



MADRASA EARLY CHILDHOOD PROGRAMME ZANZIBAR (MECP-Z)

**Topic: Systemic Change Toward
Inclusive Education**

Prepared for: AJESR

10th 11th June 2024

Presentation Outline



A success story

Project overview

Key achievements

Recommendations



MADRASA EARLY CHILDHOOD PROGRAMME

Supporting early childhood development!



Was Ruha Nursery & Primary Ever "Not Good"? Witness Its Inclusive Transformation before and after the Inclusive Education Project.

Initial Challenges: Teachers lacked inclusive education skills and often neglected children with special needs including those with disabilities.

Turning Point: Participation in IE in-service trainings raised awareness and built capacity to support students with disabilities.

Progress & Engagement: The school actively embraced inclusive education, engaged with PTs and IELSU for continued support, and introduced Individualized Education Plans (IEPs) for Children with Disabilities (CWD).

Student Innovation: Inspired by inclusive practices, students launched a STEM project, including developing sensor-equipped eyeglasses to assist a blind individual.

Impact: Now recognized as one of the most improved schools, demonstrating significant change post-training.



A group of young children in light blue school uniforms are gathered around a computer. One child is typing on the keyboard while others look on with interest.

The MECP-Z Inclusive Education Project"



- ❑ Education challenges in Zanzibar
- ❑ Need for holistic inclusive learning teaching environments
- ❑ A five year Project (2020–2024)
- ❑ Supports national & global education commitments
- ❑ Focus on inclusive, equitable, quality education



Project Objectives & Scope

- ❑ Build stakeholders capacity including teachers
- ❑ Improve equitable access to quality education
- ❑ Emphasis on children with disabilities
- ❑ 51 schools involved (Government, private, and community schools)
- ❑ 2 districts in Unguja, 1 in Pemba



Capacity-Building Approach

- ❑ Engaged 30 principal trainers (Included teacher center advisors)
- ❑ Trained 813 teachers (630 females & 183 males)
- ❑ Whole school approach

Teacher Training Highlights

5 years of face-
to-face
workshops

7 IE modules
developed and
approved

- Inclusive
education
concepts

Identifying
special needs

Reintegration
of out-of-
school children



Community Engagement

School Inclusion
Team

Action research &
mapping

Formation of School
Inclusive Teams

Members: teachers,
community
representatives,
specialists, students

Identify challenges

Connect with
disability
organisations



Key Achievements

MUONEKANO WA BĀADHI YA MAJENGO
KABLA NA BAADA YA UKARABATI



KABLA YA UKARABATI



BAADA YA UKARABATI



- ❑ **95% Teacher Inclusive teaching**
Confidence improved: Marked boost in teacher capabilities
- ❑ **Pre-Service Inclusion:** Inclusive practices integrated early
- ❑ **Supportive Environments:** Enhanced learning and teaching spaces
- ❑ **Sustainable Training:** Long-lasting improvements in professional development
- ❑ **Embedded Pedagogy:** Inclusive methods as a standard
- ❑ **Systemic Change:** A solid foundation for education transformation
- ❑ **Expansion Ready:** Cadre of principal trainers poised to scale success

Recommendations

- ❑ Recruit educators with expertise in inclusive education.
- ❑ Improve working conditions and ensure barrier-free, accessible schools.
- ❑ Strengthen mentoring, counselling, and integrate assistive devices.
- ❑ Establish continuous training programs for all educators.
- ❑ Leverage project success to drive systemic change and inspire a visionary future for inclusive education in Zanzibar.
- ❑ Mobilize all stakeholders to commit to these transformative measures.



Thank you