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# **EDUCATION IN ZANZIBAR**

**by  
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**October 1986**

## PREFACE

This study has been prepared on behalf of the Swedish International Development Authority, SIDA, to provide information for further Swedish-Zanzibarian cooperation within the field of education.

It has been a privilege and a great pleasure to cooperate with representatives of the sector. The many visits paid to institutions and schools not only created opportunities for the collection of information but also for fruitful discussions. I would like to thank all those who so warmly and openly received me; Staff at the Ministry of Education, Principals and Headmasters, Teachers - and last but not least - Pupils, Students and Adult Learners all over Unguja Island.

The study was carried out during second part of the month of October 1986. Prior to the visit to Zanzibar I spent two days at the International Institute for Educational Planning (IIEP/UNESCO) in Paris, France, where I had the possibility to exchange views with Mrs. Francoise Calliots and to visit the Documentation Centre at IIEP. These two days provided me with valuable information.

Mrs. Amina Said, Computer Programmer at the Planning Commission, tirelessly and continuously assisted me in manipulating her computer printing equipment for the production of drafts of this report.

I should like to give a special vote of thanks to my counterpart and guide into the complexities of Zanzibar Education, Mr. Abdulhamid Yahya Mzee, Director of the Department of Planning and Administration. Without his talented and efficient contribution this Mission could not have been finalized within the short period in Zanzibar.

Zanzibar  
1986-10-29

Ulf Goranson  
Consultant

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## 1. BACKGROUND

Sweden has been providing support to the education sector of Tanzania since the late sixties. As from 1978/79 the development cooperation was extended to include parts of the education sector of Zanzibar also.

During recent years, the Zanzibar Ministry of Education has requested SIDA to extend its support to other subsectors. SIDA therefore proposed that a sector study on education in Zanzibar should be carried out to provide a basis for discussions prior to decisions on further support to the sector.

This study has been carried out by a consultant to SIDA in cooperation with representatives from the Ministry of Education in Zanzibar during the month of October 1986.

It has to be pointed out that the consultant's task was facilitated by the accurate and up-to-date information provided in Zanzibar. Also the official statistics were impressively up-to-date.

Appendix 1 of this report contains the terms of reference for the study of the education sector in Zanzibar.

Appendix 2 contains the working schedule of the mission.

The views expressed in this report are those of the consultant and are not necessarily shared by SIDA.

## 2. BASIC FACTS ON ZANZIBAR

For readers who are not familiar with Zanzibar this chapter will give some brief facts.

Zanzibar lies off the coast of the mainland of Tanzania. It forms one part of the United Republic of Tanzania. Zanzibar has a total area of 2 332 square kilometers of which Unguja Island covers 1 464 square kilometers and the remaining 868 square kilometers are to be found on Pemba Island. There are also several islets around the two major islands. For administrative purposes Unguja has been divided into three regions with two districts each and Pemba forms two regions with two districts each.

The climate is equatorial and the sun is overhead in March and October. The main rainy seasons occur during the months of April, May, June and October. The hot season starts at the end of December and lasts up to March.

During the last 400 years Zanzibar and the East African coast has attracted many foreign explorers and rulers, notably the Portuguese and the Persians who settled on the islands at different times. The modern political history of Zanzibar goes back to 1832 when the Sultan of Oman established himself and his followers on Zanzibar. During the period thereafter Zanzibar became the centre of the slave trade in East Africa. This ended towards the end of the century when the Sultan accepted a treaty by which Zanzibar was made a British Protectorate.

The Arabian monarch ruled together with the British colonialists up to the end of December 1963 when elections were held and the British pulled out. A month later, on the 12th of January 1964, the Sultanate was toppled in the Revolution and the Afro-Shirazi Party took command.

Zanzibar united with Tanganyika on the 26th of April 1964 and the United Republic of Tanzania was formed. In 1977 the Afro-Shirazi Party (ASP) merged with the party on the Mainland, the Tanganyika African National Union (TANU), to form the ruling party Chama Cha Mapinduzi (CCM).

The Union Constitution provides autonomy for Zanzibar which has its own parliament and government. The union matters which are run jointly by the two partners

are Foreign Policy, Defence, Home Affairs and Customs and Excise. It is thus important to note that all other matters are the sole responsibility of the Zanzibar Government under the leadership of the Revolutionary Council.

The total population of Zanzibar in 1986 is estimated to amount to 574 000. The major part or 57% live on Unguja island and the remainder on Pemba island. Not less than 49% of the population is below 15 years of age. According to the census of 1978, 70% live in rural areas and the rest in urban areas such as Zanzibar town, Wete, Chake Chake and Mkoani. Population density amounts to 246 per square kilometer, with a heavy concentration in Zanzibar town. For further information on population see appendix 6.

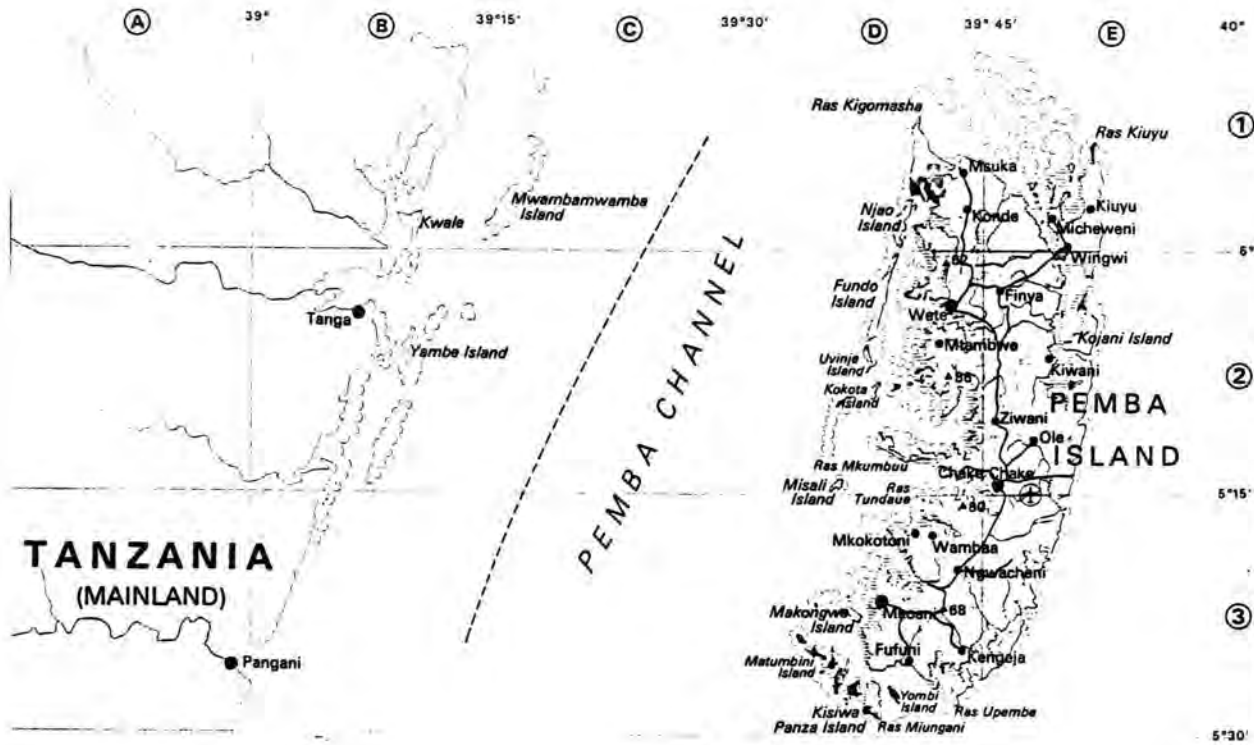
Many people living in towns are employed in various government ministries and agencies. The dominant part of the population however depends on small scale farming in the agricultural sector or on the fishing sector.

The main source of income (around 90%) stems from exports of cloves and copra. It was earlier estimated that Zanzibar accounted for 80% of the total production of cloves in the world but foreign production areas are growing. The major trading partners are Indonesia and Tanzania Mainland. Imported items cover a wide range from food, textiles and chemicals to machinery.

As income from the export of cloves and copra has been reduced substantially during the last 20 years, Zanzibar now faces a difficult economic situation. These difficulties have been compounded by increased prices for fuel, imported capital and consumption goods, and high costs for the importation of food. The deficit with the major trading partners was however reduced during 1984, to TZS 11 Million as compared to TZS 213 Million 1983. At the same time the trading deficit versus the Mainland rose from TZS 39 Million 1983 to TZS 238 Million during 1984.

The Government supports a development towards diversification in order to escape from the monoculture economy. At this moment great efforts are being directed towards developing tourism and the fishing industry. One major effort is also to improve the infrastructure such as roads, electricity supply and the like.





Scale 1:700 000  
 0 5 10 15 20 25 30 km  
 0 5 10 15 20 miles  
 1 cm on the map = 7 km on the earth's surface  
 1 inch on the map = 11 miles on the earth's surface

**ZANZIBAR, environment 5**

From school atlas for ZANZIBAR

### 3. THE EDUCATIONAL SYSTEM

#### 3.1 Structure

As the Government of Zanzibar, soon after the 1964 Revolution, adopted the stand that education is a fundamental right of every human being, it is also logical that education, as well as some other basic services, is provided free. An immense expansion in the quantity and also the quality of education has thus taken place since 1964.

The number of institutions which provide formal education has increased from 118 in 1975 to 148 by 1986. Enrolment to these institutions has bypassed the figure of 100 000. There are also a number institutions and programmes which provide non-formal education, e.g. adult education.

Pre-primary education which caters for the ages three to five is rudimentary. There are 9 nursery schools which enrol less than 2 000 children below the age of 6. This enrolment represents 2.7% of the age group 3-5.

Primary education was declared universal in 1978 and basic education has been extended to 11 years. The formal entry age to basic education is six years. Universal basic education comprises 8 years of primary schooling (std I - VIII) and 3 years of secondary education (Forms I - III). On completion of primary education the children continue to secondary education, first cycle. There is no examination barrier between these stages even though there is an examination which is mainly used for diagnostic purposes. Lower secondary education is mainly general, but some biases exist. By 1984 five biases had been introduced; technical, commerce, Islamic studies, agriculture and finally fisheries. The two last mentioned biases have however been withdrawn as from 1985 due mainly to lack of proper planning, for example inadequate premises and shortcomings in teaching facilities such as teachers and specialized equipment. The schools in question were converted back to general secondary schools. The bias towards commerce is also being phased out and the premises have been converted into a Civil Service Centre which provides in-service training in various occupations and is the responsibility of the Department of Manpower.

With the exception of students in biased schools, who receive four years of instruction, most of the students in lower secondary education are given three years of training. Upon completion of Form III an examination is held for selective purposes. Successful students can continue to the fourth year. The long term government policy focuses at present on consolidation. Some changes will also occur in the educational system. These will be explained further in chapter 4.4 on future plans.

At the end of the fourth year all students sit for the Tanzania National Examination. Successful students can be selected to proceed to higher secondary education. The two options are advanced level general education (Form V and VI) at the Lumumba School in Zanzibar town and the Fidel Castro School in Pemba, or technical education at the Karume Technical College (see further chapter 5). Other options for Form IV-leavers are the Nkrumah Teacher Training College (see further chapter 9), The Institute for Kiswahili and Foreign Languages, the Medical School which trains nurses and midwives and is the responsibility of Ministry of Health or, finally, the labour market. Some students also go to the Mainland to study in various institutions in the field of agriculture.

At the end of the higher secondary level there is another national examination. After this the options are further higher education such as Teacher Training College, University or the labour market.

By law, at the end of any cycle (i.e. Form III, Form IV, Form VI etc), each student completing his studies is compelled to spend one year in the National Service Programme in the Economic Youth Brigades (J.K.U.). At the moment reception capacity is limited and thus only Form IV and VI leavers are selected. Some vocational training is given in the youth brigades.

For an overview of the whole educational system at present see appendix 4.1.

In appendices 5.1-5.2 the total number of institutions providing formal education and the total enrolment over the last six-year period is shown in detail. In the following chapters more statistical information will be presented on the various sectors of education.

### 3.2 Organization, Management and Manpower

The Ministry of Education is responsible for the development and management of the educational services. All major decisions are made by the Ministry's Revolutionary Committee (MERC) which is headed by the Minister for Education. The Principal Secretary acts as the secretary to MERC. The members of the committee are all the Directors of Education as well as the Deputy Minister, the Chief Accountant of the Ministry and the Chairman of the CCM party branch at the Ministry. Corresponding committees exist at the departmental level. In the five regions (three in Unguja and two in Pemba) regional education offices have been established. Education offices are also to be found in all districts.

The Ministry of Education has at present six different departments;

#### 1. Department of Planning and Administration

The department has a supportive function for the Principal Secretary and has the responsibility for establishment, budgeting, financial control, the planning and implementation of educational projects and other activities as assigned by the Principal Secretary. This department is also responsible for the administration of education at the regional level.

#### 2. Department of Nursery, Primary and Secondary Education

The department is responsible for the administration of basic education, i.e. primary education (std I-VIII) and secondary education for mixed schools (Form I-III). The department deals thus with all basic education excluding biased secondary schools. Finally the department caters for pre-school education (Pre 1-3).

#### 3. Department of Higher and Technical Education

This department deals with the administration of technical education, separate schools with only secondary streams, biased secondary education (Form I-IV) and higher secondary education (Form V and VI). Teacher training is also its responsibility as are examinations and manpower training programmes for Zanzibar Government institutions and parastatal organisations.

University education is under the Union Government.

#### 4. Department of Adult Education

The department administers all educational activities outside the formal system. Eradication of illiteracy through literacy courses/campaigns and post-literacy training are the main areas of responsibility. The department also conducts training courses of a vocational nature as part of post literacy programmes. In the field this department also has district coordinators.

#### 5. Department of Curriculum Development and Educational Research

This is a recently created department responsible for the development of curricula and also for planning of educational research in all sectors. This department is also responsible for the Inspectorate, i.e. the staff concerned with general supervision and guidance in schools. There is one general inspector in each district. In each district there is also one inspector for Arabic languages and Islamic studies. Finally there are subject inspectors placed centrally in the Ministry. The subject inspectors, who sometimes combine subjects for inspection, only deal with education from Form I and upwards.

#### 6. The Institute of Kiswahili and Foreign Languages

The Institute is a parastatal to the Ministry of Education. It is autonomous to a certain extent. Its main duties cover the development and teaching of Kiswahili as well as teaching other foreign languages. The Institute also undertakes research into different Kiswahili dialects, oral traditions and general culture of the population in Zanzibar. There is a strong pressure on the Institute to accept students from abroad who apply for courses, but at the moment hostel facilities are limited.

In Pemba the Ministry of Education has a co-ordinating office to administer educational activities on the island. Thus, as an example, the Department of Adult Education has a division within that office. There is also an inspectorate on Pemba.

Charts giving the structure of the Ministry of Education in more detail are to be found in appendix 4.2.

The Ministry of Education together with the Chief Minister's Office is the employer of almost 500 persons working in the education sector including central, regional and district staff but excluding teachers. The biggest department in terms of employees is the Department for Planning and Administration with 127 persons. The staff at the Ministry headquarters is generally well trained. It has however been pointed out that the Ministry is partially drained of qualified and trained officers who are appointed to other ministerial positions as soon as there is a reorganization. This will be discussed in more detail in chapter 10.

### 3.3 Education expenditure, Recurrent and Capital Development

The following table shows the trend of expenditure of the Ministry of Education in relation to total government expenditure and gross domestic product (GDP). The total expenditure of the Ministry of Education decreased from 1979/80 to 1983/84 but is expected to have increased during the last two years. It should be noted that the figures for 1984/85 and 1985/86 are budget allocations rather than actual expenditure. It will be seen in the table that the expenditure on education when compared to GDP has decreased from 6.5% to 3.7% even if a slight increase occurred last year.

Year	GDP at current prices tsh 000	Total Gov't expenditure	Min. of Ed expenditure	to GDP %
1979/80	1163000	815693	75322	6.5
1980/81	1430787	915446	73617	5.1
1981/82	1755274	1205092	93306	5.3
1982/83	2228299	1213296	71351	3.2
1983/84	2379506	979041	71158	3.0
1984/85	2870114	882036	90567*	3.2
1985/86	3373085	..	124384*	3.7

Note: \* = budget allocation

In appendix 13 the recurrent and capital budget allocations from 1981/82 - 1986/87 are shown separately. In appendix 14 capital expenditure for some main items is shown for the period 1983/84-1985/86. Finally in appendix 15 corresponding figures are given for recurrent expenditure.

#### 4. BASIC EDUCATION PRIMARY EDUCATION INCLUDING THE FIRST LEVEL OF SECONDARY EDUCATION

##### 4.1 Introduction

As was mentioned in chapter 3 primary education and later on universal basic education has been developed quite impressively in Zanzibar since the Revolution. At the end of 1963 only 19 026 pupils were enrolled in 62 primary schools as compared to 1986 when 83 511 pupils were enrolled in 124 primary schools. Enrolment reached a peak in 1978 during the great campaign for universal basic education, when enrolment reached 94 873 pupils at the primary level, i.e. standard I-VIII.

The strong expansion forced the Government to introduce a two-shift system in many schools from 1978 to cater for the immense number of standard I students. Today most of the schools follow the procedure of two shifts. In schools with two shifts the normal period of a lesson is 35 minutes from Monday to Thursday and 40 on Fridays and Saturdays. The total number of periods a week is 45, both for pupils in 1- and 2-shift schools.

The first shift of teachers and pupils is in the morning and in the afternoon new teachers and new pupils start the second shift. Usually the shifts between mornings and afternoons are changed every third month.

The school year for basic education is divided into three terms. The timetable for 1986 shows that the first term stretches from the 1st of January up to the 18th of May. The second term starts on the 26th of June and ends on the 3rd of September. Finally the last period covers the period from the 18th of September to the 30th of November.

Primary education has been divided into three sections, namely std I-III, std IV-VI and std VII-VIII. This has been done for practical purposes since the curriculum is different for the three sections. As from 1981 an integration of subject areas to be taught was introduced in the first section. This year, 1986, the integration has gone as far as to std VI, which is the end of the second section. In the first section the three R's (reading writing and arithmetic) have been the main focus of the integration. In the second section subjects being taught in an integrated manner are social sciences ( geography, history and political education) and integrated sciences ( e.g. natural sciences,



nature study and sometimes geography). At the end of each section there is a diagnostic examination set locally by the Zanzibar authorities. This has enabled the schools to make sure that sufficient knowledge has been gained by pupils before they are admitted into the next section. Those who do not comply with set standards have to repeat the last school year. As a consequence repetition rates have increased. This will be touched upon in next section of this chapter.

#### 4.2 Quantitative development

As was indicated in preceding chapters, the expansion of universal basic education has been strong. This was especially the case at the introduction of universal basic education in 1978. The enrolment figures in std I still continue to grow. To give a brief picture of the total enrolment in basic education a table is presented below. The table also gives the number of teachers and the pupil/teacher ratio for the last six years.

Year	Enrolment	Teachers	Pupil/teacher ratio
1981	99796	3226	31
1982	95230	3250	30
1983	97754	3290	30
1984	95271	3286	29
1985	93421	3396	28
1986	97593	3526	28

Note: February statistics except 1981 and 1982 which are returns from April.

The teacher/pupil ratio seems to be developing favourably but in fact there is a considerable shortage of teachers at the moment. This year, for example, 990 teachers were needed on top of the existing stock, but only 400 could be employed due to decreases in the budget. Also the ratio is explained by low enrolment, but if all children were enrolled in schools, many more teachers would be needed. The teaching load is in fact very high now.

In appendix 7 the estimated number of children of school-age is given for the last six-year period. At present there are some 176 000 children in the range of 6 - 16 years. Calculations based on these figures and on the enrolment figures give the gross enrolment

ratio. Those figures for 1986 are given below.

Education level	Gross Enrolment Ratio
Nursery	2.7
Primary (std I-VIII)	60.0
1st cycle sec.(F I-III)	38.9
2nd cycle sec.(F IV)	9.9
Basic ed. (std I-F III)	55.6
Basic + sec.(std I-F IV)	53.6

The Education Act of 1982 stipulates registration of children in schools at the age of six. School is compulsory from the age of seven and that is also the most common starting age for primary school enrolment. The Education Act has however not yet been enforced. If that were to be done, no doubt capacity problems regarding teachers, equipment and classrooms/schools would occur.

As can be seen at present 60% of all children of primary school age attend primary schools. The gross enrolment ratio for Forms I-III is considerably lower. During the first five years of this decade gross enrolment figures decreased continually. But this trend has been broken from 1985 to 1986 and relatively more children are now being enrolled. This can be studied in appendix 8 which shows development from 1981.

There are considerable regional inequalities in the enrolment ratios. Thus not less than 80% of all children are enrolled in Zanzibar town while only 30% are enrolled in Micheweni District. This also applies to the lower cycle of secondary education within basic education. In appendix 9 these regional inequalities are shown.

In appendix 10 a detailed account of enrolment for standard I to Form VI is presented for the period 1981-1986.

In appendix 11 the enrolment from std I to Form III (universal basic education) is given by district for August 1986. As can be seen there are at the moment 2 538 streams and the average number of pupils in each stream amounts to 40. It can also be seen that the variations between districts are profound, from 48 in Zanzibar town to 34 in the Central district.

The drop-out problem is substantial. Here some basic facts will be presented. The drop-out rate has recently been calculated to 12.5% on average for basic education each year. Drop-outs are specifically frequent in std I (11%), std III (11%), std VI (17%) and std VIII (17%). For Form I-III it is less; 9% in Form II and 3% in the other Forms. Repetition rates follow the same pattern; std I 14%, std III 17%, std VI 11% and std VIII 11%. The repetition average for primary education is 12%. As an illustration of the drop-out problem it can be said that of 1 000 pupils entering std I, only 250 complete their studies in Form III without any repetition. Appendix 10 gives also some idea of the size of drop-outs as age groups can be followed for some years.

Low admission rates and high drop-out rates in some areas of Zanzibar can be attributed to a number of factors. The main cause seems to be opportunity costs or alternative occupation. Especially along the coast many youngsters prefer to go fishing in order to receive income rather than to go to school. The fact that some schools are not attractive as they are crowded, poorly equipped and have untrained teachers could be a second explanation. Also in some areas the parent's attitudes towards schooling can still be traced in the statistics. This last factor has diminished in importance in recent years according to research performed by the Ministry of Education.

Appendix 12 gives information on the examination results, both at the end of Form IV and Form VI. It can be seen in the appendix that the number of passes have increased since beginning of this decade. Last year's results show that 75% passed O-level examinations. An element of competition, encouraged by prizes, seems to be behind the positive development. Also a stricter policy of not admitting unqualified pupils into higher standards/Forms could have contributed to the trend of improving results.

#### 4.3 Qualitative aspects

In this section information on content and quality will be presented together with observations from field visits on the supply of teachers, textbooks, furniture, equipment and also an account of the physical situation of schools in Zanzibar today.

## Curriculum and content

As was indicated in section 4.1 primary education has been divided into three sections for practical reasons thereby making it possible to have diagnostic tests after each section. The tests also allow the school to check that the pupil has learnt enough to be promoted to the next stage. Another purpose of the division into sections is to create the possibility of teaching subjects in an integrated manner.

Thus from 1981 the curriculum has been adjusted in various steps linked to the new sections introduced. Appendix 16.1, 16.2 and 16.3 give information on the curriculum for the various sections in primary education as well as for the lower cycle in secondary education, Form I-III and separate general secondary schools (Form I-IV).

In the appendices all subjects and groups of subjects to be taught are enumerated together with the number of periods per week. Also the year the syllabus was changed for each group or subject is given.

In section 2, i.e. std IV-VI, the integration of subjects focuses on science teaching. As the integration was introduced in 1981 the first students who have experienced it will now be in the final months of std VI. An evaluation performed by the Department of Curriculum Development and Evaluation will take place at the end of this year.

It can be said that the basic pre-requisites for a good standard of education are a curriculum, experienced and well trained teachers and appropriate supervision and guidance. The first and the last mentioned factors are the responsibility of the recently set up Department for Curriculum Development. This department is also responsible for evaluation. In each of the ten districts the Ministry of Education has one supervisor continuously visiting the schools. The department is also engaged in producing booklets for primary school teachers. This year the production plan includes three titles for teacher guidance, namely mathematics, science and social studies.

The education supervisors meet the teachers regularly to discuss the needs for and content of supportive material. They are also the main instrument for feedback to the Ministry of Education on qualitative problems and developments.

As will be seen in next section (4.4) changes in the educational system are in the pipeline. These will entail further changes in the curriculum and also extended support to the teachers. The planned revision of the system will affect both primary and the secondary education.

### Textbooks

Another obvious pre-requisite for education is an adequate supply of relevant textbooks. According to representatives met, necessary books have been developed, at least for the primary level. The main problem however is the supply. It has been estimated that textbooks for the primary level have an average life of 4-5 years under prevailing climatic conditions. The books are distributed to the students at the beginning of the school year and then collected to be redistributed and used for the same standard during the following year. In the meantime they are stored at the school.

Up to now there has been a good supply for primary levels, partly due to SIDA assistance for the printing of books and the provision of paper. As the main delivery occurred in 1982 many schools now face shortages, especially in the higher standards. Another point raised during the discussions on the supply of textbook was the inconvenient lack of printing capacity in Zanzibar. So far most of the textbooks and exercise books have been printed abroad or on the Mainland. This procedure is both expensive and, above all, time consuming.

A special problem of a serious character is the severe shortage of textbooks for the secondary level. Most of these books are developed and printed abroad. Necessary funds have not been allocated to solve the problem. All schools visited confirmed the fact that the shortage was very serious and many students have to share the remains of wornout books. The situation where exercise books is concerned is better due to the assistance from SIDA with paper delivered to the Ministry of Education (but stored on the mainland). The Ministry then invites tenders from producers. Zanzibar will however continue to depend on Tanzania Stationery Manufacturers (TSML) for the production of exercise books. The present paper delivery is estimated to cover around 50-60% of present needs for exercise books.

A final observation is the absence of school libraries in almost all schools. This is a national problem and

it can be noted that Zanzibar neither has a national library, nor a library in Zanzibar town. In October 1986 the United States of America unilaterally withdrew an agreement to support a national library on Zanzibar due to "cost-cutting measures" of the US Government.

### Teachers

The supply of teachers is not satisfactory. As was pointed out in section 4.2 the teacher/pupil ratio is improving gradually but in fact severe teacher shortages are at hand. An even more serious constraint to good basic education in Zanzibar today is the startling proportion of unqualified teachers.

With the rapid expansion of the whole school system as well as the introduction of universal basic education - in terms of quantitative enrolment - teacher training and upgrading has lagged far behind.

The expansion of the school system forced the government to employ Form III, Form IV and Form VI leavers as teachers. Many of them have hardly received any training at all though by now they have gained considerable experience in practical teaching. Very substantial regional disparities in the percentage of untrained teachers exist. This is confirmed by statistics as well as by information gained from field visits.

The following table illustrates the actual situation and also focuses on improvements in the situation.

#### Percentage of untrained teachers in Basic Education

Year	%
1981	59.4
1982	55.0
1983	50.2
1984	45.6
1985	40.0
1986	38.5

Thus more than one third of all teachers are not qualified for their tasks, which no doubt influences the quality of teaching as well as the students' performance. In 1986 there are in total 3526 teachers at the basic education level (std I -Form III) of which 2170

are trained and 1356 are untrained. The regional and district disparities in the percentage of untrained teachers are appalling. This can be studied in Appendix 17. The figures on the percentage of untrained teachers by district vary from 21% to 60%. Very few teachers are qualified to teach in Form I-III.

At the Teacher Training College an expansion programme is being implemented with assistance from DANIDA and the World Bank. The expansion will however be of little significance in coping with the persistent problem of untrained teachers (see also chapter 9). Some upgrading courses are held which are supported by the Government in different ways. Teachers can take leave and join the TTC if admitted or they can start by completing Form IV and Form VI respectively. A UNICEF project, preparing in-service training courses of three weeks' duration, will begin next year. However it is doubtful if these activities will remedy the situation in the long run. It seems necessary therefore to establish a coherent long-term plan for up-grading courses. As the Mainland education authorities face similar problems - and have gained experience in the provision of up-grading courses - it seems viable to strengthen the existing co-operation between the two parts of the Union.

### Equipment

Equipment in this context refers mainly to the lower secondary cycle of universal basic education. For science subjects there is a curriculum which requires facilities for laboratory experiments in physics, chemistry and biology. Very few of the mixed schools (std I-Form III) have proper laboratory class rooms. In some cases the laboratory merely consists of a store or a classroom with equipment and chemicals but no laboratory benches/tables. Many schools also lack electricity and are dependent on the collection of water from outside the school.

Equipment for laboratory experiments is however available even if not in good shape or in accurate supply. Chemicals are in good supply but not much are used due to the constraints of laboratory benches and the low qualifications of teachers. For laboratory experiments in chemistry spirit lamps are being used and for physical/electrical experiments many schools depend on the availability of batteries.

## Furniture

School benches are being produced locally by the government furniture factories and by Mikunguni Technical Secondary School, but not in quantities sufficient to meet the demand. Timber has now to be imported from the Mainland which is expensive. Allocations from the government for the production of furniture are too small to satisfy the needs assuming every child should be seated on a bench. An idea of utilizing old hard trunks of coconut trees for production has been advanced. Special equipment for cutting is needed as well as some more research before this idea can be converted into actual production.

From the schools visited it is clear that priority is given to the older pupils in the distribution of available furniture. In most of the schools visited the pupils in std I-III or IV had to sit on the floor. As many floors are in bad shape with holes filled with sand, there are obvious medical hazards such as catching jiggers or developing back-bone problems at a young age. A recent study made by the Ministry of Education shows that 60% of the pupils have no benches at all and thus have to sit on the floor. When benches are available, up to 3-4 pupils can have to share one bench designed for two pupils. This year the allocation for school furniture allows for about 1 000 desks (dual-seated) to be produced and bought.

## Buildings

On Unguja Island most of the schools have been constructed in a permanent structure using standard drawings. Old schools have been constructed in concrete (floors and walls). Many of these erected some 30-40 years ago are still in good shape even if maintenance is lagging far behind.

Newer schools constructed of local material (stones with a mix of limestone and cement) are facing severe problems. With only a thin layer of cement on rocks and sand, floors tend to be worn out quickly (a few years' duration only). In some cases there are erosion problems which affect foundations with the implication that walls are also cracking. Many children are, as has already been pointed out, forced to sit on floors with big holes as there is no furniture.

Another obvious problem is roofing support and roofs. In most areas off the coast termites and other insects



destroy the wood. Timber not treated against insect attacks only lasts some three years (if not mangrove poles). The Ministry nowadays imports treated timber from the Mainland for both new constructions and for renovations. Treated timber is estimated to last 10-15 years. Funds allocated are, however, small.

Few schools are provided with corrugated iron sheets for roofing. Along the coast, with salty winds, these sheets have a life of only 5 years before the rust allows rain into the classrooms. In other parts they will last longer and their use is preferred in urban areas in order to reduce damage. The present approach in rural areas is to provide asbestos roofing both for renovation and for new constructions. As an alternative the use of aluminium sheets for roofing could be looked into.

There was unfortunately not time enough for the consultant to visit Pemba as was originally planned. It has been reported that the schools on Pemba are facing even more severe problems as they are constructed in less permanent structures.

Since 1985 the Ministry of Education has taken over the responsibilities from the Ministry of Water, Construction and Energy for teachers' houses. As hardly any maintenance has taken place, many of these houses are in an alarming situation calling for urgent attention. Today only one million shs is set aside in the capital budget for the renovation and new construction of teachers' houses. At the same time the Ministry has to spend about two million shs annually for paying transport allowances to teachers. Renovation needs are obvious and also in some more remote areas there is a need to erect new houses to enable teachers to live close to the schools. Today commuting occurs in some places. This affects education as teachers come late and leave early because of the poor supply of public transport facilities.

Finally an important item has been raised, namely the sanitation problem in a majority of schools. As schools have been utilized beyond their capacity, toilets have had to be abandoned or closed when they have ceased to function. This is the case in practically all schools.

A very encouraging recent development is the parents'/-villagers' interest in maintaining and renovating schools and other common facilities as well as their willingness to contribute with work to erect new schools.

For renovations the Ministry of Education provides roofing, treated timber and cement while the villagers provide stones and labour. The government also provides transport for stone collection and building inspectors for supervision and in some cases also craftsmen, if necessary. The resources for renovation are however far from sufficient at the moment.

#### 4.4 Future plans

A new approach already being implemented is to separate primary schools from secondary in basic education wherever possible. The goal of this approach is to establish a more efficient organization. Thus in the long run it is anticipated that 2-3 primary schools will feed one secondary. So far this approach has been implemented only in urban areas such as Zanzibar town and in Wete and Chake Chake towns on Pemba and also in some high density areas like Makunduchi, Mkwajuni and Bumbwini. Due to the locations of present schools, based upon population density and walking distances, the approach can not be used everywhere.

The Ministry of Education has proposed a new education policy to the Government which will both affect the educational system as well as the content of the skills children will be equipped with in basic education. The new policy, presented in brief below, has already been accepted by the government and will now be channelled to the Party for scrutinization and approval.

It is proposed that basic education shall have a duration of ten years instead of eleven years at present. This means that primary education will last for seven years followed by three years of first cycle secondary education. The eighth year of primary education will disappear and will instead be "shifted" to the second cycle of secondary education. This will allow consolidation for teaching students who then will have two years of preparation before sitting for their O-level examinations.

The change can be illustrated as follows:

	No of years			Second cycle		
	Basic education	Prim.	Low sec.	Secondary educ.	Prep.of	Form V&VI
			1st cycle	O-level		
Present system	8	-	3	-	1	- 2
Proposed system	7	-	3	-	2	- 2

The reason behind the changes will be discussed in detail below.

The Tanzanian philosophy for education is called "Education For Self-Reliance". Zanzibar, as a part of the United Republic of Tanzania, has to establish an education system which will prepare young people in accordance with this philosophy. However the present education system of Zanzibar seems to be too academic. There is not much emphasis put on skills which could prepare students to contribute towards the social and economic development of the country. The present curriculum prepares them mainly for white-collar jobs which no longer exist. Thus the Zanzibar Government has realized the need to introduce productive skills in the curricula as a complement to basic academic education. Relevant practical skills can be agriculture, carpentry, masonry, fishing etc. Hence the need for changes in the curriculum. This is, in fact, a completely new Zanzibarian Education Policy.

During the preparation of the new policy the Zanzibar Government requested UNESCO to undertake a study on the merits and limitations of the present system. A report from the joint Zanzibar-Unesco project was published in 1982 ("Integration of education and productive work in Zanzibar", United Republic of Tanzania and UNESCO, ASMS/ED/EPP/014, Paris, September 1982) The Government also set up a Presidential Commission on Education in 1982 with the task of laying a framework for the new education system. The reports from UNESCO and the Commission formed the basis of the proposed changes.

In the forthcoming Five Year Development Plan the Ministry of Education intends to propose the following projects as a move to implement above mentioned changes

in the educational system;

1. Preparation of the curriculum in accordance with proposed changes
2. Pilot workshops in five regions to be established during the plan period

## 5. SECONDARY EDUCATION - SECOND CYCLE

As can be seen in appendix 5.1 the number of separate general education secondary schools (non-biased) amounts to 7. There are only two biased secondary schools. Form V and VI is only available in Lumumba school in Zanzibar town and in Fidel Castro school on Pemba. The enrolment figures are modest and can be found in appendix 5.2.

As was seen in chapter 4, section 4, the new education policy will also affect the secondary schools. In the second cycle an extra year will be inserted to allow for more preparations for the O-level examinations at the end of Form IV. The curriculum will place more stress on the integration of education with productive work. The new policy also proposes a diversification policy along the lines of vocation in the first cycle of secondary education (e.g. carpentry, agriculture etc). The design will follow manpower requirements, i.e. a demand orientation. In the second cycle of secondary education diversification will include areas such as home economics, agriculture and commerce.

In November 1986 a DANIDA Mission will visit Zanzibar to assess the possibilities of supporting the renovation and consolidation of the separate general secondary schools.

Appendix 12 shows the examination results for Form IV and Form VI from 1981/82 to 1985/86. During the first years of this decade performance in the examinations has been relatively poor. There are however better figures for the last year as about 75% of the candidates sitting for Form IV or Form VI examinations were given passes.

## 6. TECHNICAL EDUCATION

The vocational training institutions in Zanzibar providing formal education are few. If technical education is included in the concept of vocational training two schools are in the frontline; Mikunguni Technical Secondary School ( which is a biased school) and Karume Technical College. The former school feeds the latter with pupils. Before the students obtain admission to Karume College they have to spend a six-months' period in industry to obtain basic industrial practical training.

Mikunguni Technical Secondary School, established in 1957 as a trade school, has at the moment three different trades;

- 1) General mechanics/machine mechanics
- 2) Electrical installations (domestic and industrial)
- 3) Building construction (carpentry/joiner and masonry)

Karume Technical College, established in 1966, has been extended and consolidated up to 1984 with support from UNDP and UNESCO, and also with some assistance from DANIDA. The present options are;

- 1) Mechanical Engineering
- 2) Automotive Engineering
- 3) Electrical Engineering
- 4) Telecommunication/Electronics
- 5) Civil Engineering

The responsibility for vocational training is today with the Department of Labour in the Chief Minister's Office. At this moment there are hardly any institutions for vocational training under the Department of Labour. Only in-service training for government employees in various trades exists in a former secondary school which offered a bias towards commerce. The Department for Adult education in the Ministry of Education has arranged some practical courses of a vocational nature as part of its post literacy programmes (see further chapter 8).

An alternative to vocational training is to join the JKU Production Brigades (see also chapter 3.2). The capacity is low. At the moment the Gulioni School gives training in the following trades;

- 1) Pipe-fitting
- 2) Welding
- 3) Plate manufacture
- 4) Electrical installation
- 5) Motor vehicle mechanics
- 6) Turning/milling

Finally it should be mentioned that vocational training is also provided by the Ministry of Health at the Medical School which trains nurses and midwives and other medical staff.

In March 1986 DANIDA sent some consultants to undertake a fact-finding mission on technical education and vocational training in Zanzibar. So far only a draft report has been presented and the proposals forwarded to DANIDA for further attention have not received any official reaction.

## 7. HIGHER EDUCATION

Higher education, defined as education after Form VI, covers three years or more and is a Union matter. Under this definition there is no institute of higher learning in Zanzibar and all Zanzibar students go for higher education either on the Mainland or abroad.

Appendix 18 gives information on first year students at Mainland institutions by type of training. Appendix 19 provides corresponding information for students abroad. The total number 1985/86 amounts to 260 and 68 respectively.

Post secondary education in general is however, as has been noted above, available in Zanzibar. The options include Teacher Training College, Technical College, Institute of Kiswahili and Foreign Languages and the Medical School under the Ministry of Health.



## 8. ADULT EDUCATION

### 8.1 Activities in Literacy and Post Literacy Programmes

The history of literacy programmes in Zanzibar dates back to the period following the Second World War when the Colonial Government organized literacy classes for civil servants and soldiers who returned from the war. Some social and religious communities were also involved in literacy activities, though on a small scale. In the end of the 1950s and the beginning of the 1960s the political parties had a role in this work. After the Revolution adult education was made the responsibility of the Youth League, one of the party organizations. The Ministry of Education took over the responsibility in 1978 when a Department of Adult Education was established.

From 1978 up to 1981 there was a massive mobilization to the literacy programmes which were designed in the same way as those on the Mainland. The last evaluation was carried out in 1981 and since then activities have slowed down and no new measures have been introduced. The result was a clear relapse into illiteracy for major groups and a step backward for the whole programme. By 1981 it was estimated that half of the initial illiterate population had become literate.

The decrease in efficiency can be attributed to a number of reasons. The major one seems to be a lack of comprehensive planning where objectives, teaching/learning materials and training as such are concerned. The political backing and priorities seemed to be weakened. There were also problems of monitoring and no further evaluation was carried out. But the problems relating to the absence of or design of post literacy programmes were a major set-back for the development of literacy in the islands.

A new era has now started as far as adult education is concerned. This will be briefly described in this chapter.

#### Basic Literacy

In the beginning of this year the Government resolved to support the partly collapsing adult education programme. A very challenging target was set as a move to implement the Party directive, namely to eradicate

illiteracy by end of June 1987. The campaign would be launched in July 1986 and thus last for only one year. It was anticipated that politicians on all levels should support the project in the field. Extra funds were allocated to cater for the project.

The Ministry of Education started preparations for the activities immediately. A nationwide census to measure the number of illiterates was the first step. This survey was implemented in March 1986 and became the basis for further planning.

The Census revealed that not less than 126 000 of the population were still to be classified as illiterates. This is estimated to equal 38% of the population of the age of 13 and above. The figure is probably a slight underestimate. No census has been undertaken after 1981. The 1981 Census arrived at 98 000 illiterates which has already been mentioned. Results by districts from the 1986 Census are given in Appendix 20. As can be seen in the appendix the regional inequalities are profound and the districts with high illiteracy rates tend to be the same as the ones having low admission rates for primary education and high drop-out rates.

The design of the campaign started with the division of the illiterate population in each district into four groups for practical and administrative reasons. A syllabus was worked out for three months' training in reading, writing and simple arithmetic. The target of the crash-programme is to enable all adult learners to read, write and to carry out simple arithmetic after the three-month course. The first phase should be covered through afternoon literacy classes, three times a week. The total number of hours to complete stage one was thus set to 72 hours. The year 1986/87 was divided into quarters and the four groups of illiterates would be covered within the year. Thus the first group should commence in July going on to the end of September, and so on.

After a one month delay the programme was started in September 1986 with the exception of Pemba, which will start later due to the clove picking season. Information on the enrolment in literacy classes in 1986 is presented in Appendix 21. As will be seen in the appendix the enrolment figures are especially high in working places.

With this gradual approach it has been foreseen that one consequence will be gradually increasing costs to be met by the government.

After the initial stage of three-months' training, stage 2 is to follow. This involves post literacy groups where the target is a more functionally oriented literacy. Then books will be used and functional skills will be stressed. It seems however that the post literacy phase will be as critical as previously with few new activities introduced. There is a risk of relapse into illiteracy. Some post literacy activities already practised are available and will be described below.

Teachers who have been recruited are Form III or Form IV leavers. The teachers are paid a monthly sum of 300 Tshs. Efforts are being made to use, whenever possible, primary school teachers for adult classes.

Seminars are being held in all regions to provide some basic teacher training for the instructors. They have also been furnished with some cyclostyled material for initial teaching of writing and reading. For the adult learners functional literacy books, mainly developed on the Mainland, will continue to be used at higher stages. Some of the titles are not relevant for Zanzibar society according to information given. Only a few have been developed specifically for coastal areas and Zanzibar on the subjects of coconut and clove production.

#### Post-Literacy and Productive Training Centres

At the moment 13 different groups of post literates attend productive training centres. They concentrate on domestic sciences, horticulture, cassava processing, fishing and carpentry. The idea behind the activities is to train adults and provide them with skills enabling them to start their own groups in their home areas at a later stage. They meet three days a week. It is a one year training programme and the participants have been selected through the party branches. They are mainly women, as in literacy classes in general.

#### Post literacy and Mass media

The backbone of post literacy in Zanzibar today is the production of the newspaper Jipatie Maarifu (meaning "Attain Knowledge"). It is a four-page newspaper edited

and technically prepared within the Ministry of Education. It is being printed with some delays at the Government Printers in Zanzibar. On average the printing time is 4-6 weeks but, due to other priorities or breakdowns, production time can be considerably longer.

Up to July 1986 10 000 copies were printed. As from August 1986 the number of copies has been doubled to 20 000. Last year (1985) 10 numbers were issued and so far this year 8 numbers have been printed and distributed. There are plans to produce the newspaper twice a month.

The distribution is arranged so that newspapers are sent to all schools and given to teachers. The teachers in their turn hand them over to the students who sell copies to neighbours etc.

The printing cost at present is Tshs 1.20 (paper excluded) and the price per copy is 0.50 Tshs. The returns are channelled back to the Ministry through the same distribution system.

The target group is villagers who do not have access to newspapers, and newly literates. If this target has been fulfilled is not known as no evaluation has been carried out. According to representatives of the Ministry it is likely that those who are literate already benefit most.

In addition to the newspaper there are radio programmes for adult learners. This media is very powerful but during recent years it has not been possible to use it to full capacity. This is due to constraints at the Massmedia Section of the Ministry of Education as well as to constraints at Radio Zanzibar. Now two 15-minute programmes are being produced each week, i.e. only 30 minutes in total. Just now all efforts are being directed to support the ongoing literacy campaign. Neither the Ministry nor Radio Zanzibar have enough technical equipment to produce programmes, e.g. taperecorders.

As the TV of Zanzibar is facing severe technical shortcomings no TV programmes have been produced this year. That might not be as serious as it seems since very few working TV sets exist in the villages nowadays.

#### Post literacy and rural libraries

As from 1984 one rural library has been established in each district. They are all located in the District Adult Education Coordinators Office. The number

of titles are very few at present, e.g. for newly literates only 9 different books. Bearing in mind that walking distances to these centres are too long, the idea of developing mobile libraries seems plausible.

### Needs

It has been pointed out that inputs necessary for the development of Adult Education focus on printing press facilities for the newspaper and for locally developed books/booklets for learners' and teachers' instructional materials. Lack of transport for district coordinators is at present hampering efficiency. Finally it is of great importance for post literates that newspaper articles and radio programmes are produced locally. Thus tape recorders are in great demand.

### 8.2 Future plans

In cooperation with its sister ministry on the Mainland the Department of Adult Education in Zanzibar has worked out a five year development plan which will guide future activities. It has at the moment no official status but can still be of great use for planning the direction of educational programmes. As it is designed at the moment great financial resources will have to be allocated from the Government if it is to be implemented. A revision of the plan is envisaged. The plan focuses on vocational training according to the environment, and aims to give people skills in day-to-day activities rather than specific trades.

Three more groups of blacksmiths, one group for wood-carving and one group for fishing will be established for literates who have completed stage 2 as an extension of the productive training centres. Modern and traditional methods will be practised. Two groups will be established concentrating on fishery in North Pemba. Local instructors will be recruited and paid.

It has also been indicated that cooperation with the Mainland, where much experience in functional literacy exists, will continue. A delegation from the Adult Education Department is now at Mwanza Literacy Centre to study progress and shortcomings. More seminars will be needed for the young staff composing the district adult education coordinative body. Also here cooperation with the Mainland ought to be fruitful.

## 9. TEACHER TRAINING

The Nkrumah Teacher Training College (TTC) is the only institution responsible for teacher training in Zanzibar. The College has 28 teacher trainers. This year 546 students are enrolled and 76 of them attend the Diploma course enabling them to teach on the secondary level later on. The remaining students are either Form IV leavers attending a two year training to become Grade III teachers within primary education or untrained teachers also in the two year course. Appendix 22 gives information on the enrolment by type of courses.

As can be seen in appendix 17 many teachers are untrained. In particular there are few science teachers and many of them are not trained. The TTC is now under renovation and an extension of the capacity of the College is under way with support from the 7th IDA loan from the World Bank and DANIDA. The facilities being added will allow 120 more students at the TTC as from 1988.

An in-service training programme catering for 300 untrained teachers a year will begin 1987 with assistance from UNICEF.

These steps do not seem to be enough to deal with the important question of untrained teachers, not even in the long-run. There is a need to establish comprehensive and coherent plans for upgrading teachers. The consultant is of the opinion that the experience gained in the Mainland from the establishment of vast in-service programmes could be utilized through further and extended cooperation between the two parts of the Union.

## 10. SWEDISH SUPPORT - REVIEW OF EXTENT, UTILIZATION AND EFFECTS

The education sector in Zanzibar has received assistance from Sweden since 1978. Prior to that SIDA had provided Zanzibar with funds for training some officers at the International Institute of Educational Planning (IIEP/UNESCO) in Paris. Assistance to the Mainland started in the late sixties.

With the help of import support funds, SIDA contributed, together with the Government of Zanzibar, to buy books as well as science kits for the primary and secondary schools respectively. Later on it was agreed between SIDA and Treasury in Dar Es Salaam that Zanzibar ought to have a share of the assistance. These agreements were not followed up properly by the Tanzanian authorities. However some funds were allocated and also disbursed to support the development of education in Zanzibar. The table below shows allocations and disbursements to Zanzibar;

Allocation and disbursements to education in Zanzibar 1979/80- 1986/87. In Swedish crowns.

Financial Year	Total allocation	Disbursements	Rate of exch.
1979/80	4.00	2.5	1.6
1980/81	2.0 + 1.5*	1.74	1.6
1981/82	2.5	1.2	1.6
1982/83	3.4	3.115	1.6
1983/84	2.0	0.250	2.0
1984/85	2.0	2.060	2.0
1985/86	2.0	0.400	2.0
1986/87	2.0 + 0.7*	..	..

\* = carry over

It can be seen that 1985/86 shows a low disbursement. Requests for the financial year 1985/86 were submitted

to SIDA in good time but no response was received from SIDA/DCO until late in the year. A carry over to 1986/87 will include handtools for Mikunguni, and short courses and paper will be included later. Thus most of the funds allocated for 1986/87 will be utilized.

For the last six to seven years SIDA has been assisting the Ministry of Education in the following fields:

- Supply of paper for the manufacture of exercise books and the printing of textbooks
- Transport facilities
- Support to the Adult Education Programme
- Hand tools for Mikunguni Technical School, carving department
- Training - educational planners and administrators
- Provision of Science kits

A brief explanation on the utilisation of SIDA support is given below:

#### Paper for exercise books and text books

This is an item for which SIDA has been giving regular support. The assistance has helped the Ministry of Education to alleviate the acute shortage of exercise books and text books. Of books already printed, most are being used in schools and each pupil has got a copy of most titles. After each school year the books are collected and redistributed to the pupils who follow. The main limitation, which is outside the Ministry of Education's control, is the slow pace at which textbooks are printed at Printpak in Dar Es Salaam. Several manuscripts have been written and are waiting to be printed. Some of the books which were first printed (1982) have now becoming worn out and reprints are needed. Manuscripts for remaining titles in primary education are now being prepared. Paper for the manufacture of exercise books has been a boost to the Ministry of Education as almost all the exercise books sent to schools are a result of assistance in the form of paper supplied by SIDA. The paper provided accounted for an average of 50-60% of exercise books requirements.



### Transport facilities

SIDA provided transport facilities such as landrovers and motor-cycles in 1981 to support the education sector, mainly primary education. Most of the landrovers are still running though faced with a persistent problem of spare-parts. The SIDA donated landrovers are the main means of transport for the Ministry of Education in monitoring education activities and are mainly used by the inspectorate and the department dealing with basic education.

However, due to the old-age of the landrovers, transport problems are being experienced such as frequent break-downs. Similarly the motor-cycles have completed their life-span and most of them are today out of order. The motor-cycles were the main means of transport for district school inspectors and adult education coordinators. The inspectorate and adult education activities now depend upon the availability of public transport which is very unreliable. SIDA also provided Izuzu trucks for the transport of students. All of them are still in good running condition.

### Support to Adult Education Programmes

SIDA has also rendered support to the Department of Adult Education, Zanzibar. This has been mainly in the provision of some carpentry tools to support post literacy programmes. SIDA has also recently provided transport to support the rural press project. This is now the main means of transport for the processing (finding and collection of news and information) and distribution of the newspaper. The Department of Adult Education has also received technical assistance as well as some printing papers through the Department of Adult Education in Dar Es Salaam.

### Handtools for Mikunguni Technical Secondary School, Carving Department

At the moment tools for the carving department at Mikunguni Technical school are being provided and the Ministry of Education is awaiting the delivery. It is the belief of the Ministry that the tools will greatly benefit both the department and the students.

### Science-kits

Science kits were bought by SIDA from Esselte Sweden in financial cooperation with the Ministry of Education. They were delivered in the beginning of this decade and can still be found in use in many schools. In almost all the schools visited the headmasters and science teachers confirmed the use of the kits. There is however a problem in that not all schools received the equipment. To solve this problem neighbouring schools have continuously exchanged and shared the kits. Thus one kit has been used by several teachers in two or three schools. Due to this fact some kits are not complete as some parts of the equipment have been lost and all experiments cannot be carried out. Another limitation has been the inability of some teachers to follow the instructions, as a considerable number of them are untrained. Most teachers have however been present at seminars arranged by the Nkrumah Teacher Training College to receive instruction in handling the kits.

### Training

Several educational planners and administrators have gone for long or short courses abroad under SIDA assistance. Most of them are now holding key positions in the Ministry or in other ministries. The Director of Planning and Administration in the Ministry, the Head of the Planning Unit, the Head of the Ministry of Education Co-ordinating Office in Pemba, the Acting Head of Statistics Section, the Head of Planning and Administration in the Curriculum Development Department and the present Minister for Education are some examples. This should be regarded as an indication of how beneficial SIDA assistance has been for the Government of Zanzibar in improving manpower, mainly in the fields of educational planning and administration. Five senior officers are currently undertaking long and short courses abroad under the programme.

## 11. INTERNATIONAL AID PROVIDED TO THE EDUCATION SECTOR

This chapter gives a brief description of external assistance to the Ministry of Education during the last decade. SIDA has been the main donor to the Ministry of Education in terms of import support and manpower training. This has already been described in chapter 10.

### British Government

The British Government, through the British Council, is currently supporting a project to improve the standard of English language teaching in schools. This is done through the provision of experts and English language teachers, mainly VSOs. Currently there is one expert in charge of the project. Two to three scholarships in the United Kingdom are also awarded in the field of English language teaching. There is also a book presentation programme where a few institutions, mainly second cycle secondary schools, teacher training and technical colleges benefit.

### UNDP/UNESCO

From late 1970's and early 1980's, UNDP/UNESCO supported two projects in the fields of improvement of science teaching and improvement of technical education. The projects were based at Nkrumah Teacher Training College and Karume Technical College respectively. In the first project at Nkrumah T.T.C. several fellowships were awarded to local teachers, science teaching equipment was improved, and foreign experts and United Nations Volunteers were attached to the College. The technical education project at Karume T.C. had similar inputs. Both projects were successful and were phased out in 1984.

### DANIDA/WORLD BANK

There is currently a project co-financed by DANIDA and the World Bank to renovate and expand the existing Nkrumah T.T.C. under the 7th IDA programme. The implementation of the project is proceeding according to plan.

### MUNADHAMAT AL DAAWA

This is an organisation which is currently supporting the improvement of Arabic language and Islamic studies teaching.

## UNICEF

For several years UNICEF supported pre-school education. UNICEF mainly provided teaching materials for nursery schools and short-term training of pre-school teachers on the Mainland. Some transport facilities for pre-school education were also provided. However, there is no UNICEF support for pre-school education at present.

Programmes are underway, effective from next year, for UNICEF to sponsor short term (3 weeks) in-service training for untrained teachers. This is anticipated to be a five year programme and about 300 teachers will benefit annually.

## NORAD

NORAD has, at one time, supported the Adult Education Department mainly in the production of the adult education newspaper and the provision of sewing machines to support the post literacy programmes.

## CANADIAN HIGH COMMISSION IN TANZANIA

Under the Mission Administered Fund Programme, the Canadian Commission has supported the construction of four rural primary schools, which were built by villages on self-help schemes.

About 1.2 million shillings have been donated by the Commission for that purpose.

## VOLUNTEERS

Several organisations such as the V.S.O., D.V.S., G.V.S., S.V.S., J.O.C.V., C.U.S.O. and the Peace Corps have their volunteers working in the Ministry of Education, mainly as teachers.

## GENERAL

Plans are underway for DANIDA to assist in the maintenance of 10 secondary schools and colleges.

The Islamic Development Bank has indicated its willingness to support the establishment of a technical school in Pemba and the expansion of the Islamic College.

Several countries such as Egypt, U.S.S.R., Saudi Arabia and Australia are providing scholarships in different fields.

## 12. DIRECTION OF FUTURE SWEDISH SUPPORT SOME TENTATIVE PROPOSALS

The starting point for tentative proposals on the direction of future Swedish cooperation with and support to Zanzibar could be based on a few "principles" which SIDA follows in its normal activities.

1. In the education sector SIDA supports mainly basic education for the young and adults. This is also reflected in the terms of reference for this mission.
2. SIDA has a special competence to provide inputs which are not available in recipient countries.
3. SIDA expects the recipient country to contribute to the projects financially.

Through facts presented in this report and views which have been expressed through various representatives of the Ministry of Education in Zanzibar, it is beyond doubt that SIDA's deliveries of paper for printing textbooks and exercise books for basic education have served their purpose and in fact have been a prerequisite for the development of educational quality.

Thus it is strongly recommended that this project should continue to benefit Zanzibar and should be extended to include paper for adult education needs also.

One point that has been made very convincingly is that the whole education sector in Zanzibar, including adult education and basic education, would gain much if some printing equipment were provided. The problems of long delays as printers on the Mainland change their priorities, problems in storing and handling paper from Zanzibar and also high transportation and handling costs have been presented.

The consultant recommends that equipment be obtained along the lines already proposed in discussions between the Ministry and SIDA Development Cooperation Office in Dar Es Salaam. Equipment similar to that at the Adult Education Press in Dar Es Salaam would enable Zanzibar to implement plans to extend the printing of the newspaper Jipatie Maarifa from 20 000 copies a month to 20 000 copies twice a month. It would also enable the Curriculum Development Department to increase its

efforts to upgrade teachers and provide more teachers' instructions which are in great need. The department has stressed its intention to produce low cost teaching material locally. This would lessen the dependency on printing, abroad or on the Mainland, primary education books as well as literacy and post literacy books and booklets. Thus all sectors of basic education would benefit from the proposed printing facilities. The investment in a press unit ought to be looked upon as a long term investment as books will definitely be needed in the future.

The National Bureau of Statistics in Sweden, cooperating with the Statistical Office at the Planning Commission in Zanzibar, has, in a letter to the Ministry of Education in Zanzibar, declared its interest in cooperating in setting up a press unit provided any over-capacity could be used by the Planning Commission. The letter is enclosed as appendix 23 to this report.

The Ministry of Education in Zanzibar is at the moment preparing the acquisition of a proper building in which to install a press unit. In cooperation with its sister ministry in Dar Es Salaam services and training could be provided.

For the adult education sector the lack of simple transport facilities for the district adult coordinators is clear. Even with short distances there are many remote areas both in Pemba and Unguja and public transport is erratic. The sector received assistance for this purpose in the beginning of this decade from SIDA and by now the motorcycles delivered have exceeded their life-span. Most of them are now beyond repair and have come to a standstill.

Similar needs prevail for general subject supervisors in the districts to fulfil their duties as they have to visit all schools within their districts. It has been estimated that every supervisor has to cover 500 kilometers a month for school visits.

If SIDA enters into discussions aiming at supporting transport for basic education, it is strongly advised that the needs of adult education and the supervisors in the districts should be looked into jointly.

The Department of Adult Education has pointed out the strong demand for basic recording equipment to enable the Mass Media Division to collect relevant information in field visits, both for the production of Jipatie Maarifu and for the expansion of the utilization of

radio programmes supporting the literacy and the post literacy projects. The consultant advises SIDA to consider such a request.

Finally many needs are to be found in the chapter giving information on quality in basic education . The Ministry has approached SIDA with requests to support the renovation of classrooms, the manufacture of school furniture, the improvement of rural laboratories and the provision of secondary school text books.

Even if some funds are being allocated yearly in the recurrent budget and capital development budget, the amounts are far from adequate to cope with the immense problems. The consultant is however of the opinion that it is too premature to start direct support at this moment, but two or three of the proposed areas could be looked into in more depth.

There is an annual allocation for the renovation of schools in the recurrent budget, though small. As there are no nationally adopted coherent plans for the renovation of basic education schools beyond one year and money at present is not allocated over a period of time, it is advised that SIDA initially provides a short term expert in planning renovation. The expert should thus assist the Ministry of Education in assessing the question of renovation and contribute in drawing up long-term action plans with necessary estimates.

School furniture production, which at present receives some allocations in the Development Budget, could possibly be assessed by the same expert.

The scope of the two projects is such that their inclusion in the forthcoming Five Year Plan should be considered.

The need to reinforce rural laboratories could be a second stage for Swedish support after necessary assessment. However, as changes in the curriculum will be a consequence of the proposed new educational policy, and the changed curriculum could possibly affect the type of laboratories needed, it might be better to await the outcome of the policy. The first step could be to assess the situation with the assistance of the expert to be recruited.

For the renovation plan it would be of interest to assess the possibility of engaging the Building Brigades, an initiative started by Danish volunteers with

some support from DANIDA. The project is still growing and within some years the Brigades will be doubled, expected to employ 400 people. The project, now under the wing of Chief Minister's Office, has already provide assistance of great use for the education sector (Renovation of Nkrumah Teacher Training College). The Brigades already have a workshop for making school furniture at Nkrumah Teacher Training College and plans are under way to establish another workshop for the same purpose in Zanzibar town. One way to support school furniture production might eventually be to furnish existing workshops at Mikunguni Technical Secondary School with adequate machinery and tools. The design of school furniture ought to be studied in order to reduce the import of timber from the Mainland.

However some items could possibly be defined now, not having to await assessment, forthcoming plans or Government commitments. One such item is transport facilities to support the ongoing renovation and construction of new classrooms. Two lorries seem to be needed, one for Unguja Island and one for Pemba, to assist the villagers' self-help schemes in stone collection. The self-help schemes have developed rapidly the last few years and they cover all sectors where local services are needed.

Finally it has been strongly emphasized that the assistance to train educational planners and administrators still is of great importance to Zanzibar. It is the belief of the consultant that the programme should gain further support, but possibly on a smaller scale.

To summarize this chapter the consultant recommends SIDA to look into following possibilities, not listed in any order of priority:

1. Continued support to primary education with the provision of paper for printing textbooks and exercise books. Extended support to cover adult education also
2. Establishment of a local press unit to serve the whole education sector and possibly also the Planning Commission
3. Provision of light transport for adult education coordinators and for the general subject supervisors in the districts
4. Provision of basic recording equipment for mass media production to serve the post literacy programmes



5. Recruitment of one or two short-term experts to assist in planning building renovation and furniture production

6. Provision of two lorries to support villagers self-help schemes in school building renovation and construction

7. Continued support to train education planners and administrators

# APPENDICES

## Study of the Education Sector in Zanzibar - TERMS OF REFERENCE

### BACKGROUND

Sweden has been providing support to the education sector of Tanzania since the late sixties. From 1978/79 the development cooperation was extended to include also the education sector of Zanzibar. This support has amounted to appr 2mSEK a year and the main part has been utilized for provision of paper for school-books for primary education.

During recent years, the Zanzibar Ministry of Education has requested SIDA to extend its support also to other subsectors.

### PURPOSE OF THE STUDY

The purpose of the study is to provide SIDA with information on the education sector of Zanzibar as a basis for a decision on further support to the sector.

### THE STUDY

The study should cover the following items:

1. A review of the development of the school system of Zanzibar with special emphasis of Primary education.
2. A review of the development of adult education, especially literacy and post-literacy.
3. A description of the utilization of swedish support to the education sector.
4. A description on international aid provided to the sector.
5. Suggestions on how further swedish support should be directed

### METHOD AND TIMING OF WORK

The study should be carried out by a Swedish consultant in close cooperation with representatives of the Zanzibar Ministry of Education. IIEP's recent investigation on the education sector of Zanzibar should be the point of departure for this study.

The study should be made during four weeks in September-October 1986, two of which to be spent on Zanzibar.

### REPORTING

A draft report should be presented to the Zanzibar authorities before the consultant's departure. a final report should be given to the Ministry of Education and to SIDA before November 15, 1986.

### COSTS

The costs for the consultancy will be borne by SIDA under the Swedish support to the education sector in Zanzibar.

APPENDIX 2

WORKING PROGRAMME

- October 7: Arrival in Paris
- October 8: Meeting with representatives for the International Institute of Educational Planning (IIEP/UNESCO)
- October 9: As above.  
Departure for Tanzania
- October 10: Arrival in Dar Es Salaam  
Preparations for the Mission
- October 11: Meeting with representative for SIDA  
Development Cooperation Office
- October 13: Visit to the Ministry of Education  
Meetings with SIDA experts and consultants
- October 14: As above
- October 15: Arrival in Zanzibar  
Visit to the Ministry of Education  
Preparation of working schedule  
Meeting with the Minister for Education
- October 16: Meeting with the Department for Curriculum  
Development and Educational Research  
Meeting with the Department of Adult  
Education  
Visit to Nkrumah Teacher Training College
- October 17: Meeting with the Department of Nursery,  
Primary and Secondary Education  
Visit to Mikunguni Technical Secondary  
School
- October 18: Visits to
- Ng'ambo school
  - Mwanakwerekwe school
  - Kiembe-Samaki school
  - Kombeni school
  - Bwefum school
- October 19: Preparation of draft report
- October 20: Visits to
- Kinyasini school
  - Pwani Mchangani school
  - Matemwe school
  - Mkwajuni primary school
  - Mkwajuni secondary school
  - Pale school
  - Donge school

- October 21: Visits to  
 - Jendele school  
 - Chwaka school  
 - Bambi school  
 - Dunga school
- October 22: Meeting with the Department of Adult Education  
 Visits to  
 - Kizimbani, literacy class  
 - Bumbwi, literacy class  
 - Mpendae, literacy class
- October 23: Visit to Planning Commission and to the Ministry of Education  
 Preparation of draft report
- October 24: Preparation of draft report
- October 25: Visit to Planning Commission and the Ministry of Education
- October 26: Preparation of draft report
- October 27: Meetings at the Ministry of Education, all departments  
 Preparation of draft report
- October 28: Visit to Planning Commission  
 Meeting with the Principal Secretary, Ministry of Education  
 Final preparation of draft report
- October 29: Meeting with representatives for the Ministry of Education and for SIDA  
 Development Cooperation Office, DSM  
 Delivery of draft report  
 Departure from Zanzibar

LIST OF PERSONS MET

## IN ZANZIBAR

Ministry of Education

- Mr. Abdulhamid Yahya Mzee, Director of Planning and Administration
- Mr. Omar Ramadhan Mapuri, Minister of Education
- Mr. Abdul Aziz Said, Director of Curriculum Development and Educational Research
- Mr. Hassan Hamad Omar, Officer-in-charge of International Cooperation
- Mrs. Sebtun Mohammed, Director of Adult Education
- Mr. Salmin Hafidh, Head of Planning and Administration Division, Department of Adult Education
- Mr. Moh'd A. Bassalama, Director of Primary and Secondary Education
- Mrs. Asha Mohammad Rajab, Head of Primary Education Division
- Mr. Khalfan Moh'd Salim, Chief Building Supervisor
- Mr. Khatib Mchenga, Officer in Department of Primary and Secondary Education
- Mrs. Asha Khalfan Mohammed, Head of Division of Women Dev. and Vocational Training Department of Adult Education
- Mrs. Asiah Hemeid Jabir, Head of Media Education, Department of Adult Education
- Mr. Suleiman Seif Omar, Editor of Jipatie Maarifa, Department of Adult Education
- Mr. Suleiman Haji Nassor, Designer, Jipatie Maarifu, Department of Adult Education

Mr. Bwanakheri O. Hassan, Principal Secretary

Nkrumah Teacher Training College

Mr. Kombo Hassan Juma, Assistant Principal

Mr. Ali Agoub Omar, Assistant Principal

Mikunguni Technical Secondary School

Mr. Hamdu Ahmed Muchi, Principal

Mr. Mohammad Rajab Sadiq, Assistant Principal

Planning Commission

Mr. Ali Athmani Araba, Director of Statistics

Mrs. Amina Said, Computer Programmer

Ng'ambo School (std I - VIII)

Mrs. Hawa Fatawi Issa, Assistant Headmaster

Mwanakwerekwe C. School (std I-VIII)

Mr. Naimu Iddi Hassan, Headmaster

Kiembe-Samaki School (Basic education std I-Form III)

Mr. Tahir Mbarak Rajab, Assistant Headmaster

Kombeni School (Basic education std I-Form III)

Mr. Abdurahim Abdulkadir Ahmed, Headmaster

Mr. Amour Haji Nassor, Assistant Headmaster

Bwefum School (Basic education std I-Form III)

Mr. Muhiddin Khamis Omar, Headmaster

Mr. Juma Wakil Juma, Teacher of Science

Kinyasini School (Basic education std I-Form III)

Mr. Vuai Moh'd Faki, Headmaster

Pwani Mchangani School  
(Basic education std I-Form III)

Mr. Juma Mcha Ussi, Teacher, grade IIIA

Matemwe School (Basic education std I-Form III)

Mr. Vuai Juma Matane, Assistant Headmaster

Mkwajuni Primary School (std I-VIII)

Mr. Haji Simai Machano, Teacher

Mkwajuni Secondary School (Form I-III)

Mr. Nassor Moh'd Said, Headteacher

Chwaka School (Basic education std I-Form III)

Mrs. Subira Abdulla Mussa, Assistant Headmaster

Uroa School (Basic education std I-Form III)

Mr. Yahya Kassim Issa, Headmaster

Mr. Kassim Moh'd Nondo, Teacher in english, kiswahili,  
siasa

Bambi Primary School (std I-VIII)

Mr. Manzi Hassan Manzi, Teacher



Kizimbani CCM Branch, Literacy class (stage 1 and 2)

Mr. Said Zubeir Moh'd, Regional Adult Education Coordinator

Mr. Maiko Paul Mayele, CCM Branch Secretary

Zanzibar Town, Mpendae, Literacy class (stage 1 and 2)

Mr. Sururu Abasi Bakari, Regional Adult Education Coordinator, Zanzibar town

Mr. Bakari Iddi Bakari, Adult Education Teacher

Danish Volunteer Service (DVS)

Mr. Axel Johansen, Volunteer

National Bureau of Statistics, Sweden

Mr. Lennart Nordstrom, Consultant Statistics

Mr. Jan-Aage Haaland, Graphic Designer

IN DAR ES SALAAM

SIDA Development Cooperation Office

Mr. Olle Eriksson, Programme Officer

Mr. Bo Sedin, Consultant, PECO

Mr. Ragnar Funemyr, Expert at Adult Education Press,  
Ministry of Education, Dar Es Salaam

IN PARIS

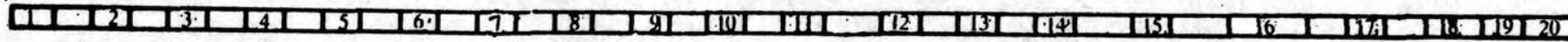
International Institute For Educational Planning  
(IIEP/UNESCO)

Mrs. Francoise Caillods, Programme Specialist

Mr. Lars Mahlck, Programme Specialist

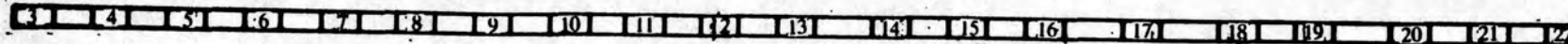
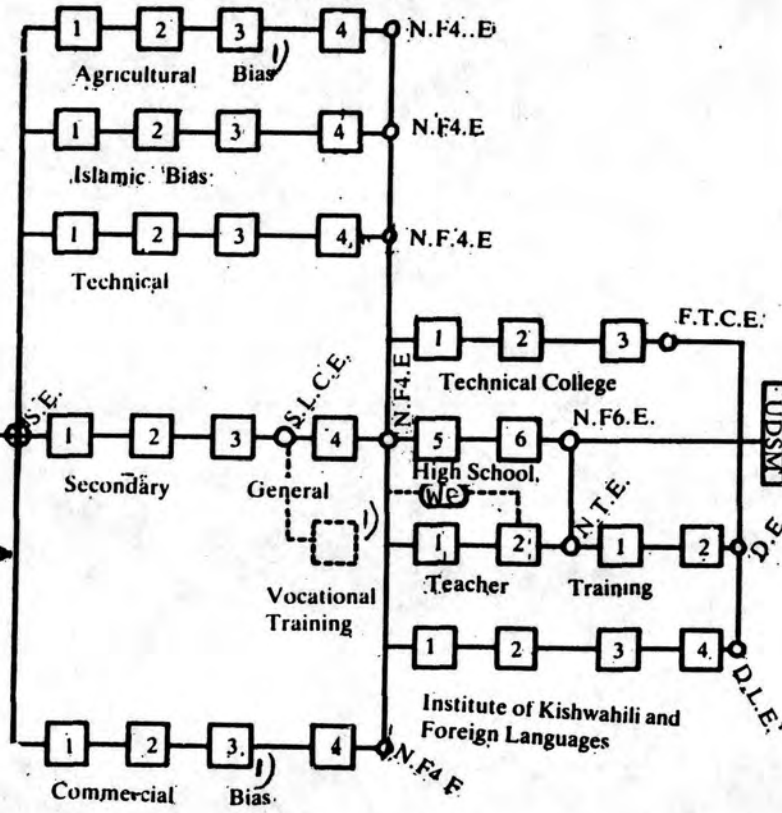
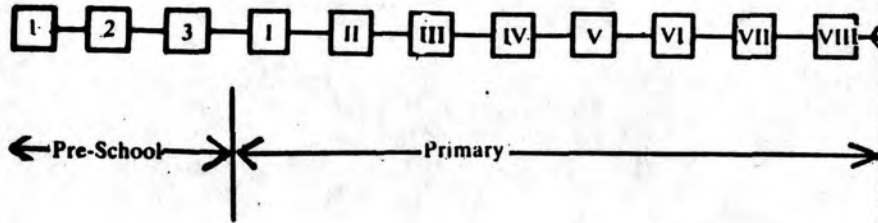
Mrs. Francoise du Pouget, Head of the Documentation  
Centre

## STRUCTURE OF THE ZANZIBAR EDUCATION SYSTEM



**KEY:**

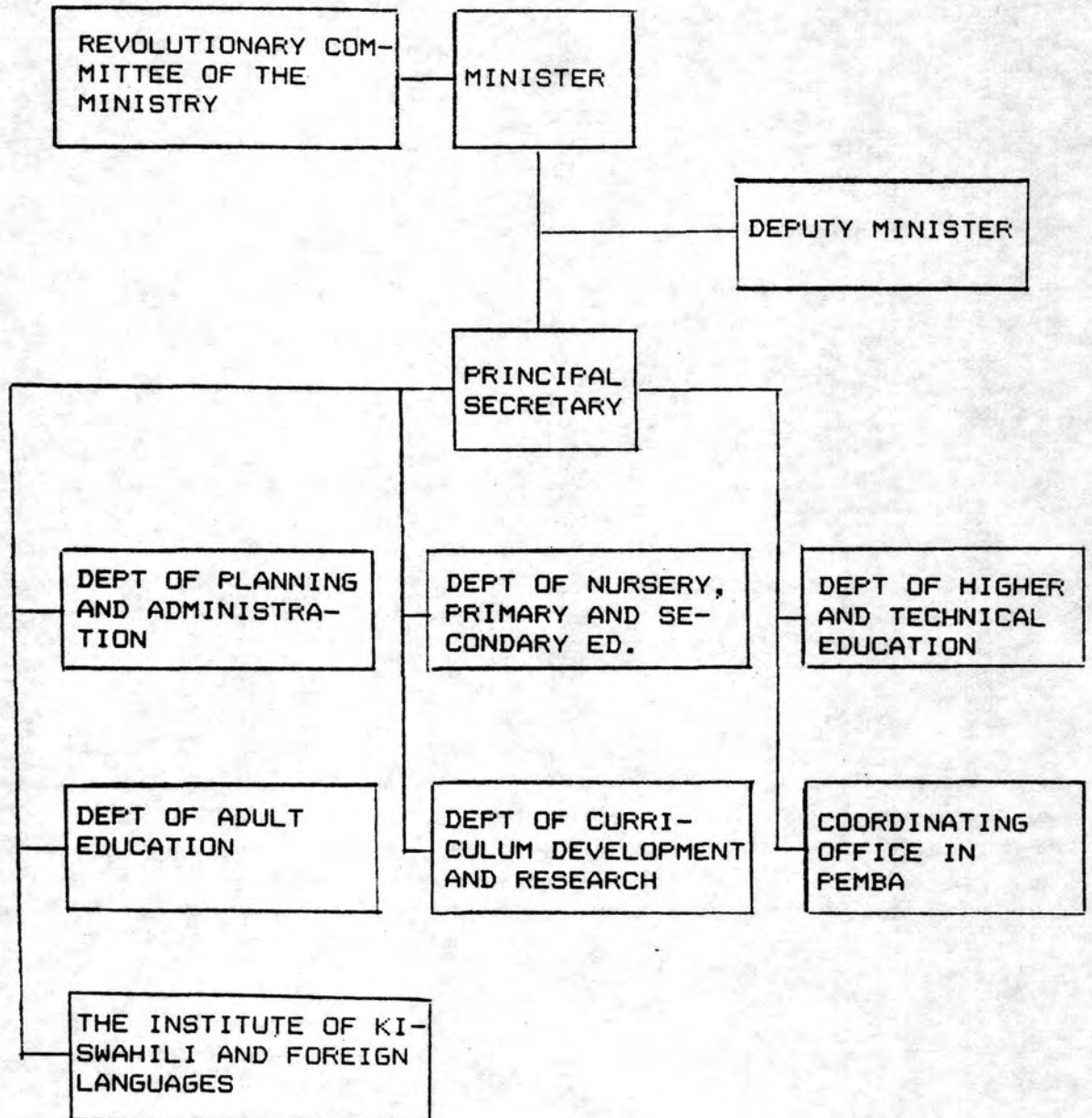
- S. E. : Selection Exam To various Biases
- S. L. C. E. : School Leaving Certificate Exam and Entrance To Form 4
- N. F. 4. E. : National (Tanzania) Form 4 Exams
- N. F. 6. E. : National (Tanzania) Form 6 Exam.
- N. T. E. : National (Tanzania) Teachers Education Exam
- F. T. C. E. : Full Technician Certificate Exam.
- D. E. : Diploma In Education
- D. L. E. : Diploma In Languages And Education
- W. E. : Work Experience
- U. D. S. M : University of Dar es Salaam



AGE (For Official Age Entrants And Non Repeaters)

Note: 1) being phased out

ADMINISTRATIVE STRUCTURE OF THE MINISTRY OF EDUCATION



GROWTH OF EDUCATIONAL INSTITUTIONS BY TYPE  
AND LEVEL OF EDUCATION 1981-1986

	1981	1982	1983	1984	1985	1986
<u>Type of Institution</u>						
Nursery schools	7	8	9	9	9	9
Primary schools std I-VIII	33	33	33	37	49	49
Prim & lower sec std I-F III	87	85	81	78	75	74
Prim & lower sec std I-F IV	3	5	8	7	1	1
Lower secondary F I-III	2	2	1	1	1	1
Secondary schools F I-IV	4	4	4	5	6	7
Higher secondary F V-VI	1	1	1	1	2	2
Tech biased secondary	1	1	1	1	1	1
Islamic biased secondary	1	1	1	1	1	1
Commercial biased secondary	1	1	1	1	-	-
Teacher Training College	1	1	1	1	1	1
Technical College	1	1	1	1	1	1
Language Institute	1	1	1	1	1	1
<b>TOTAL</b>	<b>144</b>	<b>144</b>	<b>144</b>	<b>144</b>	<b>148</b>	<b>148</b>

NB. From 1983 the Civil service training Centre (former biased secondary school) was transferred to the Manpower Development Department.  
From 1985 the biases agriculture and fishery were withdrawn.

GROWTH OF ENROLMENT BY TYPE AND LEVEL  
OF EDUCATION 1981-1986

<u>Type of Institution</u>	1981	1982	1983	1984	1985	1986
Nursery	1148	1275	1451	1588	1835	1967
Primary	81368	81168	80602	81752	78947	83511
Lower Secondary F I-III	13870	16864	17152	13519	14474	14082
Secondary F IV	1437	1435	1677	1620	893	718
Higher secondary F V-VI	217	217	219	122	140	110
Fishery bias sec F I-VI	153	153	187	224	-	-
Agriculture bias sec F I-VI	284	278	285	292	-	-
Technical bias secondary	140	149	154	152	140	109
Islamic bias secondary	120	155	162	161	150	139
Commercial bias secondary	29	54	79	-	-	-
Vocational training	-	-	-	-	33	-
Vocational training FTC	215	227	223	190	179	139
Secreteray College	46	23	-	-	-	-
Teacher Tr. Islamic College	52	44	-	12	26	34
Teacher Tr.College,certif.	399	399	545	462	441	470
Teacher Tr.College, diploma	69	140	140	109	88	76
Teacher Tr.Language, diploma	88	108	128	111	111	106
<b>TOTAL</b>	<b>99635</b>	<b>102689</b>	<b>103045</b>	<b>100378</b>	<b>97432</b>	<b>101496</b>

NB. FTC - Karume Technical College  
February statistics, Budget Speech 1986

**ZANZIBAR ISLANDS POPULATIONS CENSUS, 1978 LAND AREA, POPULATION  
BY SEX AND POPULATION DENSITY BY DISTRICT**

Region and District	Population (Number)				
	Area Sq. km.	Male	Female	Total	Density per sq. km.
<b>I. Zanzibar Island</b>	1,464	134,894	135,913	270,807	185
(a) Urban West Region	224	70,361	71,680	142,041	634
(i) Urban District	16	53,592	56,914	110,506	6,907
(ii) West District	208	16,769	14,766	31,535	152
(b) South Region	814	26,263	25,486	51,749	64
(i) South District	361	10,667	11,285	21,952	61
(ii) Central District	453	15,596	14,201	29,797	66
(c) North Region	426	38,270	38,747	77,017	181
(i) North "A" District	211	23,440	24,684	48,124	228
(ii) North "B" District	215	14,830	14,063	28,893	134
<b>II. Pemba Island</b>	868	101,698	103,606	205,304	237
(a) North Region	459	52,787	53,503	106,290	232
(i) Wete District	218	29,239	29,684	58,923	270
(ii) Micheweni District	241	23,548	23,819	47,367	197
(b) South Region	409	40,911	50,103	99,014	242
(i) Chake Chake Dist.	202	23,333	23,875	47,208	234
(ii) Mkoani District	207	25,578	26,228	51,806	250

Source: Department of Statistics, Ministry of State (Planning), Zanzibar

**RECORDED POPULATION OF TOWNS IN CENSUS YEARS 1967 AND 1978**

Town	Census 1967	Year 1978	Annual Growth Rate %
Zanzibar	68,490	110,506	4.4
Wete	4,469	12,874	3.8
Chake Chake	8,868	9,640	6.2
Mkoani	1,714	5,678	10.7
Total	83,541	138,698	4.6

Note: \* 1978 Census Preliminary results

Source: Department of Statistics, Ministry of State (Planning), Zanzibar

## ZANZIBAR ISLAND POPULATION, 1978● POPULATION BY SEX, AGE AND DISTRICT

Region and District	MALE			FEMALE			Total
	Below 15 years	15-64 years	65 years and above	Below 15 years	15-64 years	65 years and above	
Zanzibar Island Total	61,546	66,381	6,970	63,485	66,734	5,693	270,807
Urban/West Region	32,904	37,099	2,923	32,784	36,246	2,649	142,041
Urban District	23,529	28,087	2,025	25,927	29,083	1,960	110,506
West District	9,969	9,012	898	7,036	6,174	689	31,535
North Region	18,860	17,158	2,252	18,705	18,247	1,796	77,017
North "A" District	12,188	9,982	1,270	12,107	11,492	1,085	48,124
North "B" District	6,676	7,176	982	6,614	6,755	711	28,893
South Region	12,346	12,124	1,795	11,996	12,241	1,248	51,749
South District	5,451	4,513	721	5,309	5,403	572	21,952
Central District	6,973	6,135	1,074	6,782	6,838	676	29,797

Note: \* 1978 Census preliminary results.

Source: Department of Statistics,  
Ministry of State (Planning,) Zanzibar.

## PEMBA ISLAND POPULATION CENSUS, 1978 \* POPULATION BY SEX, AGE AND DISTRICT

Region and District	MALE			FEMALE			Total
	Below 15 years	15-64 years	65 years and above	Below 15 years	15-64 years	65 years and above	
Pemba Island Total	54,354	42,482	4,860	52,657	47,176	3,768	205,304
North Region	28,351	21,939	2,497	27,384	24,406	1,713	106,290
Wete District	15,780	11,965	1,494	15,152	13,418	1,114	58,923
Micheweni District	12,571	9,974	1,003	12,242	10,988	599	47,367
South Region	26,003	20,543	2,363	25,273	22,776	2,055	99,014
Chake District	12,483	10,062	1,101	12,208	10,862	914	47,208
Mkoani District	13,620	10,696	1,262	13,178	11,914	1,141	51,806
<b>Total Zanzibar</b>	<b>115,897</b>	<b>108,863</b>	<b>11,830</b>	<b>116,135</b>	<b>113,925</b>	<b>9,461</b>	<b>476,111</b>

Note: \* Based on 1978 Census Preliminary results.

Source: Department of Statistics,  
Ministry of State (Planning); Zanzibar.



## POPULATION OF TANZANIA - 1978 CENSUS

	Mainland Tanzania	Zanzibar	Tanzania Total
Total Population	17,036,499	476,111	17,512,610
Total Women	86,860,052	239,519	8,925,524
Total Men	8,350,494	236,592	8,587,086
Percentage of Women to total population	50.98	50.31	50.651
Proportion of the age groups to total Population (%)			
(i) 0-4 population	18.12	19.04	18.58
(ii) 5-14 population	27.96	29.70	28.83
(iii) 15-34 population	30.46	28.39	29.43
(iv) 35-54 population	15.21	14.20	14.71
(v) 55-64 population	4.16	4.20	4.18
(vi) 65 and over	4.08	4.47	4.28

Source: Population Section, Bureau of Statistics Dar es Salaam.

## PERCENTAGE PROPORTION OF THE FEMALE POPULATION

Age	Mainland	Zanzibar	Tanzania Total
0 - 4	18.1	19.2	18.7
5 - 14	27.4	29.3	28.4
15 - 34	31.7	29.9	30.8
35 - 54	15.1	13.9	14.5
55 - 64	3.9	3.8	3.9

Source: Population Section Bureau of Statistics, Dar es Salaam.

## FEMALE POPULATION % (TOTAL)

Age	Mainland	Zanzibar	Total
0 - 4	51.0	50.7	50.9
5 - 14	49.9	49.6	49.8
15 - 34	53.1	52.9	53.0
35 - 54	50.6	49.1	49.9
55 - 64	48.2	45.4	46.8
65 and over	46.7	44.4	45.6

Source: Population Section, Bureau of Statistics, Dar es Salaam.

AGE YEAR	SCHOOL-AGE POPULATION					
	1981	1982	1983	1984	1985	1986
3 - 5 (Nursery)	63834	65558	67328	69146	71013	72930
6 - 13 (Primary)	121995	125289	128672	132146	135714	139378
14 - 16 (Form I-III)	32066	32931	33821	34734	35672	36635
6 - 16 (Basic education std I-FIII)	154061	158220	162493	166680	171386	176013
17 (Form IV)	6978	7166	7360	7559	7763	7972
6 - 17 (std I - Form IV)	161039	165386	169853	174439	179149	183985

GROWTH OF SCHOOL-AGE POPULATION 1981 - 1986

GROSS ENROLMENT RATIOS FOR BASIC EDUCATION AND SECONDARY: GENERAL AND BIASED 1981-1986

<u>EDUCATION LEVEL</u>	GROSS LEVEL ENROLMENT RATIOS					
	1981	1982	1983	1984	1985	1986
NURSERY	1.8	1.9	2.2	2.3	2.6	2.7
PRIMARY std I-VIII	66.7	64.8	62.6	61.9	58.2	60.0
1-ST CYCLE SECONDARY Form I-III	50.6	53.1	52.0	40.8	41.5	38.9
2nd CYCLE SECONDARY (incl biased schools) Form IV	22.8	25.8	25.1	23.8	12.9	9.9
BASIC EDUCATION std I - Form III	63.2	62.3	60.6	57.5	54.5	55.6
BASIC EDUCATION AND 2ND CYCLE SECONDARY std I - Form IV	61.5	60.6	59.1	56.0	52.9	53.6

GROSS ENROLMENT RATIOS FOR BASIC AND SECONDARY EDUCATION  
1981 - 1986

DISTRICT	STANDARD I-VIII			FORM I-III			BASIC EDUCATION STD I-FORM III		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
Zanzibar Urban	82.2	78.6	80.3	50.0	54.2	52.3	75.0	73.0	73.9
West	120.9	126.9	123.9	33.1	44.0	37.5	95.5	97.3	96.4
North A	49.6	37.5	43.8	36.3	21.5	28.8	47.3	34.4	41.0
North B	48.1	44.0	46.1	23.4	29.6	26.3	42.6	41.1	41.8
Central	78.8	82.5	80.5	39.2	38.1	38.7	70.1	73.3	71.6
South	70.0	72.8	71.4	51.3	52.5	51.9	66.4	68.9	67.7
Wete	51.8	44.6	48.4	46.7	39.2	42.9	50.8	43.5	47.3
Micheweni	36.4	24.2	30.4	30.1	15.4	22.7	35.2	22.5	29.0
Chake Chake	47.0	48.0	47.5	35.8	28.8	31.9	44.9	43.4	44.1
Mkoani	46.0	43.7	44.9	35.1	35.9	35.5	43.9	42.2	43.1
TOTAL	61.2	58.6	59.9	39.7	38.2	38.9	56.8	54.3	55.6

GROSS ENROLMENT RATIOS BY DISTRICT 1986  
STD I-VIII, FORM I-III AND TOTAL STD I-FORM III

Feb. 1986

CLASS	1981		1982		1983		1984		1985		1986	
	F	TOT	F	TOT	F	TOT	F	TOT	F	TOT	F	TOT
Standard I	5844	12415	6500	13657	6506	13796	6586	14081	6592	14662	7928	17234
Standard II	4674	9835	5266	10971	5916	12242	5955	12567	5625	11990	5957	12882
Standard III	5046	10480	4588	9506	4887	10037	6942	14175	6166	12871	5748	12394
Standard IV	6552	13716	4595	9463	4256	8776	2695	5344	5333	10602	5216	10692
Standard V	4734	9734	5988	12281	4245	8772	3964	8147	2760	5352	4932	9561
Standard VI	4735	9902	4350	8881	5444	10942	5039	9982	4172	8473	3491	6902
Standard VII	3907	8105	4321	8910	3915	7999	3746	7354	3797	7477	3019	6075
Standard VIII	3451	7181	3645	7499	3928	8038	5214	10112	3822	7513	4012	7771
Form I, biased	55	225	56	226	75	237	46	212	16	38	21	70
Form I, general	3009	6256	3107	6497	3107	6343	1435	3206	3611	7039	2810	5615
Form II, biased	40	175	50	216	62	253	63	211	13	71	16	38
Form II, general	2252	4999	2764	5777	2733	5750	2605	5372	1304	2929	2963	5739
Form III, biased	41	200	39	168	46	209	52	225	18	70	13	72
Form III, general	1700	3913	2035	4590	2334	5059	2383	4941	2131	4445	1185	2728
Form IV, biased	37	147	30	179	39	168	36	181	20	85	18	68
Form IV, general	504	1529	505	1435	651	1677	670	1620	216	552	302	718
Form V and VI	80	311	80	311	86	483	53	353	55	323	43	247
TOTAL	46661	99123	47913	100567	48230	100781	47484	95083	45646	94496	47674	98806

ENROLLMENT BY EACH STANDARD AND FORM 1981-1986  
STD I - FORM VI, BY SEX

ENROLMENT AND STREAMS IN BASIC EDUCATION  
(STD I - FORM III) BY DISTRICT 1986

District	Enrolment	No of streams	Average class size
Zanzibar Urban	29 106	617	47.2
West	10 849	266	40.8
North A	7 267	195	37.3
North B	4 263	112	38.1
Central	7 932	203	39.1
South	5 895	170	34.6
Micheweni	4 921	143	34.4
Wete	10 878	299	36.4
Chake Chake	9 051	246	36.8
Mkoani	9 399	264	35.6
<u>TOTAL</u>	99 561	2 515	39.6

AUGUST 1986

EXAMINATION RESULTS, FORM IV AND VI 1981/82-1985/86  
ZANZIBAR STUDENTS PERFORMANCE IN NATIONAL EXAMINATION

## ABSOLUTE NUMBERS

Year	Form IV No of candi- dates	Passed	Form VI No of candi- dates	Passed
1981/82	1627	1039	54	50
1982/83	1834	1140	154	78
1983/84	1760	1043	101	63
1984/85	1795	1068	85	62
1985/86	994	752	..	..

## RELATIVE NUMBERS

Percentage of passes out of total number of candidates  
who sat for the exam

Year	Form IV % passed	Form VI % passed
1981/82	63.9	93.0
1982/83	62.2	51.0
1983/84	68.6	62.3
1984/85	59.5	72.9
1985/86	75.7	..

MINISTRY OF EDUCATION  
RECURRENT AND CAPITAL ALLOCATION (TSH)  
1981/82 - 1986/87

	RECURRENT	CAPITAL	TOTAL
1981/82	81,347,375	15,700,000	97,047,375
1982/83	80,111,115	8,200,000	88,311,115
1983/84	76,957,400	15,840,000	92,797,400
1984/85	78,967,000	11,600,000	90,567,000
1985/86	108,311,416	16,070,000	124,381,416
1986/87	117,943,755	35,000,000	152,943,755
TOTAL	543,638,061	102,410,000	646,048,061



CAPITAL EXPENDITURE (TSH)

KASMA	M A E L E Z O	1983/84	1984/85	1985/86
4305	UJENZI WA MADARASA	154,356	2,352,403	2,658,119
4308	UPANUZI WA CHUO CHA UALIMU	916,360	2,112,530	572,990
4309	UJENZI WA VYOO VYA DAKHALIA	547,226	761,301	-
4313	UIMARISHAJI CHUO CHA FIDEL CASTRO	2,326	2,561,865	2,288,618
4306	UNUNUZI WA SAMANI	300,000	952,640	2,453,906
4310	MAFUNZO	-	-	33,942,413
4312	UIMARISHAJI CHUO CHA LUMUMBA	-	-	150,730
4314	UPANUZI WA CHUO CHA KARUME	-	-	509,736
4322	VITUO VYA ULEZI	-	-	1,250,000
4323	MATENGENEZO YA NYUMBA ZA WALIMU	-	-	1,099,528

## APPENDIX 15

## ACTUAL EXPENDITURE RECURRENT (TSH)

KASMA	M A E L F Z O	1983/84	1984/85	1985/86
1101	MISHAHARA	46,132,719	60,915,631	71,524,561
1202	SAFARI ZA KAZI	754,876	502,971	174,661
1203	SAFARI ZA LIKIZO	633,970	900,300	-
1204	HAULI ZA WALIMU	-	691,617	1,150,544
1302	MATUMIZI YA OFISI	6,088	27,295	117,091
1303	SIMU ZA OFISINI	358,358	108,775	141,707
1304	GHARAMA ZA UMEME	78,227	119,748	156,074
1306	GHARAMA ZA NGUO	-	-	16,684
1307	SIMU ZA NYUMBANI	3,034	10,696	14,737
1308	GHARAMA ZA TELEK	-	-	480
1309	STAMP NA KODI YA POSTA	2,016	2,750	870
1402	UNUNUZI WA PETROLI	1,216,162	1,464,114	1,256,136
1403	MATENGENEZO YA MAGARI	302,761	452,554	1,647,177
1503	VIFAA VYA KUANDIKIA	129,150	76,717	305,510
1504	UNUNUZI WA MAGAZETI	-	-	6,032
1505	VIBURUDISHAJI	5,143	2,566	47,919
1555	MATUMIZI YA KUENDESHA KAZI	511,99	60,080	23,129
1574	MBAADA WA BASKETI	1	-	5,070
1576	POSHO LA KIKAO	-	-	-
1577	POSHO LA WADHIFA	-	-	-
1602	MATENGENEZO YA OFISI	1,098	-	-
1603	MATENGENEZO YA MAJENGO	1,139,235	2,441,785	1,969,378
1702	KUKIMU MITAMBO	-	-	-
1805	UNUNUZI WA FANICHA	1	-	-
1809	UNUNUZI WA MASHINE	-	-	-
1812	UNUNUZI WA FRIJIDI/AIR CONDITION	-	-	40,000
1901	KODI YA NYUMBA	63,918	-	32,657
2104	MAFUNZO NCHINI	170,647	169,458	275,041
2105	MAFUNZO NJE	59,242	118,809	284,764
3301	VIFAA VYA SKULI	1,312,182	3,571,933	3,611,123
3302	MAKTABA ZA SKULI	-	-	-
3304	POSHO LA WAALIMU	786,127	779,388	1,418,377

MINISTRY OF EDUCATION - ZANZIBAR  
BLOCK TIME TABLE FOR PRIMARY SCHOOLS - 1986

SUBJECT	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	STD 8	SYLLABUS YEAR
1. KISWAHILI	12	12	10	8	8	7	5	5	1979
2. ENGLISH	-	-	8	7	7	7	8	8	1979
3. ARABIC	6	-	-	4	4	4	3	3	1986
4. MATHEMATICS	10	10	8	8	8	8	8	8	1979
5. ART/CRAFTS	6	6	5	3	3	3	3	3	1979
6. SCIENCE	-	-	-	-	-	-	6	6	1979
7. GEOGRAPHY	-	-	-	-	-	-	3	3	1979
8. HISTORY	-	-	-	-	-	-	2	2	1979
9. POLITICAL EDUCATION	-	4	-	-	-	-	2	2	1979
10. RELIGIOUS EDUCATION	4	4	4	3	3	3	2	2	1982
11. SPORTS/PHYSICAL EDN/CULTURAL STUDIES	4	4	4	4	4	4	3	3	1985/86
12. SOCIAL STUDIES	-	-	-	4	4	4	-	-	1984/1985/1986
13. INTEGRATED SCIE.	-	-	-	4	4	4	-	-	1984/1985/1986
14. ENVIRONMENTAL STUDIES	9	9	6	-	-	-	-	-	1985/1986
<b>TOTAL</b>	45	45	45	45	45	45	45	45	

CURRICULUM AND BLOCK TIME TABLE FOR 1st CYCLE  
SECONDARY SCHOOLS (FORM I-III) 1986

MSINGI NA KATI (SEHEMU YA KATI TU)

SUBJECT	FORM I	FORM II	FORM III
Mathematics	6	6	6
Kiswahili	4	4	4
English	6	6	6
Siasa	2	2	2
Dini	2	2	2
Physics	4	5	5
Chemistry	4	5	5
Biology	4	5	5
Geography	2	3	3
History	2	2	-
Kiarabu	3	3	3
TECH/LIB/SPORTS	2	2	4
Domestic Science	4	-	-
Total	45	45	45

CURRICULUM AND BLOCK TIME TABLE FOR GENERAL SECONDARY SCHOOLS  
FORM I - IV, 1986

IDARA YA ELIMU YA JUU NA UFUNZI  
(SECONDARY SCHOOLS)

SUBJECTS	FORM I	FORM II	FORM III	FORM IV
1. Mathematics	6	6	6	7
2. Kiswahili	7	7	7	6
3. English	7	7	7	6
4. Siasa	3	3	3	3
5. Dini	3	3	3	3
6. Physics	4	4	4	6
7. Chemistry	4	4	4	6
8. Biology	4	4	4	6
9. Geography	3	3	3	5
10. History	2	2	2	-
11. Kiarabu	3	3	3	-
12. Tech/Lib/Sports	2	2	2	-
13. Domestic Science	-	-	-	-
Total	48	48	48	48

TRAINED AND UNTRAINED TEACHERS IN BASIC EDUCATION 1986  
BY DISTRICT

District	Trained teachers	Untrained teachers	Total no.	Percentage untrained
Zanzibar Urban	653	228	881	25.8
West	234	98	332	29.8
North A	109	119	228	52.1
North B	70	70	140	50.0
Central	189	62	251	24.7
South	198	54	252	21.4
Micheweni	86	129	215	60.0
Wete	237	202	439	46.0
Chake Chake	196	164	360	45.5
Mkoani	198	230	428	53.7
<u>TOTAL</u>	2170	1356	3526	38.4

## APPENDIX 18

## FIRST YEAR STUDENTS IN TANZANIA MAINLAND HIGHER EDUCATION INSTITUTIONS BY TYPE OF TRAINING 1985/86

	<u>INSTITUTION</u>	<u>TYPE OF TRAINING</u>	<u>NO</u>
1.	CHUO KIKUU	Education	40
		MBA (Masters)	1
		Science	4
		Arts	2
		Agriculture	7
		Law	10
2.	CHUO CHA UFUNDI	Mechanical Engineering	2
		Civil Engineering	1
		Electrical Engineering	2
		Telecommunication	2
		Technical Education	1
3.	CHUO CHA ARDHI	Architecture	2
4.	I.F.M.	Accounts	7
5.	IDM	Certified Accounts	2
		Business Administration	2
		Public administration	2
		Economic Planning	5
		ODL	2
6.	USHIRIKA MOSHI	Cooperative Management	5
		Manag. Administration	3
7.	UVUVI MBEGANI	Boat - Building	2
8.	UVUVI KUNDUCHI	Fisheries Science	2
9.	ARDHI MOROGORO	Land Survey	4
10.	KILIMO MPWAPWA	Animal Health	6
11.	KILIMO UYOLE	Animal Product	2
	MBEYA	Crop Production	4
12.	MALI ASILI NYUKI	Ufugaji nyuki	1
13.	MATI URUGURU	Crop Production	3
14.	MATI MLINGANO	Farm Management	1
15.	MATI NYEGEZI	Land Use Plan	1
		Acro Veterinary	1
		Irrigation	2
16.	MATI MTWARA	Agriculture General	10
17.	MATI ILONGA	Agriculture General	9
18.	MATI TUMBI	Agriculture General	11
19.	LITI LIFE STOCK MOROGORO	Tse Tse Fly Cont.	2
		Range Management	1
		Animal Health	1
		Agriculture general	1

20.	BIASHARA DAR ES SALAAM	Accounts	23
21.	UANDISHI HABARI	Journalism	8
22.	KOMC (MEDICAL CENTRE)	Assistant Med. Off.	1
23.	TAKWIM (EASTC)	Statistics	7
24.	T.T.C. MPWPWA (VIPOFU)	Udlimu	1
25.	UHAZILI TABORA	Statistics	6
26.	RURAL DEV. PLAN		1
27.	NYEZI TR. INST.		1
28.	MIKOCHENI HIGH PREC.	Engineering	1
29.	USTAWI WA JAMII	Social Welfare	7
		Labour Management	5
30.	USAFIRISHAJI DSM	Transport Management	3
		Auto Mobile Eng.	2
31.	WATUMISHI SERIKALINI (DSM)	Marani	1
		Ukatibu Mahsusi	6
32.	MAJIBUNGO	Water Research	5
33.	I.S.A. MBEYA/D.S.M.	Accounts	7
		NABOCE	1
		Material Management	4
34.	ELIMU YA WATU WAZIMA	Adult Education	4

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## FIRST YEAR STUDENTS ABROAD BY TYPE OF TRAINING 1985/86

	COUNTRY	TYPE OF TRAINING	NO
1.	GREAT BRITAIN	Teaching English As A	1
		Foreign Language Diploma	2
		English Language	1
		Primary School Inspection	
		Diploma	2
		Telecommunication	1
		Educational Planning	1
		Agricultural Course	1
		1st Mate PG.	1
		Plant Protection	1
		Soil Water Engineering	1
2.	AUSTRALIA	Chemistry Research	1
		Teaching English/Foreign	
		Language	1
		Agricultural Economics	1
		Agricultural Agronomy	1
		Engineering	1
		Mass Media	1
3.	JAPAN	Sheet Metal + Welding	1
		Machinery trade	1
		Ship - building	1
		Marine Engineering	1
		Marine Navigation	1
4.	SUDAN	Islamic knowledge/Arabic	8
		Librarian ship	5
5.	U.S.A.	Agri Economic	5
6.	U.S.S.R.	Medicine	1
		Electrical Engineering	2
		Social Science	1
		Ship Mechanics	4
		Law	1
7.	INDIA	Marine Engineering	2
8.	NETHERLANDS	Public Administration	1
9.	CHINA	Medicine	1
10.	EGYPT	Islamic Knowledge/Arabic	7
11.	PHILIPPINES	Vet Science	1
12.	TURKEY	Medicine	1
		Engineering	2
13.	PORTUGAL	Kirno	2
14.	CANADA	Canadian Common Scholarship	1

CENSUS - ILLITERATES

MARCH, 1986

DISTRICT/REGION	ADULTS 13+	NO. OF ILLITERATES			% OF ILLITERATES		
	TOTAL	MALE	FEMALE	TOTAL	MALE %	FEMALE %	TOTAL
(1) URBAN	98,996	5,093	11,366	16,459	5.15	11.48	16.62
(2) WEST	16,351	2,575	4,027	6,602	15.74	24.56	40.30
<u>URBAN/WEST SUB TOTAL</u>	<u>115,347</u>	<u>7,668</u>	<u>15,393</u>	<u>23,061</u>	<u>6.64</u>	<u>13.34</u>	<u>19.98</u>
(1) SOUTH	12,592	1,356	2,733	4,089	10.76	21.70	32.46
(2) CENTRAL	34,759	4,089	4,360	8,449	11.76	12.34	24.50
<u>SOUTHERN REGIONS SUB-TOTAL</u>	<u>47,351</u>	<u>5,445</u>	<u>7,093</u>	<u>12,538</u>	<u>11.49</u>	<u>14.97</u>	<u>26.46</u>
(1) NORTH 'A'	39,767	8,077	11,062	19,139	26.25	35.95	62.20
(2) NORTH 'B'	17,402	3,695	4,852	8,547	21.23	27.88	49.11
<u>NORTHERN REGION SUB-TOTAL</u>	<u>48,169</u>	<u>11,772</u>	<u>15,914</u>	<u>27,686</u>	<u>24.43</u>	<u>33.03</u>	<u>57.46</u>
<u>UNGUJA - TOTAL</u>	<u>210,867</u>	<u>24,885</u>	<u>38,400</u>	<u>63,285</u>	<u>11.80</u>	<u>18.21</u>	<u>30.01</u>

CENSUS - ILLITERATES

MARCH, 1986

2

DISTRICT/REGION	ADULTS 13+ NO. OF ILLITERATES			% OF ILLITERATES			
	TOTAL	MALE	FEMALE	TOTAL	MALE %	FEMALE %	TOTAL
(1) MICHEWENI	29,270	6,156	8,052	14,208	21.03	27.51	48.54
(2) WETE	30,313	7,578	10,208	17,786	24.99	33.67	58.67
NORTHERN REGION SUB-TOTAL	59,583	13,734	18,260	31,994	23.05	30.64	53.69
(1) CHAKE	28,220	8,133	6,728	14,861	28.81	23.84	52.66
(2) MKOANI	27,921	6,018	9,864	15,882	21.55	35.32	56.88
SOUTH REGION - SUB-TOTAL	56,141	14,151	16,592	30,743	25.21	29.55	54.76
PEMBA - TOTAL	115,724	27,885	34,852	62,737	24.09	30.12	54.21

CENSUS - ILLITERATES

MARCH, 1986

DISTRICT	ADULTS 13+ NO: OF ILLETERATES			% OF ILLETERATES			
	TOTAL	MALE	FEMALE	TOTAL	MALE %	FEMALE %	TOTAL %
(1) URBAN	98,996	5,095	11,365	16,459	5.14	11.48	16.62
(2) WEST	16,351	2,575	4,027	6,602	15.74	24.56	40.30
(3) SOUTH	12,592	1,356	2,733	4,089	10.76	21.70	32.46
(4) CENTRAL	34,759	4,089	4,360	8,449	11.76	12.54	24.30
(5) NORTH 'A'	30,767	8,077	11,062	19,139	26.25	35.95	62.20
(6) NORTH 'B'	17,402	3,695	4,852	8,547	21.23	27.88	49.11
(7) MDCHEWENI	29,270	6,159	8,052	14,208	21.03	27.51	48.54
(8) WETE	30,313	7,578	10,208	17,786	24.99	33.67	58.66
(9) CHAKE	28,220	8,133	6,728	14,861	28.81	23.84	52.65
(10) MKOANI	27,921	6,018	9,864	15,882	21.55	35.32	56.87
ZANZIBAR - TOTAL	326,591	52,770	73,252	126,022	16.16	22.42	38.58

## TOTAL ENROLMENT IN LITERACY CLASSES BY SEPTEMBER 1986

CCM-branches  
 PEMBA 75 UNGUJA 169 and TOTAL ZANZIBAR 244 groups (classes)

WORKERS LITERACY CENTREWORKER'S CENTRES - UNGUJA

<u>Name of Centre</u>	<u>No. of Groups (Classes)</u>
<u>CHIEF MINISTERS OFFICE</u>	
1. Municipal Council - Kiponda	2
2. Department of Social Welfare	1
3. Children's Home - Morodhani	2
4. Tunguu Centre	1
<u>MINISTRY OF COMMERCE AND INDUSTRY:</u>	
5. Soap Making Factory (Maruhubi)	2
6. Soda Factory	2
7. Bakeries	1
8. Sugar Factory	2
9. Soda Factory	2
10. Coconut Oil Factory (Maruhubi)	2
11. " " " (Saateni 1.)	2
12. " " " (Saateni 2.)	2
<u>MINISTRY OF MARINE/FISHERIES AND FORETRY:</u>	
13. Department of Forestry - Kichavelela	2
<u>MINISTRY OF WATER/CONSTRUCTION AND ENERGY:</u>	
14. Michenzani Centre	2
15. Makunduchi Centre	1
<u>MINISTRY OF HEALTH:</u>	
16. V.I. Lenin Hospital Centre	2
17. Mental Hospital Centre	2
<u>MINISTRY OF INFORMATION CULTURE AND SPORTS:</u>	
18. Department of Art/Culture (Archires Centre)	1
19. " " Information (Radio Station Centre)	2
20. Children's Playground Centre	2
<u>MINISTRY OF COMMUNICATION AND TRANSPORT:</u>	
21. Airport Centre	2

MINISTRY OF EDUCATION:

22.	Department of Adult Education	2
23.	Nkrumah Teachers College	2

DEFENCE:

24.	J.W.T.Z. (Mwanyanya)	2
		<u>43</u>
		=====

WORKERS CENTRES - PEMBA:

<u>Name of Centres</u>	<u>No. of Groups (Classes)</u>
1.	Department of Building/Contrction (Wete) 1
2.	Department of Agriculture 5
3.	Zanzibar State Trading Co-op. 1
4.	Timber Factory 1
5.	Department of Building/Construction (Micheweni) 3
6.	" " Communication/Transport " 4
7.	" " Water Supply (Micheweni) 2
8.	" " Agriculture (Mpira) Micheweni 1
9.	" " Communication/Transport Chake 15
10.	" " Building/Construction Chake 9
11.	" " State Fuel Cooperation 2
12.	" " Education 1
13.	Tractor Maintenance Factory 2
14.	Clove Oil Factory 1
15.	Municipal Council 2
16.	Children's Play Ground 1
17.	Department of Health - Hospital Chake 2
18.	Department of Water Supply (Office) Mkoani 2
19.	" " " (Electrical Engineering Workers) 2
20.	" " Water Supply (Kengeja) 2
21.	Municipal Council - Mkoani 2
22.	Agriculture (Fufuni) Mkoani 2
23.	" (Gaye la Mtungi) Mkoani 2
24.	" (Giriama) Mkoani 1

TOTAL - PEMBA 66

	<u>UNG.</u>	<u>PEMBA</u>	<u>ZANZIBAR</u>
- ILLITERATES (IN C.C.M. - BRANCHES)	2895	1490	<u>4385</u>
- ILLITERATE WORKERS	747	1430	<u>2177</u>

ENROLMENT IN NKURUMAH TEACHER TRAINING COLLEGE 1986  
BY TYPE OF TRAINING

GRADE	MALE	FEMALE	TOTAL
Students from Form IV (1st year)	71	58	129
Students from Form IV (2nd year)	64	57	121
Untrained teachers (1st year)	56	37	93
Untrained teachers (2nd year)	70	57	127
Diploma (1st year)	29	8	37
Diploma (2nd year)	33	6	39
TOTAL	323	223	546

Feb, 1986

22nd October, 1986

Mr. Abdul Hamid Mzee,  
Director of Planning,  
Ministry of Education,  
ZANZIBAR.

Dear Sir,

The last few years Statistics Sweden has been involved in a co-operation with Takwimu in Dar es Salaam and the Statistical Office of the PMO in Zanzibar.

One important scope has been - and is still - to improve the timeliness of publishing and to speed up the printing of publications. At Takwimu, Statistics Sweden has chosen to assist in the upgrading of the Printing Office. However, at the Statistical Office in Zanzibar, we have advised the Director and his staff to prepare the printing originals within the office, then co-operate with Mainland Takwimu when it comes to printing and binding.

This solution might be acceptable, but certainly not ideal, for the Statistical Office. In order to find better solutions, we turn to you with this request for co-operation within the area of printing and binding.

When the Printing Office of Elimu has been established in Zanzibar, we understand you will have an overcapacity which should be used for external customers and we want to declare our interest in such co-operation.

Concerning the character of the printing, we deal with short print runs of publications, questionnaires and pamphlets. The yearly volume is hard to estimate, but should not exceed 600,000 imprints, A4 or foolscap size. However, as mentioned above, timeliness is very important.

We hope for a mutually interesting co-operation.

Sincerely,

(Alf Fyhrlund)  
PROJECT CO-ORDINATOR  
STATISTICS SWEDEN

(Lennart Nordstrom)  
CONSULTANT  
STATISTICS SWEDEN

c.c. The Government Statistician,  
Bureau of Statistics,  
DAR ES SALAAM.

c.c. The Director of Statistics,  
ZANZIBAR.



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The Education Division at SIDA initiates and implements a large number of studies regarding education and training, especially in SIDA's programme countries.

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