AJESR FIELD VISIT 2024

THE AJESR FIELD VISIT OBJECTIVE

The overarching objective of the field visit was to gain qualitative insights into the improvement of the education sector and plan for the way forward. Specifically, this field visit was aimed at:

a. Assessing the implementation progress of the education reforms.

b. Identifying opportunities to facilitate the smooth implementation of the reforms.

c. Examining the challenges that hinder the implementation of the education reforms.

d. Suggesting measures to overcome the identified challenges and achieve the desired results of the education reforms.

METHODOLOGY

- Interviews, focus group discussions, and observations were conducted.

- A total of 330 participants were involved in the field visits, including DEOs, head teachers, teachers, parents, and members of SMCs, VTCs, and higher learning institution management.

- Visits were made to eight districts, covering 24 institutions, including DEO offices, schools, VTCs, and higher learning institutions.

SUB THEMES COVERED

- Education financing
- Education Administration and Management
- School leadership and management
- Curriculum development and delivery
- Teaching and learning environments
- Innovation and digital learning
- Teachers' workforce planning and management

TEACHING LEARNING ENVIRONMENTS

- The government and community have made substantial improvements in educational infrastructure, including the construction of new classrooms, toilets, laboratories, hostels, and schools, as well as upgrades to existing facilities, enhancing the overall teaching and learning environment

- Newer schools like Tumekuja Secondary and Jendele Inclusive are well-equipped with sufficient classrooms and facilities, while many others face issues with dilapidated infrastructure and overcrowding

- High student-to-classroom ratios, especially in government schools, are leading to ineffective learning environments, necessitating urgent construction and renovation efforts

TEACHING LEARNING ENVIRONMENTS

- Some visited schools have unhygienic conditions and lack basic sanitation facilities, impacting student health and school attendance

- Seating facilities have generally improved in most schools visited, but Mwambe and Jambangome primary schools still face desk shortages, forcing students to sit on the floor and causing uniform damage

CURRICULUM DEVELOPMENT AND DELIVERY

- All visited schools have begun implementing the new Curriculum for pre-primary and primary education

- All schools confirm that their teachers have undergone training for the implementation of the new curriculum

- Initiatives are underway to distribute new curriculum-aligned textbooks in primary with shortage reported to some grades such as pre-primary 2, std II, III, V and VI

CURRICULUM DEVELOPMENT AND DELIVERY

- Many teachers lack proper training and understanding of CBC, which hinders effective curriculum delivery and student engagement

- There is a significant need for updated facilities and resources to support the CBC, including modern laboratories, textbooks, and digital tools like computers and projectors

- Overcrowded classrooms and insufficient lab equipment restrict effective competence-based teaching and practical experiments, impacting student learning and interaction

INNOVATION AND DIGITAL LEARNING
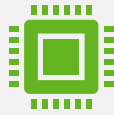
Institutions, especially new ones, possess digital learning infrastructure like computers and projectors, yet acute shortages and limitations persist, particularly in remote areas

School like Tumekuja Secondary School effectively utilizes its digital resources, including smart classrooms and internet access, despite facing challenges such as high electricity costs ranging from 80,000 TZS to 100,000 TZS per day

Innovative approaches are seen in schools implementing practical training programs such as Mwanakwerekwe A Secondary's practical training

Common issues include inadequate ICT labs and facilities, inconsistent power supply, and a lack of teacher training in ICT pedagogies, hindering digital learning initiatives

SCHOOL LEADERSHIP AND MANAGEMENT

- Head teachers play a critical role in assessing teacher accountability, often using monitoring visits to enforce standards.

- Most stakeholders are unaware of proper procedures for teacher and head teacher appointments, seeking transparency and formal application processes.

- Professional development for head teachers is inconsistent, with many lacking formal management training and relying on self-directed learning.

- Accountability measures for teachers are insufficient, with many cases unresolved or only discussed at the district education officer level

- Parental involvement varies significantly across schools, with some showing high engagement in school activities and others minimal involvement
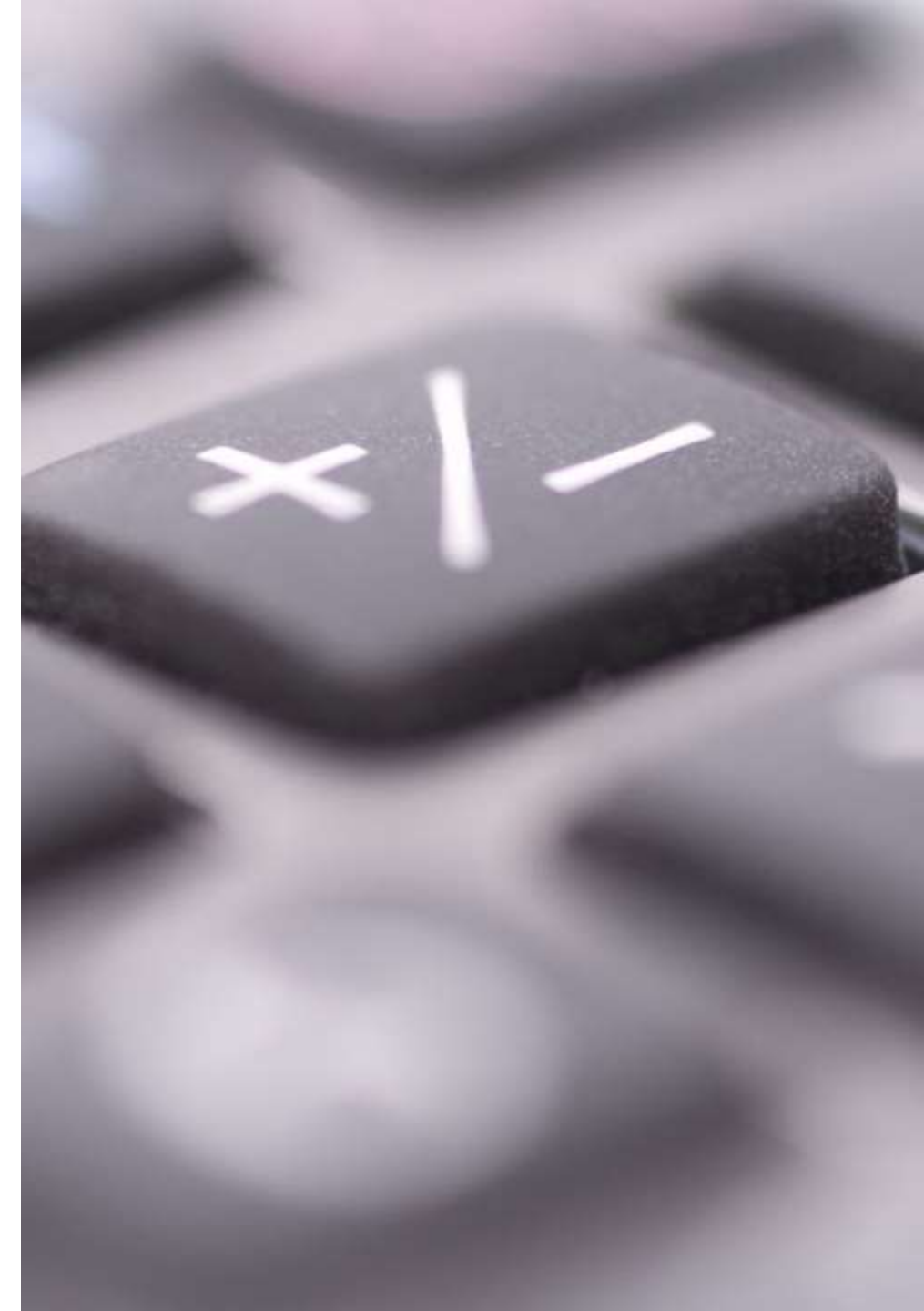
EDUCATION MANAGEMENT AND ADMINISTRATION

- Efforts to improve DEO facilities for better education management are evident, with the construction of seven well-equipped DEO offices aimed at enhancing their administrative roles.

- DEOs utilize diverse resources such as guidelines and manuals for duty execution, yet clear, role-specific guidelines are lacking

- Training for DEOs varies, with some receiving short-term management training while overall specific professional development is inadequate

- DEOs recommend having full authority and necessary resources to effectively manage and improve education delivery in their districts

- It is suggested to provide comprehensive professional training and orientation for DEOs to support effective educational transformation in Zanzibar

EDUCATION FINANCING

- Most schools receive financial support from the government, except for two newly established schools in 2024 which currently lack funding

- Schools report that current financial support is insufficient for maintaining quality education and recommend increased grants and enhanced community financial involvement

- District Education Offices lack direct government funding, posing challenges in monitoring educational activities at the district level.

Thank you