

Swedish Support in the Education Sector in Zanzibar, 2002–2007

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**Department for Democracy
and Social Development**

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Sida Evaluation 07/45

**Department for Democracy
and Social Development**

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Abbreviations

AKF	Aga Khan Foundation
BAKIZA	BARAZA LA Kiswahili Zanzibar
EFA	Education for All
EMIS	Education Management Information System
EP06	Education Policy 2006
FAWE	Forum for African Women Educationalists
GDP	Gross Domestic Product
GER	Gross enrolment rate
GOZ	Government of Zanzibar
HBS	Household Budget Survey
ICT	Information and Communication Technology
IKFL	Institute of Kiswahili and Foreign Languages
KTC	Karume Technical College
MDG	Millennium Development Goals
MKUZA	Kiswahili name for ZSGRP
MoEVT	Ministry of Education and Vocational Training
MoF	Ministry of Finance
MSTHE	Ministry of Science, Technology and Higher Education in Dar es Salaam
NER	Net enrolment rate
NGO	Non Government Organization
NTRC	National Teacher's Resource Centres
NTTC	Nkrumah Teacher Training College
ODA	Official Development Assistance
PER	Public Expenditure Review
PIU	Programme Implementation Unit
PRSP	Poverty Reduction Strategy Paper
RGZ	Revolutionary Government of Zambia
SA07	Situation Analysis 2007
SEDP	Secondary Education Development Project (Loan from the World Bank)

SMC	School Management Committee
SUZA	State University of Zanzibar
SWAp	Sector Wide Approach
TC	Teacher Centres
TWG _s	Technical Working Groups
VET	Vocational Education and Training
WSD	Whole School Development
ZAC	Zanzibar AIDS Commission
ZAPDD	Zanzibar Association for People with Development Disabilities
ZEDP	Zanzibar Education Development Program
ZEMAP	Zanzibar Education Master Plan
ZPRP	Zanzibar Poverty Reduction Plan
ZSGRP	Zanzibar Strategy for Growth and the Reduction of Poverty Document

Executive Summary

Background and Purpose

Sweden is one of Zanzibar's main aid partners to education. Sida is currently exploring ways in which it can continue to offer appropriate support to the education sector in Zanzibar. Sida's support to the education sector has been influenced significantly by developments specific to the sector and Zanzibar. Sweden resumed its engagement in development cooperation with the Government of Zanzibar in 2002 in the form of 'emergency support'. The immediate purpose was for more classrooms to accommodate the rapid expansion of primary school and cater for the back-log of unfinished schools in Pemba and Unguja. The support centred on construction components (schools, new building for the Ministry and teacher centres).

From 2003 to date agreements have been amended several times to provide 'bridging support' that has also included policy support, enhancing competencies in MoEVT and the continuous support to the development of a full education sector programme the Zanzibar Education Development Programme (ZEDP) including finalisation of EMIS.

This evaluation of Sida's support to education in Zanzibar has two principle objectives:

1. *to assess the relevance, effectiveness, efficiency (including cost efficiency) and sustainability of the Swedish support to the Zanzibar education sector from 2002 until the end of 2006 (and during 2007 for activities mainly financed by Sweden), based on the overall objectives and guiding principles for Swedish development cooperation.*
2. *to make recommendations regarding continued Swedish support based on a more general analysis of the development in the sector and of the Zanzibar Education Development Programme (ZEDP) when a draft version is available.*

A particular focus of this evaluation is in accord with the Swedish development goals to contribute to an environment supportive of poor people's own efforts to improve their quality of life. Thus, it goes beyond the objectives and considers the rights perspective and the perspective of the poor.

The evaluation methodology was based upon a review and analysis of relevant documentation, interviews with key persons and site studies comprising individual and focus group interviews. This was complementary to a review of progress made towards the development of ZEDP with reference to an assessment of the education sector.

Main Findings

The overall conclusion is that the support on the whole has been well targeted and in general, had a favourable impact in the education sector, especially in primary education through the support to school construction. The nature of much of the spending (infrastructure and equipment) means that outputs (a completed classroom, Teacher Centre and Ministry building) are clearly evident at this stage.

The original support responded to an emergency situation. The renewal of commitments and continuation of existing support on request from MoEVT has meant that Sida has increased its ability to respond strategically to the development challenges of MoEVT and the government.

In the period 2002–2007, Sida provided 35MSEK. The majority of the funds 19.5 MSEK (56%) were used for various construction projects. A further 9.1 MSEK (36%) was spent on support to the continued development of the sector programme (ZEDP).

In terms of relevance, the current support to the education sector has been and remains highly relevant in keeping with Zanzibar needs and priorities. Sida support has been and continues to be characterised as demand driven responding to the needs of MoEVT in a flexible way.

Sida is seen as a key contributor in education and has been active in leading and coordinating donors in the Zanzibar Education Sector Committee (ZESC) thereby giving it a highly central role in the planning processes and importantly in the development of the ZEDP. We also recognise that it is still very much in the early stages of developing ZEDP and that the next steps of iterative reviews will increasingly refine the sub-programmes. Thus, momentum has been built up but real participation and engagement will need to be encouraged in any next phase of support.

Adaptability and responsiveness have been key characteristics and strengths of the Sida support. Sida's commitment to working closely through a partnership approach is much appreciated by MoEVT, with whom it clearly has an excellent working relationship. Sida advisers have built good relationships during the period of aid which has often meant flexible support and a willingness to respond to MoEVT early emergency needs and the provision for key adjustments over the period of support under review.

Largely because Sida's support was not a blueprint it has allowed adjustments that reflected the evolving context (for example responding to the government's timely request for support to the development of the sector programme and important support studies). This has been possible, in part, because Embassy advisers have been in close touch with government and donor partners and have responded quickly to the requests reflecting the needs of the government.

Sida has also demonstrated the value of external partners working together and complementing each others' contributions to the overall benefit of the system. However, although flexibility is desirable and has, in our judgment, generally been well targeted, it carries some risks.

Although, of course there is a role for this type of support and it often has meant good collaboration between the government and other development partners, we feel that because there was the absence of an overall Sida programme document with aims and objectives for activities there has been a greater focus on inputs rather than what will be achieved.

It has also sometimes been the case that an assessment to support other partner initiatives could have been stronger. For example, in deciding to support EMIS (which continues to present user problems) an assessment of the performance of the EMIS at the time may well have resulted in different options. A better option matched with the intention to support the development of a SWAp might have been to support a comprehensive Integrated Information Management System (IIMS) that would have an EMIS component and linked to the expected school mapping system. The advantage of the IIMS system is that planning would have been the domain of all the Directorates and less focused on the Planning Directorate. Capacity building would then be linked to the planning and management functions of each Directorate and in this way MoEVT would be better prepared for the introduction of a SWAp.

Delays in establishing the ZEDP has meant that the timeframe for Sida support could not easily be established. In part, because of this, the agreed extensions presented difficulties in placing the activities under an overall strategic framework that might clearly have set out support following the broad goals and guiding principles of Swedish development cooperation. Opportunities were missed to properly embed these in the support. For example, more could have been done to focus the support on the poorest and the most marginal communities within a framework.

Lessons Learned

Emergency aid can in the right circumstances maintain a momentum relative to the needs of the country. This has been evident through a process of constant negotiations and building relationships which is particularly relevant at the building stage of a SWAp.

The ability to respond strategically to the development challenges strengthens partnerships and develops a high level of trust that augers well for future SWAp development. Against this background, there were clear reasons to support emergency needs that adapted to the circumstances and needs but should have a defined period.

A key lesson learnt is that for support given to emergency situations and emerging initiatives (that embark on a change of direction) it is of great importance that the framework and methodologies are thought through as thoroughly as possible in clear systemic and operational terms if Sida's development objectives are to be addressed. Clear strategies that address pro-poor activities need to be agreed with the partner at an early stage.

The willingness to fund gap-filling comes with risks. On-going projects supported by other development partners need to be fully assessed and appraised before agreeing to top-up funding.

More attention could have been paid earlier to the institutional enabling environment. Issues affecting performance, management and improvement of support to the Ministry should be considered at an early stage. Greater emphasis needs to be placed on institutional and systemic capacity building rather than on individuals.

Technical assistance needs to be targeted at the level of capacity building that is needed. Manuals and training should be no more complicated than the buildings being built or maintained.

For effective mainstreaming of cross-cutting issues to take place, the relevant policy frameworks need to feature prominently in a support programme document. Well defined indicators within sector monitoring and evaluation frameworks should be established.

Key Recommendations School Completion and Related Support

School mapping is essential to ensure that the sites of new schools, the construction of new classrooms, and the rehabilitating and maintenance of existing schools is carried out according to greatest needs. In support to the school completion component, school mapping would assist in targeting and ensuring that Sida concerns for pro-poor activities are addressed in more systematic ways than is the case at present.

Selection of schools needs to be based on much more systematic pro-poor criteria. The identification and selection of classrooms needs to include a number of indicators at a disaggregated level to determine the location of very poor areas. Such disaggregated data would be used in conjunction with the school mapping to determine requirements. Importantly, this would enable MoEVT to better identify and target school sites in the poor and disadvantaged communities. In cases where communities are very poor the government should consider funding the full cost of school provision.

At present there is no maintenance culture in schools. In order to ensure that all classrooms are constructed with optimum sustainability a systematic preventative maintenance programme need to be put in place in all schools. This would have small cost implications but would ensure major cost effectiveness over the life of the school buildings. At the moment, the original maintenance manuals are not available and are too complicated. Schools where new classrooms are to be completed would sign a preventative maintenance agreement before completion starts. In addition, the building inspectors would explain the process to the SMC, the head of school and the maintenance teachers.

There is still a need for the training of artisans in communities where classrooms are to be constructed. This would still be both theory and practice but the manual used could be very much simpler than that prepared by the TA in 2004.

There is a need to build sufficient numbers of toilets for students and ensure girl's toilets are located at an appropriate distance from boy's toilets. In order to do this the MoEVT need to establish standards for building pit latrines to a suggested figure of one pit per classroom or 45 students per shift.

Disabled ramps need to be built in all new classrooms and toilet blocks to ensure that disadvantaged pupils can have easier access to the school.

The Development of ZEDP

There are two major concerns with the development of the ZEDP a) financing the programme and b) managing and implementation arrangements. According to a recent financial paper, as part of the Sida support to the development of ZEDP, the salary burden of the total education sector budget is now so considerable that it almost precludes any other inputs, at least in the short run¹. There will need to be considerable cost savings and efficiency measures put in place to reduce recurrent costs and release development funds for ZEDP.

Given the limited revenue available in Zanzibar and the resulting budget constraints, there is an urgent need to prioritise among alternative interventions and choose those which have the largest poverty impact. We understand that during the next iterative phase of planning of ZEDP the sub-programmes will be refined, prioritised, sequenced and budgets prepared. These issues must be addressed and SMART outputs and indicators for doing so incorporated into the design. As part of this, we would suggest that it would be anticipated that sub-programmes will be further developed within the five year framework, but also in the context of identified more realistic MKUZA goals and governed by the MTEF envelope, in line with government budget planning process and formats.

It will be important to improve collaboration and open dialogue and consult a much broader range of key stakeholders than currently is the case. Consultation at the school and community level should follow.

Increasing awareness and building advocacy activities at all levels will be important for the roll-out of ZEDP. A Communication Strategy will need to be immediately developed to improve understanding of the need to develop and implement ZEDP. This might be similar to the successful Communications Strategy developed for MKUZA. Perhaps the most immediate task though is to disseminate the draft programme to those in the working groups.

It is imperative that MoEVT management and Sida engage with UNESCO, Dar es Salaam field support office to make EMIS a proper working system. But we would go beyond this and suggest that as ZEDP is developed there is a need for consideration of an integrated planning system in the form of an Integrated Information Management Strategy (IIMS). The introduction of an IIMS would prepare MoEVT for managing ZEDP for example, through improved system development by involving all departments in integrated planning and budgeting processes. Such a system would incorporate and have a strong focus on linking a GIS school mapping system, strategies for ICT, capacity building and information management and a properly functioning EMIS. This we feel would help MoEVT to manage, monitor and drive the sector programme toward the governments Vision 2020.

Capacity building needs will be even more acute once the SWAp is developed and becomes operational. In order to achieve the envisaged sector improvement goals planning for institutional strengthening

¹ ZEDP Working paper: Costing and Financial Projections (August 2007).

and capacity building will need to be integrated into the different sub-programmes. This will require the immediate development of a well articulated capacity building strategy. This will enable the recommendations of the recent assessment of management capacity (March 2007) to be integrated into the different sub-sector plans.

Gender and HIV/AIDS will need to be mainstreamed into all the ZEDP as cross-cutting issues related to quality and effectiveness. While the MoEVT plays a key role in coordination of this mainstreaming, it will be essential that responsibility for this mainstreaming is taken on by each concerned directorate.

In part, community contributions penalise the very poor. It is important that improving equity in the education system is not just equated with increased finances that will enable increased resource inputs to currently disadvantaged schools. Rather, there will need to be greater efforts to plan and redistribute existing resources (human and financial) in a more equitable way and relieve the very poor of additional burdens. This could be done through identifying the very poor using a combination of sources (for example, school mapping, Household Survey 2006, EMIS etc. and community visits).

Suggested Future Support

We understand that it is the Government's wish to move carefully and systematically towards a SWAp and not necessarily into budget support at this stage. The common intention within the external and national co-operating partners is to move towards consideration of support to the ZEDP sector programme when completed. However, this requires among other things certain reliance on structures and procedures being designed in ZEDP, including financial management, *monitoring and reporting procedures*.

The team feel that there is considerable more work to be done on developing ZEDP and that it remains very optimistic that completion will be before January 2008. A more realistic time plan that would take account of the need for greater *iterative consolidation* of the programme and *consultation at ALL levels* before roll-out of ZEDP we estimate to be at least 8 months from now. This would coincide with the new Zanzibar financial year of beginning of July 2008.

We therefore recommend that Sida continue support through a bridging extension until such time when there is clarity and acceptance concerning the future of ZEDP in relation to the Strategic Plan and agreed financing mechanisms. Any decision for future support would then rest on a joint appraisal of the document.

By suggesting a bridging period we have no intention of undermining the progressive work of developing the ZEDP. We have in mind that the bridging extension would be additional support and take the form of a kick-start to some of the priority reforms embedded in ZEDP. The *kick-start* activities would address and complement key challenges alongside the continuation of the development of ZEDP but also take account of the key recommendations. Importantly, this would include greater attention to addressing the Zanzibar government and Swedish development goals.

We also recognise that Sida support to school infrastructure has *built momentum* which needs to be continued. There is a strong case during the bridging phase to look at the status of the overall construction, completion and furnishing of classrooms and provide funds *to bring existing classrooms and furnishings* to completion (there are 760 waiting to be completed but in different levels of completion), rather than extend the support to new construction sites. However, this would include support to the acute need and targeting the poor communities to complete the backlog of uncompleted classrooms. This would also include *providing furniture* together with resources to the *Teacher Centres* that included support resources to make them operational. The MoEVT does not have the funding levels to keep up with demand and therefore Sida's continuation of support in this phase will be of immense importance.

We also would see the need to develop and put in place a preventative maintenance policy *that operates at the school level*. However, any projected investments in infrastructure will need to be balanced with inputs to promote quality following agreements in ZEDP. We have included an example of a simple maintenance manual in Annex 6 that has been used successfully in similar situations which might be useful for MoEVT.

We also suggest that the current *support to the Teacher Centres* be extended to include up-grading of the capacity of the TC coordinators and subject advisors to gain *greater knowledge and skills in pedagogy*. This will go some way to addressing the urgent need for upgrading teachers through in-service training. This activity could be supported by SUZA and linked with the expected World Bank support to secondary education programme.

A further kick-start priority is for support *to improving the management of school* (reference to Situation Analysis) and the school management committee. This would address the priority area and major challenge to get schools working more effectively for example, to improve the time-on-task for learners, to target the poor and involve more parents in the management and say in school activities.

A number of studies could also be undertaken in the bridging period. For example, the development of a *Teacher Development Plan* to include the needs of the in-service and pre-service teacher is imperative to be able to carry through the plans expected in ZEDP.

On completion of ZEDP the roll-out and implementation will have very significant capacity building implications at the central and decentralised levels. We suggest that Sida support the completion of a *Capacity Building Plan* and that Sida continues with support to capacity building *but within a more structured development programme design that is more institution focused*.

1. Introduction

1.1 Background

Sweden is one of Zanzibar's main aid partners to education. Sida is currently exploring ways in which it can continue to offer appropriate support to the education sector in Zanzibar. This study was an evaluation the Swedish support to the Zanzibar education sector which will help inform Swedish strategy planning as from 2008 and, in particular, help inform the development of the proposed Sida development cooperation and integrated approach to support Zanzibar's development goals. The background of this review, therefore, includes consideration of:

- i. Sweden's development cooperation policies in general and its policy for the education sector in particular;
- ii. A specific programme of support rooted in the development needs of the MoEVT and its core reforms² and
- iii. The assessment of the emerging education sector approach – Zanzibar Education Development Programme (ZEDP) – as a possible framework for future development cooperation.

Sida's support to the education sector has been influenced significantly by developments specific to the sector and Zanzibar. Sweden resumed its engagement in development cooperation with the Government of Zanzibar in 2002 in the form of 'emergency support'. The immediate purpose was for more classrooms to accommodate the rapid expansion of primary school and cater for the back-log of unfinished schools in Pemba and Unguja. The support centred on construction components (schools, new building for the Ministry and teacher centres).

From 2003 to date agreements have been amended several times to provide 'bridging support' that has also included policy support, enhancing competencies in MoEVT and the continuous support to the development of a full education sector programme the Zanzibar Education Development Programme (ZEDP) including finalisation of EMIS.

1.2 Purpose of the Evaluation

This evaluation of Sida's support to education in Zanzibar has two principle objectives:

3. *to assess the relevance, effectiveness, efficiency (including cost efficiency) and sustainability of the Swedish support to the Zanzibar education sector from 2002 until the end of 2006 (and during 2007 for activities mainly financed by Sweden), based on the overall objectives and guiding principles for Swedish development cooperation.*
4. *to make recommendations regarding continued Swedish support based on a more general analysis of the development in the sector and of the Zanzibar Education Development Programme (ZEDP) when a draft version is available.*

The ZEDP will be a planning document that will eventually guide the education sector development over the next five year period and act as a possible framework for future development cooperation.

The team understand the complexity of developing this strategic framework and associated programmes and we recognise that it *is still very much in a development stage* and much work remains to be

² For example: The Zanzibar Development Vision 2020, the Zanzibar's Strategy for Growth and Reduction of Poverty (MKUZA), the Dakar Framework of Action and the Millennium Development Goals and the Zanzibar Education Development Programme (ZEDP) being developed.

done³. However, we feel some responsibility to review the current process that has produced a document – Second Draft Proposals from Technical Working Groups 25th June 2007 – as it stands and the development processes. It is hoped that by presenting summary comments we can highlight key strategic issues and make recommendations, which will be useful to both Sida and MoEVT and the working groups in the coming weeks and months as the ZEDP document and process is further revised and improved.

1.3 Approach and Methodology

In accordance with the Terms of Reference, the evaluation is based upon a review and analysis of relevant documentation, interviews with key persons and site studies comprising individual and focus group interviews.. This was complementary to a review of the *progress made* towards the development of ZEDP with reference to an assessment of the education sector.

The approach taken has been one of *learning strategic lessons* in order to inform possible future engagement and support to the government of Zanzibar. The timing of the evaluation has been significant since there are a number of very recent publications supported by Sida that also address our terms of reference.⁴ For a full list see Annex 9.

The TOR also asked the team to analyse the development of the sector and identify major challenges and how these have been addressed so far. However, a comprehensive Education Sector Situation Analysis⁵ has been very recently prepared for ZEDP through Sida support and we do not wish to duplicate this very good work. We have used our interviews and discussions in part to test and come to an understanding of the current situation. We thus confine ourselves to a summary of the situation to inform priority actions which is included as Annex 3. But wherever appropriate we used them as checks and balances for our work.

The evaluation covers a number of funding periods from 2002 to 2007. Whilst the whole period has been addressed the more recent period has received greater focus since it relates more easily to the development of the ZEDP which is meant to take education forward in Zanzibar in the next five year period and the longer term.

In interpreting the terms of reference, the team placed primary importance on the main features of the progress made on the one hand, and the long term effectiveness and sustainability of the support on the other. The team has focused, therefore, on a review of the ‘progress as processes,’ raising the profile of systemic issues and problems resulting from education processes. These processes have been set in context by examining the prevailing constraints at national, district and school levels and management capacity to meet the overall goal of improving the quality of teaching and learning.

Data was compiled from the study of reports and minutes of key meetings, group and individual meetings with national and district officers and from observations and discussions held during visits to schools, CTs and other organisations (see Annex 2 for a List of People Met).

The formulation of the key questions for the review provided a structure and offered more concrete content to the evaluation criteria noted in the TOR. The review framework and the complete set of key questions can be found in Annex 4.

³ ZEDP is not complete and the first workshop was organised to identify some key programmes and activities that could be part of the ZEDP in particular sub-sector.

⁴ For example a) MoEVT (2007) An Assessment of Management Capacities – Report prepared for the MoEVT ZEDCO, Zanzibar Education Development Consortium. Draft April 2007. b) Working Paper: Costing & Financial Projections. March 2007.

⁵ Revolutionary Government of Zanzibar. Ministry of Education and Vocational Training (MoEVT). Education Situation Analysis 2007 (Draft 4 August 2007).

Swedish development cooperation aims to *help create conditions that will enable poor people to improve their quality of life*. Thus, we have also placed great importance on a focus on the perspectives of the poor and pro-poor activities, cross-cutting issues and their mainstreaming, social inclusion approaches and ownership.

This report presents the main findings of the evaluation and key lessons learned, and provisional priority areas for future action. The team intends them to be constructive and effective in helping to inform future developments.

1.4 The Evaluation Team

Members of the review team are listed below:

- Dr. Mike Wort, Team Leader (education sector specialist)
- Professor Suleman Sumra (educationalist)
- Mr. Paul van Schaik (architect and school physical planner)
- Mr. Elifuraha Mbasha (school physical planner)

The team expresses its sincere appreciation to the many individuals and groups who provided valuable information and insights. However, the findings and recommendations presented in this report represent the views of the team and do not necessarily reflect those of Sida or those of the Revolutionary Government of Zanzibar, its related organisations and institutions.

1.5 Acknowledgements

The team found its work to be both stimulating and challenging. The commitment shown by all stakeholders consulted was impressive and the team is grateful to all those people who have shared opinions and information with the team in an open and constructive manner and who also provided support, information and comments during the field visits and interviews.

The team would like to thank staff of the Education Division, Sida in Stockholm for their assistance throughout this process and for their support and suggestions. The team was greatly assisted in its work by the education advisor in the Embassy of Sweden, Dar es Salaam. Special thanks go to the Planning Department of MoEVT, Zanzibar

2. The Intervention

Swedish support to the education sector in Zanzibar was resumed in 2002 after an interruption in 1999 caused by irregularities in the general elections. When an agreement between the involved political parties was achieved and satisfactorily implemented, Sweden decided to renew its support to Zanzibar, with support to the education sector as one of the priorities.

The new support was initiated in 2002 as a programme for “emergency support” to classroom construction based on the Zanzibar government’s priorities. Construction of classrooms had for several years not matched the rapidly growing number of children in school-going ages. Combined with increased enrolment ratios, this led to a situation with heavily overcrowded classrooms and negative consequences for learning outcomes.

In December 2003, a new agreement was signed aiming at continued support to construction and furnishing of classrooms, stores and offices. An additional important aim was to support a process to elaborate a sector-wide Zanzibar Education Development Programme (ZEDP). The agreement was later extended to cover 2005, and later once again to cover 2006. Such extensions were made since the process of elaborating ZEDP took much longer than initially foreseen. The general elections held in October 2005 were one factor behind the slow development.

Support to school construction consisted of funding a) the *completion* of community built classrooms, with roofs, floors, aprons and wall plastering, painting and furnishing b) completion of four teacher centres and c) the completion of the second and third floors of the MOEVT. The Project Implementation Unit (PIU) in MoEVT has been responsible for the management of, preparing tender documents, work plan, budgets and accounting for expenditure.

Sida also supported building professional competences of MoE (now MoEVT) officials for training to a number of overseas institutions (for example, IIEP, Paris and Bristol University for higher studies). Towards the beginning of 2003 Sida also supported the funding of the development of a new Education Policy (2006). In addition, a consultancy group was contracted by MoEVT to help develop ZEDP that included a number of key preparatory studies. The ZEDP was expected to be completed by November 2007⁶.

⁶ Sida finance Zanzibar Education Development Consortium (ZEDCO).

3. Main Findings

The overall conclusion is that the support on the whole has been well targeted and in general, had a favourable impact in the education sector, especially in primary education through the support to school completion. The nature of much of the spending (infrastructure and equipment) means that outputs (a completed classroom and Teacher Centre and Ministry building) are clearly evident at this stage.

Table 1 briefly sets out what Sida funded during the period under review, trends during the period and comments on priorities and outcomes as well as the alignment with Government of Zanzibar and Sida development objectives. This Table identifies the different activities for the period under review (2002–2007) and how Sida responded in the different emergency periods with changing priorities.

The original support responded to an emergency situation. The renewal of commitments and continuation of existing support on request from MoEVT has meant that Sida has increased its ability to respond strategically to the development challenges of MoEVT and the government.

In the period 2002–2007, Sida provided 35MSEK. The majority of the funds 19.5 MSEK (56%) were used for various construction projects. A further 9.1 MSEK (36%) was spent on support to the continued development of the sector programme (ZEDP). The distribution and utilization of funds is given in TABLE1.

In terms of relevance, the current support to the education sector has been and remains highly relevant in keeping with Zanzibar needs and priorities. Sida support has been and continues to be characterised as demand driven responding to the needs of MoEVT in a flexible way.

Sida is seen as a key contributor in education and has been active in leading and coordinating donors in the Zanzibar Education Sector Committee (ZESC) thereby giving it a highly central role in the planning processes and importantly in the development of the ZEDP. We also recognise that it is still very much in the early stages of developing ZEDP and that the next steps of iterative reviews will refine the sub-programmes. Thus, momentum has been built up but real participation will need to be encouraged in any next phase of support.

Adaptability and responsiveness have been key characteristics and strengths of the Sida support. Sida's commitment to working closely through a partnership approach is much appreciated by MoEVT, with whom it clearly has an excellent working relationship. Sida advisers have built good relationships during the period of aid which has often meant flexible support and a willingness to respond to MoEVT early emergency needs and the provision for key adjustments over the period of support under review.

Continued on page 18.

Table1.

The Table sets out an overview of Sida funded support during the period under review, trends during the period and comments on priorities and outcomes as well as the alignment with Government of Zanzibar policies, Sida objectives.

Funding Activities in period (2002-2007) – agreement periods.	Budget (MSEK)	Trend Changes during support period	Alignment with priorities and evidence of outcomes
09/2002 -09/2003 (Phase I – pilot)	5.0	- Cost savings of 0.5MSEK (10%) meant a further 61 classrooms and 4 offices were completed and 5 motor cycles purchased for building inspectors. - Three year Zanzibar Poverty Reduction Plan (ZPRP) launched in 2002 based on priority sectors. - Focus changes from identifying priorities of ZPRP to broader strategic outcome-based ZSGRP (MKUZA, Jan 2007). - The ZSGRP process introduced poverty orientation as the new priority issue for development. - Education Policy (2006) extends education to twelve years to 2-6-4 (pre-primary – primary - secondary) and calls for sector wide approach. - Sida take over the coordination of the donor partners in the Zanzibar Education Sector Committee (ZESC) led by the government (2003). - MKUZA gives top priority to education in the period 2007 - 2010. - MoEVT strengthens aid management and coordination by setting up the Zanzibar Education Sector Committee (ZESC) which is a forum for policy dialogue between stakeholders involving Ministry officials,	The education support has been focused on supporting the government to roll out free primary education, by supporting completion of school infra-structure to all communities. This is in line with the goals of EFA. The Education Policy and MKUZA support Sida priorities insofar that basic education is pro-poor, and specifically through the continued focus on poorer communities (including Pemba). The early focus on primary education is in line with the education Millennium Development Goal (MDG) and on equity with the gender equity goal. Support has more recently focused on the improvement of quality in addition to access. This is in line with the Sida education objectives. Overall there is evidence of successful outcomes in the main support areas (school construction) and continued momentum in others. Although slow with the start-up of ZEDP and finalisation of the sector plan progress is being made toward completion for appraisal.
Completion and furnishing of 136 classrooms and 35 offices	5.0		
12/2003- 12/ 2004 (Phase II)	13.0		
- Completion and furnishing of 302 classrooms and 45 offices including 1MSEK for building supervision and training* . - Funding for development of Zanzibar Education Development Programme (ZEDP) - Allocation of Planning Reserve	9.0 3.0 1.0		
12/2004 – 06/2005 (no cost extension)			
06/2005 -12/2005 (cost extension of agreement)	8.0		
- Support to development of Zanzibar Education Development Programme (ZEDP) (including long and short term training in education planning and management) - Completion and furnishing of 107 classrooms and furnishing additional 70 classrooms,	2.5 4.0		
Schools are supported in poorer communities but			

- Improvement of MoEVT building and completion of expansion and equipping 2 teacher centres (TCs) and supply of library books, science equipment and ICT facilities. - Training and supervision of construction - Strengthening of EMIS.	1.4	NGOs, private sector and development partners. - The overarching goal of Swedish development cooperation is to help create opportunities for poor people to improve their lives. Under the new policy for global development, all work in this field is to be informed by a rights perspective and the perspective of the poor. - Sida supports a focus on poverty targeting the marginalized and assisting communities as much as possible.	not necessarily targeted through systems planning. Equity is slowly improving with improved gender balance in enrolment and across income groups. Support to capacity building has been on-going. However, the recent ZEDP assessment of management capacity makes clear that there is serious limitation for proper planning and long term budgeting at MoEVT. EMIS has been largely supported by UNESCO and Sida supported post training of data collectors at a later stage. Re- training was necessary. MoEVT complain that EMIS is still not functioning despite continued UNESCO interventions. Key achievements were largely consistent with MDG targets education without explicitly making the link to them in the support activities.
Dec 2006 – June 2007	9.0		
- Completion of school classrooms, furnishings 115 classrooms (pre-primary and primary) - Construction of 2nd floor of MoEVT - Completion of construction of 2 TCs - Two long term training overseas - Joint study of OSC - Consultancy support to support to developing ZEDP	3.2 1.26 0.28 0.58 0.14 3.5		
Total	35MSEK		

- Phase I was regarded as a pilot project that addressed the acute need for completion of classrooms. The total number amounted to 438 classrooms and 80 offices. Source: MoEVT Annual progress reports.

Largely because Sida's support was not a blueprint it has allowed adjustments that reflected the evolving context (for example responding to the government's timely request for support to the development of the sector programme and important support studies). This has been possible, in part because Embassy advisers have been in close touch with government and donor partners and have responded quickly to the requests reflecting the needs of the government.

Sida has also demonstrated the value of external partners working together and complementing each others' contributions to the overall benefit of the system. However, although flexibility is desirable and has, in our judgment, generally been well targeted, it carries some risks.

Although, of course there is a role for this type of support and it often has meant good collaboration between the government and other development partners, we feel that because there was the absence of an overall Sida programme document (with aims and objectives for activities) there has been a greater focus on inputs rather than what will be achieved.

Opportunities were missed in the design phase to properly embed Sida's development goals in the support. For example, more could have been done to focus the support on the poorest and the most marginal communities within a framework.

It has also sometimes been the case that an assessment to support other partner initiatives could have been stronger. For example, in deciding to support EMIS (which continues to present user problems) an assessment of the performance of the EMIS at the time may well have resulted in different options. A better option matched with the intention to support the development of a SWAp might have been to support a comprehensive Management Information System (MIS) that would have an EMIS component and linked to the expected school mapping system. The advantage of the MIS system is that planning would have been the domain of all the Directorates and less focused on the Planning Directorate. Capacity building would then be linked to the planning and management functions of each Directorate and in this way MoEVT would be better prepared for the introduction of a SWAp.

Delays in establishing the ZEDP has meant that the timeframe for Sida support could not easily be established. In part, because of this, the agreed extensions presented difficulties in placing the activities under an overall strategic framework that might clearly have set out support following the broad goals and guiding principles of Swedish development cooperation. Opportunities were missed to properly embed these in the support. For example, more could have been done to focus the support on the poorest and the most marginal communities within a framework.

4. Overall Assessment of the Support

A. School Completion and related support (Relevance, ownership, participation, effectiveness and cost efficiency, institutional capacity and sustainability)

In terms of the original Sida support that addressed the emergency situation in 2002 the completion and furnishing of schools was and remains extremely relevant and urgent, especially in an effort to achieve the Education for All (EFA) goals. There was and still is an acute shortage of classrooms in reasonable condition. Most schools continue to operate double shifts and many classes are over crowded with pupil classroom ratios of between 50 and 70 and reduced teaching time which all seriously affects efforts to provide good quality education.

Construction of classrooms is a joint undertaking between MoEVT, the community and development partners. Local communities and parents are making substantial contributions of resources (money and kind – labour and material). The shortage of Government funding has meant that classrooms have had to be funded by the community and donors. In the case of Sida funded completions this averages out at approximately community 20% and Sida 80% of the construction costs. Sida's support is important in providing improved conditions which has encouraged enrolment and reduced drop-outs.

Although the support was extended through bridging funds up until 2007 there was never a programme/project document that committed the MoEVT to pay attention to Sida's development goals other than for classroom completion. This has sometimes led to missed opportunities to systematically target poorer communities.

The numbers of programmed and completed:

Item	Programmed	Completed	%
Classrooms	760	721	95
Teacher offices	80	84	105
Toilets (pits) completed	60	60	100
Furniture for non project schools	70	70	100
Teacher centres	4	4	100

It appears from our visits and discussions with various individuals that there is a sense of high community ownership of the classrooms that they are contributing to or providing assistance in kind. Communities are getting involved in the construction process. They have been well motivated to start classroom construction to such an extent that at present there are at least 760 classrooms waiting for completion by the government. However, once the MoEVT agree to roof the building there is a sense that responsibility for the school is no longer and is passed onto MoEVT (See Annex 7 for suggested reasons for non sustainability of community involvement).

Community participation in *school management* and decision-making is crucial to ensure both ownership and sustainability of school infrastructure. There though seems to be little participation at this level of the community. Although SMCs have been formed, it appears they have little authority and autonomy to manage schools.

The classroom design is both effective and cost efficient and the simple classroom design consists of only walls (with an inset chalkboard), roof, floors and apron. As an emergency programme the Sida funding for the completion of community built classrooms is effective and cost efficient. But effectiveness is greatly reduced by the lack of any preventative maintenance being planned or carried out by the communities or the MoEVT. Preventative maintenance would also be very cost efficient if carried out as there are so few items that need looking after.

Although the employment of an architectural consultant to review design, prepare building and maintenance manuals and to train local artisans had some success the process was not sustained as there were only enough funds for one series of training of about 70 artisans from Unguja and 40 from Pemba during 2005.

Both the building manual and the maintenance manuals were much too sophisticated for the types of schools being built and for the people being trained and will need reviewing. MoEVT decided not to issue the manuals to the schools because of they were too complicated to use.

Because there has been so little preventative maintenance over the years, most schools supported by Sida and completed in the Phase 1 and some Phase 2 constructed classrooms are now in need of rehabilitation (see photos in Annex 8 of schools visited). There are no funds available for maintenance. The classroom construction programme will become unsustainable unless a systematic preventative maintenance programme is introduced. It is not surprising as there appears to be neither little actual school ownership nor a culture of school maintenance. Often the school grounds were better kept than the buildings.

Box 1: Classroom construction: Projections

Classrooms	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Needed		2561	2694	2502	2635	2809	2959	3088	3247	3403
Existing estimate	2476									

Source: ZEDP working paper - Costing and Financial Projections.

These projections assume continued double shifting in all schools and class size of 40 pupils /classroom. In fact a number of schools already have single shifts so these gross figures are probable low. According to the MoEVT there are currently in excess of 760 classrooms at various stages waiting to be completed.

Of the existing 2,476 classrooms the majority are in need of repair and a significant number are in need of major rehabilitation. Thus, the need for funding for classroom completion is fairly large. Communities should not be encouraged to build more that the MoEVT and fund to completion. At current costs the funds needed to complete and furnish these classrooms over the next 10 years would be equal to US\$ 6.5 million. The elimination of double shifts and the introduction of pre-primary classes would more than triple this figure.

The institutional capacity of the infrastructure and procurement section of the MoEVT (PIU) has sufficient capacity to implement an emergency school programme. The members have been trained and the results on the ground are on the whole good. The PIU is currently responsible for MoEVT procurement. As they have a number of other projects including the World Bank funded secondary programme, this will stretch their capacity. We understand that when ZEDP is established the PIU will be absorbed into a Directorate of MoEVT and will report directly to the Permanent Secretary. However, for the PIU to operate more effectively and not in the emergency mode will also require structures and planning systems to be put in place. This will ensure a more systems orientated approach and operation.

Although at present the school completion programme is working reasonable well, it is not sustainable as it is too reliant on donor and community funding. At present nearly all the money for the completion of classrooms comes from donor funding, mainly Sida with some funding from ADB in the past.

Government funds have supported the construction of classrooms in very poor areas. This is often through the provision of cement and blocks to build the wall and foundations. In this respect, the government supported 13 to 14 fully constructed classrooms and renovation for 2006 (100MTsh or USD80, 000) whilst the 2007 budget is 250MTsh (USD 200,000) which equates to approximately 30 classrooms.

As there is no real systematic planning of classroom location using school mapping the ability to ensure that the poorest areas were targeted with the Sida funded intervention was not always apparent. In most cases, selection of school sites for classroom completion appears to have been intuitive rather than systematic in approach. Although a simple school mapping exercise was said to have been carried out in 2000 no results were available. The process of selecting classrooms for completion may have been drawn from this but it was hard to determine if this was the case in reality (see Annex 5). However, in two cases where new schools have been built and in one where a school was extended to include higher grades, the decision for selecting the sites was made together with communities.

Because a system for school mapping is not yet in place that would provide a basis for more systematic and transparent decision making on selection of classrooms or new schools (utilising poverty indicators) there is scope for political influence in deciding where classrooms are constructed.

On the whole, classrooms that required completion were selected in existing school sites. The planning appears to be seldom oriented to take account of climatic conditions. For example, the north-south orientation on the window walls were usually less attended to when considering courtyard shapes. This applied also to the one completely new school visited on Pemba. For example, Kisiwani Wete North has been built in an L shape with proposed additional classrooms to form a U shape (see Annex 8: Schools visited). Climatic design standards are often difficult to meet on existing schools sites, but will need to be attempted on new sites.

The recent Community Study supported by Sida as part of ZEDP development stresses that community and parental contributions are considerable and therefore have a direct impact on poverty issues and that rural communities are more burdened than urban communities⁷. Although there is a higher poverty incidence in rural than in urban areas more classrooms are being built in the urban areas as this is where the population pressures are greatest⁸.

Though many poor areas were included in the funding. There was no requirement for disabled access in the programme and thus there are only a few schools where ramps have been provided.

On the whole the classrooms constructed had no negative impact on the environment. In respect to building a good learning/teaching environment this has not been particularly addressed. For example, because the classrooms are left open with no doors and windows there is little scope to have illustrations and examples of students work on the walls. Even in these cases there were no examples of teaching aids painted on classroom walls unlike those of the earlier constructed Teacher Centres.

The ZEDP will continue to make demands for funding construction as access is improved and sustainability therefore is questionable unless the government allocates higher funding levels in the future. However, the team feels that the cost-benefit and cost-effectiveness of the school completion component is positive. Cost-efficiency though reduces when measured over a 10 year cycle as major renovation will be required at this point unless preventative maintenance is seriously undertaken.

⁷ MoEVT/ZEDCO (2007). Study of Community Involvement

⁸ See Household Budget Survey (HBS) of 2006/2007 – approximately 55 percent of people in the rural area live below the basic needs poverty indicator and with higher concentrations in Pemba than in Unguja.

Kitope Primary School - North B - UNGUJA. Phase 2A, 2004 & Phase 4, 2007.

During phase 2 (2004) of the school completion programme, 2 classrooms were completed.



In 2007, 5 classrooms and 1 office were ready for the MOEVT to organise and fund completion - 2 were completed to ring-beam & 3 to window level.



The community raised TSh 4,578,000 for the constructions of the walls of these 5 classrooms. The breakdown of the community funds were as follows:

MPs	TSh 985,000
Community	TSh 1,026,000
District	TSh 1,520,000
In kind	TSh 1,047,000
Total Community:	TSh 4,578,000

The school is combined secondary and primary. It has 750 primary pupils and operates in two shifts. The primary school has 51 three seating desks giving a pupil to desk ratio of approx. 7 per shift. Most pupils sit on the floor.



The school also has 4 classrooms built 1985 by the community. These are now in need of repair.

Toilets for boys and girls were not separate blocks but have separate entrances. There were 3 toilets each and 2 staff toilets all in need of some repair work.

It appears that the supervision of classroom completion by the consultant architect was to a degree successful. On the whole, classrooms that were constructed during the involvement of the consultant architect and those following this period were of better quality than those in Phase One period. One of the problems that limited the role of the consultant architect was that classrooms were often not selected for inclusion in the Sida project until the community constructed components were completed. In addition, an on-going quality issue with community funded/built foundations and walls is that much of the work is carried out during the weekends. This has meant that supervision was often not taking place at the time of construction. But what seems to have had produced good results was the orientation of the building inspectors in the quality of workmanship required.

The overall cost compared to other similar donor supported projects is favourable. The base cost per classroom completion (including furniture in 2003 was USD 3,474 and the current estimated cost for 2007/2008 is US\$ 7,000 which represents an increase of 100% over 5 years. Community costs add a

further 20% to this amount giving a current unit cost of US\$ 8,400⁹. This increase is mainly due to the increase costs of imported roofing sheets and cement. The ability to meet the demand for increased classroom completion though is questionable.

There are little obvious alternative and cheaper materials that could replace the current materials at a reduced cost. To use anything less durable than CGI roofing sheets would not be sensible given the overarching problem of no preventative maintenance in place at the schools. Although using the cheaper makuti roofing might be an alternative it is likely that it will never get replaced and, as in the mainland, the classrooms will quickly become unserviceable. We also suggest that communities would not readily respond and replace the roofing because they have passed the responsibility of school maintenance to the government. However, if and when a school has a strong preventative maintenance programme in place then the community might experiment with the use of cheaper, locally available materials. Until such time Sida would just be completing classrooms with an even shorter life span and they would quickly revert to the conditions of so many of the older classrooms we saw.

Inflexible furniture design is hindering a learner friendly environment, particularly in the lower grades. Current international practices are to provide loose tables and chairs so that different learning arrangements can be set up and also cater for gender concerns. The current three fixed seating combination desk and bench does not allow for this. In many of our visits there were usually fewer boys than girls in the classes but because of the segregation culture this often meant that the boys were less crowded in their seating arrangements than the girls.

⁹ There are difficulties estimating community contributions – the recent Household Survey (2006) data shows approximately 20% which is 4 times the amount given by EMIS. However, the real figure is likely to be much higher if we include additional ‘in-kind’ contributions (only cash) from parents and communities.

PEMBA Ngambwa Primary School *Chake Chake* South Region: Phase 4.

There are 571 pupils using 45 desks. Giving approx. 6 pupils per desk in 2 shifts, 5 classrooms were completed in 2007 as part of Sida funded phase 4. The classrooms are still to be furnished.



The community contributed approx MTSh 4, 1 and Sida funding of MTSh 22, 7 was used to complete the classrooms with roofs, floors, etc.

9 old classrooms are in need of urgent rehabilitation.



In 2000 the Ministry of Finance funded the construction of 4 classrooms directly. See photo above right (in the background)



Two classrooms have been built to the ring beam by the community and are waiting for the MOEVT to complete them. These classrooms will hopefully be completed in the next phase.

Gender is not sufficiently addressed in regard to school facilities. There is a lack of suitable and separate toilets for girls in the design. At present all schools do not have enough toilets and those built are in a single block with only separate entrances for boys and girls. Currently, the provision of school toilets is the responsibility of the community. Most toilets are also in a poor state of repair. They are not maintained and only a minimum number are provided. The provision of toilets will need to be part of the whole school design, provided in separate blocks for boys and girls at a ratio 1 pit per classroom divided equally between girls and boys.

The MoEVT new office building was reviewed as shown below. The middle floor is complete and the top floor is expected to be completed by January 2008. The design and construction followed that of the original ground floor and appears fit for purpose. The construction is of good quality. The ceiling of the first floor of the right wing has stains due to rain water penetration during construction of the upper floor. Once building work is complete this will be repainted and should not present and further problems.



B. Development of the Education Policy (2006)

Sida supported the development of the Zanzibar Education Policy (2006) that describes major changes in the education sector. Development of the policy was reported as highly participatory and stakeholders at all levels were involved in the formation of the policy. There appears to be broad based acceptance of goals and targets of the policy.

The policy has been guided by Zanzibar Vision 2020; achieving the Millennium Development Goals (MDG) and Education for All (EFA) targets. The Policy commits the government to continue to place poverty reduction and social inclusion at the centre of policy making and resource allocation. The policy does provide a basis for modernising and reorganising the education sector in Zanzibar and opens opportunities for access to pre-school education, within the context of early childhood care and extends basic education to encompass 4 years of secondary education in the belief that 12 years (2+6+4) is a minimum requirement for Zanzibar's social and economic goals.

However the policy is extremely ambitious in view of the low resource base. As the policy does not provide a timeframe which the reforms will be implemented nor where available additional funds will come from, it is difficult to make a judgement on the feasibility of these reforms. Major challenges will be to raise the required funding from local and donor sources, savings from government budgets and improve human resources base to be able to manage the reforms.

In respect to the language issue, our interviews revealed some confusion on the proposed language of instruction. Although the policy states that English will be used as a medium of instruction in teaching sciences and maths in standards 5 and 6, a number of directors and others were of the view that all subjects, excepts Arabic, Kiswahili and religious studies will be taught in English.

C. Development of ZEDP (Relevance, ownership, participation, effectiveness and cost efficiency, institutional capacity and sustainability)

Relevance

Sida support to the development of ZEDP represents a significant step forward in developing a comprehensive and policy led approach, and will enable MoEVT to better plan for the use of all available resources to the sector, including those of development partners. Supporting the development of ZEDP is highly relevant in terms of the poverty reduction goals as stated in MKUZA. The support to the development of ZEDP was a relevant response to the context and the decision by the government to pursue a sector approach and to improve the quality of education. Moreover, the support has evolved and has become more relevant over time.

It is though unsure whether Sida at an early stage considered if the education sector was 'ready' for a SWAp and whether the risks were clearly assessed. Although there remain only a few development partners (ADB, Islamic bank, UNICEF, UNFPA, Aga Khan Foundation, World Bank and USAID) that cast doubts over the funding ability to meet the ambitions of ZEDP, with the formation of the Zanzibar Education Sector Committee (ZESC) and Task Force harmonisation is improving. Sweden is currently the lead development partner in ZESC.

More lately, Sida has supported individual training of MoEVT members. However it is only more recently that a number of studies have shown that management and finance capacities need much more attention than expected. It is understood that future development of ZEDP and draft documents will make clear the anticipated financing framework, including government and external resources and mainstream the capacity building required¹⁰.

Evidence of ownership – process of consultations, and communication and the collaborative, consultative and participatory processes and involvement

A draft document has been developed by the technical working groups (TWG) but at this stage we are not convinced that there is currently sufficient ownership and understanding of the sector process and even of what ZEDP represents. We want to briefly comment about the working process here – the way that teams were allowed to go off and work on their own sometimes meant that responsibility and participation was sometimes taken on by only a few.

We spoke with a cross section of group members and understood that many did not regularly attend, and neither were they productive when outside of the working group. We understand the reasons for the system adopted but in hindsight it might have improved ownership and products to have the groups working closer together. In addition, in some cases, the heads of organisations were not aware of the document and neither that their staff participated largely because of a lack of a feedback system.

The team feel that the institutional or organisational ownership of the process of ZEDP development though is low. This was particularly the case with a number of outside organisations who were of the view that opportunities were not provided for their organisations to discuss their participation and inputs. They also complained about the lack of background information so that they could prepare themselves for the task.

When attendance and not so much participation happen then ownership is sometimes in doubt since in general, it is closely linked to the quality and extent of the participatory process. Ownership appears to be limited to the government and the specialised agencies when examining the membership of the groups. MoEVT staff formed the bulk of members in the working groups and in most cases these were

¹⁰ A second workshop will be conducted in the last week of September (2007) and is meant to share with the working groups the project and cost simulation model. The working groups will be expected to identify the priority areas and sub sector linkages.

chaired by MoEVT directors. However, ownership has not yet been sufficiently extended to broader and lower stakeholder levels but we were informed that this would happen in some of the next rounds of discussions.

Levels of awareness and understanding of ZEDP even amongst some working group members was not sufficiently developed at this stage. In this respect, feedback and communications by MoEVT concerning the outcomes of the working groups is an important part of its development. Although MoEVT report that the document produced by the working groups was sent to those who have e-mail we found no evidence that people involved in the working groups received the copy and were not aware what other groups had produced. However, we do acknowledge that even though e-mails were sent this does not ensure that most of recipients have read the document.

Adherence to Sida's policy concerns – poverty reduction and rights perspective, cross-cutting issues etc

In general, ZEDP working teams could do more to highlight the need to identify and considerations for the poor (especially access to quality education in terms of identifying completion of schools) and the poverty of many children/students at different levels of the education system (poverty and gender in particular).

However, it is unclear how Sida's policy concerns will be embedded in ZEDP when there is no clear strategy to articulate the development goals to the working groups. Although, of course the working groups are utilising the MKUZA document greater efforts to embed human rights to and in education in ZEDP will need to be made so that it is line with Swedish and Zanzibar government development goals.

Although there are well developed sections concerning gender and HIV/AIDS we understand that they will be integrated or mainstreamed into the separate sub-programmes in the next round of reviews.

Correspondence between preparatory studies and linkages with national sector plans, framework, strategies and programmes

Sida has supported a number of important preparatory studies to take the ZEDP forward as follows (our comments in brackets):

- Capacity management Assessment (*will need to be integrated into a draft ZEDP*);
- Sector financing and fiscal framework study, June 2007 onwards (*not ready but the preliminary report shows many limitations in funding levels and exposes the over ambitious interventions of the preliminary drafts*);
- Teacher Management Study 2006 (good correspondence among the critical issues of policy development and the role and performance of teachers in quality education)
- Evaluation of the Orientation Secondary Class (OSC), June 2005 (good correspondence – the OSC has been influential in altering language in the Education Policy in favour of English language and is covered in the primary and secondary working groups)
- Situation Analysis (4th draft August 2007) (*provides a comprehensive outlook of the sector and there is evidence of priority issues from earlier versions being highlighted in some working groups*).
- ICT (2005) develops a policy for ICT in education which is part of the overall Education Policy (2006) (the ICT component for ZEDP correspondence tightly to the ICT policy but remains highly ambitious).

It is worth highlighting that Sida supported the important study 'Assessment of Capacity in the Education Sector' (March 2007) that clearly points to the need for urgent broad ranging capacity building in key areas such as planning functions (policy analysis, plan preparation, plan implementation and

budgeting, monitoring and evaluation) and the pedagogical management functions (teacher management, curriculum development, supervision and support services, and learner evaluation). These targets will need to be developed into a Capacity Building Strategy and embedded in the ZEDP.

Significantly, the proposed World Bank programme supporting improving access to and equity in secondary education is not currently taken into account at this stage of ZEDP development. Regardless of whether the support is considered as part of ZEDP the funding of this programme affects what can and should be done in ZEDP planning. In our talks with officials MoEVT we understand that activities and costing framework will be integrated into ZEDP and not recognised as an external funding activity. This will also avoid unnecessary duplication in the future planning of secondary school activities.

In the main there is good correspondence in relation to the use of the Education Policy (2006) and MKUZA in the outputs of the technical working groups.

Support to Institutional and management arrangements

Sida has supported the government intending to provide members of MoEVT with the necessary leadership to take the ZEDP development process forward. This has mainly taken the form of financial support to individuals through a number of overseas courses. The current support is targeted at individuals for overseas training. For example, Sida supported the short-term training at IIEP Paris (two weeks summer training) for four staff whilst two others have attended training at the World Bank Institute on current education issues. In addition, a senior member of MoEVT has been supported in the last year of PhD studies at Bristol University, UK.

Strengthening the planning and management of those responsible for ZEDP is highly relevant and essential if sustainable returns, in terms of improved education outcomes, are to be achieved from the other ZEDP investments. However it is clear from the ambitious nature of the ZEDP that significant support will be required more in terms of institutional strengthening and capacity building throughout the system rather than targeted individual training.

Although the team agree that overseas courses are useful for the individual to reinforce specialised education planning skills (for example, IIEP and University of Bristol), we also agree with the capacity assessment study that the long term perspective will require improved basic planning and management skills. These will have to become more institutional based and be spread throughout the Ministry. This would need to be done through a learning-by-doing approach that will be the most appropriate in the framework of the preparation of the ZEDP (see capacity study recommendation).

The accountability of schools has been institutionalised through the formation of school management committees (SMCs). Community involvement in school construction has in part, generated good ownership at the early stages and has created seasonal work for the artisans. However, the roles of the school committees will need to be broadened and capacity strengthened to ensure that their participation in managing schools is done in a more meaningful way (the old DBSPE programme on the mainland provides evidence of such success with SMCs¹¹).

In order to improve the quality of education, it is essential that the capacity of the lower levels be built up and in particular, school management committees and head teachers.

However, such training can only be useful if the powers of head teachers and head masters are strengthened. The capacity of head teachers to manage the school needs to be built/ strengthened. We would suggest this might be done through a Whole School Development (WSD) approach in a participatory way.

¹¹ District Based Support to Primary Education – MoEC, Tanzania.

The Zanzibar Education Policy stipulates establishing a Curriculum Institute to develop curriculum at all levels. It also proposes the establishment of an examination organisation and independent inspectorate. Currently the capacity in these areas is low. Recruitment of staff for these institutions needs to go hand in hand with capacity building.

Teachers' Centres and Inspectors also have an important role to play in supporting schools and teaching. They act as quality controllers of the sector. Both are poorly resourced and have low technical capacity. These need to be enhanced.

Financial sustainability & realistic financing envelopes, arrangements and principles

The team feel that the document the Second Draft Proposals from the Technical Working Groups June 2007 is highly ambitious and as such the multitudes of activities are currently unachievable and unaffordable. However, we were assured by MoEVT that during the next review there will be stronger links between the sub-programmes and the medium term expenditure framework.

Judging by the documents used as the main reference base (the Education Policy 2006 and MKUZA) which are also very ambitious in their goals and sub-programmes it is understandable that the working groups were over ambitious in their programming at this early stage. A key aspect is the delay and slippage in producing the revenue projections so that more realistic programming could take place.

The phasing and sequencing of the ZEDP, especially within the 5 year programme, will be critical to the success of the plan. To some extent this has been started in the setting of target dates for strategic objectives in a number of working groups. However, the timing in the ZEDP matrix needs careful re-examination in the next stage, to ensure phasing and sequencing is logical, feasible and in line with priorities. We would also suggest creating short-term, mid-term and long-term targets. Trade offs will need to be made, driven by policy priorities and strategies (for example, MKUZA and Education Policy) that will have the greatest impact on these priorities.

As part of Sida support to the development of ZEDP a financial study is currently being finalised that will review the existing budget and will begin to support more realistic costing scenarios for ZEDP. The outcomes will also support the iterative planning and adjustments matched to a realistic fiscal framework. Without costing of the plan and sector expenditure strategy it will be hard to provide a realistic implementation schedule for ZEDP.

The language issue – towards effective learning

Zanzibar, like mainland Tanzania is blessed by having one national language that is universally accepted. Language in education is problematic because of the switch to English as the language of Instruction (LOI) in secondary education. The practice in many schools is for the teacher to teach in both English and Kiswahili mainly because pupils cannot follow lessons if they are entirely in English and thus Kiswahili has become the ad hoc LOI in secondary schools in most cases. The evidence is that English language competencies of both teachers and students are low at primary and secondary levels.

The OSC evaluation (June 2005) was funded by Sida and noted that the transition to English-medium makes heavy demands on the language ability of learners and the language and pedagogical skills of teachers. They make the case that it is difficult to argue against learning at least partly through the mother tongue and then spend most of the report trying to disprove this. However, common sense and the educationally sound view is to make Kiswahili as a LOI at all levels, and English would be taught as a second language by competent and trained teachers (recommendation 25.5 in OSC study).

According to the Education Policy (2006) secondary education is going to be universal. It therefore makes even more sense to make Kiswahili as the LOI in secondary schools to increase the knowledge base of students. The policy of solving the LOI problem in secondary schools by using English as LOI in mathematics and science subjects in standards 5 and 6 is unlikely to work. It is unlikely that primary school teachers will fare better than secondary school teachers in using English as a teaching language.

Baraza la Kiswahili Zanzibar was not involved in the discussion on the language policy. In our discussions with the group they were opposed to the language change on the grounds that it was a backwards step in reinforcing Kiswahili as a cultural and national language. There is evidence that the use of the mother tongue promotes recognition of the value of the language, culture, and experiences that children bring with them to school.

D. The Development of EMIS

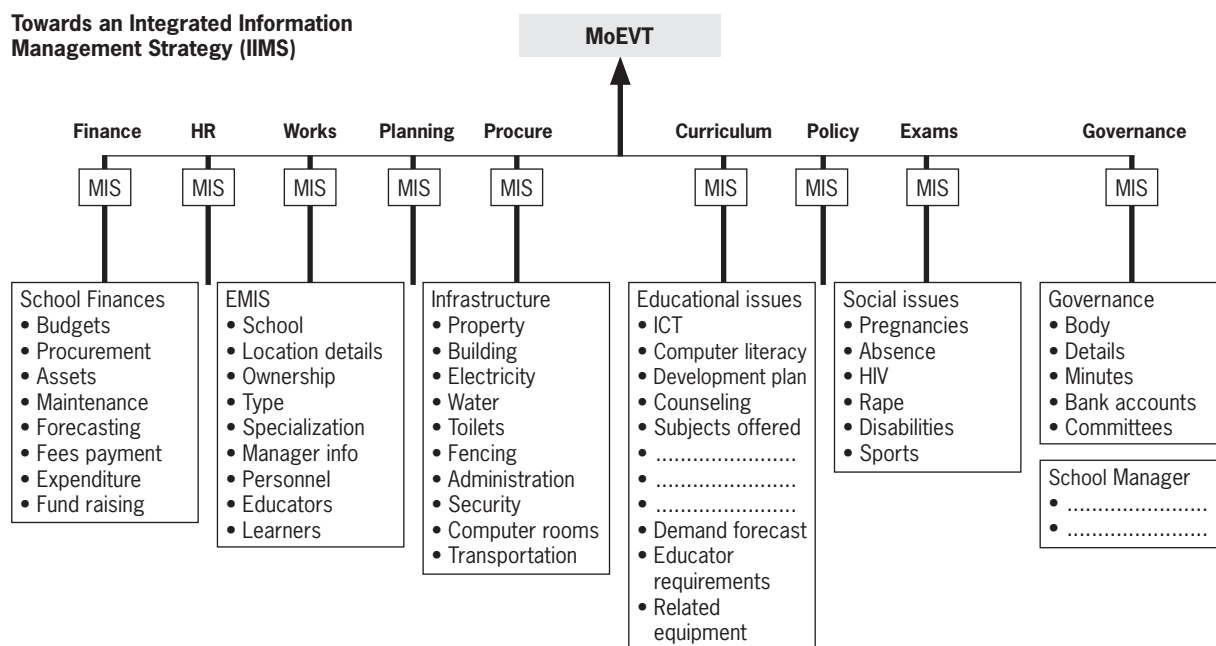
The MoEVT collaborated with UNESCO, Dar es Salaam office and the UNESCO Institute of Statistics (UIS), Montreal to put in place EMIS during 2006. The project has suffered a number of delays largely through being under-funded but also to do with user problems. Sida responded to MoEVT's request for additional funds to overcome the delays and support the training of head teachers and school statisticians in data collection.

Sida support saw a large group of head teachers and maths teachers trained by the EMIS group in data filling the questionnaire which helped lead to initial data collection and draft reporting. In all, approximately 1100 trainees from 490 schools and institutions were trained to complete the newly designed data collection questionnaires. This is an area that relies very much on the understanding and skill of the persons completing the questionnaire. However, a second round of training was required because of repeated errors in the data collected. The team examined a sample of completed forms and also identified a number of recurring errors in the current data filling (for example, the sum of percentages equalling more than one hundred percent).

Implementing the newly developed EMIS data collection is an area that is heavy on technical skills. The UNESCO team from UIS were responsible for setting up the system. Although the UIS Field office in Dar es Salaam provides backstopping support there remain system glitches that urgently need attention. The MoEVT people report that the system is not user friendly largely because it requires the operators to have high levels of programming skills and they still have difficulty generating complex reports.

The team feel that much more needs to be done to simplify procedures to be able to manage the systems and generate reports that are more than just reporting base statistics. We suggest that there is a need for an Integrated Information Management System (IIMS) that would link up with the EMIS component and also link to the expected school mapping system. We have illustrated this below where EMIS is but one of a number of components (MIS).

Towards an Integrated Information Management Strategy (IIMS)



The IIMS is a systematic, coordinated and decentralised planning system based on creating a workable and practicable district database system linked to the central ministry database. Such a system would be scalable, web accessible, multi-purpose through having a spatial component giving the opportunity to analyze catchments and integrate with demographics and with infrastructure data.

The advantage of the IIMS system (that is made up of a number of MIS) is that planning becomes the domain of *all the Directorates* and less focused on the Planning Directorate. Capacity building would then be linked to the planning and management functions of each Directorate (with its own MIS) and in this way we feel that MoEVT would be better prepared for the introduction of a SWAp. There are a number of workable IIMS in southern Africa that are worth visiting, notably provincial governments in South Africa and also Namibia which is at an earlier stage of development.¹²

Note: We have included Lessons learned, Recommendations and Suggested Future Support in the early section – Executive Summary.

¹² In particular Eastern Cape and North Western Province provide good examples that feed into the national system in Pretoria, South Africa.

Annex 1. Terms of Reference

Background

Swedish support to the education sector in Zanzibar was resumed in 2002, after an interruption in 1999 caused by irregularities in the general elections. When an agreement between the involved political parties was achieved and satisfactorily implemented, Sweden decided to renew its support to Zanzibar, with support to the education sector as one of the priorities.

The new support was initiated in 2002 as a programme for “emergency support” to classroom construction based on the Zanzibar government’s priorities. Construction of classrooms had for several years not matched the rapidly growing number of children in school-going ages. Combined with increased enrolment ratios, this led to a situation with heavily overcrowded classrooms and negative consequences for the learning outcomes.

In December 2003, a new agreement was signed aiming at continued support to construction and furnishing of classrooms, stores and offices. An additional important aim was to support a process to elaborate a sector-wide Zanzibar Education Development Programme (ZEDP).

The agreement was later extended to cover 2005, and later once again to cover 2006. Such extensions were made since the process of elaborating ZEDP took much longer than initially foreseen. The general elections held in October 2005 were one factor behind the slow development.

It is now foreseen that a first draft of ZEDP will be presented in June-July 2007. After appraisal, it is assumed that Sweden and other development partners will contribute to the development of the education sector by providing finance and technical support to ZEDP in a co-ordinated and harmonized way, using the Zanzibar systems for implementation. If possible, this kind of support will be initiated from January 2008.

Objectives

The main objective is to evaluate the relevance, effectiveness, efficiency (including cost efficiency) and sustainability of the Swedish support to the Zanzibar education sector from 2002 until the end of 2006 (and during 2007 for activities mainly financed by Sweden), based on the overall objectives and guiding principles for Swedish development cooperation (see below).

A second objective is to make recommendations regarding continued Swedish support, based on a more general analysis of the development in the sector and of the Zanzibar Education Development Programme (when a draft version is available).

Tasks

The main tasks are:

- to assess the programme for construction of classrooms, stores and offices regarding cost effectiveness, construction quality, design of the buildings from a pedagogic point of view, considerations of climatic conditions, security, gender and accessibility for persons with disabilities, choice of sites in relation to needs (distribution of the population) as well as environmental aspects;

- to assess the involvement of the communities in decision-making and their actual contributions and sense of ownership, specifically in relation to classroom construction and generally in relation to overall school management;
- to assess the value of added through the supervision of construction work, and training of artisans carried out by a local architect in relation to the above mentioned programme, using reports by the local architect as point of departure;
- to suggest possible improvements in future classroom construction programmes and principles on which such programmes would be based;
- to assess other construction components supported by Sweden, especially the new buildings of the Ministry and Teacher Centres in Unguja as well as in Pemba (when relevant, the same criteria for assessment as in the first task above should be used);
- to assess the capacity in the MoEVT to deal with construction;
- to assess the process and outcome regarding the new education policy;
- to assess the outcome in other selected areas where Swedish funds have been used, including the EMIS which has been set in place, and the capacity building programme which has been financed by Sweden;
- to analyse the development of the education sector during the last 5 years, identify major challenges and assess how these have been addressed so far;
- to assess the Zanzibar Education Development Programme (ZEDP) in light of the overall situation of the education sector in Zanzibar;
- to make recommendations regarding the main issues for the development of the sector and how Swedish support could best contribute to a positive development

Methodology

The team will carry out its tasks based on analysis of relevant documentation, interviews with responsible staff and decision-makers, relevant consultants and stakeholders, complemented by site visits to a representative sample of building sites/schools. Interviews will also be carried out with responsible staff at Sida's Education Division in Stockholm and at the Swedish Embassy in Dar es Salaam, as well as with the local architect in Dar es Salaam who was contracted for supervision and training in relation to the construction programme.

The assessment of ZEDP will be carried out as a desk study if it is available only after the visit to Zanzibar has been carried out.

The analysis will be based on the overall objective of Swedish international development cooperation, i.e. to contribute to an environment supportive of poor people's own efforts to improve their quality of life. Development efforts shall be based on two perspectives - the rights perspective and the perspective of the poor, fundamental principles and values which also shall guide the evaluation as far as possible. The same applies to four basic principles which are fundamental to Sida's work: non-discrimination, participation, transparency and accountability. In all relevant dimensions of the evaluation, aspects regarding environment, gender and HIV/AIDS should be taken into consideration. The policy for Sida's development in the education sector, "Education for All: a Human Right and Basic Need", shall serve as a point of departure.

Time and Manning Schedule

The evaluation shall be carried out by a team of consultants comprising competences in educational planning and school construction respectively, who have experience of evaluation processes and development cooperation. The team shall also include local expertise on the mentioned aspects. In addition, the local consultants will provide context specific knowledge and interpretation support English – Kiswahili when needed.

The evaluation should preferably start in August 2007. At least part of the assignment should be carried out after 15 August when the Programme Officer for Education at the Swedish embassy in Dar es Salaam is available.

Reporting

A draft evaluation report shall be presented earliest possible and no later than 20 September 2007. After allowing three weeks for comments by the MoEVT and the Embassy of Sweden, a final report shall be submitted one week later, in any case not later than 20 October 2007.

The draft report shall be presented and discussed during a seminar in Zanzibar, specifically organised for this purpose with main stakeholders present. The report shall be structured mainly in accordance with Annex B in Sida's Evaluation Manual, "Looking Back, Moving Forward".

The draft as well as the final reports shall be produced in electronic versions, the final report in PDF format.

Annex 2. List of Persons Met

Ministry of Education and Vocational Training (MoEVT)

- Ms. Maryam A. Yussuf, Commissioner for Education, Ministry of Education and Vocational Training
- Mr Abdullah M. Abdullah, Commisisioner for Policy and Planning, Ministry of Education and Vocational Training
- Ms Khadija A. Moh'd Mbarak, Director , Department of Policy and Planning
- Mr Masoud Khamis Said, Head of Division of Physical Development, Department of Policy and Planning
- Ms Suad Salim Hussein, Head of Division of Statistics, Department of Policy and Planning
- Mr Omar Said Ali, Head of Division of Computer, Department of Policy, Planning and Monitoring Division
- Mr Massoud Mohamed Salim, Head of Division of Policy and Planning, Department of Policy and Planning
- Mr Rijaal Ali Rijaal, Head of Division of Donor Aid Coordination, Department of Policy and Planning
- Mr Abdulla Moh'd Jadii, Programme Development Officer, Division of Donor Aid Coordination, Department of Policy and Planning
- Mr Njeketu, Director of Higher Education, Ministry of Education and Vocational Training
- Ms Amina Ismael Kanduru , Chief Accountant, Ministry of Education and Vocational Training
- Dr Yussuf Nuh Pandu, Acting Director of Department of Alternative Learning and Adult Education
- Mr Haji Khatib Haji, Head of Division of Adult Learning (NFE), Department of Alternative Learning and Adult Education
- Mr Yussuf Ali Haji, Coordinator of Alternative Learning Centre, Department of Alternative Learning and Adult Education
- Mr Kazija Masheko Ali, Alternative Learning Centre, Department of Alternative Learning and Adult Education
- Mr. Ahmed Mzee Shaali, Alternative Learning Centre, Department of Alternative Learning and Adult Education
- Mr Shaaban Salim Mohamed, Director of Department of Teacher Education

- Mr Said Seif El-Abry, Head of NTRC,
Department of Teacher Education
- Mr Uleid Juma Wadi, Director of Department of Basic Education (formerly,
Pre-Primary, Primary and Lower Secondary Education
- Mr Hussein Omar Faki, Director of Department of Secondary Education
- Mr Yahya Idris Abdulwakil, Director of Department of Inspectorate
- Ms Madina Mijaka Mwinyi, Director of Department of Curriculum and Examination
- Mr Khamis Haji Khamis, Head of Division of Examination,
Department of Curriculum and Examination

Other Ministries, Development Partners & Organisations

- Dr. Hamad Hikmany, Cooridantor MKUZA, Ministry of Finance
- Mr Ali Haji, Coordinator of Kitogani TC (and Advisors)
- Mr Omar Simai Omar, Coordinator of Kitogani TC
- Prof. Ali Seif Ali Mshimba, Vice Chancellor, SUZA
- Dr Adballa I. Kanduru, Registrar, SUZA
- Mr Suleiman Juma, Administrative Officer, SUZA
- Mr Hussein Usi, Planning Section, SUZA
- Ms Zuleikha Kombo, Dean, School of Education, SUZA
- Mr. Hassan Simba Hassan, Public Relations Officer, SUZA
- Mr. Rajab Juma, Head of Zanzibar Library Services
- Mr. Hassan khama Juma, Head of Library Services, Zanzibar Library Services
- Mr Said Moh'd Said, Administrator, Zanzibar Library Services
- Ms. Catherine Kennedy, Education Resource Advisor, Zanzibar Library Services
- Mr. Ali Rashid, Programme Coordinator, Aid et Action
- Mr Makame Vuai Simai, Director of Planning and Policy,
Ministry of Regional Administration, Local Government and Special Department
- Mr Ali Vuai Ali, Director, Civil Service Department
- Ms. Asma Ismael, Head of Forum for African Women in Education (FAWE)
- Ms. Forum for African Women in Education (FAWE)
- Mr Rufino Jamilano, Programme Officer, MKEZA
- Mr Vuai K. Juma, TAP Manager, MKEZA
- Mr. Khamir A. Juma, Secretary General, Zanzibar Teachers Union (ZATU)

- Dr. Bishara T Mohamed, Technical Advisor, Educational Development Centre, Radio Instruction to Strengthen Education (RISE)
- Ms. Asha Mohamed Ahmed, Mobilisation, Training and Materials Development Specialist, Educational Development Centre, Radio Instruction to Strengthen Education (RISE)
- Dr. Muhammad Zayyid Baraka, Professor of Education, University College of Education Zanzibar
- Dr. Ahmed Elbakry, Head of Science Department, University College of Education Zanzibar
- Mr. Rashid Abdu, Secretary BAKIZA
- Mr. Mwanahya Ali, BAKIZA

Schools Visited and People Met (Unguja)

- Unguja Ukuu Primary School
Hemed M. Mjaka, Ass. Head Teacher
Mwinyi M. Hassan, Staff Member
Mohammed M. Mohammed, Maintenance Teacher
Khadija A. Kombo, Staff Member
Raya K. Haji, Staff Member
Mfaume H. Msaka, Staff Member
Mheshimiwa V. Hilal, Staff Member
- Fukuchani Primary School
Hamdu J. Hamdu, Chairperson School Management
Makame A. Juma, Secretary SMC
Khamis Yusuf, Maintenance Teacher
Salimu H. Ameir, Secondary School Headmaster
Khamis M. Khamis, Asst. Maintenance Teacher
Fadhil M. Kissa, Staff Member
Ziada M. Jabir, Staff Member
Hawa Haji, Staff Member
Tatu Juma, Staff Member
- Kibeni Primary School
Sheha H. Hussein, Head of School
Ali J. Mwesura, Staff Member
Juma H. Juma, Staff Member
Hussein K. Haji, Staff Member
Mohammed R. Khamis, Staff Member
Mila K. Moss, Staff Member
Maryam A. Haji, Staff Member
Bishara S. Kassim, Staff Member
- Kiwengwa Primary School (At 2.00 pm no Staff present)
- Kitogani Primary School
Mohammed Swaleh, Asst. Head Teacher
- Kitope Primary School
Ali Kombo Ali, Head Teacher

- Potoa Primary School
Sheha Juma Ali, Head Teacher
- Chumbuni Primary School
Mr. Sheha Yahya, Asst. Head Teacher
- Regeza Mwendo Primary School
Ali Amir Hamisi, Asst. Head Teacher

Schools Visited and People Met (Pemba)

- Mizingani Primary School
Abdallah Issa Ali, Asst. Head Teacher
- N'gambwa Primary School
Mrs. Mwimuna S. Rashid, Asst. H. Teacher
- Kisiwani Primary School
Mrs. Nyeshe S. Mbwana, Asst. H. Teacher
- Mzambarauni Primary School
Juma A. Mnubi, Head Teacher
- Miti Ulaya Primary School:
Mrs. Kamaria S. Seif, Asst. Head Teacher
- Kiuyu Primary School:
Mussa Kombo, Head Teacher

Building Inspectors

- Mr. Juma Omari, Building Inspector – North Region
- Mr. Hassan J. Hamisi, B. Inspector – South Region
- Mr. Salum A. Kabri, B. Inspector – South Pemba
- Mr. Bakari A. Omar, B. Inspector – North Pemba.

Sida

- Mr. Anders Frankenberg, First Secretary, Education Adviser, Swedish Embassy, Dar es Salaam.
- Mr. Hans Persson, Senior Programme Officer, Education Division, Sida
- Mr. Abdi Fom, Senior Programme Officer, Education Division, Sida

Visitors from Sweden to Zanzibar

- Anita Hård af Segerstad, Director head of Department, Centre for School Management Training, Uppsala University, Uppsala, Sweden.
- Silja Jundin, Director of Education, Strategy and Planning, Stockholm, Sweden.
- Kristina Wester, International Coordinator, Swedish National Agency for School Improvement, Stockholm, Sweden.

ANNEX 3: Main Issues related to Sub- sectors in Education

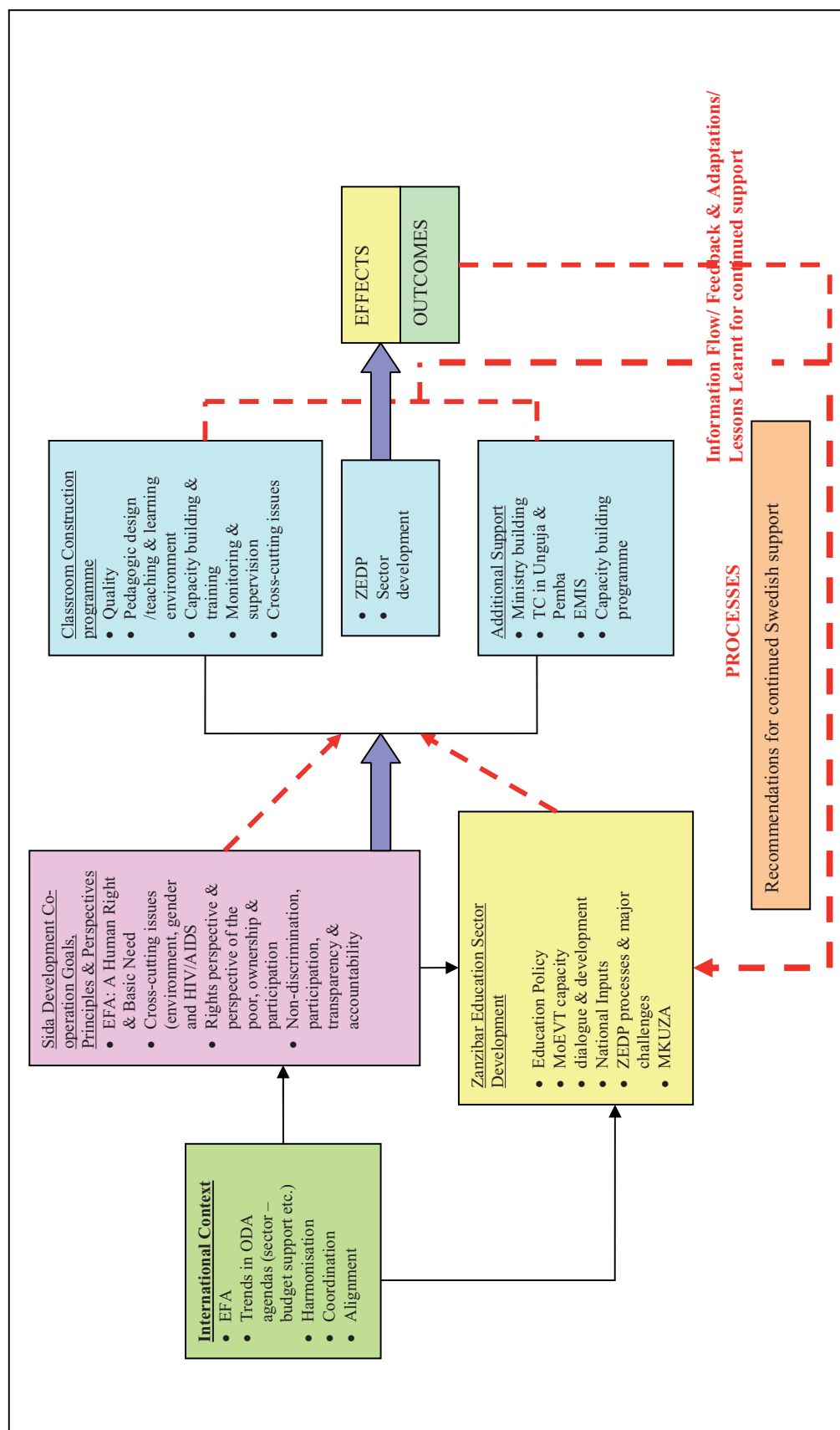
LEVEL	MAIN ISSUES	COMMENTS
Pre-primary	There is uneven development of pre-school education; most of these schools are concentrated in urban areas. Access is therefore limited. Low enrolment of children with special needs.	The education policy states the Government's desire to make 2 years of pre-primary education part of basic education. MoEVT recognises the importance of pre-school education, within the context of early childhood care and development. This move is expected to increase access to pre-primary education.
	There is no formal curriculum for pre-primary schools. This makes oversight of children's learning and well-being difficult. Quranic schools, which are found in every village, follow their own curriculum, which focuses on study of Quran.	The Curriculum department of the MoEVT is in the process of developing a curriculum for pre-primary school level. MoEVT has encouraged the introduction of secular subjects into teaching. The objective has been to provide a broader curriculum to children with no access to the formal schools.
	There is no formal accreditation of the various training programmes already in place. The status of various certificates is unclear. Shortage of qualified teachers. Zanzibar lacks a formal pre-primary teacher training college.	There is urgent need to start a programme at one of the teacher training institution. The development of a teacher strategy that includes pre and in-service education for full range of teaching is now important as ZEDP is developed.
Primary	Zanzibar has succeeded in enrolling most children in primary schools. The GER is close to 100% while the NER is almost 80%. This point to the situation where there are many over-aged children enrolled. Girls and boys drop out early. Inability of the very poor to make financial contributions as indirect and direct costs are increasing. Very much supply driven.	According to the new Education Policy the age of enrolment in primary schools will be 6 years. In order to achieve this, community will need to be informed on the advantages of enrolling children at the right age.
	Most schools are overcrowded, operating double shift and with very large class sizes. Thus, the construction of classrooms is a critical issue: communities show tremendous support by providing labour, bricks, and construction up to roof level. The MoEVT provides the remaining inputs.	Efforts by community are not matched adequately by the Government support; community has built many classrooms that are yet to be finished by the Government.

Secondary	Currently School Management Committees are more appointed than elected institution.	The whole concept of community management needs to be revisited with a view to giving more authority/autonomy to communities. Currently inadequate support to SMCs.
	The position of Head Teacher is crucial in terms of school development planning, school/community relations, staff development, and management. Head teachers are selected on basis of seniority and not on their management skills.	The education management programme that was conducted at Nkrumah College during the Master Plan period should be re-instated (after a review) and a management certificate should be mandatory for all head teachers.
	The textbook situation has improved considerably but the system is dependent on the ad hoc support	The planned textbook policy and financial sustainability consultancy (MoEVT/WB) will develop a long-term and sustainable textbook strategy.
	Quality of education provided is poor.	Teacher competencies need to be developed.
	Considering that the first three years of secondary education is part of basic education and supposed to be compulsory, the gross enrolment rates are not satisfactory. Enrolment rates indicate disparities between districts and between male and females.	The extension of Basic Education to encompass 4 years of secondary education is based on the premise that 12 years (2 pre-primary, 6 primary and 4 secondary) is a minimum requirement for Zanzibar's social and economic goals. The problem of enrolment may become more acute when the new policy of 12 years of basic education is implemented.
	Gross Enrolment Rates (GER) rates at higher secondary school levels are extremely small. In 2005, only 6.0% of the age cohort was enrolled.	These rates are an indication of poor performance in National Form 4 exam. Unless the performance improves, the GER at higher secondary levels. If the situation does not improve, this will have serious implication for the development of higher education.
	PTR ratio in Zanzibar is 30:1, which indicates in quantitative terms that the number is adequate. However, in qualitative terms, there is a great shortage of qualified secondary school teachers particularly in areas of sciences, mathematics, and English Language.	There is need to rationalise and teacher training programmes to ensure that subject needs are met and recruit science and maths graduates.
	50% of teachers at the secondary level are either under-qualified. The under-qualified teachers are mainly those who were trained and qualified to teach at primary level but are now teaching at the secondary level. The unqualified teachers are those high school leavers who were employed directly to teach without undergoing any professional training.	Situation of qualified teachers will be worse with the new education policy stipulating Diploma as minimum qualification for teaching at any level.
	There is uneven distribution of qualified teachers between urban and rural areas.	Deployment of teachers remains a problem at both primary and secondary levels.
	There is very acute shortage of teaching and learning	The World Bank project supporting secondary education will alleviate the problem to

	materials including textbooks, reference books, and laboratory equipment. Furthermore, most secondary schools have inadequate libraries and lack modern facilities for teaching and learning particularly the use of ICT.	some extent. For a long term, solution there is need for government to increase resources for education and sector allocations.
	The curriculum is too much examination-oriented with no provision for local flexibility and adaptability. The system does not prepare the students for employment.	Curriculum at all levels is expected to be revised based on the Zanzibar Education Policy.
	Examinations encourage rote learning and their negative effect on the teaching and learning process cannot be overemphasised. The examination system is used to select few for further education and majority are labelled as failures.	Zanzibar is planning to establish its own examination council which may change how students are assessed.
	The language of learning poses a key problem with regards to curriculum in Zanzibar. The sudden change of the medium of instruction from Swahili at primary level to English at secondary level affects the performance of students. The English language proficiency of the majority of students is below acceptable levels and hinders their ability to succeed academically and increasing their drop out and repetition rate. The problem is increasing by the low level of English of most of teachers.	The new Zanzibar Education Policy states that English will be used as a medium of instruction in standard 5 and 6 to teach maths and science subjects. Curriculum and teaching and learning material are being prepared to support the change. Problem remains that teachers have low levels of English competence as well as the students.
Technical and Vocational Education	Studies show that in a general sense Zanzibar was comprehensively short of technical and vocational skills.	
	Technical and vocational education is managed under various departments of MoEVT and other Ministries.	Policy 06 states that general secondary schools will provide pre-vocational training and pre-technical skills as a means for introducing and exposing young people to various career possibilities. Most schools lack provision and resources to do this.
	Low status of technical and vocational education compared to formal academic education is a problem. Poor performance of students and poor participation by girls.	ED 06 policy states that "there shall be a single body responsible for regulation, monitoring, certification and controlling of technical education and vocational education and training.
	Training is not geared to the current and projected labour market demands. Training institutions are slow to respond to fast changing technology and labour needs.	This is a problem in most of African countries and difficult to see how the status of technical and vocational education can be raised without massive costly resource inputs and upgrading initiatives. Education policy 06 states that technical and vocational education and training will be designed in line with labour market demands.

	Technical and vocational institutions are under resourced in terms of equipment and finances. There is low female participation in technical and vocational education. Needs of people with impairment are not considered in provision of technical and vocational education.	Government aims to liberalise the establishment and ownership of technical and vocational education and training institutions. It will be difficult to get more female enrolment unless girls are encouraged to take maths and science subjects (FAWE are providing maths and science camps for girls in secondary).
Tertiary and Higher Education	Tertiary and higher education is a union matter guided by the National Education Policy. All institutions of higher and tertiary education are under the Ministry of Science, Technology and Higher Education (MSTHE)	
	Management of Tertiary and Higher Education is problematic as institutions have to follow directives from both MoEVT and MSTHE.	
	There is uneven development of tertiary institutions between Unguja and Pemba.	
	Fusion of State University of Zanzibar (SUZA) and Mkrumah Teachers' College has not gone smoothly.	
	Given small number of form 6 leavers, Universities have to enrol students with poor grades. These students have to undergo pre-university programmes.	It is expected that with expansion of secondary education in the country the pool of students eligible for selection to higher education will increase.
	There is lack of resources for staff development and for research.	As the Universities in Zanzibar are fairly young, it is expected that with time they will build their expertise in doing research. Perhaps a need for regional institutional support.

ANNEX 4: EVALUATION LOGIC & INDICTIVE KEY QUESTIONS



Indicative Evaluation Matrix

Main Themes/ Interventions/Questions	Indicative Questions (including aspects of pro-poor policy, cross-cutting themes and Sida basic principles)	Indicators	Methods
Relevance (especially in the context of poverty reduction) To what extent has Sida's development cooperation in the education sector been relevant to the needs of Zanzibar?	<i>Are the objectives in line with the needs, priorities and Zanzibar development policies?</i> <i>To what extent have the policies, nature, practices of Sida address and contribute to poverty reduction in Zanzibar?</i> <i>To what extent have the policies, nature, practices of Sida address gender and HIV/AIDS?</i>	Status within ZEDP and sector programme Perceptions of officials and stakeholders	Documentation analysis and research Interviews with key Sida and MoE staff Interviews with key stakeholders
Effectiveness/ Cost-effectiveness To what extent has Sida support contributed to an environment supportive of poor people's own efforts to improve their quality of life?	<i>To what extent have the agreed programme objectives been achieved?</i> <i>To what extent has the programme of classroom construction, stores and offices met the needs of the target group?</i> <i>Do the constructed schools meet approved standards (window size, roofing etc.)?</i> <i>To what extent has equitable access been improved?</i> <i>Do the schools provide a safe and healthy environment and maximise the potential for girls to participate? (for</i>	Absolute numbers of pupils, disaggregated by gender. Pupil/Classroom ratio (Pupil Classroom ratio is not the same as pupils in each class as most classrooms are double	Documentation analysis and research documents Interviews with MoE professional staff Interviews with key stakeholders Site visits

Added value of supervision of constructive work and training of artisans. Quality and cost-effectiveness of elements of the construction programme.	example, presence of clean water and latrines & separate toilet facilities for boys and girls etc.) To what extent do the schools provide facilities to enable children with disabilities to participate? To what extent has the quality of education improved? To what extent are the teaching & learning environments adequate and support good pedagogic techniques? Were sites identified with the participation of the local community? Are the designs appropriate for the climatic and location and ecological setting? How was equitable access (geographical, rural sites, environmental aspects) assured? To what extent is there evidence a maintenance culture through school management? To what extent have the supervision of construction work and the training of artisans added value to the achievement of the programme objectives? Have the processes and outcomes of supervision of construction work and training of artisans added to the overall success of the programme? How effective has the supervision of the construction work been? How effective has the training of artisans been in	shift). Working condition of those in the Ministry of Education improved Well functioning administration and benefited delivery of quality education? Maintenance procedures in place and being followed Completion status Job satisfaction level Indications of enhanced functioning and delivery of quality services Working EMIS system able to generate reports	- National statistics
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	<i>transferring skills and knowledge? How effective is EMIS?</i>			
Efficiency/cost efficiency The extent to which funds are spent in accordance with partner country priorities	<i>What measures were taken at the planning and implementation phase to ensure that resources were used efficiently? To what extent has the quality of the construction matched the resources? Could the construction components been done better, cheaper and timely? Were alternative cost-efficient methods considered?</i>	Capital costs as compared to standard local costs Levels of expenditures against budget Proportion of community funding	Documentation analysis and research Interviews with Ministry finance staff Interviews with key stakeholders Site visits	
Sustainability & Ownership The extent to which the communities been involved in decision making and what levels of contributions have been made and a sense of ownership maintained?	<i>How has Sida support strengthened Zanzibar's ministerial capacity for improving national development strategies? How has Sida supported Zanzibar's capacity development for improving operational frameworks? To what extent have the communities managed to keep the schools operational? To what extent has and how was local ownership been maintained? To what extent did stakeholders participate in the planning and implementation in the programme? Are the management structures (school management) robust enough to sustain the activities?</i>	Ownership is evident in policy documents, annual plans, instructions, guidelines, records of parliamentary debates, etc. Perceptions of staff and other stakeholders about the benefits of (increased) ownership for effective development. Capacity of the physical	Documentation analysis and research Interviews with key community stakeholders Site visits	

	<i>To what extent have capacity building activities been able to sustain activities?</i> <i>Are levels of community contributions sustainable – if not why not?</i> <i>Has the technology used for school construction been appropriate to the needs of the community and beneficiaries and easy to maintain?</i> <i>To what extent have the communities taken part in decision-making and what has been their actual contribution?</i> <i>To what extent do communities perceived sense of ownership?</i> <i>To what extent has the use of TA contributed to capacity building?</i> <i>How is the concept of ownership reflected and defined in the programme document?</i> <i>What are the constraints (if any) for in generating ownership / leadership?</i> <i>How is the impact of (increased) ownership on effectiveness perceived?</i>	Development Division sufficient to undertake design and supervision of construction activities. National ownership of ZEDP process and activities	
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Annex 5. Site Selection and Preventative Maintenance

Box 2: Process for school selection and construction

SMC and community decide that classrooms are needed and write to MoEVT for approval. Request letter from community – logged by MOEVT

MoEVT consolidate and prepare annual plan. Placed in budget speech in the following tables

1. roofed by community
2. classrooms to ring beam requiring completion by MOE
3. other classrooms in various stages of completion but less than ring beam.

MoEVT send building inspector to “survey” and set out classrooms (there was training of some artisans from Unguja and Pemba in 2004). The community build the classrooms up to ring-beam level – with some supervision from MoEVT building supervisors.

Building Inspectors try to supervise all crucial stages. Though work by the community often is carried out at the week end. Community artisans are not using manuals.

When the community has built up to the ring beam, MoEVT sends materials to the artisans to complete the schools. Priority to school selection for completion is as follows:

- Poor over crowded areas
- Over crowded schools – with double shifts
- Over crowded schools with single shifts
- Schools wanting to move to single shift

Most demand for completions comes from the Urban West and North B (adjacent to Zanzibar city)

Completion work includes:

- Gable walls (above ring-beam)
- Roof and trusses (CGI)
- Concrete floor
- Apron
- Doors and windows – teacher’s room or store only.

Classrooms have no doors or windows and are not wired for power. MoEVT tender all materials required at beginning of year or funding period.

MoEVT should as a matter of urgency start a preventative maintenance programme. This should be rolled out starting at schools where new buildings are being completed.

Annex 6 shows a simple programme and associated format for such a programme. MoEVT should adapt the draft to fit the school/community needs.

Building Inspectors can then be orientated in the process so that during the construction and at completion of building they have explained to the SMC what is required from them to ensure that at least the new buildings have preventative maintenance.

In many countries the SMC have been asked to sign a preventative maintenance agreement before the government agrees to build or complete classroom construction.

The next step would be to prepare a much simpler maintenance manual that only covers the items found in the types of primary schools buildings being currently being constructed.

Have the building inspectors explain to any school they visit before they start construction what will be required from them with regards preventative maintenance.

Annex 6.

Zanzibar Pemba & Ungunja

PILOT : Manual Maintenance Programming



All Schools

MOEVT
Zanzibar
Sep-07

8-Sep-07

Contents

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Planning and Organising Maintenance Work

Programme your work

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- Weekly Inspection of the Buildings and School Grounds
- Minor Repairs to be carried out at the beginning of the School Term
- Annual Programme at the beginning of the Year

Checklists

- C-1 Daily Maintenance
- C-2 Urgent Repairs
- C-3 Minor Repairs And Maintenance At Start Of Each Term
- C-4 Annual Programme

Checklists Formats

- C-1 Daily Maintenance
- C-2 Urgent Repairs
- C-3 Minor Repairs And Maintenance At Start Of Each Term
- C-4 Annual Programme

Preventive Maintenance

The usual practice in many countries of maintaining school buildings is to carry out renovation and repairs only when a building becomes unserviceable. Estimates of costs are prepared and work is only carried out when funds become available.

A considerable amount of money is spent on such repairs, but the availability of funds limits the extent of work that can be carried out. Usually some buildings are renovated completely and others left to deteriorate further.

An alternative to this process is to attend to repairs immediately when a defect is noticed, this can save large amounts of money and time as against letting defects develop over time.

In carrying out Preventive Maintenance of school buildings and grounds, following a well organised programme is essential to reduce wasted money on large scale building programmes.

What follows is a description of such a Preventive Maintenance process.

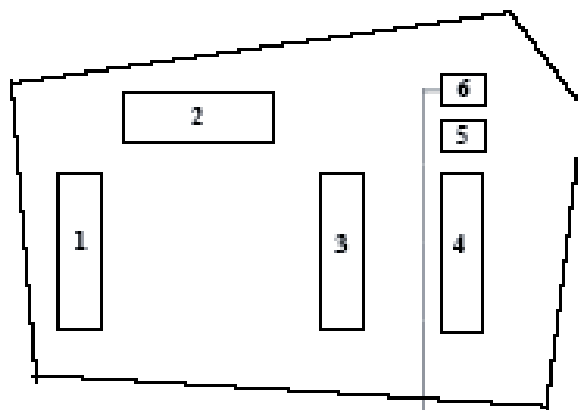
Planning and Organising Maintenance Work

Besides the cleaning of school buildings and grounds there are many activities in which Pupils and the community can participate.

The Head Teacher, with the help of the staff and SGB, can inspect the buildings, furniture, etc. and programme the work to be carried out with the help of the School Management Committee (SMC) and parents.

It is useful to prepare a rough sketch showing the school buildings and grounds, to be displayed in the office of the Head Teacher. Showing all buried water supply lines, electric lines etc.

All buildings in the sketch should be numbered and these numbers written on the walls of the buildings. Thus in planning each building can be identified when recording work carried out to be carried out.



Programme your work

Carry out maintenance of schools according to four programmes:

1. Activities to be **carried out daily**
2. **Weekly inspection** of buildings and the school grounds
3. **Minor repairs** to be carried out at the beginning of each terms
4. **Maintenance programme** at the beginning of each year

Some activities mentioned in these programmes may not be relevant to your school. On the other hand, you could probably include more specific activities applicable to it. Therefore if necessary, these checklists may be modified for more effective use.

It is also important to keep records of work carried out. The records on daily maintenance work are useful to monitor and improve the activities carried out every day.

Findings in weekly inspections are helpful to plan the maintenance programmes in advance.

1. Activities to be carried out daily

The activities given in **checklist C-1** are mainly cleaning the classrooms and the premises. Pupils in each class can be grouped as suggested and assigned duties on rotation.

Generally, two pupils can clean the classroom and its surroundings. If more activities are involved, three or four Pupils can be included in a group. Pupils responsible for a day's work are expected to come to the school a little early and to attend to the cleaning work without any hindrance to their studies.

Three separate checklists meant for general classrooms and school grounds are given in C-1. Copy the list relevant to each area in a book, making adjustment if necessary, to include only the items applicable.

The class educator can keep records of each day's work by ticking against items marked in the record book.

2. Weekly Inspection of the Buildings and School Grounds

Use the checklist C-2 as a guideline for the weekly inspection of the classrooms and school grounds. The Head Teacher or another teacher needs to be appointed for these inspections in which defects in the buildings are identified and recorded.

Remedial action to these defects should be taken when possible. However, it may not be possible always to rectify those immediately. Therefore it is important to take some temporary measure to avert accidents.

The weekly inspections should continue during the school vacations. During rainy seasons it is advisable to inspect the buildings and premises twice a week.

3. Minor Repairs to be carried out at the beginning of the School Term

The first two or three days of the term may be devoted to carrying out minor repairs and maintenance work, if possible, with the help of the SMC and the parents.

First Day

Work can be programmed on the first day and ways of getting the help of the SGB, parents and others can be organised. Most of the activities of cleaning the classrooms and premises that do not require much planning can be carried out on this day.

Second and Third Day

Minor repairs can be carried out within next one or two days depending on the amount of work. Checklist C-3 will help you in planning the work in advance. You must ensure that tools and materials required for the maintenance programme, are available in sufficient numbers and quantities before the first day.

4. Annual Programme at the beginning of the Year

There are some additional repairs to be carried out at the beginning of the year. Repairs and maintenance work to be done at this time can be planned with the help of checklist C-4 which shows items in addition to C-3. Another day may be devoted to these additional works, if necessary.

Where buildings are colour/white-washed this should be repeated at least once in five years. Colour/white-washing and painting of one building may be included in each annual programme, depending on the condition of the buildings.

Colour/white-washing walls, painting weld mesh, doors, windows, cupboards and applying anti-corrosive paint to steel furniture and all other painting works should be done completely in the selected building.

C-1 DAILY MAINTENANCE

Classrooms

- Supervised by the Teacher
- Appoint two pupils for each day on rotation

Morning

1. Sweep the classroom, dust and clean of furniture, blackboards, etc. etc.
2. Dispose of litter
3. Water plants
4. Clean of school grounds and drains around the classroom

Afternoon

1. If installed, switch off lights, fans, etc. Teacher Offices, Stores etc.
2. Close doors, windows, gates etc.

Common Areas include as appropriate

Library, Office, Laboratories, Classrooms for Special Subjects, Toilets

- Supervised by a teacher appointed for each area
- Assign a class for each area for a month
- Appoint two learners from that class on rotation

Morning

1. Sweep of rooms, dust and clean of furniture, blackboards, etc.
2. Dispose of litter
3. Water plants
4. Supply water to the toilets. Clean toilets.
5. Clean of school grounds and drains around the rooms

Afternoon

1. Check taps
2. If installed, switch off lights, fans etc.
3. Close cupboards, doors, windows, gates etc.

School Grounds

- Supervised by an appointed teacher
- Employ a class for each working day as planned in advance

As the timetable permits

1. Sweep and clean of the school grounds and clean drains
2. Dispose of garbage

C-2 URGENT REPAIRS

Inspection Checklist

All buildings and the school premises should be inspected by the Head Teacher or by an appointed teacher ONCE A WEEK

During the rainy season inspections should be carried out TWICE A WEEK

Record all observations in a maintenance notebook. Once a defect is noticed, remedial action should be taken as soon as possible.

Types of defects to be checked for.

- Leaking taps, pipes, overhead tanks
- Blocked gutters, down-pipes and drains
- Broken window panes, hinges, locks etc.
- Leaking Roofs
- Structural damages in roofs and ceilings
- Cracks and damages in plaster of slabs, beams, sunshades, columns etc. in multi-storeyed buildings exposing reinforcement steel)
- Faulty electrical items and exposed wiring
- Drainage blocks in toilets
- Growth of plants on roofs, walls, gutters etc.
- Unstable embankments and retaining walls

C–3 MINOR REPAIRS AND MAINTENANCE AT START OF EACH TERM

These minor repairs and maintenance work can usually be carried out with learners participation and probably with the help of the SMC and parents.

The first two or three days of each school term can be devoted to this programme.

Minor repairs should be planned well in advance. The defects should be recorded and tools and materials required should be obtained.

Buildings and Furniture

- Wash classrooms and furniture
- Wash toilets
- Clean furniture, doors and windows, cupboards etc. with damp cloths when it is not possible to wash
- Remove cobwebs on walls, ceilings and in grill work
- Wash and paint blackboards – as required
- Clean water tanks,
- Remove plants grown on the walls

School Grounds

- Weed and clean school grounds and drains
- Remove plants grown on boundary walls, roof gutters, drains etc.

Minor Repairs

1. Carry out minor repairs of furniture, blackboards, cupboards, partitions etc.
2. Carry out minor repairs and replacements of fittings of doors, windows, gates etc.
3. Minor repairs to boundary walls, fences, gates etc.
4. Repairs to wall plaster, cement rendering of floors, drains, pavements, ramps and boundary walls
5. Minor repairs to roofs, gutters, down-pipes
6. Repairs and replacements in the water supply system
7. Repairs and replacements in electricity supply – if included
8. Trim branches of overgrown trees and branches spread over the roofs of buildings.

C-4 ANNUAL PROGRAMME

In addition to the activities included in Programme C-3

The items shown in this list are in addition to those work mentioned in the programme of work for the beginning of each term.

Maintenance and minor repair works at the beginning of each year

- Paint/colour-wash of at least one building every year
- Paint weld-mesh/grills
- Paint doors and windows, cupboards, screens, etc. where necessary
- Paint equipment fixed in the playground
- Repair access roads, retaining walls etc.

C-1 DAILY MAINTENANCE**Classrooms**

Classrooms						
Room Number						
		Monday	Tuesday	Wednesday	Thursday	Friday
· Supervised by the Class Teacher						
Name						
· Appoint two pupils for each day on rotation						
Name 1						
Name 2						
Morning						
1	Sweep the classroom, ,					
2	Dust and clean;					
	furniture					
	blackboards,					
	glass windows					
	etc.					
3	Dispose of litter					
4	Water plants					
5	Clean of school grounds and					
6	Clean of around the classroom					
Afternoon						
7	If installed, switch off;					
	lights,					
	fans					
	etc.					
8	Close doors, windows, gates etc.					

Classrooms						
Room Number						
		Monday	Tuesday	Wednesday	Thursday	Friday
· Supervised by the Class Teacher						
Name						
· Appoint two pupils for each day on rotation						
Name 1						
Name 2						
Morning						
1	Sweep the classroom, ,					
2	Dust and clean;					
	furniture					
	blackboards,					
	glass windows					
	etc.					
3	Dispose of litter					
4	Water plants					
5	Clean of school grounds and					
6	Clean of around the classroom					
Afternoon						
7	If installed, switch off;					
	lights,					
	fans					
	etc.					
8	Close doors, windows, gates etc.					

C-1 DAILY MAINTENANCE
Common Areas

Common Areas include as appropriate

Room Number & Name

		Monday	Tuesday	Wednesday	Thursday	Friday
· Supervised by the Class Teacher						
	Name					
· Assign a class for each area for a month						
	Class					
· Appoint two pupils from that class on rotation						
	Name 1					
	Name 2					

Morning

1	Sweep of rooms,					
2	Dust and clean;					
	furniture					
	blackboards,					
	glass windows					
	etc.					
3	Dispose of litter					
4	Water plants					
5	Supply water to the toilets.					
6	Clean toilets.					
7	Clean of school grounds and					
8	Clean of around the room					

Afternoon

1	Check taps					
2	If installed, switch off;					
	lights,					
	fans					
	etc.					
3	If installed, switch off lights, fans etc.					
4	Close cupboards, doors, windows, gates etc.					

Common areas Include:

Library, Office, Laboratories, Classrooms for Special Subjects, Toilets

C-1 DAILY MAINTENANCE
School Grounds

School Grounds

		Monday	Tuesday	Wednesday	Thursday	Friday
· Supervised by the Class Teacher						
	Name					
· Employ a class for each working day as planned in advance						
	Class					
<i>As the timetable permits</i>						
1	Sweep and clean of the school grounds and					
2	clean drains					
3	Dispose of garbage					

C-1 DAILY MAINTENANCE
Common Areas

Common Areas include as appropriate

Room Number & Name

· Supervised by the Class Teacher

Name

· Assign a class for each area for a month

Class

· Appoint two pupils from that class on rotation

Name 1

Name 2

Morning

1 Sweep of rooms,

2 Dust and clean;

furniture

blackboards,

glass windows

etc.

3 Dispose of litter

4 Water plants

5 Supply water to the toilets.

6 Clean toilets.

7 Clean of school grounds and

8 Clean of around the room

Afternoon

1 Check taps

2 If installed, switch off;

lights,

fans

etc.

3 If installed, switch off lights, fans etc.

4 Close cupboards, doors, windows, gates etc.

Common areas Include:

Library, Office, Laboratories, Classrooms for Special Subjects, Toilets

C-1 DAILY MAINTENANCE
School Grounds
School Grounds

· Supervised by the Class Teacher

Name

· Employ a class for each working day
as planned in advance

Class

As the timetable permits

1 Sweep and clean of the school grounds and

2 clean drains

3 Dispose of garbage

C-2 URGENT REPAIRS - Inspection Checklist

All buildings and the school premises should be inspected by the Head Teacher or by an appointed educator **ONCE A WEEK**

During the **rainy season** inspections should be carried out **TWICE A WEEK**

Record all observations in a maintenance notebook.
Once a defect is noticed, remedial action should be taken as soon as possible.

Inspection Checklist

	Checked	Date	Recorded
Types of defects to be checked for.			
Leaking taps,			
Leaking pipes,			
Leaking overhead tanks			
Blocked gutters,			
Blocked down-pipe			
Blocked drains			
Broken window panes,			
Broken hinges,			
Broken locks etc.			
Leaking Roofs			
Structural damages in roof			
Structural damages in ceilings			
Cracks and damages in plaster of slabs,			
Cracks and damages in plaster of beams,			
Cracks and damages in plaster of sunshades,			
Cracks and damages in plaster of columns etc.			
multi-storeyed buildings exposing reinforcement steel)			
Faulty electrical items and exposed wiring			
Drainage blocks in toilets			
Growth of plants on roofs,			
Growth of plants on walls			
Growth of plants on gutters etc.			
Unstable embankments			
Unstable retaining walls			

Inspection Checklist

	Checked	Date	Recorded
Types of defects to be checked for.			
Leaking taps,			
Leaking pipes,			
Leaking overhead tanks			
Blocked gutters,			
Blocked down-pipe			
Blocked drains			
Broken window panes,			
Broken hinges,			
Broken locks etc.			
Leaking Roofs			
Structural damages in roof			
Structural damages in ceilings			
Cracks and damages in plaster of slabs,			
Cracks and damages in plaster of beams,			
Cracks and damages in plaster of sunshades,			
Cracks and damages in plaster of columns etc.			
multi-storeyed buildings exposing reinforcement steel)			
Faulty electrical items and exposed wiring			
Drainage blocks in toilets			
Growth of plants on roofs,			
Growth of plants on walls			
Growth of plants on gutters etc.			
Unstable embankments			
Unstable retaining walls			

C-3 MINOR REPAIRS AND MAINTENANCE AT START OF EACH TERM

These minor repairs and maintenance work can usually be carried out with learners participation and probably with the help of the SMC and parents.

The first two or three days of each school term can be devoted to this programme.

Minor repairs should be planned well in advance. The defects should be recorded and tools and materials required should be obtained.

Buildings and Furniture

	Checked	Date	Recorded
Wash classroom			
Wash furniture			
Wash toilets			
Clean with damp cloths when it is			
· furniture,			
· doors,			
· windows,			
· cupboards etc.			
Remove cobwebs on walls,			
Remove cobwebs on ceilings,			
Remove cobwebs in grill work			
Wash and paint blackboards – as required			
Clean water tanks,			
Remove plants grown on the walls			

School Grounds

	Checked	Date	Recorded
Weed and clean school grounds			
Weed and clean school drains			
Remove plants grown on boundary walls,			
Remove plants grown on roof gutters,.			
Remove plants grown on drains etc.			

Minor Repairs

	Checked	Date	Recorded
1 Carry out minor repairs of furniture, blackboards, cupboards, partitions etc.			
2 Carry out minor repairs and replacements of fittings of doors, windows, gates.			
3 Minor repairs to boundary walls, fences, gates etc.			
4 Repairs to wall plaster, cement rendering of floors, drains, pavements, ramps and boundary walls			
5 Minor repairs to roofs, gutters, down-pipes			
6 Repairs and replacements in the water supply system			
7 Repairs and replacements in electricity supply – if included			
8 Trim branches of overgrown trees and branches spread over the roofs.			

C-4 ANNUAL PROGRAMME

In addition to the activities included in Programme C-3

The items shown in this list are in addition to those work mentioned in the programme of work for the beginning of each term.

Maintenance and minor repair works at the beginning of each year

	Checked	Date	Recorded
· Paint/colour-wash of at least one building every year			
· Paint weld-mesh/grills			
· Paint doors and windows, cupboards, screens, etc. where necessary			
· Paint equipment fixed in the playground			
· Repair access roads, retaining walls etc.			

Annex 7. Participation Levels Table

Sustainability Table for School Construction/Management

Level Of Participation ¹	Type Of Participation	Description
Level 7	Self-mobilisation (Ownership)	People participate by taking initiatives independent of external institutions. They develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used.
Level 6	Interactive Participation (Leadership)	People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. These groups take control over local decisions, and so people have a stake in maintaining structures or practices.
<i>Sustainability Threshold</i>		
Level 5	Functional Participation (Managed)	People participate by being formed into committees, around specific predetermined objectives, for example, School Management Committees. Such participation does not tend to be in the early stages of project cycles, but is instead after the major decisions have been made. These committees tend to be dependent on external facilitators, but may become self-dependent over time.
<i>Partial Sustainability Threshold</i>		
Level 4	Participation for Specific Outcomes	People participate because they have to before they can receive support from government or others.
Level 3	Participation for Material Incentives	People participate, by providing resources such as labour or materials (for example making bricks for school construction) in return for food or cash.
Level 2	Participation in Information Giving/ Consultation.	People participate by answering questions by researchers and expressing their views. The results are not shared with communities and questioners have no obligation to take on board people's views.
Level 1	Passive Participation	People are just told what is going to happen, as an announcement by those administering the project or activity.

ANNEX 8 School and Teacher Centres Visited

School Name Region/District Phase(s)	SIDA classrooms etc. Year	Other classrooms	Pupils	Desks	Toilets	Shifts	Comments
UNGUJA							
Kitope PS North B Phase 2A	2004 2 classrooms 2007 5 classrooms + 1 office	1985 4 classrooms by community 2007 2 to ring-beam 3 to window level (cill height)	73 0	51	not separate block and very poor condition	double	Funds – Community Tsh 4,578,000 Funds made up from: MPs Tsh 985,000 Community Tsh 1,026,000 District Tsh 1,520,000 Balance in kind
Fukuchani North A	Not funded by SIDA	Aid by German ngos and German gov. 1994 constructed 4 classrooms 1996 constructed 4 classrooms 1999 constructed 4 classrooms	690	230	6 - not separate block and very poor condition share with SS	Double	Maintenance teacher had not received any manual. Trained by PEP about 1994 Repairs roofs, desks etc Primary school maintenance level poor no preventative maintenance German support from beginning – with cement for foundations etc. Community labour, sand etc
Potoa North A Phase 2A Phase 4	2004 6 classrooms completed – in need of some maintenance 2007 2 classrooms and 1 office just completing	2 classrooms constructed and roofed by community – no floor or plastering/painting	2149	260	not separate block and very poor condition	double	
Kibeni North A Phase 2A	2004 4 classrooms + HT office + staffroom + Store school clean but in need of Maintenance	2 classrooms completed to ring-beam 4 classrooms to cill height	673	75	not separate block and very poor condition	double	
Mkwajuni TC North A Phase 4	2007 2 meeting rooms and science lab.				not separate block and very poor condition	double	Expanded due to the high demand from teachers Community Tsh 5,000,000
Kiwengwa North B Phase 1 Phase 3	2003 6 classrooms – need maintenance badly 2005 4 classrooms	2000 rehab with ADB			not separate block and very poor condition	Single	Foundation for teachers house started by community Ramps for access – not to toilets.

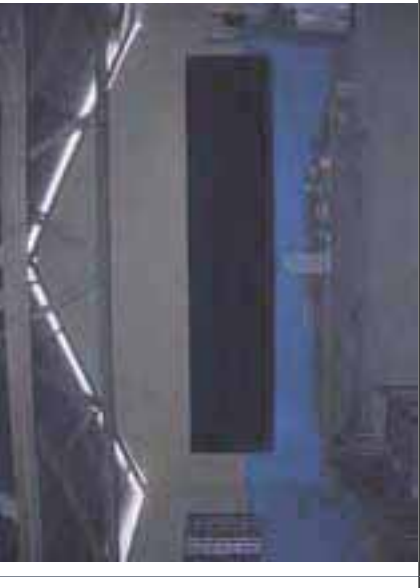
Ungunja Ukw Central Phase 2A	2004 6 classrooms + 2 offices	9 old classrooms that are in need of rehab. Mainly roof – asbestos also repair and paint	679	170	not separate block and very poor condition Student 10 Staff 2	double	3 staff house in need for rehab
Kitogani South Phase 2b	2004 3 classrooms and 1 office	6 classrooms with asbestos	235 106 f 29 m	81	not separate block and very poor condition Student 10 Staff 2	single	Building inspector said community spent Tsh 5,000,000, and SIDA funds Tsh15,000,000 for above block No disabled ramp access. No staff houses. Head teacher and Maintenance teacher Mohammed Saleh trained under PEP in Maintenance – repairs desks, minor cracks etc. as long as the community proved funds or materials
Kitogani TC South Teachers Centre	No support from SIDA						No management at the IC Funded by DANIDA quality and utilisation similar to others.
Chumbuli PS Urban Phase 1 Phase 3	2002 5 classrooms _ + 1 office + 1 store (needs rehab) 2005 4 classrooms + 1 office + 1 computer room	22 existing classrooms + 1 office + 1 store Need repair	2600	210	not separate block and very poor condition Student 4 Staff 2	double	Phase 1 now used for Secondary School and in poor state of repair
Regeza Mwendo Primary School West Phase 1 Phase 4	2002 6 classrooms + 1 office 2007 3 classrooms + 1 office	Old buildings 10 classrooms + 1 office + store + 1 staffroom All need rehab.	1680	143	not separate block and very poor condition Student 6 Staff 2	double	
PEMBA Mizingani PS Mkoani South Phase 2B	2004 4 classrooms and 1 office		850	90	6 not separate block and very poor condition		Community Tsh4,500,000 2006 USAID added burglar bars and door to 1 classroom – added a few teaching aids

Mizingani TC Mkoani South Phase 4	2 blocks – Library no furniture – Lab no furniture or fittings Block 2 – computer room with 7 computers (29/8/07) + staff room and kitchen						48 teachers being up graded. Community Tsh 3,243,100
Wingwi Micheweni South Phase 2b Phase 4	2004 2 classrooms 2007- 6 classrooms - 1 office					6 not separate block and very poor condition	Phase 4 SIDA 25,920,950 Community 7,350, 500 President opened
Ngambwa Chake Chake South Phase 4	5 classrooms	571	145			not separate block and very poor condition	SIDA 22.7 million
Kisiwani Wete North Phase 3 Phase 4	2005 4 classrooms + 2 offices 2007 4 classrooms + 1 staff room	216	60			not separate block 6 P 2 S	2007 SIDA Tsh24,610,8000 ComTsh 4,280,000 No ramps rain water harvesting system
Mzambarauni Wete North Phase 4	2007 8 Classrooms	800	90			not separate block 6 P 3 S	Both primary and secondary schools on same compound SIDA Tsh 24,253,050 Community Tsh 6,000,000
Mitiulaya Wete North Phase 3 Phase 4	2004 3 classrooms 2007 4 classrooms + 2 offices	1668	150 app			not separate block 5 P 5 S	2007 SIDA Tsh33,332,500
Mitiulaya TC Wete North Phase 3	2 classrooms + Library + computer room Staffroom	-	-			No toilets	Com Tsh 18,000,000 48 dist ed teachers each Saturday
Kiuyu Micheweni North Phase 3	4 classrooms	1014	125			not separate block 10 P 6 S (1965 asb)	double

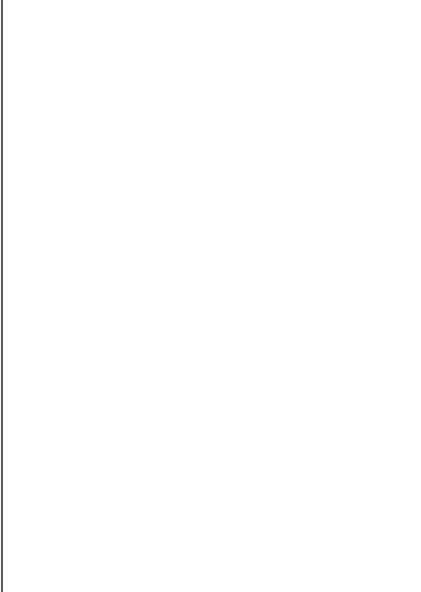
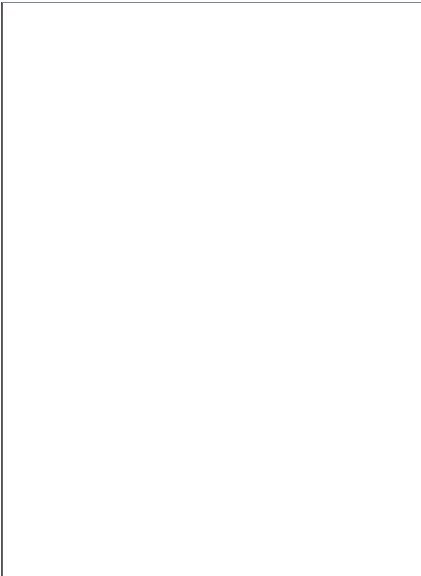
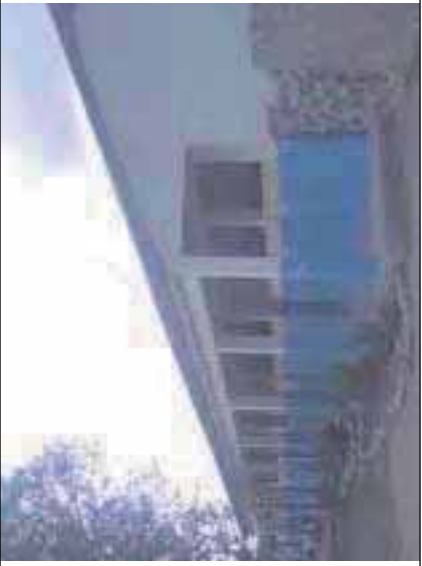
Artisans from community built classrooms under periodic supervision from MOEVT building inspector

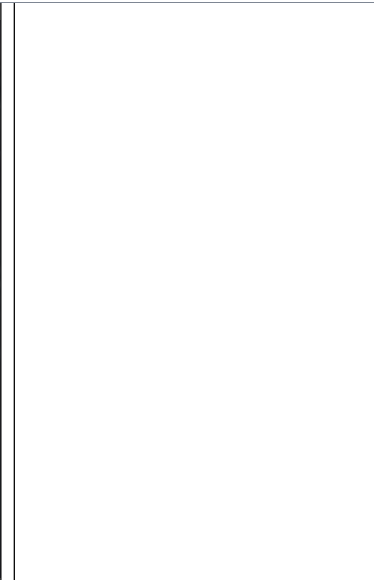
Photographs of Schools and Teacher Centres Visited

School Name Region/District Phase(s)	UNGUNJA Kitope PS <i>North B</i> Phase 2A Phase 4				Fukuchani <i>North A</i> Not Sida funded			
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Potoa North A Phase 2A Phase 4			
Kibeni North A Phase 2A			
Mkwajuni TC North A Phase 4			

Kiwengwa North B Phase 1 Phase 3			
Ungunja Ukw Central Phase 2A			
Kitogani South Phase 2b			

Kitogani TC South Teachers Centre No support from SIDA				Chumbuli PS Urban Phase 1 Phase 3				Regeza Mwendo Primary School West Phase 1 Phase 4			
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PEMBA Mizingani PS Mkoani South Phase 2B			
Mizingani TC Mkoani South Phase 4			
Wingwi Micheweni South Phase 2b Phase 4			

Ngambwa Chake Chake South Phase 4			
Kisiwani Wete North Phase 3 Phase 4			
Mzambarauni Wete North Phase 4			

Mitiulaya Wete North Phase 3 Phase 4			
Mitiulaya TC Wete North Phase 3			
Kiuyu Micheweni North Phase 3			

ANNEX 9: ZEDP Documents produced by DECO.

Title	Date	Thematic area
Inception Report - Preparation of Zanzibar Education Development Programme (ZEDP)	2006 12 20	Planning ZEDP
ZEDP Education Situation Sector in UNGUJA - Analysis Rough Notes from Interviews and Visits	2007 02	General Education
Pemba Fieldwork – Situation Analysis	2007 02	General Education
Technical Education and Vocational Education and Training in Zanzibar	2007 02	Education and Training
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