

Africa Education Initiative – Tanzania Case Study



Pupils conversing in sign language in a class for the deaf at Mwanakwerekwe School, Zanzibar, which is supported under MKEZA

Implementing AEI in Tanzania

The implementation of the Africa Education Initiative (AEI) in the Republic of Tanzania occurs against a backdrop of primary education's separate administration by two governments. The Government of Tanzania (GOT) oversees primary education for mainland Tanzania while the Government of Zanzibar (GOZ) is responsible for Pemba and Unguja islands. Tanzania is currently receiving support for two AEI components: the Ambassadors' Girls' Scholarship Program (AGSP) and Teacher Training. Funds for both components were

obligated in Fiscal Year (FY) 2005 and AGSP activities have begun. Teacher Training activities have not yet begun. In FY 2006-2008 Tanzania will also be eligible to participate in the second phase of AEI's Textbooks and Other Learning Materials (TOLM) component.

Additionally, activities targeting marginalized communities in the predominantly Muslim Zanzibar are operated by Mradi wa Kuendeleza Elimu Zanzibar (MKEZA), a Kiswahili acronym meaning "Improving the Quality of Education in Zanzibar". MKEZA is a \$4 million, USAID/Economic Growth and Trade (EGAT) two-year activity. It is projected that AEI will fund selected MKEZA activities that pertain to the Initiative's goals.

AEI's cross-cutting themes of HIV/AIDS mitigation and parental and community involvement will be integrated into Teacher Training and AGSP activities. Although AGSP is in the early stages of implementation, life-skills training for HIV/AIDS prevention is planned for scholarship recipients. Communities have participated in identifying girls for scholarships, and more community involvement is anticipated. Both of AEI's cross-cutting themes are integral to the MKEZA program's objectives and activities.

The Ambassadors' Girls' Scholarship Program

AGSP is providing support for 1,000 scholarships: 700 for mainland Tanzania and 300 for Zanzibar in the current school year. The program is managed by the Academy for Educational Development (AED), the institutional contractor for USAID/AFR/SD/ED's east Africa AGSP programs. Key local implementing partners are the Tanzania Association of Women Leaders in Agriculture and Environment (TAWLAE) on the mainland, and the Forum for African Women Educationalists (FAWE) in Zanzibar.

TAWLAE provided services to scholarship recipients through the predecessor AGSP program supported by the Education for Development and Democracy Initiative (EDDI).

The EDDI/AGSP program granted scholarships to secondary school girls throughout the country. Under AEI, the focus of the current AGSP is on primary school aged girls. However, in Tanzania and Zanzibar, some girls are receiving support for secondary school education.

AGSP Tanzania

TAWLAE will administer 580 scholarships for primary school girls and 120 for secondary school girls. The secondary school girls are mainly scholarship recipients supported under the former AGSP program who have not completed their schooling. Under the scholar selection process, schools submit applications with the girls' details to TAWLAE. The executive committee and staff of TAWLAE then review the applications and make the final decisions.

In the current AGSP, TAWLAE is focusing on providing scholarships to needy girls including orphans and child laborers in the three districts in Tanzania where child labor is most prevalent-- Iringa Rural and Mufindi districts in the Iringa Region and the Kondoa district in the Dodoma Region. TAWLAE is partnering with the Education Development Center (EDC)'s program for child laborers to identify girls for scholarships (program called Mambo Elimu). The EDC program, funded by the U.S. Department of Labor, provides remedial education to allow out-of-school youth and particularly child laborers, to re-enter formal schooling. Children who complete this program can be integrated into regular schools if they are younger than 13 years old.

The AGSP scholarships for secondary school girls cover tuition and examination fees and are channeled directly to the respective schools. Primary school scholarships consist of school uniforms, books and supplies. Supporting primary education is a new role for TAWLAE, and they have worked with parents and community leaders to design the scholarship support package. TAWLAE plans to award the scholarship packages to the primary school girls through their communities and schools. In some areas, AGSP will partner with the World Food Program (WFP) to provide meals for scholars.



Reading material donated to FAWE for AGSP recipients in Zanzibar

TAWLAE has not yet defined the formal criteria for monitoring the AGSP's implementation. Performance goals and indicators will be developed in collaboration with AED by the end of September 2005. With the focus on orphans and child laborers, school attendance will be a key indicator.

TAWLAE staff observed that one impact of the previous AGSP was the creation of a more supportive environment for the girls by teachers and the communities. Furthermore, with this support some girls are now attending university.

AGSP Zanzibar

AGSP in Zanzibar is implemented by the local branch of the Forum for Women Educationalists (FAWE). FAWE is an international, professional organization comprised of women in the education field.

Under AGSP, FAWE Zanzibar will distribute a total of 300 scholarships, 200 in Unguja and 100 in Pemba. Of this total, FAWE proposes to provide 40 secondary school scholarships in Unguja and 20 in Pemba. The remaining 240 scholarships are for primary school girls.

The scholarship program was publicized on the radio and in the newspaper in early August 2005. Selection was done through the regional offices of education with the head teachers of each school. The selection criteria focused on girls who are poor, disabled, orphaned or living with one parent. The guidelines stipulated that special focus should be placed on girls with promising academic performance and those who demonstrate enthusiasm for learning.

After selection, FAWE meets the girls and their families. FAWE also plans to hold a regional seminar for the parents. In addition, FAWE would like to start a mentorship program, using mature women to volunteer as mentors. These mentors will not need additional professional qualifications, but must show a "love for children".

Many FAWE members are high ranking women in the Ministry of Education, Culture and Sports (MOECS), and the organization's patron is Mama Karume, Zanzibar's first lady. Thus, the organization enjoys considerable local community support. FAWE has received capacity building support from FAWE Nairobi and AED for AGSP.

FAWE places particular emphasis on science for girls. Many of the girls attend school where no laboratory facilities are present. FAWE plans to hold workshops for teachers and also to continue sponsoring its science camp in Unguja. For the first time, FAWE will run a girl's science activity in Pemba, with the help of the MKEZA program, thus creating synergy with another USAID supported activity.

Funding for AGSP in Tanzania. The partners reported receiving AEI scholarship funds in August 2005, but total funding data for AGSP is not known at this time. USAID/AFR/SD/ED awarded the institutional contractor AED \$6,141,166 to disburse among 15 east African countries including Tanzania.

Teacher Training

Presently, USAID/Tanzania does not have an education Strategic Objective (SO), although there is serious discussion with USAID/Washington about establishing one. Education activities are managed under the democracy and governance SO.

Although \$500,000 has been approved in the pipeline for FY2005 for the Teacher Training component, USAID/Tanzania has not yet determined how these funds will be used. Also, while USAID/Tanzania has not yet fully defined the Teacher Training activities of AEI, it is likely that the teacher training approach employed under MKEZA will guide the programming of these new funds. Funds will support both pre-service and in-service teacher training. Preliminary indications are that some funding will be used to support activities of the existing partners involved in teacher training under the Zanzibar

based MKEZA program through the Teacher's Advancement Program (TAP) and the Professional Development Centers (PDC).

Under MKEZA, USAID/Tanzania is providing support to improve teaching skills in mathematics, science, civics and English, particularly at the secondary school level. The in-service training activity targets under-qualified science teachers in secondary schools. In addition, teachers are being trained in active learning pedagogies and developing locally available materials for teaching aids.

Professional Development Center (PDC). PDCs are an extension of the Aga Khan University's Institute for Educational Development (AKU-IED) aimed at developing the capacity of teaching professionals through support to teacher trainers, school heads, and other educational professionals through short courses and tailor-made programs for public or private institutions. Under the MKEZA program, the PDC in Dar es Salaam on Tanzania's mainland, works closely with Zanzibar's MOECS in developing the Training of Trainers (TOT) program for inspectors, head teachers, and district education officials.

Teachers Advancement Program (TAP). TAP, another program operated through AKF with USAID support, has developed a two-year, distance learning certificate course, known as the Advanced Secondary Teachers Certificate (ASTC), for under-qualified science and mathematics teachers under the guidance of Zanzibar's MOECS. Under MKEZA, TAP is piloting this certificate course with 90 of the 350 under-qualified science and mathematics teachers identified in Zanzibar.

Funding for Teacher Training In Tanzania. In FY 2005, \$500,000 was allocated for teacher training activities.

Marginalized Communities/the MKEZA Program and AEI

MKEZA received its initial support as part of President's Bush's East Africa Counter Terrorism Initiative (EACTI), with the goal of reaching out to Muslim (marginalized) communities. MKEZA is addressing the education needs in Zanzibar by supporting the improvement of instruction and learning in secondary schools, improving the quality of learning and student readiness in primary schools, ensuring quality education to those with disabilities and providing support and encouragement to girls to increase their access to quality education.

AEI Activities' Progress and Results in Tanzania

Ambassadors' Girls' Scholarship Program - Tanzania

TAWLAE, the implementing partner in mainland Tanzania reported that 2,041 scholarship applications were submitted from the three districts (611 from Kondoa, 482 from Mufindi and 948 from Iringa Rural). One hundred and seventy-five girls (68, 48, and 59 from Kondoa, Mufindi and Iringa districts respectively) were selected for scholarships from the EDC/Mambo Elimu child labor program. A total of 52 schools (19 in Kondoa, 14 in Mufindi and 19 in Iringa districts) are participating in the AGSP program this school year.

As of August 31, 2005, all 180 secondary school scholarship recipients were notified of their awards. At this time, TAWLAE is still in the process of identifying suppliers of uniforms, books and school supplies for the primary school scholarship packages. TAWLAE will hold public events at the primary schools to present these packages to the

scholarship recipients. TAWLAE will use these occasions to invite representatives of the U.S. government and the Tanzania Ministry of Education to give greater publicity and visibility to the AGSP.

Also, TAWLAE sponsored three mentoring workshops in August and September 2005 for the scholars. Since funds were not allocated for mentorship activities under the current AEI AGSP grant, the TAWLAE membership have taken this on as a responsibility of the organization.

Ambassadors' Girls' Scholarship Program – Zanzibar

As of August 31, 2005, FAWE awarded 156 of the 300 scholarships, and FAWE intends to complete the selection process by the end of September. Emphasis, in the selection process on the identification of girls with disabilities, yielded opportunities for two disabled girls to receive scholarships.

Thus far, scholarship recipients have been selected from 41 schools in three regions of Unguja and two of Pemba. With the help of other sponsors, FAWE has already distributed dictionaries and paperback books in English to the AGSP girls.



Asma Ishmail, FAWE Coordinator for AGSP in Zanzibar

The FAWE AGSP coordinator, who is trained in journalism/photography, hopes to generate funding for a newsletter that will be used as a resource for the scholars and a vehicle for sharing success stories. In addition, FAWE plans to track the girls' performance through measures of attendance and academic achievement, among other things.

Teacher Training

Although the Teacher Training component is in the early stages of implementation, the TAP and PDC programs of the Aga Khan Foundation provide good indications of the direction of USAID/Tanzania's future support. If USAID does continue supporting these programs through AKF, the challenge will be to

identify and isolate the value added from the addition of the proposed AEI funds.

Marginalized Communities/the MKEZA program

The MKEZA program demonstrated visible success in its first year by establishing 16 new Madrasa pre-school communities. The First Lady Laura Bush's visit to the Al-Rahma community in July 2005 drew attention to this accomplishment.

...Mrs. Bush said she was impressed with Al-Rahma's spirit of community involvement "local men and women do their part by getting involved in the school – volunteering their time to repair classrooms, to build playgrounds and to provide meals."¹

¹ http://www.usaid.gov/stories/tanzania/pc_tz_firstladymadrasa.html

History of the Africa Education Initiative (AEI) in Tanzania

The former Presidential Initiative, the Education for Development and Democracy Initiative (EDDI) that preceded AEI, funded 21 projects amounting to \$1,521,579, with an additional 21.6% (\$328,784) leveraged in supplemental funding in support of program activities. Approximately 26% (\$395,000) of EDDI funds awarded to Tanzania were for AGSP.

The Summative Evaluation of the EDDI program from 1998 to 2004 indicated that activities in Tanzania established a variety of mutually beneficial partnerships between U.S. and Tanzanian institutions and non-governmental organizations (NGOs). Tanzania had 21 EDDI activities including 10 regional activities and two activities in Zanzibar. The wide geographic distribution in both urban and rural communities illustrated the programs' diversity. Activities were supported broadly in the categories of technology, economic entrepreneurship, university and international studies partnerships, community learning centers, and democracy and governance.

While EDDI's achievements were notable and viewed positively by U.S. government representatives familiar with them, there was a general lack of awareness of EDDI on the part of USAID/Tanzania. At the time, the Peace Corps worked extensively with the AGSP implementing partner TAWLAE in the conceptualization and coordination of the scholarship program, but there were few other direct relations between implementing partners on the ground and U.S. government entities in Tanzania.

One explanation for this was the relative strength of the relations between U.S. implementers and their counterparts in Tanzania. Since EDDI was centrally funded from USAID/ Washington, implementing partners were not obliged to interact with the U.S. government representatives in Tanzania. The separation was compounded by the fact that Tanzania did not have an educational SO. This situation resulted in many missed opportunities for EDDI's program visibility.

Due in part to the particular interest in education shared by the USAID/Tanzania team leader for Democracy and Governance (DG) and the U.S. Ambassador, EDDI received some focus. On the eve of his departure from his post in October 2003, the former U.S. Ambassador launched the EDDI funded Community Resource Centre at Karume Technical College on Zanzibar and took that opportunity to announce the education initiative that was to become MKEZA.

Since that time there has been a turnover in all the key U.S. government offices in Tanzania. The Ambassador, the USAID mission director and the Peace Corps director are all new. There has even been a recent turnover of the USAID/Tanzania DG staff concerned with education. Although this turnover constitutes a loss in institutional memory of EDDI activities, it presents an opportunity to build a new core of support for AEI and education programs.

Education Context for AEI

In Tanzania, primary school is free and education is compulsory for seven years, until the age of 15. Schooling is not without costs, however, as pupils are required to pay for books and uniforms at the primary school level, and additional fees for enrollment and exams at the secondary level. In spite of the fact that primary school is free and

mandatory, the enrollment rate is only 59%, with just 7% in secondary school. Only 76% of adults in Tanzania are literate.

A main feature of Tanzania's education system is the bilingual policy, which requires children to learn both Kiswahili and English. Primary school is conducted in Kiswahili, with English taught as a subject. Classes at secondary schools and higher education institutions are conducted in English. The curriculum for secondary schools is the same for Zanzibar and mainland Tanzania.

In 1991, following the 1990 World Conference in Education for All (EFA), a task force made up of national and district level government representatives, NGOs, community-based organizations, religious institutions and other private schools, was established to reform the country's educational system and improve equitable access to a quality education.

The GOT has since collaborated with donors and various civil society and district level actors to increase access to and quality of education. The Basic Education Master Plan 1997-2002 (BEMP) articulates the roles of the various institutions involved in education reform. With support from UNICEF, the GOT launched a program to help reintegrate children who have dropped out of the education system. It has now become illegal to expel students because of pregnancy. In addition, with World Bank support, the GOT is working with districts to develop new and relevant curricula, and funding school improvements.

UNESCO's EFA 2000 Assessment reported that in 1998/99, the GOT allocated 24.2% of its total budget to education, and that it planned to allocate 25% of the total annual budget for education in future years to cover operating costs to maintain the current infrastructure (recurrent spending). In 1997/98, the government allocated 68.4% of the education budget to primary education and planned to allocate 70% of the recurrent education expenditure to basic education.

Education in Tanzania (mainland)

In 2002, the GOT launched the Primary Education Development Plan (PEDP), a five year program comprised of four main components: (a) expanding enrollment; (b) improving the quality of teaching and learning processes; (c) building capacity within the education system and other public and private sectors with a stake in education provision; and (d) strengthening the institutional arrangements that support the planning and delivery of education services. PEDP focuses on issues of enrollment and access, teacher recruitment and deployment, classroom rehabilitation and construction with the aim of enrolling all children 7-10 years of age, and expanding non-formal educational programs for out-of-school children and youth in the interim.

The objective of PEDP is to strengthen educational quality by 1) human resources development through pre-service and in-service training, 2) emphasizing quality textbooks and materials, and 3) improving educational management information systems.

PEDP operates within the larger framework of GOT's Education and Training Policy, the Education Sector Development Programme, and the Poverty Reduction Strategy Paper and Vision 2025.

Education in Zanzibar

Currently the MOECS of Zanzibar requires 10 years of formal education: seven years of primary school, followed by three years of first cycle lower secondary education. However, with the proposed new policy the GOZ intends to extend compulsory education to 12 years, with the introduction of two years at the pre-primary level.

Pre-school education in Zanzibar is not compulsory. Although there are some public pre-schools, most attend the private pre-schools where they pay fees. Early childhood education, particularly in the Madrasa pre-schools (sponsored by the Aga Khan Foundation) has become an important education institution offering children religious education as well as reading and writing skills. The enrollment in pre-schools has grown from 6.2% in 1995 to 15.5% in 2002, as a result of the increase in the number of pre-schools from 30 to 139 over that period.

The Zanzibar Education Master Plan (ZEMAP) issued by the GOZ in 1996 was a 10 year plan that identified Zanzibar's basic education objectives in access, equity, quality and relevance. The document articulated the need for donors, civil society and communities to assist the GOZ in meeting its education goals. The Vision 2020 issued in 2000 and the subsequent Zanzibar Poverty Reduction Plan (ZPRP) provides further elaborations of the education sector's needs.

Since the ZEMAP was released, civil society and donor organizations have assisted the government through programs designed to increase the number of schools and classrooms, provide textbooks and school furniture, promote equity, develop teacher centers, and promote distance learning. Community organizations involved in school management committees and pre-school development have complemented these efforts.

Following an extensive review of the education sector, the GOZ recently produced a draft of the new education policy document. This new policy will provide the basic framework for education for the next 10 years. Already, with USAID support, the MKEZA program has provided the MOECS with critical technical feedback on the draft policy, particularly in the area of inclusive education.

With the MKEZA program, the U.S. is currently the largest donor for education in Zanzibar. Other major support has been provided by Sweden and the African Development Bank, particularly for construction of classrooms. In addition, in the past year Zanzibar has received some bilateral support from Germany, India, China, Cuba, Iran, Pakistan, Oman, and Kenya. Intergovernmental donors include UNESCO, UNDP, UNICEF, and UNFPA.

Educational Challenges

Tanzania's mainland and Zanzibar share very similar challenges in providing basic education. Inadequate funding, poor quality of education, and the lack of adequate infrastructure for education are three major issues for the country. Materials and educational facilities are insufficient to meet the needs of the educational community. Pupils learn in crowded, under-furnished classrooms with insufficient textbooks. Many teachers are under-qualified, particularly in mathematics and science. The school

curricula lack relevance and appropriateness. Finally, many school administrators and other education staff are not well prepared for management.

USAID/Tanzania and AEI Program Theory

MKEZA was first launched as a two-year, \$4 million activity in May 2004 with funds obligated in FY2003 and FY2004. It was centrally funded by USAID/EGAT as an Educational Quality Improvement Program (EQUIP) Associate Award through the American Institutes for Research (AIR). AIR is the lead organization responsible for implementing EQUIP1 and the Aga Khan Foundation (AKF)/USA is the implementing partner for MKEZA. Zanzibar's MOECS is an integral member of the partnership. Other partners include the Joseph P. Kennedy Foundation which provides support on inclusive education, the Madrasa Resource Center (MRC) charged with enhancing educational opportunities and school readiness at the pre-primary level, and the NGO Resource Center (NGORC), which works with civil society organizations to strengthen their capabilities in working with local communities and policy makers. USAID/Tanzania will continue MKEZA with AEI FY2005 funding.

In the recently announced four year extension of AEI, the target numbers for activities have increased, but the broad categories remain the same: teacher training, textbooks, and scholarships, with additional emphasis on HIV/AIDS education, parental and community involvement, marginalized communities, and orphans and vulnerable children (OVC). The evolving USAID/Tanzania approach to education activities is consistent with AEI's program theory, especially since USAID/Tanzania seeks to target and focus program interventions, build teacher capacity, strengthen girls' education, increase educational information about HIV/AIDS, involve parents and communities in education and reach Muslim communities.

AEI's development assistance in Tanzania is consistent with broader foreign policy goals. The U.S. national interests in Tanzania are two-fold. First, Tanzania plays a constructive role among its east and central African neighbors in leading efforts to resolve regional conflicts peacefully. Second, (and more importantly, for AEI) development assistance to Tanzania offers avenues for outreach to a large Muslim population.

In addition to support provided through USAID, the U.S. government supports education activities in Tanzania through the U.S. Department of Labor and the Peace Corps. USAID/AFR/DS/ED is interested in fostering linkages and synergies between AEI and other U.S. government activities in Tanzania.

U.S. Department of Labor Support for Education Tanzania

In April 2002, the U.S. Department of Labor (DOL) awarded a \$4 million grant to implement education programs for children deemed to be engaged in the worst forms of child labor (WFCL) in Tanzania. With DOL support, the Educational Development Center (EDC), as the implementing partner, is working with the Research Triangle Institute (RTI) to create non-formal educational opportunities for children engaged in WFCL. RTI labor and education specialists advocate on behalf of child laborers, encouraging communities to enroll children in available non-formal education.

Together with the U.S. Embassy, EDC launched its nationwide "Mambo Elimu" radio education program in January 2004. Mambo Elimu uses Interactive Radio Instruction

broadcasts in 168 community learning centers throughout the country. Community mentors facilitate instruction to child laborers attending these centers. The centers also accommodate orphans and vulnerable children who have dropped out of formal schooling due to the loss of parents to HIV/AIDS. Mambo Elimu is heard throughout the mainland and Zanzibar, and it is reported to be one of the most popular radio programs in Tanzania.

AEI is currently linked to the DOL program though the AGSP's focus on districts with high child labor and low school enrollments. In the current school year, AGSP is providing scholarships to girls from the EDC Mambo Elimu program.

U.S. Peace Corps Primary Education Activities

Peace Corps volunteers (PCVs) are also involved in teacher training, resource identification and development, curriculum improvement, extra-curricular and community projects. Volunteers incorporate issues important to the surrounding community into their lesson plans. Many PCVs have integrated HIV/AIDS issues, environmental education, computer instruction, leadership development and school infrastructure development into their learning activities.

The Peace Corps historically played an important role in the design of the AGSP. The new AEI teacher training component and MKEZA program provide opportunities for more collaboration. In Zanzibar, PCVs have worked to strengthen Teacher Resource Centers (TCs). Additionally, the Peace Corps has specialized in providing life skills training for teachers and youth. This activity presents another opportunity for complementing AEI's and MKEZA's cross-cutting theme of HIV/AIDS mitigation.
