

Zanzibar Education Sector Development Planning Workshop 8-12th August, 2016

Statement of UNICEF, GPE Coordinating Agency

9th August, 2016

Guest of Honor, Minister of Constitutional Affairs, Hon. Haroun Suleiman

Honorable, Minister of Education and Vocational Training

Principal Secretary, Deputy Principal Secretaries, Directors, MOEVT

Development Partners, Educational Institutions, CSOs, ladies and gentlemen

As Coordinating Agency for the Global Partnership for Education in Zanzibar and on behalf of DPs, UNICEF is honored to have been invited to make a short statement and participate in this important workshop to develop Zanzibar's new Education Sector Development Plan. This education planning is particularly timely when globally, the new SDGs have been launched for implementation. Within the UN, UNDAP 2 has been recently approved based on the situation analysis and the evaluation findings of UNDAP 1. The WB Programme, Zanzibar Improving Student Prospects in Basic Education has been approved. The USAID Tusome pa Moja Programme has also been approved, based on the findings of the national EGRA/EGMA Assessments. The GPE programme has been extended to 2017. Several other partners are either developing new strategies or have launched them. Zanzibar has recently completed the development of the **Successor Strategy, MKUZA III - 2016/2017-2020/2021**. The Strategy seeks to achieve economic and social *transformation for the wellbeing of all*.

This Successor Strategy, has several outcomes, key among which are the following three:

- B1. Increased employability through skills development of youth, women, men and people living with disabilities in both rural and urban areas
- B2. Enhanced entrepreneurial capacity of youth, women, men and people living with disabilities for generating meaningful self-employment opportunities
- C4. Enhanced prevention of and response to violence against women and children

These outcomes cannot be achieved without the outcome on:

- C2. Inclusive and equitable access to quality education and skills training to enhance human capacity for sustaining national development

We have noted from the sector analysis that in 2015/2016, that the education budget reached 26.2% of the national budget. For the past decade, MoEVT spending has accounted for 16-22% of the national budget. While this shows continued RGOZ commitment to education, we want to believe that this trend will continue in the coming period. We are also aware from the review of the last education sector plan, that it has achieved some results, with 38 planned targets fully achieved out of 103. Thus we can say that the sector has something to show for the investments that have been made. However, as has been shown in the sector analysis, there are continuing

challenges. Despite the increased investments, pre-primary education continues to lag behind despite the huge benefits that it brings to later learning. This year, schools were instructed to create pre-primary classes. Many school communities could not construct a new pre-primary class. Instead, their coping strategy has been to combine two primary classes into one which created the pre-primary class but significantly increased the primary class sizes.

Learning achievement is low at primary and ordinary secondary level, with wide geographical disparities. The 2016 National 3Rs assessment supported by USAID showed that Zanzibar performance is lower than the national averages. The selection examinations at Form 2 and Form 4 are also a key bottleneck to school completion. Teachers continue to be ineffective; their teacher deployment is unclear and inefficient. We still have more than 35,000 primary school age children out of school and continue to witness persistent rural/urban and gender disparities. Many communities have responded to government's call to contribute school infrastructure but many remain incomplete and unfurnished. For example a very impressive alternative learning centre being constructed in Micheweni has been at a standstill since 2012. In Chanjani primary in Pemba, children were following a triple shift system while their 3-classroom block, newly built by the community only needed \$13,000 to be completed. Many schools are extremely overcrowded. Schools with very large class sizes tend to grossly underperform. For example, Kijito Upele A and B has about 4000 children in double shift. In 2015 they registered 573 candidates in the grade 6 exams but only 16 obtained the average 60% to go to "specialized secondary schools". Schools are unsafely located. Magogoni primary school for example with more than 3000 children is located close to high tension electricity cables. Vocational training courses are not in high demand from students and many graduates are of poor quality and not valued by employers.

These and other issues also raised in the sector analysis should provide the basis for re-thinking education priorities in the education sector. This is particularly important because a 'credible' Education Sector Plan must include evidence-based strategies for access to quality education. It must put the learner at the center. It should be informed by key principles, including equity, inclusiveness, quality and relevance. It must ensure that financial, technical and political factors as well as stakeholder ownership is considered. The ZEDP review showed that of the 103 planned targets, only 38 were fully achieved, 27 were partially achieved, and 38 were not implemented at all. Therefore the new Plan should be realistic. It should not be developed to mirror existing departments to justify their existence. Rather it should focus on the most pressing priorities, be results driven and cost conscious.

Since Zanzibar has not yet achieved Universal Primary Education and performance levels are low, then a commitment to continue to prioritize the early grades in pre-primary, primary and in lower secondary education must be a key consideration. The focus on early grades must be complemented by greater government investments in the quality education (especially in economic and social skills) for the growing population of adolescents and youth in Zanzibar. Of course there are three immediate concerns that cannot wait: quality classrooms with decongestion of existing classrooms, quality learning materials and quality teachers including especially quality teachers for the early grades in pre-primary and primary. The ZEDP should also

be context-sensitive, especially with regard to the labour market demands to respond to VISION 2025, as well as vulnerabilities such as floods, natural disasters, and dealing with the effects of environmental and climate change.

If Zanzibar, like the rest of Tanzania, should achieve the VISION of attaining middle income status by 2025, then education must be an effective driver for change. For education to be the driver, the MOEVT cannot launch the new Education Sector Plan 2016/2020 with a business as usual approach. MOEVT will need to shift from an activity-driven approach to a results-driven approach with a greater sense of urgency on the pace of change than we are used to. Capacity gaps should be assessed and quality human resources put in place to drive the implementation of a results-based plan. Procurement procedures and work processes should be much more efficient and time-sensitive than we have experienced. Better utilization of community and private sector contributions as well as CSO partnerships will significantly reinforce existing capacities in the sector. We advocate also that once developed, the ZEDP should be translated into clear annual work plans, clear implementation roles with timely disbursement of funds from both government and DPs.

On behalf of the GPE and DPs, we pledge to continue our support to the education sector to achieve results for children, adolescents, youth and adults to safeguard their future for Tanzania's advancement. We look forward to a productive 5-day workshop and wish you well in your deliberations.

I thank you all ladies and gentlemen.