



THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Zanzibar Education Sector Performance Report (Z-ESPR)

Fiscal Year 2023/24



December 2024

ACKNOWLEDGEMENT



I am pleased to present to you the Zanzibar Education Sector Performance Report (Z-ESPR) for Fiscal Year 2023/24. With your technical and financial support, we have continued to improve the data and information coverage and are intending to continue to improve the report in the upcoming productions.

On behalf of the Ministry of Education and Vocational Training (MoEVT) Zanzibar, I would like to thank you for your continued support and contribution to delivery of quality education services. Your support has contributed greatly to attainment of national education goals and hence access to equitable quality education for all learners. It is my sincere hope that you will continue to work with us, providing technical and financial support, to successful implementation of the interventions highlighted in the Zanzibar Education Sector Transformation Plan (ZESTP), 2023/24-2029/30.

Khamis Abdulla Said

Principal Secretary

Ministry of Education and Vocational Training
Zanzibar

STATEMENT BY THE HONOURABLE MINISTER OF EDUCATION AND VOCATIONAL TRAINING



The Ministry of Education and Vocational Training remains committed to enhancing the quality and equitable delivery of education services. To ensure that ongoing education reforms are effectively guided by up-to-date legal and regulatory frameworks, the Ministry is in the final stages of revising both the Education Policy and the Education Act. We encourage all stakeholders to actively participate in this process to help create high-quality guiding documents that effectively direct the provision of quality of education services

at all levels.

As you are aware, the Ministry is currently implementing the Zanzibar Education Sector Transformation Plan (ZESTP) 2023/24 – 2029/30. This plan serves as a strategic framework for education sector planning, harmonization, and alignment of initiatives. Stakeholders are urged to align their strategies with ZESTP's goals to contribute effectively towards achievement of its overarching objective: Improved Access, Participation, Quality, and Efficiency of Education Systems.

Ensuring equitable distribution of education resources remains a high priority, particularly for marginalized communities and those in hard-to-reach areas. In collaboration with key partners, the Ministry has developed protocols to guide the fair distribution of essential resources such as teachers, classrooms, teaching and learning materials, and school operating budgets. We encourage all education sector partners to adhere to these protocols to support the government's efforts in ensuring equal resource allocation.

To monitor and evaluate the impact of education sector initiatives, the Ministry is working closely with partners to develop Monitoring and Evaluation (M&E) Frameworks. In the coming year, particular emphasis will be placed on conducting a national sampled learning assessment to assess performance of learners at the early grades. This assessment will provide valuable insights into early learning outcomes and help design targeted interventions to improve learning at higher levels.

Strengthening the role of District Education Officers (DEOs) is also a key priority in improving education service delivery at the sub-national level. We are collaborating with partners to enhance district education offices by equipping them with necessary resources and building the capacity of DEOs in education planning, monitoring, and performance assessment.

Finally, we acknowledge and appreciate the invaluable role that communities have played in creating a better teaching and learning environment, increasing enrolment, reducing absenteeism, and improving learning outcomes. We urge parents and the broader community to continue supporting education delivery, as their involvement is crucial in shaping a brighter future for our children and youth.

We thank you for your continued collaboration.

Her Excellency Lela Muhamed Mussa (MP)
Minister of Education and Vocational Training
Ministry of Education and Vocational Training Zanzibar

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ABBREVIATIONS AND ACRONYMS

ACSEE	Advanced Certificate of Secondary Education Examinations
AfDB	Africa Development Bank
BAI	Book Aid International
BOT	Bank of Tanzania
COVID	Corona Virus Disease
CSOs	Civil Society Organizations
DALAE	Department of Alternative Learning and Adult Education
DEO	District Education Office/Officer
DICT	Department of Information and Communication Technology
DPPE	Department of Pre-Primary and Primary Education
DPPR	Department of Planning, Policy and Research
DPs	Development Partners
DSC	Department of Sports and Culture
DTE	Department of Teacher Education
ESA	Education Sector/Situation Analysis
FY	Fiscal/Financial Year
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GPE	Global Partnership for Education (GPE)
GPI	Gender Parity Index
HE	Higher Education
IELS	Inclusive Education and Life Skills
KIST	Karume Institute of Science and Technology
KOREA	Korea International Cooperation Agency
KPI	Key Performance Indicators
LGA	Local Government Authorities
MIF	Mwanamke Initiative Foundation
MoEVT	Ministry of Education and Vocational Training
MTAP	Medium Term Action Plan
NACTVET	National Council for Technical Vocational Education and Training
NER	Net Enrolment Rate

NGOs	Non-Governmental Organizations
NTA	National Technical Awards
NTRC	National Teachers' Resource Centre
OCIE	Chief Inspector of Education
OOSC	Out-of-School Children
PCR	Pupil Classroom Ratio
PE	Primary Education
PERZ	Programme for Education Results Zanzibar
PMU	Procurement Management Unit
PPE	Pre Primary Education
PQTR	Pupil Qualified Teacher Ratio
PS	Principal Secretary
PTbR	Pupil Textbook Ratio
PTR	Pupil Teacher Ratio
REO	Regional Education Office/Officer
SA	Subject Advisor
SDG	Sustainable Development Goals
SEBEP	Skills Development for Youth Employability in the Blue Economy
SMC	School Management Committee
SOB	School Operating Budgets
SUZA	State University of Zanzibar
TASAF	Tanzania Social Action Fund
TEA	Tanzania Education Authority
TC	Teacher Centre
TCC	Teacher Training Colleges
TuTu	Tucheze Tujifunze
TVET	Technical and Vocational Education and Training
TZS	Tanzania Shillings
URT	United Republic of Tanzania
USAID	United States Agency for International Development
VTA	Vocational Training Authority
VTC	Vocational Training Centre
Z-ESPR	Zanzibar Annual Education Sector Performance Report
ZEC	Zanzibar Examination Council
ZEDP	Zanzibar Education Development Plan
ZESTP	Zanzibar Education Sector Transformation Plan
ZHELB	Zanzibar Higher Education Loan's Board
ZIE	Zanzibar Institute of Education
ZIQUE	Zanzibar Improving Quality of Basic Education
ZLSB	Zanzibar Library Service Board
ZU	Zanzibar University

1. INTRODUCTION

1.1 PURPOSE AND STRUCTURE OF THE REPORT

The Ministry of Education and Vocational Training (MoEVT) Zanzibar produced its first annual Education Sector Performance Report (Z-ESPR) in March 2023 covering Fiscal Year 2021/22 and a second report in 2024 covering the period of FY 2022/23. This report covers the period FY2023/24, i.e. 1 July 2023 to 30 June 2024, and as in the previous reports it aims to provide a comprehensive update on the Ministry's progress in meeting targets outlined in key education sector documents including the Education Sector Plans.

Zanzibar completed development of the Zanzibar Education Sector Transformation Plan (ZESTP) FYs 2023/24-2029/30 in mid-2024. Reporting on performance of implementation of key interventions will therefore be based on the ZESTP priorities for FY2023/24. A highlight of the interventions for FY2024/25 will also be reported in the next Z-ESPR.

Current planning and reporting in the education sector is divided into six programmes: 1) Pre-primary and Primary Education; 2) Secondary Education; 3) Tertiary Education; 4) Vocational Training, Adult Education and Alternative Learning; 5) Quality and Quality Assurance; and 6) Institutional Reform, Leadership, Management and Professional Skills Development. The report provides status (including trend analysis) in progress of implementation of access, equity and quality aspects for the four levels of education: Pre-primary and Primary Education; Secondary Education; Tertiary Education; Vocational Training, Adult Education and Alternative Learning. The report also provides status on Quality Assurance, leadership and management interventions undertaken during FY2023/24. Likewise, Quality Assurance, Leadership, Management and Professional Skills Development have been integrated in the various sections.

For each sub programme, description is provided in regard to performance on education in relation to Key Performance Indicators (KPIs); Access and Equity; and Quality of Education. The report also provides a high-level summary of major ongoing cross-cutting initiatives in the education sector, particularly pertaining to Policy and regulatory Reform; Curriculum reform; and Education Sector Planning.

In future Z-ESPRs, an attempt will be made to report against the Reform Areas of the ZESTP, provided that a revised Format will be developed and approved.

1.2 THE EDUCATION MANAGEMENT SYSTEM

The Minister of Education and Vocational Training is the top leader of the MoEVT. The Minister is followed by the Principal Secretary (PS) who is the chief accounting officer of the Ministry. From time to time the Ministry may have in place Deputy Minister and Deputy PSs. Currently the Ministry has a Deputy Minister and two Deputy PSs (DPS Administration and DPS Academic). At the national level the Ministry has various Departments, Units, Institutions and Agencies (DUIAs) as follows:

Departments: Planning, Policy and Research (DPPR); Administration and Personnel (DAP); Pre-Primary and Primary Education (DPPE); Secondary Education (DSE); Alternative Learning and Adult Education (DALAE); Information and Communication Technology (DICT); Teacher Education (DTE); and Sports and Culture (DSC).

Agencies/Institutions: Zanzibar Examination Council (ZEC); Office of Chief Inspector of Education (OCIE); Higher Education Students Loan's Board (ZHELBS); State University of Zanzibar (SUZA); Karume Institute of Science and Technology (KIST); Vocational Training Authority (VTA); Zanzibar Institute of Education (ZIE); and Zanzibar Library Service Board (ZLSB).

Units: Public Relations, Procurement Management (PMU); Accounts; Internal Audit; Legal Services; Higher Education Coordination; Inclusive Education and Life Skills (IELS); Registrar of Education; ICT; and Private Schools Coordination.

Pemba Main Office: Responsible for Coordination of Education delivery in Pemba. The office has Officer in Charge and Coordinators representing each DUI.

At the sub national level, the education sector has:

- ***Regional Education Offices (REO)*** currently represented by one officer per region for the five regions.
- ***District Education Offices (DEO)*** represented by various education officers.
- ***School level:*** Each school has a School Management Committee (SMC) whose members are representatives from teachers and parents. The Head Teacher is the Secretary of the SMC while the Chair is elected from amongst the parents.

1.3 STRUCTURE OF EDUCATION IN ZANZIBAR

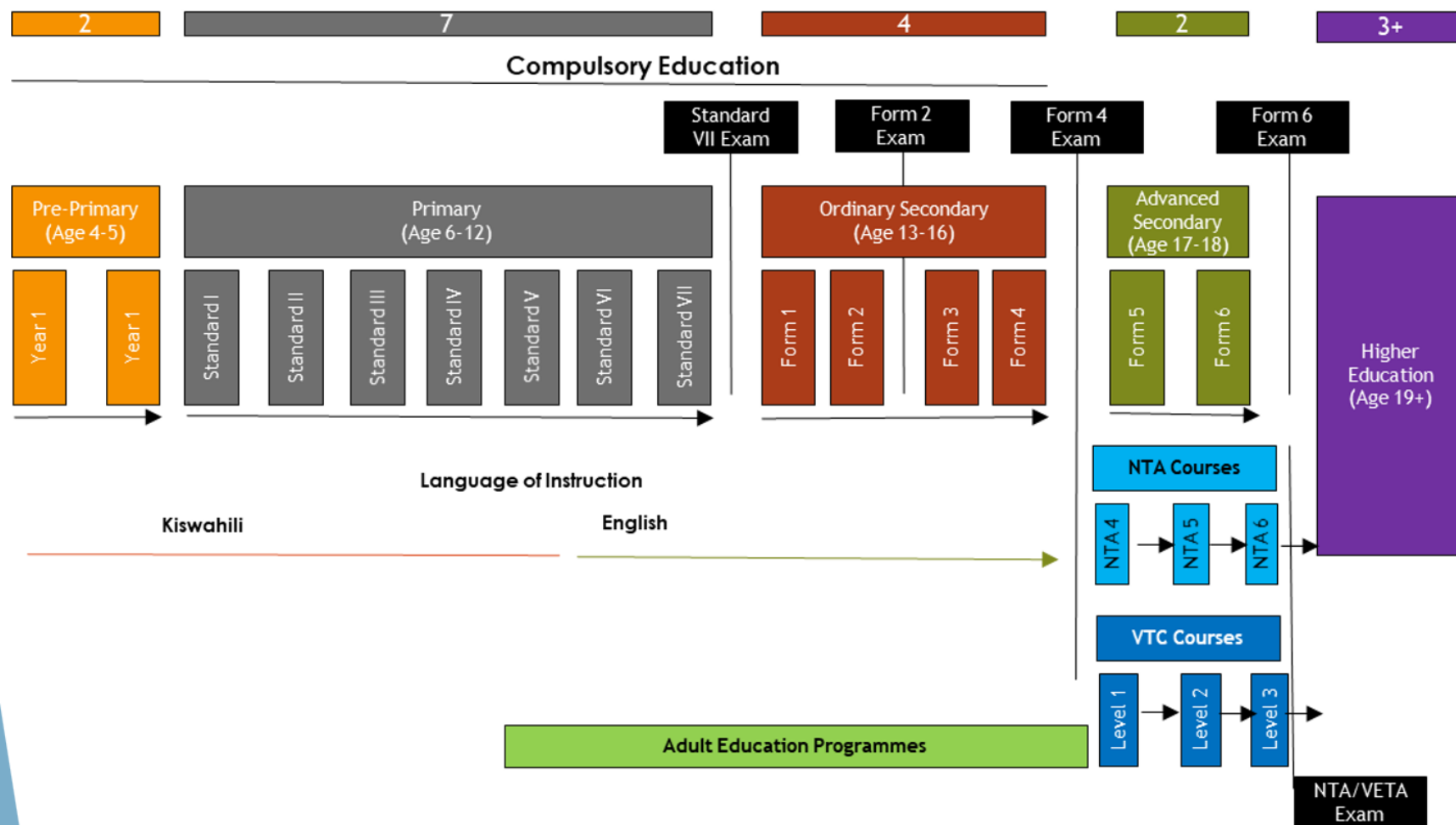
The structure of the education system in Zanzibar is 2+7¹+4+2+3⁺. The first two years of education constitute two years of pre-primary education followed by seven years of primary education (Standard I-VII), four years of ordinary level secondary education (O-Level) Form 1 to Form 4, two years of advanced level secondary education (A-level) Form 5 and 6, and three plus years of higher/tertiary education. Compulsory basic education is from pre-primary to Form 4. Examinations are undertaken at various levels including at Standard VII, Form 2, Form 4 and Form 6. At Standard VII and Form 2, examinations are undertaken to assess performance for the purposes of taking remedial actions.

Form 4 and 6 examinations are undertaken to determine students to continue with higher levels of education (screening)². Adult and alternative learning programmes are across the board particularly at the primary education level. Vocational Training courses are optional after completion of O-level where National Technical Awards (NTA) are provided: NTA 4=certificate, NTA 5 and 6=Diploma, NTA 7 is categorised as higher diploma and NTA 8 as degree. See ***Figure 1*** for further information.

¹ Prior to 2022 the Primary Education level ended at Standard VI. It is also planned that the Primary cycle ends at standard VI from year 2028.

² The Government is planning to introduce learning assessment at the lower level (Standard II and Standard III) starting year 2025.

Figure 1: Structure of Education System in Zanzibar



1.4 MACROECONOMIC AND DEMOGRAPHIC CONTEXT

Two years before the COVID-19 outbreak, Zanzibar's economy was growing at an impressive annual average growth rate of 7%, far outpacing the averages for Sub-Saharan Africa (excluding high-income countries) at 2.6%, Eastern and Southern African countries at 2.3%, and more than doubling the global average of 2.9%³. However, the pandemic severely impacted tourism, the cornerstone of Zanzibar's economy, causing economic growth to drop to 1.4% in 2020. A recovery followed, with growth rebounding to 5.1% in 2021 and returning to the pre-pandemic rate of 7.4% in 2022/2023. The real GDP per capita is on a path to recovery, reaching USD 969 in 2023, up from 936 in 2020 after experiencing a downturn between 2019 and 2022.

Tourism contributes 27% to Zanzibar's GDP and accounts for approximately 80% of its foreign exchange earnings⁴. The recovery is primarily driven by the resurgence of the tourism sector, especially in terms of tourist arrivals, returning to higher than pre-COVID-19 levels. Tourist arrivals more than doubled from 260,644 at the start of COVID-19 in 2020 to 548,503 in 2024.

On the demographic front, population projections based on the 2022 census indicate that the school-age population (ages 4-17) in Zanzibar rose from 534,923 in 2017 to 627,226⁶ in 2022, marking a 15% increase, or an additional 92,303 individuals, within the school-age group. The age group of 0-14 years constituted a total of 729,686 individuals (41%) of Zanzibar's population as per the 2022 census. The school age population (4-17 years) stands at 627,226 in 2022 from 534,923 in 2017 an average yearly increase of 3.2% between the same period. This demographic segment is critical for physical, psychological, and social development, including aspects such as cognitive and emotional growth, foundational learning, vulnerability, and access to vaccinations and health care.

The National Population and Housing Census show that Literacy rate for Zanzibar stood at 90.6 in 2022 with male constituting 92.9% and female 88.5%, a Gender Parity Index of 0.952 hence showing that the male population is more literate than the female population with male surpassing women at 4.4 percentage points. In terms of rural and urban differences, the data also show that the urban population was more literate than rural population with urban constituting 95.4% and rural 85.6%, a Rural-Urban Parity index of 0.897 (a difference of 9.8 percentage points). This suggests that location is a greater determinant of inequity than gender.

The HIV prevalence rate in Zanzibar has remained steady at 0.4% across the two survey periods of 2016/17 and 2022/23. This rate is significantly lower than the averages observed in comparable regions: Sub-Saharan Africa at 3.2%, Southern and Eastern African countries at

³ Own computation of averages from the data from the World Bank (2024). World Development Indicators (WDI) February 2024.

⁴ World Bank (2022).

⁵ As per projections from the 2012 census

⁶ As per 2022 national census

4.4%, low-income countries at 1.2%, and the global average of 0.7%. Within Zanzibar, the prevalence rate shows variation by location, ranging from 0.2% in Kaskazini Pemba, 0.4% in Mjini Magharibi, to higher rates of 0.5%, 0.7%, and 0.8% in Kusini Pemba, Kaskazini Unguja, and Kusini Unguja, respectively.

A low HIV prevalence rate brings several health and social benefits, including a reduction in deaths and illnesses related to HIV/AIDS, which in turn improves the overall health and life expectancy of the population. It also leads to a decreased healthcare burden, minimising strain on the healthcare system, and lowers the risk of HIV transmission from mothers to their children during pregnancy, childbirth, or breastfeeding.

The under-5 mortality rate in Zanzibar has shown a notable decline, dropping to 47 deaths per 1,000 live births in 2021/2022 from 56 deaths per 1,000 live births in 2015/16, with no difference observed between Unguja and Pemba. This segment again informs the projections for school age children and hence proper planning for required resources.

Zanzibar faces considerable challenges in terms of employment, with a high overall unemployment rate of 19.5% of persons aged 15 years and above. The rate of unemployment in this group is higher for female (25.7%) than male (13.1%). This 19.6% unemployment rate is substantially higher than the global average of 6% in 2021. The education sector plays a major role in producing people with employable skills and competencies. The current vision to expand the secondary education to incorporate vocational aspects is expected to greatly contribute to reducing the unemployment rates. See Error! Reference source not found. for more details. See **Table 1** for more details.

Table 1: Macroeconomic and demographic context

SN	Category	2017	2018	2019	2020	2021	2022	2023
1.	GDP at constant 2015 prices (TZS billion) ¹	2,684	2,870	3,075	3,116	3,275	3,499	3,759
2.	GDP (% constant price growth rates) ¹	7.7%	6.9%	7.1%	1.4%	5.1%	6.8%	7.4%
3.	Exchange rate TZS per USD ¹³	2,229	2,264	2,289	2,298	2,310	2,315	2,506
4.	GDP per capita at constant 2015 prices (TZS '000') ¹	1,750	1,820	1,897	1,870	1,912	1,851	1,936
5.	GDP per capita at constant 2015 prices (USD) ¹	876	911	950	936	957	927	969
6.	Population ¹	1,534,291 ^P	1,579,849 ^P	1,625,589 ^P	1,671,598 ^P	1,717,608 ^P	1,889,773 ^a	NA
7.	Population aged 0-14 ²	649,140	669,571	686,493	700,877	716,007	729,686	NA
8.	Percent of population aged 0-14 ²	42%	42%	42%	42%	42%	41%	NA
9.	School-age population (4-17 years) ²	534,923	546,874	572,694	589,552	610,529	627,226	NA
10.	% increase in school age population (4-17 years) ²		2.2%	4.7%	2.9%	3.6%	2.7%	NA
11.	HIV prevalence rate	0.4%	0.4%	0.4%	0.4%	0.4%	0.4% ³	NA
12.	Under 5 mortality rates (per 1000) ⁴	56	56	56	56	56	47	NA
13.	Adult Literacy Rate ⁵			80.0%	87.4%	87.4%	90.6 (M92.9, F88.5) ⁷	NA

SN	Category	2017	2018	2019	2020	2021	2022	2023
14	Unemployment Rate of Persons Aged 15 Years and Above	NA	NA	14.3%	14.3%	19.6%	19.5 (M13.1, F25.7) ⁷	NA

Sources

¹ OCGS (2024). Statistical Abstract 2023. OCGS.

² NBS and OCGS (2018). National Population Projections. NBS and OCGS; and own computations using NBS and OCGS data.

³ URT (2022). Tanzania HIV Impact Survey (THIS) 2022-2023. United Republic of Tanzania.

⁴ Ministry of Health Tanzania, Ministry of Health Zanzibar. NBS, OCGS and DHS Program (2023). Demographic and Health Survey and Malaria Indicator Survey (TDHS-MIS) 2022.

⁵ NBS (2021). National Panel Survey (NPS) Wave 5, FY 2020/21.

⁶ NBS (2022). Integrated Labour Force Survey (ILFS) 2020/21.

⁷URT (2022) PHC. Basic Demographic and Socio-Economic Profile. Tanzania Zanzibar.

1.5 ATTAINMENT OF SUSTAINABLE DEVELOPMENT GOALS

As reported in previous reports, Zanzibar has a roadmap for Sustainable Development Goals (SDGs) 2020-2030⁷ aimed at guiding multi-sectoral response to achieving the SDGs by 2030. The expected outcome for goal 4 which aims at *ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all* is “Attainment of inclusive, quality education and addressing all forms of exclusion and marginalization, disparities and inequalities in access to learning education, participation and learning outcomes by 2030. As in the previous year, these indicators have been integrated in the ZEDP Key Performance Indicators Matrix under section 1.6 and hence reporting on the indicator target achievements is done accordingly.

1.6 PERFORMANCE OF KEY PERFORMANCE INDICATORS

Zanzibar includes a set of Key Performance Indicators in its education sector plans to assess the sector performance at the national level. A Key Performance Indicators framework has been included in the ZESTP 2023/24-2029/30. The ZESTP KPIs framework included baseline data as applicable as well as annual targets. **Table 2** shows progress against the baseline and set targets as indicated in the ZESTP.

Table 2: ZESTP 2023/24-2029/30 Key Performance Indicators and Actual Performance as for 2024

SN	Indicators	Level	Baseline 2022/2023	Target 23/2024	2023/24 Actual
A.	Access and Inclusion				
1.	Gross Enrolment Rate (GER)	PPE	87 (M 85.9, F88.1)		84.4(M84.2, F84.6)
2.	Gender Parity Index for GER	PPE	1.026	0.97 to 1.03	1.005
3.	Net Enrolment Rate (NER)	PPE	67.3 (M 66.3, F 68.3)		68.4 (M67.4, F68.4)
4.	Gross Enrolment Rate (GER)	PE	105.3 (M 106.1, F 104.6)	100	103.4 (M 103.9, F102.9)

⁷ <https://www.zmes.planningznz.go.tz/php/file/SDGs%20Roadmap%201.pdf>

SN	Indicators	Level	Baseline 2022/2023	Target 23/2024	2023/24 Actual
5.	Gender Parity Index for GER	PE	0.986	0.97 to 1.03	0.990
6.	Net Enrolment Rate (NER)	PE	86.8 (m 86.9, F 86.6)	90	86.7 (M86.4, F87.1)
7.	Transition Rate to Form 1	SE	96.3 (M 95.2, F 97.6)	96.54	96.1 (M92.9, F99.2)
8.	Gross Enrolment Rate (Form 1 to 4)	SE	58.7 (M 53.7, F 63.6)	59.86	63.7 (M59, F68.4)
9.	Gender Parity Index for GPI F1 to 4	SE	1.184	0.97 to 1.03	1.159
10.	Net Enrolment Rate (Form 1 to 4)	SE	41.5 (M 36.6, F 46.3)	43.43	46.7 (M41.8, F51.4)
11.	# of students enrolled in VTCs	VET	1,762 (M 1,076, F 686)	2,217	1,594 (M989, F605)
12.	# and type of VT programs	VET	22	27	27
13.	% of graduates employed	VET	67%	70%	70%
14.	Literacy rate (15+)	ALAE	87.4 (Rural 80.9, Urban 94.6)	89	90.6 (M92.9, F88.5)
15.	# of learners enrolled in Higher Learning Institutions (SUZA,SUMAIT, ZU and IIMT ⁸)	T&HE	11,277 (M 4,545, F 6,732)		12,215 (M4,778; F7,437)
16.	Ratio of female to Males in HE ⁹	T&HE	1.481	0.97 to 1.03	1.557
17.	# of Learners enrolled in Technical Education (KIST)	T&HE	TBC		1,000 (M698, F302)
B.	Quality and Relevance				
18.	% Standard II learners achieving the national benchmark in Reading, Writing and Arithmetic	PE	NA	Assessment not conducted	Assessment planned in 2025
19.	Standard VI/VII Pass rate	PE	77.3 (M 70.0, F 85.5)	78.8	96.8 (M 94.9, F98.6)
20.	GPI for Standard VI/VII Pass rate	PE	1.221	0.97 to 1.03	1.039
21.	Pass Rate at Form 4	SE	69.2	71.46	85.7 (M 84.3; F86.7)
22.	GPI for F4 Pass rate	SE		0.97 to 1.03	1.028
23.	Pass Rate at Form 6	SE	99.9	100	99.9 (M 99.9, F 99.9)
24.	GPI for F6 Pass rate	SE		0.97 to 1.03	1.00
25.	# of VTC Graduates (Public)	VET	720 (F=285). GPI= 0.66		713 (F= 300). GPI = 0.73
26.	# of Graduates in higher learning institutions (SUZA, SUMAIT,ZU)	T&HE	3,331 (F=1,954). SUZA (63%), ZU (30%), AL SUMAIT (7%). GPI= 1.3		3,904 (F=2,220). SUZA (65%), ZU (28%), Al SUMAIT (8%). GPI=1.4
27.	# of Graduates in technical institutions (KIST)	T&HE	537 (F 111)		968 (F269)
C.	Efficiency				
28.	Gross Completion Rate	PE	86.6 (M 82.3%, F 91.1%)	89.5	77.3(M 72.7, F82.0)

⁸ IIMT relevant only in 2024

⁹ not strictly a GPI as the Male and Female population levels are not accounted for

SN	Indicators	Level	Baseline 2022/2023	Target 23/2024	2023/24 Actual
1.	GPI GCR O-Level Form 4	SE	1.328	0.97 to 1.03	1.286
29.	Gross Completion Rate (O-Level)	SE	60.3 (M 51.6, F 68.5)	62.3	54.2 (M47.2, F60.7)
2.	GPI GCR O-Level Form 4	SE	1.328	0.97 to 1.03	1.286
3.	GPI primary GCR Standard 7	PE	1.107	0.97 to 1.03	1.128
1.	GPI GCR O-Level Form 4	SE	1.328	0.97 to 1.03	1.286
2.	Gross Completion Rate (A-Level)	SE	5.9 (M 6.1, F 5.8)	6.1	6.6 (M 6.8, F 6.3)
3.	GPI GCR A-Level Form 6	SE	0.951	0.97 to 1.03	0.926
4.	Survival Rate to Standard VII		76.8 (M 70.0, F 84.4)		78.6 (M 74.3, F 82.8)
5.	GPI Survival to S7	SE	1.206	0.97 to 1.03	1.114
6.	Survival Rate to Form 4		74.4 (M 65.1, F 83.1)		52.7 (M 49.0, F 56.8)
7.	GPI Survival to F4	SE	1.276	0.97 to 1.03	1.159
D.	Financing				
8.	% of Education sector budget of overall Government budget	DPPR	18.7	20%	22%
9.	% of actual expenditure of initially approved budget	DPPR	65%	70%	85%

A notable finding from the Key Performance Indicators is the wide difference in the completion rates for male and female students. The completion rate is a critically important indicator as it measures the proportion of the population that reaches the final grade in each level of the education system. Initially the proportions of the male and female population attending At Pre-Primary¹⁰ are the same. However, by the end of primary education female completion rates are significantly higher than males with a GPI of 1.128. In broad terms this is 9 females for every 8 males. It is important to note that this level of inequity overrides what appear to be fairly gender equitable pass rates at the end of primary as the exams are only taken by students that complete which currently means many less male students.

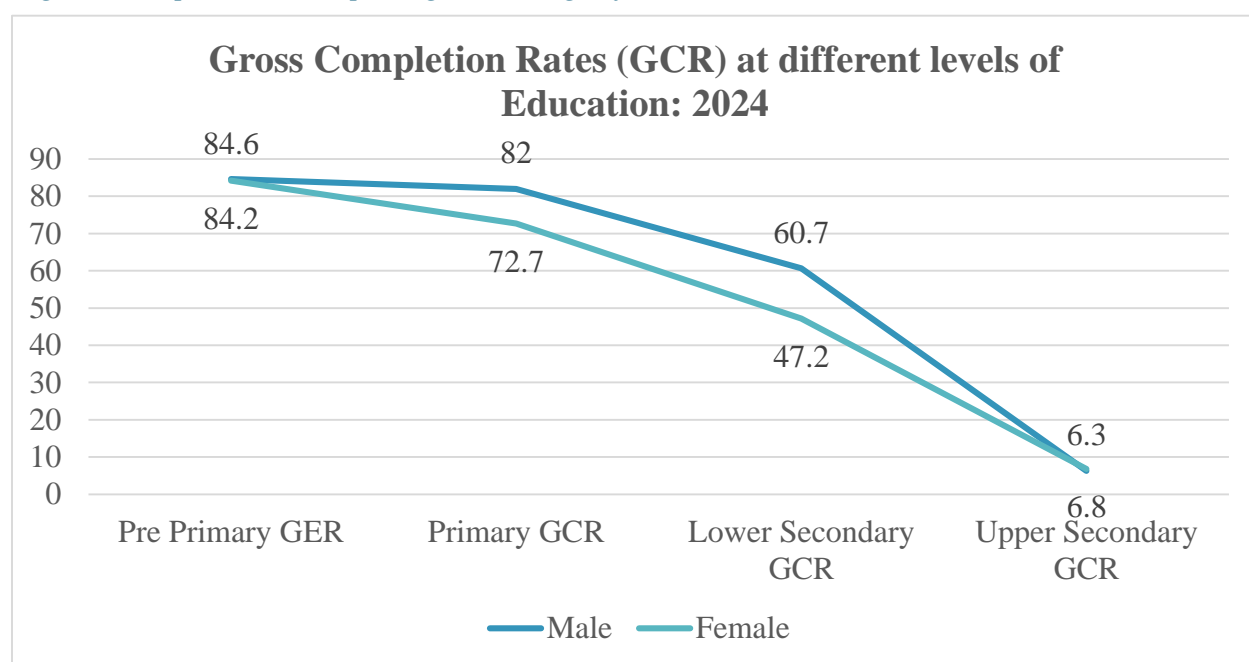
The situation becomes more inequitable during lower secondary and by form 4 female completions rates are 60.7% compared to only 47.2% of the male population. This is a GPI of 1.286. In broad terms this is 9 females for every 7 males. This is very inequitable. By the end of upper secondary the situation has reversed to some extent with only 6.3% of the female

¹⁰ The Pre-Primary Gross Enrolment rate is used as a proxy for completion at pre-primary

population and 6.8% of the male population reaching the final grade 6. This is a GPI of 0.926¹¹ – inequitably favouring males but by a much smaller margin than earlier inequity in favour of females.

These wide levels of gender inequity that develop during the primary phase and increase throughout lower secondary indicate that male progression rates are falling far short of those for females and need to be reviewed and remediated – possibly through more targeted interventions than are currently in place. See **Figure 2** for more details.

Figure 2: Population Completing Each Stage of Education



1.7 KEY INTERVENTIONS UNDERTAKEN BY THE MOEVT IN FY2023/24

1.7.1 PRE-PRIMARY AND PRIMARY EDUCATION

- ***Renovation and construction of school infrastructure:*** Renovation of 18 pre-primary and primary schools was completed in the following schools: Ndagoni, Ole, Maziwang'ombe, Jojo, Shumbaviamboni, Pujini, Pondeani, Machomane, Kipange, Ngezi, Mauwani, Chumbuni, Chutama, Maungani, Uzini Primary, Jang'ombe Pre-primary, Kizimbani Primary, and Mahonda. Additionally, renovations were ongoing at Kidongochekundu and Magogoni schools by end of the FY. The construction of two multi-story schools was completed, along with the provision of furniture, in Donge Primary and Fuoni in Unguja. Furthermore, construction was ongoing in six schools in both Unguja and Pemba. The

¹¹ This GPI may not be wholly accurate as an additional decimal point is required on the figures provided.

Ministry completed the construction of 146 toilets in 11 pre-primary and primary schools in Unguja and Pemba. Two boarding schools for students with special needs, located in Jendele (Unguja) and Pujini (Pemba), officially started operating. A total of 228 students (150 in Unguja and 78 in Pemba) were enrolled, with 117 students with disabilities living in dormitories.

- *Provision of Teaching and Learning Materials:* The Government through ZIE, provided textbooks and teachers guides aligned to the new curriculum for pre-primary I, standard I, IV and VII at the ratio of 1:1. The provision to these grades is in accordance with process for rollout of the curriculum at which in the coming FY ZIE will develop and distribute Pre-primary II, standard II, III, V and VI books.
- *Provision of School meals:* A total of 63,732 pre-primary students and 20,807 primary students from 42 government schools benefitted from school meal services through the nutrition project.
- *Provision of subsidies/School Operating Budgets* : The Ministry continued to provide subsidies for 63,732 pre-primary students and 324,460 primary students in government schools.
- *Teacher deployment:* A total of 439 teachers were assigned to pre-primary and primary schools in Unguja and Pemba. Among them, 366 teachers (127 in Unguja and 239 in Pemba) were volunteers. Additionally, 73 teachers (53 in Unguja and 20 in Pemba) were appointed specifically to teach students with special needs. The MoEVT utilized the Teacher Allocation Protocol (TAP) for the second time in FY2023/24 to ensure equitable distribution of Primary school teachers by emphasizing schools with the highest need. The level of compliance between the Primary teacher allocation priority list (as per the TAP) and the actual teacher postings reached 97.75% in 2024. All TuTu mentors became employed in 2023 and joined in the government remuneration and MoEVT budgets as the teachers in Pre-primary level.
- *Community awareness raising:* The MoEVT conducted community awareness activities in 391 Pre-primary and Primary schools and 205 TuTu centres on the importance of education in general and specifically on enrolment of children.
- *Teacher Training:* Provided training to 500 Pre-primary and Primary teachers who teach pre-primary through GPE funds.
- The Ministry also continued to discuss the need for undertaking of sampled assessment at the end of standard II in order to establish national 3Rs standards and benchmarks. It was determined that the GPE had provided financial resources for such undertaking and hence it was agreed the assessment to take place end of 2024/beginning of 2025.
- *M&E:* The Ministry conducted monitoring for 165 Pre-primary, Primary, community and TuTu centres.

1.7.2 SECONDARY EDUCATION

- Renovation and construction of school infrastructure: Construction of five multi-story schools was completed, along with the provision of furniture, in the areas of Mtopepo and Tumekuja in Unguja, as well as Kiwani, Maziwang'ombe, and Utaani in Pemba. Additionally, by the end of the FY, the Ministry was continuing with construction of 13 schools in both Unguja and Pemba.
- Renovations of secondary schools was carried out in various schools, including Muyuni Secondary School, Faraja Secondary School, Kengeja-Dakhalia Secondary School, Mikunguni, the hall of Fidel Castro Secondary School, the boys' dormitory at Lumumba, Chaani Secondary School, TC Kiembesamaki, and the library. The Ministry also completed the construction of 46 toilets in two secondary schools: Fidel Castro and Jongowe.
- Provision of teaching and learning aids: The Ministry has purchased laboratory equipment and chemicals for the National Examinations for Form Four and Form Six students, which have been distributed to 193 secondary schools with Form Four classes and 18 schools with Form Six classes in Unguja and Pemba. Additionally, various technical equipment has been distributed to technical secondary schools in Unguja and Pemba.
- Provision of subsidies/School Operating Budgets: The Ministry continues to provide operational subsidies (School Operating Budgets) for 217 secondary schools in Unguja and Pemba, with a total of TZS. 378,279,696 spent during the FY. Furthermore, TZS. 73,200,000 has been allocated for operational subsidies for 22 scientific innovation hubs (School Hubs) in Unguja and Pemba.
- Provision of school meals: A total of 3,378 students living in dormitories in Unguja and Pemba have been supported, with food services

1.7.3 TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

- Teacher Continuous Professional Development: The department completed development of a guideline for Teacher Continuous Professional Development (TCPD). The Department also completed development of the Teacher Training and Continuous Professional Development System (TTPDS) which is intended to ensure trained teachers are identified for the purposes of coordinating participation and reducing duplications. Enrolment of teachers in the TTPDS reached 80% by end of the FY and was expected to be completed by end 2024.
- Teacher Support: The ministry has conducted follow-ups on 828 prospective teachers in various schools to observe practical teaching after completing classroom training. In addition, the Government has continued to strengthen the utilisation of Teacher Centres in ensuring teachers continue to receive training on various aspects. During the FY, a total of 2,778 teachers (1,188 in Unguja and 1,590 in Pemba) have received in-service

training while a total of 252 new teachers (192 in Unguja and 60 in Pemba) have received initial on-the-job training.

1.7.4 SCHOOL INSPECTION

- Development of Online Inspection system: The Ministry completed development of the School Inspection online system and was continuing to implement recommendations for further improvements. Additionally, the office identified the need for computers and communication infrastructure including internet services for Regional Inspection Offices in order to ensure the system was efficiently utilised.
- Development of framework for inspecting ALAE programmes: Engagement of a consultant to develop framework for Inspection of ALAE programmes was conducted and procurement procedures was going on.
- Development of framework for inspecting TTCs: Development of framework for Inspection of TTCs was pending until the review of teacher training curriculum was completed in FY2024/25
- Conducting School Inspection: The office managed to inspect 100% of PPE, PE and SE schools as planned. Through this exercise:
 - A total of 2,509 teachers out of 2,800 (89%) have been inspected and provided with guidance based on the subjects they teach. The advice focused on: Teaching the competency-based curriculum, Continuous student assessment, Use of appropriate teaching methods and materials, strengthening subject panels, providing feedback on students' work, and Completing syllabus topics effectively.
 - Learning Assessment was conducted to 1,803 Grade Two students in 95 schools across Unguja and Pemba. The results indicate that: 65% of students performed well in Kiswahili, particularly in reading comprehension and dictation writing. 60% of students require additional support in Mathematics, particularly in addition and subtraction.
- Capacity building of School Inspectors: A total of 14 new inspectors received training on the Inspection Guidelines to enhance their efficiency in conducting evaluations. A total of 102 inspectors and staff from the Office of the Education Inspector participated in training to enhance their understanding of the competency-based curriculum. The training covered: Designing assessment questions that align with the curriculum, and Effective teaching strategies. Additionally, a total of 106
- staff members from the Office of the Education Inspector in Unguja and Pemba have received computer training, including basic maintenance skills, to ensure proper upkeep of the devices.

1.7.5 ALAE INTERVENTIONS UNDERTAKEN IN FISCAL YEAR 2023/24.

- Introduction of New Courses: The introduction of 71 new AL classes has increased the number of AL classes from 98 to 106.
- ALAE Mapping Exercise: The DALAE continued with the process of engaging a consultancy firm for “mapping & development of rollout plan to strengthen delivery of adult and non- formal education in the formal education system in Zanzibar. The mapping exercise is expected to be undertaken in FY2024/25.
- Networking: The Adult Education Week was celebrated, during which 392 adult learners (including 358 women) had the opportunity to assess their ability to read books, newspapers, and magazines.

1.7.6 ENHANCING THE USE OF ICT AT THE BASIC EDUCATION LEVEL

- Schools Connectivity: A total of five (5) schools (two primary and three secondary schools) have been connected to the National Fibre Optic Backbone. Additionally, recognizing the importance of technology in education, the ministry has provided ICT equipment and established Local Area Network (LAN) connections in 11 schools.
- Provision of support to maximise use of ICT equipment: The ministry, through the ICT Department in Education, has conducted monitoring visits to assess the use of ICT equipment and analyse challenges in Fuoni Secondary School, Mombasa Biashara Secondary School, Mikunguni Technical Secondary School, and Hasnuu Makame Secondary School. Additionally, preparations are underway to analyse ways to enhance ICT use in teaching and learning at five Teacher Centers (TCs).
- Capacity Building: A total of nine (9) employees from the ICT Department have received skills enhancement training. Among them: Four (4) employees have been trained in Server Management; Four (4) employees have undergone System Administration training; and One (1) employee has received driver training.
- Development of digital content: The ministry, through the ICT Department in Education, continued to enhance digital content within the education system. The Education Media Center in Kwarara (KMEC), developed 22 television programs in sign language for preschool and primary school students. These programs focus on Mathematics, Kiswahili, History, and Life Skills to assist teachers and students with special needs, particularly those with hearing impairments, in understanding various subjects.
- Production of television programs: The KMEC, in collaboration with the Office of the Mufti, produced 22 television programs titled Jabal Hiraa. These programs aim to help teachers and students learn various aspects of Islamic studies, particularly topics covered in the classroom, enabling them to perform better in national exams. The ministry also developed 12 quiz programs (Happy Edu Quiz) for students in government and private secondary schools, focusing on Science, Mathematics, and English subjects.

- Networking and Collaboration: The ministry, in collaboration with the United Nations Children's Fund (UNICEF), participated in organizing exhibitions for life skills programs for students, known as "Kijana Amka." These programs aimed to highlight the challenges students face and provide solutions to address them.

1.7.7 VOCATIONAL EDUCATION AND TRAINING (VTA)

- Registration of new VTCs: A total of seven (7) out of sixteen (16) centers planned for registration were registered after meeting the required criteria.
- Provision of teaching and learning materials: The ministry continued to procure teaching and learning materials for Mkokotoni and Daya colleges.
- Networking and Collaboration: The ministry celebrated Vocational Training Week in December 2023 at the Kisonge Memorial Tower grounds. Various activities were carried out, including exhibitions of products produced in colleges, fashion shows, sports bonanzas, voluntary walks, and blood donation drives.
- Monitoring and inspections: The inspection team from the Vocational Training Authority conducted monitoring and inspections of 23 colleges, including Mkokotoni, Mwanakwerekwe, Makunduchi, Capital Technology Center, Adult Training Center, ZAMONA, ZENITH, and KAWA in Unguja; and Daya, Vitongoji, Samail Vocational Training Center, Center for Professional and Vocational Training, Wete Vocational Training Center, and Wingwi Adult Vocational Training Center in Pemba
- Introduction of New Courses: The ministry has begun preparations to introduce new courses aligned with the job market and the Blue Economy. Furthermore, a total of seven (7) trainers and staff from the Vocational Training Authority have received long-term training at the bachelor's level in engineering and the master's level in planning. Additionally, 28 trainers have undergone short-term training at various institutions in the country.

1.7.8 TECHNICAL EDUCATION (KIST) AND HIGHER EDUCATION (SUZA)

- Expansion of KIST facilities: The Government, through SEBEP continued to implement plans to expand the KIST facilities. This included: Constructing additional buildings including classrooms, workshops, laboratories, theatre hall; conference room; video conference room, and student hostels. KIST will also get a supply of furniture and equipment for the newly constructed buildings as well as for upgrading outdated ones.
- Staff Employment: The State University of Zanzibar (SUZA) hired 10 new employees, including 8 academic staff (6 women and 2 men). Additionally, 26 employees have been given contract extensions to address staff shortages. Likewise, SUZA continued to ensure staff development at which a total of 128 employees had their tuition fees covered for

various academic levels, including: 67 Doctorate (PhD) students; 40 Master's degree students; 20 Bachelor's degree students; 1 Diploma student

- Curricular review: SUZA initiated process for reviewing 6 curricula to meet TCU (Tanzania Commission for Universities) standards.
- Construction of three buildings (SUZA): Natural Science Laboratory Center, Student Dormitory, Agriculture School Laboratories was initiated by engaging a consultant to review the designs and oversee construction. The buildings will be constructed at the Tunguu campus under the HEET project.
- Continued with implementation of the HEET programme. This included hosting a World Bank Mission to assess the project's progress at the Tunguu campus. Additionally, the construction of the Tunguu campus perimeter wall is ongoing, reaching 40% completion.
- Academic Convocation (2023): SUZA held its first academic convention to honour outstanding graduates from each program and recognize the Thinkers and Founders of the university. The Convocation President and committees were also elected.

1.8 KEY REFORMS IN EDUCATION CONTRIBUTING TO SECTOR ACHIEVEMENTS-JUNE 2022 TO NOVEMBER 2023

Education Policy Review approval and repeal of the Education Act No.6 of 1982 and the Education (Amendment) Act, No. 4 of 1993: The process to complete review of the Education Policy to incorporate recent reforms in the Education sector is ongoing. A second submission of the revised policy to the Cabinet has been done and the policy implementation plan, which is a prerequisite policy approval, has been completed. In the previous plan it was reported that the Policy would be approved during FY2023/24 however this did not happen and now it is scheduled for approval in year 2025.

An approved revised Education Policy necessitates repeal of the education Act No.6 of 1982 and the Education (Amendment) Act, No.4 of 1993. The process to draft the new Education Act has already started with various consultative meetings being held. A detailed plan for its revision is in place with some of the key activities including: stakeholders' meetings, presentation to technical committees, presentation to the House of Representatives, Discussion with Inter Ministerial Technical Committee Team (IMTCT) and discussion with House of Representatives Social Welfare Committee Members. In 2025 the Ministry will work to ensure the revised Education policy is approved; the Education Acts are repealed and a new Education Act is approved; and regulatory frameworks and guidelines are revised and/or developed to meet the revised Education Act. It is expected that by end of FY2025/26 all required regulations/guidelines for the new Education Act will have been approved.

Zanzibar Education Sector Transformation Plan (ZESTP): The ZESTP was completed in July 2024. Main interventions were integrated in the 2024/25 Medium Term Expenditure Framework (MTEF) and hence implementation of the plan was successfully launched. The main objective of the ZESTP is to fast-track improvements in access, participation, quality and relevance of education and skills at all levels of education and training. The ZESTP Vision is "Innovative and

educated citizens with relevant skills for national development” drawn from the revised Education Policy. The Mission is “*To provide all Zanzibar citizens with education and training that is delivered by highly skilled, accountable, and qualified professionals*” The ZESTP Results Framework aims to achieve the Outcome “*Improved Access, participation, quality, and efficiency of education systems*”. The ZESTP 2023-30 focusses on the Reform Areas (RA) that were identified in the Ministerial Taskforce for Education Reform (MTER) report as follows:

- RA 1: Teaching and Learning Environment;
- RA 2: Curriculum Development and Delivery;
- RA 3: Teachers Workforce Planning and Management;
- RA 4: Innovation and Digital Learning;
- RA 5: Sustainable and aligned financing; and
- RA 6: Educational Administration and Governance

Pre-Primary and Primary Curriculum reform: As explained in the previous Z-ESPR, the Pre-Primary and Primary curriculum rollout is ongoing and continues to be done in phases at school level (Phase 1: Pre-Primary Education (PPE) 1, Standard I, IV and VII; Phase 2: PPE 2, Standard II and V; Phase 3: Standard III and VI). The Zanzibar Institute of Education (ZIE) distributed phase one teaching and learning Materials at which each school received sufficient books for every child at the Pre-Primary to have a copy per subject and for every two to three pupils to share a copy at the standard I, IV and VII. The Global Partnership for Education supported the development and printing costs for the first phase, and is expected to partially support the second phase of teaching and learning materials expected to be in school by beginning of 2025.

Integrating Vocational Education and Training (VET) into Secondary Education: The Government is continuing to expand the provision of VET through Vocational Training Centres (VTCs) under the Vocational Education Authority (VTA). It has further been determined that provision of VET through VTCs is not sufficient to lead to increased number of persons with skills required as per the current labour market demands. Hence, the integration of VET in secondary education is planned, meant to fast track development of hands on skills for the youth instead of completing secondary education with only academic knowledge. This is also in line with the Blue Economy Policy (2020) which highlights the need for Zanzibar to harness its blue resources to reduce poverty, create employment, and improve growth and exports while strengthening food and energy security. Decision on modality for integration of VET is expected to be taken in beginning of 2024. In response to the decision, the MoEVT plans to start by piloting VET at its existing two technical secondary schools (Mikunguni and Kengeja) by providing technical and vocational education in identified secondary schools. This will be followed by rolling out full¹² VET to 3 more schools to achieve the goal of one school per region. Further roll out will be done at 22 secondary schools (2 per District) with each school focusing on at least two VET courses. The Government will expand the infrastructure for the 22

¹² All VET courses as prescribed in the curricular vs. selection of a number of courses to be opted for by students.

schools as well as train teachers for piloting VET in the selected schools. A decision on the modality for integration of VET in secondary education will be taken in FY2023/24 in order to ensure that piloting at Mikunguni and Kengeja is initiated in FY2024/25.

Learning Assessments: In the previous report it was reported that the MoEVT had been granted financial support from the GPE to undertake the first sample based learning assessment at the end of Standard II. Two assessments have been planned as follows: (a) Conduct a first learning assessment at the lower grades (sample based) at the end of 2023 however this did not take place and instead it is expected to take place at the end of 2024 beginning 2025. The Zanzibar Examination Council has initiated the process required to ensure the study is undertaken as planned including soliciting technical support from GPE Technical Assistance Team (TAS), UWEZO-NGO with vast experience in undertaking learning assessments, and the National Examination Council of Tanzania (NECTA) who have undertaken several such studies since 2016.

A second sample based learning assessment at the lower grades will follow in 2026. The follow up assessment will apply the same methodology as the first assessment in order for the findings to be comparable.

Meanwhile, the World Bank financed Zanzibar Improving Quality of Basic Education Project (ZIQUE) programme is continuing to implement activities to improve the undertaking of Large-Scale Assessments in two grades: Standard IV and Form 2 with the aim to produce data on learning achievement in core learning areas of reading (in both Kiswahili and English) and numeracy, as well as on curriculum-aligned objectives.

1.9 MAJOR DEVELOPMENT PARTNER PROGRAMMES BEING IMPLEMENTED IN THE SECTOR

Zanzibar Improving Quality of Basic Education (ZIQUE): The aim of the WB loan ZIQUE programme is to support improvement of teaching competencies and learning outcomes, and reduce the gender gap in transition rates within basic education. The programme was approved in November 2022 and has four components: 1) Strengthen Teacher Effectiveness with a focus on Teacher Competencies and Skills, Digital content and digital skills, and Pre-service teacher training; 2) Strengthen Teacher Support focussing on Inspectorate reform, Large-Scale Learning Assessment, and Teaching and Learning Materials; 3) Support Conducive Learning Environments focussing on Targeted school construction, and Boys and Girls Science and Leadership Program; and 4) Strengthen Systems and Support Project Management focussing on Capacity building for effective sector and reform management, Teacher reforms, Project management, monitoring and evaluation, and data systems strengthening.

Programme for Education Results Zanzibar (PERZ): Zanzibar is implementing a Results Based Financing programme called Programme for Education Results Zanzibar (PERZ) covering the period 2021/22-2026/27. PERZ focusses on improved teaching and learning environment in schools; institutional strengthening and capacity building; as well as improved learning outcomes and assessment. The PERZ incentivises the Government on achievement of jointly agreed upon Disbursement Linked Indicators (DLIs). During the first two years, PERZ was only supported by Sida through a Bilateral Agreement with financial support totalling SEK

50 million. In 2023/2024 the GPE joined the framework through financial support from its System Transformation Grant (STG) totalling US\$ 7.5million. The GPE Total STG is 11,759,000 hence the remaining US\$ 4,259,000 has been provided in the form of Fixed Tranche (FT).

Both GPE contribution to the PERZ as well as the GPE STG FT were approved in October 2023 for start of implementation in January 2024. Key interventions to be supported by GPE under the Fixed Tranche are: Teaching and Learning materials development aligned to PPE and PE CBC; Development of Printing of teaching and learning materials; National Learning Assessments; Gender and inclusion mainstreaming, including the undertaking of a gender diagnostics study; Inclusive Education - Establishment of Pre-Enrolment Assessment System. Both Sida and the GPE will incentivise the Government on the following: Equitable distribution of Primary school teachers; Equitable classroom construction; Planning and Implementation of IELS interventions; Establishment of system and equitable distribution of School Operating Budgets; Budget Allocation and Execution; Education Management Information System; and Institutionalization of the Teachers' Continuous Professional Development (TCPD).

The ZIQUE interventions are closely harmonised with interventions in the PERZ, since these are the largest programmes supporting roll out of the revised PPE and PE curriculum to ensure that there are no duplications and also reduce transactional costs. For example, while the GPE continues to support production, printing and distribution of TLM related to the revised primary curriculum, the GPE support and the WB support are harmonised around training of teachers at which the GPE supported training of phase 1 teachers and the ZIQUE will cover training of phase 2 and 3 teachers. The WB is also planning to support learning assessments and will focus on standard IV and Form 2 while the GPE will focus on standard II.

Skills Development for Youth Employability in the Blue Economy (SEBEP): The MoEVT is implementing the “Skills Development for Youth Employability in the Blue Economy” (SEBEP) Project, largely financed through a grant from the Africa Development Bank (AfDB). The project started in the beginning of 2023 and is expected to end in October 2027. The project Development Objective is “To improve access to quality and relevant skills for increased youth employability in the Blue Economy”. It has the following Components: 1): Access, relevance and quality of skills for the blue economy with focus on Expansion of skills development infrastructure; Improving quality and relevance of skills development for higher education and TVET; 2) Youth entrepreneurship ecosystem development; and 3) Project management. Expected interventions include the following:

- Construction of 5 TVET colleges, 3 of which to be built in Unguja (Jendele, Pangatupu and Bweleo); and 2 in Pemba (Chambani and Tumbé). Four of the colleges are at District level and one (Bweleo) is at regional level.
- Construction of a Marine and Maritime Institute which will be a part of the State University of Zanzibar (SUZA) to be situated at the Beit el Ras Campus.
- Expansion of the Karume Institute of Science and Technology (KIST) by constructing a girls' dormitory with capacity to accommodate 500 students. The Project will also support construction of a Workshop for studies on oil and natural gas, classrooms and

administrative block. All newly constructed buildings under SEBEP will also be fully furnished.

- Training to vocational education tutors both short and long term including degree, masters and PhD levels. This component will also support research to inform curriculum revision.
- Strengthening of entrepreneurship studies for the youth through the Micro, Small and Medium Industrial Development Agency (SMIDA) and the Zanzibar Economic Empowerment Agency (ZEEA). Over 1,500 young people are expected to benefit from these trainings and support.
- Equip VTCs, KIST and SUZA with infrastructure and equipment to make blended learning a possibility.

Jifunze Uelewe: USAID continues to support the Education Sector through a contract with Research Triangle Institute (RTI) under a project called Jifunze Uelewe which has three main outcomes: 1) Improved Literacy, Numeracy, and Social–Emotional Instruction by Teachers 2) Strengthened Capacity of Local and Regional Governments to Sustain Improved Learning Outcomes; and 3) Increased Community Support for Safe and Inclusive Learning Environments (in and outside of the school) Even though USAID’s support is not directly through the Government systems, the interventions being implemented directly complements the Government initiatives on early grades particularly in relation to improvement of reading, writing and arithmetic skills. This includes distribution of supplementary books and teacher guides to PPE schools, technical support and teaching/learning resources to all Teacher Centres (TCs) in Zanzibar and training focussing on quality teaching methods related to literacy, numeracy, social-emotional skills, inclusive education, and formative assessment.

USAID, through the Jifunze Uelewe project, plans to provide supplementary materials for pre-primary and lower primary levels. This will include provision of a complete set of teaching and learning materials for Pre-primary, Standard I-IV, including decodable reader, levelled reader, non-fiction reader, teacher self-learning handbooks for teaching phonics and decodable stories, formative assessment guides, a consumable classroom resource kit and supplemental resources and disability inclusive instructional resources. The USAID Jifunze Uelewe project aims at training Standard I-IV teachers on literacy and numeracy instructional guides and pre-primary teachers on pre-literacy and pre-numeracy materials. The availability of e-content is expected to expand through the project. Additionally, the Jifunze Uelewe project will support TCPD efforts through three different approaches of coaching, mentoring, and Communities of Learning (COLs). Various activities continue to be implemented under the approaches, including but not limited to dissemination of Self-Directed Learning Through Virtual Continuous Professional Development (VCPD); development of a system to track teachers’ information (TTPCD); Development of VCPD Content for Pre-primary Teachers and development of VCPD Content for Standards I–IV Teachers on Formative Assessment on Literacy and Numeracy. USAID will also continue to support the strengthening of the MoEVT School Information System (SIS) that collects and processes information at the school level to inform the decisions of Head Teachers (HTs), Subject Advisors (SAs), and local government administrators.

UNICEF is providing support to the education sector through the Education for All Out-Of-School Children (OOSC) Programme which aims to increase community engagement and

support in identification, enrolment and retaining of OOSC in primary schools; improve school infrastructure and safe learning environments for primary school children; improve primary school teacher competencies and motivation to effectively deliver quality teaching OOSC in primary schools; increased access to psychosocial, mentorship and life skills support for OOSC; and improve capacity of government institutions and schools to use technological innovations in planning, coordination, and monitoring quality and equity in education of OOSC. In addition, UNICEF provides support through the “Every Adolescent Girl Learns” (EAGL) project focussing on improvement of learning outcomes for adolescent girls at upper primary and secondary levels.

UNESCO is currently supporting the MoEVT through the Better Education for Africa Rise (BEAR) 2 Project that focusses on skills development; and the O3 programme (Our Rights, Our Lives, Our Future) which focuses on Comprehensive Sexuality Education. In its role as the Education Development Partners Group (ED DPG) Chair, UNESCO is working with the Government to undertake a self-assessment of the roles and functions of the Zanzibar Education Sector Committee (ZESC) (which also sits as the GPE Local Education Group (LEG)).

Madrasa Early Childhood Programme Zanzibar (MECP-Z): This is an NGO which focusses its support on whole school training on inclusive education issues to all teachers in the target project areas (pre-primary, primary and secondary schools including government, private and community). MECP-Z also supports capacity building of teachers on inclusive education, in-service trainings and practical observations. Additionally, MECP-Z supports the MoEVT through development, review, and dissemination of the TCPD framework as well as through a school-driven innovation aiming at improving holistic learning outcomes; knowledge, skills, attitudes. The initiative is expected to start calendar year 2023 and will cover 25 Schools.

Milele Zanzibar Foundation: The support focusses on Accelerating Innovation in Quality Learning in Zanzibar, covering 11 Districts/40 Schools. Milele is also supporting research through an innovation called Assessment of Life Skills and Values (ALiVE).

Korea International Cooperation Agency (KOICA) supports secondary education delivery through Enhancing the Quality of Secondary School Education in Zanzibar project (EQSSE-Z) through a Holistic Approach in Zanzibar. This is done through teachers’ training, science labs, community monitoring, radio educational broadcasting; and creating a girl-friendly school environment.

Bank for Economic Development in Africa (BADEA): Zanzibar received a loan of US\$ 13.5 million to contribute to the Construction and Equipping of Secondary Schools in Zanzibar. The project aims to provide educational opportunities for students in the areas that suffer from shortage in secondary schools. The project includes civil works to construct and equip three high schools including housing for teachers and students. One of the schools will be built in the western urban area of Unguja Island in Mfenesini Village, the second will be in the northern area of Unguja Island in Gamba Village and the third will be in the northern area of Pemba Island in Kifundi Village.

2. ACCESS, EQUITY AND QUALITY AT THE PRE-PRIMARY AND PRIMARY EDUCATION LEVELS

2.1 ACCESS AND EQUITY AT THE PRE-PRIMARY LEVEL

2.1.1 TOTAL ENROLMENT IN PRE-PRIMARY SCHOOLS

The Pre-Primary Education (PPE) level constitutes two years of the basic education level for children aged between 4 to 5 before joining the Primary Education level at Standard I. **Table 3** shows that enrolment has been growing steadily at which the total number of enrolees increased from 92,098 in 2020 to 103,581 in 2024 which is a 12% increase. Likewise, there was an increase in the number of children enrolled from 102,908 in 2023 to 103,581 in 2024 which is an increase by 673 (a growth rate of 1%). Female student enrolment was slightly higher than that of male students at which in 2023 it constituted 50.4% of all enrolees and increasing slightly to 50% in 2024. During the reporting period, the percentage of female enrolees remained relatively stable, fluctuating around 50% to 50.6%.

The Gender Parity Index (GPI) for total Enrolment in PPE shows a consistently balanced gender participation in education across the five-year period, with minor annual fluctuations. In 2020, the GPI was 1.02, indicating a slight female advantage—for every 100 male enrolees, there were 102 females. From 2021 to 2023, the GPI remained stable at 1.01, maintaining near-perfect gender parity with a minimal tilt in favour of girls. In 2024, the GPI shifted slightly to 0.99, reflecting a minor reversal where male enrolment slightly exceeded female enrolment—for every 100 boys enrolled, there were 99 girls. Despite the small dip in 2024, the GPI values across all five years fall within the commonly accepted gender parity range of 0.97 to 1.03, indicating that the education system has maintained remarkable gender balance in enrolment throughout this period.

Table 3: Total Enrolment in PPE schools/classes by sex, 2019 – 2024

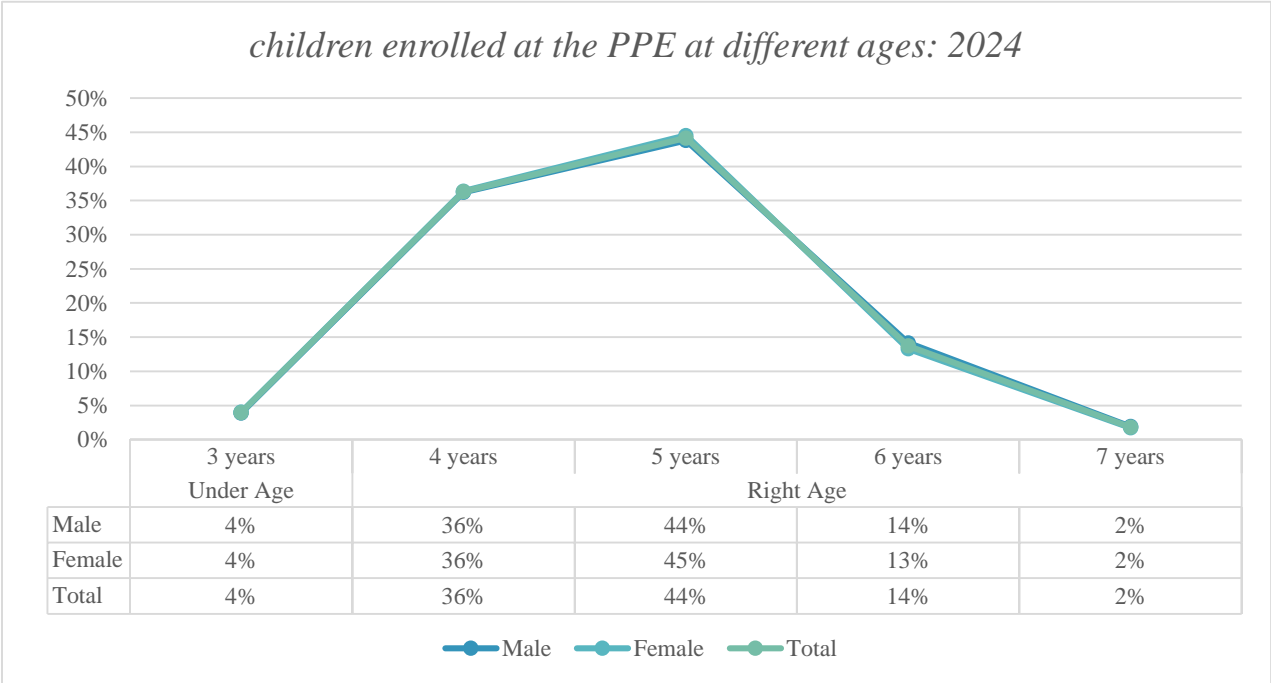
Year	Number Of Enrolees			% F	GPI	Annual Increase	
	M	F	Total			Number	Percentage
2020	45,524	46,574	92,098	50.6%	1.02	6,124	7%
2021	45,319	45,755	91,074	50.2%	1.01	-1,024	-1%
2022	47,508	47,768	95,276	50.1%	1.01	4,202	5%
2023	51,088	51,820	102,908	50.4%	1.01	7,632	8%
2024	51,995	51,586	103,581	50%	0.99	673	1%

2.1.2 ENROLLMENT BY AGE AT THE PPE LEVEL

Even though the age of enrolment at the PPE is four and five years, the data in **Figure 3** shows that some of the children at the PPE level are either under or over the enrolment age. At the youngest age, 3 years old, only 4% of children are enrolled, indicating that very few parents enrol their children at this early stage. However, by 4 years old, there is a sharp increase, with 36% of children enrolled. The highest enrolment occurs at 5 years old, where 44% of children are in pre-primary school. This is the peak, reinforcing the idea that perhaps parents feel more comfortable enrolling their children at this age instead of earlier.

Note that in Zanzibar 4&5 years are the pre-primary school ages hence the high enrolment at this ages (80% of total enrolment). Beyond this point, the numbers start to decline at which at age 6, enrolment drops significantly to 14%, because this is primary school enrolment age. Similarly, 7 years olds enrolment is minimal, at just 2%. Overall, the trend highlights a structured transition in early childhood education, where the majority of children enrol between 4 and 5 years old as required, with fewer outliers in younger or older age groups.

Figure 3: Percentage of children enrolled at the PPE at different ages: 2024

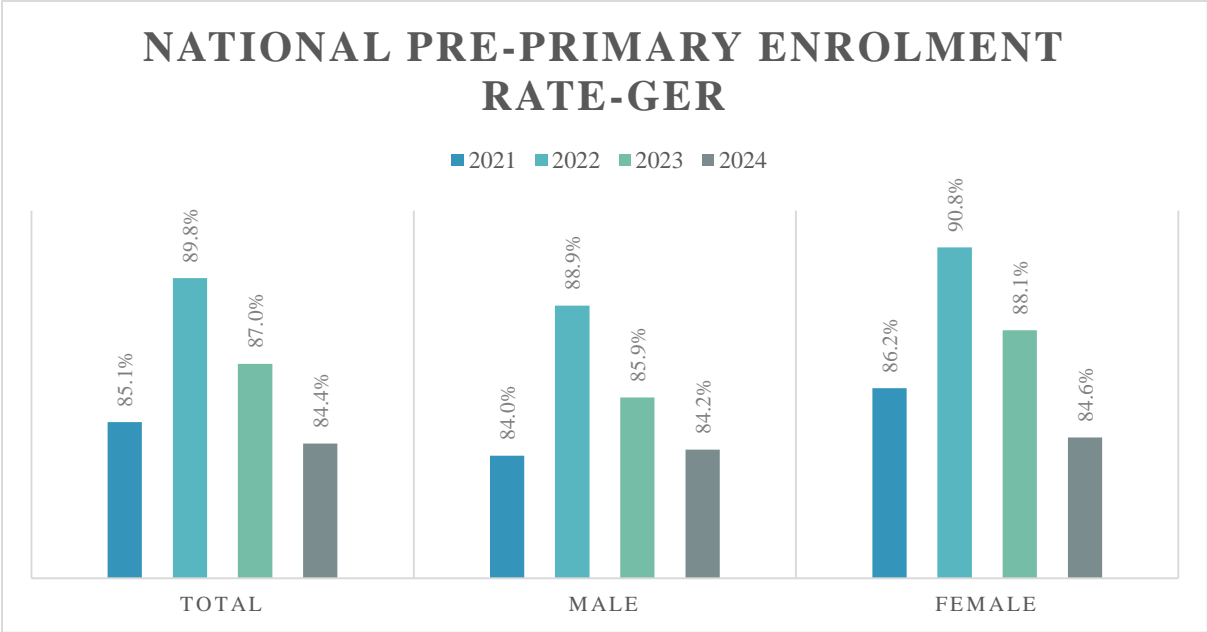


2.1.3 GROSS ENROLMENT RATE (GER) AT THE PRE-PRIMARY EDUCATION LEVEL

Figure 4 shows that the Gross Enrolment Rate (GER) decreased from 85.1% in 2021 to 89.8% in 2022 and then again to 87.0% in 2023, and further to 84.4% in 2024 demonstrating a downward trend. Over the four-year period, the GER fluctuated, with the largest drop occurring between 2023 and 2024, by 2.6 percentage points. A decrease in GER could suggest that fewer over- or under-aged children are entering the PPE level, although this might not fully explain the trend since there is also a decrease in the Net Enrolment Rate (NER), indicating weaknesses in the system's efficiency in enrolling children at the appropriate level. The data also shows that,

during this period, female learners consistently had higher GERs compared to male learners, with a difference of approximately 0.4 percentage points in 2024 and up to 1.9 percentage points in 2022. The drop in enrolment between 2023 and 2024 affected both male and female students, with declines of 1.7 percentage points for males and 3.5 percentage points for females.

Figure 4: National PPE Gross Enrolment Rate by District level and Gender: 2021-2024

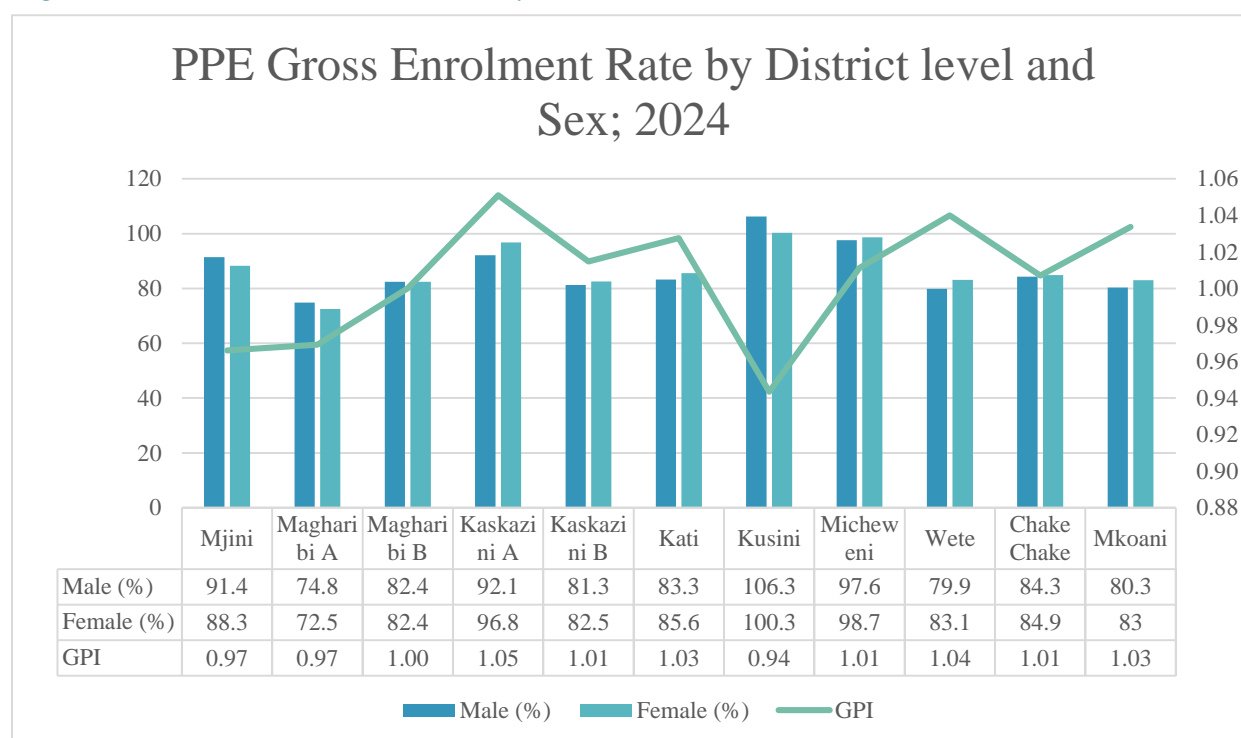


In terms of district-level differences,

Figure 5 highlights that Kusini and Kaskazini A had the highest GER in 2023, with enrolment rates of 110% and 106%, dropping to 103% and 89.8% in 2024 respectively. In contrast, Magharibi A saw the lowest GER at 73.7% followed by Wete and Mkoani at 81.4% and 81.6% respectively. Magharibi A GER dropped from 108.6% in 2022 to 72.7% in 2023 (being the lowest during the year) and again to 73.7% in 2024 again being the lowest during the year. On the other hand, Kusini maintained the highest GER during the three-year period starting at 148.2% in 2022 to 110.2% in 2023 and 103.3% in 2024.

The data shows varying levels of gender parity across districts in 2024. Gender parity was achieved in Magharibi B, with a GPI of 1.00, meaning boys and girls were equally enrolled. Female enrolment surpassed male enrolment in several districts, suggesting a female advantage. Kaskazini A had the highest GPI at 1.05, indicating 5% more girls enrolled than boys while Wete (1.04), Kati and Mkoani (1.03), Kaskazini B, Chake-Chake, and Micheweni (all 1.01) also had more girls than boys enrolled, albeit to a smaller degree. Near parity, slightly favouring boys, was observed in Mjini and Magharibi A, both with a GPI of 0.97—indicating girls lag just behind boys in enrolment. Kusini stood out with a GPI of 0.94, the lowest in the dataset, revealing the greatest gender disparity in favour of boys. This suggests a potential area of concern, where girls are notably underrepresented in comparison to boys.

Figure 5: PPE Gross Enrolment Rate by District level and Sex: 2022-2024

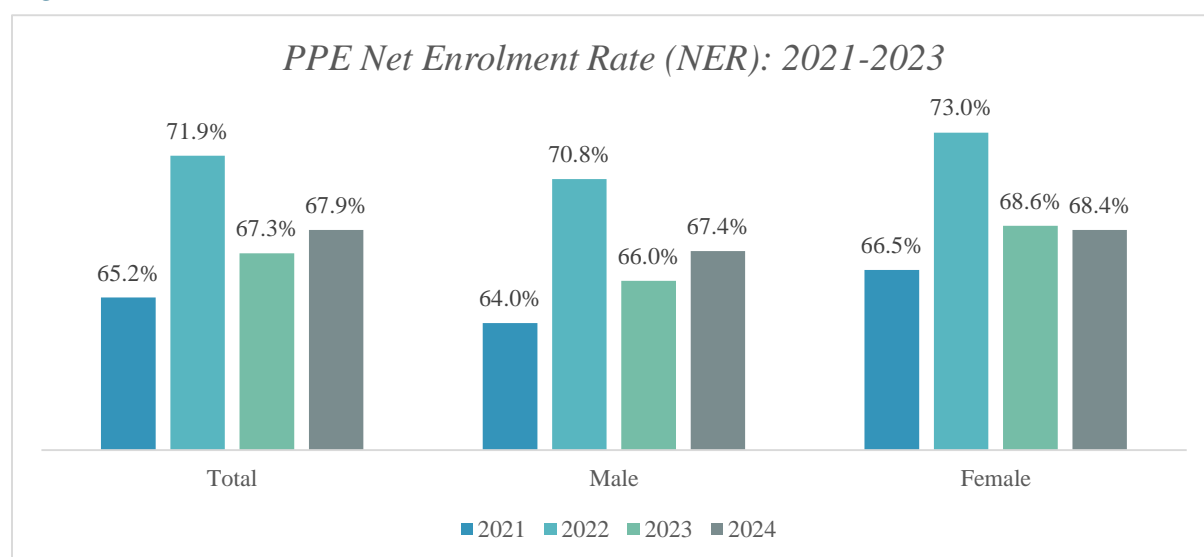


2.1.4 NET ENROLMENT RATE (NER) AT THE PRE-PRIMARY LEVEL

Figure 6 shows that the Total PPE NER decreased from 71.9% in 2022 to 67.9% in 2024, marking a significant drop of 4 percentage points. This was the largest decline during the four-year period. The Male NER also dropped from 70.8% in 2022 to 67.4% in 2024, while the Female NER fell from 73.0% to 68.4% over the same period.

In all three years (2022–2024), female enrolment rates consistently surpassed male enrolment rates. In 2024, the female NER was 68.4%, compared to the male NER of 67.4%, a slight difference of 1%. In 2023, the female NER was 68.6%, surpassing the male NER of 66.0%. Likewise, in 2022 Female NER was 73.0% compared to male 70.8%.

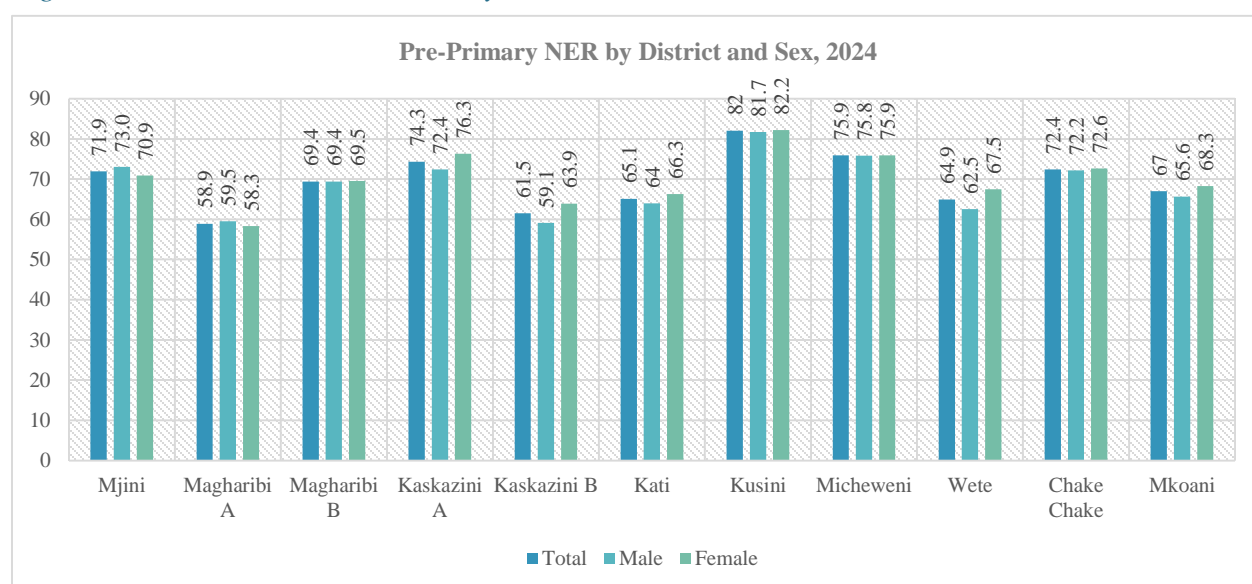
Figure 6: PPE Net Enrolment Rate (NER): 2021-2024



The Net Enrolment Rate (NER) varied significantly across districts in 2024, with the lowest being 58.9% in Magharibi A and the highest being 82% in Kusini. Districts with the highest NER were Kusini (82%), Micheweni (75.9%), and Kaskazini A (74.3%), while those with the lowest were Magharibi A (58.9%), Kaskazini B (61.5%); Kati (65.1%), and Wete (64.9%).

Districts with the highest female enrolment in 2024 were Kusini (82.2%), Kaskazini A (76.3%); and Micheweni (75.9%) while those with the lowest female enrolment were Magharibi A (58.3%); Kati (66.3%); and Wete (67.5%). See **Figure 7** for more details.

Figure 7: PPE Net Enrolment Rate by District level and Gender: 2022-2023



2.1.5 ENROLMENT OF CHILDREN WITH DISABILITIES AT THE PPE LEVEL.

Table 4 indicates that in 2024, a total of 1,624 students with different types of disabilities were enrolled at the PPE level at which it increased by 9% from 1,481 students in 2023. The largest enrolment of students was those that are categorised as Mute representing 38% of the total enrolment in 2024. In 2023, this category also represented the highest enrolment at 633 students representing 43% of the total enrolment. The Annual Education Statistical Abstract (AESA) 2024 shows that there was no enrolment of students from Government schools with Visual Impairment in 2024 and only 4 students at this level from Private schools. Overall, enrolment of students with disabilities at the level in 2024 represents 1.6% of the total pre-primary enrolment.

Table 4: Pupils with Disabilities in Pre-Primary Schools/classes/Tutu Centres: 2023 and 2024

		Visual	Partial Visual	Albino	Physical	Deaf	Mute	Mental	Mixed	Others	Total
Number	2024	4	246	19	232	121	620	179	123	80	1,624
	2023	10	229	14	237	132	633	98	60	68	1,481
Percent	2024	0.2%	15%	1%	14%	7%	38%	11%	8%	5%	100%
	2023	1%	15%	1%	16%	9%	43%	7%	4%	5%	100%

2.1.6 NUMBER OF PRE-PRIMARY SCHOOLS

Table 5 shows a decline in the number of pre-Primary Schools from 599 in 2023 to 349 in 2024 even though there had been an increase in the number of pre-primary schools, rising from 498 in 2022 to 599 in 2023. The number of Tucheze Tujifunze (TuTu) Centres, which provide pre-primary education across the country, significantly declined from 394 in 2022 to 267 in 2023. This decrease is partly attributed to the fact that some TuTu Centres operate in non-permanent spaces, making them more susceptible to closure when these spaces are no longer available. Likewise, the Government is slowly accommodating the Tutu Centres into the formal systems by making them Pre-Primary classrooms or standalone pre-primary schools, notably, the sharp increase of Pre-Primary schools from 9% in 2023 to 19% in 2024 from 10% in 2020, also reflecting a more significant government effort in providing early childhood education. The data shows that Pre-primary Schools are predominantly Private with public constituting only 19% of the total schools.

Table 5: Number of Pre-Primary Schools and Tutu Centres¹³: 2020-2024

¹³ TuTu centres were absorbed by government in 2021 and thus the status changed from private to government

YEAR	STAND ALONE PP SCHOOLS				TUTU CENTRES
	GOV	PRIVATE	TOTAL	% GOV	GOV ONLY
2020	35	328	363	10%	366
2021	40	464	504	8%	390
2022	42	456	498	8%	394
2023	56	543	599	9%	267
2024	67	282	349	19%	205

It is essential to note that, while there are pre-primary stand-alone schools, pre-primary education is also offered within government primary schools. The combined figures for standalone and integrated pre-primary education are presented in **Figure 8** for 2024 schools offering Pre-primary education at which in 2024 there were 1,138 schools having increased from 891 the previous year. During all years there were more Private than Government Schools at which in 2024 there were a total of 556 Government schools (49% of all schools) compared to 582 Private Schools (41% of all schools).

Due to the challenge of distinguishing standalone from integrated pre-primary schools in the private sector, all private schools are uniformly categorized as standalone pre- primary schools to prevent confusion in the statistical representation.

Figure 8: Schools Offering Pre-Primary Education by Type and Total; 2020-2024

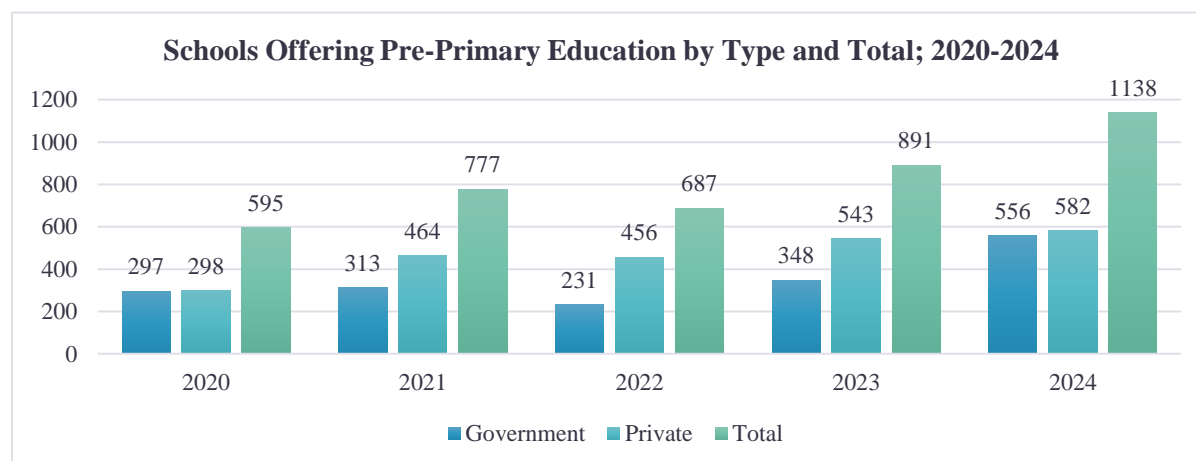
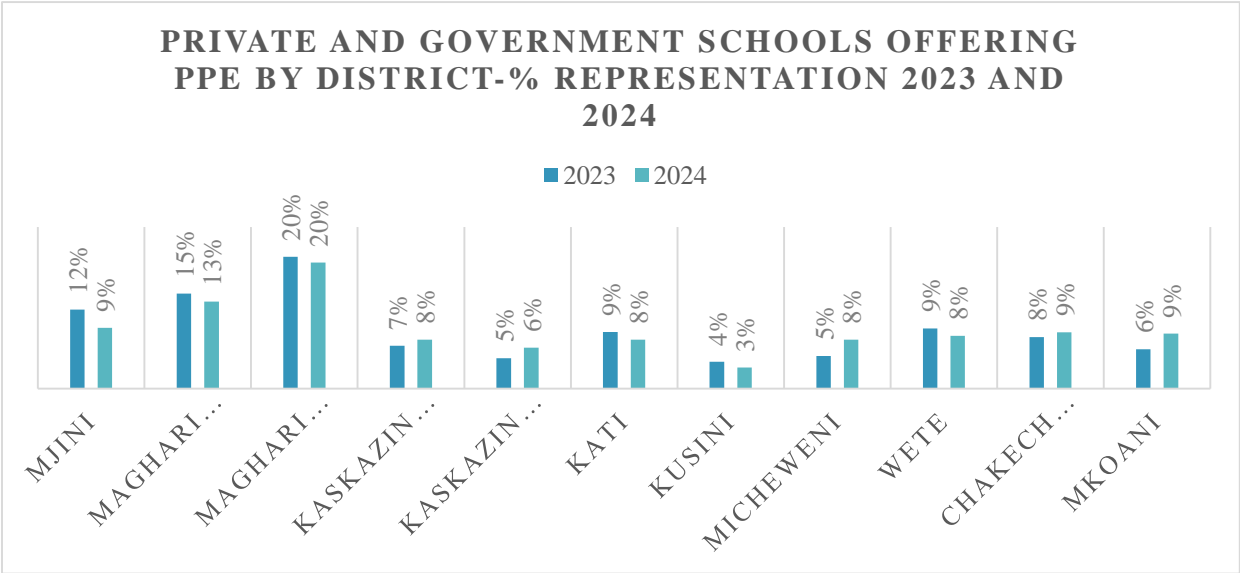


Figure 9 shows that in terms of District representation, Magharibi B had the highest number of schools representing 20% of the total number of schools in both 2023 and 2024. This was followed by Magharibi A which represented 15% of all schools in 2023 and 13% in 2024. Kusini had the fewest number of schools at which in 2023 it represented 4% of all schools reducing to 3% in 2024. Likewise, Micheweni had 5% in 2023 increasing to 8% in 2024 while Mkoani had

6% in 2023 increasing to 9% in 2024. The data indicates that all Districts with lowest number of schools offering pre-primary education are in Pemba

Figure 9: Private and Government Schools offering PPE by District-% representation 2023 and 2024



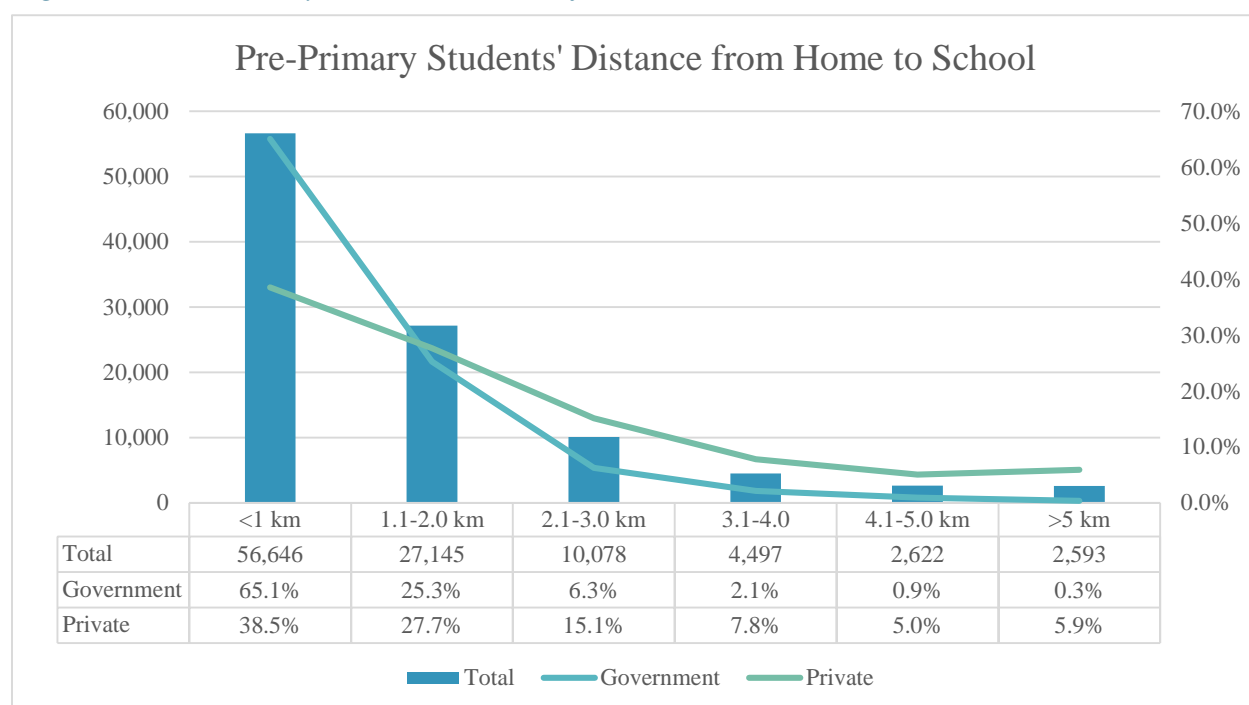
2.1.7 DISTANCE TO AND FROM HOME AT THE PPE

Data in

Figure 10 shows that the majority of students live close to their Schools at which 55% (56,646 out of 103,581) of pre-primary students live within 1 km of their school while another 26% (27,145 students) travel between 1.1 and 2.0 km, meaning that over 80% of students live within 2 km of their school. This indicates that pre-primary education is generally accessible within short distances. The data shows that Government schools have higher proximity enrolment at which 65% of government school students live within 1 km, compared to 39% in private schools. Only 6% of government school students travel more than 2 km, while 34% of private school students do. This suggests that government schools are more locally distributed, whereas private schools may require longer commutes.

Likewise, 6% of private school students travel more than 5 km, compared to 0.3% in government schools. A higher percentage of private school students (28%) travel between 1.1-2 km, 15% between 2.1-3 km, and 8% between 3.1-4 km. This, again suggests that private schools attract students from wider catchment areas. The presence of a significant portion of students within 1 km suggests that early education institutions are well-distributed in many areas, reducing travel burdens for young children. However, in cases where private schools are chosen, students are more likely to travel longer distances.

Figure 10: Pre-Primary Students' Distance from Home to School



2.2 QUALITY AT THE PRE-PRIMARY EDUCATION LEVEL

2.2.1 PRE- PRIMARY TEACHERS

In 2024, the pre-primary education sub-sector had a total of 4,746 teachers, with 2,124 teachers (45%) in government pre-primary schools, increasing significantly from 1,468 (38%) in 2023. Meanwhile, the number of non-government teachers was 2,622(55%), showing a decrease from 62% in 2024. The private sector maintained a higher proportion of pre-primary education (PPE) teachers compared to the government throughout 2022–2023. However, in 2024, this gap started to narrow as government teachers increased.

Looking at the gender distribution, the sub-sector has consistently been dominated by female teachers. In 2023, females made up 96% of all teachers, and by 2024, this percentage slightly increased to 97%. Specifically, the share of female teachers in government pre-primary schools remained steady at 97% over the years, while in the non-government sector, female representation rose from 95% in 2022 to 97% in 2024. This consistent dominance of female teachers reflects the ongoing trend of more women being attracted to the sub-sector than men. See

Table 6 for more details.

Table 6: Number of PPE Teachers by School Type, Level of Education and Sex, 2019-2023

Type	2022				2023				2024			
	M	F	Total	% F	M	F	Total	% F	M	F	Total	% F
Total	142	3,096	3,238	96%	156	3,742	3,898	96%	139	4,607	4,746	97%
Gov.	27	1,034	1,061	97%	46	1,422	1,468	97%	58	2,066	2,124	97%
Private	115	2,062	2,177	95%	110	2,320	2,430	95%	81	2,541	2,622	97%
% Private	81%	67%	67%		71%	62%	62%		58%	55%	55%	
% Gov.	19%	33%	33%		29%	38%	38%		42%	45%	45%	

Table 7 shows that in 2024, 85.9% of all teachers in Government and Private schools were qualified, Government demonstrating 89.5% and Private 82.9%. The data shows that there were more qualified female teachers than male at which female were 86.0% (Government 89.8% and Private 82.9%) and male 81.3% (Government 79.3% and Private 82.7%).

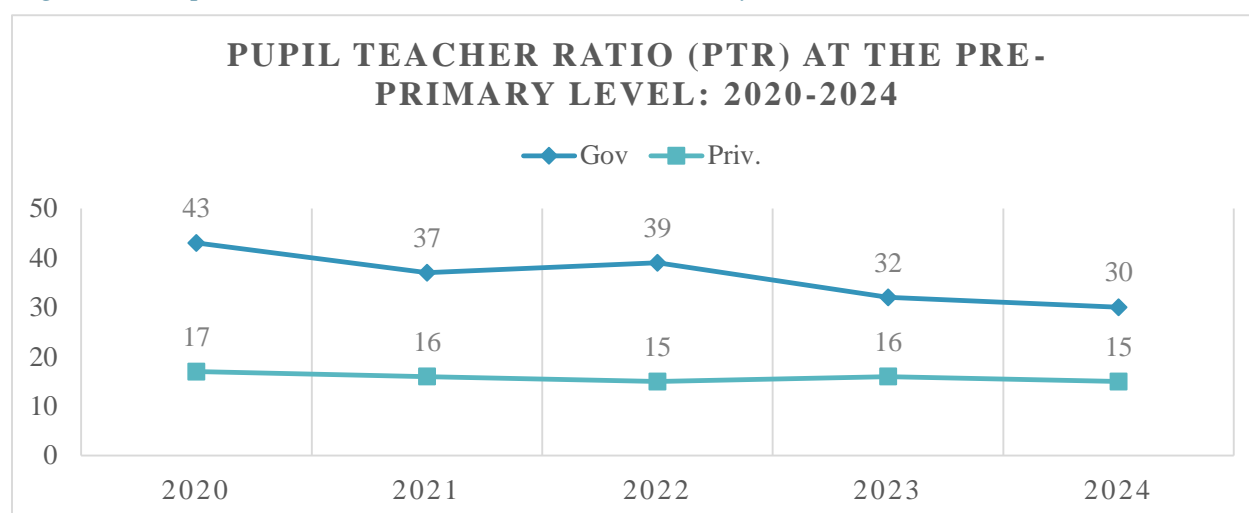
Table 7: Qualified Teachers at the PPE level; 2024

	Number of Teachers			Number of Qualified Teachers			% of Qualified Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	139	4,607	4,746	113	3,962	4,075	81.3%	86.0%	85.9%
Government	58	2,066	2,124	46	1,856	1,902	79.3%	89.8%	89.5%
Private	81	2,541	2,622	67	2,106	2,173	82.7%	82.9%	82.9%

Data in

Figure 11 shows that there is positive trend in Pupil Teacher Ratio (PTR) at which in 2020 the PTR at Government was 43:1 and Private 17:1. The Private PTR has remained steady between 17:1 in 2020 and 15:1 in 2024. The Government PTR has gone down from 43:1 in 2020 to 30:1 in 2024. It should be noted that PTR does not show the inequitable distribution at school level and hence while the PTR at national level can show favourable situation, differences at classroom level need to be considered. The Government has started to consider classroom sizes in distribution of Primary teachers and is planning to do so at the Pre-Primary level in order to ensure that teachers are more accurately distributed in consideration of schools with highest need.

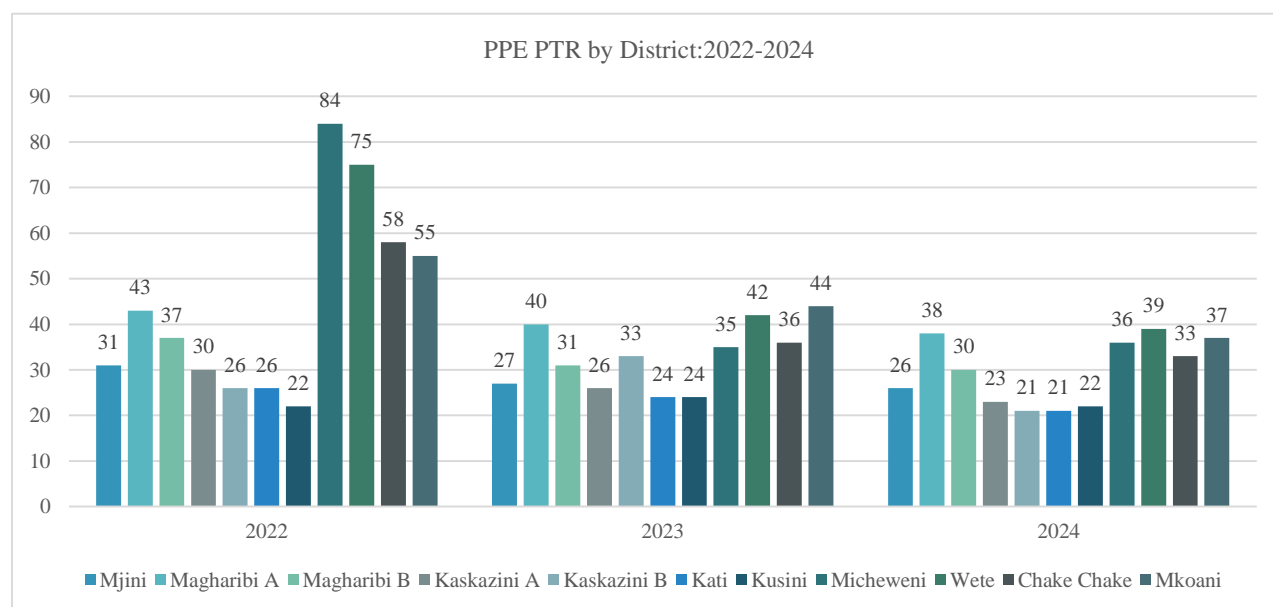
Figure 11: Pupil Teacher Ratio (PTR) at the Pre-Primary level: 2020-2024



The data in

Figure 12 shows there has been improvement in ensuring that Districts with high PTR received more teachers in order to bring them to same level with the rest. The figure shows a sharp drop of the bars representing Micheweni, Wete, Chake-Chake and Mkoani which in 2022 had the highest PTR levels compared to 2023 and 2024. Note, though that the four Districts as well as Magharibi A and Magharibi B continue to have higher PTR levels than the rest of the Districts. For the three-year period, Kusini has consistently had the lowest PTR followed by Kaskazini B, Kati, Kaskazini A and Mjini.

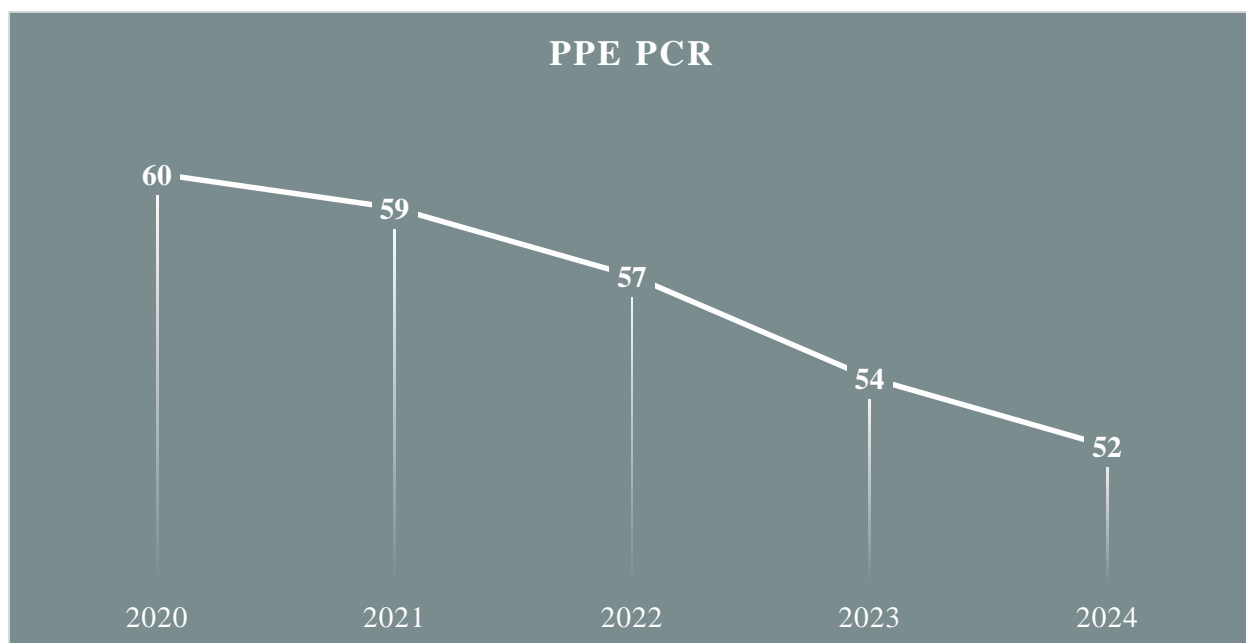
Figure 12: Pre-primary Pupil Classroom Ratio by District (2024)



2.2.2 PUPIL CLASSROOM RATIO (PCR) AT THE PPE

Figure 13 shows that the Government PPE national Pupil-Classroom Ratio (PCR) continued to improve over the five-year period from 2020 to 2024 at which in 2020 it stood at 60 reducing to 59 in 2021, 57 in 2022 and ultimately 52 in 2024. The standard PCR for Pre-Primary is 25:1, indicating that the sector still has significant progress to make in achieving this target. Likewise, it is important to note that the PTR does not represent difference at classroom level given that they are averages. Hence, the Government is working to ensure that schools with large class-sizes are prioritised and has already started to do so at the Primary Education level where a Classroom Allocation Protocol (P-CAP) is under implementation.

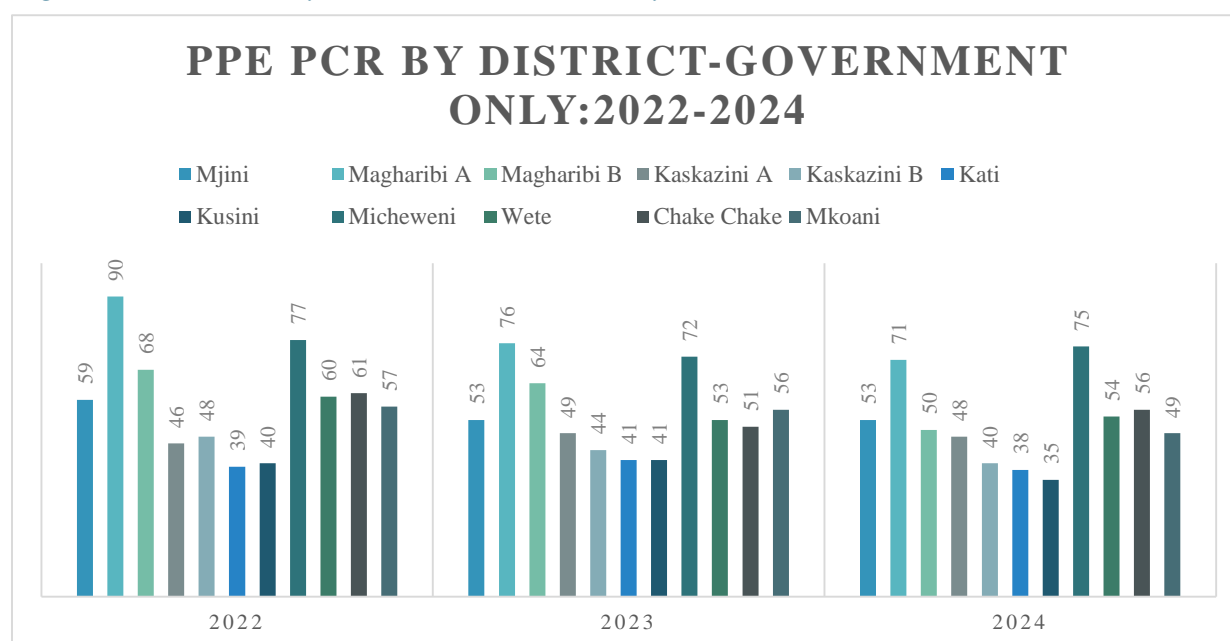
Figure 13: National Pupil Classroom Ratio at the PPE (2019-2023)



The data in

Figure 14 show that Magharibi A has had the highest PCR over the past three years (2022-2024) at which in 2022 it had a PCR of 90:1 reducing to 71:1 in 2024. Micheweni followed, also having consistent high PCRs for the three-year period at which in 2022 it had a PCR of 77:1 slightly reducing to 75:1 in 2024. Others with high PTRs in 2024 were Chake-Chake (56:1), Wete (54:1), Mjini (53:1) and Magharibi B (50:1). Kusini has consistently had lower PCR at which in 2022 it had PCR of 40:1 reducing to 35:1 in 2024. The data indicates that the Government needs to put more emphasis on equitable distribution focusing on schools with large classes to bring them to a similar level. The Government will explore the use of the Primary CAP for Pre-Primary in order to ensure that only schools with highest need are prioritised.

Figure 14: PPE PCR by District-Government Only:2022-2024



2.2.3 PRE PRIMARY TEACHING AND LEARNING MATERIALS

The Zanzibar Institute of Education distributed Teaching and Learning Materials (TLM) to all schools by end June 2024 aligned to the revised Pre-primary and Primary Education Curriculum. The data in **Table 8** shows that on average the ratio of distributed textbooks for each title at national level was 1.02. This is highly successful and it means that all schools received enough books for each child to have his/her own book. However, District level data shows that some districts received more books than the required ratio of 1:1 while others received less. Received Less: Mjini (-33), Magharibi A (-251), Kaskazini B (-53), Kusini (-194), and Chake-Chake (-68). Districts receiving more books were: Magharibi B (222), Kaskazini A (368), Kati (145), Micheweni (101), Wete (254), and Mkoani (80). The Government intention was for all schools to have in excess of 5% of the required books for 1:1 ratio. The MoEVT will revisit the distribution list to identify schools that require additional books for reaching the set target and provide them with such books.

Table 8: Total PPE I Books printed and Distributed by District and Subject

District	Number of PPE Students	Vitendo vya lugha ya Kiswahili	Number of Books by District by Title				Vitendo vya Sanaa za Ubunifu na Michezo	Vitendo vya Dini
			Vitendo vya lugha ya Kingereza	Vitendo vya Hisabati	Vitendo vya Mazingira			
Total Unguja	17,338	17,542	17,542	17,542	17,542	17,542	17,542	17,542
Total Pemba	9,638	10,005	10,005	10,005	10,005	10,005	10,005	10,005

District	Number of PPE Students	Vitendo vya lugha ya Kiswahili	Number of Books by District by Title					Vitendo vya lugha ya Kingereza	Vitendo vya Hisabati	Vitendo vya Mazingira	Vitendo vya Sanaa za Ubunifu na Michezo	Vitendo vya Dini
Total	26,976	27,547	27,547	27,547	27,547	27,547	27,547	27,547	27,547	27,547	27,547	27,547
Pupil Textbook Ratio-District level												
Total Unguja		1.01	1.01	1.01	1.01	1.01	1.01	1.01	1.01	1.01	1.01	1.01
Total Pemba		1.04	1.04	1.04	1.04	1.04	1.04	1.04	1.04	1.04	1.04	1.04
Total		1.02	1.02	1.02	1.02	1.02	1.02	1.02	1.02	1.02	1.02	1.02

2.3 ACCESS AND EQUITY AT THE PRIMARY EDUCATION LEVEL

In Zanzibar Primary Education is a seven-year cycle after the two years of Pre-Primary Education. Primary education is compulsory for all children aged 6 to 12 years. This level is prerequisite for entrance into the ordinary secondary education level. The primary cycle begins with Standard I and ends with Standard VII¹⁴.

2.3.1 NUMBER OF REGISTERED PRIMARY SCHOOLS

Table 9 shows that in 2020 Zanzibar had a total of 508 Primary schools, 207 (42%) of those being Private. This number increased to 707 in 2024 at which privately owned schools represented 53% of the total number of schools. Zanzibar registered an average of 25 schools annually with the highest annual increase in the number of schools being in 2024 during which a total of 138 schools were registered (24% increase) compared to the previous year where there was no increase and 2020-2022 an average of 7% increase per year. While public schools have shown consistent but moderate growth, the private sector experienced a significant increase.

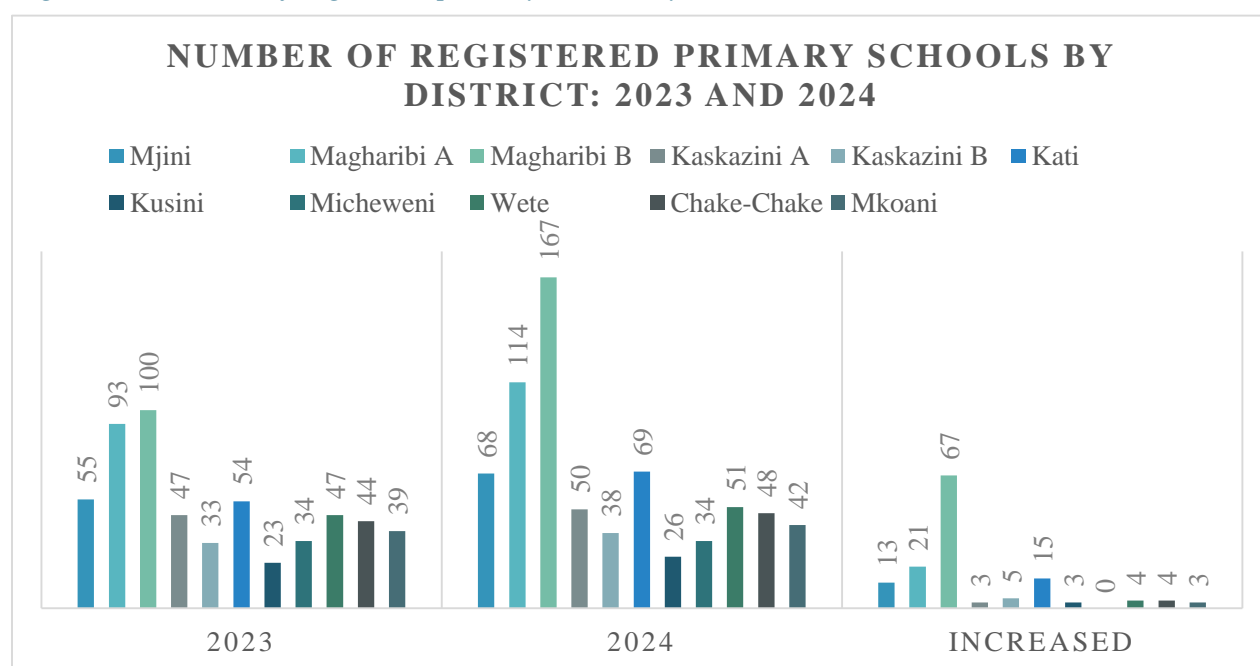
Table 9: Number of registered primary schools, National, 2018-2024

YEAR	PUBLI C	PRIVA TE	TOT AL	% PRIVA TE	ANNUAL INCREASE					
					# PUBLI C	% PUBLI C	# PRIVA TE	% PRIVA TE	# TOT AL	% INCR EASE
2020	296	207	503	41%	10	3.5%	27	15.0%	37	8%
2021	304	241	545	44%	8	2.7%	34	16.4%	42	8%
2022	312	264	576	46%	8	2.6%	23	9.5%	31	6%
2023	326	243	569	57%	14	4.5%	-21	-8.0%	-7	-1%
2024	333	374	707	53%	7	2.2%	131	54%	138	24%

¹⁴ Prior to January 2023-start of the school calendar year, Zanzibar primary education cycle ended at Standard VI. The Government is considering return to standard VI in 2028 following recommended changes in the Education Policy.

Figure 15 Analysis of the table reveals a positive trend in the number of school registrations across several Districts from 2023 to 2024. Out of the 138 schools being registered between 2023 and 2024, 49% of those (67) were in Magharibi B which is almost half of all the registered schools during the period. The second District with largest number of registered schools was Magharibi A at 15% (21 schools). The Districts in Pemba were some of those that had the lowest number of registered schools regardless of being amongst those with largest PCR. For example, Micheweni which had PCR of 75:1 did not register any new schools between 2023 and 2024 while Chake-Chake which had PCR of 56:1 in 2024 registered only 4 schools (3% of all schools). As indicated earlier, the situation of equitable distribution of schools/classrooms is expected to improve due to the Government having developed the P-CAP in 2024 which shows the priority schools per District.

Figure 15: Number of registered primary schools by District: 2023 and 2024



2.3.2 TOTAL ENROLMENT IN PRIMARY SCHOOLS

From 2020 to 2024, primary school enrolment has steadily increased, growing from 313,097 in 2020 to 391,388 students in 2024 (25% increase). This represents a total increase of 100,878 students over six years. The majority of students are enrolled in government schools, but the percentage of students in private schools has risen from 11% to 16%. In four out of five years, the GPI remained at 0.98, meaning that for every 100 boys enrolled, there were 98 girls. This shows a stable and near-equitable trend, with a slight but consistent male advantage in enrolment. Despite the imbalance, the GPI remains within the gender parity range (0.97–1.03), indicating overall gender balance. In 2022, the GPI dropped slightly to 0.96, showing the largest gender disparity across the five-year span. This implies that female enrolment declined relative to male enrolment.

The annual growth rate has varied, with the highest increase of 25,644 students in 2022 and the lowest increase of 10,750 students in 2024. Overall, the data indicates a positive trend in primary school enrolment with steady growth and a balanced gender distribution. See **Table 10** for more details.

Table 10: Primary enrolment, 2019-2024

Year	Government			Private			Total			% Priv.	GPI	Increase from previous year	
	Male	Female	Total	Male	Female	Total	Male	Female	Total				
2020	139,838	135,742	275,580	18,545	18,972	37,517	158,383	154,714	313,097	12%	97.68%	22,587	7.80%
2021	147,492	143,656	291,148	19,942	20,335	40,277	167,434	163,991	331,425	12%	49.50%	18,328	5.90%
2022	158,930	152,481	311,411	22,844	22,814	45,658	181,774	175,295	357,069	13%	49.10%	25,644	7.70%
2023	164,088	160,369	324,457	27,886	28,295	56,181	191,974	188,664	380,638	14%	49.60%	23,569	6.60%
2024	165,592	161,908	327,500	31,702	32,186	63,888	197,294	194,094	391,388	16%	50%	10,750	2.80%

The data in **Table 11** illustrates total primary enrolment, gender breakdown, and Gender Parity Index (GPI) across 11 districts. Overall, most districts experienced increases in enrolment, with continued emphasis on gender equity. Mjini, Magharibi A, and Magharibi B showed female enrolment exceeding or closely matching male enrolment in both years. Mjini had a GPI of 103.04% (2023) which slightly decreased to 102.84% (2024), indicating continued female advantage. Magharibi A & B maintained GPI of 101%, suggesting consistent overrepresentation of girls. Despite a minor enrolment drop in Mjini (-2.8%), Magharibi districts posted healthy growth (4.6% and 3.5%, respectively). On the other hand, Kaskazini A and Micheweni hovered near parity at which Kaskazini A dropped from 99.06% to 97.41%, suggesting a mild tilt toward boys. Micheweni saw a small drop in GPI from 99.33% to 97.87%, still indicating near parity.

Kaskazini B, Kati, Kusini, Wete, Chake-Chake, and Mkoani consistently showed more boys than girls enrolled at which Kaskazini B improved slightly in GPI from 96.78% to 97.92%, signalling progress toward equity. Kati saw the largest enrolment growth (6.5%), with GPI rising marginally to 94.42%. Wete and Mkoani remain below parity with GPI under 94%, despite slight improvements in enrolment figures. Meanwhile, Chake-Chake maintained a stable GPI around 95.5%, showing moderate gender gap.

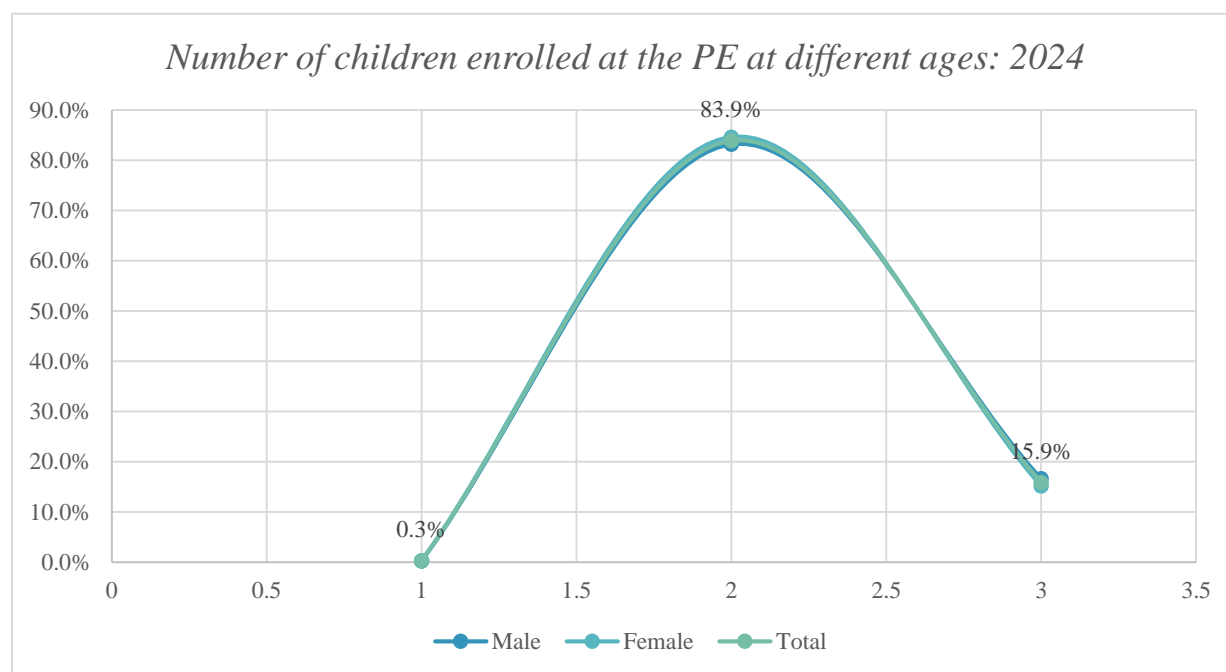
Table 11: Primary School Enrolment by District: 2023-2024

DISTRICT	2023				2024				% Increase 2023-24
	M	F	T	GPI	M	F	T	GPI	
Mjini	19,108	19,689	38,797	103.04%	18,600	19,128	37,728	102.84%	-2.8
Magharibi A	29,760	30,343	60,103	101.96%	31,142	31,753	62,895	101.96%	4.6
Magharibi B	30,828	31,149	61,977	101.04%	31,684	32,483	64,167	102.52%	3.5
Kaskazini A	15,796	15,647	31,443	99.06%	16,544	16,116	32,660	97.41%	3.9
Kaskazini B	9,523	9,216	18,739	96.78%	9,983	9,775	19,758	97.92%	5.4

DISTRICT	2023				2024				% Increase 2023-24
	M	F	T	GPI	M	F	T	GPI	
Kati	13,115	12,373	25,488	94.34%	13,965	13,186	27,151	94.42%	6.5
Kusini	5,093	4,806	9,899	94.36%	5,231	4,998	10,229	95.55%	3.3
Micheweni	15,725	15,620	31,345	99.33%	16,263	15,917	32,180	97.87%	2.6
Wete	18,722	17,311	36,033	92.46%	19,185	17,852	37,037	93.05%	2.7
Chake-Chake	16,919	16,171	33,090	95.58%	17,226	16,535	33,761	95.99%	2
Mkoani	17,385	16,339	33,724	93.98%	17,471	16,351	33,822	93.59%	0.2

The age of enrolment at the PE is 6 to 12 years. However, as shown in **Figure 16** during 2024, some enrolees were below the age of 6 years, while others were above the age of 12 years. Out of the total enrolment of 391,388, only 0.3% of the enrolees were below the age of 6 years at which female was 0.3% and male 0.2%. Likewise, 83.9% of the enrolees were of the right primary school age with female constituting 84.6% and male 83.1%. Enrolment of over age children was significantly high constituting 15.9% of the total enrolment (female 51.1% and male 16.6%).

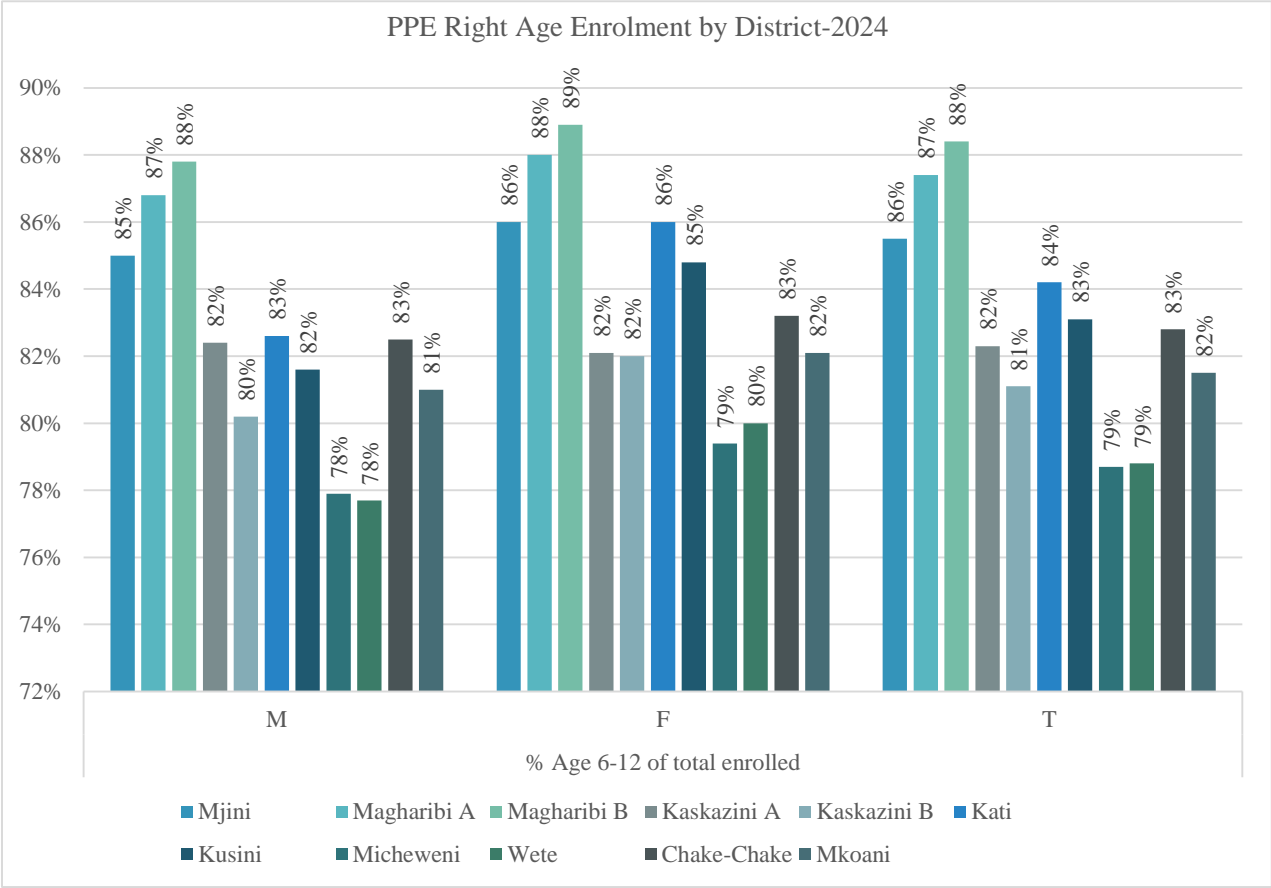
Figure 16: Number of children enrolled at the PE at different ages: 2024



At District level the highest right age enrolment was in Magharibi B at 88% followed by Magharibi A at 87% and Mjini 86%. The lowest right age enrolment was in Micheweni and Wete at 79% each. Very slight differences can be seen in male/female right age enrolment with all the differences being in favour of female students ranging from 3 percentage points in Kati

and Kusini Districts and lowest being 0 percentage points in Kaskazini A. See **Figure 17** for further details.

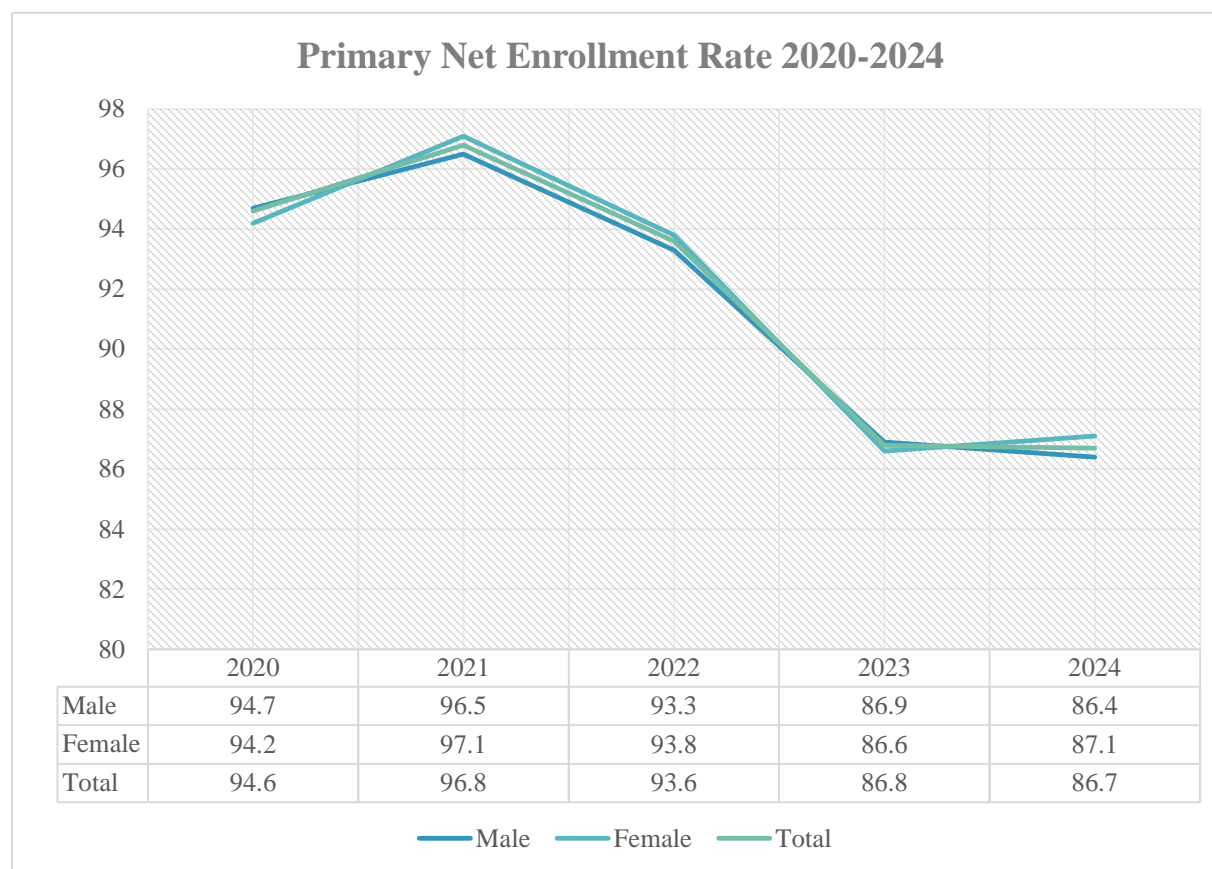
Figure 17: PE Right Age Enrolment by District-2024



2.3.3 PRIMARY NET ENROLMENT RATE (GER)

Figure 18 shows that the primary NER showed a fluctuating trend, peaking in 2021 at 96.8% before experiencing a steady decline to 86.7% by 2024. Both genders saw similar trends, with males starting slightly higher at 94.7% in 2020 and dropping to 86.4% by 2024, while females began at 94.2%, peaked at 97.1% in 2021, and ended at 87.1%, surpassing males in the final year. The consistent decline after 2021 raises concerns about potential barriers to education, despite some stabilization and slight improvement for females in 2024.

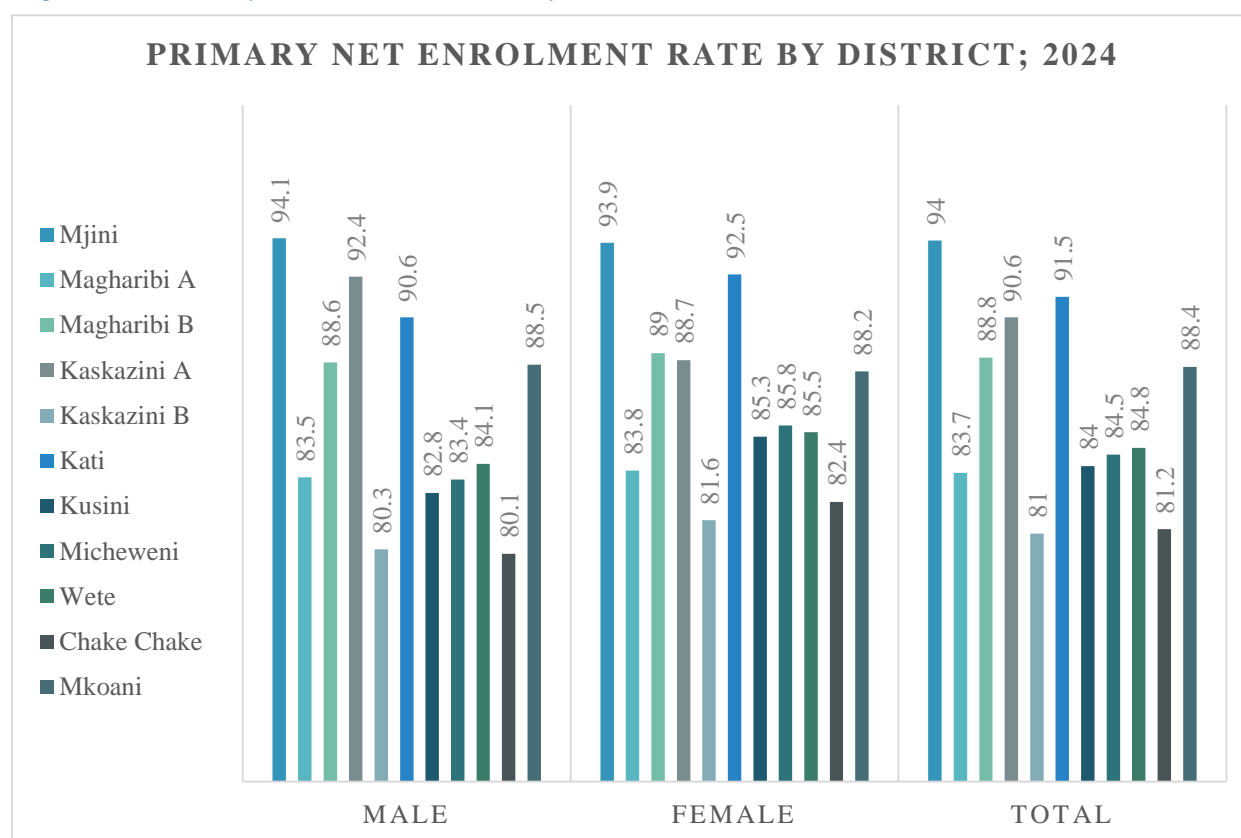
Figure 18: NER at the primary education level, 2020-2024



NER at the District level in 2024 was highest in Mjini District at 94% followed by Kati and Kaskazini A at 91.5% and 90.6% respectively. All remaining Districts registered NER lower than 90% with the lowest being in Kaskazini B at 81%, Chake-Chake 81.2% and Magharibi A 83.7%. When compared with GER, the Districts that had lowest NER are also the ones that had lowest GER. For example, Chake-Chake had GER of 98% and NER of 81.2% while Magharibi A had 95.7% GER and 83.7% NER. This signifies that there is an overall drop in enrolment and not that perhaps the Districts have higher enrolments of below and above age students. These differences in NER amongst Districts suggest that the Government needs to explore the reasons as to why there is such difference and take stern measures to ensure any further downward trend is reversed. See

Figure 19 for further details.

Figure 19: Primary Net Enrolment Rate by District; 2024



2.3.4 PRIMARY GROSS ENROLMENT RATE (GER)

The data in *Figure 20* illustrates that the Gross Enrolment Rate (GER) at the primary education level has remained above 100% over the five-year period from 2020 to 2024. This confirms the data that shows that the sector continues to register learners who are both below and above the official registration age for primary education. Such a trend is expected, especially when the NER has not yet reached 100% and continues to decrease.

The data reveals that GER peaked in 2021 at 123.1% for males and 122% for females, before gradually declining to 103.9% for males and 102.9% for females by 2024. The overall GER dropped from 120.7% in 2020 to 103.4% in 2024. This decline in GER could be considered positive if the NER had improved, signifying a more age-appropriate enrolment pattern. However, given that NER has not significantly improved, the reduced GER might indicate a decline in overall enrolment of children in primary education.

Figure 20: Primary Gross Enrolment Rate (GER), 2020-2024

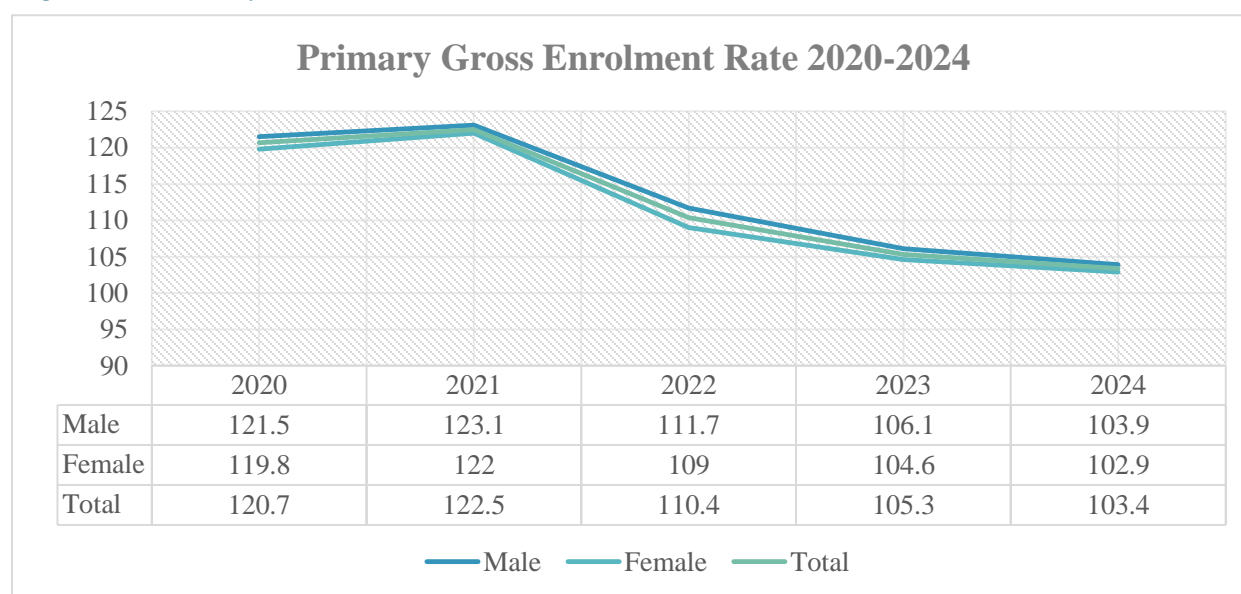
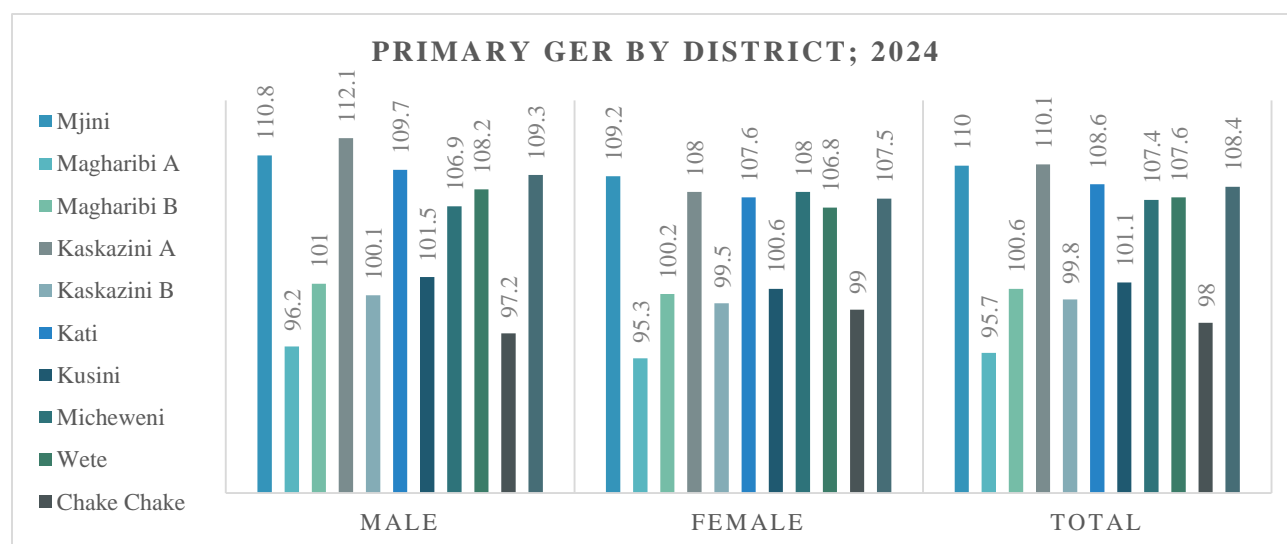


Figure 21 shows data on GER for 2024 across various districts. The data indicates that most districts have a GER above 100%, signifying that there are more students enrolled than the population of children aged 6 -12. Similar to the national level GER, this could be due to the inclusion of over-aged and under-aged students in the enrolment figures. Kaskazini A District had the highest GER at 110.1%, followed closely by Mjini at 110%. On the other hand, Magharibi A had the lowest GER at 95.7%.

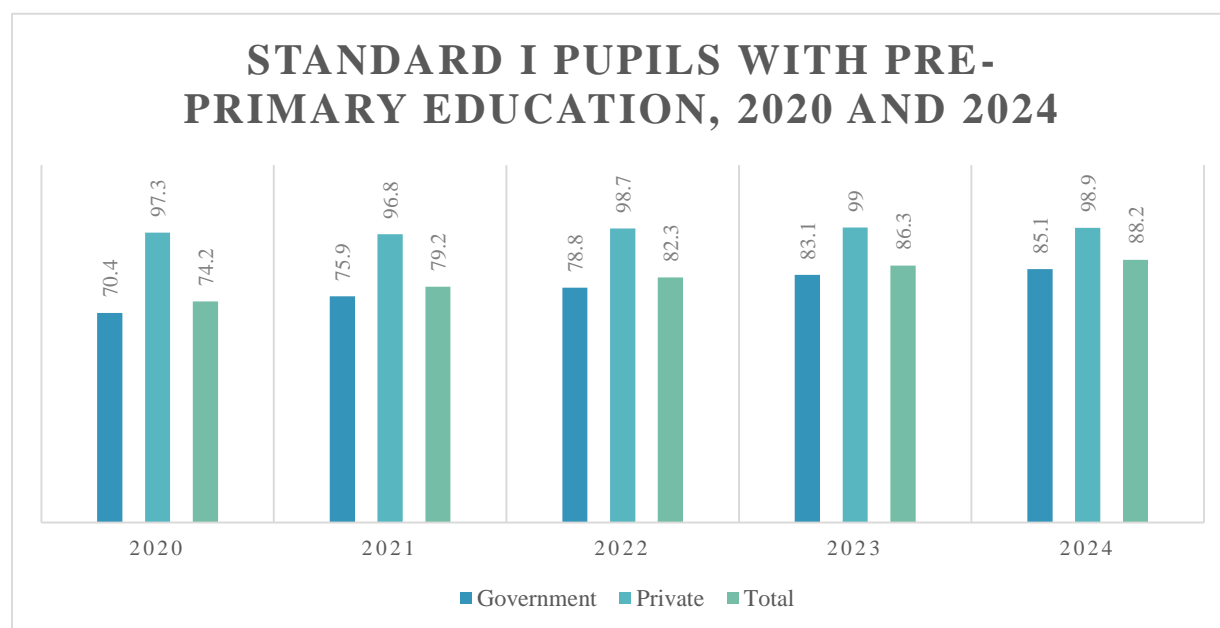
Figure 21: Gross Enrolment Ratio (GER) at the Primary level-2024



2.3.5 ENROLMENT OF STANDARD I PUPILS WITH PRE-PRIMARY EDUCATION, 2020 AND 2021

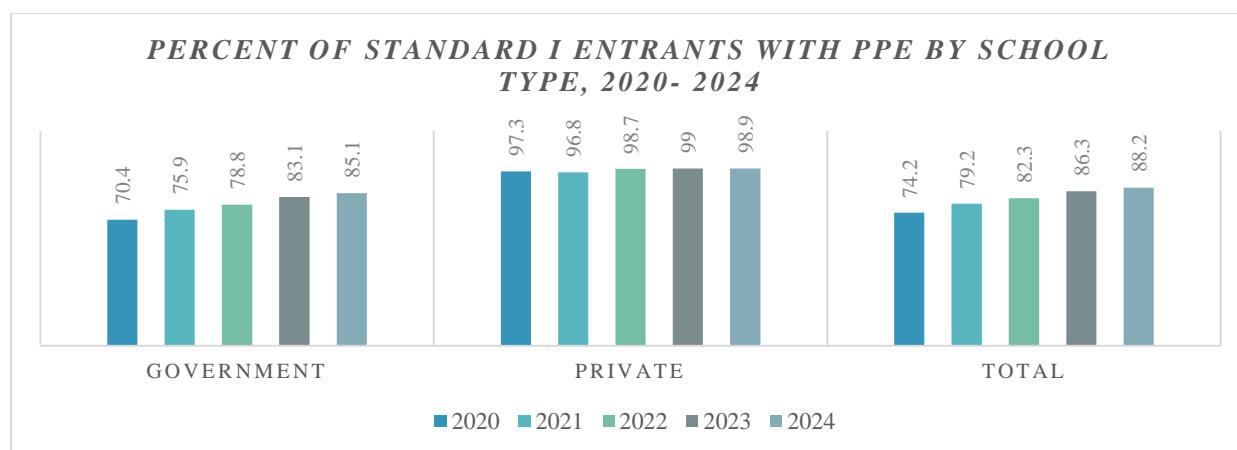
The standard I entrants with PPE in Government schools continued to steady improve showing an upward trend from 2020 to 2024. The data shows that it increased from 70.4% in 2020, steady growing to 83.1% in 2023 and ultimately 85.1% in 2024. This signifies an important step in enrolment at the PPE and hence ensuring that the inequity in access to education at the level is minimised and ultimately dealt away with. In terms of male/female, slight differences can be seen with female students at standard I with PPE being consistently higher than boys, with an average of 1% each year. This trend has also been seen in enrolment at the PPE and PE levels, where female students continue to have higher numbers than boys. See **Figure 22** for more details.

Figure 22: Standard I pupils with Pre-Primary education, 2020 and 2024



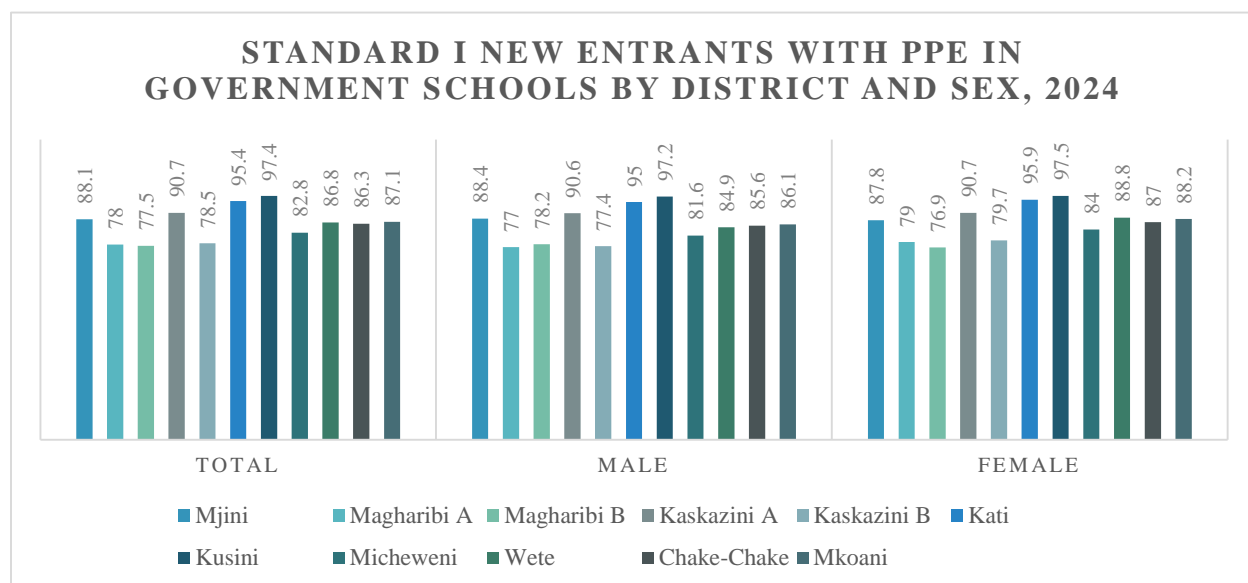
The overall enrolment of standard I students with PPE (Government and Private) also shows a steady increase in enrolment of students with PPE at the level. Compared to Government only, the overall enrolment shows higher percentages due to enrolment at the private level being very high (average over the five years being 98.14%). In 2020, enrolment at the private schools' level was 97.3% increasing to 98.9% in 2024, which means that almost all students enrolled at standard I at Private schools have PPE. Experience shows that Private schools will not accept students who have not passed through PPE and all students at the level are screened before being accepted to join standard I. On the other hand, the Government policy is that children who have reached the age of joining standard I should be accepted for enrolment at the level in Government schools regardless of whether or not they have attending pre-primary. See **Figure 23** for further details.

Figure 23: Percent of Standard I Entrants with PPE by school type, 2020- 2024



In terms of District level enrolment in 2024, Kusini had the highest percent of students with PPE in standard I at 97.2% followed by Kati (95%) and Kaskazini A at 90.6%. All other Districts had less than 90% standard I enrollees with PPE with Magharibi B, Magharibi A, and Kaskazini B having less than 80% at 77.5%, 78% and 78.5% respectively. Magharibi A had the lowest enrolment of male students with PPE followed by Kaskazini B at 77% and 77.4% respectively. Nine of the Districts had higher percentage enrolment of female students with PPE while Mjini and Magharibi B had higher enrolment of male students. The highest enrolment of female students with PPE was in Wete at 3.9 percentage points followed by 2.4 in Micheweni. See *Figure 24* for more details.

Figure 24: Standard I Entrants with PPE in Government Schools by District and Sex, 2020-2024



2.3.6 IMPROVING ACCESS FOR CHILDREN WITH DISABILITIES AT THE PRIMARY LEVEL

The data in *Table 12* shows that a total of 4,961 children with different types of disabilities were enrolled at the PE level in 2024 compared to 5,364 in 2023 which is a decrease by 403 students

(8%). In both 2023 and 2024, the largest increase in enrolment was of learners with partial visual disability at which in 2023 it was 2,393 students reducing to 1,956 students in 2024 (-18%). This was followed by learners with intellectual impairment (mental) at which in 2023 it was 663 increasing to 734 in 2024 (by 11%). Enrolment of learners with Hearing Impairment (Deaf) and Physical Impairment was also high compared to others at 473 and 610 in 2024 respectively. In future, the Government will produce data in comparison to population of learners with disabilities in the country in order to be able to determine whether the level of enrolment is satisfactory or not and whether the fluctuations in enrolment are due to inefficiencies in the system or the situation of persons with disabilities within the general population.

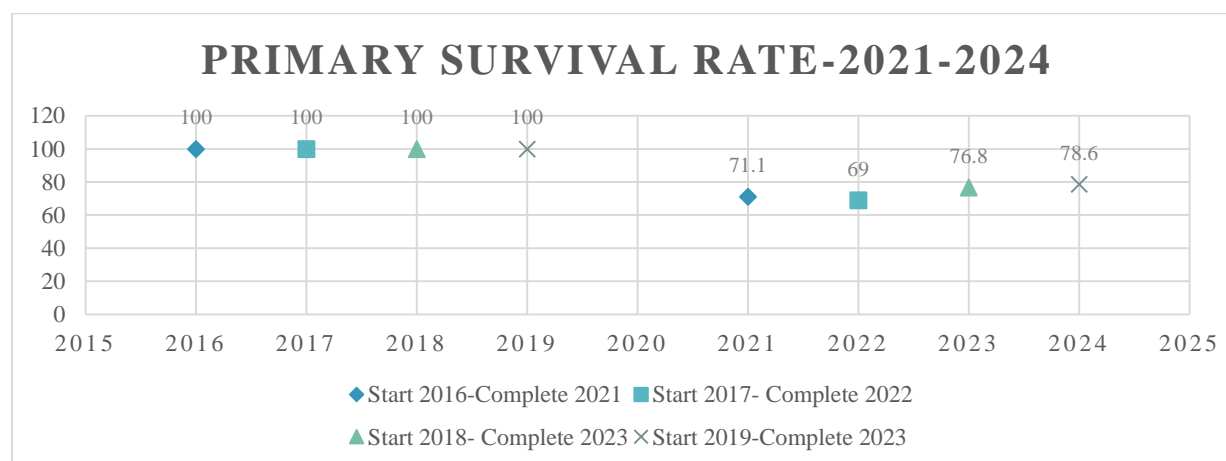
Table 12: Primary Pupils with Disabilities in Primary Schools; 2021,2022, 2023 and 2024

SN	Type	Total Enrolment		Percent of Total		Difference 2023-2024	
		2023	2024	2023	2024	Number	%age
1.	Visual	30	24	0.6%	0.5%	-6	-20%
2.	Partial Visual	2,393	1,956	44.6%	39.4%	-437	-18%
3.	Albino	51	62	1.0%	1.2%	11	22%
4.	Physical	564	610	10.5%	12.3%	46	8%
5.	Deaf	575	473	10.7%	9.5%	-102	-18%
6.	Mute	484	549	9.0%	11.1%	65	13%
7.	Mental	663	734	12.4%	14.8%	71	11%
8.	Mixed	257	274	4.8%	5.5%	17	7%
9.	Others	347	279	6.5%	5.6%	-68	-20%
10.	Total	5,364	4,961	100.0%	100.0%	-403	-8%

2.3.7 PRIMARY SURVIVAL RATE

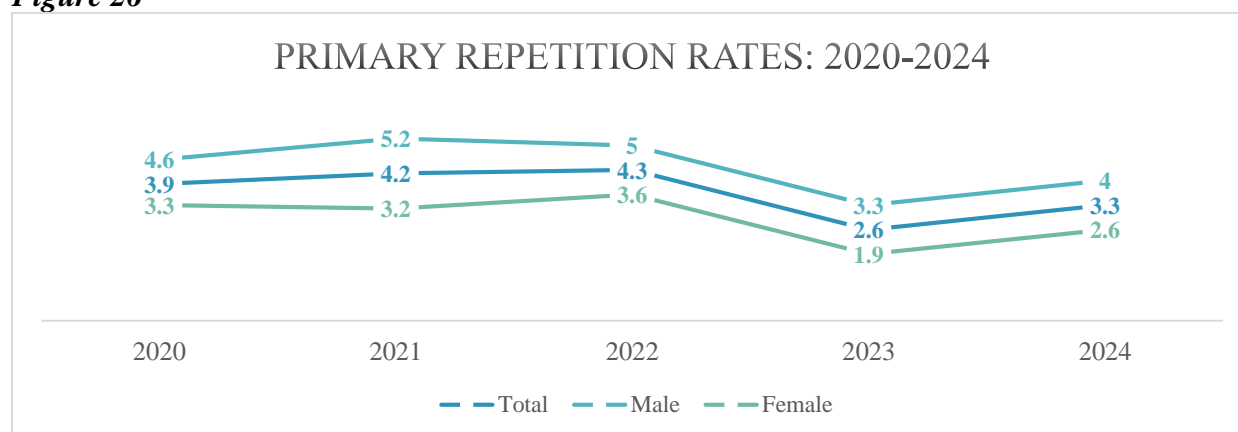
Figure 25 shows that Survival Rate at the primary education level was at 71.1% in 2021 compared to the 100% of pupils entering Standard I in 2016. Survival Rate for pupils starting Standard I in 2017 was lower than that of pupils starting Standard I in 2016 (69%). Survival Rate for 2024 was at 78.6% showing an improvement from previous years but still indicating that a great number of students starting Standard I in 2019 did not survive to the last grade of Primary. A steady downward trend can be observed in both data sets for the available data. For example, the trend for pupils starting Standard I in 2016 continued to go down over the years, going from 100 in 2016 to 89.7 in 2017, 80.8 in 2019 and ultimately 71.1 in 2021. This means that the system gradually lost children who either dropped out of school or repeated grades at which over the period of six years for every 100 children enrolled, 29 had dropped out of the grade. Also, data from AESA shows that female survival rates were significantly higher than male rates at which in 2023 female rate was 84.4 while male was 70 and in 2024 female was 82.8 and male 74.3. This calls for stern measures that focus on boys', dropout and repetition in order to reverse this trend.

Figure 25: Primary Survival Rate 2016-2021 and 2017 – 2024



2.3.8 PRIMARY REPETITION RATES

Figure 26



shows that repetition rate at the Primary level has remained below 5% over the past five years at which in 2020 it stood at 3.9% dropping to 3.3% in 2024 although not steadily dropping. Repetition was higher for boys at 4.6% compared to girls 3.3% in 2020 and remained lower for girls at 2.6% compared to boys 4% in 2024. Throughout the five-year period boys' repetition rate remained higher than that of girls and could partly explain why survival rates for boys are lower. This calls for specific actions to be taken to ensure that boys keep up with required benchmarks to continue with relevant grades.

Figure 26: National Primary Repetition Rate 2020-2024

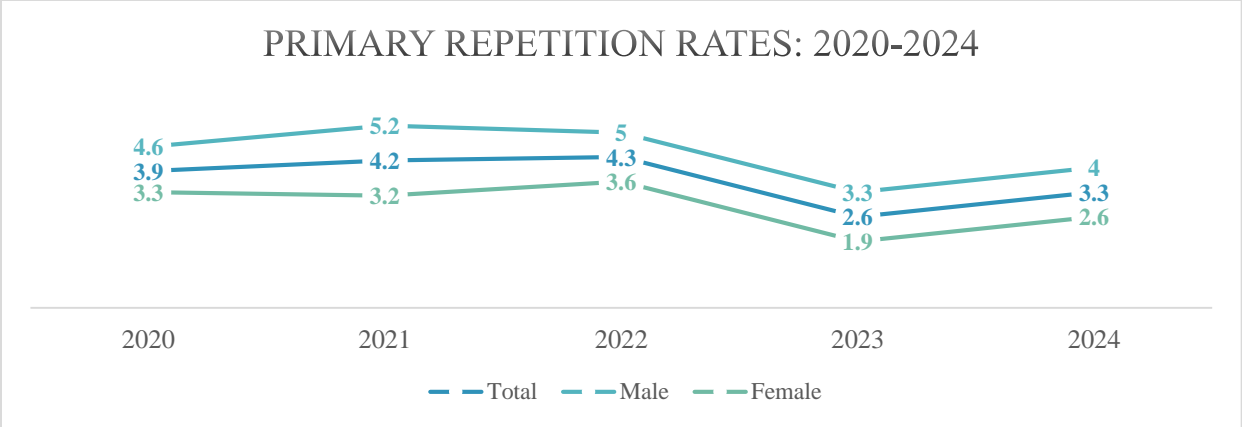
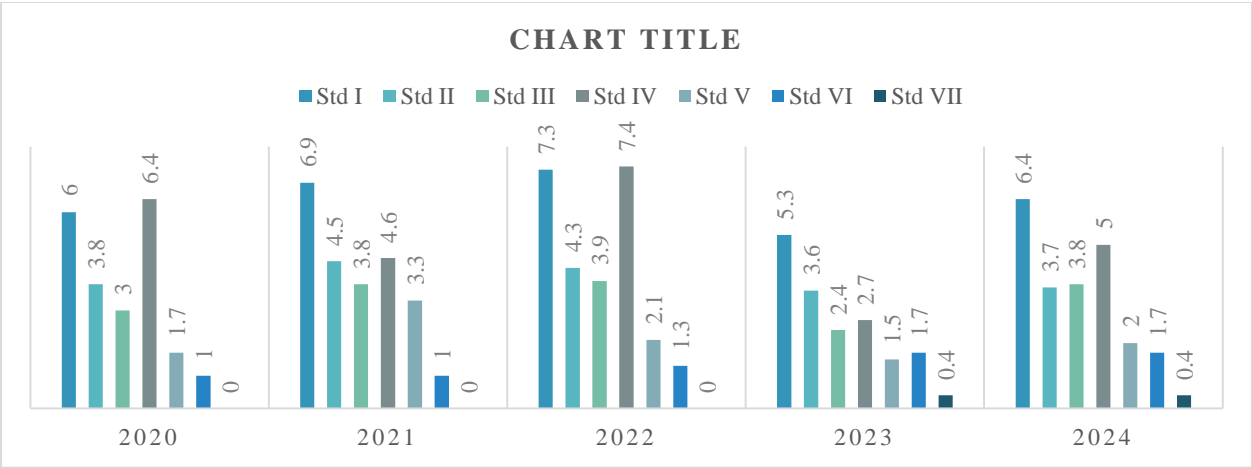


Figure 27 shows that the highest repetition by Grade throughout the five years' period happened at Standard I at which in 2020 it stood at 6% increasing to 6.9% in 2021, 7.3% in 2022, dropping to 5.3 in 2023 and again increasing to 6.4% in 2024. This shows instability of the system to maintain attendance of students once they have been enrolled at the Primary school level.

Furthermore, Standard IV follows in high repetition rates at which the highest over the five-year period was in 2022 at 7.4% reducing to 5% in 2024. This can be explained by the fact that the pupils sit for an exam at the end of Std IV and those who fail have to repeat the grade. The lowest dropout is at Standard V, VI and VII where in 2022, Standard VI, which was the final grade of Primary at the time, recorded repetition rate of 1.3% and Standard VII in 2023 and 2024 recorded 0.4% repetition rate. Note that all students who complete the primary education cycle are required to continue with secondary education regardless of performance and hence the reason as to why this level sees a very low repetition rate.

Figure 27 Primary Repetition Rate by Grade: 2020-2024

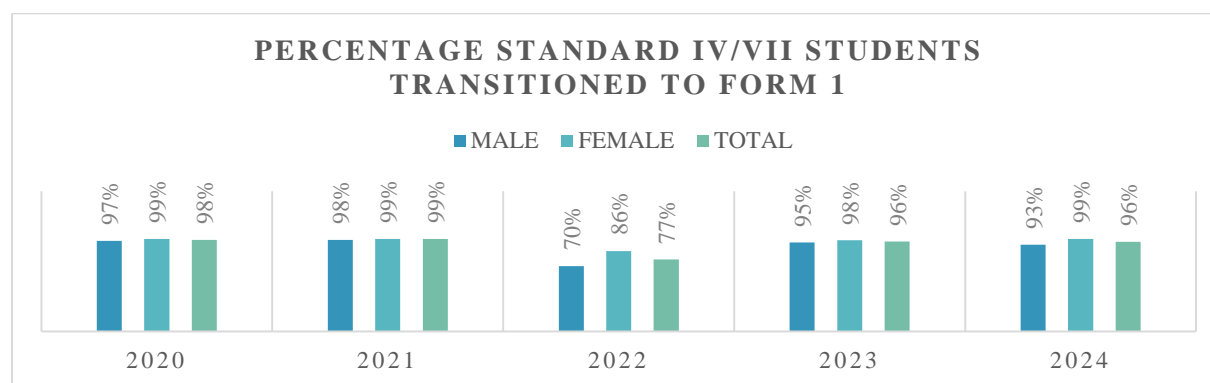


2.3.9 STANDARD VI COMPLETION AND TRANSITION FROM PRIMARY TO SECONDARY

Data in

Figure 28 shows that the percentage transition to Form 1 from Standard VI/VII has been high over the five-years period at which in 2020 it stood at 98%, decreasing to 96% in 2024. The transition was higher for girls compared to boys over all the five years, stabilizing at 99% in 2024 while boys being 93%. On the other hand, The Government re-introduced Standard VII in 2022 at which a decision was made to split the Standard VI students who were expected to enter Form 1 such that those who got grade A, B, and C entered Form 1 while those getting lower remained at Standard VII. This resulted into a major drop in the number of students completing the Primary education cycle. Only 77% of those completing transitioned to Form 1 in 2023. Out of the female students completing, 86% transitioned compared to boys 70%. The situation balanced in 2024 transition as there was no more split of those completing Standard VI into two grades and neither was there restriction in entry to Form 1 for all students completing the cycle.

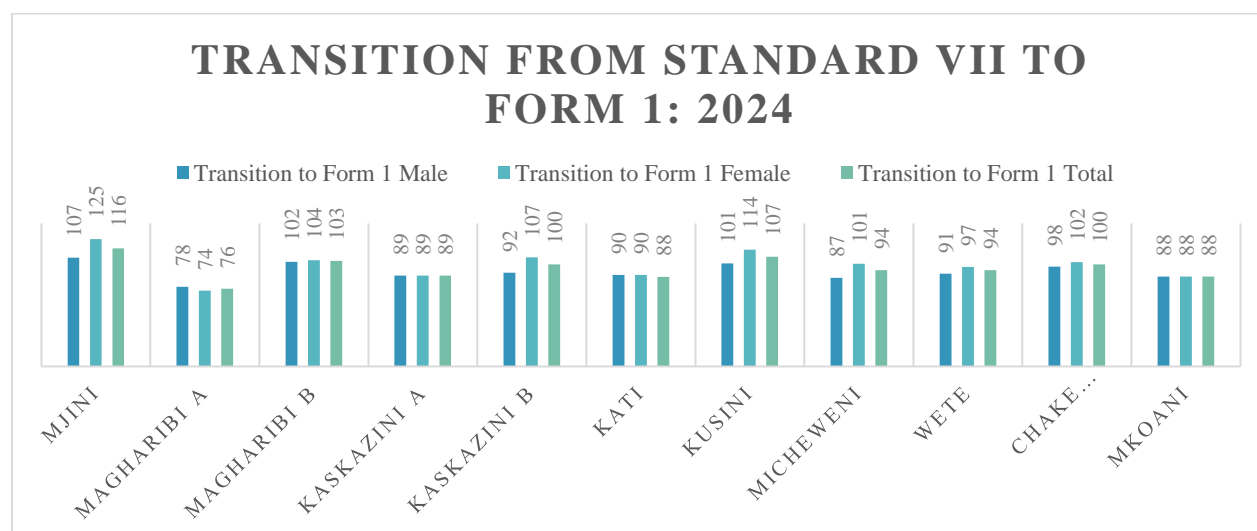
Figure 28: Primary to secondary transition over a period of 5 years



The data in **Figure 29** shows High Transition Rates in Some Districts particularly Mjini which had the highest transition rate: 115.7% (Male: 106.6%, Female: 124.7%) and Magharibi B and Kusini both with transition rates above 100%. On the other hand, low transition rates were experienced in Magharibi A which had the lowest transition rate: 76.2% (Male: 78.1%, Female: 74.3%) and Mkoani also with a rate of 87.9%.

In terms of gender disparities, Females had higher transition rates in most regions, particularly in: Mjini (Females: 124.7%, Males: 106.6%); Kusini (Females: 114.3%, Males: 100.7%); and Kaskazini B (Females: 106.8%, Males: 91.9%)¹⁵. However, in Magharibi A, males had a slightly higher transition rate than females (78.1% vs. 74.3%).

Figure 29: Transition from Standard VII to Form 1: 2024

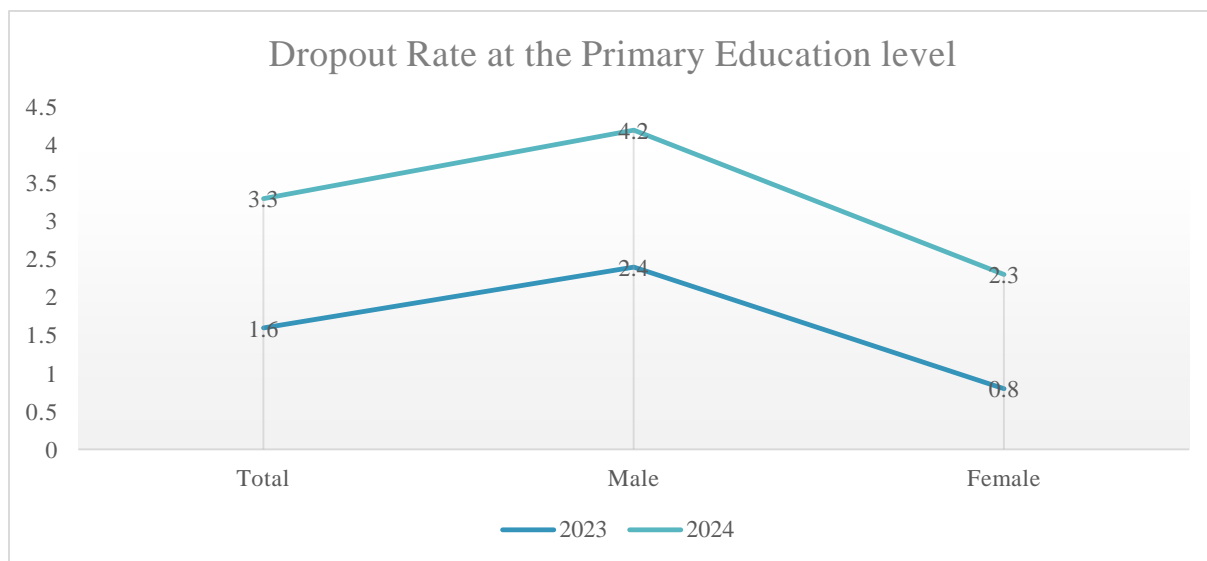


¹⁵ Percentages above 100% are unusual which could be due to influx of students from outside the expected Districts, re-admission of dropouts and data inconsistencies. The MoEVT will explore to find out why these figures and ensure in upcoming reports these unusual figures are explained.

2.3.10 PRIMARY DROPOUT RATES

Data in **Figure 30** shows overall increase in dropout rates at which the total dropout rate has more than doubled, rising from 1.6% in 2023 to 3.3% in 2024. The data shows higher dropout rates among Males in both years at which in 2023, the male dropout rate was 2.4%, three times higher than the female rate (0.8%). By 2024, the male dropout rate had increased to 4.2%, nearly double the previous year's. Likewise, while female dropout rates were much lower in 2023 (0.8%), they increased significantly in 2024 to 2.3%. Although still lower than male dropout rates, this suggests growing challenges in retaining female students in school as well. The dropout rate gap between male and female students widened further in 2024. While males have consistently had higher dropout rates, the relative increase in female dropout rates suggests that both genders are facing increasing difficulties, although males continue to be more affected.

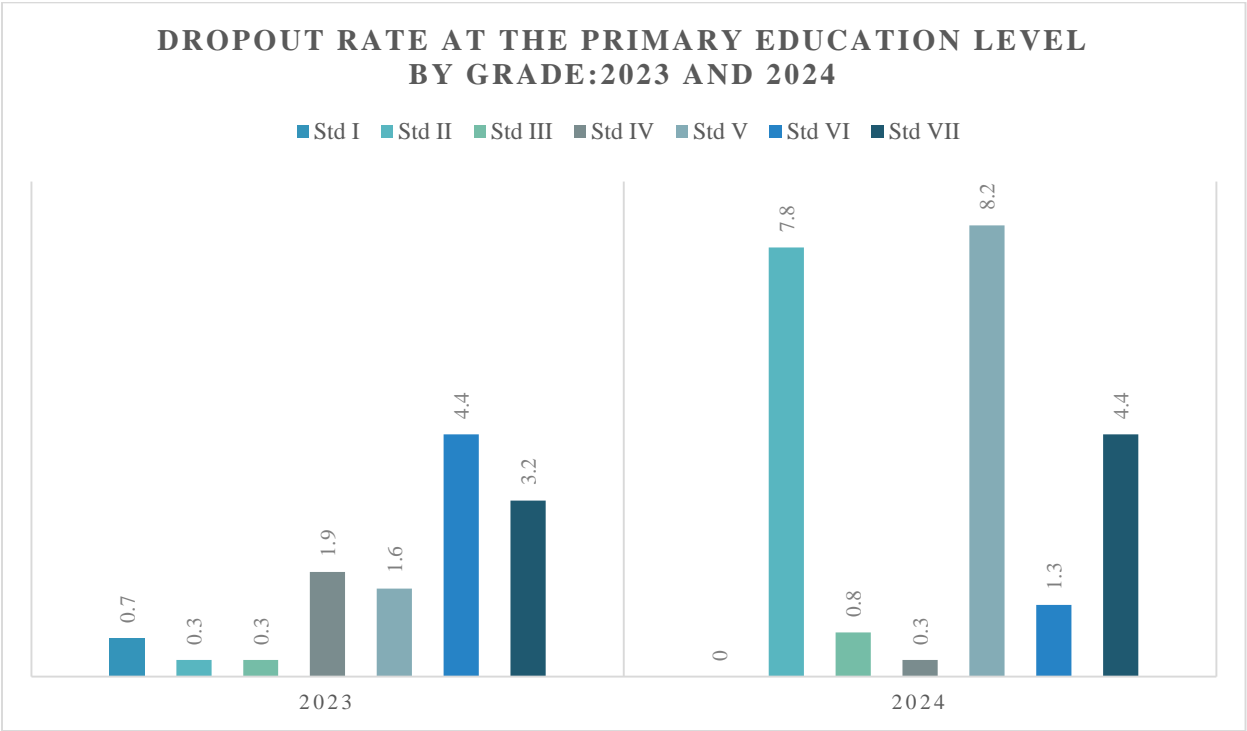
Figure 30: Dropout Rate at the Primary Education level



The data by grade in

Figure 31 shows significant increase in Dropout Rates in Standard II and Standard V in 2024. The dropout rate for Standard II increased from -0.3% in 2023 to 7.8% in 2024, indicating a dramatic shift from a net gain possibly due to re-enrolment. Standard V also saw a major increase, jumping from 1.6% in 2023 to 8.2% in 2024, suggesting substantial challenges in retaining students at this level. The dropout rate for Standard VII increased from 3.2% in 2023 to 4.4% in 2024, indicating more students are dropping out of school at the final primary level. Likewise, Standard I showed an improvement, dropping from 0.7% in 2023 to 0% in 2024, meaning no reported dropouts at this level. Standard III and IV saw relatively stable dropout rates with minor changes. On the other hand, standard VI experienced a sharp decline, moving from 4.4% in 2023 to 1.3% in 2024, indicating improved retention or interventions in this grade.

Figure 31: Dropout Rate at the Primary Education level by Grade:2023 and 2024

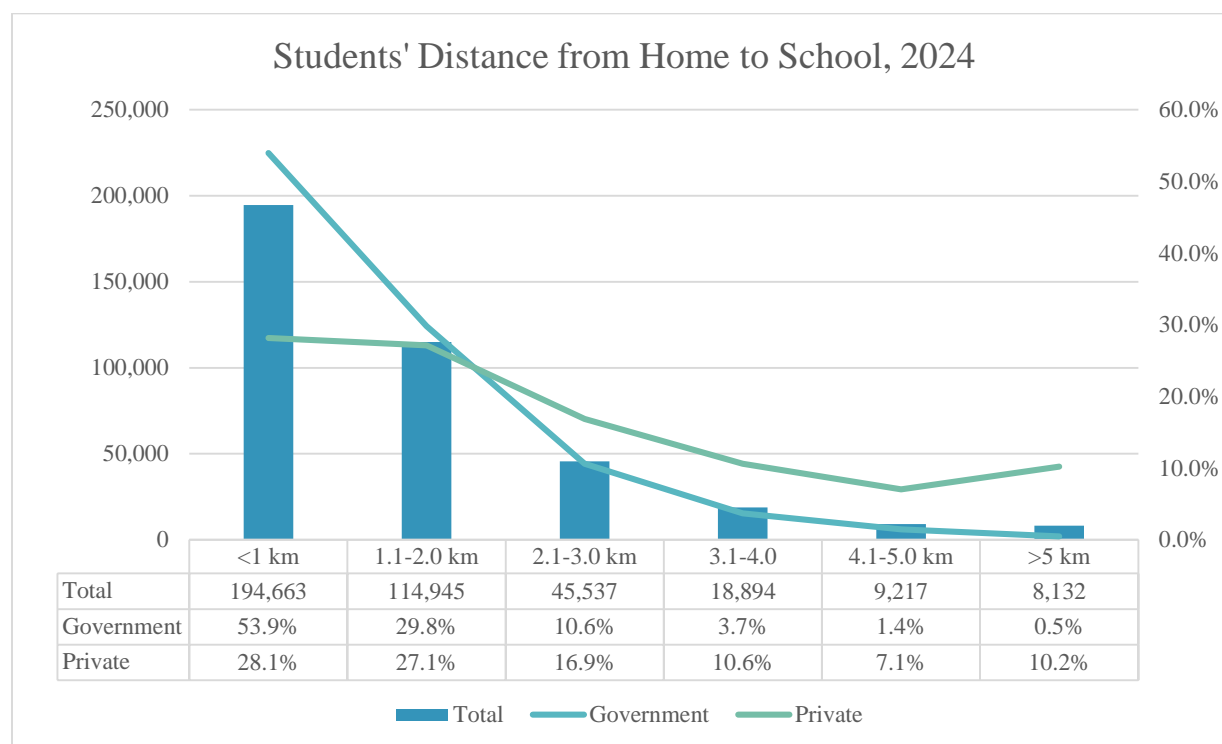


2.3.11 DISTANCE TO AND FROM SCHOOL AMONG PRIMARY SCHOOL LEARNERS

Data in

Figure 32 shows that most primary students live close to school, but more travel further compared to Pre-primary. 52% (194,663 students) live within 1 km of their school, showing a high level of local accessibility. 30% (114,945 students) travel 1.1-2 km, bringing the total within 2 km to 82%, similar to pre-primary trends. However, 18% travel beyond 2 km, indicating that primary school students are less likely to travel further than pre-primary students. The data shows that Government schools are more locally accessible with 53.9% of government school students living within 1 km, compared to 28.1% in private schools. A much lower 0.5% of government school students travel beyond 5 km, reinforcing the idea that government schools are more evenly distributed across areas. On the other hand, private schools serve more students from a wider area with only 28.1% of private school students live within 1 km, much lower than government schools. However, more private school students travel longer distances with 10.2% travelling beyond 5 km (compared to just 0.5% in government schools); 7.1% travelling between 4.1-5 km (compared to 1.4% in government schools); and 16.9% travelling 2.1-3 km, compared to 10.6% in government schools. This suggests that private schools may be concentrated in certain areas, requiring families to travel further.

Figure 32: Distance to and from School among primary school learners, 2024



2.4 QUALITY AT THE PRIMARY EDUCATION LEVEL

2.4.1.1 PRIMARY EDUCATION TEACHERS

The total number of primary school teachers increased by 12% from 10,430 in 2023 to 11,655 in 2024 at which Male teachers saw a higher percentage increase (16%) compared to female teachers (10%), though females still dominate the workforce. In 2023, 77% of teachers were female, dropping slightly to 76% in 2024. Government schools had 80% female teachers in 2024, while private schools had 66% female teachers. This highlights a continuing trend where primary school teaching remains a female-dominated profession, with only slight changes year-over-year. The data shows that there was an increase in both government and private school teachers at which in Government schools the number of teachers grew from 7,207 teachers in 2023 to 7,868 in 2024 (9% increase) and in Private schools from 3,223 to 3,787 (17.5% increase), showing a faster growth rate.

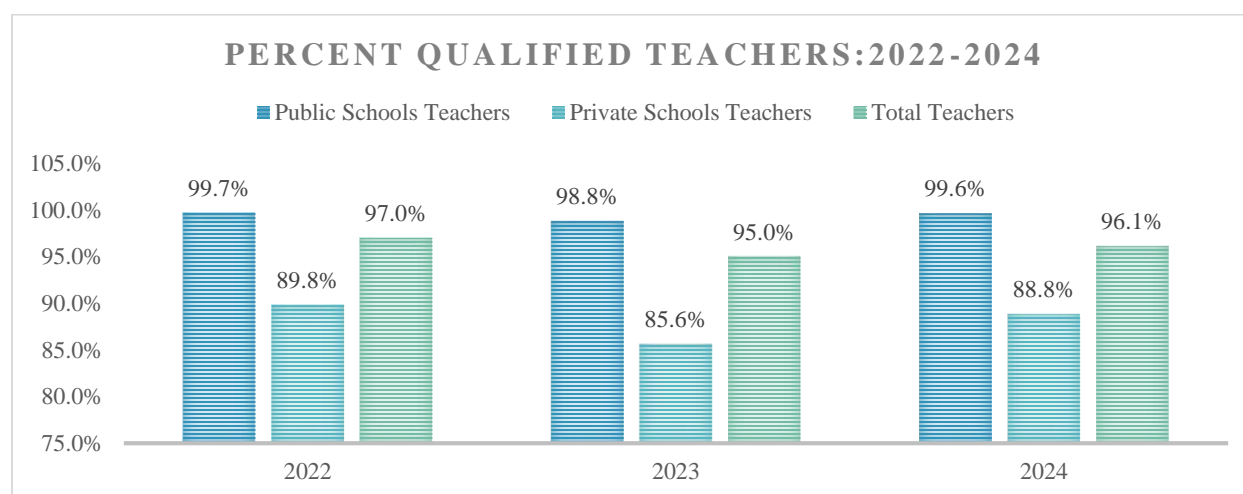
In 2023, 69% of all primary school teachers worked in government schools, and in 2024, this slightly declined to 68%. The percentage of female teachers in government schools also dropped marginally from 73% to 72%, showing a minor shift towards more balanced gender representation. See **Table 13** for further details.

Table 13: Number of Primary Education Teachers

Category	2023			%	2024			%
	Male	Female	Total		Male	Female	Total	
Government	1,371	5,836	7,207	81%	1,552	6,316	7,868	80%
Private	1,068	2,155	3,223	67%	1,278	2,509	3,787	66%
Total	2,439	7,991	10,430	77%	2,830	8,825	11,655	76%
% Government	56%	73%	69%	105%	55%	72%	68%	56%
Increase from 2023					16%	10%	12%	

In terms of qualified teachers, in 2024, 96.1% of the teachers were qualified, constituting 99.9% Public and 88.8% Private school teachers. The percentage of qualified teachers fluctuated over the past three years at which in 2022 it stood at 97.0% reducing to 95.6% and again increasing to 96.1%. Private schools consistently maintained a lower percentage of qualified teachers at below 90% while the Public schools maintained above 98% of qualified teachers. See **Figure 33** for more details.

Figure 33: Percent of Qualified Teachers: 2022-2024



2.4.1.2 PUPIL TEACHER RATIO (PTR)

Figure 34 shows that the Public schools have maintained a PTR between 40:1 and 45:1 during 2020 and 2024 while the Private Schools maintained a PTR of 17:1 throughout the period of five years. The Public schools PTR deteriorated between 2020 and 2023 at which in 2020 it was 40:1 increasing to 45:1 in 2023. The PTR improved from 45:1 in 2023 to 42:1 in 2024.

Figure 34: National PTR Government & Private Schools:2020-2024

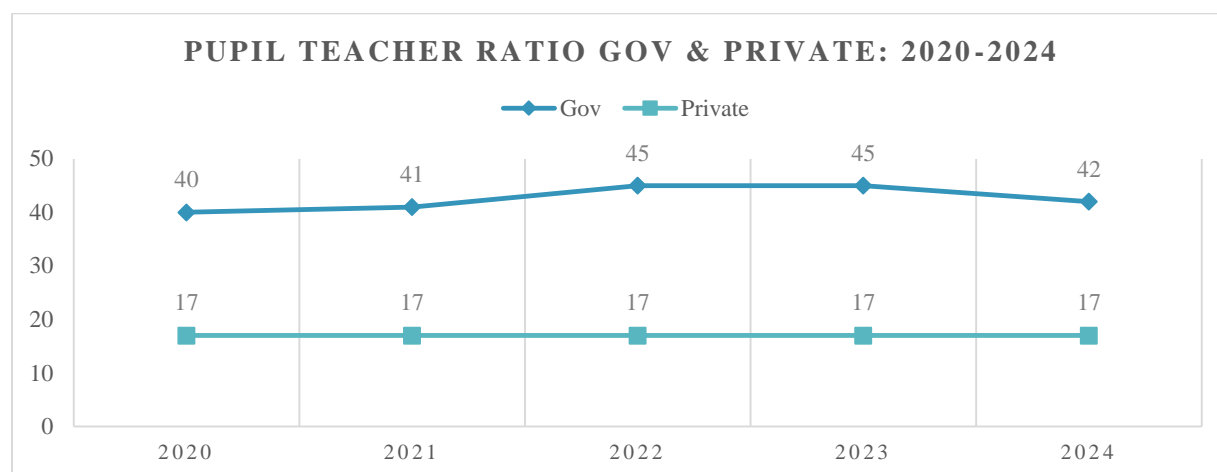
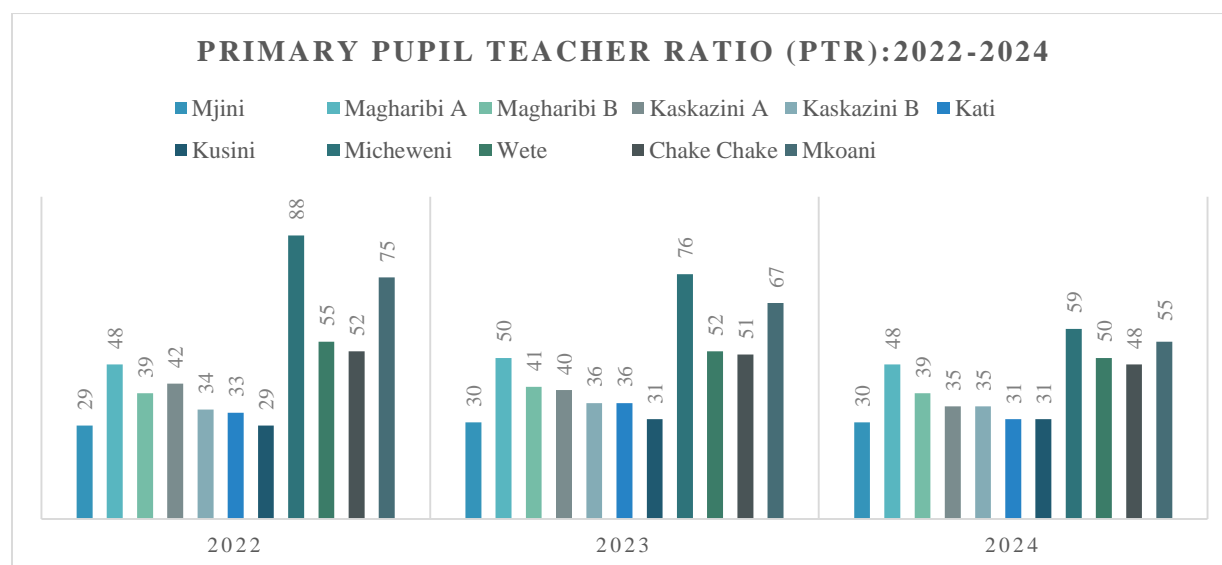


Figure 35 shows that even though the national PTR has remained stable over the five year period ranging from 40:1 to 45:1, there remains high discrepancies among districts. The government policy standard PTR for primary education level is 45:1. Micheweni has persistently shown a high PTR for the five years ranging from 76:1 in 2020 to 59:1 in 2024 indicating that the situation is improving. Mkoani districts follows Micheweni at which in 2020 the PTR was 64:1 and decreased to 55:1 in 2024. Meanwhile Mjini District consistently registered lower PTR than the rest of the Districts at which in 2024 it stood at 30:1 followed by Kati and Kusini at 31:1.

Figure 35: Primary Pupil Teacher Ratio (PTR):2022-2024



2.4.1.3 IMPLEMENTATION OF THE PRIMARY TEACHER ALLOCATION PROTOCOL (P-TAP)

The Government, in collaboration with Sida and the GPE, are implementing the P-TAP under the Programme for Education Results Zanzibar (PERZ). The aim is to ensure that any newly deployed teachers are only allocated to schools with the highest need hence leading to improved District PTR. In FY2021/22 the intervention focused on the development of the Primary Teacher Allocation Protocol (P-TAP) and the actual P-TAP teacher allocation model showing priority schools and corresponding teacher requirements to reach agreed compliance levels. The first actual deployment process for primary teachers under the P-TAP was conducted during FY 2022/23 at which a total of 529 primary teachers were deployed to schools out of those deployed 213 (40.3%) complied with the P-TAP priority list

During FY2023/24 MoEVT, out of a total of 400 new deployments 391 (97.75%) were compliant with the P-TAP 2023 list of priority vacancies. This shows an improvement in the equitable distribution of teachers over the past two years hence leading to reduced inequity. See **Table 14** for more information.

Table 14: Number of Teachers Allocated in 2023/24 and compliance to the P-TAP

SN	District	Number of Teachers Allocated in 2023/24	Compliant placements 2023/24	Percent Compliance
A.	Pemba			
1.	Mkoani	148	146	99%
2.	Micheweni	115	115	100%
3.	Wete	75	71	95%
4.	Chake chake	33	33	100%
	Sub Total	371	365	98.40%
B.	Unguja			
5.	North A	18	17	94%
6.	North B	3	1	33%
7.	Central	3	3	100%
8.	South	0	0	100%
9.	West A	5	5	100%
10.	West B	0	0	100%
11.	Urban	0	0	100%
	Sub Total	29	26	89.70%
	Total	400	391	97.75%

2.4.1.4 PRIMARY TEACHING AND LEARNING MATERIALS

Table 15 **Error! Reference source not found.** shows that the Government continued to distribute books to schools at which in 2024 a total of 859,725 books were distributed against 345,084 distributed in year 2023¹⁶. 16% of the distributed books were for the English subject, 15% Mathematics and 13% Sayansi. Regardless of the differences in the number of books

¹⁶ The 2023 books were reference books in general and not those that are aligned to the revised PPE & PE curriculum.

distributed, schools maintained a PTbR of between 3:1 (Michezo and Elimu ya Amali) and 6:1 (Kiswahili) for all subjects. The average Pupil Textbook Ratio (PTbR) stood at 4:1. The government policy standard is a PTbR of 1:1.

Table 15: Number of Books Distributed by Title at the Primary level, 2024¹⁷

Subjects	Std I	Std II	Std III	Std IV	Std V	Std VI	Std VII	Total
Arabic				25,555			20,929	46,484
Islamic knowledge	24,195			25,555			20,929	70,679
ICT/Computer studies					11,829	10,494		22,323
Geography					14,322	12,863		27,185
Uraia/Civics					13,815	12,250		26,065
Mathematics	24,195	15,534	13,550	25,555	14,758	12,508	20,929	127,029
Kiswahili	24,195	10,872	8,715	25,555	12,110	11,055	20,929	113,431
English	24,195	18,939	18,660	25,555	14,018	11,206	20,929	133,502
Mazingira	24,195			25,555			20,929	70,679
Sayansi		15,011	12,398		12,781	11,456		51,646
Sayansi Jamii		13,202	12,070					25,272
Sanaa na Ubunifu	24,195			25,555			20,929	70,679
Sayansi and Technology				25,555			20,929	46,484
Michezo					14,877	13,390		28,267
Total Books	145,170	73,558	65,393	204,440	108,510	95,222	167,432	859,725

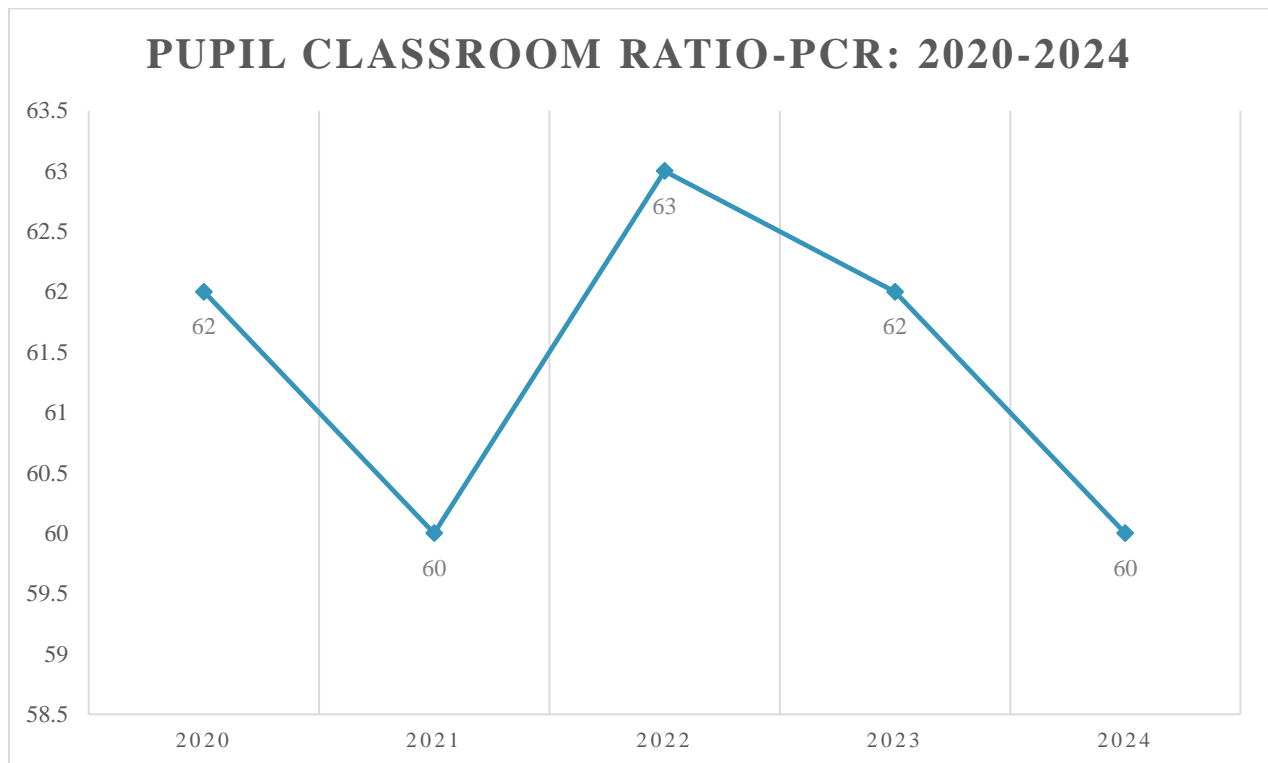
Similar to the P-TAP, the Government through PERZ is implementing the Primary Teaching and Learning Materials Allocation Protocol (P-TLMAP) that aims at ensuring equitable distribution of produced books at which the compliance level was 93.13% of the target level. None the less, for all the books distributed in 2024 as pertaining to standard I, IV and VIII, the Pupil Textbook Ratio (PTbR) was 1:1. Note that for the remaining grades, books were supposed to have been distributed so that they would start to be used in calendar year 2024. However, delay in development and printing of the books suggest that the books will only reach schools by mid of 2025. This has negative impact on learning achievements hence the Government is working with its partners to ensure that these delays will be minimized in future Teaching and Learning Materials (TLM) provision.

¹⁷ The number of books for first grade, fourth grade, and seventh grade. These are the books distributed this year that align with the new syllabus

2.4.1.5 PUPIL CLASSROOM RATIO (PCR) AT THE PRIMARY EDUCATION LEVEL

Figure 36 shows that the PCR at the Primary level has been unstable over the past five years at which there has not been significant improvement. Instead the PCR fluctuated at which in 2020 it was 61:1 reducing to 60:1 in 2022 and again increasing to 63:1 in 2022. The PCR went down to 62:1 in 2023 and again by two points reaching 60:1 in 2024. The Policy standard is 45:1 hence an indication that the sector has to intervene more strongly on the construction of new schools and classrooms in order to achieve the intended policy goal.

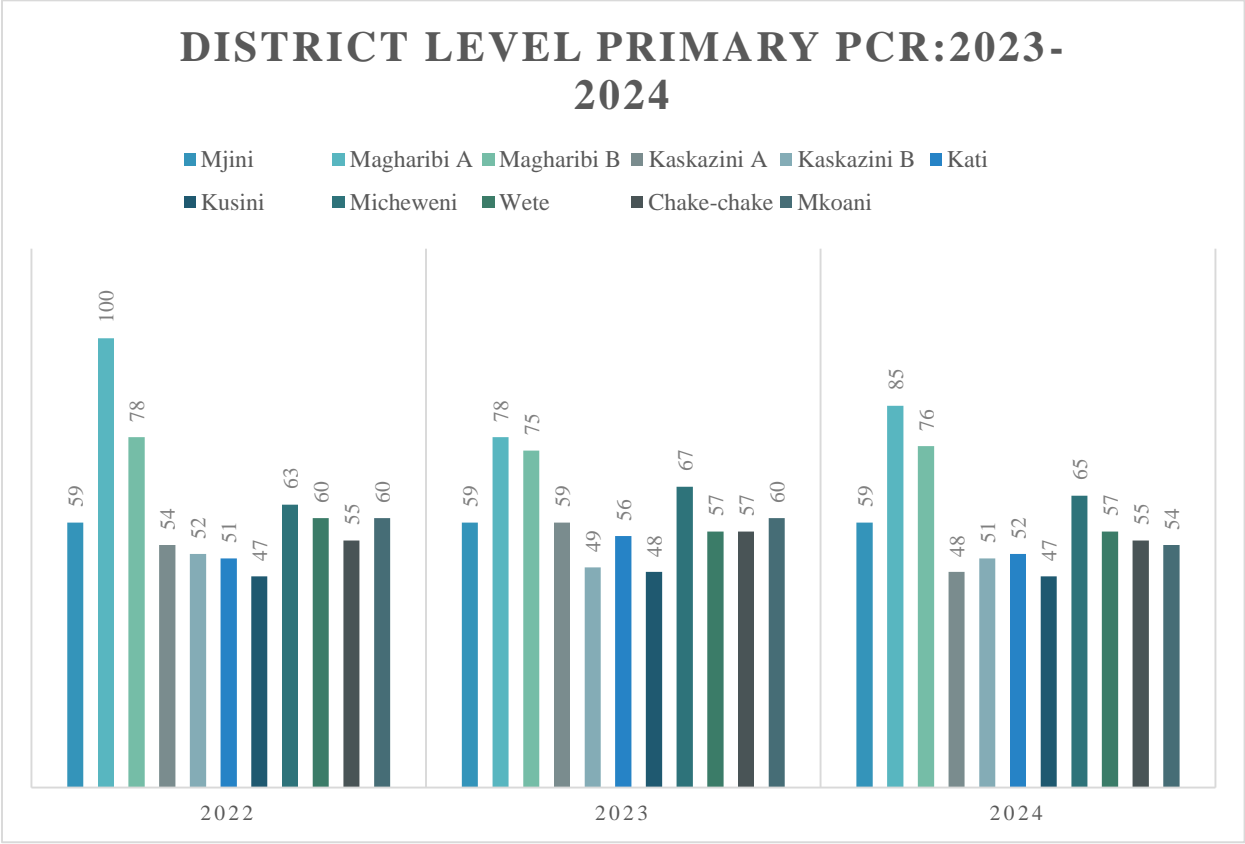
Figure 36: Pupil Classroom Ratio-PCR: 2020-2024



Meanwhile Data in

Figure 37 shows differences between Districts at which Mjini remained constant at 59 for all three years while Kusini stays almost the same (47, 48, 47) and Mkoani was stable in 2022 and 2023 (60) but dropped to 54 in 2024. Significant changes can be observed in Magharibi A which shows a sharp decline from 100 in 2022 to 78 in 2023, then a slight increase to 85 in 2024. Kaskazini A fluctuated, rising from 54 in 2022 to 59 in 2023, then dropping to 48 in 2024 while Micheweni increased from 63 in 2022 to 67 in 2023, then slightly declining to 65 in 2024. Magharibi B shows a slight decrease from 78 to 75 and then a small increase to 76 in 2024. Overall, the data shows that Magharibi A remained the District with highest PCR (85:1) followed by Magharibi B (76:1), Micheweni (65:1) and Mjini (59:1).

Figure 37: District Level Primary PCR:2023-2024



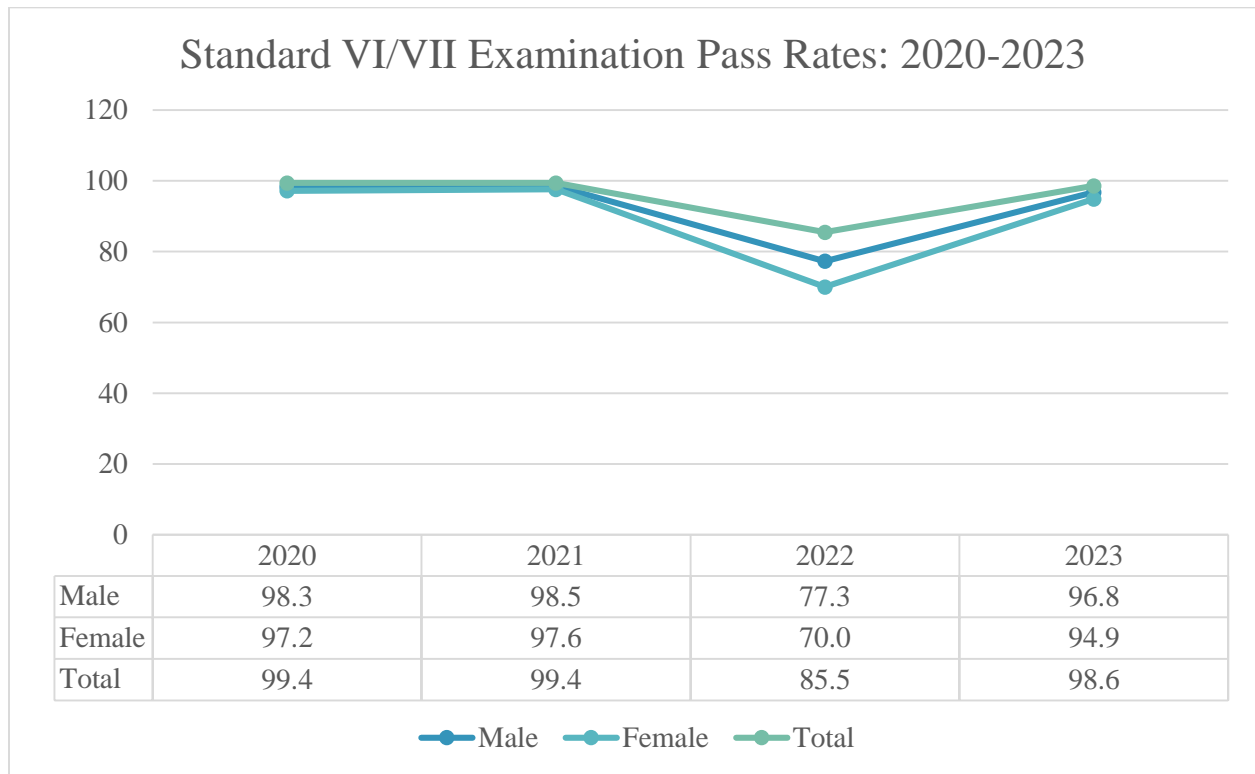
2.4.1.6 PERFORMANCE IN PRIMARY SCHOOL EXAMINATIONS

The data in

Figure 38 shows that from 2020 to 2021, the pass rates for both males and females remained high and stable however, in 2022, there was a sharp decline in the pass rate for both genders, with males dropping from 98.5% to 77.3% and females from 97.6% to 70%. In 2023, the pass rates rebounded significantly, with males at 96.8% and females at 94.9%. The decline in 2022 is associated with the Government Policy changes in PSLE grading at which some of the students were to be selected to join Form I while others were to join standard VII following the Government decision to recall standard VII.

In terms of gender comparisons, in 2020 & 2021 males consistently had a slightly higher pass rate than females. While in 2022 the decline affected both genders, but females had a greater drop (27.6% drop for females vs. 21.2% drop for males). Likewise, in 2023 a recovery was observed, with males still having a higher pass rate than females. The male pass rate recovered more than the female pass rate (from 77.3% to 96.8% for males vs. 70% to 94.9% for females).

Figure 38: Standard VI/VII Examination Pass Rates: 2020-2023



3. ACCESS, EQUITY AND QUALITY AT THE SECONDARY EDUCATION LEVEL

3.1 ACCESS AND EQUITY AND THE SECONDARY EDUCATION LEVEL

3.1.1 TOTAL ENROLMENT AT THE ORDINARY SECONDARY EDUCATION LEVEL

Data in **Table 16** shows that the total enrolment at the ordinary secondary education level (O-Level) decreased from 111,173 in 2022 to 103,533 in 2023 (-7,640 students, a 7% decrease). However, enrolment increased in 2024 at 116,634 students (+13,101 students, a 13% increase from the previous year). Enrolment in Government Schools declined in 2023 (-5,721 students, -5.82%) and rebounded in 2024 (+12,477 students, +13.49%). Meanwhile, Non-Government Schools enrolment declined in 2023 (-1,919 students, -14.83%), experienced a modest increase in 2024 (+624 students, +5.66%). The data shows that Government schools experienced a larger absolute gain in 2024 compared to Non-Gov. schools at which Non-Gov. schools had lower enrolment in 2023 and showed only a small recovery in 2024.

In terms of gender, female enrolment declined more sharply in 2023 (-9%) compared to Males (-4%). Recovery in 2024 was nearly equal for both genders (Females +12%, Males +14%). Despite the fluctuations, Female enrolment remained consistently higher than Male enrolment.

Table 16: Total Enrolment at the Ordinary Secondary School level

Category	2022			2023			2024		
	M	F	Total	M	F	Total	M	F	Total
Gov.	42,540	55,691	98,231	41,574	50,936	92,510	47,863	57,124	104,987
Non Gov.	6,030	6,912	12,942	5,212	5,811	11,023	5,473	6,174	11,647
Total	48,570	62,603	111,173	46,786	56,747	103,533	53,336	63,298	116,634
% Non Gov.	12%	11%	12%	11%	10%	11%	10%	10%	10%
Annual Increase (Number)				-1,784	-5,856	-7,640	6,550	6,551	13,101
Annual Increase (%)				-4%	-9%	-7%	14%	12%	13%

3.1.2 SECONDARY (O-LEVEL) NATIONAL NET ENROLMENT RATE (NER) AND GROSS ENROLMENT RATE

Figure 39 shows that at the Ordinary secondary NER dropped from 43.7 in 2022 to 41.5 in 2023 (-5.03% decrease) however saw a significant recovery in 2024 with a total NER of 46.7 (+12.53% increase). Female NER dropped significantly (-9.04%) in 2023, contributing to the overall decline while male NER remained relatively stable with a slight increase (+0.27%). In

2024 male NER jumped by 14.21%, showing the highest increase while female NER also rebounded by 11.02%, surpassing the 2022 level.

Figure 39: Net Enrolment Rate (NER) at Ordinary Secondary Education: 2022-2024

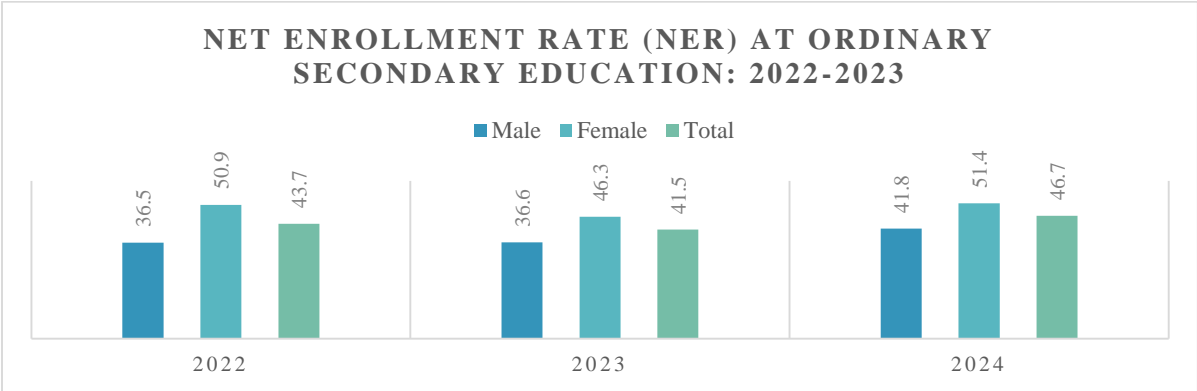
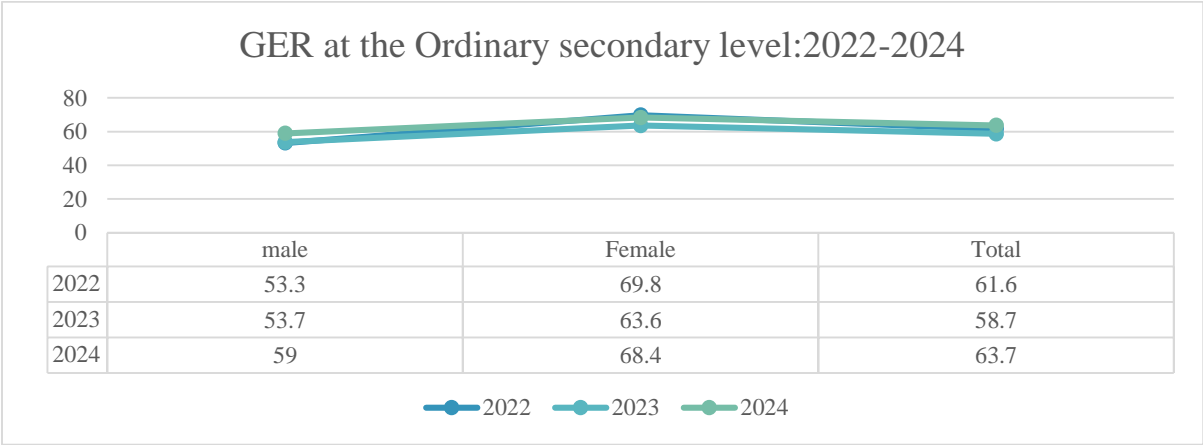


Figure 40 shows that Gross Enrolment Rate (GER) at the ordinary secondary level dropped from 61.6% in 2022 to 58.7% in 2023 (-4.71% decrease) with the largest decline being among female students (-8.88%). The total GER increased to 63.7% (+8.52% increase) with male GER having the highest increase (+9.87%) in 2024. Female GER saw a significant drop in 2023 (-8.88%), compared to Male GER which remained stable in 2023 but surged in 2024 (+9.87%). Female GER recovered strongly in 2024 (+7.55%) but did not surpass 2022 levels. Despite fluctuations, female GER remained consistently higher than male GER.

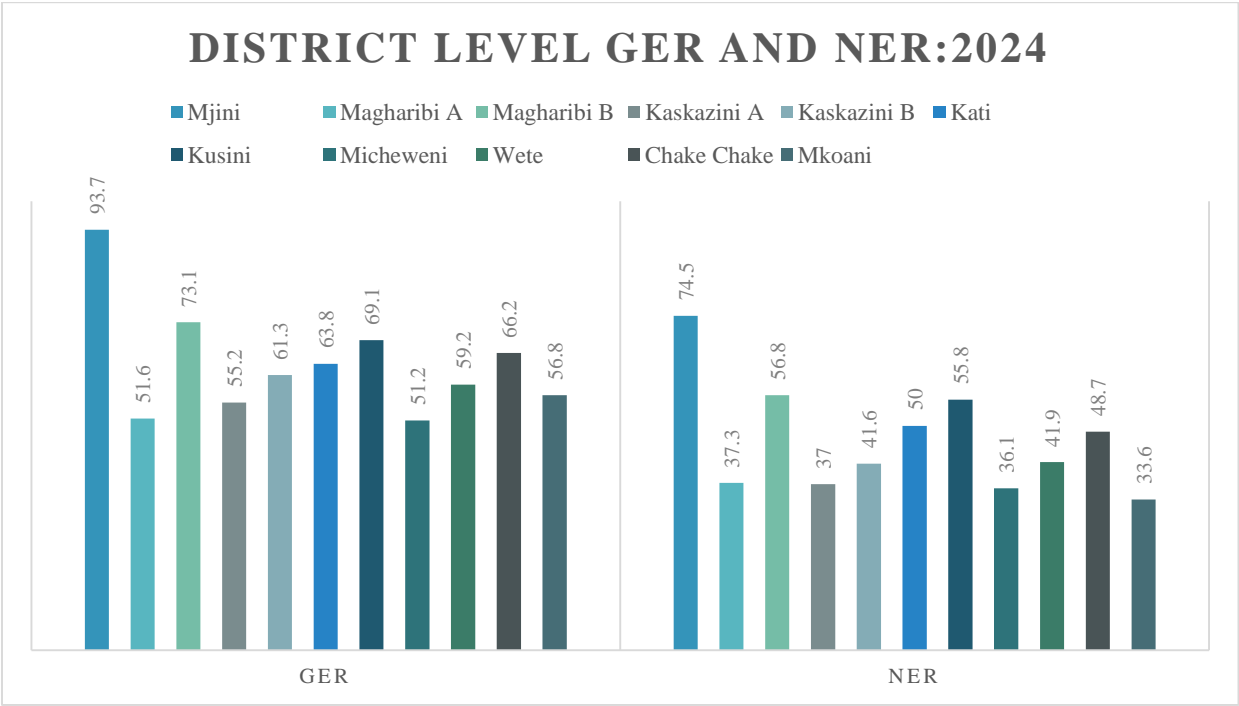
Comparing GER with NER, both saw a decline in 2023, especially for female students. Likewise, 2024 showed a strong recovery, with male GER and NER increasing the most. Female enrolment faced more volatility but remained consistently higher in GER, while NER recovered beyond 2022 levels. The overall trend suggests an improving education system, but further analysis may be needed on gender-specific challenges in school enrolment.

Figure 40: GER at the Ordinary secondary level



District level data in **Figure 41** shows that in 2024, Mjini had the highest GER and NER, indicating strong overall enrolment and a high proportion of age-appropriate students in school. Kaskazini B and Kaskazini A have large GER-NER gaps, suggesting a significant number of students who are either older or younger than the official school age. Mkoani has the lowest NER (33.6%), which means a large percentage of school-age children are not enrolled at the right level. Magharibi A, and Magharibi B indicate that most enrolled students are of the correct school age as they have the smallest GER and NER gap.

Figure 41: District level GER and NER:2024



3.1.3 TOTAL ENROLMENT AT THE ADVANCED SECONDARY SCHOOL LEVEL

Data in **Table 17** shows that the total enrolment at the Advanced Secondary Education level (A-Level) dropped from 6,620 in 2022 to 6,512 in 2023 (-108 students). The decline was more pronounced in government schools (-179 students) compared to non-government schools (+71 students). The total enrolment rose sharply to 9,006 students (+2,494 students) in 2024. The increase was significant in both government schools (+2,263 students) and non-government schools (+231 students). In 2023 the decline was minimal (-2%) but affected both genders while in 2024 recovery was stronger in female enrolment (+46%) compared to males (+30%). The sharp increase in 2024 suggests improved access to education, policy changes, or economic recovery.

Enrolment in Government schools declined in 2023 (-179 students, -3%) and grew significantly in 2024 (+2,263 students, +40%). Non-Government schools' enrolment saw a small increase in 2023 (+71 students, +9%) and continued growth in 2024 (+231 students, +26%). Government schools experienced larger fluctuations, while non-government schools showed steadier growth. In 2022, 13% of total enrolment was in non-government schools increasing to 4% in 2023 and 13% in 2024.

Table 17: Total Enrolment at Advanced Secondary Education level: 2022-2024

Category	2022			2023			2024		
	M	F	Total	M	F	Total	M	F	Total
Gov.	2,980	2,806	5,786	2,876	2,731	5,607	3,710	4,160	7,870
Non Gov.	308	526	834	339	566	905	483	653	1,136
Total	3,288	3,332	6,620	3,215	3,297	6,512	4,193	4,813	9,006
% Non Gov.	9%	16%	13%	11%	17%	14%	12%	14%	13%
Annual Increase (#)				-73	-35	-108	978	1,516	2,494
Annual Increase (%)				-2%	-1%	-2%	30%	46%	38%

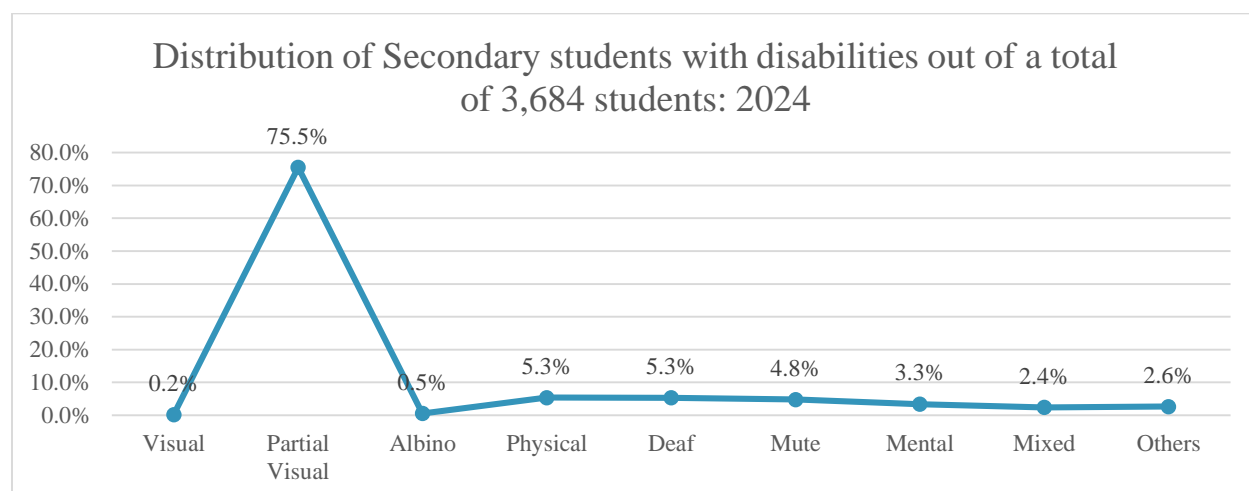
3.1.4 ENROLMENT OF STUDENTS WITH DISABILITIES AT THE SECONDARY EDUCATION LEVEL

Figure 42 shows that the total number of secondary students with disabilities enrolled nationally in 2024 was 3,684. The majority of secondary students with disabilities had partial visual impairment constituting 75.5% of 3,684 students with disabilities. Other common disabilities include physical disabilities and hearing impairments (deafness) each account for 5.3% of students, mute students (4.8%), while mental disabilities account for 3.3%. Other disabilities include albinism (0.5%) and visual impairment beyond partial (0.2%), mixed disabilities (2.4%) and other disabilities (2.6%).

Given that over 75% of cases involve partial visual impairment, schools may need to invest in better lighting, visual aids, and accessible learning materials. the presence of physical, auditory, and speech-related disabilities suggests a need for mobility support, speech therapy, and adaptive communication tools. mental disabilities (3.3%) highlight the importance of psychological and emotional support systems in schools. See

Figure **42** for further details.

Figure 42: Distribution of Secondary students with disabilities: 2024



In terms of district level representation, the largest number of cases were in Chake Chake (421 females, 138 males) and Wete (296 females, 114 males). The highest concentration of students with physical disabilities was in Chake Chake (15 males, 17 females) while the highest concentration of Deaf students is in Magharibi B (21 males, 38 females). Wete has the highest recorded number of Mute and Mentally disabled students. In terms of gender, more females (1,994) than males (788) are recorded under Partial Visual disabilities while for most other disabilities (except Deaf and Mental disabilities), male enrolment was higher. Mute and Deaf disabilities have a significantly higher number of male students than female students. See **Table 18** for more information.

Table 18: Distribution of secondary students with disabilities by district: 2024

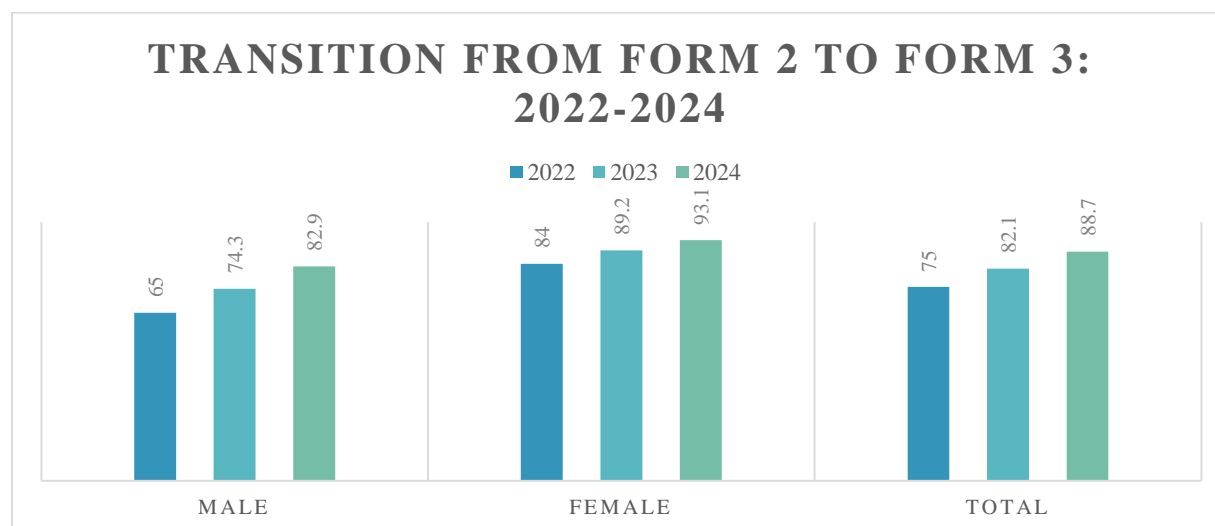
	Visual	Partial Visual	Albino	Physical	Deaf	Mute	Mental	Mixed	Others
Mjini	0.9%	80.3%	1.5%	5.8%	2.8%	4.9%	1.8%	0.6%	1.2%
Magharibi A	0.3%	75.2%	0.3%	4.6%	6.3%	0.3%	3.6%	9.3%	0.0%
Magharibi B	0.0%	75.0%	1.1%	3.6%	11.3%	3.6%	1.5%	1.9%	1.9%
Kaskazini A	0.0%	68.6%	1.1%	8.0%	8.6%	2.3%	6.3%	4.0%	1.1%
Kaskazini B	0.0%	63.3%	0.7%	10.2%	6.1%	6.8%	8.2%	0.0%	4.8%
Kati	0.6%	76.0%	0.0%	7.4%	5.7%	2.3%	6.3%	1.7%	0.0%
Kusini	0.0%	78.7%	1.0%	5.4%	7.4%	3.0%	2.5%	0.5%	1.5%
Micheweni	0.0%	77.2%	0.4%	3.2%	4.4%	7.6%	1.6%	5.6%	0.0%
Wete	0.0%	73.6%	0.0%	4.5%	3.2%	5.4%	5.9%	1.6%	5.7%

	Visual	Partial Visual	Albino	Physical	Deaf	Mute	Mental	Mixed	Others
Chake chake	0.3%	80.1%	0.1%	4.6%	2.6%	5.7%	1.9%	1.0%	3.7%
Mkoani	0.0%	71.2%	0.0%	8.2%	3.9%	8.2%	2.7%	2.1%	3.6%

3.1.5 TRANSITION FROM FORM 2 TO FORM 3

Data in **Figure 43** shows that the transition rate increased steadily over the years, indicating an improvement in student progression from Form 2 to Form 3. The overall trend is positive, showing steady progress in student retention and progression from Form 2 to Form 3. From 2022 to 2023 the total transition rate increased from 75% to 82.1% (+7.1%) where males increased by 9.3 percentage points (from 65% to 74.3%) and females increased by 5.2 percentage points (from 84% to 89.2%). Between 2023 and 2024 the total transition rate rose further to 88.7% (+6.6%) where Males increased by 8.6 percentage points (from 74.3% to 82.9%) and Females by 3.9 percentage points (from 89.2% to 93.1%). Female transition rates have consistently been higher than male transition rates across all years. Male students showed a greater improvement in transition rates from 2022 to 2023 (+9.3%), compared to females (+5.2%). In 2024, male transition rates continued to improve (+8.6%), while female improvement slowed down (+3.9%). The data further shows that the gap between male and female transition rates has narrowed over time.

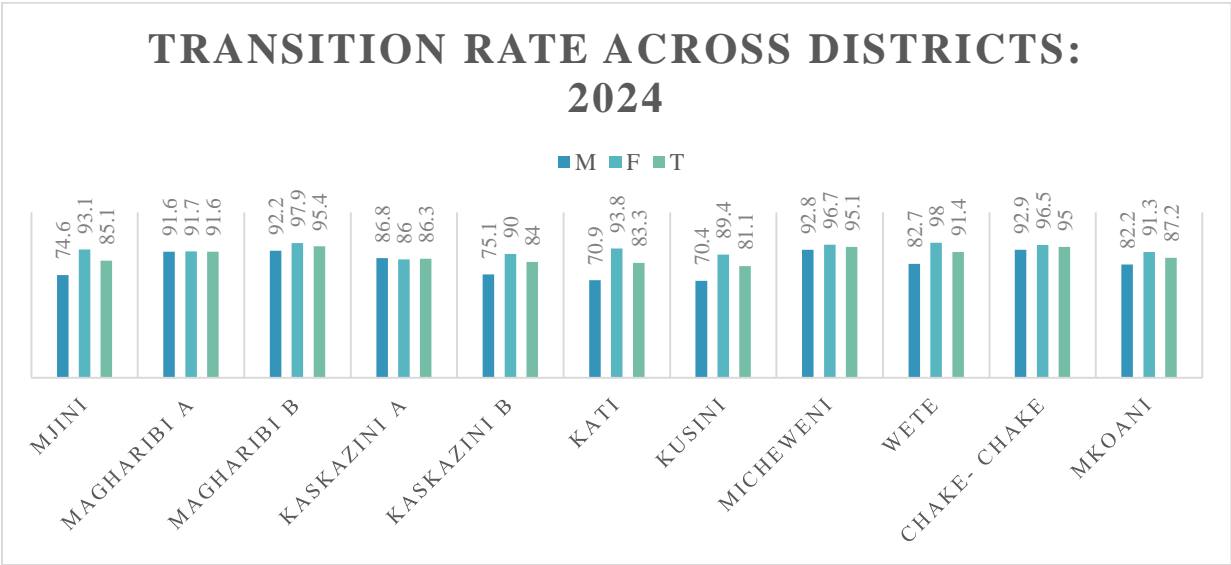
Figure 43: Transition from Form 2 to Form 3: 2022-2024



The average transition rate across all districts is high, indicating strong student progression. Female transition rates are consistently higher than male transition rates across all districts. The highest transition rates are seen in Magharibi B (95.4%), Micheweni (95.1%), and Chake-Chake (95%). The lowest transition rates are in Kusini (81.1%) and Kati (83.3%), indicating possible

challenges in student retention in these regions. In terms of transition by gender, the largest Gender gaps, where female is higher than male is in Kati (+22.9%), Kusini (+19.0%), and Mjini (+18.5%). Smallest Gender gaps in terms of female being higher than boys is Magharibi A (+0.1%) and Kaskazini A (-0.8%) which have nearly equal male and female transition rates, showing balanced gender progression. See **Figure 44** for more details.

Figure 44: Transition rate across districts: 2024



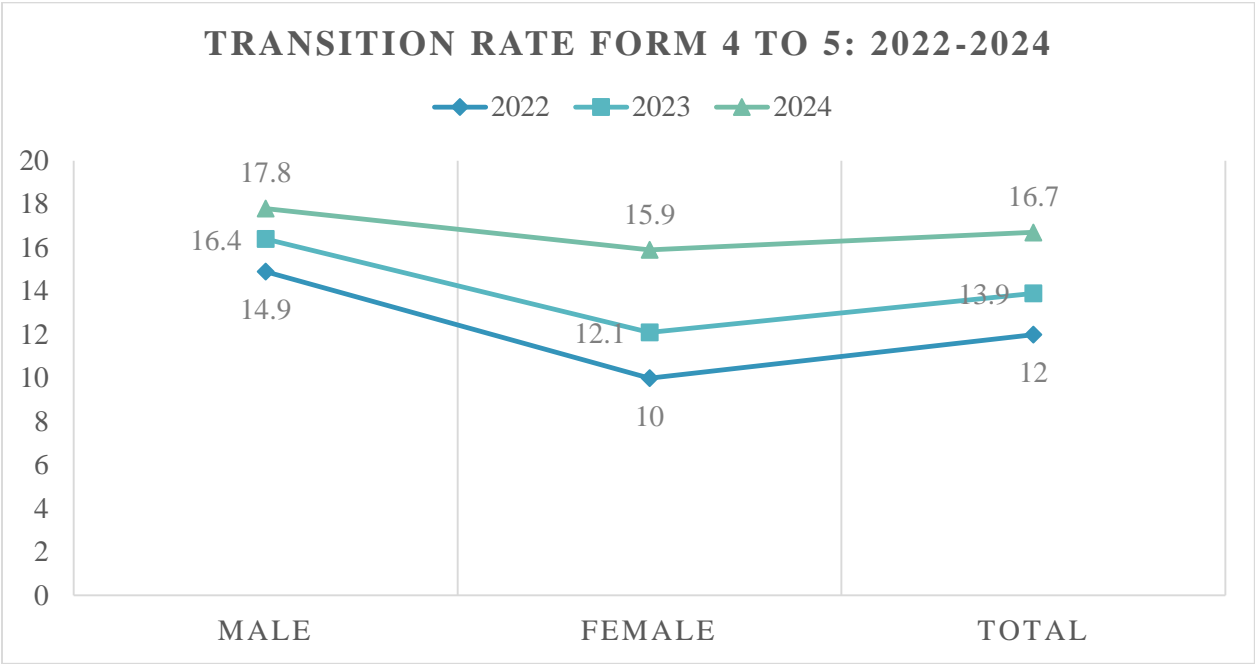
3.1.6 TRANSITION RATE FROM FORM 4 TO FORM 5

The Form 4 to 5 transition rate has been increasing steadily over the years, indicating an improvement in student progression from Form 4 to Form 5. Total transition rate increased from 12% in 2022 to 13.9% in 2023. Males increased by 1.5 percentage points (+10.07%), from 14.9% to 16.4% while Females increased by 2.1 percentage points (+21%), from 10% to 12.1%. Between 2023 to 2024, total transition rate rose further to 16.7% where Males increased by 1.4 (+8.54%), from 16.4% to 17.8% and Females increased significantly by 3.8 percentage points (+31.40%), from 12.1% to 15.9%.

The data further shows that Female transition rates have been improving at a faster rate than male transition rates although the gender gap between male and female has narrowed over time from 4.9% in 2022 to 1.9% in 2024. The highest increase in female transition occurred from 2023 to 2024 (+31.40%), indicating significant progress in female student retention and progression. Overall, transition rates are improving for both genders, with female students making the highest gains however noting that despite improvements, male students still have a higher transition rate than female students in all years. See

Figure 45 for further details.

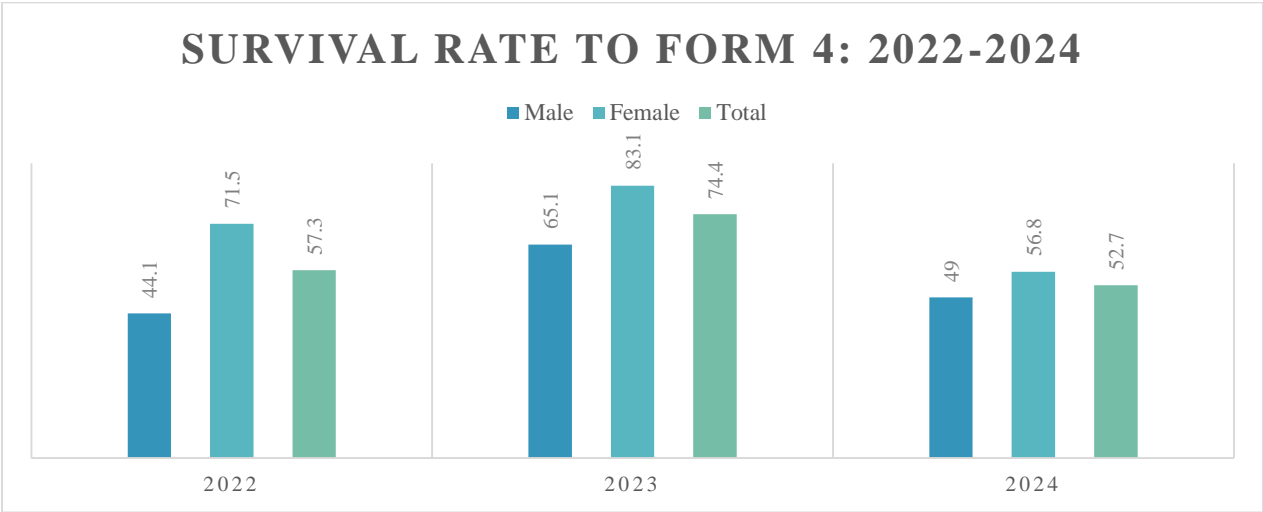
Figure 45: Transition Rate from Form 4 to 5: 2022-2024



3.1.7 SURVIVAL RATE TO FORM IV

Figure 46 shows that the total survival rate jumped from 57.3% (2022) to 74.4% (2023), a +17.1 percentage point increase. Male survival rate increased from 44.1% to 65.1% (+21 percentage points, +47.62%). Female survival rate increased from 71.5% to 83.1%. In 2024, the total survival rate dropped to 52.7% with Male survival rate declining to 49.0% and Female survival rate falling to 56.8%. The gender gap narrowed from 27.4% (2022) to 7.8% (2024), suggesting males are closing the gap in survival rates. Year 2024 saw a major decline in both male (-24.73%) and female (-31.65%) survival rates, which may indicate external challenges such as dropout rates, economic factors, or academic difficulties.

Figure 46: Survival Rate to Form 4: 2022-2024



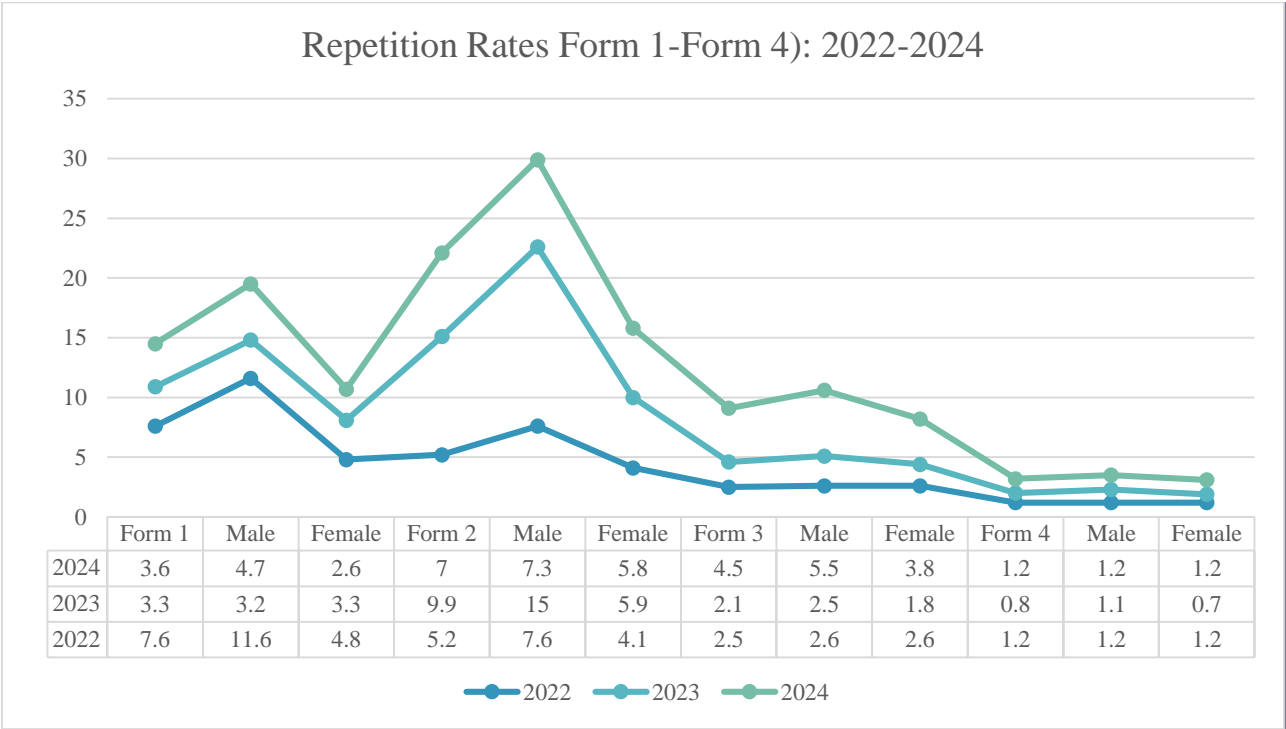
3.1.8 REPETITION RATES AT THE ORDINARY SECONDARY EDUCATION LEVEL

Repetition rates generally decreased from 2022 to 2023, but there was a mixed trend in 2024 with some grades experiencing an increase. Form 2 had the highest repetition rate in 2023 (9.9%), with a significant increase from 5.2% in 2022 (+4.7%), especially among male students (15%). Form 4 had the lowest repetition rates across all years, consistently staying at 1.2% or lower. Form 1 showed a sharp decrease in 2023 (-4.3%) but slightly increased in 2024 while Form 2 saw a significant increase in 2023 (+4.7%) but dropped again in 2024 (-2.9%). Form 3's repetition rate dropped in 2023 (-0.4%) but then increased in 2024 (+2.4%). Form 4 remained stable, with a small fluctuation around 1.2%.

In terms of gender, Male students had significantly higher repetition rates than females in all years. Form 2 male repetition surged to 15% in 2023, more than double the female rate (5.9%) while Female repetition rates were lower and more stable, showing fewer fluctuations. The overall trend shows a decline in repetition rates from 2022 to 2023, followed by mixed changes in 2024. See

Figure 47 for further details.

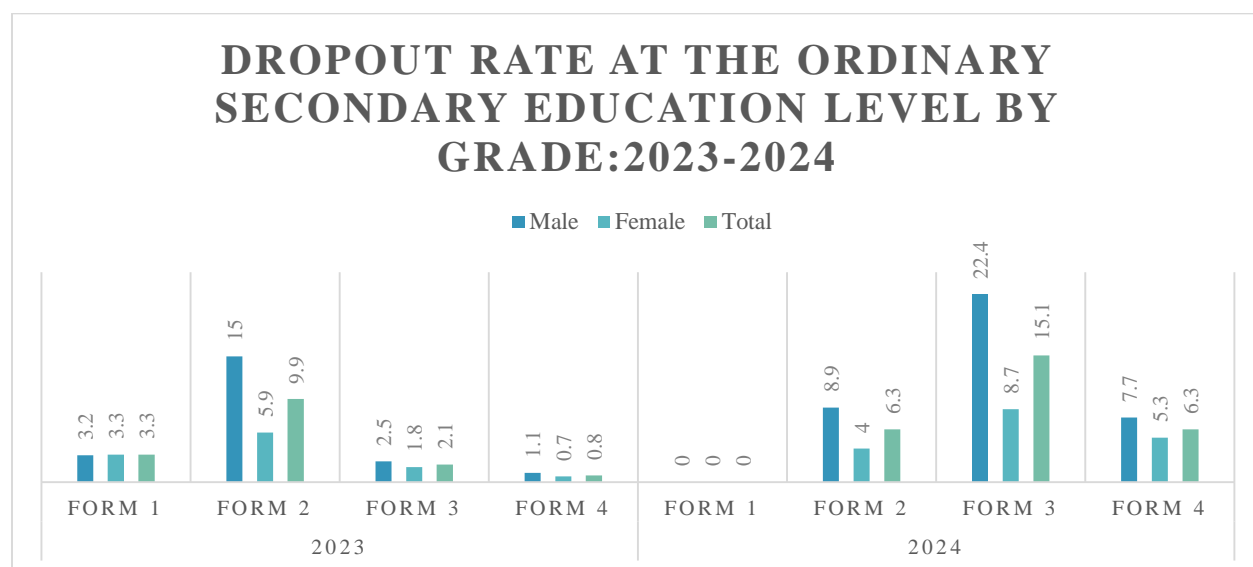
Figure 47: Repetition Rates Form 1-Form 4): 2022-2024



3.1.9 DROPOUT RATE AT THE ORDINARY SECONDARY EDUCATION LEVEL BY GRADE:2023-2024

Figure 48 shows that dropout rates increased significantly in 2024 compared to 2023, especially in Form 3 at 5.1%, which is a significant increase from 2.1% in 2023. Form 2 dropout rates decreased slightly from 9.9% (2023) to 6.3% (2024). Form 4 dropout rates rose sharply from 0.8% in 2023 to 6.3% in 2024 while Form 1 saw a complete reduction in dropouts, going from 3.3% in 2023 to 0% in 2024. Form 3 had the highest increase in dropout rates, with male dropout rates increasing from 2.5% to 22.4% (+19.9%). Form 4 dropout rates also increased significantly for both males (+6.6%) and females (+4.6%). Male students had higher dropout increases in Form 3 and Form 4 than females. The sharp increase in Form 3 dropouts in 2024 is concerning and requires intervention to understand the root cause. Efforts should be made to reduce dropout rates in Form 3, which is emerging as the most critical level for student retention.

Figure 48: Dropout Rate at the Ordinary Secondary Education Level by Grade:2023-2024



3.1.10 NUMBER OF SECONDARY SCHOOLS

Table 19 shows the number of Government and Non-Government secondary schools by District for the years 2023 and 2024, revealing an overall increase of 15 schools, from 318 in 2023 to 333 in 2024. This growth includes 5 new schools in Magharibi B, 4 in Chake-Chake, 3 in Micheweni, 2 in Mjini, and 1 in Kaskazini B. Private schools show a slight rise in representation, with their proportion increasing from 31.8% in 2023 to 33.33% in 2024, with Magharibi B maintaining the highest concentration at 72.86%, followed by Magharibi A at 51.72%, while Micheweni had the lowest percentage, dropping from 7% to 6% between the two years. Significant growth in private schools was observed in Magharibi B and Chake-Chake, with increases of 4 and 2 Non-Government. The high shortage of private schools in some Districts results into those seeking to enrol their children in private schools to do so outside the District, explaining why students in Private schools report living further away from school compared to Government school students.

Table 19: Number of Secondary Schools:2023 and 2024

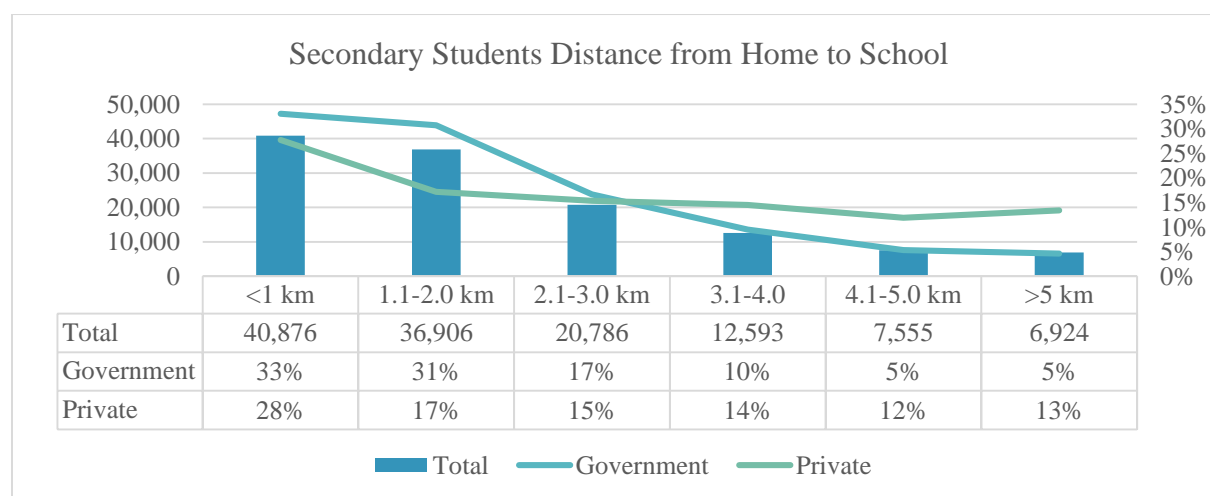
DISTRICT	2023				2024				INCREASE	
	GOV.	NON GOV.	TOTAL	% NON GOV.	GOV.	NON GOV.	TOTAL	% NON GOV.	NO.	%
Mjini	17	14	31	45%	18	15	33	45%	2	20%
Magharibi A	14	15	29	52%	14	15	29	52%	0	0%
Magharibi B	18	47	65	72%	19	51	70	73%	5	50%
Kaskazini A	25	2	27	7%	25	2	27	7%	0	0%
Kaskazini B	11	3	14	21%	11	4	15	27%	1	10%
Kati	30	4	34	12%	30	4	34	12%	0	0%
Kusini	13	2	15	13%	13	2	15	13%	0	0%

DISTRICT	2023				2024				INCREASE	
	GOV.	NON GOV.	TOTAL	% NON GOV.	GOV.	NON GOV.	TOTAL	% NON GOV.	NO.	%
<i>Micheweni</i>	14	1	15	7%	17	1	18	6%	3	30%
<i>Wete</i>	31	4	35	11%	31	4	35	11%	0	0%
<i>Chake-Chake</i>	22	6	28	21%	22	10	32	31%	4	40%
<i>Mkoani</i>	22	3	25	12%	22	3	25	12%	0	0%
<i>Total</i>	217	101	318	32%	222	111	333	33%	15	15%

3.1.11 ORDINARY SECONDARY SCHOOL STUDENTS' DISTANCE TO SCHOOL

Data in **Figure 49** *Error! Reference source not found.* shows that only 40% (40,876 students) of secondary students live within 1 km of their school, a significant drop compared to primary and pre-primary levels. A notable 36% (36,906 students) travel between 1.1 - 2 km, indicating that a majority still study within a short distance. However, 24% of students travel more than 3 km, showing that secondary schools are more spread out, requiring longer commutes. In comparison to private schools, 33% of government secondary school students live within 1 km, and 31% within 1.1-2 km while the proportion of students traveling beyond 3 km is lower (only 20%) compared to private schools. Only 28% of private school students live within 1 km, compared to 33% in government schools. A much higher proportion (13%) of private school students travel more than 5 km, compared to just 5% in government schools. Again, the 12% of private school students traveling between 4.1-5 km is more than double the 5% in government schools. This suggests that government secondary schools are more geographically distributed, reducing long-distance travel for most students.

Figure 49: Ordinary Secondary School Students' Distance to School



3.2 QUALITY IN SECONDARY EDUCATION

3.2.1 SECONDARY SCHOOL TEACHERS

Table 20 shows that the total number of teachers increased from 6,593 in 2023 to 6,797 in 2024 (+204 teachers, a 3% increase). Female teachers represented 51% of all teachers in year 2023 slightly increasing to 52% in 2024. This is a more balanced gender representation compared to Pre-Primary, where in year 2024, female teachers represented 96% of the pre-primary teacher workforce and at the Primary level 80%. Unlike at the Pre-primary and primary levels where female teachers representation was high (in 2024 pre-primary was 97% and primary 76%), Private secondary schools, had a much lower female representation compared to male at which in both years they only represented 27% of the teacher workforce at the secondary education level.

Government schools saw the highest numerical increase (+159 teachers), while private schools had a smaller growth (+45 teachers). Female teacher growth (+113) was higher than male teacher growth (+91), particularly in private schools where female teacher numbers grew by 7%.

Government schools contributed the most to teacher growth, with an increase of 159 teachers (+3%). Private schools had a smaller absolute increase (45 teachers) but grew at a slightly higher rate (+4%). This suggests that while private schools are expanding, government schools remain the dominant employer of teachers.

Female teacher growth (+7%) in private schools was significantly higher than male growth (+2%), indicating increased recruitment of female teachers in private institutions. Government schools maintained equal male and female growth (+3% each). Overall, teacher recruitment remains balanced between genders, but private schools are hiring proportionally more female teachers.

Table 20: Secondary School Teachers

Category	2023				2024				# Increase			% Increase		
	M	F	T	%F	M	F	T	%F	M	F	T	M	F	T
Government	2,307	3,071	5,378	57%	2,376	3,161	5,537	57%	69	90	159	3%	3%	3%
Private	893	322	1,215	27%	915	345	1,260	27%	22	23	45	2%	7%	4%
Total	3,200	3,393	6,593	51%	3,291	3,506	6,797	52%	91	113	204	3%	3%	3%

The percentage of qualified teachers remains high, with 96-97% of all teachers being qualified across all years. Despite slight fluctuations in total teacher numbers, government schools consistently have a very high qualified teachers rate (99%), indicating strong hiring standards.

On the other hand, Non-government schools have a significantly lower qualification rate, dropping from 90% (2023) to 85% (2024). The qualification rate for non-government teachers has declined, which could suggest a shift towards hiring unqualified teachers in private institutions. See **Table 21** for more information.

Table 21: Total Teachers vs qualified teachers

Year	Total SE Teachers			Qualified			% Qualified		
	Total	Gov.	Non Gov.	Total	Gov.	Non Gov.	Total	Gov.	Non Gov.
2024	6,797	5,537	1,260	6,554	5,483	1,071	96%	99%	85%
2023	6593	5378	1215	6415	5326	1089	97%	99%	90%
2022	6940	5690	1250	6729	5628	1101	97%	99%	88%

Figure 50 shows that the secondary education sector experienced a gradual improvement in the Pupil-Teacher Ratio (PTR) over the years. The PTR decreased steadily from 22:1 in 2020 to 18:1 in 2022, indicating better teacher availability. However, a slight increase was observed, with the PTR rising to 19:1 in 2023 and further to 20:1 in 2024. Despite these fluctuations, the overall trend shows significant progress in reducing the PTR compared to earlier years.

In terms of PTR in Government schools, the PTR decreased from 22 in 2020 to 17 in 2024. This downward trend suggests that the sector continued to employ teachers over this period. While the ideal PTR at the secondary level is supposed to be 45:1, the observed PTRs between 2020 and 2024 are significantly lower.

Figure 50: Secondary Pupil Teacher Ratio (PTR): 2020-2024

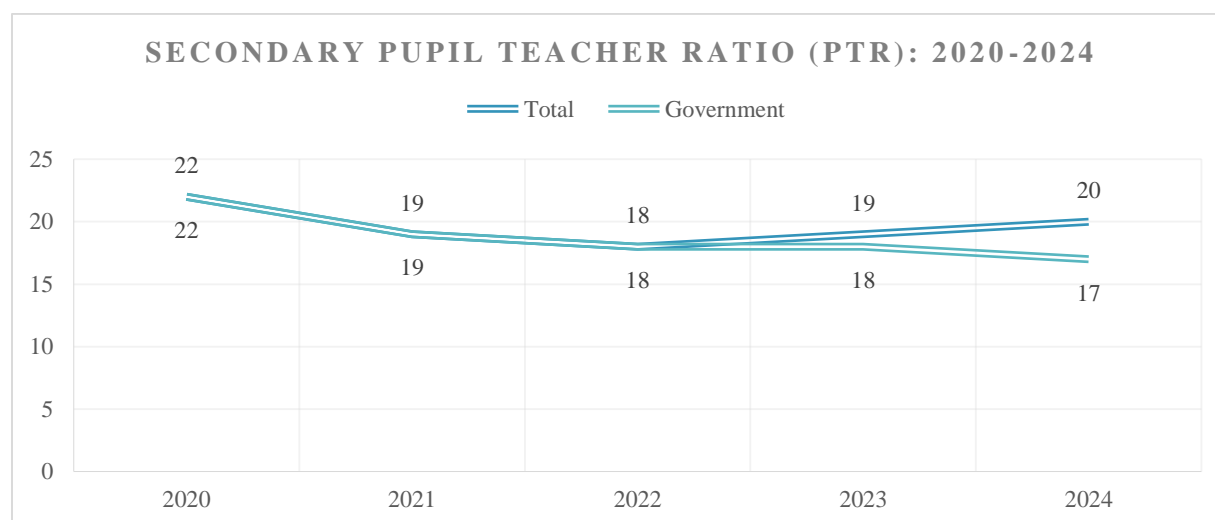
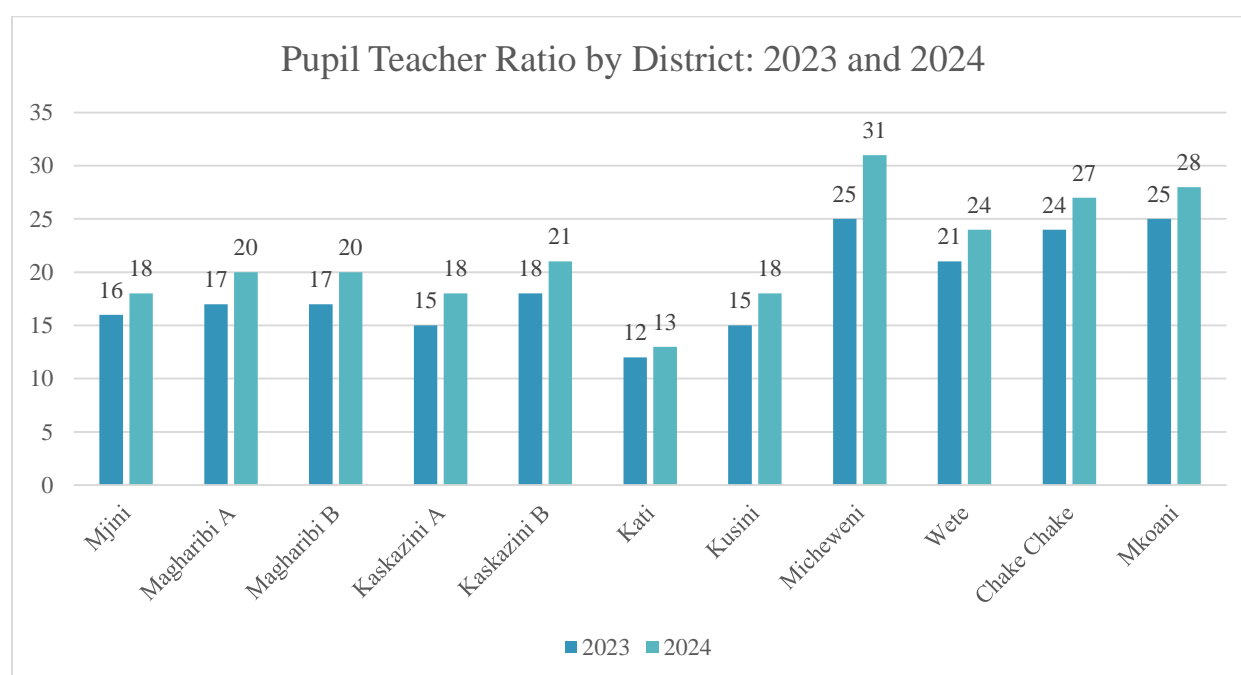


Figure 51 shows the Pupil-Teacher Ratio (PTR) in government secondary schools at the district level from 2023 to 2024. The data indicates a generally favourable PTR. In 2024, Micheweni and Mkoani districts had the highest PTR at 31:1 and 28:1 respectively. Both Districts saw an increase in PTR from the previous year at which both Micheweni and Mkoani had PTR of 25:1 also having been the highest during the year, however still significantly low compared to the national standard of 45:1. Kati District consistently had the lowest PTR, at 12:1 in 2023 increasing to 13:1 in 2024. While there are some fluctuations year to year, the overall trend at the secondary level appears relatively stable and within an acceptable range. This data suggests that Zanzibar has a more favourable PTR at the secondary level compared to pre-primary and primary levels.

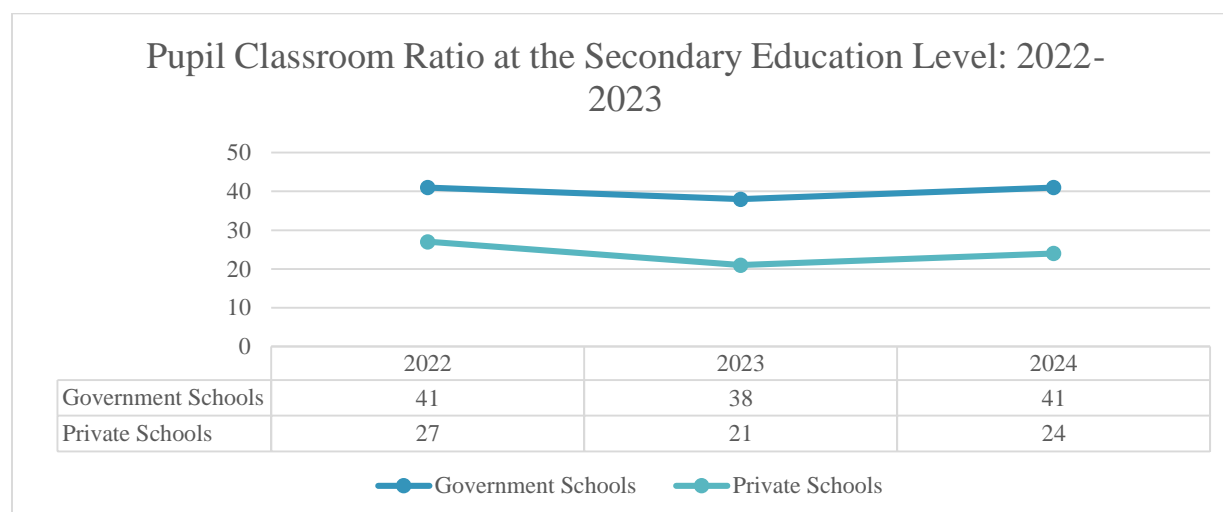
Figure 51: Pupil Teacher Ratio by District: 2023 and 2024



3.2.2 CLASSROOMS AT THE SECONDARY EDUCATION LEVEL

Figure 52 shows that the national Pupil Classroom Ratio (PCR) for Government secondary schools has steadily declined over the years. In 2022, the PCR was 41:1, decreasing to 31:1 in 2023 and again increasing to 41:1 in 2024, with a slight rise back to 41:1 in 2024. On the other hand, PCR at Private Schools remained low during the period of three years at which in 2022 it was 27:1 reducing to 21:1 in 2023 and then increasing to 24:1. These fluctuations could simply be the result of increase in enrolment during the specific year as the PCR still remains lower than the Policy standard of 45:1. While the decline indicates progress toward achieving the desired classroom capacity, the slight increase in 2024 suggests a need for continued monitoring.

Figure 52: Pupil Classroom Ratio at the Secondary Education Level: 2022-2023

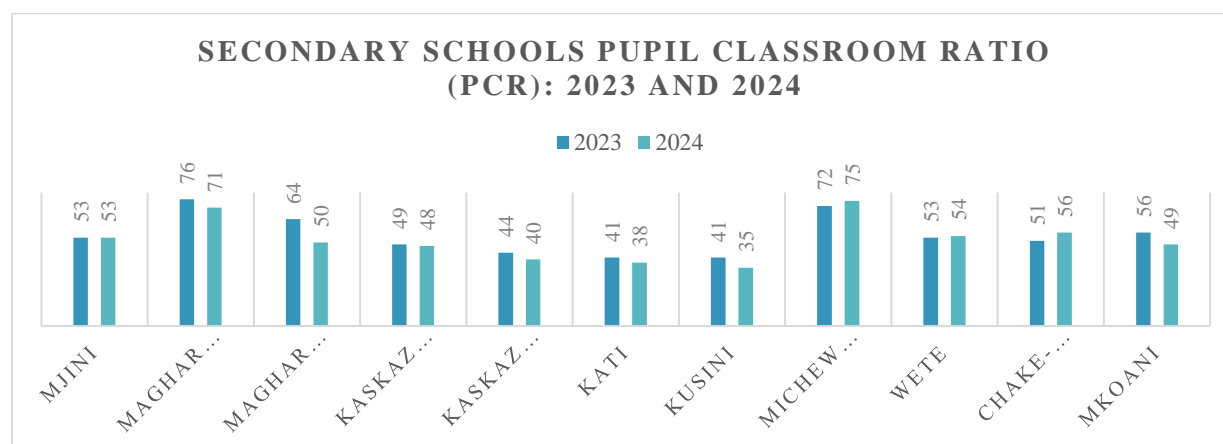


District level data shows that there has been overall improvement in PCR. Most districts saw a decrease in the PCR over the past two years, indicating an improvement in classroom conditions (fewer students per classroom). The most significant decrease occurred in Magharibi B, where the ratio dropped from 64 in 2023 to 50 in 2024 (a 21.9% reduction), followed by Kusini, which decreased from 41 in 2023 to 35 in 2024 (a 14.6% reduction). Other districts with notable reductions include Magharibi A (-6.6%), Kaskazini B (-9.1%), and Mkoani (-12.5%). Few Districts experienced an increase or No Change including Micheweni which saw an increase from 72 in 2023 to 75 in 2024 (+4.2%). Chake-Chake also experienced an increase, rising from 51 to 56 (+9.8%) while Mjini remained unchanged at 53.

The District level data suggests that most districts have improved PCRs, which is attributed to classroom expansion. However, a few districts (Micheweni and Chake-Chake) have seen an increase, indicating possible challenges in equitable distribution of constructed classrooms. See

Figure 53 for more details.

Figure 53: Secondary schools Pupil Classroom Ratio (PCR): 2023 and 2024



3.2.3 SECONDARY TEACHING AND LEARNING MATERIALS

Table 22 shows the Pupil-Textbook Ratio (PTbR) across various subjects for secondary education in 2023 and 2024, categorized by grade levels (Form 1 to Form 4). The data shows that the average PTbR for Form 1 increased from 3 in 2023 to 5 in 2024, indicating a decline in textbook accessibility. Subjects like Biology, Chemistry, and Physics saw an increase in the number of students sharing a single textbook, increasing from 4 to 6 in Biology and 3 to 6 in Chemistry and Physics. Arabic and Islamic Knowledge showed notable increases, with Arabic rising from 9 to 15 and Islamic Knowledge from 9 to 12, suggesting more students had to share a single book. The data further shows that Form 2, Form 3, and Form 4 had relatively unchanged textbook ratios, staying mostly at 3 on average. Some subjects, such as Bookkeeping and Commerce, saw a spike in Form 3, with Bookkeeping jumping from 1 to 6 and Commerce from 2 to 5. The ICT/Computer Studies ratio improved slightly, introducing textbooks in Form 1 and Form 4 in 2024, whereas it had a 0 ratio (no books) across all forms in 2023. Overall, the data shows better textbook distribution for Form 1 students, and improvement in science subjects (Biology, Chemistry, and Physics) in Form 1, while higher forms remained unchanged.

Table 22: Ordinary Secondary PTbR: 2023/2024

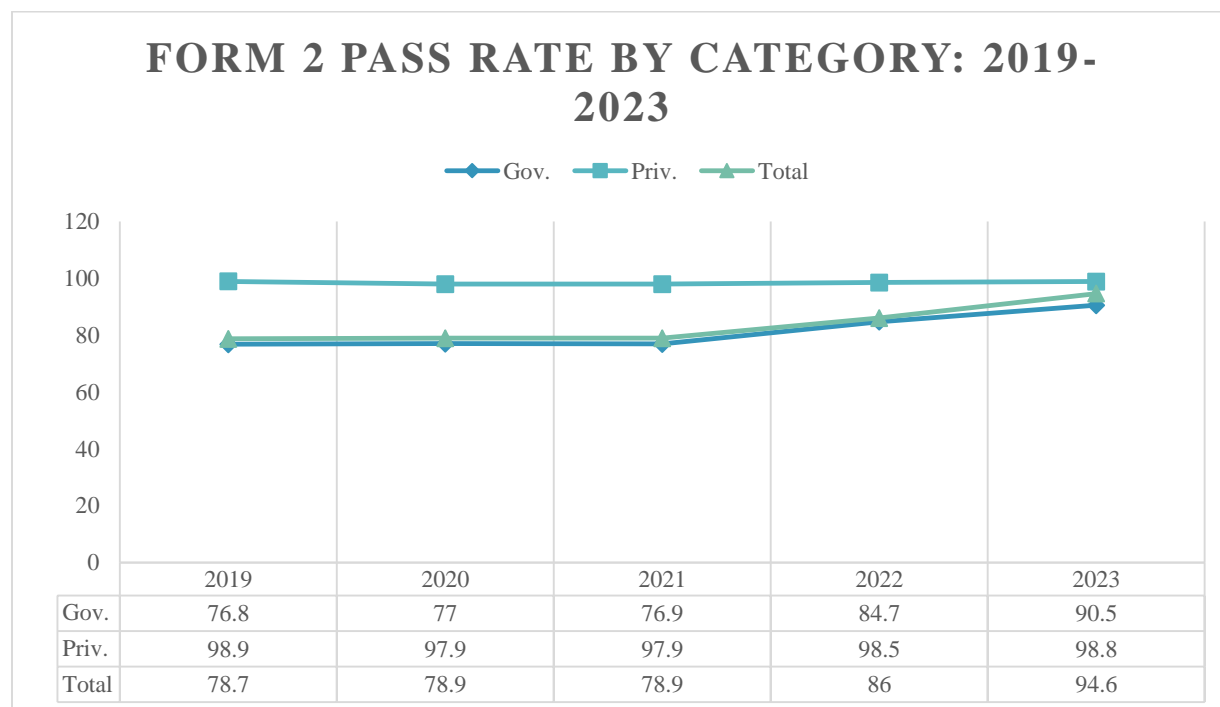
SN	Subject	Grades-2023				Grades-2024			
		F 1	F 2	F 3	F 4	F 1	F 2	F 3	F 4
1.	Biology	4	4	2	2	6	4	2	3
2.	Chemistry	3	3	3	2	6	3	2	3
3.	Physics	3	3	2	2	6	3	2	3
4.	Book Keeping	1	1	1	1	2	2	6	1
5.	Commerce	1	1	2	1	2	1	5	2
6.	Arabic	9	8	9	9	15	9	8	9
7.	Islamic knowledge	9	7	10	8	12	8	6	8
8.	ICT/Computer studies	0	0	0	0	1	5	0	2
9.	Geography	2	1	2	2	3	2	1	2

SN	Subject	Grades-2023				Grades-2024			
		F 1	F 2	F 3	F 4	F 1	F 2	F 3	F 4
10.	History	2	2	2	2	3	2	2	2
11.	Uraia/Civics	2	1	2	2	3	2	2	2
12.	Mathematics	2	1	2	2	3	2	1	2
13.	Kiswahili	3	2	2	2	4	3	2	2
14.	English	1	1	2	2	2	1	2	2
	Average	3	3	3	3	5	3	3	3

3.2.4 PASS RATE AT FORM 2

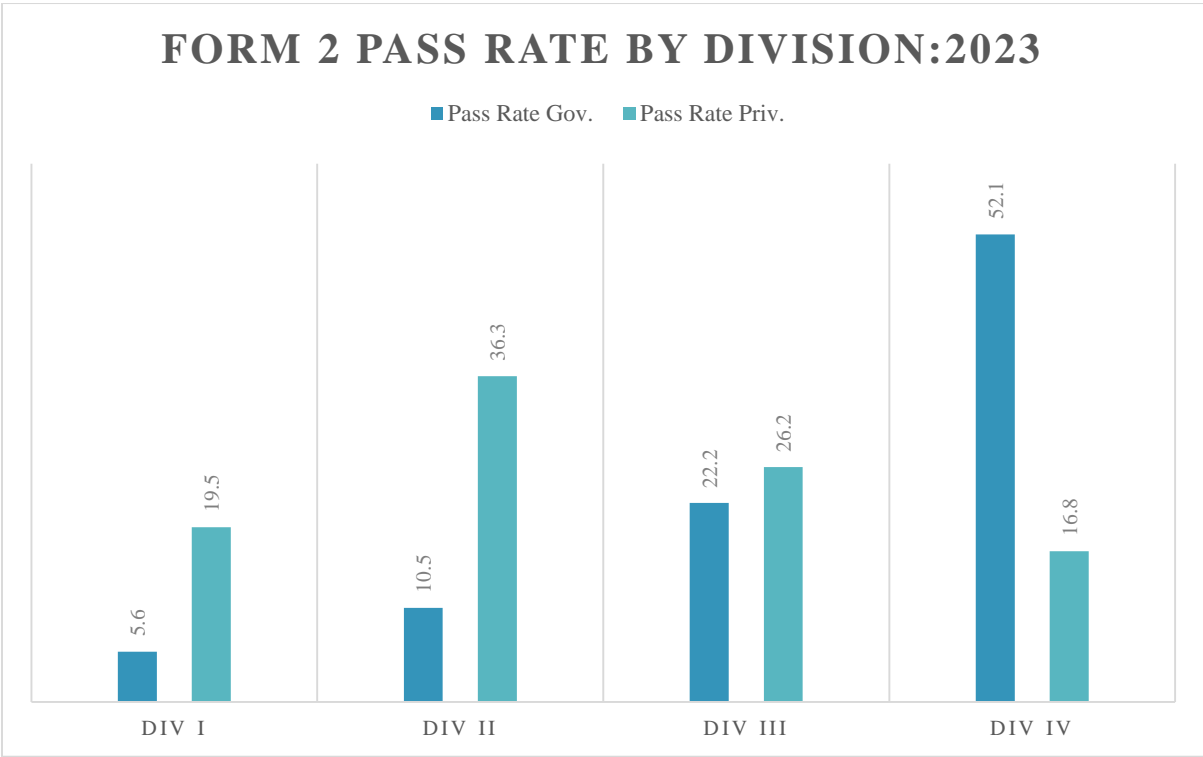
The data in **Figure 54** presents the Form 2 pass rates from 2019 to 2023, categorized into Government (Gov.) and Private (Priv.) schools, along with the total pass rate for both categories combined. The data shows steady improvement in Government School Pass Rates at which it gradually increased from 76.8% in 2019 to 90.5% in 2023. The biggest jump occurred between 2021 and 2022, rising from 76.9% to 84.7%. On the other hand, Private school pass rates remained consistently high, fluctuating slightly between 97.9% and 98.9% over the five years. This indicates a stable and strong performance in private institutions with minimal variations. The total pass rate remained fairly stable between 2019-2021 (78.7% to 78.9%) but then jumped significantly in 2022 (86%) and 2023 (94.6%). This aligns with the major improvements seen in government schools, suggesting that their increasing performance boosted the overall national pass rate.

Figure 54: Form 2 Pass Rate by Category: 2019-2023



In terms of Pass Rates by Division, the data in **Figure 55** shows higher performance in Private Schools where there is a significantly higher percentage of students in top divisions (DIV I and II) (19.5%) compared to 5.6% in government schools and DIV II constituting 36.3% in private schools, much higher than 10.5% in government schools. This suggests that private schools consistently produce more high-achieving students. Consequently, a large proportion of government school students fall in DIV IV (52.1%), compared to only 16.8% in private schools. DIV III also constitutes 22.2% of government school students and 26.2% of private schools. Note that, even though the data suggests that private schools provide better academic outcomes, the Government owns the highest share of students at the level (19,894) compared to 3,663 Private (18%). Likewise, Private schools are known to select candidates from the highest performers unlike Government which accepts all the remaining primary school leavers regardless of their levels of performance.

Figure 55: Form 2 Pass Rate by Division:2023



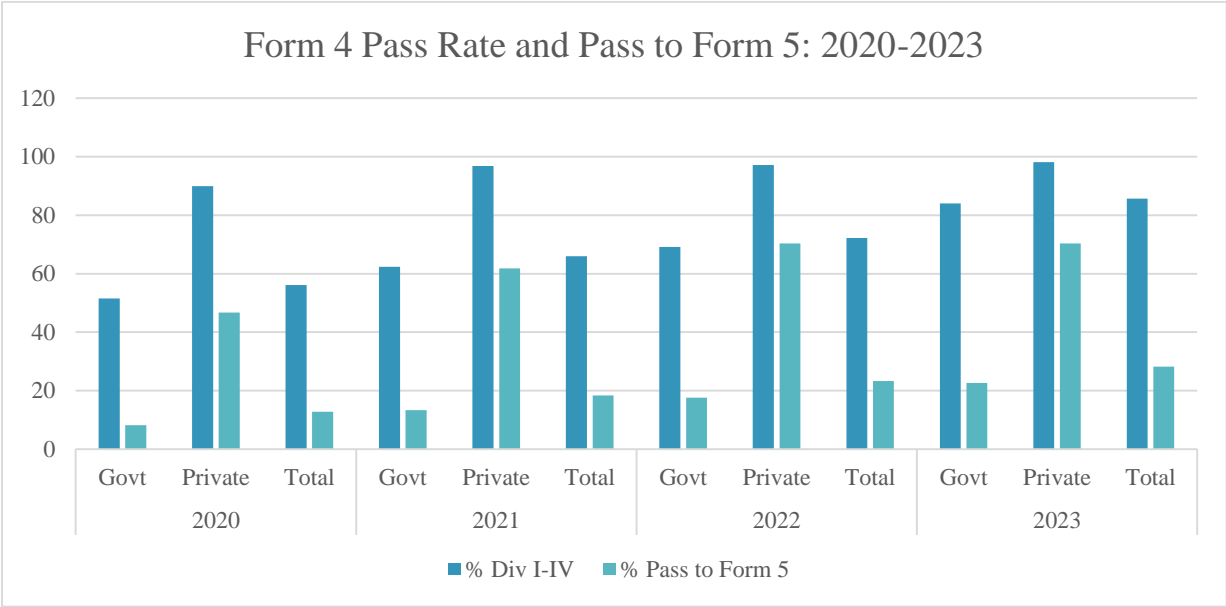
3.2.5 PASS RATES AT THE END OF ORDINARY SECONDARY CYCLE (FORM 4 EXAMINATION)

The data in **Figure 56** presents the Form 4 Pass Rate from 2020 to 2023, categorizing results into Government and Private schools, along with the overall total pass rate. The percentage of students in Divisions I-IV (higher-performing students) has increased in both government and private schools over the four years. Government schools improved from 51.5% in 2020 to 84%

in 2023 while Private schools consistently had a higher pass rate, increasing from 89.9% in 2020 to 98.1% in 2023. The overall pass rate (total for both school types) increased steadily from 56.1% in 2020 to 85.7% in 2023. Government schools saw the most improvement, while private schools maintained high performance.

The percentage of students passing to Form 5 (qualified to continue to advanced secondary education) has increased significantly over the years. Government schools improved from 8.2% in 2020 to 22.6% in 2023 while Private schools consistently had a much higher pass rate to Form 5, rising from 46.7% in 2020 to 70.3% in 2023. The overall percentage of students progressing to Form 5 increased from 12.8% in 2020 to 28.2% in 2023. More students are qualifying for advanced-level education, with government schools showing substantial improvement.

Figure 56: Form 4 Pass Rate and Pass to Form 5: 2020-2023



As explained in the previous section, the percentage of students in Divisions I-IV increased steadily from 66% in 2021 to 85.7% in 2023. The data in

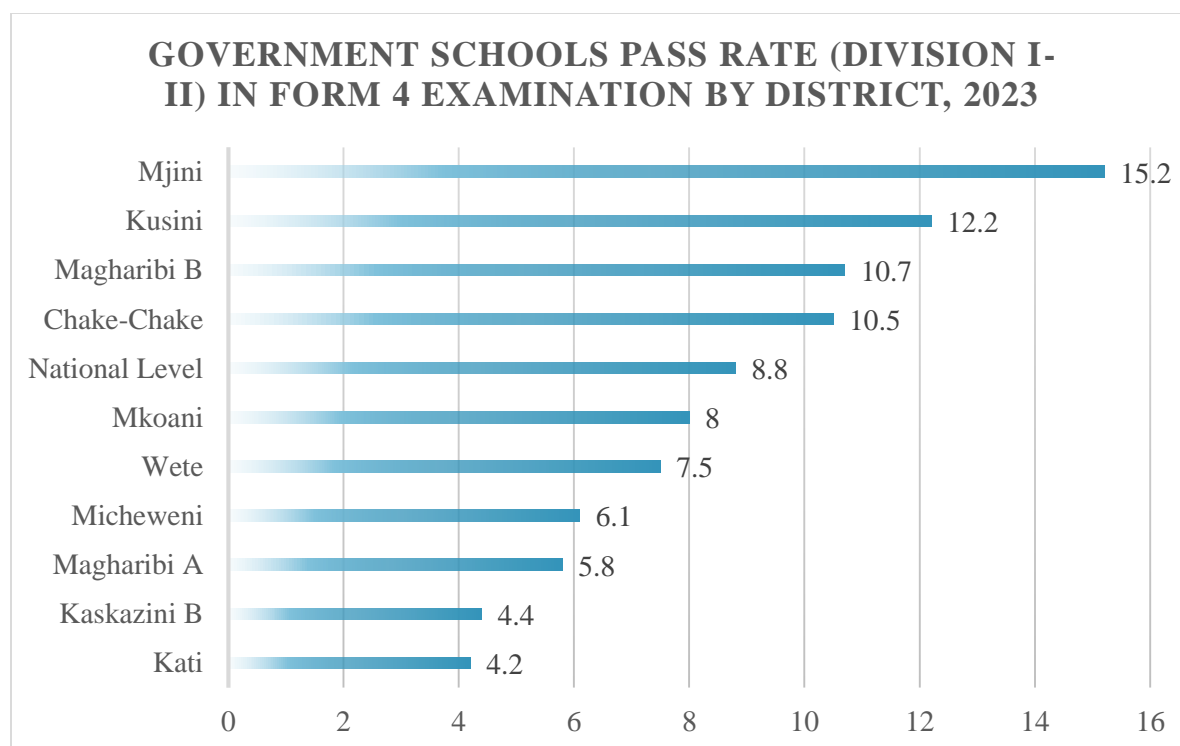
Table 23 shows disaggregation between male and female candidates. The data shows that both genders showed improvement with females slightly outperforming males in 2022 and 2023. Male students pass rate increased from 67.5% (2021) to 84.3% (2023) while Female students improved significantly from 64.9% (2021) to 86.7% (2023), surpassing males in 2022 and 2023. Again in terms of percentage of students qualifying for Form 5, Males showed the most fluctuation dropping from 21.3% in 2021 to 14% in 2022, then rising to 30.1% in 2023. Females showed a steady increase, growing from 16.4% (2021) to 26.9% (2023). Overall, regardless of gender, all students are progressing to Form 5, with a stronger and more consistent improvement among female students.

Table 23: Form Four Pass Rate by Division and Male/Female

<i>Pass Rate</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>
% Division I-IV	66	72.2	85.7
Male	67.5	69.5	84.3
Female	64.9	74	86.7
% Pass to Form 5	18.4	23.3	28.2
Male	21.3	14	30.1
Female	16.4	22.7	26.9

The data in **Figure 57** presents the pass rate for Government Schools (Division I-II) in the Form 4 Examination by District for 2023. The national average pass rate at Division I&II is 8.8%. Mjini has the highest pass rate at 15.2%, indicating the best academic performance among government schools. Kusini (12.2%), Magharibi B (10.7%), and Chake-Chake (10.5%) follow closely, showing relatively strong performance. Several districts fall below the national level, including Mkoani (8%), Wete (7.5%), and Micheweni (6.1%). The lowest performing Districts are Kaskazini A and Kati (both at 4.2%); Kaskazini B (4.4%) and Magharibi A (5.8%). These districts require targeted interventions to improve student outcomes.

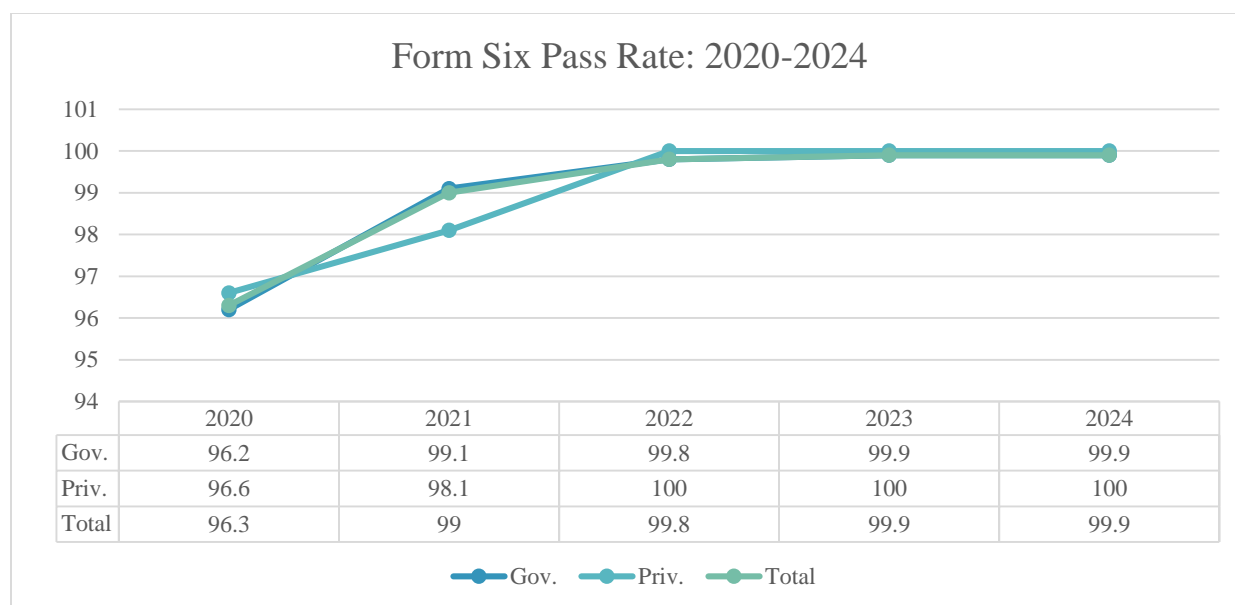
Figure 57: Government Schools Pass Rate (Division I-II) in Form 4 Examination by District, 2023



3.2.6 PASS RATES AT THE ADVANCED SECONDARY EDUCATION LEVEL

The total pass rate has shown a consistent upward trend, starting from 96.3% in 2020 to 99.9% in 2024. The pass rate reached near-perfect levels (99.9%) by 2023, showing remarkable improvements over the years. The pass rate for government schools increased from 96.2% in 2020 to 99.9% in 2023 and 2024. The most notable jump was between 2020 and 2021, where it rose from 96.2% to 99.1%. After 2022, the pass rate stabilized at 99.9%, indicating a highly effective advanced secondary education system. Private schools consistently performed well, with pass rates increasing from 96.6% in 2020 to 100% by 2022. Since 2022, private schools have maintained a perfect 100% pass rate, suggesting very high academic standards and effectiveness. In terms of comparison in growth between Government and Private, in 2020, private schools (96.6%) had a slightly higher pass rate than government schools (96.2%) however by 2021, government schools showed a sharper improvement, closing the gap (99.1% vs. 98.1%). From 2022 onward, private schools consistently achieved 100%, while government schools reached 99.9% in 2023. See **Figure 58** for more details.

Figure 58: Form Six Pass Rate: 2020-2024



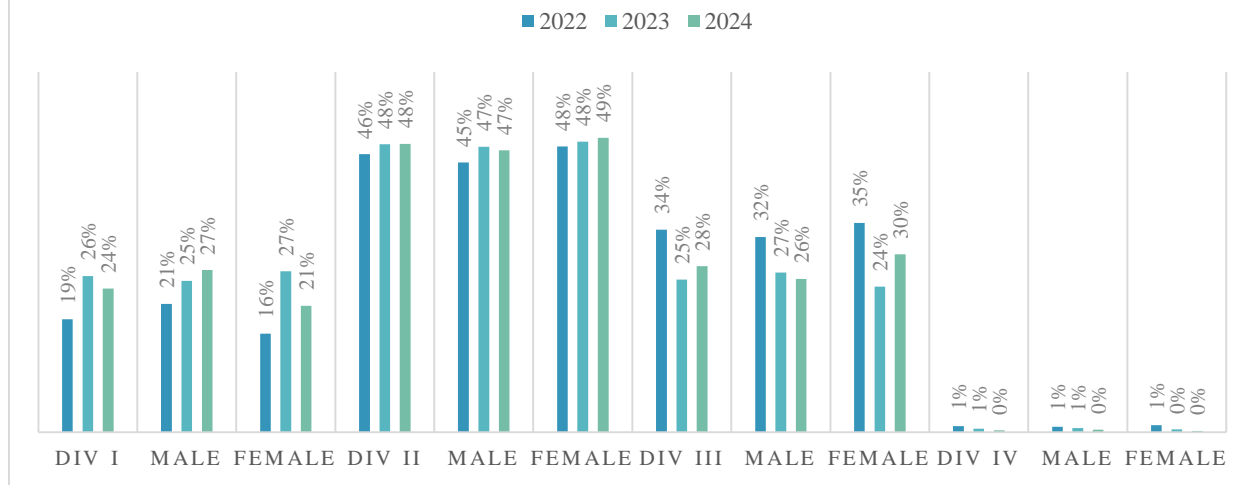
In terms of Pass Rates by Division at Form 6, **Figure 59** shows that Division I maintained highest Pass Rate increasing from 19% in 2022 to 26% in 2023, but then slightly dropping to 24% in 2024. Male students showed a consistent increase from 21% in 2022 to 27% in 2024 while Female students peaked in 2023 at 27% but declined to 21% in 2024. Division II was the second highest Pass Rate with overall pass rate remaining relatively stable over the years, increasing from 46% (2022) to 48% (2023-2024). Male students followed the same pattern, increasing from 45% to 47% and stabilizing while Female students showed a slight increase from 48% to 49% in 2024, maintaining strong performance.

Division III showed a moderate performance declining significantly from 34% in 2022 to 25% in 2023, but slightly recovering to 28% in 2024. Male students' pass rate fluctuated, peaking at 32% in 2022, then dropping to 26% in 2024. On the other hand, female students saw a decline from 35% (2022) to 24% (2023) but improved again to 30% in 2024. The drop in pass rate at Division III is expected because of the increase in performance at Division I&II. Division IV had the lowest Pass Rate remaining at 1% in 2022 and 2023, but dropping to 0% in 2024. Both male and female students had a 0% pass rate in 2024, indicating complete elimination of this division.

Overall the Form Six Pass Rates show that Division I & II remained the most common pass rate, with Division I showing a positive trend for males but fluctuating for females. Division III saw a decline in 2023 but some recovery in 2024, especially for females while Division IV was almost non-existent by 2024. While females showed inconsistency at Division I, they outperformed males in Division II consistently.

Figure 59: Form Six Pass Rate by Division: 2022-2024

FORM SIX PASS RATE BY DIVISION: 2022-2024



4. ACCESS, EQUITY AND QUALITY IN TEACHER EDUCATION PROVISION

4.1 TEACHER TRAINING THROUGH TEACHER TRAINING COLLEGES

4.1.1 TEACHER EDUCATION AND TRAINING PROVIDERS

Table 24 shows that by June 2024, there were 18 registered institutions, including Universities and Colleges, which offered pre-service teacher education and training in Zanzibar. A total of 17 colleges (94%) offered ordinary certificate courses, while also 17 colleges (94%) offered Diploma courses and 4 colleges (22%) degree courses. Only three colleges (17%) offered courses at all levels (certificate, diploma and degree), while the Madrasa Early Child Hood Training College offered only Ordinary Certificate courses.

Table 24: Registered Institutions Offering Teacher Education and Training, 2024

S/N	NAME	CERTIFICATE	DIPLOMA	DEGREE
1.	Dunga Development College	1	1	
2.	Institute Of Continuous And Professional Studies	1	1	
3.	Institute Of Professional And Innovation Development	1	1	
4.	Madrasa Early Child Hood Training College	1		
5.	Micro-tech Institute Of Business And Technology	1	1	
6.	Muslim Women Teacher's College	1	1	
7.	Mwalimu Nyerere Memorial Academy	1	1	1
8.	Open University Of Tanzania	1	1	1
9.	Pemba Islamic College (Public)	1	1	
10.	Samail College Of Technology And Industry	1	1	
11.	Singida Teachers College	1	1	
12.	State University Of Zanzibar	1	1	1
13.	Swahili Teacher's College	1	1	
14.	Universal Polytechnic Vocational College	1	1	
15.	Wete Institute Of Academy	1	1	
16.	Zanzibar Muslim College (Public)	1	1	
17.	Zanzibar Teachers College	1	1	
18.	Zanzibar University		1	1
	Total	17	17	4

4.1.2 NUMBER OF STUDENTS ENROLLED AT TTC, 2018 TO 2023

The two main public institutions recognized under MoEVT as public Teacher Training Colleges, are the Zanzibar Muslim College (ZMC) in Mazizini Unguja and Pemba Islamic College (PIC) in Kiuyu Pemba. The two TTCs offer five types of teacher education programs: (i) Certificate of pre and lower primary education, ii) Diploma in primary education, iii) Diploma in secondary, iv) Diploma in pre-primary education, and v) Diploma in Physical Education. Data in **Table 25** Shows that over the past five years, Enrolment at these colleges increased steadily from 903 (2020) to 1,299 (2022), surging to 2,669 in 2023, reflecting the highest annual increase of 1,370 students (51.3%). However, in 2024, enrolment dropped sharply to 1,548, a decrease of 1,121 students (-57.9%).

Table 25: Enrolment at the Zanzibar Muslim and Pemba Islamic Colleges.

Year	Number Of Enrolees	Annual Increase In Enrolment	
		Number	Percentage
2020	903	-44	-5%
2021	1,206	303	34%
2022	1,299	93	8%
2023	2,669	1370	51.3%
2024	1,548	-1121	-57.9%

Data in **Table 26** represents enrolment at public and private teacher education and training institutions in 2024, showing trends in total enrolment, female percentage (%F), and institutional distribution. The total enrolment across all institutions is 2,694 students, with 75% being female. This suggests that female participation in teacher education is significantly higher than male enrolment.

The Public institutions enrolled 57% of students, while private institutions enrolled 43%. The public sector dominated teacher training education, particularly in Zanzibar Muslim College, which alone constituted 41% of total enrolment with Microtech Institute of Business and The Institute of Professional and Innovation Development (both Private) having negligible shares (1% and 0%, respectively).

Public institutions had a higher female enrolment rate (89%) compared to private institutions (55%). Zanzibar Muslim College (Public) had the highest female percentage (92%) while in private institutions, Zanzibar Teachers College (U) and Dunga Development College had the highest female representation (93%). Some private institutions had low female participation,

such as Microtech Institute of Business (13% female) and The Institute of Professional and Innovation Development (0.4% female). In contrast, Dunga Development College had a very high female representation (93%).

Table 26: Enrolment at Public and Private Teacher Education and Training Institutions: 2024

SN	COLLEGE	T	%F	T	%F	T	%F	% of Total
Public								
1.	Pemba Islamic College (P)	170	93%	282	73%	452	81%	17%
2.	Zanzibar Muslim College (U)	508	95%	588	90%	1096	92%	41%
	Total Public	678	95%	870	84%	1548	89%	57%
Private								
1.	Microtech Institute of Business (P)	24	13%	3	0%	27	11%	1%
2.	Zanzibar Teachers College (P)	50	20%	27	44%	77	29%	3%
3.	Zanzibar Teachers College (U)	156	93%	181	93%	337	93%	13%
4.	Samail College of Technology And Industry	86	60%	45	71%	131	64%	5%
5.	The Institute of Professional and Innovation Development (LPID)	12	0%	0		12	0%	0.4%
6.	Singida College of Education	125	32%	105	29%	230	30%	9%
7.	Wete Institute of Academic (WIAC)	90	19%	130	8%	212	13%	8%
8.	Dunga Development College	77	96%	43	88%	120	93%	4%
	Total Private	620	55%	534	54%	1146	55%	43%
	Total Public/Private	1298	76%	1404	73%	2694	75%	100%

4.1.3 GRADUATED STUDENT TEACHERS FROM PUBLIC TEACHER TRAINING INSTITUTIONS

The data in **Table 27** shows that in 2024 there was a total of 1,253 graduates at the two public institutions, with 1,102 (88%) being female. More females than males graduated across all categories (certificate and diploma). At certificate level there were 775 graduates, with 91% being female. The Zanzibar Muslim College (CCK-U) had the highest certificate graduates (600 total, 93% female). Pemba Muslim College (CCK-P) had fewer certificate graduates (175 total, 85% female).

The data shows that there were 478 diploma graduates, with 83% being female. Zanzibar Muslim College (CCK-U) had 347 diploma graduates, with 88% being female. Pemba Muslim College (CCK-P) had 131 diploma graduates, with 69% female. Zanzibar Muslim College (CCK-U) produced the most graduates overall (947 total, 91% female) because it had the highest enrolment. Both colleges had a significant gender disparity, with female graduates dominating (88% of the total graduates).

Table 27: Graduated Student Teachers from Public Teacher Training Institutions

SN	College	certificate				diploma				total			
		M	F	T	%F	M	F	T	%F	M	F	T	%F
1	Zanzibar Muslim College (CCK-U)	43	557	600	93%	42	305	347	88%	85	862	947	91%
2	Pemba Muslim College (CCK-P)	26	149	175	85%	40	91	131	69%	66	240	306	78%
	TOTAL	69	706	775	91%	82	396	478	83%	151	1,102	1,253	88%

4.2 TEACHER TRAININGS THROUGH TEACHER CENTRES

4.2.1 TEACHER CENTRES (TCS) IN ZANZIBAR

Teacher Centres (TCs) in Zanzibar play a key role in the Continuous Professional Development of Teachers (TCPD). Zanzibar continued to maintain a total of 12 actively functioning TCs equitably distributed across the country as indicated in *Error! Reference source not found.* **Table 28**. The TCs functions are overseen by the National Teachers' Resource Centre (NTRC) which is under the Department of Teacher Education.

Table 28: Teacher Centres in Zanzibar, by District, 2024

SN	ISLAND	DISTRICT	TC
1.	Unjuga	North B	Muanda
2.	Unjuga	West A	Bububu
3.	Unjuga	Urban	Saateni
4.	Unjuga	West B	Kiembe Samaki
5.	Unjuga	South	Kitogani
6.	Unjuga	Central	Dunga
7.	Unjuga	North A	Mkwajuni
8.	Pemba	Chake-Chake	Chachani
9.	Pemba	Micheweni	Wingwi
10.	Pemba	Mkoani	Mizingani
11.	Pemba	Chake-Chake	Michakaini
12.	Pemba	Wete	Mitiulaya

4.2.2 SUBJECT ADVISORS IN TEACHER CENTERS BY QUALIFICATION

It is equally important that the TCs are equipped with sufficient and qualified Subject Advisors (SAs) since their role is to impart knowledge and skills to teachers. **Table 29** shows that in 2024, the 12 TCs had a total of 104 SAs, with 62 males and 42 females (40%). Arts category dominated with 75 advisors (72%), compared to Science with 29 advisors (28%). In terms of

qualification levels of the SAs, Diploma holders made up only 19% of all advisors while Degree holders formed the majority at 61%. Masters holders accounted for 20% of advisors, showing a balance between higher qualifications. Science had the lowest female representation (31%), while Arts had a higher female presence (44%) however still lower than male. In Master's qualification, Science had only 1 female out of 9 (11%), while Arts had 8 females out of 12 (67%). Science had 69% degree holders, 31% master's holders, and no diploma holders. Arts had 57% degree holders, 27% diploma holders, and 16% master's holders.

The majority of subject advisors hold a degree qualification, with Arts having the highest representation. While female representation is improving, Science remains male-dominated. Strengthening female participation in Science and increasing the number of Master's-qualified advisors could enhance subject expertise.

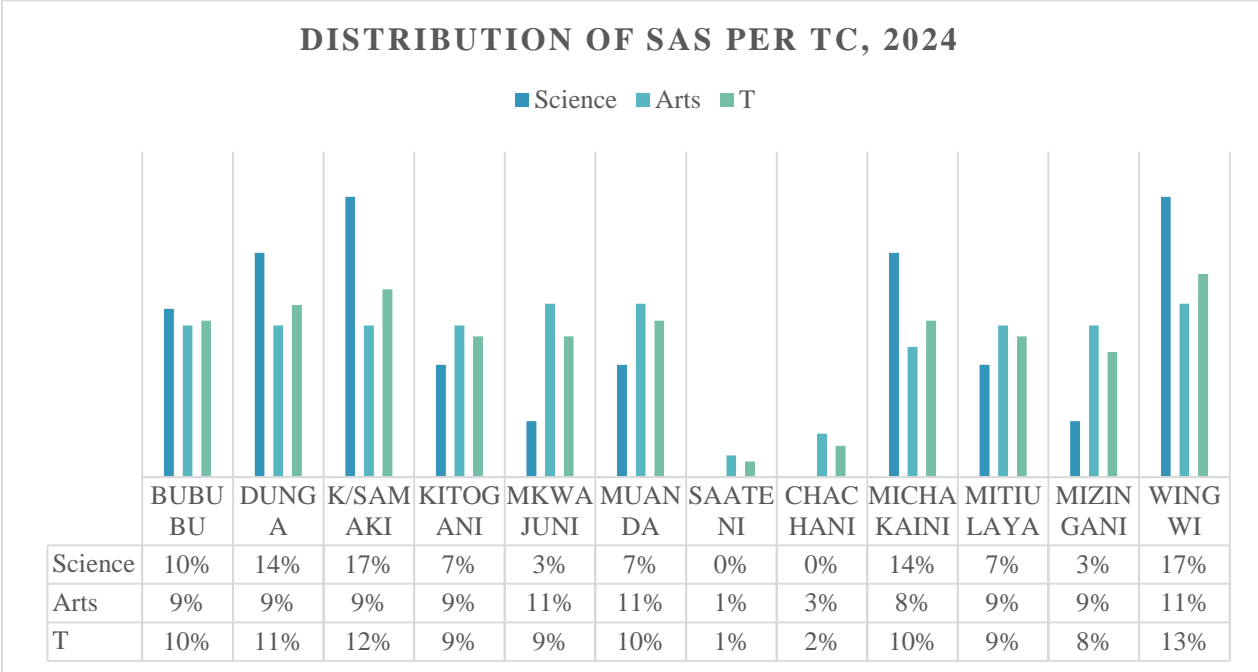
Table 29: Number of Subject Advisors in Teacher Centers by Qualification; 2024

Category	DIPLOMA			DEGREE			MASTERS			Total			% Diploma	% Degree	% Masters
	M	F	T	M	F	T	M	F	T	M	F	T			
Science	0	0	0	12	8	20	8	1	9	20	9	29	31%	0%	31%
Arts	5	15	20	33	10	43	4	8	12	42	33	75	44%	27%	16%
Total	5	15	20	45	18	63	12	9	21	62	42	104	40%	19%	20%

Data in

Figure 60 shows differences in the number of SAs per TC at which Wingwi (13%), K/Samaki (12%), and DUNGA (11%) have the highest overall Subject Advisors. Saateni (1%) and Chachani (2%) have the lowest advisor distribution, indicating a potential shortage in these locations. K/Samaki and Wingwi have the highest percentage of science subject advisors (17%), while Dunga and Michakaini follow closely with 14% each. meanwhile, Mkwajuni, Muanda, and Wingwi have the highest arts subject advisors (11%). The number of SA for all TCs is insufficient considering that all schools within the area are to be covered by the Centres as well as all subject areas. Currently, the Government is collaborating with the Mwanamke Initiative Foundation (MIF) in undertaking of a Physical and Capacity Needs Assessment of all TCs essential for mobilizing resources for continued support. The Assessment will also inform on the needs for SAs per centre.

Figure 60: Distribution of SAs per TC, 2024



4.2.3 IN-SERVICE TEACHER TRAINING

Table 30 shows that the in-service teacher training program has expanded significantly from 2020 to 2023, reaching its peak in 2024. The total number of trained teachers increased from 3,311 in 2020 to 11,130 in 2024. The largest increase occurred in 2023, with an additional 4,272 teachers (67%). The growth slowed significantly in 2024, with only a 440 (4%) increase.

The data shows that Female teachers consistently outnumbered male teachers in training participation at which the percentage of female trainees peaked in 2023 (73%) before dropping to 60% in 2024. Male participation increased significantly in 2024, reaching 4,447, compared to previous years. In terms of annual growth, 2023 had the most substantial growth (67%), likely due to expanded training programs while 2024 showed a sharp slowdown in growth (4%).

Table 30: In-service Teacher Trainings through Teacher Centers

YEAR	M	F	T	% F	ANNUAL INCREASE	
					NUMBER	PERCENTAGE
2020	1,238	2,073	3,311	63%	-3,084	-48%
2021	2,277	2,629	4,906	54%	1,595	48%
2022	2,493	3,925	6,418	61%	1,512	31%
2023	2,875	7,805	10,690	73%	4,272	67%

YEAR	M	F	T	% F	ANNUAL INCREASE	
					NUMBER	PERCENTAGE
2024	4,447	6,683	11,130	60%	440	4%

Centers with the highest number of trainees included K/Samaki (2,176 trainees, 20% of total), the largest number; Michakaini (1,558 trainees, 14%); and Mitiulaya (1,367 trainees, 12%). Out of the total trained teachers across all centres (11,130), female teachers (6,683) outnumbered male teachers (4,447), making up 60% of the total trainees. Centers with the highest female representation included Chachahi (96% female trainees); Muanda and Saateni (88% female trainees each) while centres with the lowest female representation were K/Samaki (27% female); Mitiulaya (28% female); and Mizingani (33% female). See **Table 31** for more information.

Table 31: Distribution of Trained Teachers per Center; 2024

SN	TC	MALE	FEMALE	TOTAL	% F	% of Total
1.	K/Samaki	1,578	598	2,176	27%	20%
2.	Michakaini	418	1,140	1,558	73%	14%
3.	Mitiulaya	983	384	1,367	28%	12%
4.	Bububu	219	960	1,179	81%	11%
5.	Mkwajuni	201	875	1,076	81%	10%
6.	Dunga	145	894	1,039	86%	9%
7.	Wingwi	335	614	949	65%	9%
8.	Kitogani	174	443	617	72%	6%
9.	Mizingani	320	160	480	33%	4%
10.	Saateni	48	336	384	88%	3%
11.	Muanda	21	156	177	88%	2%
12.	Chachahi	5	123	128	96%	1%
	Total	4,447	6,683	11,130	60%	100%

5. OTHER ASPECTS CONTRIBUTING TO QUALITY AT THE BASIC AND SECONDARY EDUCATION LEVELS

5.1 EDUCATION INSPECTION

5.1.1 INTRODUCTION

The Office of the Chief Inspector of Education (OCIE) is responsible for monitoring, through inspection, the performance of both schools and teachers, including newly deployed teachers. Different types of inspection are required to evaluate the work of schools and individual teachers. All types of inspection are undertaken in schools at all levels: pre-primary, primary and secondary; in both public and private schools. In addition, the OCIE is supposed to inspect Teacher Training Colleges (TTCs) and Alternative Learning and Adult Education (ALAE) programmes. The office is currently developing tools for inspection of ALAE programmes while it started inspecting TTCs as of FY2023/24. Currently the following are the types of inspections conducted by OCIE at school level:

Basic Inspection: This type of inspection focuses on the quality and effectiveness of the school as an institution, with judgement made against the 25 standards for schools. All schools should have a basic inspection at least once every three years.

Subject Inspection: This type of inspection focuses on the work of individual teachers and the work in one or more subjects. Judgments are made against 9 standards: the 8 standards for teaching and learning in the school inspection framework; and one additional standard relating to syllabus coverage. At least three subject inspections are conducted each year.

Follow Up Inspection: This type of inspection focuses either on the standards in the framework for basic inspection in which the school's performance (during a basic inspection) needed most improvement or on the teacher whose work (during a subject inspection) needed most improvement. Follow up inspections to basic inspections take place 3 to 6 months after the basic inspection. Follow up inspections to subject inspections take place 2 to 4 months after the subject inspection.

Incidental Inspection: This type of inspection is similar to the follow up inspection, in focusing on specific standards in the framework for basic inspection. There is no standard frequency for incidental inspections. It is mainly conducted upon request from Principal Secretary, Chief Inspector of Education or Officer in charge (Pemba)

5.1.2 INSPECTIONS CONDUCTED DURING THE REPORTING PERIOD:

5.1.2.1 BASIC INSPECTION

A total of 40 basic inspection visits were planned to be conducted at the PPE level in FY 2023/24 at which all were undertaken. At the Primary Education level the office planned to conduct basic inspection at 151 schools and managed to conduct all 151 schools (100%). Similarly, at the secondary education level basic inspection was conducted at 74 schools (100%) out of planned 74 schools. Out of these, a total of 265 basic inspections were conducted which is

equal to 100% of the planned inspections. The largest number of basic inspections were carried out at the Primary Education level, rightly so given the PE constitutes the largest number of schools. See **Table 32** for further details.

Table 32: Basic Inspection: % Actual Against Planned-2019/20-2022/23-2023/24

	2021/22				2022/23				2023/24			
	PPE	PE	SE	Total	PPE	PE	SE	Total	PPE	PE	SE	Total
Planned	37	111	97	245	28	143	82	253	40	151	74	265
Actual	34	105	94	233	28	139	78	245	40	151	74	265
% of Planned	92%	95%	97%	95%	100%	97%	95%	97%	100%	100%	100%	100%

5.1.2.2 SUBJECT INSPECTION, FOLLOW UP AND REGISTRATION INSPECTION

Planned **Subject Inspection** targets during FY2023/24 were completed at which at the PPE 42 schools were inspected equal to the planned 42 (100%); Primary school 96 out of 96 (100%); and Secondary school level 76 out of 76 (100%). This is a high increase compared to the previous year where only PPE inspection reached the planned target.

In terms of **Follow Up Inspection**, in FY2023/24 a total of 72 PPE, 232 PE and 126 SE schools were followed up to see how they had implemented given recommendations. The plan was to follow up 72 PPE, 232 PE and 126 SE schools hence percentage-wise 100% of planned schools for PPE were followed up, as well as 100% PE and 100% SE. Follow up inspection is dependent upon identified cases during the other forms of inspection hence not all schools that are inspected will be followed up.

In 2023/24, **Registration Inspection** was undertaken at 25 PPE, 26 PE, 6 SE schools and 2 Teacher Training Colleges (TTC). There were no targets set for this level of inspection. When compared with the previous year, the actual schools' inspected at the PPE level increased in 2023/24 at which PPE schools inspected were 25 against 21 (increase by 19%). At the PE level there was an increase by 8 schools (from 18 to 26, 44%) and at secondary the number of inspected schools was the same as the previous year. See **Table 33** for further details.

Table 33: Subject School Inspection: 2019-2024

	2021/22			2022/23			2023/24			
	PPE	PE	SE	PPE	PE	SE	PPE	PE	SE	TTC
Subject Inspection										
Planned	33	70	87	25	94	85	42	96	76	
Actual	31	68	97	34	104	105	42	96	76	
% of Planned	94%	97%	111%	136%	111%	124%	100%	100%	100%	
Follow Up Inspection										
Planned	44	196	156	21	229	161	72	232	16	
Actual	29	174	141	14	199	141	72	232	16	
% of Planned	66%	89%	90%	67%	87%	88%	100%	100%	100%	

	2021/22			2022/23			2023/24			
	PPE	PE	SE	PPE	PE	SE	PPE	PE	SE	TTC
<i>Registration Inspection</i>										
Planned	44	196	156	NA	NA	NA	NA	NA	NA	NA
Actual	29	174	141	21	18	6	25	26	6	2
% of Planned	66%	89%	90%							

5.1.2.3 INCIDENTAL INSPECTION

Incidental inspection relies upon specific cases facing specific schools. In the year 2023/24 it was estimated that a total of 70 schools would require incidental inspection. However, during the course of implementation 71 schools were inspected making a difference of 1 school over the planned target. See **Table 34** for further details.

Table 34: Incidental Inspection conducted during the past five years

YEAR	PLANNED	ACTUAL	DIFFERENCE	PERCENT
<i>2019/20</i>	46	63	17	137%
<i>2020/21</i>	61	70	9	115%
<i>2021/22</i>	69	69	0	100%
<i>2022/23</i>	70	96	26	137%
<i>2023/24</i>	70	71	1	101%

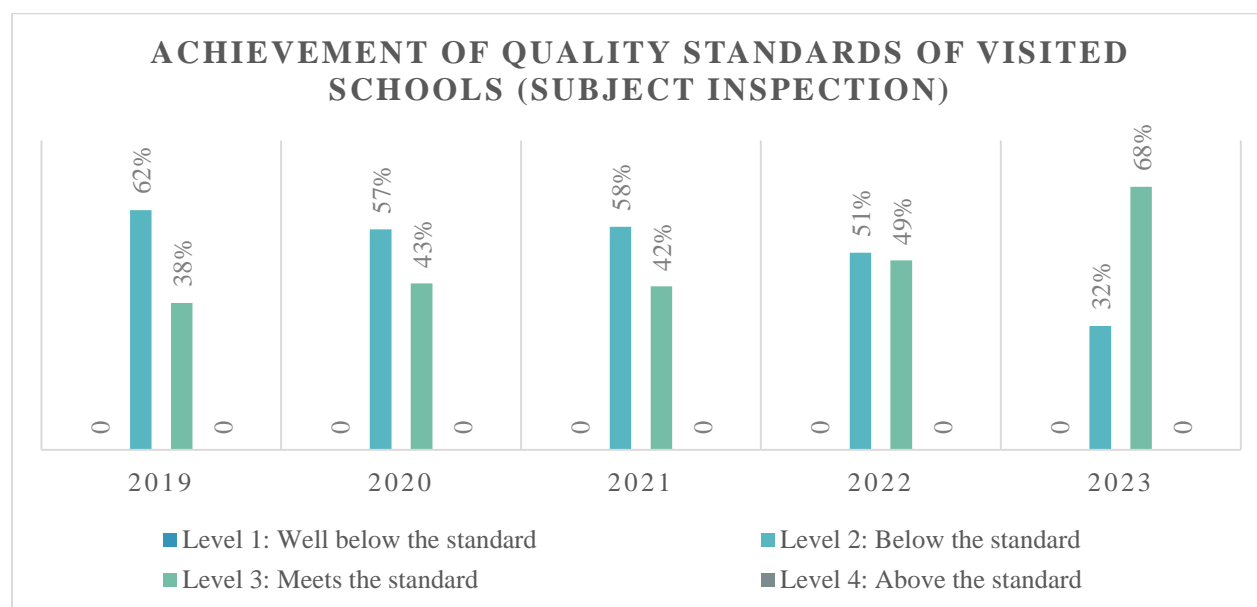
5.1.3 SCHOOL PERFORMANCE ASSESSMENT

5.1.3.1 RANKING OF TEACHERS AS PER LEVEL OF PERFORMANCE

The OCIE uses four level criteria to evaluate the performance of teachers: Level 1: below the standard/requires much improvement; Level 2: below the standard/requires improvement; Level 3: meets the standard/good; and Level 4: above the standard/Excellent. In the past five years the OCIE has rated teachers using this criterion during all inspections. Data in

Figure 61 shows trends in the achievement of quality standards of visited schools over the years (2019 to 2023). The data shows that from 2019 to 2023, there has been a steady decline in the percentage of schools categorized under Level 1. This suggests an improvement in the overall quality of schools over time. The percentage of schools classified under Level 2 has also been declining over the years, particularly in 2022 and 2023, where it dropped significantly. The percentage of schools meeting the standard has been increasing, peaking at 68% in 2023, compared to previous years where it was lower. Throughout all years, there have been no schools classified as "Above the standard," meaning no institutions have exceeded the expected quality levels.

Figure 61: Achievement of Quality Standards of Visited Teachers (Subject Inspection)



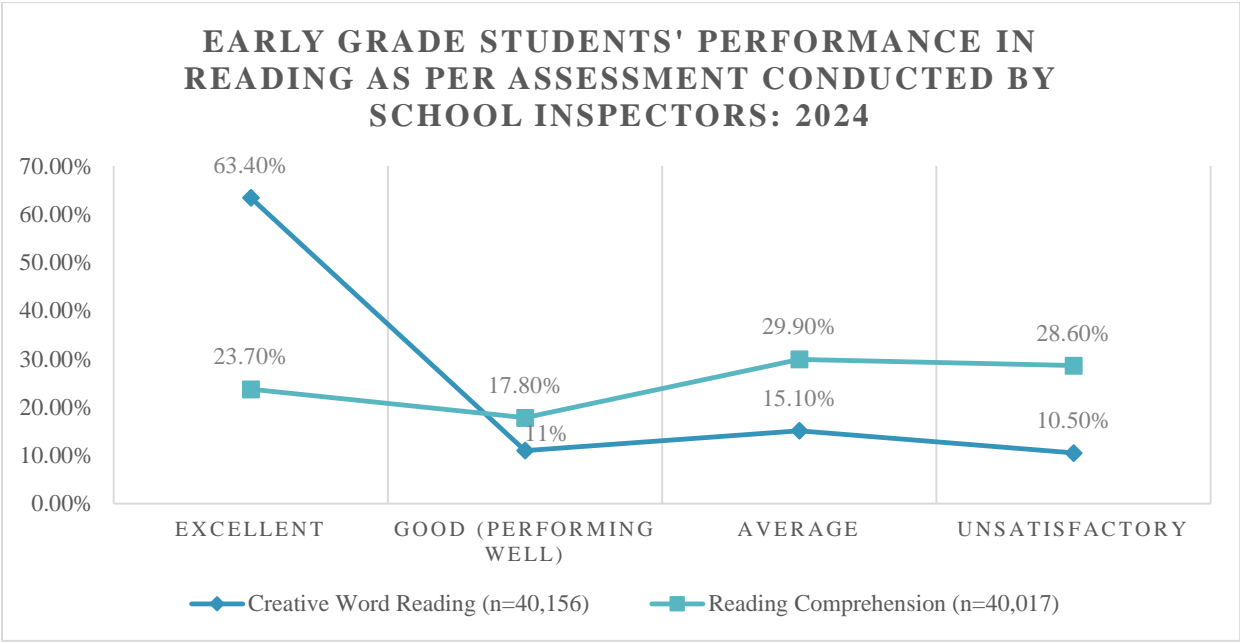
5.1.3.2 STUDENT LEARNING ASSESSMENT

The OCIE carries out learning assessments for students at the early grade. In 2024, the OCIE undertook an assessment that looked at learners reading and arithmetic competencies reaching 40,156 students country-wide. In reading the assessment looked at creative reading as well as reading with comprehension while in Math the assessment looks at basic number recognition, writing numbers in words, and addition and subtraction Level I and II.

In terms of Creative Word Reading and Reading Comprehension the data in **Figure 62** shows stronger performance in creative word reading at which a majority (63.4%) of students performed at an Excellent level in Creative Word Reading while only 10.5% of students fell into the Unsatisfactory category. However, students showed weaker performance in reading comprehension at which the percentage of students achieving an Excellent rating in Reading Comprehension was 23.7%. The Unsatisfactory category is significantly higher (28.6%), indicating that a large proportion of students struggle with understanding what they read. Additionally, nearly 30% of students fall into the Average category, reinforcing comprehension difficulties.

Overall, students excel at recognizing and reading words but struggle with understanding and interpreting text. Hence intervention may be needed to improve Reading Comprehension skills, as a larger percentage of students fall into the Unsatisfactory and Average categories in this area. While Creative Word Reading is a strength, more focus on comprehension strategies (e.g., critical thinking, inference skills) may help bridge the gap in overall literacy.

Figure 62: Early Grade Students' performance in Reading as per Assessment OCIE Report: 2024



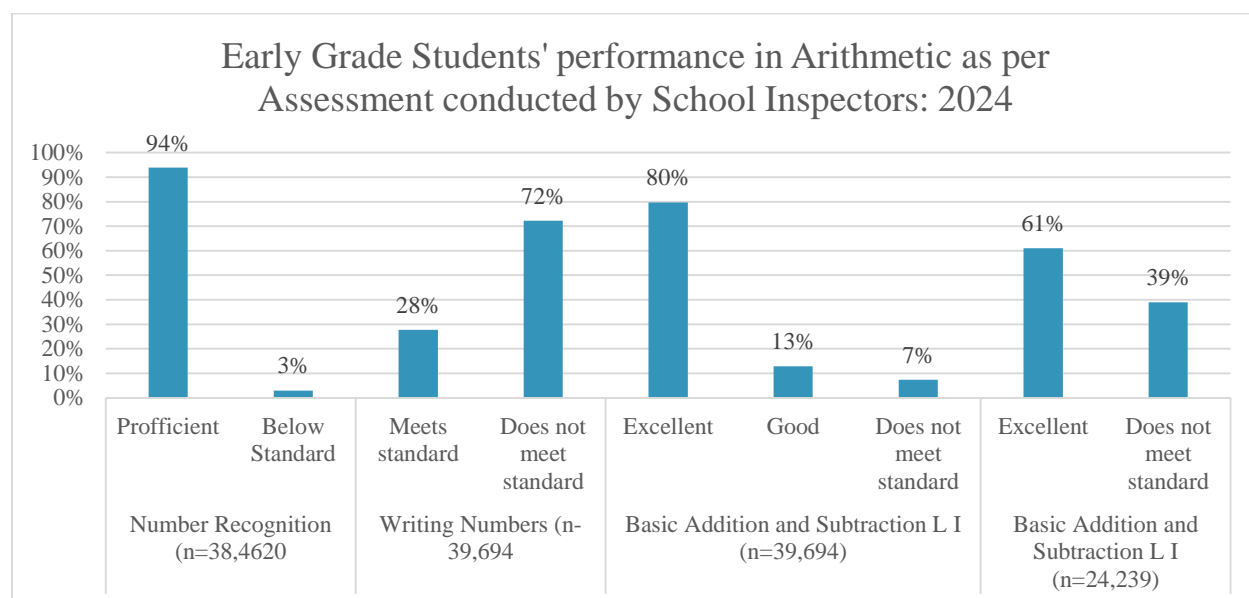
In terms of number recognition, out of the 38,620 students participating in the assessment, a vast majority of students (93.9%) demonstrated proficiency in number recognition, indicating strong foundational number literacy. Only a small percentage (3%) struggle with this skill.

A total of 39,694 students were assessed in Writing Numbers. Writing numbers appeared to be a major challenge, as 72.2% of students did not meet the standard. This suggests a need for targeted interventions, such as handwriting practice or number formation exercises. Most students (92.6%) demonstrated at least a "good" understanding of basic addition and subtraction. Only a small portion (7.4%) struggled in this area.

A total of 24,239 students undertook the Addition and Subtraction Level II test at which a majority of the students (61%) excelled in more however, a significant 39% did not meet the standard. This gap indicates a need for additional support in advancing math skills beyond basic operations. Overall, Writing Numbers and advanced arithmetic (Level II) require attention, as large portions of students struggle in these areas. See

Figure 63 for further information.

Figure 63: Early Grade Students' performance in Arithmetic-OCIE Report: 2024



5.2 INCLUSIVE EDUCATION AND LIFE SKILLS

The Inclusive Education and Life Skills (IELS) Program is responsible for ensuring access to education for all children, including those with special needs. The program is implemented by the Inclusive Education and Life Skills Unit (IELS-U). Several activities were conducted during FY2023/24 as follows:

- The Ministry conducted monitoring in 25 primary and secondary schools to assess issues related to IELS and to identify students with special needs. These students have been provided with essential equipment, including wheelchairs, Braille machines, Braille writing paper, and two voice recorders.
- The Ministry, in collaboration with the Office of the Director of Public Prosecutions, has followed up on victims of gender-based violence. A total of 25 victims (19 females and 6 males from Unguja and Pemba) were monitored to assess their health, academic progress, psychological well-being, and social conditions.
- A total of 50 students (23 males and 27 females) from Jang'ombe Primary School received education on the dangers of drug abuse.
- The Ministry also held a meeting with 144 parents (118 women and 26 men) from Ghana Primary School in Kati District to discuss parenting and the effects of student abuse.
- Furthermore, 390 students (181 males and 209 females) from TUSEME clubs in 30 primary schools (18 in Unguja and 12 in Pemba) received Life Skills Education training to help them develop self-awareness, set goals, and achieve them effectively.

- A total of 222 students (60 males and 162 females) from Vocational Training Centers were given Life Skills Education to help them cope with challenges they face.
- Lastly, a total of 1,034 teachers (772 women and 262 men) received training on Inclusive Education and Life Skills.

In addition to undertaking these activities, the IELTS-U is working in collaboration with Sida and the GPE to establish a Pre-Enrolment Assessment (PEA) Arrangement from school to national level with the aim of ensuring that all children, prior to starting school, have been assessed to determine special learning needs so that they can be provided with required support. In 2022/23 the Ministry developed an IELTS Medium Term Action Plan which was followed identification of key indicators to assess implementation of PEA in FYs 2025/26 and 2024/26. The GPE through the ongoing System Transformation Grant (STG) will support development of a national PEA guide in FY2024/25 which will then be used in years 2025/26 and 2026/27 to guide implementation of the PEA initiative.

5.3 LIBRARY SERVICES

The Zanzibar Library Services Board (ZLSB) is an educational institution under MoEVT. It was established under Act No 7 of the House of Representative of Zanzibar. The Board is responsible for promoting, establishing, managing, maintaining and developing libraries throughout the Island. Currently there are four library centres: Maisara (Mjini District), Dunga (Kati District) in Unguja while in Pemba are in Chake-Chake and Wete Districts. ZLSB target is to have library in every district.

5.3.1 REGISTRATION OF LIBRARY USERS AND USE OF LIBRARY SERVICES

In the fiscal year 2023/24, the library system recorded a total of 59,912 registered users, consisting of both continuing and new members. This included 28,352 adults (49% female) and 31,560 children (47% female), reflecting a nearly balanced gender distribution across user categories. Among continuing members, a total of 58,914 users were recorded, with 27,385 adults (49% female) and 31,529 children (47% female). In Unguja, there were 32,200 continuing members, with 16,875 males and 15,325 females, maintaining an overall 48% female participation rate. In Pemba, 26,714 users remained active, with 13,832 males and 12,882 females, also showing an overall 48% female representation.

During the year, 998 new members registered, comprising 967 adults and 31 children. 52% of new adult members were female, showing a slightly higher female engagement among new registrants. 68% of newly registered children were female, indicating a notable increase in female participation among younger users. Unguja had 756 new members (53% female), with 743 adults and 13 children while Pemba recorded 242 new members (53% female), including 224 adults and 18 children.

The total number of users (new and continuing) reached nearly 60,000, showing the library's strong engagement. The gender distribution remained relatively balanced across categories, with

a slight increase in female representation among new users. Children's membership outnumbered adult membership, reflecting a high level of engagement among young readers. See **Table 35** for more details.

Table 35: Library Users-Continuing and new members registered in FY2023/24

AREA	ADULTS				CHILDREN				GRAND TOTAL			
	M	F	T	%F	M	F	TOTAL	%F	M	F	Total	%F
a) Continuing Members												
Unguja	9,404	7,797	17,201	45%	7,471	7,528	14,999	50%	16,875	15,325	32,200	48%
Pemba	4,594	5,590	10,184	55%	9,238	7,292	16,530	44%	13,832	12,882	26,714	48%
Total	13,998	13,387	27,385	49%	16,709	14,820	31,529	47%	30,707	28,207	58,914	48%
b) New Members (registered in FY 2023/24)												
Unguja	357	386	743	52%	2	11	13	85%	359	397	756	53%
Pemba	106	118	224	53%	8	10	18	56%	114	128	242	53%
Total	463	504	967	52%	10	21	31	68%	473	525	998	53%
Grand Total	14,461	13,891	28,352	49%	16,719	14,820	31,560	47%	31,180	28,711	59,912	48%

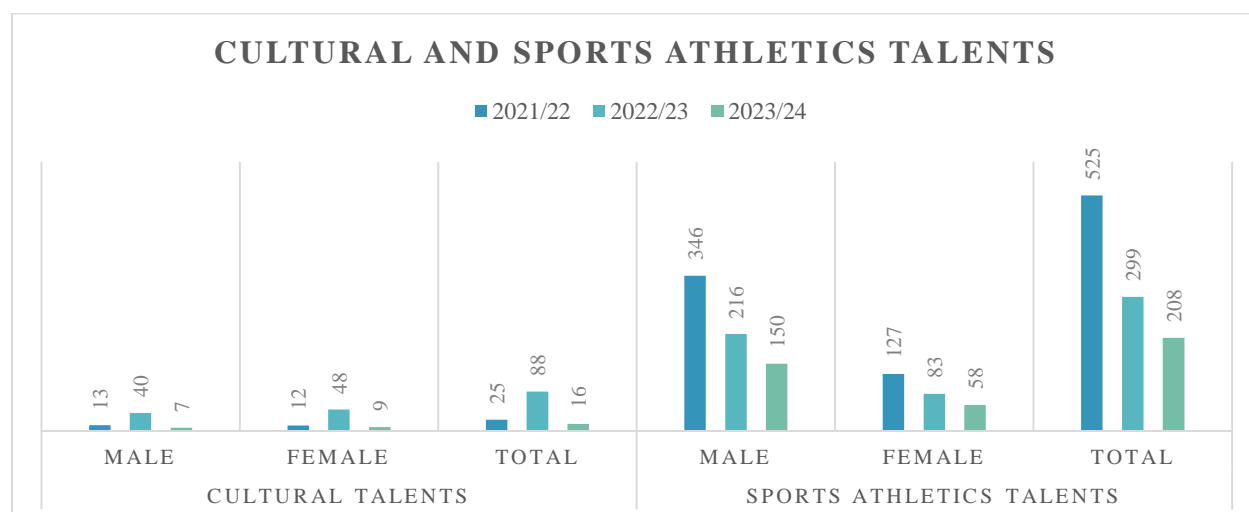
5.4 SPORTS AND CULTURE

5.4.1 TALENTED STUDENTS IDENTIFIED TO PARTICIPATE IN CULTURAL AND SPORTS EVENTS

The MoEVT is responsible in identifying Cultural Talents and Sports Athletics Talents pertaining to students. The data in

Figure 64 shows that there was a significant increase in cultural talents from 2021/22 (25) to 2022/23 (88), with both male and female participation rising. However, in 2023/24, there was a sharp decline in identified cultural talents to just 16, indicating a major drop in participation. In terms of Athletic Talents, the total number of sports athletics talents has been consistently declining over the years, from 525 in 2021/22 to 299 in 2022/23 and further down to 208 in 2023/24. Male and female participation both followed this downward trend, with male participants decreasing from 346 (2021/22) to 150 (2023/24) and female participants from 127 to 58. In comparison, for all the three-year period, participation in Athletics sports took precedence over cultural talents where for instance a total of 208 participated in sports athletics against 16 in cultural talents in FY2023/24. (7.1% of total participants)

Figure 64: Student Participation in Cultural and Sports Athletics Talents



5.4.2 CAPACITY BUILDING/TRAINING TO TEACHERS AND STUDENTS

The MoEVT also undertook trainings with the intention to improve the conduct of sports activities. Data in **Table 36** shows a significant rise trained Master Trainers from 11 in 2021/22 to 22 in 2023/24. The number of male and female teachers involved in swimming and aquatic survival training saw a major increase in 2023/24. The total rose sharply from 44 in 2021/22 and 60 in 2022/23 to 1,510 in 2023/24 which indicates a large-scale expansion in teacher involvement in aquatic survival training.

Student participation declined from 976 in 2021/22 to 600 in 2022/23. However, in 2023/24, there was an extraordinary increase in student participation in Swimming and aquatic survival, reaching 74,428. Both male and female participation surged, reflecting a massive growth in the program. This is in-line with the Government vision of Blue Economy which encourages sustainable use of ocean and water resources for economic growth and improved livelihoods.

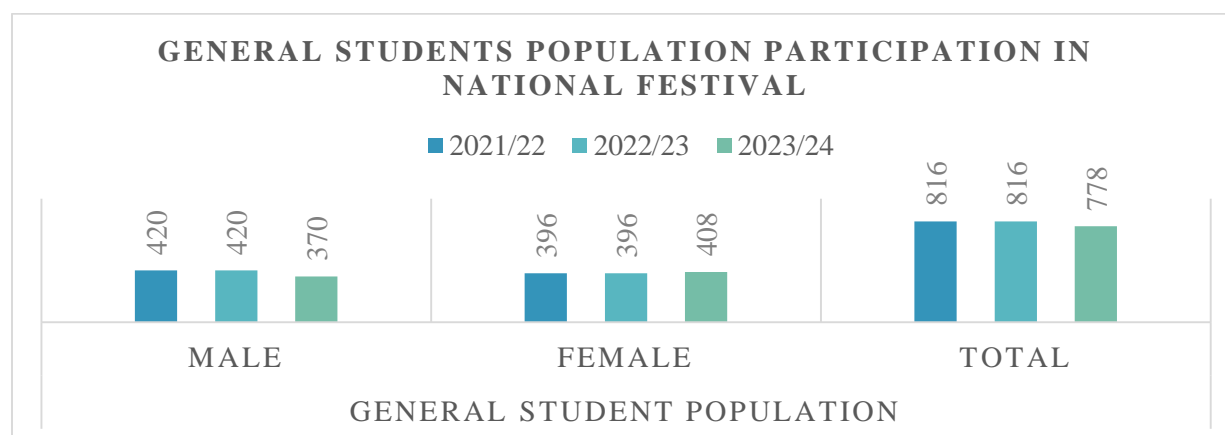
Table 36: Capacity Building/Training to Teachers and Students

Years	Master Trainers (teachers)			Swimming and aquatic survival (teachers)			Swimming and aquatic survival (students)		
	M	F	Total	M	F	Total	M	F	Total
2021/22	7	4	11	22	22	44	436	540	976
2022/23	7	5	12	35	25	60	393	207	600
2023/24	8	14	22	689	821	1510	35,535	38,893	74,428

5.4.3 NATIONAL FESTIVAL (FEE FREE EDUCATION FESTIVAL)

The MoEVT also organized National Festivals (Fee Free Education Festival). **Figure 65** shows that the total number of students participating in these sports remained stable in 2021/22 and 2022/23 but declined in 2023/24. Male student numbers dropped significantly in 2023/24, while female student numbers slightly increased. Inclusive Education participation increased steadily from 16 students in 2021/22 to 22 in 2022/23 and ultimately to 37 students in 2023/24

Figure 65: General Students Population participation in National Festival



5.4.4 NATIONAL SECONDARY SPORTS AND PRIMARY SCHOOL COMPETITIONS

National Secondary School Sports Competitions (UMISSETA) and Primary School Sports Competitions (UMITASHUMTA) are the national sports competitions mandatory for all schools. Each year, schools participate in various identified sports activities at which in FY2023/24 students participated in the sports indicated in **Figure 66**. The data shows that football dominated the other sports categories by number of participants.

Figure 66: Categories of sports that students participated in during 2023/24

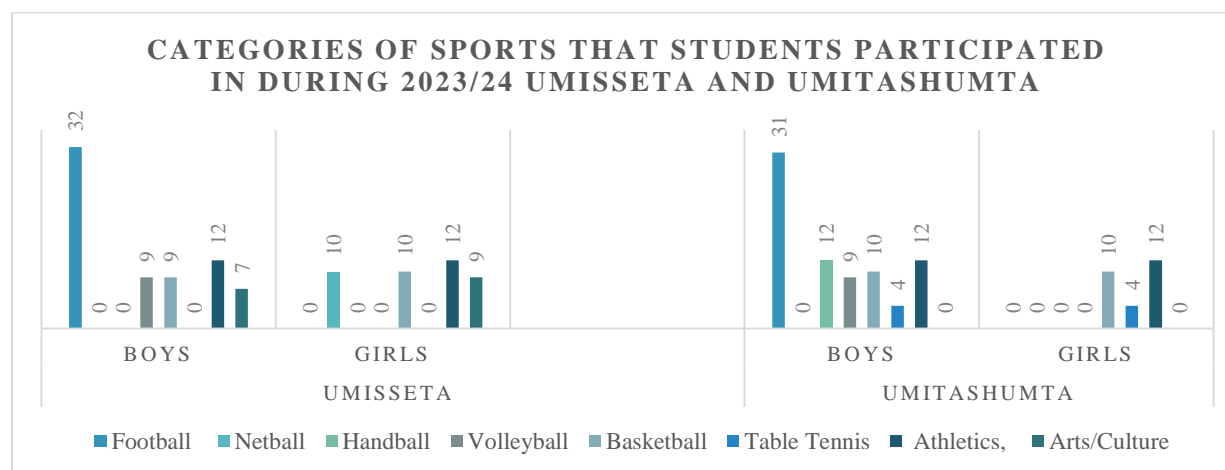


Table 37 shows that the overall student participation has been declining in UMISSETA. Total participation dropped from 381 in 2021/22 to 145 in 2022/23 and further to 104 in 2023/24. Both male and female participation have decreased significantly over the years at which male participation fell from 254 (2021/22) to 78 (2023/24) and female participation from 127 (2021/22) to 26 (2023/24).

The data further shows that participation in UMITASHUMTA fluctuated but declined in 2023/24 at which participants increased slightly from 144 (2021/22) to 154 (2022/23) but then dropped to 120 (2023/24). Male participation increased from 92 (2021/22) to 111 (2022/23) but later declined to 79 (2023/24) while female participation showed a gradual decline from 52 (2021/22) to 41 (2023/24).

Table 37: Student Participation in National Secondary Sports and Primary School Competitions

Year	UMISSETA			UMITASHUMTA		
	Male	Female	Total	Male	Female	Total
2021/22	254	127	381	92	52	144
2022/23	105	40	145	111	43	154
2023/24	78	26	104	79	41	120
Number Increase 2023/24	-27	-14	-41	-32	-2	-34
% Increase 2023/24	-26%	-35%	-28%	-29%	-5%	-22%

5.4.5 ELIMU (EDUCATION) CROSS COUNTRY

Table 38 shows that there was a significant increase in participation of Primary School students in this category of sports peaking from 171 in 2021/22 to 270. However, FY 2023/24 saw a sharp drop to 156, with both male and female participants decreasing. In terms of secondary schools, participation remained stable in 2021/22 and 2022/23, with a minor decrease (185 to 181). However, in 2023/24, total participation declined to 156, where female participants significantly dropped from 82 to 58.

Table 38: Participation Students in “Elimu Cross Country” Sports category

YEAR	Primary			Secondary		
	Male	Female	Total	Male	Female	Total
2021/22	92	79	171	96	89	185
2022/23	138	132	270	99	82	181
2023/24	80	76	156	98	58	156

6. ALTERNATIVE LEARNING AND ADULT EDUCATION (ALAE)

6.1 NUMBER OF LEARNERS ENROLLED IN ALAE

6.1.1 INTRODUCTION

DALAE has a total of seven programs which are Literacy Skills, Alternative Learning, Continuing Education, Domestic Science, Women Programme, YELP and Prison Education Programme. These programs provide (different) skills and experiences which focus on reducing number of illiterate individuals, identifying and enrolling Out of School children as well as opening the space to those who need to continue with their studies through Continuing Education System. The programmes also consider the functional literacy which consists of reading and writing skills to become adequate to manage daily living and employment tasks that require reading skills beyond a basic level.

6.1.2 OVERALL ENROLMENT IN ALAE PROGRAMS

Table 39 shows that the total enrolment in ALAE programs initially decreased from 12,582 in 2021 to 12,222 in 2022 (-3% decline), however, in 2023, there was a significant increase to 14,875, representing a 22% growth. Male Enrolment (M) has consistently increased over the years at which in 2021 it was 2,064 increasing to 3,910 (89% increase) and 6,630 (69% increase) in 2022 and 2023 respectively. Female Enrolment (F), however, has been declining at which in 2021 it was 10,518 decreasing to 8,312 (21% decrease) in 2022 and again to 8,245 (0.8% decrease) in 2023. Regardless of the decrease in female enrolment, the proportion of female students relative to total enrolment has been high at which in 2021 it was 84% and 55% in 2023. The data shows downward trend on the percentage of female enrolment going from 84% down to 68% and again down to 55% over the three-year period. This suggests a shifting gender balance where male participation is increasing while female enrolment is dropping significantly.

Table 39: Overall Enrolment in ALAE programs

Year	M	F	T	%F	Annual Increase	
					Number	% age
2021	2,064	10,518	12,582	84%		
2022	3,910	8,312	12,222	68%	-360	-3%
2023	6,630	8,245	14,875	55%	2653	22%

The increase of enrolment is due to the introduction of an out of school children program in 2022 which aims to return 35,732 children (a majority boys) aged 9 to 14 years to schools and transferred to DALAE through Alternative learning programme. Also the existence of women and literacy skills programme has also contributed to the increase of enrolment due to the presence of courses that teaches income generating activities and skills so that they can liberate themselves economically, mentally and financially.

6.1.3 ENROLMENT IN ALTERNATIVE LEARNING CENTERS AND CLASSES

Table 40 shows that in 2021 to 2022 enrollment at Alternative Learning (AL) centers declined from 165 to 119 students at which female enrollment dropped sharply from 38 to 13 (The percentage of female students decreased from 23% to 11%). Between 2022 to 2023 enrollment surged to 736 students at which female participation increased dramatically from 13 to 380 (The percentage of female students rose significantly to 52%). In the AL Classes enrollment grew significantly from 608 in 2021 to 3,384 students in 2022. Male and female enrollments both increased, but female percentage dropped from 37% to 27%. Between 2022 to 2023 enrollment remained stable, increasing slightly to 3,520 students. Female participation increased slightly, but the percentage of female students remained at 27%.

Table 40: Enrolment in Enrolment in Alternative Learning Centers and Classes: 2021-2023

Programmes	Total Enrolment											
	2021				2022				2023			
	M	F	T	%F	M	F	T	%F	M	F	T	%F
AL Centers	127	38	165	23%	106	13	119	11%	356	380	736	52%
AL Classes	386	222	608	37%	2,477	907	3,384	27%	2,582	938	3520	27%

6.1.4 ENROLMENT IN CONTINUING EDUCATION PROGRAMMES

Continuing Education: This programme grew consistently over three years. Total enrolment increased from 312 in 2021 to 776 in 2022 and then more than tripled to 2,666 by 2023. Female participation also rose from 33% in 2021 to 59% in 2023, reflecting increasing gender balance.

Domestic Science Programme: This programme had consistently high female enrolment (94-96%) throughout the three years, with only slight changes in total numbers (77 to 94). Continuing Education Centers are growing steadily, with increasing emphasis on female participation. This reflects possibly targeted efforts to bridge gender gaps and cater to the education needs of both genders. Domestic Science appears to cater almost exclusively to females, indicating a traditional skew that remains persistent.

YELP Programme: The Programme enrolment jumped from 24 in 2021 to 113 in 2022 and reached 3,570 in 2023. This rapid growth included a sharp increase in female participation (from

53% in 2022 to 80% in 2023). The massive expansion suggests a significant investment or shift in programme strategy, possibly appealing strongly to female participants and meeting their educational needs more effectively.

Women Programme: This programme has always had a predominantly female enrolment, maintaining around 90-93% female participation. However, there was a decline in total enrolment from 2021 (2,458) to 2023 (1,125). The decline in total enrolment while maintaining a high percentage of women may indicate decreased interest or resource constraints affecting outreach and access. See **Table 41** for more details.

Table 41: Enrolment in Continuing Education Programmes: 2021-2023

Programme	Total Enrolment 2021				2022				2023			
	M	F	T	%F	M	F	T	%F	M	F	T	%F
Continuing Education Centers	208	104	312	33%	465	311	776	40%	1103	1563	2666	59%
Domestic Science Programme	3	74	77	96%	3	74	77	96%	6	88	94	94%
YELP Programme	9	15	24	63%	53	60	113	53%	1519	2051	3570	80%
Women Programme	165	2,293	2,458	93%	104	1,290	1,394	93%	112	1,013	1,125	90%

6.1.5 ENROLMENT IN LITERACY PROGRAMME

The Literacy Skills Centers experienced a reduction in enrolment from 2021 (8,938) to 2023 (3,164). The percentage of female participation remained high but dropped slightly from 89% in 2022 to 70% in 2023. The overall reduction suggests challenges in sustaining interest or resources for the programme, though a strong female enrolment base remains. The drop in female representation may indicate barriers or other emerging priorities. See **Table 42** for further details.

Table 42: Enrolment in Literacy Programme: 2021-2023

	M	F	T	%F
2021	1,166	7,772	8,938	87%
2022	702	5,657	6,359	89%
2023	952	2,212	3,164	70%

6.2 ALAE GRADUATES

6.2.1 GRADUATES IN ALTERNATIVE LEARNING CENTRES AND CLASSES

The total number of graduates in AL centres dropped from 165 in 2021 to 119 in 2022 but then surged to 202 in 2023. Female graduation rates were low in 2021 (23%) and 2022 (11%) but jumped to 46% in 2023, indicating a significant increase in female participation. Male graduates consistently outnumber female graduates however, in 2023, the number of female graduates increased significantly (from 13 to 93), indicating improved female retention.

AL Classes saw a massive spike in total graduates in 2022 (3,384 graduates) compared to 608 in 2021. However, in 2023, the number dropped sharply to 1,367 graduates from 2022 (-60%). The percentage of female graduates remained relatively stable, fluctuating slightly between 26% and 37% over the three years. As in AL Centers, male graduates consistently dominated female. Female percentage decreased slightly from 37% in 2021 to 26% in 2023. See **Table 43** for further details.

Table 43: Graduates in Alternative Learning Centers and Classes

Programme	Total Graduates											
	2021				2022				2023			
	M	F	T	%F	M	F	T	%F	M	F	T	%F
AL Centers	127	38	165	23%	106	13	119	11%	109	93	202	46%
AL Classes	386	222	608	37%	2,477	907	3,384	27%	1,014	353	1,367	26%

6.2.2 GRADUATES IN CONTINUING EDUCATION

Continuing Education Centers saw a steady growth in total graduates from 312 in 2021 to 776 in 2022 and 2,666 in 2023 (increase by 244% between 2022 and 2023). Male graduates have increased significantly at which in 2021 they were 208 increasing to 1,103 in 2023. Similarly female graduates also surged, at which in 2021 there were 104 female graduates increasing to 1,563 in 2023. In comparison female constituted 33% of all graduates in 2021 increasing to 40% in 2022 and then 57% in 2023.

Total graduates in the Domestic Science Programme remained stable (77 in both 2021 and 2022), with increase to 101 in 2023 (31%). Female graduates were 96% in 2021 & 2022; and 89% in 2023. Male participation is slowly increasing (from 3 in 2021 & 2022 to 11 in 2023). The program remains heavily female-dominated, though there is a small increase in male participants.

There has been a significant growth in the YELP Programme at which in 2021 only 24 students graduated increasing to 113 in 2022 and then jumping to 3,663 in 2023. Both male and female

participation increased dramatically in 2023 at which males graduates were only 9 in 2021 increasing to 1,564. Female graduates were 15 in 2021 increasing to 2,099 in 2023. Female graduates constituted 57% of the total enrolment in 2023. Overall, the program has experienced tremendous growth, and gender distribution remains relatively balanced.

Women Programme declined in total graduates over the years at which in 2021 there were 2,458 graduates, reducing to 1,394 in 2022 and then 1,091 in 2023 (-22%). Female participation remained very high, with around 90% of graduates being women each year. Male graduates remain low and constant at which in 2021 there were 165 reducing to 105 in 2023. Overall, the program is shrinking in total graduates, and remains female-dominated. See **Table 44** for further details.

Table 44: Graduates in Continuing Education

Programme	Total Graduates											
	2021				2022				2023			
	M	F	T	%F	M	F	T	%F	M	F	T	%F
Continuing Education Centers	208	104	312	33%	465	311	776	40%	1103	1563	2666	57%
Domestic Science Programme	3	74	77	96%	3	74	77	96%	11	90	101	89%
YELP Programme	9	15	24	63%	53	60	113	53%	1564	2099	3663	57%
Women Programme	165	2,293	2,458	93%	104	1,290	1,394	93%	105	983	1,091	90%

6.2.3 GRADUATES IN THE LITERACY PROGRAMME

Data in **Table 45** shows that between 2021 and 2023, the number of graduates in the literacy programme experienced a significant decline. In 2021, a total of 8,938 individuals completed the programme, but this number dropped sharply to 6,359 in 2022 and further to just 392 in 2023. This downward trend suggests a decreasing enrolment or completion rate in the programme over time.

The data shows consistent dominance of female graduates. In 2021, females accounted for 87% of the total graduates, increasing to 89% in 2022 and reaching 91% in 2023, which is explained by the high female enrolment rates. The most drastic decline has been among male graduates, dropping from 1,166 in 2021 to just 34 in 2023. This sharp reduction raises concerns about the declining participation of men in literacy programmes and the factors contributing to this trend.

The increasing gender gap suggests that literacy initiatives may need to be re-evaluated to understand the barriers preventing male participation. While the rise in female literacy is a

positive development, a more balanced representation could ensure that both genders benefit equally from literacy interventions.

Table 45: Graduates in the Literacy Programme:2022-2023

	M	F	T	%F
2021	1,166	7,772	8,938	87%
2022	702	5,657	6,359	89%
2023	34	358	392	91%

7. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

7.1 VOCATIONAL EDUCATION AND TRAINING (VET)

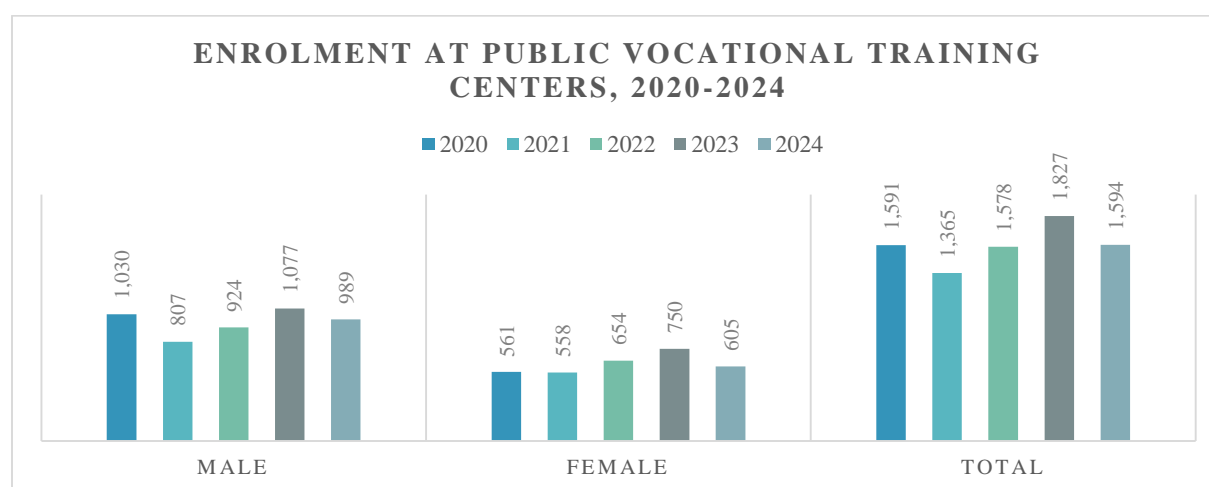
7.1.1 INTRODUCTION

The Government has a total of five operational Vocational Training Centers under the supervision of the Vocational Training Authority (VTA): Mkokotoni, Vitongoji, Mwanakwerekwe, Makunduchi, and Daya. In addition, the Government through the SEBEP programme and collaboration with the Africa Development Bank (AfDP) is establishing six more centers. The centres operations are overseen by the VTA which is also responsible in overseeing establishment and operationalization of Private Vocational Training Centres (VTCs). According to the Zanzibar Education Sector Transformation Plan (ZESTP) 2024-29, there were 38 private VET providers in year 2023. Data on the operationalisation of Private centers remains limited, hence the report focusses mainly on public VTCs while reporting on Private VTCs where possible.

7.1.2 ENROLLMENT IN VOCATION EDUCATION AND TRAINING CENTRES

Figure 67 shows that the total enrollment in VTCs under VTA fluctuated over the years at which in 2020 it was 1,591 students, decreasing to 1,365 (decrease of 14%) in 2022 and again increasing to 1,578 (increase of 16%) in 2022. By 2023 enrolment had reached 1,827 (increase of 16% from the previous year) however decreased by 13% to 1,594 in 2024. Male enrollment has been increasing overall, peaking in 2023 at 1,077, then dropping slightly in 2024. Female enrollment has remained relatively stable but saw a slight decrease in 2024. In comparison, the percent of female enrolment has remained low at which in 2020 it was 35%, stabilizing at 41 between 2021 and 2023 and again reducing to 38% in 2024.

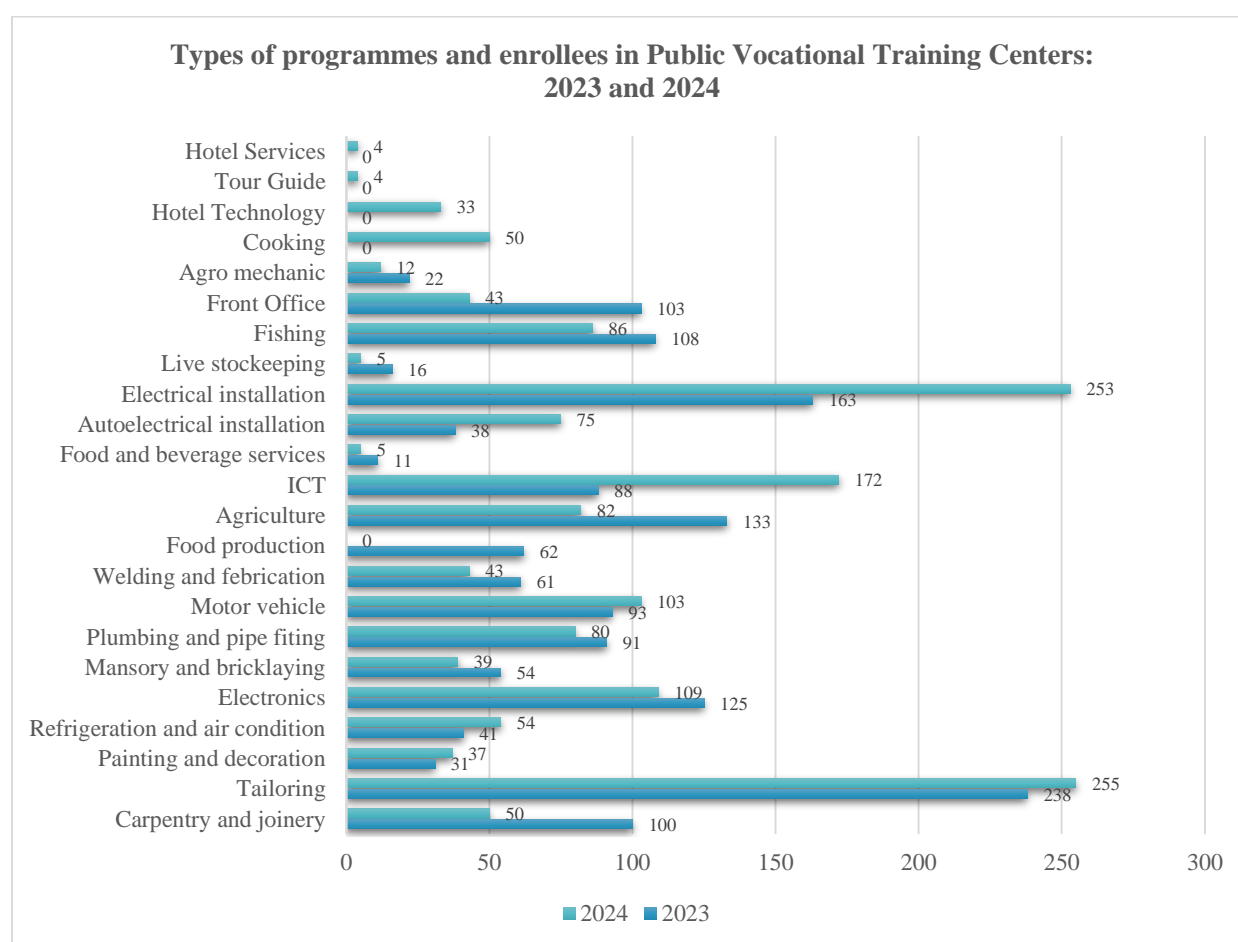
Figure 67: Number of Enrolees at Vocational Training Centers under VTA, 2020-2024



7.1.3 TYPES OF PROGRAMMES AND ENROLLEES OVER THE REPORTING PERIOD

Figure 68 presents the enrollment figures for various vocational training courses in 2023 and 2024. A notable trend is the significant increase in ICT enrollment, jumping from 88 students in 2023 to 172 in 2024. Conversely, Carpentry and Joinery experienced a substantial decrease, with enrollment dropping from 100 to 50 students. Other programs with notable increases include Electrical Installation, Autoelectrical Installation, and Hotel Technology. Programs like Masonry and Bricklaying, Welding and Fabrication, and Agriculture saw a decline in enrollment. This data suggests a shifting interest in vocational training courses, with a growing demand for ICT skills and a potential decline in traditional trades.

Figure 68: Types of programmes and enrollees in Public Vocational Training Centers over the reporting period



7.1.4 DISTRIBUTION OF ENROLLED STUDENTS BY VET PROGRAM

Data in **Table 46** shows that the top three programs which account for over 40% of total enrolment are Tailoring (16.0%) , being the most popular program; Electrical Installation (15.9%) and ICT (10.8%). Programs that are least Popular (<1%) include Agro Mechanics

(0.8%), Food and Beverage (0.3%), Live Stock Keeping (0.3%), Hotel Services (0.3%), and Tour Guide (0.3%).

The data shows that out of the 1,594 students enrolled in VET programs, the gender split is 62% male and 38% female. Male students make up the majority, however, a growing number of women are venturing into new skill areas, challenging traditional perceptions of vocational careers. Some programs, however, remain heavily male-dominated. Electrical installation (95%), motor vehicle (100%), auto electrical (100%), welding and fabrication (100%), and refrigeration & air conditioning (100%) see little to no female participation. These fields, often associated with mechanical and technical expertise, reflect deep-seated gender norms that discourage women from pursuing careers in trade industries.

The data shows that women thrive in service-oriented programs, making up 92% of tailoring students, 84% of painting and decoration students, and 100% of food and beverage as well as hotel services students. The presence of women in these fields highlights ongoing gender role associations in vocational training, where traditional career paths still influence enrollment choices.

Despite entrenched gender disparities in technical fields, certain programs show encouraging shifts toward gender balance. ICT (70% female) is emerging as a strong field for women, signalling a growing interest in digital skills and technology-based careers. Likewise, Agriculture (68% female) is another area where women are making significant inroads, reflecting the expanding role of women in agribusiness and sustainable farming. Food production (66% female) and front office (70% female) also showcase increasing opportunities for women in entrepreneurial and business-related sectors.

Additionally, programs like fishing (45% female) and plumbing & pipe fitting (29% female) show a slow but positive shift toward breaking gender barriers in non-traditional sectors. This indicate that with the right support and incentives, women can access and excel in fields historically dominated by men.

Table 46: Distribution of Enrolled Students by VET Program

<i>VET Program</i>	<i>T</i>	<i>M</i>	<i>F</i>	<i>%Female</i>
<i>Tailoring</i>	255	21	234	92%
<i>Electrical installation</i>	253	241	12	5%
<i>ICT</i>	172	51	121	70%
<i>Electronics</i>	109	99	10	9%
<i>Motor vehicle</i>	103	103	0	0%
<i>Fishing</i>	86	47	39	45%
<i>Agriculture</i>	82	26	56	68%
<i>Plumbing and pipe fitting</i>	80	57	23	29%

<i>VET Program</i>	<i>T</i>	<i>M</i>	<i>F</i>	<i>%Female</i>
<i>Auto electrical</i>	75	75	0	0%
<i>Refrigeration and air</i>	54	54	0	0%
<i>Food production</i>	50	17	33	66%
<i>Carpentry and joinery</i>	50	50	0	0%
<i>Welding and fabrication</i>	43	43	0	0%
<i>Front Office</i>	43	13	30	70%
<i>Masonry and bricklaying</i>	39	38	1	3%
<i>Painting and decoration</i>	37	6	31	84%
<i>Hotel technology</i>	33	31	2	6%
<i>Agro mechanic</i>	12	10	2	17%
<i>Food and beverage</i>	5	0	5	100%
<i>Livestock keeping</i>	5	4	1	20%
<i>Hotel services</i>	4	0	4	100%
<i>Tour Guide</i>	4	3	1	25%
Total	1,594	989	605	38%

7.1.5 GRADUATES AT PUBLIC VET CENTERS, 2023

The data **Table 47** highlights a consistent gender gap in graduation rates at public vocational centers, with male graduates significantly outnumbering female graduates each year. For example, in 2022, total Graduates were 492 (Male: 275; Female: 217) with GPI: 0.79 meaning for every 100 male graduates, there were only 79 female graduates. In 2023, the GPI stood at 0.66 the lowest parity across the period, with just 66 female graduates for every 100 males a significant gender imbalance. In 2024, total Graduates were 713 total (Male: 413; Female: 300) with GPI of 0.73 showing slight recovery in gender balance, though still well below parity. The female share of graduates remains underrepresented.

Conclusively, the overall number of graduates increased from 2022 to 2023 but slightly declined in 2024. Gender inequality worsened in 2023, with the lowest GPI (0.66), and only marginally improved in 2024 (GPI = 0.73). This trend indicates systemic barriers for female learners in vocational education, especially in completing their programs.

Table 47: Graduates at Public Vocational Training Centers (VTCs)

<i>Year</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>GPI</i>
2022	275	217	492	0.79
2023	435	285	720	0.66

<i>Year</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>GPI</i>
2024	413	300	713	0.73

7.2 TECHNICAL EDUCATION

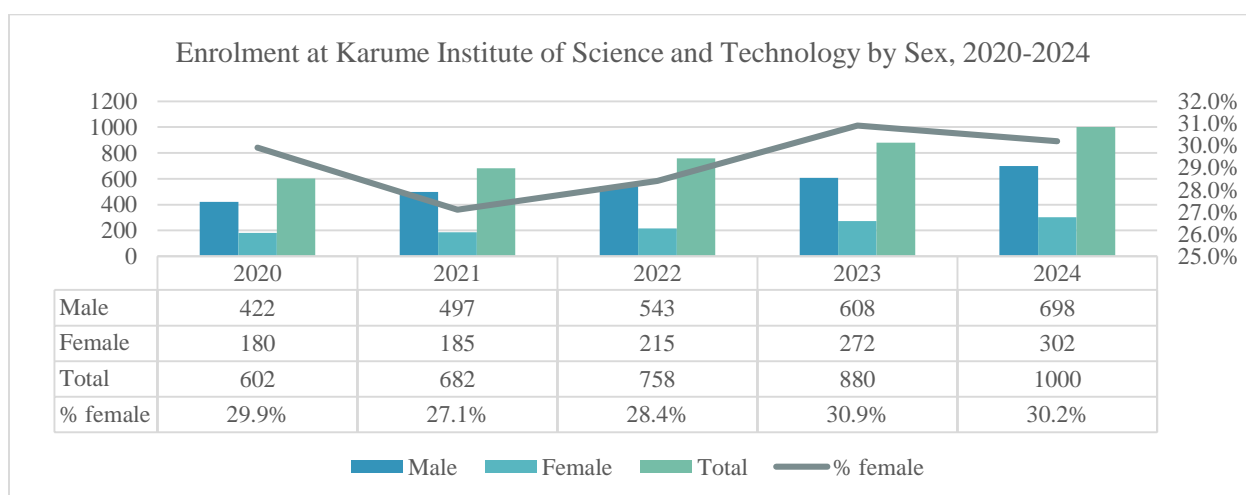
7.2.1 INTRODUCTION

The Karume Institute of Science and Technology (KIST) is considered the Technical Institute, delivering technical education and training within Zanzibar. KIST is registered with the National Council for Technical Vocational Education and Training (NACTVET) and has a mandate to grant awards on: - Basic Technician Certificate (NTA Level 4), Technician Certificate (NTA Level 5), Ordinary Diploma (NTA Level 6) and Bachelor Degree (NTA Level 8). Apart from NACTVET registration, KIST is also registered by the Zanzibar Vocational Training Authority (VTA) to provide vocational training studies under the Karume Vocational Training Centre (KVTC).

7.2.2 ENROLLMENT AT KARUME INSTITUTE OF SCIENCE AND TECHNOLOGY (KIST)

Data in **Figure 69** shows that the total enrolment has steadily increased over the past five years, reaching 1,000 in 2024. The male population consistently increased from 422 in 2020 to 698 in 2024 while the female population also increased from 180 in 2020 to 302 in 2024. In terms of Growth Rate trends, the male growth rate fluctuated but remained positive, showing steady increases while the female growth rate had significant variations, peaking in 2023. The total population growth rate was relatively stable but showed an upward trend in later years.

Figure 69: Enrolment at Karume Institute of Science and Technology by Sex, 2020-2024

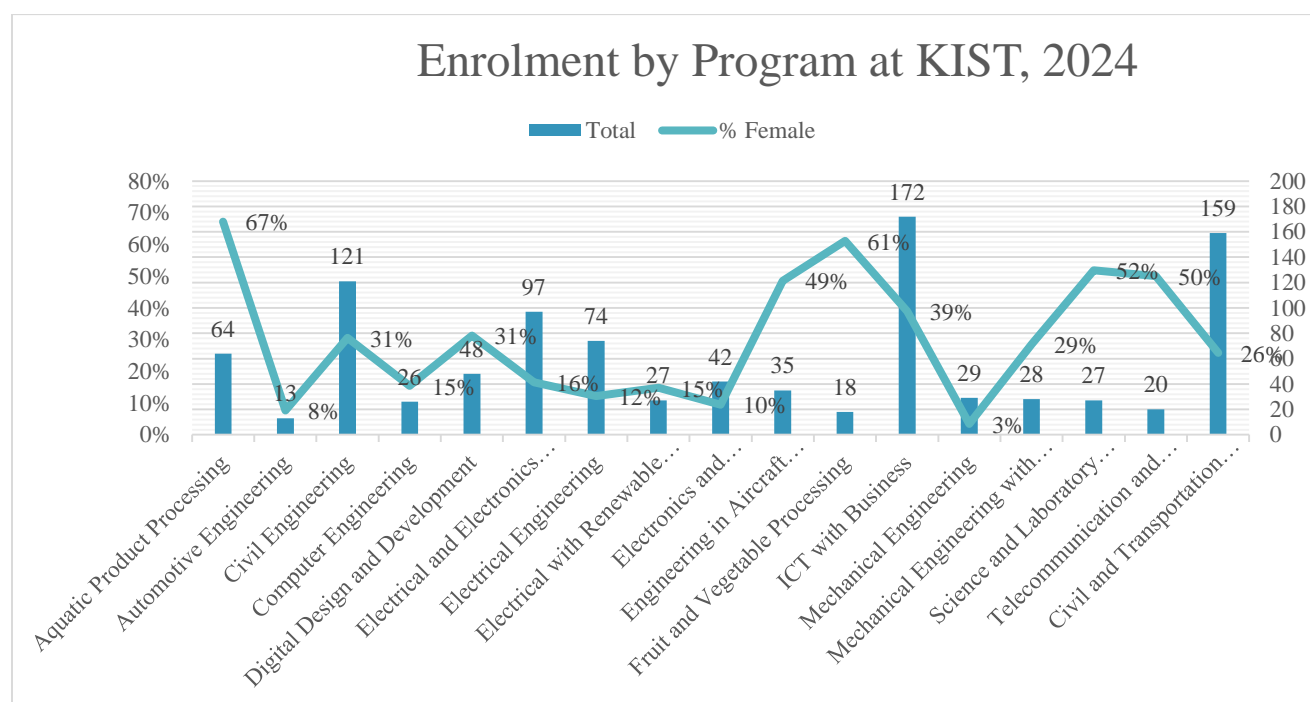


7.2.3 ENROLMENT BY PROGRAM AT KIST, 2024

Figure 70 shows that the largest enrollment shares at KIST are in ICT with Business which has the highest percentage of total enrollment (17.2%). Civil and Transportation Engineering follows closely behind at 15.9% and Civil Engineering at 12.1%. Electrical and Electronics Engineering constitutes 9.7% of the total enrolment followed by Electrical Engineering at 7.4%, Least Represented Programs include Automotive Engineering (1.3%) and Fruit and Vegetable Processing (1.8%) which have the lowest enrollment shares.

Programs like Mechanical Engineering, Automotive Engineering, and Electronics and Telecommunication Engineering have very low female representation at 3%, 8% and 10% respectively. Likewise, Electrical and Electronics Engineering and Computer Engineering also have relatively low female participation at 16% and 15%. More gender-balanced or female-dominated programs include Aquatic Product Processing (67% Female), Fruit and Vegetable Processing (61% Female), and Science and Laboratory Technology (52% Female). Telecommunication and Networking Engineering (50%) and Engineering in Aircraft Maintenance (49%) show a near-equal gender split.

Figure 70: Enrolment by Program at KIST, 2024



7.2.4 GRADUATES AT KIST

Table 48 shows a decrease in the number of graduates from the Diploma and Degree courses offered at KIST. The data shows reduction in the number of graduates across the board. In terms

of total number, in 2020/21 total graduates were 575 reducing to 358 in 2022/23 (by 38%). Female saw reduced number of graduates by 64% while male by 26% between the two years. Throughout the two years, female graduates were less than male graduates by far at which in 2020/21 female constituted 30% of all graduates and reducing to 18% in 2022/23. In 2023/24 data shows increased in the number of graduates across the board.

Table 48: KIST Graduates 2020/2021 and 2022/23

COURSES	2020/2021				2022/2023				2023/24			
	M	F	T	%F	M	F	T	%F	M	F	T	%F
Certificate and Diploma	390	171	561	30%	290	60	350	17%	676	261	937	28%
Bachelor Degree	10	4	14	29%	5	3	8	38%	23	8	31	26%
Total	400	175	575	30%	295	63	358	18%	699	269	968	28%
Increase in numbers					-105	-112	-217		273	158	431	
Increase in percentage					-26%	-64%	-38%		64%	142%	62%	

8. HIGHER EDUCATION

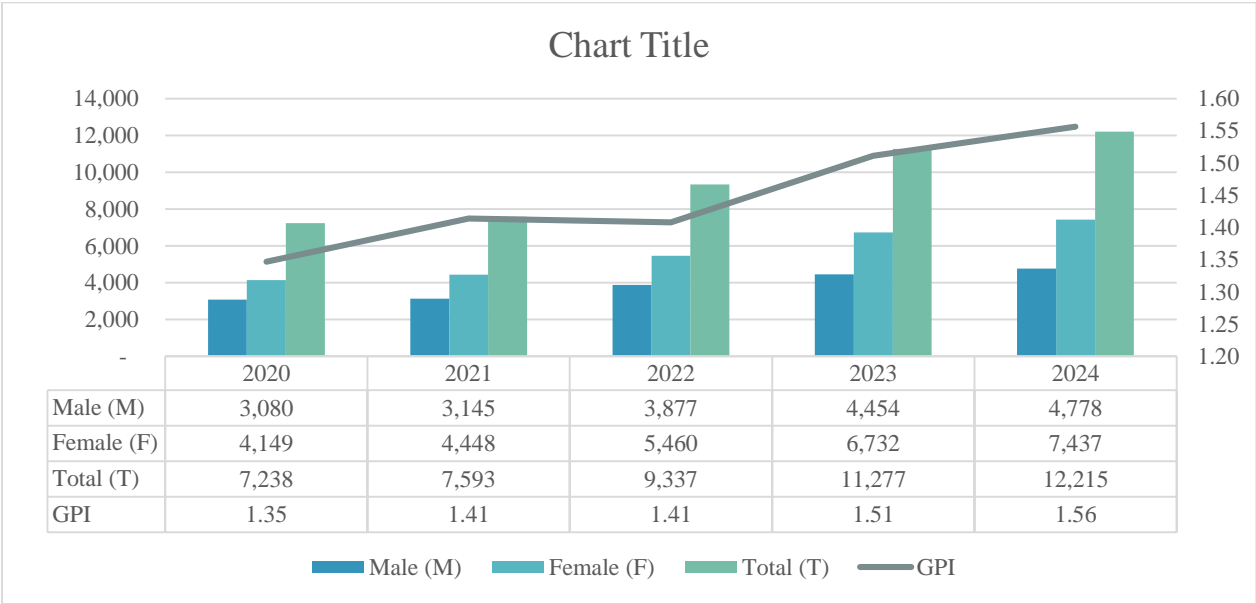
8.1 OVERALL UNIVERSITY ENROLMENT

Data in

Figure 71 shows total Enrolment at University by Gender for the years 2020 to 2024. The data reveals consistent growth in both male and female student numbers, with a notable trend toward higher female participation. From 2020 to 2024, university enrolment experienced steady growth across both genders, with a stronger increase among female students, reflected in the rising GPI. In 2020, a total of 7,238 students were enrolled, with females (4,149) outnumbering males (3,080). The GPI was 1.35, indicating significant female dominance in enrolment. By 2021, enrolment rose to 7,593 students. Females increased to 4,448, and males to 3,145, pushing the GPI higher to 1.41. In 2022, the upward trend continued, with enrolment reaching 9,337, and the female population growing to 5,460, compared to 3,877 males. The GPI remained steady at 1.41. The year 2023 saw a notable jump, with 11,277 students enrolled, 6,732 of whom were female and 4,454 male, with the GPI climbing to 1.51. By 2024, enrolment peaked at 12,215, with 7,437 females and 4,778 males and the GPI reached its highest point at 1.56, reaffirming a persistent gender imbalance in favor of females.

Overall, total enrolment increased by over 69% from 2020 to 2024 with Female enrolment consistently outpacing male enrolment each year. The Gender Parity Index (GPI) rose from 1.35 in 2020 to 1.56 in 2024, reflecting growing gender disparity in favor of females.

Figure 71: Total Enrolment at University by Gender: 2020-2024



8.2 UNIVERSITY ENROLMENT

The reporting on Higher Education has taken into account students enrolled in Universities based in Zanzibar. A total of four Universities were offering higher education in Zanzibar in 2024: The State University of Zanzibar (SUZA), The Zanzibar University (ZU) and Abdulrahman Al Sumait University (SUMAIT) and Indian Institute of Technology Madras (IITM).

Data in **Table 49** shows enrolment by University at which SUZA consistently had the highest number of students, increasing from 4,740 in 2020 to 6,954 in 2024. However, its share of total enrollment decreased from 66% in 2020 to 57% in 2024, suggesting that other universities are growing at a faster rate. ZU saw significant growth, rising from 1,620 students in 2020 to 3,725 in 2024. Its percentage share of total enrollment increased from 22% to 30%, indicating strong expansion. SUMAIT had a relatively stable enrollment initially, but it grew significantly in 2023 and 2024, reaching 1,493 students in 2024. Despite this, its percentage share has remained around 10-12% over the years. IITM (Indian Institute of Technology Madras - Zanzibar campus) is newly established and hence appears for the first time in 2024, enrolling 43 students, accounting for 0.4% of total enrolment.

Table 49: Enrolment by University:2020-2024

Colleges	Number					Percent of Total Enrolment				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
SUZA	4,740	4,860	5,870	6,807	6,954	66%	64%	63%	60%	57%
ZU	1,620	1,808	2,557	3,188	3,725	22%	24%	27%	28%	30%
SUMAIT	875	925	910	1,282	1,493	12%	12%	10%	11%	12%
IITM					43	0%	0%	0%	0%	0.4%

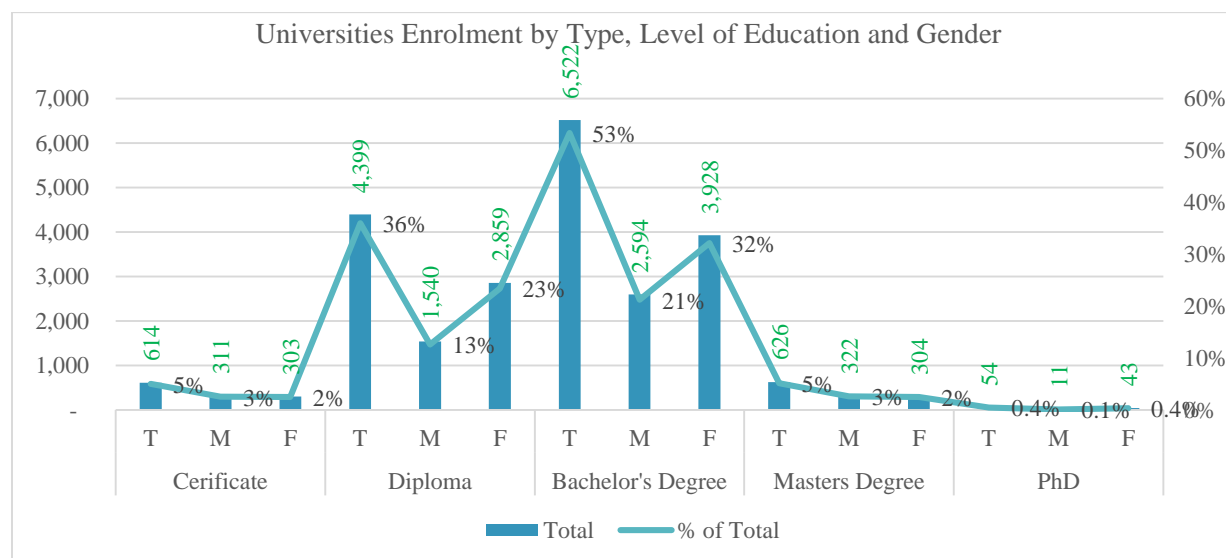
Colleges	Number					Percent of Total Enrolment				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Total	7,235	7,593	9,337	11,277	12,215	100%	100%	100%	100%	100%
# Annual Increase		358	1,744	1,940	938					
% Annual Increase		5%	23%	21%	8d%					

8.3 UNIVERSITIES ENROLMENT BY TYPE, LEVEL OF EDUCATION AND GENDER

The data in **Figure 72** shows that Bachelor's Degrees dominated the enrolment numbers, with 6,522 students (53%) pursuing undergraduate degrees. Diploma programs follow with 4,399 students (36%), indicating a strong demand for vocational and technical training. Master's Degrees (626 students, 5%) and PhDs (54 students, 0.4%) account for a smaller proportion, showing limited postgraduate enrolment. Certificate programs enrol 614 students (5%), mainly for short-term skill-based education.

The data shows that Women make up a significant portion of the enrolment, especially in Bachelor's and Diploma programs. Undergraduate education (Bachelor's and Diploma) sees strong female participation, with 3,928 women (32%) in Bachelor's programs and 2,859 (23%) in Diplomas. Master's and PhD programs remain male-dominated, though the overall gender gap is closing. Female participation continues to rise, particularly in undergraduate programs, signifying efforts toward gender equity in higher education.

Figure 72: Universities Enrolment by Type, Level of Education and Gender : 2024



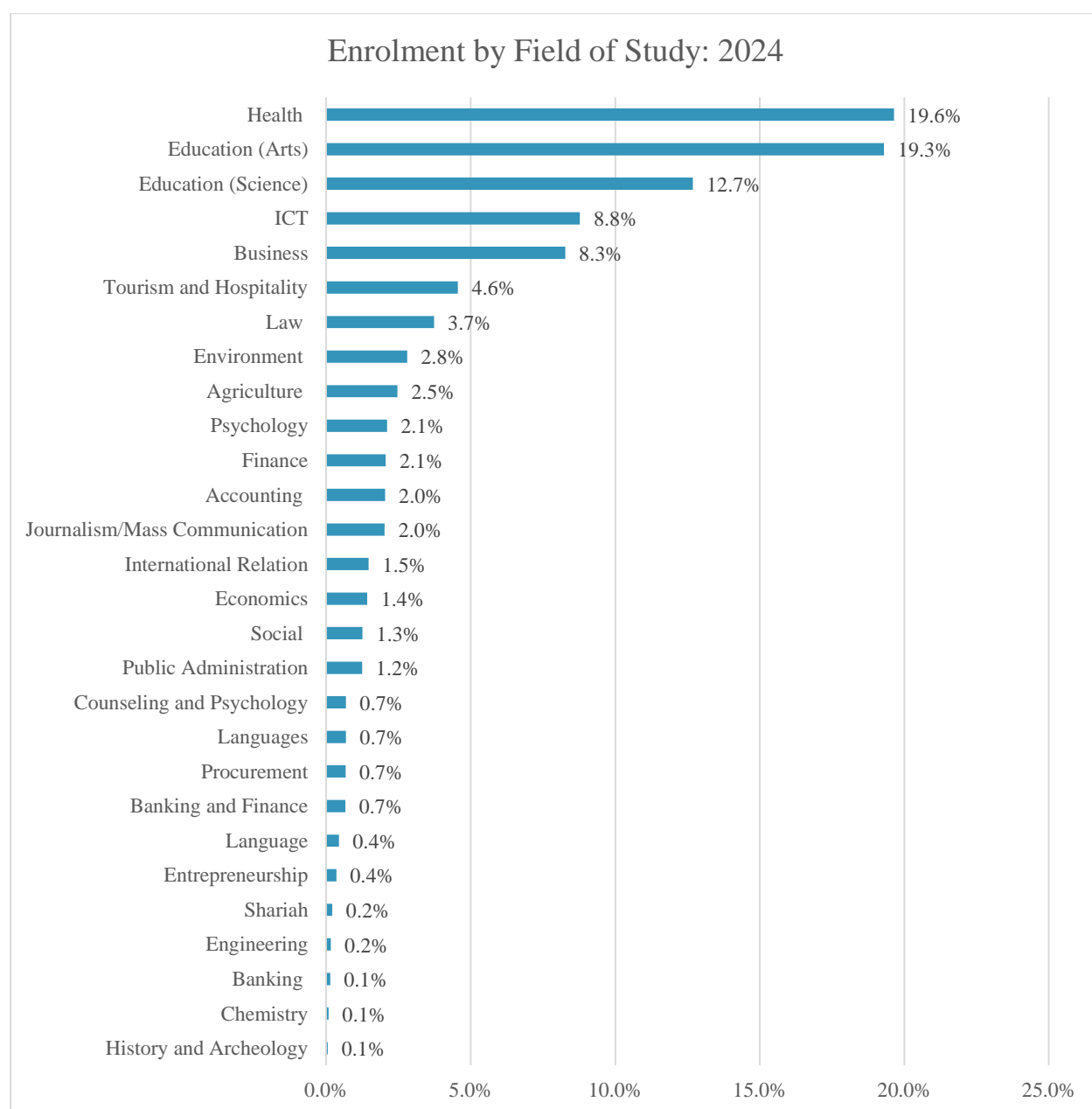
8.4 UNIVERSITY ENROLMENT BY FIELD OF STUDY, 2024

The largest area of study at the four Universities is Health Education (Arts & Science) with 2,399 students (20%) of the 12,215 students. Education (Arts) follows closely with 2,357 students (19%), reinforcing the demand for teacher training and educational expertise. Education (Science) also ranks high, with 1,549 students (13%), reflecting a significant focus on science education. ICT follows as one of the most popular fields (9%). Law (456 students, 4%), Environment (342 students, 3%), and Agriculture (301 students, 2%) demonstrate continued relevance but remain smaller compared to education and business. Finance, Accounting and Journalism/Mass Communication show stable interest but do not dominate overall enrollment.

The data shows low enrolment in the Engineering field which has only 20 students (0.2%), which is a strikingly low number for a field that is critical to technological and industrial advancement. Likewise, Chemistry and Banking also show very low enrollment (0.1% each), indicating either limited program offerings or low student interest in these fields. Overall, Education-related programs (Health, Arts, Science) collectively make up 52% of total enrollment, emphasizing the significance of teaching professions. See

Figure 73 for more details.

Figure 73: University Enrolment by Field of Study, 2024



8.5 GRADUATES AT UNIVERSITY LEVEL

Table 50 shows that from 2020 to 2023, the number of university graduates steadily increased, with female graduates consistently outnumbering male graduates, as shown by the Gender Parity Index (GPI). Additionally, SUZA (State University of Zanzibar) remained the leading institution in terms of graduate output, though its share fluctuated slightly over the years. In 2020, out of 2,802 total graduates, 1,684 (60%) were female and 1,118 (40%) were male, resulting in a GPI of 1.5, indicating

a high gender disparity favouring females. Likewise, in 2021, total graduates slightly dropped to 2,783, with 1,594 females and 1,189 males, reducing the GPI to 1.3. In 2022, graduate numbers increased to 3,331, maintaining a strong female presence (1,954 female vs 1,377 male), with a GPI of 1.4. By 2023, the highest number of graduates was recorded at 3,904, with 2,220 females and 1,684 males, but the GPI returned to 1.3, indicating a slightly narrowing gender gap while still favouring females.

In terms of institutional share, SUZA remained the major contributor to graduate numbers, producing 68% of total graduates in 2020, 69% in 2021, a drop to 63% in 2022 and a slight recovery to 65% in 2023. Zanzibar University (ZU) gradually increased its share from 22% in 2020 to 30% in 2022, before slightly declining to 28% in 2023. Al SUMAIT University consistently contributed a smaller portion from 10% in 2020 to 9% in 2021, dropping to 7% in 2022, and slightly increasing to 8% in 2023.

Conclusively, Overall graduate numbers grew by 39% from 2020 to 2023 with female graduates consistently outnumbering males, though the gap narrowed slightly in later years. SUZA maintained the highest contribution to graduate output, though its dominance slightly waned as ZU grew in influence.

Table 50: Graduates at University level

	TOTAL_M	TOTAL_F	TOTAL_T	% SUZA	% ZU	% AL SUMAIT	GPI
2020	1,118	1,684	2,802	68%	22%	10%	1.5
2021	1,189	1,594	2,783	69%	23%	9%	1.3
2022	1,377	1,954	3,331	63%	30%	7%	1.4
2023	1,684	2,220	3,904	65%	28%	8%	1.3

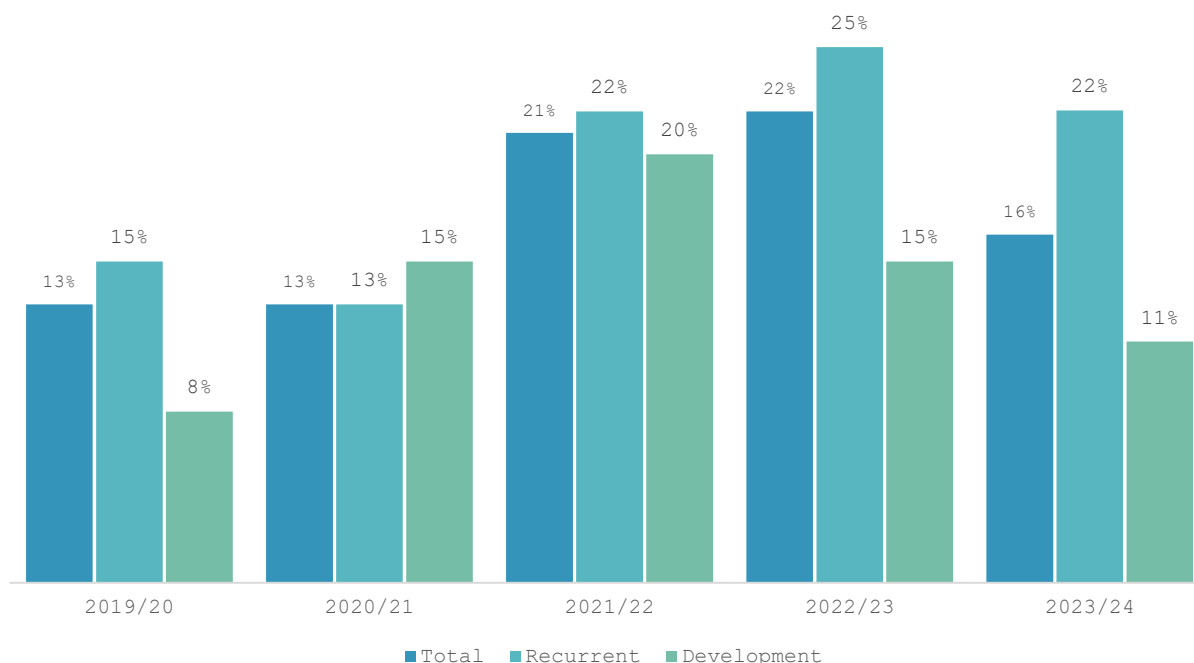
9. EDUCATION FINANCING

9.1 EDUCATION BUDGET SHARE IN THE NATIONAL BUDGET

The share of education sector expenditure within overall government expenditure declined in FY 2023/24 to 16%, down from 22% in FY 2022/23 (**Figure 74**). This decline reversed the upward trend observed over the previous four years. Recurrent and development expenditure shares also decreased, with the share of the recurrent expenditure falling from 25% in FY 2022/23 to 22% in FY 2023/24, and that of development expenditure declining from 15% to 11% over the same period. Notably, the share of the development budget has been on a downward trend since FY 2021/22.

Despite the declining share of education in the overall government budget, this does not necessarily indicate reduced sector prioritisation. The absolute resources allocated to education have continued to rise. In FY 2023/24, the government spent TZS 429 billion on the sector, an increase of TZS 108 billion from the TZS 321 billion spent in the previous year. Moreover, the 22% share of the recurrent budget exceeded the international benchmark of a 20%+.

Figure 74: Share of Education Spending (actual total, recurrent and development; 2019/20-2023/24)



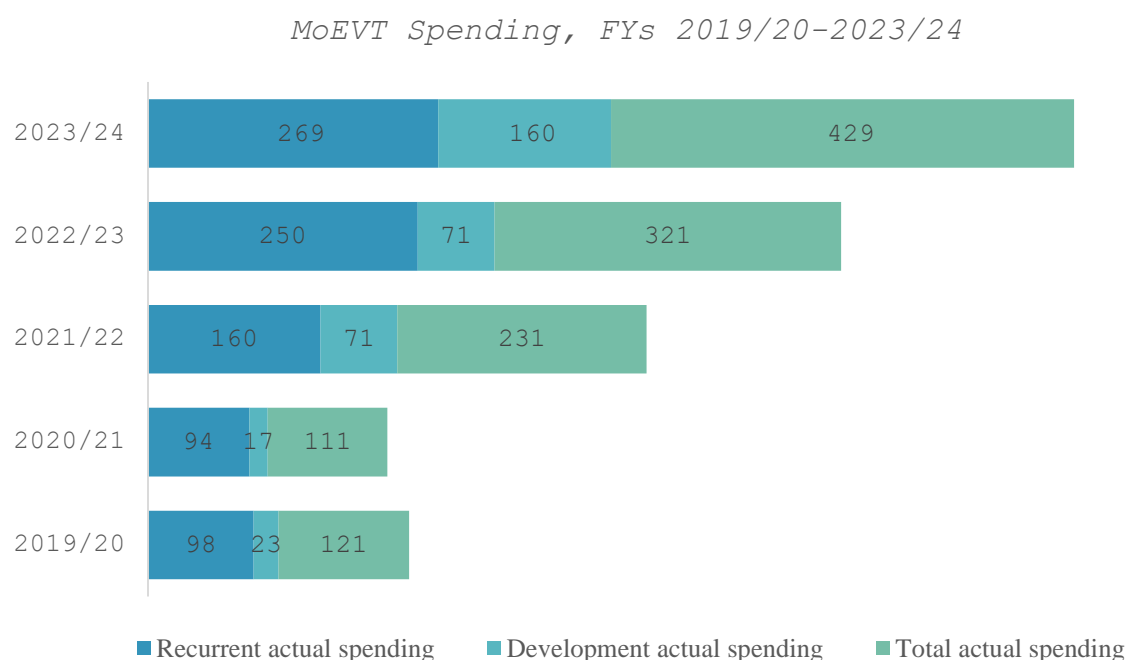
Source: MoEVT and POFP Data

9.2 EDUCATION SECTOR SPENDING

Figure 75 shows that actual spending for the sector increased by TZS 108 billion, reaching TZS 429 billion in FY 2023/24, up from TZS 321 billion in the previous year (Figure 54), representing a 34% increase. The largest growth was observed in the development budget, which saw a 125% increase from the previous year, reflecting the government's emphasis on improving infrastructure within the education sector.

In absolute terms, the development budget rose by TZS 89 billion, from TZS 71 billion in FY 2022/23 to TZS 160 billion in FY 2023/24. Meanwhile, the recurrent budget experienced an 8% increase, rising from TZS 250 billion to TZS 269 billion over the same period.

Figure 75: MoEVT Spending, FYs 2019/20-2023/24



Source: MoEVT

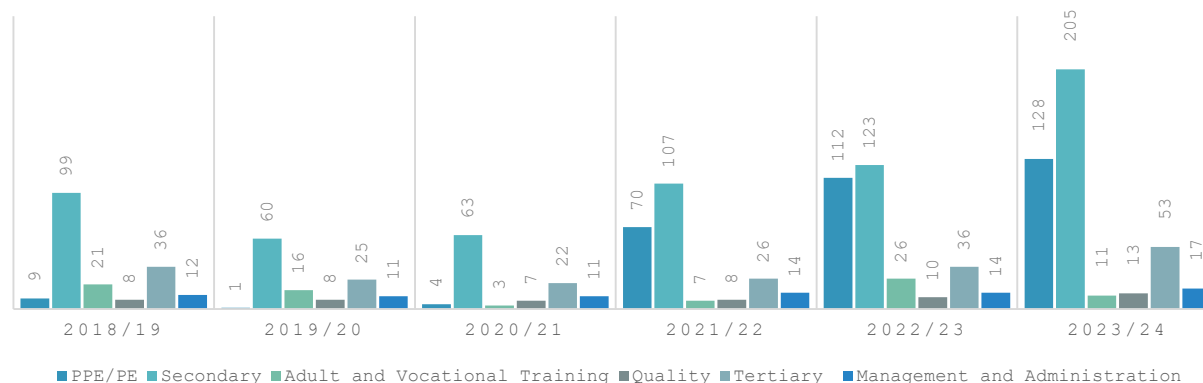
9.3 SPENDING BY PROGRAMMES

The Secondary education programme stands out in both actual spending and share of the MoEVT spending, with the Pre- and Primary education programme following closely behind. Secondary education experiencing a more significant rise (TZS 250 billion in FY 2023/24, up from TZS 123 billion the previous year) compared to pre- and primary education (TZS 128 billion, up from TZS 112 billion over the same period) (Figure 55).

Actual spending on tertiary education also increased, from TZS 36 billion in FY 2022/23 to TZS 53 billion in FY 2023/24. Marginal increases in spending are observed for quality education and

management and administration programmes. The quality education programme includes curriculum development, examinations, school inspections, and library services. A significant decline in actual spending occurred in the adult and vocational training programme, which spent TZS 11 billion in FY 2023/24, a drop of TZS 15 billion from the TZS 26 billion spent the previous year. See **Figure 76** for more details.

Figure 76: Actual Spending by MoEVT Programmes, 2019/20-2023/24, in TZS billion

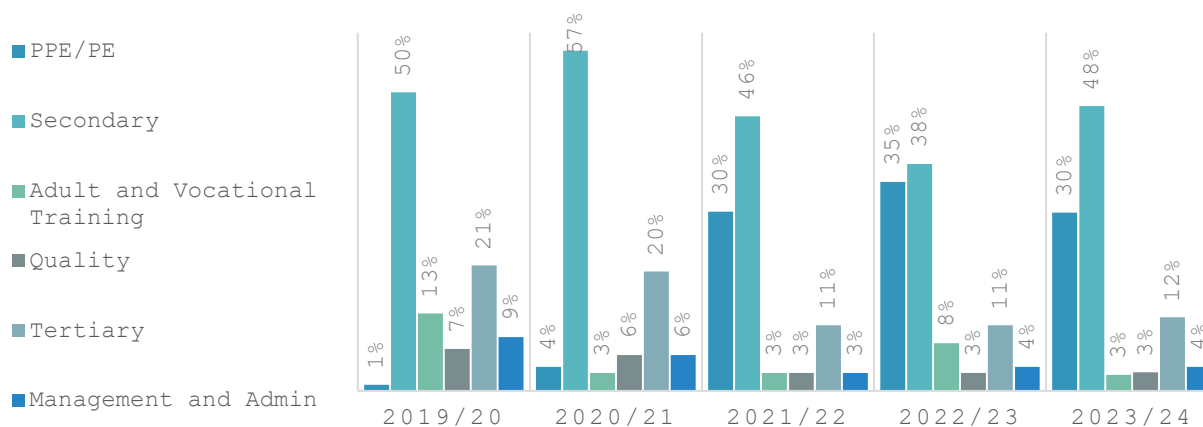


Source: MoEVT

Figure 77 presents a five-year perspective on the distribution of shares of actual spending by programme. In FY 2023/24, secondary education accounted for the largest expenditure share at 48%, marking a 10-percentage point increase from 38% in the previous year, though still below the peak share of 57% recorded in FY 2020/21.

The second largest programme, Pre- and Primary education, represented 30% of total education spending in FY 2023/24, a 5-percentage point decrease from 35% in the previous year. With the exception of tertiary education, which held a 12% share, all other programmes recorded less than 10% share of total education spending

Figure 77: Share of MoEVT Spending by Programme, 2019/20-2023/24



Source: MoEVT

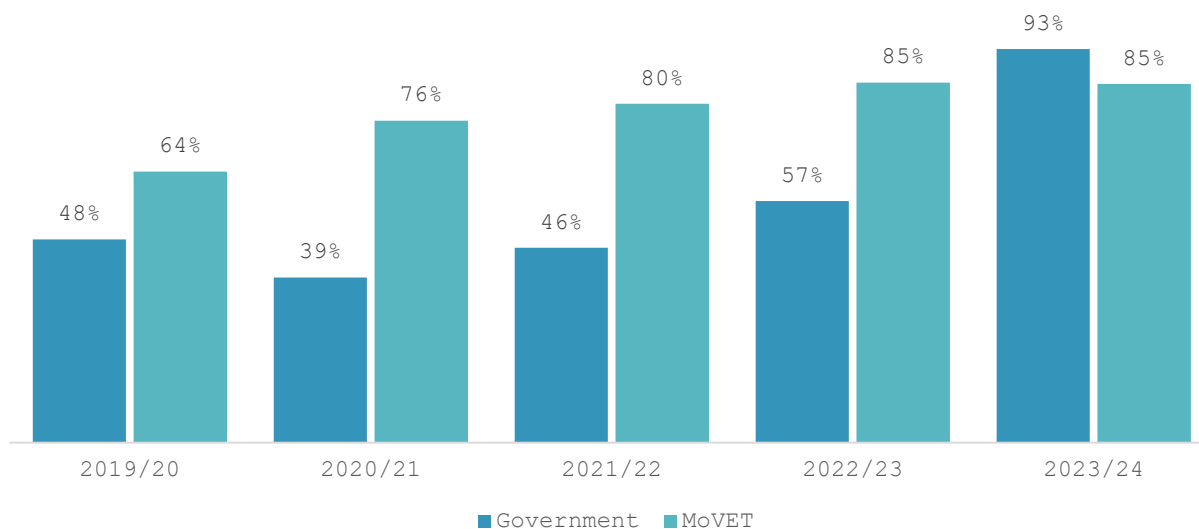
9.4 BUDGET EXECUTION RATES OF THE EDUCATION SECTOR

9.4.1 OVERALL BUDGET EXECUTION RATES

Figure 78 shows that during the period under review (FY 2023/24), the budget execution rate for the education sector remained steady at 85%, the same as in the previous year, but lower than the 93% execution rate for the overall government budget (Figure 59). This gap suggests that other sectors significantly improved their budget execution rates relative to the education sector.

The 85% execution rate for the education sector reflects a consistent positive trend in spending, rebounding from the lowest rate of 64% recorded at the onset of the COVID-19 pandemic, severely affecting key revenue sources like the tourism industry.

Figure 78: Execution Rates: Overall National versus Education Sector Budgets: 2019/20-2023/24



Source: MoEVT

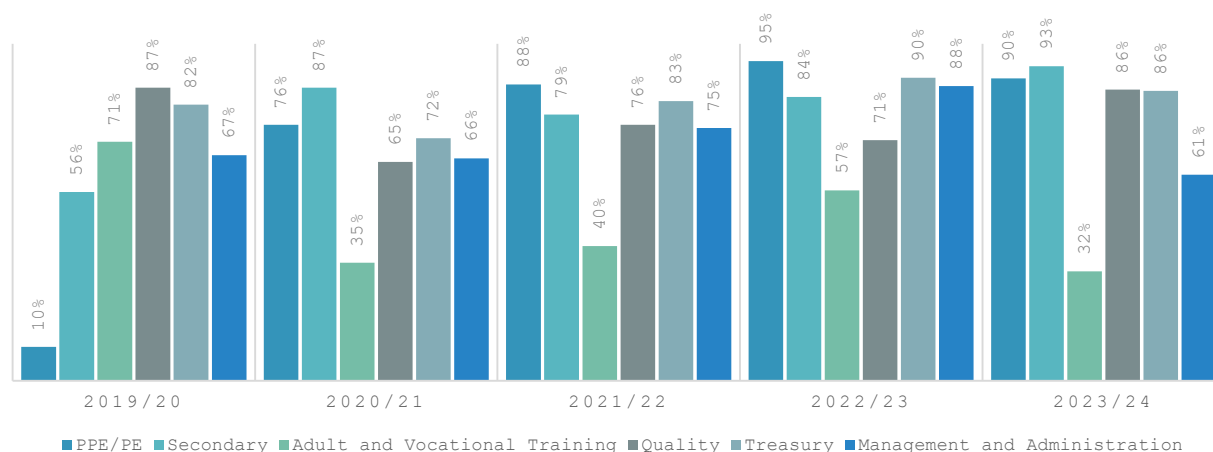
9.4.2 BUDGET EXECUTION AT THE PROGRAMME LEVEL

Secondary education and pre- and primary education continued to lead in budget execution rates in FY 2023/24, as was the case in the previous year (**Figure 79***Error! Reference source not found.*). Secondary education had the highest execution rate at 93%, a notable improvement from 83% the year before. Pre- and primary education followed next, by executing 90% of its budget, a slight decline from the 95% from the preceding year.

The Quality education programme significantly improved its budget execution, rising by 15 percentage points from 71% in FY 2022/23 to 86% in FY 2023/24. In contrast, the Adult and Vocational Training programme experienced a sharp drop in its execution rate, falling to 32% in

FY 2023/24 from 57% the previous year. The Management and Administration programme also observed a steep decline in execution rate, from 88% in FY 2022/23 to 61%.

Figure 79: MoEVT Execution Rate by Programme, 2019/20-2023/24



Source: MoEVT

9.4.3 DEVELOPMENT BUDGET EXECUTION RATES

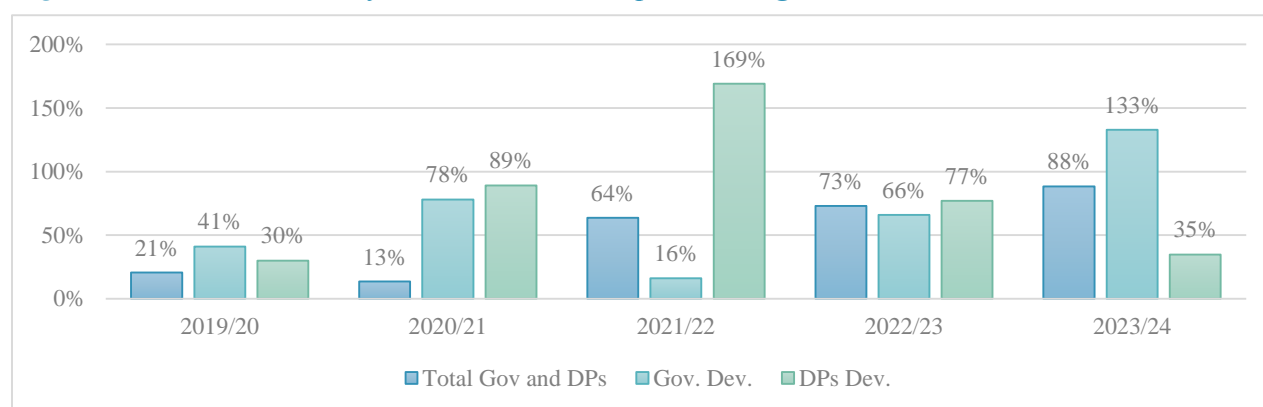
In FY 2023/24, a notable development was the significant increase in government spending on development projects, which exceeded the budget allocation by 35% (Figure 60). This marks a sharp rise from the 66% execution rate recorded in the previous year. It reflects the growing priority given to advancing education infrastructure.

However, the execution rate for development funds from DPs dropped by more than half, falling from 77% in FY 2022/23 to 35% in FY 2023/24. Despite this decline, the substantial increase in government spending on development compensated for the reduction in DPs contributions, ultimately raising the overall development budget execution rate to 88% in FY 2023/24, compared to 73% in FY 2022/23.

The education sector continues to benefit from a diverse range of DPs, including bilateral and multilateral agencies, Non-Governmental Organizations (NGOs) and Civil Society Organizations (CSOs). Annex 1 details the DPs funded projects during FY 2023/24. See

Figure 80 for more details.

Figure 80: Execution Rates for MoEVT's Development Budget: 2019/20-2023/24

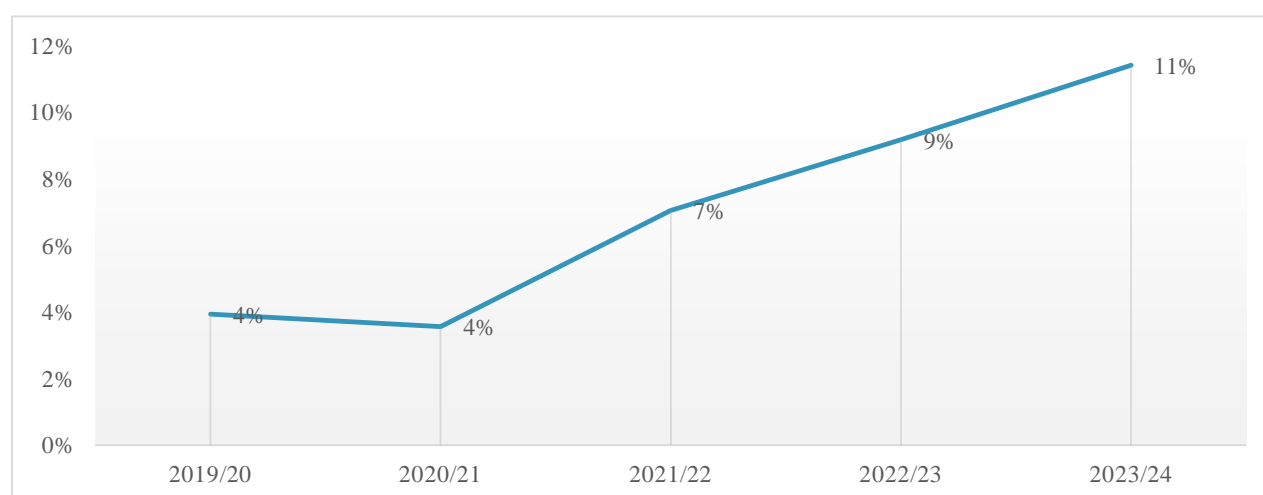


Source: MoEVT

9.5 GDP SHARE OF THE EDUCATION EXPENDITURE

This indicator evaluates the government's prioritization of education in relation to the country's overall economic wealth. The education share of the Gross Domestic Product (GDP) continues on a sharp upward trajectory. In FY 2023/24, Zanzibar allocated 11% of its GDP to the education sector, a 2-percentage point rise from 9% in the preceding year (**Figure 81**). The current level of education expenditure in Zanzibar far surpasses the benchmark set by the Education 2030 Framework for Action, which advocates for governments to dedicate at least 4% to 6% of their GDP to education. This achievement demonstrates Zanzibar's commitment to adhering to international standards for education funding¹⁸.

Figure 81: Education Expenditure as a Share of GDP: 2019/20-2023/24



Source: MoEVT expenditure data sourced from MoEVT whereas GDP data were sourced from Bank of Tanzania (BoT) monetary policy publications.

¹⁸ https://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

10. CONCLUSION AND WAY FORWARD

Data coverage on the Z-ESPR continues to improve with improvement in data presented in the AESA and other key education planning documents such as the P-TAP, P-CAP and P-TLMAP. The Government will continue to improve data collection systems to strengthen M&E of educational reforms more effectively. This will include sustaining the utilization of protocols developed through external support to continue to ensure key education resources (financial, human, infrastructure, TLM, etc.) are equitably distributed. Attempts will also be made to ensure the Z-ESPR format aligns more closely with the ZESTP and the priorities promised by the Government in its key documents.

The MoEVT Budget for FY 2024/25 sets out eight main priority interventions for focus of key programmes/projects in the education sector as follows:

- i) Strengthening leadership and management of education at all levels, including schools, districts, regions, and the Ministry.
- ii) Enhancing the system for evaluating student educational progress at all levels and improving their academic performance.
- iii) Improving educational infrastructure by constructing 1,500 classrooms through the development of multi-story schools, ground-level schools, and completing classrooms initiated by the community in both Unguja and Pemba. Additionally, building 20 teacher residences, the Ministry's office, 4 district education offices, 300 toilets, and 8 dormitories, including dormitories for boys at Chwaka Tumbe and Paje Mtule. Renovating 100 primary and secondary schools with both major and minor repairs.
- iv) Constructing vocational education workshops in 33 secondary schools in Unguja and Pemba (3 workshops per district) and building fences for Hasnuu Makame and Mohamed Juma Pindua secondary schools.
- v) Enhancing the use of technology in teaching and learning by connecting educational institutions to the national fiber-optic network. This includes 217 secondary schools, 12 teacher training centers, and 22 science innovation hubs, along with providing ICT equipment. Training teachers and supplying learning and teaching materials, including resources for children with special needs.
- vi) Strengthening vocational and technical education by building five vocational training institutes, expanding Karume Institute of Science and Technology (KIST), and constructing a maritime training college with necessary equipment.
- vii) Enhancing higher education by increasing access to student loans for higher education students in Zanzibar from the diploma level onwards. Initiating a project to construct a permanent campus for IIT Madrasa College, constructing a building for the School of Agriculture, a modern science laboratory at SUZA, a school of health sciences, a dental school, and its associated clinic at SUZA.
- viii) Improving library services by constructing a modern library and enhancing the digital library (e-library) system.

These priority interventions implementation will be assessed and reported upon in the next ESPR (2024/25). Additionally, the Budget Speech provides a highlight on the Implementation Goals for FY2024/25 for each of the Education Sector main programmes: Pre-Primary and Primary, Secondary, Higher Education, ALAE, Quality of Education, and Administration and Management. The programmes are in-line with the ZESTP, and hence provide an ample opportunity to assess their implementation in line with assessment of the ZESTP. The Medium Term Expenditure Framework for 2024/25 will also be assessed against these priorities resulting into a more focussed ESPR when it comes to reporting on annual interventions implementation progress.