The Revolutionary Government of Zanzibar
Ministry of Education and Vocational Training Zanzibar

The 8th Annual Joint Education Sector Review (AJESR) 2025

Transforming Education for Sustainable Future: Inclusivity, Technology and Resilience

WORLD BANK GROUP

Field Visit

Field Visit Findings Presentation

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Background

- The AJESR team conducted a field visit to Unguja and Pemba between May 5th to 7th, 2025
- The goal is to measure progress in implementing education strategies, to improve decision-making through evidence, and support inclusive planning. The 2025 AJESR field visit aims to understand inclusive teaching and learning practices using digital technologies to build student resilience for the future job market.
- The theme for this year is *"Transforming Education for a Sustainable Future: Inclusivity, Technology, and Resilience"*

Objectives of the Field visit

- Examine the accessibility and inclusivity of educational institutions by assessing their efforts to ensure equal learning opportunities for all, with particular attention to the integration of digital tools for students with disabilities.
- Assess the impact of digital tools and technology on teaching and learning
- Determine if there are enough and readily available resources infrastructure and learning materials to support innovative teaching methods and job-relevant skill building
- Determine how well education and training programs prepare learners with skills needed by the labor market and encourage creativity

Team Members Involved

The field visit team comprised 52 members including:

- **39** — MOEVT Directors and technical staff (39)
- **10** — Partners from civil society organizations (10)
- **03** — Development partners (3)

Location of the Field visit

- The team visited ten districts, excluding North B
- Visited 31 schools, a mix of high- and low-performing schools in STEM, skills, and technology
- KIST and IITM Zanzibar were among the universities and other educational institutions visited by the teams.
- The team visited science hubs and teacher centers, including Michakaini Teacher Center Jangombe and Mtambile Hubs

Data Collection Methodology

Observation

Key informant Interview with Head Teacher

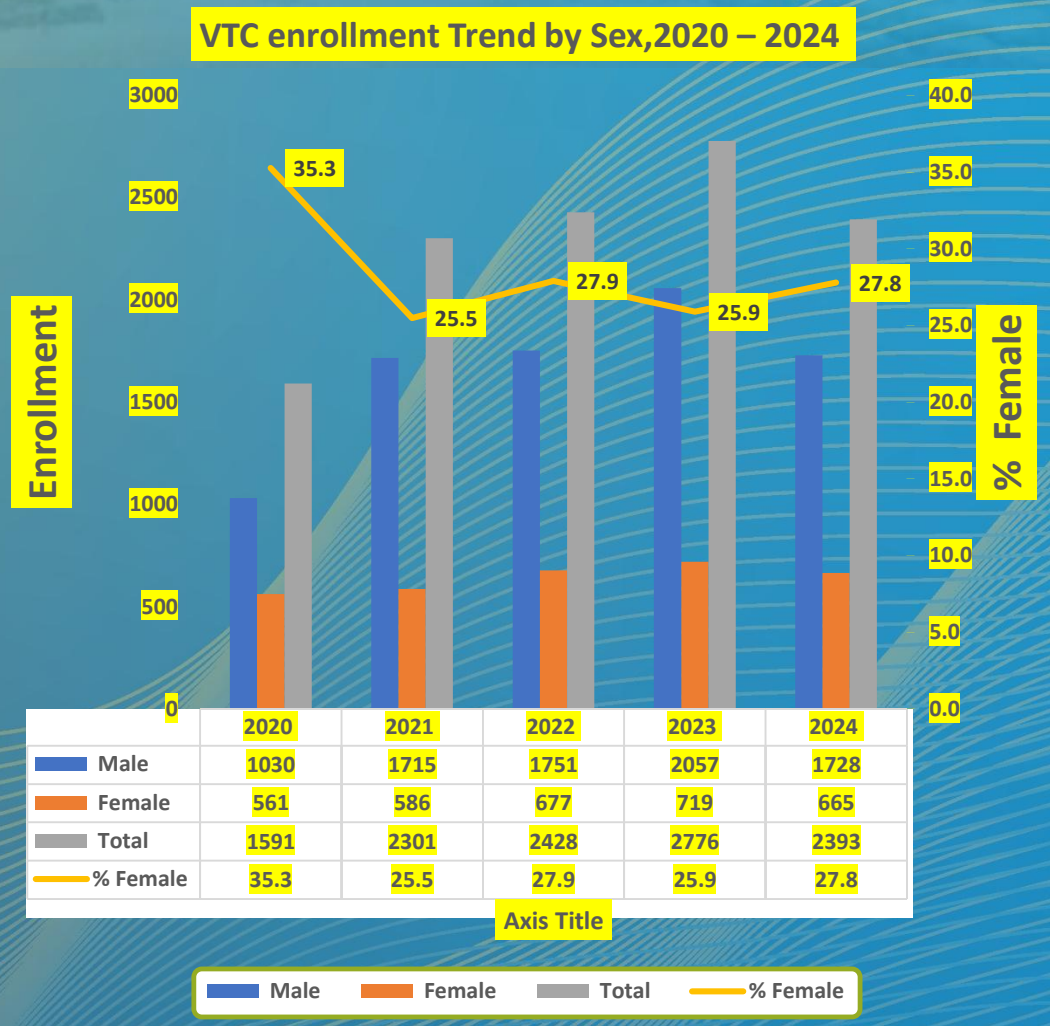
Focus Group Discussion with Mwanakwerekwe A secondary school Teachers

Gender analysis of enrollment patterns

- Field visit showed, there are more girls than boys enrolled in secondary school.
- Resulting in a Gender Parity Index (GPI) of 1.29
- The GPI contributed by government funded the construction of two girls' schools, with a combined enrollment of 1,632 students (1,043 at Benbella and 589 at Utaani).
- Despite the positive trends, the data also reveals that gender balance in enrollment is not uniform across all schools such as Ole Secondary School, male students total 404, while female students are 278, indicating a noticeable gender disparity.

Gender Participation in STEM and Skills-Related Programs

- Gender participation in STEM and skills-related programs in Zanzibar reflects broader socio-cultural and educational trends.
- Primary and secondary education enrollment shows gender parity is in favor of female.
- Girls participation sharply declines in STEM-related higher education and careers
- The data from 5 visited shows, Of the 2,653 trainees enrolled across five VTC shows, 1,932 were male and 721 were female.



Disability and Inclusion in STEM and Skills-Related Programs

1

Despite progress in including students with disabilities in mainstream and vocational education, major challenges persist in STEM and skills training due to inadequate resources and support.

2

There has been some progress in enrolling students with disabilities in higher education, their numbers remain minimal, with institutions like IITM, KIST, and Mkokotoni VTC having no students with special needs.

3

The inclusion of even a small number of students with disabilities represents a vital initial step toward ensuring equitable quality education for all children, regardless of physical or learning challenges.

4

The data from 32 schools visited, 146 students with disabilities were found enrolled; 73 were female, and 73 were male. The team visited 6 vocational training centers , enrolling 17 students with disabilities (5 females and 12 males).

Challenge and Recommendations

Challenges from Findings

1. **Gender and Inclusion Barriers:** there is a gender gaps in underserved areas.(more girls enrolled compare to boys)
2. Lack of Assistive Tech for disabled students (e.g., screen readers, ramps) to enable them leaning
3. **No digital library, the library is outdated and unattractive to students, no professional books.**
4. Lack of UpToDate VTC Curricula to include emerging skills (AI, blue economy)
5. **Shortage of Qualified Instructors**: Some teachers lack subject expertise due to changing of curricula (e.g., physics teachers, technical) Shortage of ICT-trained teachers and inclusive STEM/skills instruction
6. **Inadequate Equipment and Infrastructure**: the learning environment and facilities within a schools and VTA are not aligned with service provided
7. Lack of Experiential learning: Hands-on projects for some schools (e.g., furniture-making and other hands on)

Challenge and Recommendations

Key Recommendations from Findings

1. Scale Girls' Schools to reduce gender gaps in underserved areas, engage both girls and boys in deferent program to raise their interest in continue learning and staying in school .

2. Boost Assistive Tech for disabled students (e.g., screen readers, ramps) to enable them leaning

3. Expand ICT Infrastructure: More devices, stable internet, and backup power, to support learning practical and engage them to strive to the 21st Century era.

4. Update VTC Curricula to include emerging skills (AI, blue economy).

5. Capacity building and professional development: Provide more opportunities for Teachers and supporting staff focus on STEM, inclusive pedagogy, and digital tools both at schools and VTC

6. Improve infrastructure: improve learning environment expand space for workshops and classroom to make learning conducive with more practical

Thank You For Listening