

RETENTION

1. Current Status

While several measures have been taken to improve the initial access to education at various education levels, the observed low enrollment rates particularly at the compulsory basic education level were to some extent due to low internal efficiency of the education system. Statistics show that on the average, out of a cohort of 1000 children who start Std. I in any particular year, less than 50% complete basic education. For example, out of 16,528 children who started Std. I in 1989, only 7521 (or 45.5%) children reached the final grade of basic education (Form 2) in 1998. During the same period, out of 7606 girls enrolled in Standard I only 3579 (or 47.1%) reached Form 2, and out of 8922 boys enrolled in Std. I, only 3942 (or 44.2%) reached Form 2 indicating that the survival or retention of girls is better than that of boys.

2. Retention Issues

(a) Poor retention seems to be dominant at compulsory basic education levels. As a result of poor retention, about 47.3% of school-age children do not complete basic education. Some of the children have received very little education such that after years out of school, they tend to relapse to illiteracy. Consequently, poor retention contributes to increasing illiteracy amongst the adult population.

(b) Poverty is the most common factor affecting retention. Unless measures to alleviate poverty are taken, it will be very difficult to improve retention.

(c) Early marriages and pregnancies are significant factors affecting school enrollments and hence retention. These factors are very sensitive as they are closely related to culture and religion. An innovative approach needs to be pursued to overcome these factors without jeopardizing their cultural and religious importance.

3. Solutions, Policies and Approaches

(a) Improvement of the school environment.

Poor school environment was identified as one of the factors affecting retention. In collaboration with donors and the communities, the Government has taken several measures to improve the school environment. These measures include rehabilitation of classrooms, toilets, teachers' houses and provision of furniture. The Government is discouraging the use of corporal punishment in schools and is encouraging the introduction of recreational programmes including sports and cultural activities, so as to attract students to stay on in school.

(b) Alternative education

Many pupils drop out of school before completing basic education. In order to address the problem of out of school youth, ZEMAP aims at introducing alternative education programmes that will have the following objectives:

- (i) To provide skills training to the school dropouts and school leavers in agriculture, fishing, health, animal husbandry, handicrafts, computer, commerce and other trades in demand.
- (ii) To provide another chance to youths who dropped out of school for various reasons.
- (iii) To promote self-employment after completion of basic education.
- (iv) To encourage life long education.

MoECS in collaboration with the African Development Bank (ADB) has already launched a programme aimed at addressing the above issues.

(c) Addressing the issue of poverty

The Government in collaboration with the United Nations Development Programme (UNDP) has developed a Poverty Reduction Plan, which aimed at reducing the poverty incidence within the next four years. The Plan is multisectoral and targeted the poor, especially women and unemployed youths. It is envisaged that successful implementation of the plan may result in increasing access to education.

(d) Guidance and counselling programmes

The objective of universal basic education has not been achieved because of several problems. These include early marriages of school girls, early pregnancies, adolescence, sexually related problems like sexual harassment, drug abuse and alcoholism, juvenile delinquency, child labour, economic forces, a non-conducive learning environment, poor socialization and lack of parent or guardian commitment to educational development of their children. Most of these problems arise from ignorance and lack of educational awareness among parents, children and the communities at large. Proper school guidance and counselling could significantly reduce these problems. ZEMAP aims at establishing a guidance and counselling programme with the following objectives:-

- (i) To establish guidance and counselling services in all schools.
- (ii) To equip personnel with the knowledge and skills for offering guidance and counselling.
- (iii) To establish counselling committees in each school and other institutions of learning.
- (iv) To conduct needs assessment studies.

- (v) To establish a programme which will continuously sensitize parents, students, and the whole community in issues affecting education.

It is hoped that through proper guidance and counselling, the drop out problem may be reduced and retention will be increased.

The programme has already started by conducting a training of trainers workshop and preparations of a guidance and counselling manual for school counsellors through support from UNFPA.

(e) Moral ethics and environmental studies (MEES) project.

The MoECS in collaboration with UNFPA is implementing the MEES project which, is targeting school youths with the aim of changing their knowledge, attitudes and practices towards population, the environment and youth problems. The project started on a pilot basis in 40 primary and secondary schools and will be expanded to cover all schools in the next four years. The curriculum content of MEES is based on topics related to hygiene, reproductive health and moral ethics. The long-term objective of MEES is to promote public acceptance of family size norms and sustainable population growth through moral ethics and population education in the formal school system.

(f) A school without corporal punishment

In 1994, Chaani School introduced a policy of non-use of corporal punishment as a means of controlling students' discipline. The policy seems to have had a significant impact on school attendance. For example, within a period of 3 years, after the introduction of the policy, the average attendance has increased from 88.1% to 99.4%. Thus the policy seems to be promising in increasing retention.

III QUALITY

1. Overview

The Zanzibar Education Policy sets two broad goals of education. These are: (a) "education for academic and intellectual excellence nurturing for sound cognitive development" and (b) "education for self reliance, catering for the affective and psycho-motor domains of educational objectives" (ZEMAP). These goals of education underscore the importance of the linkages between theory and practice. It assumes that the measurements of quality will place emphasis on application of knowledge in problem solving.

MoECS defines quality in terms of a wider range of abilities, according to the education levels. At the pre-school and lower primary education levels, quality of education is determined by the mastery of the 3R's while beyond the lower primary education level, the major determinant of quality is student's performance in national examinations. Besides the two indicators, the learner's acquisition of attitudes, values and skills can also be a determinant of quality. However, the later indicator has been rarely tested.

2. Situation Analysis

Zanzibar offers 10 years of compulsory basic education from Standard One to Form 2. Promotion from one class to the next within the basic education cycle is almost automatic except for Standard Seven where pupils take selective examinations. Standard Seven examination results over the years have shown that majority of pupils are not performing well. For example, in the 1997 Examinations, out of 11,365 candidates who sat for the examinations, only 1557(13.7%) attained the bench-mark pass score of 45%. The performance was extremely low in Mathematics, and English where the average score was 7.6% and 16.5% respectively. The examination results at this level are mainly used for selection of bright children for entry into bias secondary schools.

The national terminal examinations are conducted at the end of Form 2. The performance at this level is also below expectation. Examination results over the last five years have shown that on the average, less than 30% of the students reaching the final year of basic education attain the 35% benchmark pass score.

Weak candidates entering the post-basic education cycle have an adverse effect on the examination results for the Certificate of Secondary Education (O-Level) Examination (CSEE) and the Advanced Certificate of Secondary Education (A-Level) Examination (ACSEE). The National Examinations Council of Tanzania (NECTA) administered the two examinations. Performance in the O-Level examinations is unsatisfactory as nearly 69% of the candidates attained only the Division IV pass in 2000, which for promotion purposes is of little worth. One trend is well noticed. Bias secondary schools seem to perform consistently better than the regular secondary schools. The difference is attributed to relatively better qualified staff and equipment.

In spite of the generally unsatisfactory performance in the O-Level examinations, encouraging results have been observed in recent years and an increasing number of candidates have been qualifying for A-Level secondary education. Some of the candidates are private students who have struggled for a number of years to earn enough credits that could allow them to join A-Level classes.

Although the number of students joining A-Level classes has increased, the increase in number has not brought a positive impact on students' performance. A-Level examination results for the last three years have shown that students are performing badly especially in Science and Mathematics. On the average, less than 3% of the candidates attained Divisions I, II and III in 1996/97. A-Level examination results revealed that out of 84 candidates who sat for the examinations, 32 were girls, of whom none attained Division I, while only 7 attained Division II. The performance of boys was better with 7 attaining Division I and 17 attaining Division II (Mapuri, 1998b).

The situation of Adult Education is also worrisome. The shortage of places in schools and the increase in drop-out has accelerated the number of adults who require literacy skills. Literacy classes have not been performing well for a number of years, primarily due to poor attendance of learners, inappropriate curricula, and the increase in poverty levels among the households.

In order to capture the learners' interest and response, the curriculum was diversified and emphasis put on acquisition of functional skills. The approach of teaching adults was also revisited. Instead of learners following adult classes in identified places, experiments have been tried where adult educators follow organized groups and conduct literacy and post-literacy classes according to the needs and time convenience of the learners. Currently, classes are being offered for women groups, farmers, fishermen, carpenters and blacksmiths. The new learner friendly approach has succeeded very significantly and will be expanded in the near future. In addition to literacy classes, the Department of Adult Education is organizing continuing education programmes for post literacy learners and basic education graduates. These classes have contributed to a large extent to the increase in the number of private candidates in O and A-Level examinations. However, the performance of the majority of the private candidates have been poor.

3. Relevance

Inappropriate curricula have been blamed for being one of the major factors affecting success in life among school leavers. Among the criticism is that the curriculum is too academically oriented and does not prepare the youths for the kind of life they will experience after completing school. In response to such criticisms, there have been attempts to address the problem. Following are some innovations tried to that end.

(a) The child to child (CTC) project

Various initiatives have been undertaken to improve the curriculum relevance. MoECS in collaboration with the AKF has introduced the Child-to-Child (CTC) project in primary classes to address the issues of environmental cleanliness and health education. This programme, which started in 1990 is now practiced in 74 schools and at the Nkrumah Teachers' College. The goal of the programme was to improve the health status and welfare of all communities in Zanzibar so as to give impetus to development efforts. Because of the success of the programme, MoECS decided to integrate the CTC activities into the main-stream curricula and has resolved to use the CTC teaching approach across the pre-primary and primary school curricula.

(b) The science camps project

The Science Camps project that started in 1988 and wound up in 1994 has had a considerable impact on the reform of science teaching in Zanzibar primary schools. The primary science curriculum has been reformed based on the experiences collected in the annual science camps that offered a free discovery learning atmosphere to selected students and their teachers. The

new curriculum is basically activity oriented and emphasises on the discovery teaching/ learning approach. Another continuing outcome of the science camps project is the National Teacher Resource Centre (NTRC) and its network of teachers' centres (TCs). The idea of a National Science Resource Centre was born in the science camps, but was subsequently broadened to cover the whole spectrum of knowledge taught in schools; hence the NTRC. The science camps project attracted a lot of interest and support from a consortium of donors led by the African Forum for Children's Literacy in Science and Technology (AFCLIST), a wing of the Rockefeller Foundation.

(c) The MEES project

The UNFPA supported MEES project discussed earlier was intended to improve curriculum relevance and has been integrated into the curriculum for upper primary and lower secondary to address the issues of moral ethics, population and the environment. Also HIV/AIDS prevention education is on the process of being integrated into the school curriculum to give students the necessary awareness on HIV/AIDS and other sexually transmitted diseases.

(d) The MENA programme

Another innovation being tried is the recent MoECS decision to introduce a new subject in the primary school curriculum called Life Skills. This subject will cover topics related to skill training depending on the environment in which a particular school is located. Some of the topics include domestic science, agriculture, fishing, wood work, handicrafts, and the like. At the secondary level, the ZEMAP has earmarked to implement a programme commonly known in Swahili as *Mpango wa Elimu na Amali* (MENA) which aims at integrating general education with introductory elements of productive work. There are also biased secondary schools, which, in addition to providing general education, also provide specialization in specific areas such as commerce, and various disciplines in technical education (mechanical, civil, and electrical engineering).

4. Problems and Challenges

Among the major problems facing the education sector in Zanzibar are continuous presence of untrained teachers, poor school environment, and shortage of textbooks and other essential supplies.

(a) Teachers

The increase in school population especially at the primary level and the desire to accelerate enrolment has compelled the Ministry to recruit untrained teachers every year. In 2000, untrained teachers constitute about 21.4% of all basic education teachers. Also, some of the well-qualified primary school teachers have been promoted to teach in secondary schools due to shortage of qualified teachers at that education level. Several initiatives have been implemented to improve the academic and professional competence of these teachers. Among them are in-service training offered to teachers during the long school holidays. The science camps project also provided in-service training to science teachers. The camps introduced active learning through the inquiry approach in the teaching of science. Another innovative

programme that is in progress is in-service training for primary school teachers through distance learning. The programme combines self-study materials with occasional face-to-face contact at the TCs. These centres are located in almost all districts of Unguja and Pemba. Also through individual initiatives, some of the secondary school teachers have joined undergraduate courses offered by the Open University of Tanzania, which has its branch in Zanzibar.

(b) Curriculum

The MRC established in 1996 by the AKF is contributing significantly towards innovative curriculum development for early childhood education. The centre has developed a curriculum for the network of pre-primary *madrasa* schools it inspires and supports, that has injected secular aspects (especially literacy in the Roman script and numeracy) into the basically religious teachings offered in the Quranic Schools. *Madrasa* pre-schools are the Quranic schools that adopt the centre's integrated curriculum, and these are on a steady increase. ZEMAP foresees a good start from this innovative initiative towards the intended development of a national core curriculum and curriculum guidelines for ECE that all ECE institutions will be required to consult and accommodate when developing their own curricula. The Ministry's long-term objective implicit in the Education Policy and ZEMAP, is a full transformation of the Quranic schools with the view to enabling them to offer quality religious-secular integrated education up to the level of lower primary (Std I - III).

Also, curriculum reform has been initiated at the primary level. The reforms were aimed at reducing curriculum overload, reduction of the number of subjects from 14 to 8 and streamlining of the curriculum content. As a result, some of the subjects have been integrated. The curriculum reform has resulted into the designing and production of new textbooks. Book production took a phased approach, with the initial phase concentrating on the lower primary education level. Currently, textbooks on four subjects have been produced with UNICEF support and distributed to schools at a ratio of one book to two pupils. Production of Std III textbooks is at an advanced stage while the ADB will support design and production of Std IV-VII textbooks. At the secondary school level, shortage of textbooks is quite common as most of them have to be imported from abroad and the Ministry lacks the necessary funds. In some cases, parents who can afford do purchase books for their children.

(c) Physical facilities

The physical facilities of many schools are either inadequate or in poor condition and hence affect the teaching/learning process. Schools face an acute shortage of space that has resulted into the introduction of the double shift system since the late 1970s. The school working hours have been reduced to allow the second shift to end before the fall of the night. Until now findings are not available on the impact of the double shifts on children's performance. The shortage of classrooms has also resulted into overcrowding of pupils in the classes especially in urban and semi urban areas. The big class size has been detrimental to the teaching process especially when teachers are not equipped to handle large classes. Apart from class size,

some of the school buildings do not provide a stimulating environment for learning as buildings are on the brink of near collapse. Although the conditions of buildings and furniture have generally improved after the completion of some of the big projects such as the DANIDA supported Secondary School Maintenance Programme (SMP), and Primary Education Programme (PEP) and the OPEC Fund supported Primary School Furniture Project, the situation is still wanting in quite a few schools.

(d) Language of Instruction

Kiswahili is the national language and the medium of instruction in primary schools, while English is being offered as a subject from Std III onwards. However, due to pressure from parents MoECS introduced the teaching of English as a subject from Std I in 1998 on a pilot basis. At the secondary school level, English is the medium of instruction. The major problem that is being experienced is the low English language proficiency of pupils and some teachers, which to a large extent affect their performance at the secondary and higher levels. To address the situation, the Ministry has since the early eighties, initiated several language programmes. The Zanzibar English Language Improvement Programme (ZELIP) was the first programme to be carried out in collaboration with the British Council and the Overseas Development Administration (ODA) to address the improvement of English language teaching. Among the achievements of ZELIP were the rehabilitation of school libraries and the establishment of the Zanzibar Public Library. Schools as well as training of teachers. Also, television and radio programmes on simplified English language were introduced. After ZELIP, came the Form I English Language Orientation Programme (FIELOC). This was finally followed by the current Secondary English Language Orientation Programme (SELOP), which is financed by the AKF. SELOP is set to improve English language proficiency across the whole curriculum. Due to the magnitude of the problem, the first year of secondary education (referred to as the Secondary Orientation Class - OSC) has been devoted to improve the students' mastery of the language. The project is targeted to improve the mastery of English language not only of the students joining orientation secondary class but also teachers' skills and pedagogy. Plans are now underway to extend the programme to Forms 1 and 2.

IV. CAPACITY BUILDING

1. Current Situation :

Capacity building is an issue in almost all levels/sections within the MoECS as will be revealed in the following sections.

(a) Teaching :

As 2000, Zanzibar has 6,251 teachers out of whom 1,340 are untrained. The untrained teachers constitute to 21.4% of the teaching force. There are shortages of qualified teachers at almost all levels of education. Teachers who have been trained to teach in primary schools are now teaching in secondary schools too. On the other hand, teachers with no pre-school methodologies are posted to teach at this level where knowledge on early

childhood development is necessary. Primary schools are left with untrained and unqualified teachers as the best teachers with good qualifications join Diploma courses and later proceed to teach in secondary schools. Although several measures have been taken to increase the output at the Nkrumah Teachers College and the Zanzibar Muslim Academy, still the capacity of the two colleges is relatively low to meet the ever-increasing demand. Apart from this, there are other factors that contribute to this situation. These include the fact that the teaching profession does not attract the best brains due to poor working conditions and professional stagnation due to perceived lack of training opportunities.

(b) Curriculum development :

Curriculum Development activities are coordinated in the Department of Professional Services to Education. The practice is to use practicing teachers, college tutors and inspectors whenever curriculum activities are conducted. Most of them are experienced teachers with little knowledge in curriculum development.

(d) Management:

Many educational managers including head-teachers, regional and district education officers, school inspectors, and education advisers were appointed to those posts without any prior professional training. Most of them were experienced teachers and have received inadequate or no training related to their new tasks after their appointments. Because of their lack of training and the over-increasing complexities in educational management, educational managers find it difficult to perform their duties efficiently.

(e) Sustaining capacity:

It is unfortunate that to a certain extent, the years of training and the associated investments have not provided the sustained capacity desired. In reality, it is the training offered to teachers mostly that has produced the desired effect as far as the sustained capacity is concerned. Those in the teaching profession, who in most cases are given short term training to acquire certain skills useful in their sections of the profession, are the ones who use what they have gained to improve their performance in their places of work. On the other hand, trained staff who are not practicing teachers do not stay long in the areas they had been working prior to their training. It is this group of professionals who in most cases get long term training ranging between one to three, up to five years. The capacity in this case is not sustained, as once they come from training, they either join other sectors, or are transferred to other divisions/departments within the Ministry.

3. Policies, Strategies and Approaches :

Various measures have been taken to address the issue of capacity building at various levels within MoECS.

(a) Teachers :

MoECS in collaboration with International NGOs and donor agencies has in recent years done a lot to improve the capacity of teachers through training. Among the significant interventions are :

(i) Establishment of TCs:

In Zanzibar, there are nine TCs at cluster level and one NTRC. TCs started operating in Zanzibar in 1993, with the main objective of revitalizing primary education as a direct response to the Jomtien Declaration on EFA. This was a joint effort by MoECS and DANIDA through the PEP programme. The main functions of the TCs are:-

- to provide upgrading courses to untrained and underqualified teachers,
- to improve pedagogical skills of teachers through In-service training,
- to improve school management by training school heads and members of school committees,
- to improve teaching/learning through TC libraries and encourage teachers to improvise teaching materials, and
- to supervise and assess the impact and effectiveness of training using inspectors' reports, tests, and classroom observation.

(ii) The MRC

This private initiative of the AKF has started offering induction course to pre-primary madrasa teachers. Looking forward to the development, in collaboration with MoECS, of a recognized accreditation system, the Centre has a lot of potential in the transformation of the traditional on-the-job informal training of Quranic teachers. This is a long-term objective envisaged in the Education Policy and ZEMAP, that holds promise in the qualitative improvement of ECE, especially that is offered in Quranic schools.

(iii) Distance education training courses :

As indicated earlier, teachers colleges have not been able to meet the ever increasing demand for teachers. As a result, every year a good number of untrained teachers are recruited to meet the demand. The Distance Teacher Education Programme for untrained teachers was established to provide academic upgrading and professional training to these teachers. On successful completion of the course, the teachers are awarded certificates which are equivalent to those of their colleagues graduating in teachers' colleges.

The programme, which started in 1996 is now serving more than 500 teachers, throughout Zanzibar. The teachers have been relieved of two working days per week so as to attend face-to-face tutorial sessions in the nearby TC. This is a good arrangement as it does not take teachers outside the classroom to attend the courses elsewhere. The teachers are normally

expected to complete the Grade "A" certificate course within four years, although it all depends upon a teacher's learning speed.

(iv) In-service training programmes through projects :

Teachers have, through various projects been trained in different techniques meant to improve their classroom performance. Among the programmes being carried out in schools are CTC, SELOP and MEES.

The CTC programme has as of today, trained a total of 222 teachers and 74 head teachers in child to child methodology. SELOP is yet another innovation. All teachers who are teaching in OSC classes have had short time in-service training. Out of these, 61% are trained teachers and 39% are untrained. Many teachers have also been trained through the MEES project.

(v) Upgrading courses at Nkrumah College:

Apart from short-term training, long-term training courses are also offered to the practicing teachers to upgrade themselves. At the Ministerial level there is a system whereby teachers are given opportunities to advance themselves so that they can move from one level to another. Teachers therefore, can move from Grade "A" to Diploma and even further, depending on ones initiative.

Teachers who attend courses in the training institutions also receive their salaries for the whole period of training. All these help to motivate staff. It is a significant incentive to encourage the teachers to be innovative and to work hard with dedication.

(vi) Twinning Programme:

There have been various forms of exchange programmes between Zanzibari educational institutions and those in other countries. For example, the Karume Technical College has an exchange programme with Keewatin Community College of Canada, while the Nkrumah Teachers' College has similar ties with the Aga Khan University based in Karachi, Pakistan. Short courses offered by these programmes to the tutors of Karume and Nkrumah have benefited those institutions a great deal.

There is also a twinning programme between Makunduchi Secondary School in Zanzibar and Aston Comprehensive School of Sheffield in the UK, Lumumba Secondary School and Moheia School in Norway and Mikunguni Technical secondary School, Bambi School and Fukuchani school with schools in Germany. Since 1993, a total of 12 teachers have gone for study visits in the UK. Similar trips to Zanzibar have been made by the teachers and students of Aston Comprehensive school.

(b) Management Courses:

MoECS has started to address the issue of management through a recently established, Diploma in Management Course offered at the Nkrumah Teachers' College. This is a two years course for the school heads and other educational managers such as regional and district education officers, and school inspectors. This course, which started in 1996 has produced 88 graduates so far. The course has both theoretical and practical components

whereby the trainees go back to their places of work, mostly schools, to practice what they learned in theory at the college and complement it with their experience. Also, there has been courses offered in the TCs in financial and materials management for teachers in all the schools who are responsible for handling funds and school stores.

(c) Curriculum development, research and planning :

The system is used to build the capacity of the curriculum developers, researchers and planners mostly through taking part in all activities related to the areas of work under the supervision of an external consultant recruited either locally or abroad. In most cases the external consultant is expected to work closely with a team of selected local staff to accomplish a certain task. He/she is required in the process to induce basic skills to the selected local personnel.

The lower primary school curriculum was reviewed and revised by MoECS personnel with some help from external consultants. The result was the production of Std I - III teaching/learning materials which are already in schools. From the acquired skills and experience, the local team has reviewed Std IV - VII syllabuses without any external help.

The planners were also involved in the planning exercises within MoECS so as to gain the necessary skills. With the help of a consultant, the local team successfully carried out a comprehensive education sector review and developed the Zanzibar Education Master Plan.

Similar approaches are being practiced with respect to building research capacities. Through various programmes and projects, local staff under the supervision of external consultants have carried out research in the areas of early childhood development, primary, secondary and adult education.

Some of researches carried out, have led to some policy changes. For example, the Education Sector Review resulted into ZEMAP, which has incorporated many policy changes. The study on the administrative structure of MoECS has resulted into the restructuring of the Ministry. The evaluation reports on the CTC project, the MEES project and the SELOP project have led to significant curriculum changes. The Appendix lists studies and research undertakings and how they impacted on policy and practice.

(d) Inspection/Supervision :

On-the-job training is given to newly appointed inspectors, and advisors by their qualified and experienced colleagues. The training modules developed by the Commonwealth Secretariat and in some SADC countries in the TMS spirit, are effectively used to train the newly appointed personnel. Opportunities available in the neighbouring countries are also used to train inspectors and advisors. About 4 inspectors went for a short intensive training course in Botswana in 1996 and 3 inspectors went to Namibia in 1998 for a similar purpose. MoECS has reformed the inspectorate whereby the roles of inspectors have been modified. There has been a break away from the

traditional individual teacher inspection, that focused on looking for mistakes and in its place, school based inspection that emphasises on the general school performance has been introduced. Also, the number of inspectors has been reduced by eliminating the posts of district inspectors. This has been possible by designating school heads as associate inspectors so as to effect a more realistic school based inspection system. Considering the functions of inspectors on assessing the teachers' effectiveness, it is possible that the inspectors alone may not be enough for the provision of guidance and advisory services to the teachers. Thus, MoECS has also appointed teacher advisors. The advisors are based in the TCs, within an easy reach of most of the schools. The inspectors attended a training seminar conducted by two facilitators from Namibia who came to Zanzibar in July 1998.

(e) Learning through international project counterparts arrangements :

There have been programmes too where international experts have been working closely with national counterparts. This close working relationship enabled the national counterparts to work and learn through these international professionals thereby gaining experience and building their capacity in the process. PEP, SBE, ZELIP and SELOP project counterparts benefited through this kind of arrangement. TC Coordinators too gained a lot of experience through VSOs.

As indicated earlier, the question of retention of those who have been trained depends mostly on the type and duration of the training one has had. Those who go for short term training are in most cases retained, as their courses are tailor made to offer specific required skills. On the other hand, those who go for long-term training are usually not retained in the areas where they came from. Instead they tend to be posted to other sections or even transferred to other sectors.

Even though there has been training of staff in all sections within the education sector, other areas have more qualified personnel than others.

In the areas of teaching and curriculum development, for example, there are sufficient people who are capable of successfully carrying out these functions. Almost all the training carried out locally, is offered by the training teams from Nkrumah Teachers College, The Institute of Kiswahili and Foreign Languages and the Inspectorate.

More capacity building is needed in the areas of policy analysis, planning and research although MoECS has experienced a lot of brain drain in this section. The qualified competent planners do not stay long in MoECS before they are transferred to other sectors. Professional teachers are seen to be a versatile trainable group of Intellectuals who can, with only a little training, be assigned whatever job one chooses to give them. With this notion in the background, coupled with the training they have had, say in planning or research, they seem to be easy targets to be utilized in other sectors apart from that of education. Lack of prospects for promotion in ones profession within MoECS itself influences the placement of qualified personnel. When one is to be promoted, he/she usually has to be transferred to other sections.

MoECS intellectuals' movement to other sectors will continue as long as there are no capacity building arrangements in those sectors. It is only when the Zanzibar Government develops a systematic upgrading of personnel among all the sectors, that the problem facing MoECS will be solved.

Management is yet another area that needs attention as far as capacity building is concerned. Increases in enrollments have led to the construction of new classrooms in existing schools, as well as in new ones. This state of affairs has made it difficult for MoECS to cope with the increasing demand for qualified school managers.

V. CONCLUSION

Zanzibar has made significant progress in providing educational opportunities to her people. Community participation has been part and parcel of educational development achieved during the last decade. Despite the success of Zanzibar education system, there are number of issues, which need to be addressed, such as expansion of access, retention, quality improvement and curriculum relevance. Under the current economic difficulties facing Zanzibar, it will be difficult for the government alone to mobilise the required resources. External resources will be required to complement government and community efforts. The government hopes that the development partners in education will come forward to support educational development in Zanzibar.

ANNEX A₁

ALLOCATION OF SUBJECT PERIODS PER WEEK FOR PRE-PRIMARY SCHOOLS

S/NO	ACTIVITIES	NO. OF PERIODS
1	Mathematics	5
2	Behaviour	3
3	Science	3
4	Music	2
5	Language	5
6	Fine Art	3
7	Physical Education	2
8	Health Education	2

ANNEX A₂ALLOCATION OF SUBJECT PERIODS PER WEEK
IN PRIMARY SCHOOLS

S/ NO	SUBJECTS	CLASSES AND PERIODS			
		I - II	III - IV	V - VII	
1	Kiswahili	8	8	7	
2	Mathematics	8	8	7	
3	English	6	8	7	
4	Science	2	4	6	
5	Work Skills	4	6	6	
6	Social Studies	-	4	5	
7	Religion	2	2	2	

ANNEX A₃

SECONDARY EDUCATION: AGRICULTURAL SCIENCE BIAS NUMBER OF PERIODS PER SUBJECT PER WEEK

S/ NO	SUBJECT	NO OF PERIODS PER WEEK			
		I	II	III	IV
1	Kiswahili	3	3	3	3
2	Civics	2	2	2	2
3	English	8	8	8	8
4	Basic Mathematics	6	6	6	6
5	Biology	3	3	4	4
6	Geography	3	3	3	3
7	History	2	2	3	3
8	Physics	3	3	4	4
97	Chemistry	3	3	4	4
10	Home Economics	3	3	3	3
11	Religion	2	2	2	2
12	Agricultural Science	8	8	10	10

ANNEX A₄

SECONDARY EDUCATION: COMMERCIAL BIAS

NUMBER OF PERIODS PER SUBJECT PER WEEK

S/NO	SUBJECT	FORMS AND PERIODS				REMARKS
		1	2	3	4	
1	Civics	2	2	2	2	
2	Kiswahili	3	3	3	3	
3	English	8	8	8	8	
4	Basic Mathematics	6	6	6	6	
5	Biology	3	3	4	4	
6	Physics	3	3	4	4	
7	Chemistry	3	3	4	4	
8	Geography	3	3	3	3	
9	History	2	2	3*	3*	
10	Home Economics	3*	3*	3*	3*	
11	Commerce	8	8	7	7	
12	Foreign Languages	3*	3*	3*	3*	
13	Music	3*	3*	3*	3*	
14	Fine Art	3*	3*	3*	3*	
15	Religion	2	2	2	2	

NB: * Optional subjects

ANNEX A₅

SECONDARY EDUCATION: HOME ECONOMICS BIAS NUMBER OF PERIODS PER SUBJECT PER WEEK

HOME ECONOMICS BIAS

S/ NO	SUBJECTS	FORMS AND PERIODS			
		I	II	III	IV
1	Home Economics	8	8	10	10
2	Civics	2	2	2	2
3	Kiswahili	3	3	3	3
4	English	8	8	8	8
5	Basic Mathematics	6	6	6	6
6	Chemistry	3	3	4	4
7	Biology	3	3	4	4
8	Physics	3	3	4*	4*
97	Geography	3	3	3*	3*
10	History	2	2	2*	2*
11	Religion	2	2	2	2

NB: *Optional Subject for Forms 3 and 4

ANNEX A₆

**SECONDARY EDUCATION: TECHNICAL BIAS
NUMBER OF PERIODS PER SUBJECT PER WEEK**

S/NO.	SUBJECT	PERIODS PER WEEK				REMARKS
		I	II	III	IV	
1.	Civics	1	2	2	2	
2.	Kiswahili	2	3	3	3	
3.	English	3	8	8	8	
4.	Basic Mathematics	8	6	6	6	
5.	Chemistry	6	3	4	4	
6.	Engineering Science	3	3	4	4	
7.	Biology	3	3	4	4	
8.	History	3	2	-	-	
9.	Geography	3	3	-	-	
10.	Religion	2	2	2	2	
11.	Music	3	3	3	3	Optional Subject
12.	Fine Art	2	3	3	3	Optional Subject
13.	Home Economics	3	3	3	3	Compulsory for girls

TEACHER EDUCATION: DIPLOMA
NUMBER OF PERIODS PER SUBJECT PER WEEK

S/N	SUBJECT	PERIODS PER WEEK	
		1 ST YEAR	2 ND YEAR
1.	Kiswahili	10	10
2.	English	12	12
3.	French	10	10
4.	History	10	10
5.	Geography	10	10
6.	Maths	10	10
7.	Physics	10	10
8.	Chemistry	10	10
9.	Biology	10	10
10.	Economics	10	10
11.	Commerce	10	10
12.	Accountancy	10	10
13.	Education	10	10
14.	Home Economics	10	10
15.	Civics	03	03

ANNEX A₈

TEACHER EDUCATION: GRADE A NUMBER OF PERIODS PER SUBJECT PER WEEK

S/NO	SUBJECT	NO. OF PERIODS PER WEEK	
		1ST YEAR	2ND YEAR
1	Education	12	12
2	Kiswahili	04	04
3	English	05	05
4	History	03	03
5	Geography	03	03
6	Maths	04	04
7	Civics	03	03
8	Science	04	04
9	Domestic Science	02	02
10	Physics Education	02	02
11	Music	02	02
12	Fine Art	02	02

ANNEX A,

SECONDARY EDUCATION: 'A' LEVEL COMBINATIONS NUMBER OF PERIODS PER SUBJECT PER WEEK

PRINCIPAL SUBJECTS	NUMBER OF PERIODS PER WEEK	SUBSIDIARY SUBJECTS	NUMBER OF PERIODS PER WEEK
History Geography Economics (HGG)	8 - 10 8 - 10 8 - 10	Basic App Maths General Studies	6 4
History Geography English Language (HGG)	8 - 10 8 - 10 8 - 10	General Studies	4
History Geography Kiswahili (HGGK)	8 - 10 8 - 10 8 - 10	General Studies	4
History Kiswahili French (HGF)	8 - 10 8 - 10 8 - 10	General Studies	4
History Kiswahili English (HSEK)	8 - 10 8 - 10 8 - 10	General Studies	4
Kiswahili English Language French (KLEF)	8 - 10 8 - 10 8 - 10	General Studies	4
Economics Geography Mathematics (EGM)	8 - 10 8 - 10 8 - 10	General Studies	4
Physics Chemistry Mathematics (PCM)	8 - 10 8 - 10 8 - 10	General Studies	4
Economics Commerce Accountancy (ECA)	8 - 10 8 - 10 8 - 10	Basic App Maths General Studies	6 4
Physics Chemistry Biology (PCB)	8 - 10 8 - 10 8 - 10	Basic App Maths General Studies	6 4
Physics Chemistry Mathematics (PCM)	8 - 10 8 - 10 8 - 10	General Studies	4
Chemistry Biology Geography (CBG)	8 - 10 8 - 10 8 - 10	Basic App Maths General Studies	6 4
Chemistry Biology Agriculture (CBM)	8 - 10 8 - 10 8 - 10	Basic App Maths General Studies	6 4
Chemistry Biology Nutrition (CBN)	8 - 10 8 - 10 8 - 10	Basic App Maths General Studies	6 4

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