UNITED REPUBLIC OF TANZANIA

THE DEVELOPMENT OF EDUCATION

NATIONAL REPORT OF THE
UNITED REPUBLIC OF TANZANIA

Ministry of Education and Vocational Training Mainland
and
Ministry of Education and Vocational Training Zanzibar

October, 2008
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**Abbreviations**

**BEST:** Basic Education Statistics in Tanzania  
**CSEE:** Certificate of Secondary Education Examination.  
**COBET:** Complementary Basic Education in Tanzania.  
**CBOs:** Community Based Organisations.  
**ECD:** Early Childhood Development.  
**ECCE:** Early Childhood Care and Education.  
**EE:** Environmental Education.  
**EFA:** Education for All.  
**ESD:** Education for Sustainable Development.  
**ESDP:** Education Sector Development Programme.  
**ETP:** Education and Training Policy.  
**GER:** Gross Enrolment Rate.  
**ICBAE:** Integrated Community Based Adult Education.  
**ICT:** Information and Communication Technology.  
**IEC:** Information, Education and Communication.  
**LGAs:** Local Government Authorities.  
**LGRP:** Local Government Reform Programme.  
**MOEC:** Ministry of Education and Culture.  
**MOEVT:** Ministry of Education and Vocational Training.  
**MTP:** Mid-Term Plans  
**NACP:** National AIDS Control Programme.  
**NER:** Net Enrolment Rate.  
**NFE:** Non Formal Education.  
**NGOs:** Non Government Organisations.  
**NSGRP:** National Strategy for Growth and Reduction of Poverty.  
**PEDP:** Primary Education Development Programme.  
**PMO-RALG:** Prime Minister’s Office Regional Administration and Local Government.  
**SEDP:** Secondary Education Development Programme.
TACAIDS: Tanzania Commission for AIDS.
TDMS: Teacher Development and Management Strategy.
URT: United Republic of Tanzania.
PART I: THE DEVELOPMENT OF EDUCATION IN TANZANIA MAINLAND.

1.0 Introduction

Since 1995 when the Education and Training Policy was issued the education sector has undergone several reforms. The reforms have always been geared towards achieving Education for All (EFA).

Tanzania Vision 2025 targets at high quality livelihood for all Tanzanians through the realisation of universal primary education, the eradication of illiteracy and attainment of a level of tertiary education and training commensurate with critical mass of high quality human resources required to effectively respond to the developmental challenges at all levels. Education is treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges facing the nation.

In addition, the poor communities are targeted to ensure their access to basic education. The resource base is being broadened to ensure adequate funding for primary education up to tertiary and higher education. The vision also points out the need for enhancement and encouragement of pre-school education.

The government of Tanzania is at present implementing the policy to ensure that all children including those with disabilities, out of school, orphans, those from low income households, nomadic communities, marginalised fishing communities and hard to reach areas are not denied their right to education.

The policy is centred on the constitution of The United Republic of Tanzania 1977; under 11(3) which reads as follows:

‘The government shall endeavour to ensure that there are equal opportunities to all persons to enable them to acquire educational and vocational training at all levels of schools and other institutions of learning.’

The education system in Tanzania Mainland provides 2 years of pre-primary education, 7 years of compulsory primary education; 4 years of secondary education, 2 years of advanced level secondary education and 3 or more tertiary /higher education.

Tanzania is improving the provision of education at all levels by implementing the following:

- Construction and rehabilitation of school buildings to make them barrier free environment for learners with disabilities.
• Provision of learning/teaching materials as well as assistive devices for learners with disabilities.
• Training of teachers to meet the needs of children with disabilities in special schools, integrated units and inclusive schools in ordinary school.
• Establishment of new special schools, units and inclusive schools, to expand enrollment of learners with disabilities.
• Creating awareness among the society to play their role regarding their provision of education to learners with disabilities.

The government of Tanzania has a programme of providing grants for secondary education to students from low income families. From 2004 to 2007 a total number of 111261 such students had been provided grants for secondary education. Tanzania demonstrates a high level of commitment and political will to combat discrimination in education and therefore bring about equality. Inclusive education is regarded as the best way of ensuring that all citizens join in the war against poverty, and therefore enhance the country’s economic development.

1.1 Major reforms and innovations introduced in the education system

1.1.1 The organization structure and management of the education system

The provision of education in Tanzania is the responsibility of two ministries. The Ministry of Education and Vocational Training (MOEVT) is responsible for Basic Education which includes Pre-primary, Primary, Secondary, Adult and Non-formal (NFE) and Teacher Education. It is also responsible for providing education in Vocational Training, Tertiary and Higher Education. However, for Pre-primary, Primary and secondary education, management is the responsibility of the Prime Minister’s Office Regional Administration and Local Government (PMO-RALG) whereas MOEVT is responsible for policy formulation, regulations, setting standards, quality assurance and quality control. Other ministries also conduct training of sector staff.

1.1.2 Curricula policies, educational content and teaching and learning Strategies.

a) Curricular policies

i) Education and Training Policy (ETP), 1995
The Education and Training Policy (ETP, 1995) is the major policy governing the provision of education in Tanzania. The reforms were geared to enrollment expansion with emphasis on equity, quality improvement and capacity building.


The Primary Education Development Programme (PEDP) was a sub component of a wider Education Sector Development Programme (ESDP). PEDP had four priorities: Expansion of enrollment; improving quality; capacity building and strengthening institutional arrangement. The Programme was implemented for the period 2002 – 2006. Its implementation resulted into impressive achievements. These rapid increase in enrollment, The Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) improved from 84% and 65.5% in 2001 to 112.7% and 96.1% in 2006 respectively; the number of primary schools increased from 11,873 in 2001 to 14,700 in 2006; transition rate from primary school to secondary school increased from 22.4% in 2001 to 49.3% in 2005.

Challenges identified in PEDP

One of the major challenges is that unequal attention has been paid to enrolment expansion and other objectives, namely quality improvement, capacity building and institutional arrangements or management. Five years were too short a time to meet EFA goals and MDGs, hence the need for another five-year extension of the programme (PEDP II).

iii) Primary Education Development Plan II (PEDP II) 2007 – 2011.

In PEDP II enrolment expansion both at pre-primary and primary education levels, continues to be the highest priority component. The main thrust under this component is to ensure full identification and admission of all eligible children and their regular attendance. Total enrolment by sex in Government and Non- Government Pre-Primary Schools is shown in Table 3 below.
Table 3 Total enrolment by sex in Government and Non-Government Pre-Primary Schools: 2004 – 2008.

<table>
<thead>
<tr>
<th>TYPE OF SCHOOL AND LEVEL OF AGGREGATION</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Total Govt &amp; Non Gov (Year 1-11)</td>
<td>279,891</td>
<td>274,944</td>
<td>554,835</td>
<td>318,617</td>
<td>319,974</td>
</tr>
<tr>
<td>Total Government (Year 1-II)</td>
<td>276,006</td>
<td>271,537</td>
<td>547,543</td>
<td>311,176</td>
<td>313,028</td>
</tr>
<tr>
<td>Total Non Government (Year 1-II)</td>
<td>3,885</td>
<td>3,407</td>
<td>7,292</td>
<td>7,441</td>
<td>6,946</td>
</tr>
<tr>
<td>Total Year I</td>
<td>176,766</td>
<td>172,248</td>
<td>349,014</td>
<td>205,817</td>
<td>207,593</td>
</tr>
<tr>
<td>Government</td>
<td>174,573</td>
<td>170,335</td>
<td>344,908</td>
<td>201,550</td>
<td>203,504</td>
</tr>
<tr>
<td>Non Government</td>
<td>2,193</td>
<td>1,913</td>
<td>4,106</td>
<td>4,258</td>
<td>4,089</td>
</tr>
<tr>
<td>Total Year II</td>
<td>103,125</td>
<td>102,696</td>
<td>205,821</td>
<td>112,800</td>
<td>112,381</td>
</tr>
<tr>
<td>Non Government</td>
<td>1,692</td>
<td>1,494</td>
<td>3,186</td>
<td>3,183</td>
<td>2,857</td>
</tr>
</tbody>
</table>

- In 2008, total enrolment in Pre-Primary rose by 9.93%. Gender parity is 1:1 in all years. Between 2007 and 2008, total enrolment in Non-Government Pre-primary schools has risen from 19,698 to 68,574 which is 248.13% where as in Government pre-primary schools the increase was from 77,313 to 805,407 which is 3.9%.
Enrolment in primary schools has increased from 7,083,063 pupils, in the year 2004 to 8,410,094 in year 2008. This is an increase of 18.6%. [Basic Education Statistics in Tanzania, (BEST), 2008].


1. Crosscutting Issues;
These include (a) HIV and AIDS; (b) Environmental Education and (c) Gender Equality.

(a) HIV and AIDS
The Ministry of Health, through the National AIDS Control Programme (NACP), collaborated with the then Ministry of Education and Culture (MOEC) to design an education response that will reach children and youths in schools and teachers’ colleges. These were included in a series of five year Mid-Term Plans (MTP) under the auspices of the NACP. The current one is the TACAIDS Multi-sectoral Strategic Plan (2003-2007). These were focused on the following objectives and strategies.

Objectives
1. To equip all members of the education sector with knowledge and skills that will enable them to protect themselves and others against the HIV and AIDS pandemic and STIs.
2. To provide care and support to those infected and affected particularly pupils and teachers.

Strategies
• Put in place mechanisms that will make the impact of HIV and AIDS on tutors, teachers and pupils’ known.
• Provide life skills-based education that will enable learners, teachers and other sub-sector employees to cope with the HIV and AIDS and STI pandemic including care and support;
• Impact mitigation taking into account gender and vulnerability issues;

b) **Environmental Education**

The Ministry of Education and Vocational Training has integrated Environmental Education (EE) and Education for Sustainable Development (ESD) in curricular for pre-primary, primary, secondary schools, Teachers’ and Vocational Training Colleges. Environmental Education has the following objective;

**Objective**

1. To continue preventing adverse impact of environmental problems/degradation on the quality of human life by imparting knowledge that will enhance sustainable development through actions that will protect, preserve and conserve the environment for the benefit of future generations. The following are the strategies for attaining this objective.

**Strategies**

- Conduct capacity building for teachers at all levels on environmental education;
- Promote new teaching methods which are child-centered with a variety of inquiring methods, problem-solving, critical thinking and practical learning;
- Empower learners to be able to relate environmental content to real life that will promote active learning.
- Promote environment conservation practices including but not limited to planting trees in schools and other education institutions.

c) **Gender Equality**

Mainstreaming gender issues in policies, strategies and budgets of the Ministries is a human rights-based response to Tanzania’s commitment to provide quality education for all. Addressing gender issues across the education system makes an important contribution to the achievement of access, quality and equity to education which are the major goals of the Education and Training Policy. Objectives for gender equality include:

1. Strengthening capacity building in gender issues at all levels;
2. Mainstreaming gender issues in the policies, strategic plans, programmes and budgets.

Strategies for attaining theses objectives include:

- Finalising the MOEVT Gender Strategic Plan 2009-2013;
Designing capacity building/training modules on gender to respond to specific needs;
• Increasing awareness of the impact of gender issues on education through effective use of Information, Education and Communication (IEC);
• Ensuring that basic education institutions and centres provide gender responsive pedagogy;
• Conducting a comprehensive study on mainstreaming gender issues in education institutions;
• Strengthening the monitoring and evaluation of gender mainstreaming process across MOEVT and allocate budget for the process.

2. Educational Research
Over the years there has been a growing concern throughout the country that many pupils complete primary school without achieving satisfactory levels of learning. In addition, there are growing cases of dropout and early pregnancies of school girls which have not been seriously worked on. Unfortunately, the quality enhancement policies have largely emphasized on systemic analyses and the resultant blanket policy recommendations mainly focused on quantitative rather than qualitative interventions. Often, the programs to implement system-wide policies do not take into account the wide variations in realities among schools.

Responses to unique local realities can only be achieved if local educators’ organize and reflect on their own experiences and use these reflections to design local interventions that will improve pupils’ learning. What has been missing is a structured approach that helps local educators analyse and reflect on which school characteristics are most significant for pupils’ learning as part of the process of planning and implementing local improvements in teaching and learning. Therefore, there is need to conduct educational research in PEDP II.

Objectives
1. To identify specific school characteristics that could be used as a catalyst for improving pupils’ learning outcomes in Tanzania;
2. To establish a set of practical priorities at the local level (regional and below) for improving pupils’ learning including indicators for gender responsive pedagogy;
3. To create a cadre of local educators who understand these priorities and who will press locally to pursue their improvement in the areas of jurisdiction;

4. To provide this cadre of local educators with the skills, experience, and confidence in the methodology that will allow them to continue to analyse the quality of their schools in collaboration with other local educators.

Strategies to be employed are listed below:

**Strategies**

In collaboration with other stakeholders the Research Unit will:-

- Design studies for specific areas of problems and intervention;
- Analyze data and write research reports;
- Disseminate the reports including lessons learnt to stakeholders for further steps.

### 3. Monitoring and Evaluation

Monitoring and Evaluation has a key role in ensuring effective implementation of PEDP II within the framework of planned targets. It also provides feedback to education agencies, managers, school owners and educational actors at basic education and vocational training levels on how the programme is being implemented. The analytical component of monitoring exercises will be given a prominent role to ensure the available data systematically feed into planning and policy design process. In order to execute their duties efficiently, staff members of the Monitoring and Evaluation Unit will work closely with other education actors supporting the implementation of PEDP II by doing close follow up and collecting gender disaggregated data emanating from the implementation of programme activities. Belo are the objectives and strategies under consideration;

**Objective**

1. To establish the level and extend of achievement of targets set on access, equity and quality education and capacities of education leaders and institutions for policy decisions.

**Strategies**

- Monitor the enrolment of pupils and evaluate its expansion through Net Enrolment Ratio (NER) and Gross Enrolment Ratio (GER).
• Evaluate the improved quality of primary education by identifying cost effective methodologies to monitor learning outcomes using quality indicators such as Teacher-Pupil Ratio (TPR), Book-Pupil Ratio (BPR); disaggregated reports of pupils achievement measures and pupils performance rate.
• Monitor and evaluate the provision of capacity building programmes to teachers and other education staff.
• To monitor income and expenditure in access to education services and learning achievements

iv) Information and Communication Technology (ICT) Policy for Basic Education
The Tanzania’s National ICT Policy of 2003 recognises that Information and Communication Technology (ICT) offers new opportunities to enhance education improve the quality of delivery of education in all areas. The Ministry of Education and Vocational Training (MoEVT) believes that the use of ICT in teaching and learning as well as administration and management represents a powerful tool with which to achieve educational and national development objectives. The Ministry has therefore formulated ICT policy for Basic education to guide the integration of ICT in basic education.

The Ministry is thus promoting the introduction and integration of ICT in the education sector. ICT will play an important part in improving the lives of people in Tanzania and in creating job opportunities. There are many initiatives throughout the country benefiting from ICT. The major goal is to build a highly skilled and educated workforce aptitude and skills in the application of ICT in every day life. For this reason there was a need to provide schools, colleges and other educational institutions with the know-how and resources that will include them in the knowledge society.

The integration of ICT in education is aimed at empowering learners, teachers, education managers and leaders to use ICT judiciously and effectively for expanding learning opportunities and ensuring educational quality and relevance. No doubt, with the many changes that are occurring, including globalization and the advent of knowledge societies, education systems need to ensure that all learners have the key competencies required for forming peaceful and prosperous societies. The use of ICT in education is the bedrock of a
knowledge society and will enable the country to contribute both to achieving Education for All (EFA) goals and reducing the digital divide.

**Scope of Policy**
This policy covers basic education, which includes pre-primary, primary, secondary and teacher education, as well as non-formal and adult education. Although this policy is limited to basic education, the Ministry recognizes that it is linked to related activities in vocational training, higher education, regional administration and local government, as well as ICT activities in other areas and sectors.

**Expected Outcomes**
The strategic integration of ICT is expected to improve access and equity to, and quality and relevance of basic education. ICT will be used to increase the number and quality of teachers, through improved pre-service and in-service training and better provision of teaching and learning materials. The use of ICT is also expected to enhance the acquisition and use of knowledge and skills for all learners, including those with special needs. ICT use will improve the efficiency and effectiveness of the management and administration of education, at all levels. This policy is also expected to broaden the basis of education financing, while optimizing the use of education resources, through partnerships and stakeholder participation.

**Prioritization and Sustainability of Implementation**
In light of the scarcity of resources for education, and the complexity of ICT implementation, this policy is implemented in phases, so as to optimize the impact of ICT through strategic and synergistic interventions. Teachers’ education is given first priority (pre-service and in-service training). The next priority is secondary education, to be implemented in phases, followed by primary education. At the same time, ICT is implemented in adult education and vocational training, as well as libraries. Concomitantly with the phased roll-out in education, ICT is gradually integrated in administration and management. Throughout the implementation process, pilot projects will be developed to explore suitable venues for ICT integration, while ongoing efforts will be closely monitored and evaluated.

The Ministry is cognizant of the risk of ICT widening existing gaps between educational institutions, within and between urban and rural areas, At the same time, the Ministry recognizes the potential benefits of ICT, especially for under-resourced educational
institutions, and for teachers and learners with special needs. During implementation, efforts are therefore being made to use ICT to address and reduce existing discrepancies, while striving to achieve all educational objectives in an equitable manner.

Given the very real constraints of lack of physical infrastructure and electrification, low levels of skills and experience, and lack of localized content, all implementation plans will seek to identify innovative, alternative approaches. Smart and sustainable solutions will be sought to deal with challenges such as rural electrification, last-mile access, software licensing and applications, and content development and delivery. An effort is being made to identify technical solutions that optimize the use and expansion of existing facilities, while building local skills and content, to ensure the sustainability of ICT in terms of financial as well as human resources.

b) Educational Content and Teaching and Learning Strategies

Reforms have been made in the provision of basic education concerning review of primary education subjects and curriculum/syllabi review for pre-primary, primary, secondary and teacher education.

d) Primary Education subjects review

Reforms have been made in the primary school curriculum by splitting the subject General Studies into three subjects of Civics, Geography and History. At the same time new subjects of TEHAMA (ICT), Haiba na Michezo and French have been introduced. The Primary Education Curriculum is currently composed of twelve subjects namely Mathematics, Science, Geography, History, Civics, Kiswahili, English Language, Teknolojia ya Habari na Mawasiliano (TEHAMA) (i.e. ICT), Stadi za Kazi, Haiba na Michezo, French and Religion. The curriculum review process has always been guided by relevant policy documents and the review process was therefore an attempt to translate the education policies into curriculum reality.

In order to improve the quality of education, the education curriculum was streamlined to address the need to develop analytical and market-oriented skills. The popularity of modern approaches of teaching i.e. didactics and pedagogy, have necessitated a shift of paradigm in curriculum practices. Central to the paradigm is the development of competences among learners. The focus of the reviewed curriculum has shifted from content based to competence based.
The present curriculum review has emphasized the development of specific competences in the learners. The competences which have been introduced into the curriculum are: Critical and creative thinking; Communication; Numeracy; Technology literacy; Personal and social life skills and Independent learning.

The syllabuses have been reviewed in the spirit of constructivism. While the reviewed syllabuses emphasize learner-centered methods of teaching and learning, it goes hand-in-hand with constructivism, which insists that the learner should learn through his/her activities.

Syllabus review has also been done to enhance participatory approach of teaching which aims at benefiting students with different abilities so as to capture their learning needs. Teaching becomes a more reflective practice by increasing awareness of different learning styles, backgrounds, experiences and learning needs,

f) Examination formats review

The examination formats have also been reviewed in line with curriculum review. The examination formats have been prepared to accommodate the changes addressed in the reviewed curriculum.

Secondary School syllabuses for the seven core subjects reviewed and introduced in the curriculum in 2005. They have been examined for the first time in the Certificate of Secondary Education Examination (CSEE) in October 2008.

1.2 Main policies, achievements and lessons learned especially as regards:

a) Access to education focusing on actions being done to reach children, youths and adults that are currently excluded

i) Adult and Non-formal Education

To expand access to quality basic education for out-of-school children youth and adults, the ministry established and is implementing the Adult and Non-Formal Education Strategy, 2003/04 – 2007/08. The strategy has two main programmes (COBET and ICBAE). More than half a million out-of-school children have been able to get primary education through the Complementary Basic Education in Tanzania (COBET) a programme established within the framework of the strategy.
More than one million adults above 19 years of age have improved their literacy skills, established income generating projects and credit schemes through ICBAE. Currently, there are 1,170,537 learners in both COBET and ICBAE centres and a total of 41,769 facilitators (see Table 1).

Table 1: Total Number of Learners and Facilitators

<table>
<thead>
<tr>
<th>Programme</th>
<th>Learners</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>COBET (1)</td>
<td>38,799</td>
<td>30,446</td>
</tr>
<tr>
<td>COBET (II)</td>
<td>24,287</td>
<td>17,881</td>
</tr>
<tr>
<td>ICBAE</td>
<td>507,793</td>
<td>551,331</td>
</tr>
<tr>
<td>Total</td>
<td>570,879</td>
<td>599,658</td>
</tr>
</tbody>
</table>

Source: BEST, 2008 (Modified)

b) Inclusive and Affordable Early Childhood Education and Primary Education

In articulating ETP, 1995 PEDP II has been reviewed to include an inclusive education section, which is a positive step because PEDP (2002 – 2006) was silent on this issue and it had no noteworthy impact on the education of children with disabilities and other vulnerable children.

With regards to Early Childhood Care and Education (ECCE) the government has included Early Childhood Development (ECD) in the National strategy for Growth and Reduction of Poverty (NSGRP) and has committed itself to the development of an Integrated Early Childhood Development Policy in order to address the needs of all young children. This cross-sectoral policy will outline organizational responsibilities to ensure an effective and efficient plan for IECD service delivery. Meanwhile the Government through the Ministry of Education and Vocational Training implements its policy directive that requires each primary school to have a pre-primary class admitting 5 – 6 year olds and pre-primary teacher. The government initiatives have resulted into increase in enrolment of children with Special Needs from 5,365 (3,198 boys and 2,167 girls) in 2005 to 8,583 (4,458 boys and 4,125 girls) in 2007. This is an increase of 59.9%. Rehabilitation of school infrastructure at nine
secondary schools was done to create friendly environment for children with Special Learning Needs.
The implementation of PEDP goals and plans has resulted into equal increase of enrolment of both girls and boys in Pre-primary and Primary schools as shown in the charts below.
Between 2004 and 2008 total enrolment of pre-primary pupils has increased from 556,839 to 875,989 which is 57.3%. Gender parity is 1:1.

c) Pre-service teacher training, recruitment, deployment, working conditions and in-service professional development

The Ministry of Education and Vocational Training (MoEVT) is responsible for the training of teachers for pre-primary, primary and secondary schools. The implementation of Primary School Development Programme (PEDP) 2002-2006 and Secondary School Development Programme (SEDP) 2004-2009, show that many students have been enrolled and schools
expanded. This expansion created more demand for teachers and so initiated the need to train more teachers in order to cope with the situation.

**Teacher Education Programme**

Teacher Education Department has the mandate to train teachers for pre- primary, primary and secondary education. The minimum entry qualifications are division IV with 28 points for Grade IIIA and division III with one principal and one subsidiary pass for Diploma course. The Teachers Colleges provide training for both pre-service and in-service teachers. Table 1 and 2 below show enrolment trends for grade IIIA and Diploma courses for 2004-2007 (BEST, 2008).
**Teacher Education**

Table 1: Enrolment in Government Teachers’ Colleges 2004-2007

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
<td>FEMALE</td>
<td>TOTAL</td>
<td>MALE</td>
</tr>
<tr>
<td>Total Enrolment</td>
<td>16245</td>
<td>14647</td>
<td>30892</td>
<td>12502</td>
</tr>
<tr>
<td>% increase</td>
<td>14.5</td>
<td>6.5</td>
<td>11.5</td>
<td>23.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>3148</td>
<td>1931</td>
<td>5079</td>
<td>4016</td>
</tr>
<tr>
<td>% increase</td>
<td>6.6</td>
<td>11.0</td>
<td>8.2</td>
<td>27.6</td>
</tr>
<tr>
<td>Grade A</td>
<td>12605</td>
<td>12268</td>
<td>24873</td>
<td>7974</td>
</tr>
<tr>
<td>% increase</td>
<td>18.2</td>
<td>3.8</td>
<td>10.6</td>
<td>36.7</td>
</tr>
<tr>
<td>In-service</td>
<td>492</td>
<td>448</td>
<td>940</td>
<td>814</td>
</tr>
<tr>
<td>% increase</td>
<td>6.4</td>
<td>75.0</td>
<td>80.8</td>
<td>65.4</td>
</tr>
</tbody>
</table>


Total enrolment in Government Teacher Training Colleges has been declining from 30,892 in 2004 to 18,754 in 2007. The reason for declining is that some of the colleges have been converted into universities.
<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th></th>
<th>2005</th>
<th></th>
<th>2006</th>
<th></th>
<th>2007</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
<td>FEMALE</td>
<td>TOTAL</td>
<td>MALE</td>
<td>FEMALE</td>
<td>TOTAL</td>
<td>MALE</td>
<td>FEMALE</td>
</tr>
<tr>
<td>Total Enrolment</td>
<td>824</td>
<td>936</td>
<td>1760</td>
<td>982</td>
<td>1227</td>
<td>2209</td>
<td>1157</td>
<td>1583</td>
</tr>
<tr>
<td>% increase</td>
<td>102.0</td>
<td>40.7</td>
<td>26.5</td>
<td>85.8</td>
<td>31.1</td>
<td>25.5</td>
<td>85.8</td>
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<td>Diploma</td>
<td>241</td>
<td>228</td>
<td>469</td>
<td>352</td>
<td>215</td>
<td>539</td>
<td>328</td>
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<tr>
<td>% increase</td>
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<td>128.0</td>
<td>97.5</td>
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<td>5.7</td>
<td>14.9</td>
<td>6.8</td>
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<tr>
<td>Grade A</td>
<td>576</td>
<td>672</td>
<td>1248</td>
<td>601</td>
<td>971</td>
<td>1572</td>
<td>829</td>
<td>1368</td>
</tr>
<tr>
<td>% increase</td>
<td>62.8</td>
<td>572.0</td>
<td>148.1</td>
<td>4.3</td>
<td>44.5</td>
<td>26.0</td>
<td>37.9</td>
<td>40.9</td>
</tr>
<tr>
<td>In-service</td>
<td>7</td>
<td>8</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>


The table shows a rising trend for total enrolment in Non-Government Teachers Training Colleges especially for GradeA students. The Table also shows that more female students than male students are enrolled in Non-Government Teachers Colleges.
Future strategies and suggestions are to:-

- Sensitize the public on the importance of sending their children to school especially disadvantaged communities.
- Train more teachers both quantitatively and qualitatively to meet the demand of teachers in pre-primary, primary and secondary schools.
- Address issues on quality and existing demand of teachers, learning and teaching materials through implementation of Teacher Development and Management Strategy (TDMS).
- Expand Teachers College responsible for special needs education to enable it train more teachers in special needs and inclusive education.
- Request some NGOs and other private sectors training teachers to offer the field of SNE and Inclusive Education.
- The role of the education system in combating poverty as well as other forms of social exclusion and cultural marginalization.

1.3 The role of education in combating poverty as well as other forms of social exclusion and cultural marginalization.
Tanzania has been fighting the shackles of ignorance, diseases and poverty since independence in 1961. The three are intrinsically related, as ignorance is likely to lead to poverty and illness and vice versa. To date, Tanzania has not gone very far in these struggles, and therefore there has been an upsurge of interest in combating poverty in the country.

One of the main Objectives in the Tanzania Vision 2025 is to have a well educated and learned society. Education is clearly identified as one of the strategies for combating poverty due to the personal benefits and other externalities. Specifically the poverty eradication agenda in education include:

- Equity by gender with special programmes to enroll more girls in teacher training and higher education colleges;
- Improvement of the quality of education and an emphasis on science and technology;
- Encouraging private sector to be more active in education the sector;
- Public subsidies or loans for the poor children who cannot afford school fees;
- The government to allocate more resources to the education sector;
- Giving family life education to students of all levels;
• Enhancement of greater community participation in education;
• Mounting of programmes for adult literacy, in numeric, and writing skills.

The Government has developed strategies and activities to achieve these objectives.

2.0 Inclusive Education: The Way of the Future

2.1 Approaches, scope and content

The notion of inclusive education is centred on community’s willingness to meet the learning needs of all learners in their neighbourhood schools. The concept of inclusive education in Tanzania takes into account the expansion of access to quality and equitable education to all learners. It responds to needs of a variety of learners including those with special needs as well as those who are marginalized.

The right to basic education is a constitutional right in Tanzania. In 1974 the Government of Tanzania declared Universal Primary Education aimed at, among other things to give education for all children. Mwalimu Julius Nyerere, the then President of the country believed that persons with disabilities and marginalised groups had the right to education. He made this clear when he declared that what such people need is the opportunity to participate fully and with equity in national activities.

Tanzania recognises the importance of building a community where everybody is valued, loved, respected and cared for. At the heart of inclusive education is a commitment to seeing education as fundamental to the development of both individuals and societies (UNESCO, undated). The government of Tanzania has committed itself to achieve Education for All (EFA) goals and targets and EFA goals cannot be met unless inclusion is given a priority.

b) Challenges for ensuring educational and social inclusion

The government has responded to the challenges of inclusive education at the level of policies. For example, statements advocating inclusive education appear in the Primary Education Development Programme II (2007 - 2011). In PEDP II the government has made several commitments to ensure inclusive education is successful. It has stated that:

“In order to meet the special learning needs of children in regular school, the government will ensure that at least one teacher at each primary school is trained in
special needs and inclusive education”…. Adequate teaching and learning materials will be supplied to ensure effective teaching, hence improve performance of pupils with special needs. (*The United Republic of Tanzania, 2006 p.16*).

Inadequate trained teachers and teaching and learning materials is one of the challenges facing schools in Tanzania. However, plans are underway which are expected to lessen the problem. PEDP II aims at enrolling all pupils with special needs in pre-primary and primary schools as well as to enhance capacity for primary school teachers and education leaders at community level to manage pupils with special needs.

After the Salamanca conference, Tanzania tried to implement the inclusive education idea. The first initiative was started in 1998, when the government of Tanzania, Salvation Army and UNESCO carried out a joint venture at Temeke District, Dar es Salaam Region aimed at introducing inclusive education in Tanzanian primary schools. Seven schools were involved then, but at present there are about 280 primary schools in 70 Wards involved in inclusive education in different regions in Tanzania.

The Integrated Community Based Adult Education links literacy skills with income-generating projects and credit schemes with the aim of reducing illiteracy and poverty.

The most important challenges for ensuring educational and social inclusion are:-

- Low coverage of beneficiaries due to limited Access to quality non-formal education programmes.

- Inadequate funding to inclusive education programmes including COBET and ICBAE which result into shortage of materials and equipment;

- Inadequate and under qualified non-formal education facilitators;

- limited supervision co-ordination and evaluation of the existing non-formal education programmes and

- Demotivated facilitators who due to low payment.
The Ministry is developing two strategic plans; one for adult and non-formal education; the other for special education; within the framework of Education Sector Development Programme with the aim of increasing access to literacy and adult education and special education respectively.

c) Specific legal/regulatory frameworks referring to inclusive education issues

The regulatory framework which refer to inclusive education issues include:-
Policy and reforms programmes which are; Education and Training Policy; National Strategy for Growth and Reduction of Poverty (NSGRP); Education Sector Development Programme (ESDP); Primary Education Development Programme (PEDP); Secondary Education Development Programme (SEDP); Adult and Non-Formal Education Strategy; and Local Government Reform Programme (LGRP).

The groups which are considered excluded are pupils with disabilities, girls and women, out of school children and adults, pupils and adults from hard to reach areas and nomadic communities. Pupils with disabilities are mainstreamed in ordinary while others attend special schools for the handicapped. Out of school children and adults are incorporated in the COBET and ICBAE programmes respectively. The government in collaboration with communities is currently constructing hostels and boarding schools for children from hard to reach areas and from nomadic families in order to retain them in schools.

2.2 Public policies

Tanzania is aware that certain groups of children are excluded from education despite the government’s effort to make education accessible to all. The Ministry of Education and Culture, (1995) identified those who were excluded as:

Some have not had access to this right due to their style of living, for example hunters, gatherers, fishermen and pastoralists; others on account of marginalization, e.g. orphans, and street children, still others on account of their physical and mental disabilities… (p18).

Enrolment of children with disabilities is low but through the Poverty Reduction Strategy II it is anticipated that their number will increase from 0.1 percent in 2000 to 20 percent by the year 2010.
Students who are orphans face economic, social and psychological problems. In 2008, there were 915,234 orphans in the primary schools and 25.2 percent of these had lost both parents while the rest 74.8 percent had lost one parent (URT 2008). Some of the orphans also come from poor households which make the situation worse. The government has established bursary scheme to cover the costs of most of these children.

2.3 Systems, links and transitions

Tanzania has all the reasons to accept and promote inclusive education. Children have the right to learn and learn together. Nevertheless, there are a number of barriers to inclusive education that need serious attention. These include:

- **Inadequate trained teachers:**

  Training of teachers for pre-primary, primary and secondary schools is the responsibility of the Ministry of Education and Vocational Training. Although the government conducts seminars to teachers to prepare them for inclusion, there is definitely need to train more teachers in order to meet the challenges in inclusive schools. All teachers need to have skills to deal with different needs of children in the classrooms. There are plans to train adequate numbers of pre-service male and female teachers in order to match with increase in pupils enrolment. In addition, through poverty reduction programmes the government is taking various measures to ensure that schools have adequately trained and motivated teachers.

The MKUKUTA Annual Implementation Report (2006/07) reported that:

> The government is implementing various measures in order to ensure that schools in both urban and rural areas have the adequate number of skilled and motivated staff. Recruitment of teachers is being fast tracked by reduction of years of training and by putting in place accelerated training plans (p. 49).

Training of adequate teachers is definitely one of the first requirements of a successful inclusive education programme. In order to achieve quality education for all learners, teacher education programmes need to be evaluated and necessary changes be made so as to meet inclusive education goals and objectives. One of the recommended strategies is to make sure that issues of inclusive education are included in all teacher-training programmes so as to give each teacher the necessary skills to enable her/him meet the special needs of all learners.


❖ **Accessibility barriers:**
Many school buildings, especially the old ones are not accessible for the physically disabled. This situation renders delivery of inclusive education difficult. In PEDP II the government of Tanzania has put in her plans that it will ‘improve school infrastructure by making them friendly to pupils with disabilities’ (The United Republic of Tanzania, 2006 p. 17).

❖ **Inadequate teaching and learning materials:**
In order to make sure that learning takes place in school, adequate teaching and learning materials are very crucial. Without teaching and learning materials, quality education may be affected negatively. Primary schools, secondary schools and teacher training colleges in Tanzania experience shortage of relevant teaching and learning materials and this affects the overall quality of education. Accessibility to information is also critical. Learners who are blind, for example, need information written in Braille. Lack of Braille materials will definitely hinder learning. Adequate teaching and learning materials are obvious necessities and PEDP II aims to ‘ensure adequate availability of appropriate equipment and teaching and learning materials’ (The United Republic of Tanzania, 2006 p. 17).

❖ **Negative attitudes:** This barrier seems to stand, perhaps the greatest of all barriers.
Some community members, including parents, teachers, government officials and other professionals who have the authority to make decisions on who should receive education, still believe that it is not worth it to educate persons with disabilities. Tungaraza and Mboya (2005) made some discussions with students and staff of institutions of higher learning and they found that some people still held negative attitudes towards the abilities of persons with disabilities.

The most important facilitator of inclusive education is the Ministry of Education and Vocational Training. However, the ministry collaborates with Non-government Organisations. At present, in the case of learners with disabilities the ministry has started a pilot project which will cover all the regions in Tanzania. Four schools in each ward are selected and these schools are assisted to start inclusion. Teachers in these schools as well as educational administrators are given seminars to help them deal with special needs of students. Some teachers are trained at the only college which trains special needs education teachers.
Specific approaches and measures.

**COBET**: A big number of children and youth do not attend school due to various reasons including poverty, orphanage, and for some, failure to comply with the formal settings of the primary schools. Others drop out of school for almost similar reasons. In 2007, it was reported that 44,603 primary school learners dropped out of school.

In order to reach children of school age who had dropped out of school and others who never enrolled in school, the Ministry of Education and Vocational Training introduced a programme known as Complementary Basic Education in Tanzania (COBET). The programme, whose implementation started in 2003, was designed to make formal primary education available to out of school children and youth aged between 11 and 18 years most of whom are girls.

The programme is implemented in collaboration with other education stakeholders, such as UNICEF, UNESCO, JICA, ILO, PLAN International, NGOs and Faith Based Organizations (FBOs). Facilitators, both at council and centre/class level have been trained and are paid ‘facilitators’ honorarium.

COBET beneficiaries are categorized into cohort I and II depending on their ages. Cohort I is comprised of children between 11 and 13 and cohort II are those between 14 and 18 years. After learning for two to three years, cohort one learners sit for National Standard IV Examination and those who pass join formal primary education. Cohort II learn for two to three years and sit for the Primary School Leaving Examination. Those who pass join formal secondary education or other institutions within or outside the formal system of education.

Implementation of COBET has achieved much since it started. At the inception of the programme there were 357,490 learners in both Cohort I and II enrolled in 7,751 centres countrywide. In 2006 there were 383 centres with a number of 325,726 learners. This decrease in both the centres and the number of learners is a positive indication that many learners join formal education system. A study conducted in 2006 revealed that 30,667 out of 36,376 (84%) COBET learners who sat for the National Standard IV Examination were mainstreamed into Standard V. The rest of the learners, 5,709 (16%) joined standard IV. It is evident that this programme has reached many children who would otherwise have had no access to education.
Community built secondary schools:
The ministry is currently implementing another programme to enable many children attend secondary education. The programme implements under community participation spirit, consists of building at least one community secondary school in each ward. This has resulted into increase in the number of schools and student population at secondary school level. The number of government secondary schools has increased from 444 in 1999 to 3,039 in 2008. This increase affected the number of secondary school learners too. The number of learners in government secondary schools increased from 264,888 in 2004 to 1,035,873 in 2007. The advantage of these schools is that learners go to school in their localities and therefore reduces the costs met by parents.

2.4 Learners and teachers
The Tanzania Institute of Education (TIE) is given the responsibility of developing curriculum for primary school, secondary school and teacher training education. In principle, Tanzania has a national curriculum, which has to be followed by every learner including those with disabilities. Tanzania recognizes that ‘the quality of education is strengthened by availability of relevant curricula guidelines and quality of teaching and learning materials’ (United Republic of Tanzania, 2006 p. 19). In order to meet the needs of all learners, the ministry has planned to review the existing curriculum to meet current and future needs and orient the teachers on the same and ‘to strengthen the production and provision of relevant teaching and learning materials’ (United Republic of Tanzania, 2006 p. 19)

The review places emphasis on using child-centred methods instead of teacher centred method. The institute is review is also to ensure that needs of learners with disabilities are included in the curriculum.
Diagnostic teaching which involves linking assessment and instruction is also employed in both formal and non-formal education.

Conclusion
The United Republic of Tanzania aims at providing education for all. Provision of education in Tanzania includes all children regardless of their social, physical and mental differences. In the past inclusive education was regarded as an approach to serving children with disabilities within the general education setting. These children were enrolled in special
schools. Currently inclusive education is understood as a reform which supports all learners including those who have been left out. Implementation of inclusive education is faced with many challenges due to the variety of needs of the learners. There are economic and social barriers to effective implementation of inclusive education in Tanzania.

The government is trying to improve provision of education, by training adequate teachers, building classrooms, providing adequate teaching and learning materials and improving schools infrastructure to suit all learners including those with physical impairment. To achieve this the government has designed programmes such as Primary Education Development Programme (PEDP II) and Secondary Education Development Programme (SEDP), to ensure that all people in Tanzania especially children have access to basic quality education.

In order to provide inclusive education effectively and efficiently the government works in partnership with other education stakeholders. These include communities, parents, local government authorities (LGAs), Civil Society Organisations (CBOs), individuals and Development Partners.
Bibliography


PART II

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING ZANZIBAR

THE EDUCATION SYSTEM FACING THE CHALLENGES OF THE 21ST CENTRY: AN OVERVIEW

1.0 BACKGROUND:

Zanzibar forms part of the United Republic of Tanzania. It is situated along the East Coast of Africa 30 km from the Mainland Tanzania.

Zanzibar has its own Government headed by the President, the legislative assembly known as the House of Representatives and its own Judiciary System. Administratively, Zanzibar is divided into five regions (three in Unguja and two in Pemba) and 10 districts, two in each region, 50 constituencies and 296 Shehias. The total land area of Zanzibar is about 2,654 km². According to the population census of 2002 Zanzibar has a population of 981,754 with a growth rate of 3.1% and a population density of 370 per square kilometer. The projected population in 2005 was 1,072,000 of which 40% live in urban areas.

After the 1964 Revolution, education in Zanzibar was declared free to all Zanzibaris irrespective of color, ethnicity, gender or disability of any kind. In 1988, the Ministry of Education decided to establish Special Education Unit to make sure those children with disabilities access education as the basic right to every child. In 1987, the Ministry sent five teachers to Tabora TTC which provide special education for children with disabilities in the areas of visual, hearing and intellectual. Special units for were introduced in 1991 and parents were sensitized to send their children with disabilities to school. Up to 2004, there were nine special units for children with disabilities in Zanzibar (6 for children with intellectual impairment, 1 for the visual and 2 for hearing impaired children).

All the special units were urban based and hence children with disabilities and other special needs in rural could not get opportunity of attending school. Having realizing this challenge, the Ministry of Education introduced inclusive education to cater for the diverse learning needs of all children in Zanzibar. The Ministry in collaboration with partners started with the implementation of inclusive education in 46 schools as a pilot project and currently, 76 schools have been covered.

1.1 MAJOR REFORMS AND INNOVATIONS IN THE EDUCATION SYSTEM

a) The Organization, structure and management of the education system.

The current Zanzibar education structure of the Formal Education System is 7-2-2-2-3+ that is 7 years of primary education, 2 years of lower secondary education, 2 years of upper secondary of education, 2 years of advanced secondary education and a minimum of 3 years of higher education (Education Policy, 2006).
Zanzibar primary education curriculum for caters for all students of primary students regardless of disability and other special needs.

Even for secondary education, students with disabilities use the same curriculum as Mainland with some modification where necessary.

The Ministry of Education and Vocational Training is responsible for the provision of education at all levels from primary to tertiary. Recently, Government of Zanzibar allows private sectors to deliver education in various levels. Currently, there are many pre-primary schools owned by private sector and communities are encouraged to construct more pre-schools in rural areas.

b) The aims and purposes of education at each level;

*Early childhood education:*
Realizing the importance of developing a child at an early age the Ministry has put early childhood education as part of the basic education. So far a new curriculum and teaching and learning materials have been developed and the materials are being piloted in some 15 schools. In order to ensure that all 4 – 5 aged children are enrolled in pre-primary schools, the Ministry has raised awareness to the community in establishing classes for pre-primary education to the new school building that are being constructed, and even to the old school building that have enough space.

The enrolment at pre-primary education for 4 – 6 years olds increased. The Gross Enrolment Rate has reached 21% this year compared to 14% in 2004. The growth in enrolment is due to intervention from private institutions and the pre-schools are concentrated more at the urban areas than in the rural. There is no specific pre-school teacher training college in Zanzibar and in service training of teachers is provided by the Teachers Centre.

On the other hand with the support of USAID through the RISE project (Radio Instruction Support in Education), “lets play and learn” clubs have been established in two districts where enrolment is low (namely Micheweni and North “A’ districts) for children to learn through plays in their own community using the same syllabus as is being used in pre-primary schools. So far there are 126 clubs which have 3,044 children. These children who learn through the clubs are then enrolled in Std.1 the following year. This year 618 children who have passed through these clubs have been enrolled in std.1.

*Alternative Learning and Adult Education:*
The importance of education in bringing social and economic development in the Zanzibar has also been realized as an important instrument in reducing poverty, ignorance and diseases. The Ministry of Education and Vocational Training introduced an alternative learning program which caters for out of school youth who either not enrolled or not completed their basic education. There are two categories of alternative learning
Programs, one is for aged 7 – 14 years who have not yet been enrolled in school before. They are taught for one year in special classes and are then integrated into the formal education system. Second category caters for youths of 15 – 20 years of age who are taught how to read and write as well as basic skills in computer, carpentry, cooking, electricity, etc. These youths will then join the vocational centers for further training in various vocational skills. This second category has started in 2006 and the first batch of about 300 students will soon join the newly established vocational centers of Mkokotoni and Vitongoji.

Adult education programs are being conducted in 468 centers which are mostly located in rural areas, where literacy rates especially among women are low. It is estimated that the illiteracy rate of the population is 24%, of which majority are women.

There are 8,601 adult learners of whom 7,123 are women in both Islands of Zanzibar. The aim is to make these programs more functional and enable adult learners acquire skills that will enable them to combat poverty, ignorance and diseases. At present, there are 72 adult education centers that provide training on vocational skills such as home economics, carpentry and electricity.

**Primary and Secondary Education:**

Primary education is considered as important in laying down the foundation for reading, writing and arithmetic. Primary education is compulsory and The Gross Enrolment Rate at Primary Education is 104% and the Enrolment Rate for basic education (std 1 to FII) is 95.7%. (Education Sector Country Status Report, 2003). Based on the Government effort to mobilize people to enroll their school aged children to schools, class size has become big and resulted for teachers not to manage teaching properly. Ministry of Education has introduced team teaching approach which helps teachers to manage their classes. Ministry of Education in collaboration with other partners have managed to provide textbooks for all primary school students (1:1) and teaching and learning materials including textbooks for Blind have been developed and in use.

Secondary education aims at preparing learners to pursuing further education and training to their interests, abilities and capabilities. Successful completion of secondary education is important for employment in the modern economy and for laying our foundation for the diversified post secondary level of education.

There are two categories of secondary education; one is of four years and is subdivided into two years of first cycle lower secondary and upper secondary for 2
years. At the end of each cycle, the students sit for the examination. This year 50.9% who sat for Form II examination were selected to continue with the upper secondary education.

The second category of secondary education is for those students who join the biased secondary schools after performing well in Std. 7 examination and sit for certificate of Secondary Education Examination after 4 years of continuous education. Only a small percentage of about 3% are selected to pursue secondary education in Biased Schools. These are mainly schools focusing science and technical education.

Challenges facing Secondary education in Zanzibar, among them being:
- Overcrowded classrooms especially in urban areas.
- Inadequate science equipment and chemicals.
- Shortage of teachers especially in Science and Mathematics subjects.
- Majority of students are not exposed to ICT.
- Inadequate facilities for students with special needs.

At present the Gross enrolment rate (GER) for secondary education (Form I- II) is 74.3% and the upper secondary education (Form III – IV) is only 34.0%. There is gender equity in the provision of secondary education and in some cases there are more girls than boys enrolled. The GER for the whole secondary education (Form I – IV) is about 55.9% (Education Sector Country Status Report, 2003)

In recognizing the importance of secondary education for economic development of the country and for further education, the new Education Policy (2006) stated that a four-year secondary education shall be provided to all and that supportive school environment for students with special needs shall be provided.

The Zanzibar Basic Education Improvement Project(2007) makes provisions for increasing access and improving quality of secondary education through the construction of 19 new schools, rehabilitation of 6 schools, in-service training of 5000 secondary and 1039 primary school teachers in Science and Mathematics, 2000 primary school teachers in English language, capacity building of 300 Head teachers, 30 Inspectors, 36 subject advisers and 9 teachers center coordinators together with the provision of text books for secondary schools.

**Higher Education:**
University education is provided in one government and two private institutions. These are the State University of Zanzibar (SUZA), the Zanzibar University (ZU) and the University College of Education (UCEZ) whereas SUZA and UCEZ provide courses in languages, social sciences, Science and education, ZU provides courses in law, Shariah, Economics and business administration. There are also many students from Zanzibar who are studying in higher learning
institutions in Tanzania Mainland or other countries. By March 2008, the three institutions in Zanzibar had a total enrolment of 2834 of whom 1117 (39%) are women. There are also three colleges that provide training of teachers at the Diploma level and one Institute of Kiswahili and Foreign Language within the State University of Zanzibar. The enrolment of students at the teachers training colleges is 3363 of which 2348 (70%) are women (Budget Speech, 2008).

Technical and Vocational Education and Training:
Technical and vocational education and training is necessary in reducing poverty as it provides opportunity for self reliance. At present there is a very limited capacity for technical and vocational education and training in the country. While there has been rapid expansion in the last ten years in general education, technical and vocational education has experienced a marginal growth. By March 2008, there are 417 students including 103 girls in the 3 technical secondary schools and at the Karume Technical College there are 170 students (32 are girls). There is only one vocational training centre owned by the Government which has 57 students this year of which 34 are males and 23 are females. Two new vocational training centers have been constructed and will start operating soon.

c) Curricular policies, educational content and teaching and learning strategies;

The New Zanzibar Education Policy (2006) has emerged in response to needs of Zanzibar to accelerate the socio-economic development of the people. This policy is also a logical response to the government’s poverty reduction program, Millennium Development Goals and Education for All. This policy is now being translated into the implementation actions through Zanzibar Education Development Program (ZEDP) starting from 2008-2015. This policy contains the following development goals and strategic objectives:-

Goal i: Expanding Access and Equity

Strategic objectives:
- Expanding access to 12 years of quality basic education to all starting from pre-school up to lower secondary education
- Facilitating access to life long learning through traditional channel of education or through work-based learning.
- Providing equal opportunities for education especially to vulnerable groups such as people with special educational needs.

Goal ii: Improve the quality and effectiveness of education system.
Strategic Objectives:
- Raising the quality of education so that the learners will be able to develop their own skills and realize their potential as citizens.
- Improving education and training of teachers so that their knowledge and skills respond both to the changes and expectations in society and to the diverse students’ needs.
- Providing learners with relevant skills required for life.

Goal iii: Ensure access to ICT for teachers, students and education staff.

Strategic Objectives:
- Providing all teachers with skills in the use of Internet and multimedia resources as an important teaching and learning tool.
- Equipping students with computer knowledge and skills.
- Providing work places with computers that could be used in supporting quality and efficiency in the education system.

Goal iv: Develop Scientific and technological competence.

Strategic Objectives:
- Expanding access to technical and vocational education in scope and geographical coverage to meet the needs of individuals and society.
- Popularization of Science and Mathematics to schools and society in general.

Goal v: Expand Tertiary Education:

Strategy
- Transforming the Zanzibar society into a human capital able to meet the challenges of the changing environment.

Goal vi: Promote Good Governance in Education:

Strategic Objectives
- Devolving power and responsibility to lower organs.
- Developing a cadre of effective and committed education managers and staff.
- Expanding private and public partnership.

Goal vii: Provide a safe and healthy environment for teaching and learning:

Strategic Objectives
- Combat the spread of HIV and AIDS and other seasonally transmitted diseases.
- Create a conducive, safe and child friendly school environment that is free from discrimination, abuse and harassment.

Goal viii: Make the best and efficient use of resources:

Strategic Objectives
• Optimizing personnel utilization.

• Ensuring adequate funding of non-salary operational targeted and instructional materials.
• Implementing cost recovery strategies.

Zanzibar Vocational Education and Training Policy
The Ministry of Youth, Employment, Women and Children Development has developed the Vocational Education and Training Policy in 2005 aiming at speeding up and make our country match with time in providing Vocational Education and Training(VET) in this world of Science and Technology. This Policy has the following main objectives:

a. Promotion or provision of VET, including the establishment of Skills Development Centers according to the needs.
b. Contribute significantly to the solving of employment related problems, through a flexible VET system.
c. Improvement of the utilization of the country’s human resources and ensure, through training, upgrading and updating that the demand for skilled labor is met.
d. Utilization of VET system which incorporates the various training programs including entrepreneurial values and skills as part of training.

The Government of Zanzibar reviewed some of her Ministries including Ministry of Education, Culture and Sport to become Ministry of Education and Vocational Training and Ministry of Youth, Employment, Women and Children Development where the Department of Vocational Training was one of its departments. In 2006, The Department of Vocational Training which is responsible for the provision of Vocational Training was shifted to the Ministry of Education and Vocational Training.

Meanwhile, Ministry of Education and Vocational Training is developing sub sectors policies as strategies to facilitate the implementation of The National education policy of 2006. These are the Inclusive Education Policy which is in zero draft and Policy for Information and Communication Technology (ICT)

1.2 MAIN POLICIES ACHIEVEMENTS AND LESSONS LEARNT

a) Access to Education to reach an excluded children, youth and adult. Ministry has introduced various programs to meet the needs of various groups that are currently excluded
  i) The Radio Instruction Support in Education (RISE) program (2007) which caters for children who have either not been enrolled in formal schools at early age and after training, they are enrolled in Std 1.
  iii) The Inclusive Education Programs(2004) are focusing on children with disabilities, orphans, children from poor economic background, children from single parent family, children affected by chronic diseases such as TB, Cancer, HIV/AIDS, Slow Learners and other Learning Difficulties.
iv) Adult Education Programs which are mainly for adults who did not get opportunity to attend in schools. They are taught basic literacy skills such as reading, arithmetic and writing.

b) Early childhood Intervention.

i) Government have got few pre-schools and many are based in Urban while Private sectors and communities have established a large number of pre schools in both Urban and rural areas. Madrassa Resource Centers with the support of Aga Khan Foundation build capacity to teachers in order to manage these pre-schools. Two Teacher’s Centers related with early childhood education have established by Ministry of Education to support training of teachers in pre schools.

c) Learning outcomes, particularly concerning the efforts to improve learning achievement

The quality of education is strengthened by the availability of relevant curriculum guidelines and teaching and learning materials. The delivery of quality learning outcomes however, depends on the qualified implementers especially teachers, and appropriate plans and programs. Ministry of Education and Vocational Training in collaboration with partners has started to provide science and Mathematics textbooks to all secondary school students. Plans are underway to provide textbooks for advanced levels. Some Laboratories in Secondary Schools have been equipped to accommodate science teaching.

With limited resources, however, the performances of our students to some extent have improved. The results of the National Examinations at Form IV and Form VI have shown an increase in percentage from 82.8% to 84.6% in 2007/2008 respectively. This has increased the number of schools with ‘A’ Level classes from 12 to 16 last year.

d) Pre-service teachers, Recruitment, Deployment, working conditions and In-service professional Development

Zanzibar has three teacher’s Colleges and two Universities that provide Teachers Education, namely, Benjamin William Mkapa Teacher’s College, Mazizini Muslim Academy, Kiuyu Muslim Teacher’ College while Universities providing Teachers Education include State University of Zanzibar and Chukwani College of Education. These Institutions enroll students who have just finished either secondary education or high schools. There are various Diploma courses offered by colleges which take two years to complete while Universities provide degree courses for three years. Large number of college and University graduates are being employed by the government and private sectors.

Capacity building programs for teachers, inspectors and other implementers are in place. Nine teachers’ centers and one National Teachers Resource Centers have been established with the aim of providing systematic upgrading courses to teachers and thus improve their professional competencies.
While much has been achieved in the enrolment of children in schools especially at primary and secondary levels of education, much more needs to be done in the improvement of quality of education in terms of training and retraining of teachers on various aspects including Inclusive education and development of teaching and learning materials which caters for diverse needs of the learners.

1.3 THE ROLE OF THE EDUCATION SYSTEM IN COMBATING POVERTY:

In 2007 the Government of Zanzibar came up with the Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP) which was developed through a long process of public consultation.

The ZSGRP Document has identified the goal and broad outcomes as well as the operational targets for education.

Goal: Ensure equitable access to demand driven quality education, which is gender and environmentally responsive.

The following are Operational targets for education:-

A. Early Childhood Care and Development:
   - Increased Gross Enrolment Rate for pre-school from 15.9 percent in 2005 to 35 percent in 2010.

B. Primary Education:
   - Increased Net Enrolment Rate from 77 percent in 2005 to 90 percent in 2010.
   - Increased proportion of children with disabilities, enrolled, attend and completing schools by 5 percent annually.

C. Secondary Education:
   - Increased transition rate at form II examinations from 46.9 percent in 2005 to 70 percent by 2010.
   - Increased Net Enrolment Rate from 36.1 percent in 2006 to 75 percent in 2010.
   - Increased proportion of girls who join low and higher secondary education from 46 percent in 2005 to 50 percent by 2010.
   - Increased percentage of qualified secondary school teachers.
• Improved quality of secondary education and promoted acquisition of knowledge.
• Increased proportion of orphans and vulnerable children and children with disabilities who join secondary education.

D. Science and Technology:
• Enhanced teaching of science, mathematics and technology in schools.
• Promoted the use of Information and Communications Technology.
• Expanded access to ICT for education development.

E. Non-Formal Education:
• Increased literacy rate from 75.8 percent in 2005 to 100 percent in 2010.
• Increased literacy rate of women from 69.8 percent in 2005 to 100 percent in 2010.

F. Vocational Education and Training:
• Enhanced entrepreneurial skills among the youth.

G. Tertiary Education:
• Increased proportion of graduates from tertiary education institutions.

H. Quality education:
• Improved quality of education at all levels.

I. Institutional Reform:
- Improved efficiency in the delivery of educational services.
- Integrated cross cutting issues into the education system (Gender, environment, population, HIV and AIDS, employment and disaster preparedness).

The Implementation of these operational goal and its outcomes involves many sectors like education, health, water and women and children development. The implementation of related activities is coordinated by the Ministry of Finance and Economic Affairs.

2.0 INCLUSIVE EDUCATION: THE WAY TO THE FUTURE

Inclusive Education was officially introduced in Zanzibar in 2004. Their programs caters for disadvantaged students and marginalized including orphans, children from poor economic background, children from fishermen, Children suffering from Chronic diseases and HIV/AIDS, children with disabilities, Slow learners and other learning difficulties.

2.1. Approaches, Scope and Content:
a) Inclusive Education in Zanzibar is conceptualized theoretically as a means of achieving Education For All (EFA) and as a means of achieving inclusion. It is a process of increasing enrolment and participation of all children in school including those with disabilities. It is also about restructuring cultures, policies and practices in schools so that they respond to the diversity of students in their localities.

The vision of Inclusive Education in Zanzibar is to ensure that all children regardless of their physical, intellectual or other disabilities get quality education that will give them more confidence and better control of their environment.

Inclusive Education in Zanzibar is implemented through a project which was jointly initiated by the Ministry of Education and Vocational Training (MOEVT) and Zanzibar Association for People with Developmental Disabilities (ZAPDD) from the Norwegian Association for People with developmental Disabilities (NFU). So far it is implemented in 76 schools with 3,509 students with special educational needs. It is delivered mostly in primary schools and caters for students with disabilities. About 603 teachers from these schools have been trained in teaching techniques and various teaching and learning materials were purchased. Other activities carried out include awareness campaigns to the community through public meetings, TV and radio programs and newspapers.

b) The most important challenges facing Inclusive Education in Zanzibar are:

- Lack of training professionals in some Inclusive Education skills.
- Lack of medication for some children/youth with special learning needs in some areas of Zanzibar.
- Few teachers have been trained in inclusive education issues.
- Most schools are physically inaccessible to children with disabilities.
- Some parents are still reluctant to enroll their children to school claiming that their children live far from schools, they learn very slowly and it is very difficult to take them to and from school.
- Large class sizes due to increased enrolment in primary schools as a result the teachers are not able to pay much attention to children with special educational needs.
- Inadequate structures/resources such as furniture, books and other educational materials.
- Lack of specific policy on Inclusive Education.

In addressing the challenges mentioned the Ministry in collaboration with other development partners has started implementing the following activities in recent years:

- Establishing a course on Inclusive Education at the Teacher Training College since 2006. So far 45 teachers have been trained and 2 are studying outside the country.
- Some advocacy parent organizations have started to advocate and lobby for free medication to children/youth with special learning needs.
- About ten teachers from each school have been given training on Inclusive Education issues and these in turn conduct school based training in their respective schools so as to train the remaining teachers under the supervision of Teacher Centre subject advisors.
- Parents and the communities in general are sensitized on the importance of supporting the implementation of Inclusive Education through the construction of more classes.
so as to get rid of large classes and building accessible classrooms, toilets, corridors and other structures as well.

- More awareness campaigns on the importance of Inclusive Education. This is done through the media, public meetings, workshops and even brochures.
- A technical committee has been formed to develop an Inclusive Education Policy.

**c)** The specific legal or regulatory frameworks that refer to Inclusive Education issues include:

1. The Education Policy of 2006, which has stipulated that:
   - ‘Inclusive Education shall be promoted to ensure that children with special needs get equal opportunities, barriers to learning are addressed and the diverse ranges of learning needs are accommodated.’
   - ‘Slow learners and highly gifted children shall be identified and be given opportunities to learn at their own pace’
   - ‘Children with disabilities and others with special needs shall, to the greatest extent possible, be able to attend a local school where they will receive quality education alongside with their peers without disabilities or other special educational needs.’

2. Zanzibar Education Development Program (ZEDP, 2008) which has identified the main activities in reducing illiteracy rates of children with special educational needs as:
   - Developing inclusive education guidelines.
   - Carrying out a survey for children with special needs in the whole of Zanzibar.
   - Developing and implementing training programmes for teachers on inclusive education.
   - Distribution of teaching and learning devices and equipment for children with special needs.

**2.2 Public Policies**

a) The current dimensions of the phenomenon of exclusion from and within the system education is derived from the fact that some of the parents have negative attitude towards providing education to children with disabilities and especially in the inclusive setup. Unfriendly school environment that hinders the accessibility of children with physical disability, negative attitudes of some of the teachers and the students in some few schools are also setbacks in the provision of inclusive education. Another crucial issue is the fact that there are inadequate resources as well as not enough qualified personnel that are conversant with the whole concept of inclusive education. On the other side even some of the association that deals with children with disability are not in favor of inclusive education fearing that the target groups (that is children with hearing impairment and the blind) will not benefit while learning together with normal children especially in cases of large classes.

The various indicators and data that could be used to inform Inclusive Education policies and measure the achievement of the program are:

- Performance of girl students in science subjects.
- Parents’ awareness to send their children to school.
- Number of children with disabilities and other special educational needs enrolled.
- Number of teachers, school inspectors, Teacher Centre coordinators, subject advisors, district and regional education authorities trained on Inclusive Education.
• Performance of children with disabilities and other special educational needs in their examinations.

It has been realized that children with disabilities and other special needs can learn effectively in an inclusive learning setting. For instance, deaf and blind children have been able to take leading positions in classes of 70 to 100 children and children with developmental disabilities even though rarely perform in academic subjects but do very well in arts and sports to the extent of winning gold medals not only at the local levels but also at international level.

b) The Inclusive Education issues that are relevant for educational policies in our country are those which are concerned with:

• Identification of children with special educational needs at an early age and assessing their educational and health needs.
• Expanding and strengthening education for children with special needs.
• Creating mechanisms for facilitating involvement and participation of people with disabilities in matters affecting their lives.
• Establishing resource centers for children with severe forms of disability.
• Advocating vigorously that education is a human right for all children including children with special needs, orphans and other vulnerable children.
• Mainstreaming special needs education in teachers’ professional development programs.
• Designing special programs for slow learners and highly gifted children.
• Establishing referral services.
• Establishing strong links and partnership with the Association for the Disabled, the Ministry responsible for Youth, Employment, Women and Children Development, the Ministry responsible for Health, Development partners and community at large.

c) The most vulnerable groups of children who are in various forms of exclusion are children with disabilities, girl students, orphans, child laborers, children have started with the review of the education policy of 1995 and the development of the new Education Policy of 2006. An Inclusive Education Program is one among living in difficult circumstances. Together with these groups the current policies need also to consider the slow learners and the exceptionally gifted children.

d) The current reforms that address inclusive education include: building more classes so that children can go to schools, awareness creation, introduction of inclusive education at Teacher’s Colleges, empowering the TC personnel on inclusive education, providing in-service training to teachers, head teachers and school inspectors, procurement of teaching and learning materials including teaching devices and equipment.

2.3 Systems, Links and Transitions:

a) The main barriers to the implementation of inclusive education in Zanzibar is the fact that the concept of inclusive education is new and not many people believe that children with special needs will benefit and acquire quality good education since they have not had any success stories in place. Unwelcoming attitude of some teachers and students, poor economic background of parents and attitude of some people in the society that having children with
disability is a curse and that these children should be kept at home are among the barriers in inclusive education.

b) The most important facilitators of inclusive education in our country are the Ministry of Education, local non-governmental organizations like Zanzibar Association for the Disabled (UWZ), ZAPDD, Zanzibar Association for the Blind (ZANAB) and other development partners like Norwegian Association for People with Developmental Disabilities (NFU), Norwegian Development Agency (NORAD), Sight Savers International (SSI), and United States Agency for International Development (USAID).

c) In order to make our education system much more inclusive, some specific measures have been adopted include:
   - Development of National Education Policy to incorporate inclusive education component.
   - The process of developing Inclusive Education Policy has started and it is expected to be completed by the end of 2008.
   - Introduction of Alternative Learning Education for dropouts and those who were not enrolled in school.

d) Additional educational opportunities are provided to those who have dropped out or have not attained appropriate level of qualification. The alternative learning classes have been opened in regular schools for those who have not completed their basic education. The students from these classes who perform well are then mainstreamed in regular setting so as to continue with their studies. Last year, there were 20 classes with 988 students of whom 152 managed to continue in the ordinary schools and 10 joined specialized schools for technical, commercial and science subjects. The establishment of girls science classes in some schools has somehow improved the performance of girls in science and mathematics. Other measures have been the establishment of Science camps for girls, the introduction of Open and Distance Learning Program for education and the establishment of continuing education centers.

2.4 Learners and Teachers:
   a) Recognizing the importance of teachers as a change agent in the learners’ achievement in education, several approaches to teaching and learning have been introduced in our teacher training colleges as well the teachers centers. Emphasis has been put in the activity based learner centered approach and the use of mentoring services. The introduction of radio program for pre primary and std1 has proven to reduce dropout and attract parents to enroll their children in those areas where enrollment is low.

   For the teachers to be better trained and equipped to meet the learners diverse needs and expectations the following should be taken care:
   - Be trained on identification of learners’ needs.
   - Be equipped with methodologies which will enable them to cater for the learners’ needs.
   - Be trained on how to improvise various teaching and learning materials to be used by the learners.
   - Be taught how to use different teaching/learning materials/devices and equipment to meet learners’ diverse needs.
The Ministry through the teachers training colleges and the teachers centers has started to provide such training not only to the teachers but also to the subject advisers who are supposed to give professional support to teachers.

b) With the new Education Policy in place, the curriculum for preprimary education has been reviewed and new curriculum developed of two years instead of three. The development of the new curriculum has involved different stakeholders including experts from Inclusive Education Unit, Gender and HIV/AIDS Focal Persons and teachers of preprimary schools. Preparation is underway for the review of the primary curriculum and the development of the new curriculum where the number of years of primary education will be reduced to six years from seven years.

c) The instructional time per year dedicated to learning and reading in the early primary grades (Std1-3) is 600 hours per year for each grade.

d) The Inclusive education can be mainstreamed to teachers education curriculum at Teacher’s colleges and various training program have been designed for Teacher’s centers which are located in every clusters in Zanzibar where both Primary and secondary teachers are now receiving training on Inclusive education.

e) The formal and informal learning environments need to be more effectively organized in terms of accessibility to the physical infrastructure and availability of teaching and learning materials to cater for all learners including children with special needs. At present we have managed to improve the condition of some of the buildings of the schools that practice inclusive education as well as purchase materials like Braille machines and computers for the blind and others.

CONCLUSION

Inclusive education is a dynamic approach of responding positively to students’ diversity and regarding individual differences not a problem but as an opportunity of enriching learning. Moreover, it provides an effective education to all children and improves the efficiency of the entire education system. The Ministry of education recognizes the role of inclusive education in the effort to reach the goals of Education for All (EFA).

The Zanzibar Government through the Ministry of Education and Vocational Training aims at improving the quality of education that will make this generation enter into the labor market as qualified product. To achieve this, various innovative programs have been outlined in the Zanzibar Education Development Program document, which include the following:- Development of Policy guidelines on Inclusive Education, carrying out of survey for children with disabilities and other special needs country wide, training of teachers on inclusive education and identification and assessment of children. To implement these programs the Ministry will involve all the stakeholders including key development partners.
Abbreviations

ZEMAP Zanzibar Education Master Plan
EFA Education for All
HIV/AIDS Human In deficiency Virus Acquired Immunity Deficiency Syndrome
ICT Information and Communication Technology
Std Standard
GER Gross Enrolment Rate
ZU Zanzibar University
SUZA State University of Zanzibar
UCEZ University College of Education, Zanzibar
ZSGRP Zanzibar Strategy for Growth and Reduction of Poverty
RISE Radio Instruction Support in Education
TV Television
ZEDP Zanzibar Education Master Plan
ZAPDD Zanzibar Association for People with Developmental Disabilities
ZANAB Zanzibar National Association for the Blind
NFU Norwegian Association for People with Developmental Disabilities
NORAD Norwegian Development Agency
SSI Sight Savers International