



United Republic of Tanzania

Jumanne A. Maghembe
Minister of Education and vocational
training, Tanzania Mainland



Prof. Jumanne A. Maghembe was born in 1951 in Mwanga, Kilimanjaro Region, Tanzania. He is married to one wife and has four children. He holds his PhD from the University of Dar es Salaam, M.F. Duke University, his M Sc. (Forestry) University of Norway/Dar es

Salaam and his B.Sc. Forestry from the University of Dar es Salaam. Prof. Jumanne A. Maghembe is lecturer, at University of Dar es Salaam; Associate Professor, Sokoine University of Agriculture. Associate Professor and Fulbright Scholar, Oregon State University, Affiliate Professor, University of Idaho, Principal Scientist, International Centre for Research in Agro forestry. He is member of Editorial Boards, Forest Ecology and Management, Elsevier Science Publishers; Agro-forestry Systems, Kluwer Science Publishers, Dotreitch Holland. His political career is also very rich. Prof. Jumanne A. Maghembe is member of Parliament for Mwanga Constituency from 2000 to date. He was minister for Labour, Employment and Youth Development (2006-2007) and Minister for Natural Resources and Tourism (2007-2008).

Haroun Ali Suleiman
Minister for Education and vocational
training, Tanzania Zanzibar



Mr Haroun Ali Suleiman was born in Zanzibar in 1953 and is married with five children. He holds Master of Education (MEd) Degree, Advance Diploma in Educational Management and Administration from the University of Bristol in the UK, and Diploma in

Education from Nkrumah Teacher Training College in Zanzibar. He started his career as a teacher in 1976. Since then he has held several positions in the Ministry of Education in Zanzibar. These include headmaster of secondary school (1987-1992), Deputy Director of Planning and Administration (1992-1996) and Deputy Principal Secretary (1996-2000). Mr. Haroun Suleiman started his political career in 2000 when he became an elected Member of the Zanzibar House of Representatives (Parliament) for the Makunduchi Constituency located in South District of Zanzibar for five years. He was re-elected in 2005 for another term of five years. Since starting his political career, Mr. Haroun Suleiman has held several political posts in Zanzibar including Minister for Education, Culture and Sports (2000-2005) and Minister for Education and Vocational Training (2005-Todate). He is also Member of Parliament of the United Republic of Tanzania and Member of the National Executive Committee of Chama Cha Mapinduzi (CCM), the current ruling party in Tanzania.

Complementary Basic Education in Tanzania

Complementary Basic Education in Tanzania (COBET) is a strategy which offers a second chance to out-of school children to acquire quality basic education. Competences equivalent to the primary education system are developed through a condensed three year curriculum that enables children to re-enter formal education system.

Learners are categorized into Cohort I and Cohort II depending on their age,

Minister's Statement

The Zanzibar Government through the Ministry of Education and Vocational Training (MoEVT) recognises education as a fundamental right of all its citizens and considers it to be instrumental for bringing about socioeconomic and cultural development of its people and society at large. It is against this background that the Government has taken several measures to ensure that all children with special education needs enjoy their right to receive quality education. These



comprising ages 11 - 13 years and 14 – 18 years respectively.

Cohort I learners study for 2 – 3 years, sit for National Standard IV Examination and those who pass are mainstreamed into formal primary education. Cohort II learners study for 2 – 3 years, sit for Primary School Leaving Examination and those who pass join secondary education in the formal system while those who do not join post-primary institutions mainly vocational institutions.

There have been achievements since the programme started. For example, learners registered in Cohort I and II for the years 2006, 2007 and 2008 were 221,479, 185,206 and 111,413 respectively. In 2006, 47,670 learners sat for Standard IV Examination and 34,867 (73%) passed and were mainstreamed into Standard V while 7,290 learners sat for Standard VII Examination and 2,363 (32%) of them passed and were mainstreamed into secondary education. The programme is cost-effective because Basic Education competences have been achieved in a shorter period than the normal seven years of formal education.

Future plans are to ensure that all school age children are enrolled into formal education and phase out COBET.

initiatives started in 1990s when special classes for children with special education needs were introduced in few existing schools and some teachers were sent to Tanzania Mainland to be trained in special education. However, these measures were limited because only few children benefited particularly those in urban areas. Because of this limitation, the Government resolved to introduce inclusive education in early 2000s. Therefore, in collaboration with both local and international non-governmental organisations (NGO), the government works tirelessly to mobilise local communities and parents to ensure that parents register their children with special education needs at the nearest school. A pilot programme on inclusive education was initiated in 2004 which also included providing in-service training in inclusive education to 1044 teachers and establishing a course in special education in one of the Teacher Training Colleges. These measures have shown promising results. Currently, out of 232 primary schools, 76 schools have adopted inclusive education. Now inclusive education is part and parcel of the new Zanzibar Education Policy adopted in 2006. Despite the enormous challenges ahead, MoEVT is determined to institutionalise inclusive education in all schools. Our experience in the few years has shown that with political will nothing is impossible. We promise to continue with our efforts to ensure our children with special education needs enjoy their right to get education and appeal to the international community to recognise these efforts and act accordingly.