education shall strengthen monitoring and evaluation in adult literacy and continuing programmes.

Goal Five: Gender Equity and Equality in Education and Training

‘Eliminating Gender Disparities in Primary and Secondary Education by 2005, and Achieving Gender Equality in Education by 2015, with a Focus on Ensuring Girls’ Full Access to and Achievement in Basic Education of Good Quality’.

Zanzibar is a major actor of the international conventions and agreement that focus on human rights, children rights, gender equity and equality. On this basis, government ministries and their respective departments have developed policies and guidelines regarding human rights particularly those of children, women, those living with disabilities and those living in difficult circumstances. These include the 1984 Zanzibar Constitution Section 10(f), the Education Act of 1982, the 2001 Women Protection and Development Policy, the 2001 Child Survival, Protection and Development Policy, the 2005 Spinsters and Single Parent Children Protection Act No. 4, and the 2006 Education Policy, which all stresses the provision of equal rights and opportunity to education for both girls and boys regardless of sex, ethnicity, colour, and socio-economic status. In addition to these acts and policies, several national plans were targeted towards provision of equitable access to quality education. The major purpose of all these policies and guidelines is to achieve gender parity at all levels of education and training including non-formal education institutions so as to realise the EFA Goal 5.



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

Progress and Achievements

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

Challenges

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

Recommendations

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

Goal Six: Improve the Quality of Education

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

In an effort to improve quality of education in Zanzibar several interventions have been implemented including teacher training, curriculum review, infrastructure development, provision of teaching and learning materials including textbooks and laboratory equipment reaching a 1:1 proportion of textbooks at almost all levels.



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

In addition to the above interventions, preparations to make inspectorate an autonomous body are underway, development of Basic Education Standards and strengthening of education management at all levels have been done.

Likewise, several aspects were considered in assessing EFA Goal 6. These include students' performance in national examinations, teacher qualifications, competence and effectiveness, teacher workload, pupil-classroom ratio, pupil-latrine ratio, pupil-teacher ratio, curriculum relevance, teacher-pupil contact hours and the conduciveness of the school environment for learning. The assessment was also supported by the international learning monitoring tools such as SACMEQ results which provided an insight of the teaching and learning performances of both the teachers and the pupils.

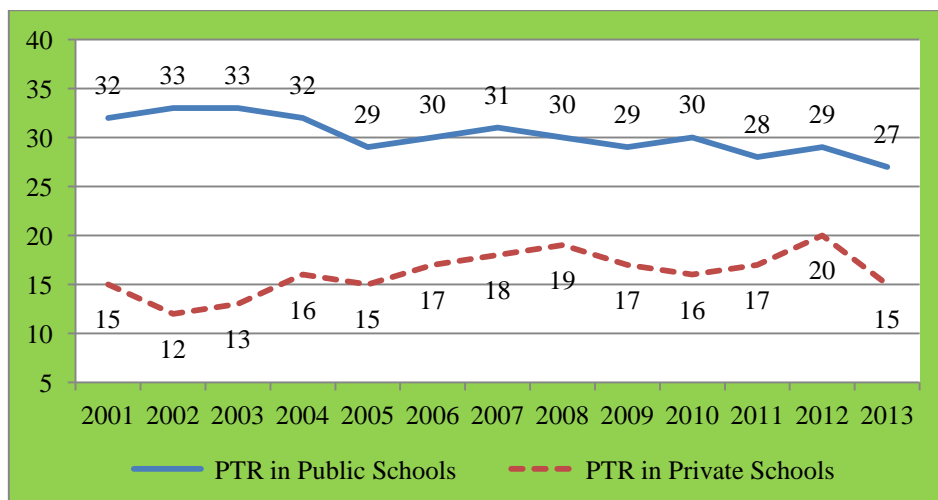


Fig. 7.6.4.2: Trend in Pupil-Teacher Ratios in Public and Private Schools, MoEVT EMIS 2001–2013

Progress and Achievements

- Improvement of infrastructure through expansion, rehabilitation, construction of new classrooms and building of new schools to reduce pupil-classroom ratio so as to make classrooms manageable.
- Reviewing of pre-primary, primary and secondary education curricula to make them competence-based showing different skills at different levels of education that need to be achieved. The curricula has also been made user friendly to both students and teachers.
- The 2010 newly developed curricula set out mode of assessments to ensure provision of quality education.
- More teachers join higher learning institutions to improve their professional skills and teaching capabilities.
- Following the development of the curricula, efforts have also been made to ensure there are sufficient textbooks in schools to a ratio of 1:1 at all levels.
- Training of teachers on how to effectively use the new curricula, textbooks and assessments have been conducted.
- Establishment of TCs have provide teachers with a place to meet to share ideas, success challenges and develop strategies to improve their professional status.
- New Basic Education Standards have been developed to meet global and regional requirement and to improve school environment and make it more conducive to learning.
- School WASH status have been improved through construction of new toilets in order to reduce pupil-latrine ratio, construction of WASH place, provision of safe and clean water and improvement of the general school environment to make it safe and friendly to all learners.
- Introduction of ICT as a tool for teaching and learning process to enhance quality teaching at all levels.
- Establishment of Zanzibar Examination Council in 2011 to monitor standard and quality of the examinations.
- Establishment of Zanzibar Institute of Education in 2011 to review, develop and monitor the effectiveness of the curriculum.
- Establishment of the semi-autonomous inspection body in 2011 for quality assurance.
- Establishment of EMIS to strengthen record keeping and dissemination of educational related data and to facilitate proper planning, management and monitoring and informed decision.

Challenges

- School expansion and construction have not yet fully met the school enrolment demands.
- Interruption of teaching and learning time of school operations and the use of double shift very much reduce learning time and affect curriculum completion.
- Insufficient number of school inspectors to serve the growing number of schools and teachers.
- Low capability of some inspectors on the role and technical knowhow of inspection and advice.

- Regional and district education offices lack necessary facilities and competent personnel to plan quality improvement strategies of their schools.
- There is no clear link among regional and district education offices, TCs and TTCs on educational programmes and development taking place within the same zone or districts.
- Lack of allocation of funds to regional, districts and TCs disables the efficient of these institutions.
- Large proportion of MoEVTs' budget allocation is spent on salaries and other charges. Only a small amount is spend on development budget which is not sufficient to meet the growing quality improvement demands.
- Lack of learning facilities especially libraries and laboratories in schools inhibit efforts to improve reading skills of students and activity-oriented teaching and learning.
- Unsatisfactory utilisation of ICT facilities in teaching and learning at all levels of education by both teachers and students.
- Inconsistencies in monitoring and evaluation of established education programmes.

Recommendations

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

The Zanzibar Education for All Priority Action Points

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

1. Strengthening Early Childhood, Care and Education.

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

2. Infrastructure Development.

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

3. Teacher Development, Management and Professionalization.

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

4. School Leadership, Management and Governance.

- Induction training and continuous professional development for school heads.

5. Literacy and Life Long Learning.

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

6. Skills Development.

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

7. Governance and Accountability.

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

8. Resource Mobilization, Allocation, Management and Utilization.

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

9. Quality Improvement

- Accelerate the establishment of autonomous inspection body.
- Strengthen Zanzibar Examination Council for quality examinations, monitoring and assessment.

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

10. Monitoring and Evaluation

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