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Country Case Study - ZANZIBAR

Teacher Professional Development in Zanzibar : A case Study of the Teacher Centres

Ministry of Education, Culture And Sports

Document de travail
en cours d'élaboration

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Association for the Development of Education in Africa (ADEA)
International Institute for Educational Planning
7-9 rue Eugène Delacroix
75116 Paris, France
Tel.: +33(0) 1 45 03 77 57
Fax: +33(0)1 45 03 39 65
adea@iiep.unesco.org
Web site : www.ADEAnet.org

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Executive summary

In 1996 Ministry of Education, Culture and sports established Teacher Centers for the professional development of primary school teachers.

The objectives of the TCs are:

- To provide upgrading courses to the untrained and under qualified teachers.
- To improve the pedagogical skills of teachers through in-service trainings.
- To improve school management by training school heads and members of school committees.
- To improve teaching/learning through TC libraries and thereby help teachers to improvise learning materials.

The department of curriculum nationally manages the TCs, examination and teachers support under the ministry of Education culture and sports. Each TC is run by a management committee (TC) of which the TC Coordinator is the secretary.

Currently TCs run in service training for teachers, provide library facilities, host distance education courses and serve as centers of all trainings in curriculum innovations.

The TC as they are suffer shortage of qualified manpower, space, equipment including laboratories; they are under-funded and also are unable to cater for training needs of teachers of higher academic levels.

1.0. SOCIO ECONOMIC BACKGROUND

Zanzibar comprises of two main islands, Unguja (area: 1,464 km^2) and Pemba (area: 868 $km^{2)}$ and a number of smaller islets along the Western rim of the Indian Ocean. The islands lie about 40 kilometers off the coast of Mainland Tanzania, and are about 50 kilometers apart. According to the 1988 population census, the islands had a population of 640,685 of whom 375,539 people lived in Unguja and 265,146 in Pemba. The population is growing at about 3.0% per annum. The current population is about 984,625 people.

In 1964, Zanzibar merged with Tanganyika to form the United Republic of Tanzania. However, Zanzibar retains considerable autonomy over her internal affairs and has her own legislature, judiciary and an executive that is streamlined into 12 ministries.

Administratively, Zanzibar has five regions, each of which with two districts. Each district is also sub-divided into several smaller administrative units known as Shehias. A Shehia can be a demarcated area (in the urban areas), a village or a collection of a few villages (in rural areas) with a total population of around a thousand inhabitants.

Agriculture contributes over 60% of GDP and provides employment for about 80% of the labour force. Until recently, Zanzibar had a typical mono-crop economy relying almost solely on cloves for most of its export earnings. However, the sharp drop of international market prices of this major cash crop threw Zanzibar into a severe economic crisis. Radical reforms and the liberalization of the economy were initiated in the 1980s in all sectors with important improvements in tourism, transport and commerce in particular. The establishment of export processing zones and the Zanzibar Investment Promotion Agency facilitated the increase of foreign investment, creation of employment opportunities and increased earnings. The GDP grew at about 4.0% in 2001 and 5.6% in 2002. However the growth has not yet been sufficient enough to make any significant impact on the standard of living of the majority of the people.

Despite the economic policies that appear to have attracted a number of foreign investors, private sector participation in the provision of education is very minimal. The provision of education has mainly remained in the hands of the government. However, the resources for the provision of education have gradually declined in real terms, resulting in unsatisfactory quality of education.

2.0. THE EDUCATION CONTEXT

2.0.1. Brief historical perspective on expansion

Colonial education in Zanzibar was characterized by racism, regionalism and wealth. Only a few children of well to do families living around the towns received education. The majority rural poor had no or very little access to education.

Following the success of the 1964 Peoples' Revolution, education in Zanzibar was declared free for all children regardless of their race, color or ethnic groups, and sex. Following this declaration, education began to widen up both in towns and rural areas. At present we have schools almost at every 3 mile-radius. The expansion of schools automatically resulted in an increase of the number of teachers and enrolment. The tables below show this increase at primary and secondary levels for the last four decades

Table 1a: Development of Primary Education

Year	Enrolment	No. Of teachers	No. Of Schools	PTR
1963	24,334	655	62	1:37
1973	57,363	1619	81	1:35
1983	80,602	3290	119	1:24
1993	114,949	4511	136	1:25
2003	184,266	5523	158	1:33

MOECS Statistics Unit

Table 1b: Development of Secondary Education

Year	Enrolment	No. Of teachers	TPR
1963	747	72	1:14
1973	5099	324	1:16
1983	14240	651	1:22
1993	17620	702	1:25
2003	52122	1495	1:34

MOECS Statistics Unit

Table 1 shows that though there has been an increase in the number of both pupils and teachers between 1963 and 1973 the PTR has almost remained the same. This indicates that teacher recruitment was done according to the expected increase in enrolment. However with the government's declaration of Universal Primary Education in the mid 70s, more teachers were employed but unfortunately people's reaction to UPE was not as expected. There were still areas where people refused to send their children to school. That accounts for the fall of PTR between 1983/1993.

In 2003, PTR has risen to 1:33 because many of the already employed teachers are pursuing higher education in different institutions in the country, namely the State University of Zanzibar (SUZA) and the Chukwani College of education. These institutions were established following the liberalization of higher education in 1997. Current enrolment at that level amounts to about 700 students for a rate of 30%.

2.0.2. Structure of the Education System

Purportedly in the search for efficiency and effectiveness in the delivery of education, the structure of the Zanzibar education system has undergone a total of four major changes since independence as presented in a tabular form below:

Change in the structure of the Education System 1964 – 2002

Year and Period	Education System	Compulsory Education Phase
1964-1967	8-4-2	None
1968-1970	8-2-2-2	8-2 = 10 years
1971-1977	7-3-1-2	7-3 = 10 years
1978-1992	8-3-1-2	8-3 = 11 years
1993 -	7-3-2-2	7-3 = 10 years

In 1964, primary education took 8 years followed by 4 years of ordinary level secondary, followed in turn by 2 years of advanced level secondary. The current structure of the education system introduced in 1993 (in the midst of Jomtien EFA implementation) consists of 7 years of primary education followed by 3 years of first cycle secondary education (or sometimes referred to as junior secondary), 2 years of second cycle (or senior) secondary education and 2 years of advanced level secondary education. The first and second cycles together form what is normally referred to as ordinary level (O-level) secondary education. Whereas the colonial system inherited in 1964 lacked the concept of compulsory education, at present the 10 years of schooling covering primary and first cycle secondary education are legally compulsory and the right of every child in Zanzibar. It is this duration of schooling that forms basic education in the Zanzibar context.

The promotion to second cycle secondary education is competitive, conditional on passing the selective examination at the end of Form 2 (Grade 10 of the basic education cycle). The transition rate has reached around 40% in 2002. However, this is not to count the cream of the best students who are selected to enter specialized secondary schools (i.e. technical, commercial, Islamic, languages notably French, and for talented students) at the end of Standard VII (Grade 7 of the basic education cycle). Students in these specialised streams are spared of the Form 2 Examination and hence enter the second cycle secondary level automatically. Currently, less than 10% of the students who seat for the Tanzania General Certificate of Secondary Education (at the end of O-Level secondary) are selected for entry into the A-level secondary cycle. At the end of this cycle students sit for the Tanzania advanced level examinations and those who quality may join higher level institutions, including the State University of Zanzibar (SUZA), the College of education, and Zanzibar University.

2.0.3. Language Policy

Kiswahili is the declared national language and is used as the language of instruction at the primary level. Having an official language status, English is taught as a compulsory subject from primary Std. I to secondary F.4 (grade 12). For convenience in the teaching of Islamic Studies, Arabic language is a compulsory subject from Std. IV to F.2. French is taught as an optional subject at the secondary level.

English is the post primary language of instruction. Experience over time revealed difficulties facing students during the switching over of language of instruction from

Kiswahili at the primary level to English at the secondary level. It is widely believed that this state of affairs has been a significant contributory factor to the perceived falling standards at the secondary education level. Hence the introduction in 1993 of the Orientation Secondary Class (OSC) that focuses solely on the sharpening of the students' proficiency in English language and Mathematical skills before they enter secondary F.I, as a remedial measure.

3.0. TEACHER DEVELOPMENT POLICY AND PRACTICE

3.0.1. The Rationale behind the establishment of TCs

For effective teaching and improved performance of learners, teachers need to be given frequent in-service trainings to improve their teaching approaches and at the same time up-grade their own levels of education.

Lack of in-service trainings results in poor performance as observed by Vere (1988 and 1993) in his "National Primary Education Reviews" where he found out that students achieved below standard in most subjects especially Mathematics and Science.

In response to this poor performance, the Ministry of Education, Culture and Sports decided to pay particular attention to teachers' professional development. Because of the low capacity of the Nkrumah Teacher training college, it was found impossible to use the college for trainings of new teachers and at the same time provide in service courses. The strategy adopted therefore was the establishment of Teacher Centres which were given a dual role in teacher development: that of upgrading trained teachers and that of training untrained teachers through distance education programmes. Teacher centers (TCs) were established in the early 1990s and developed to full swing in 1996.

There are altogether nine (9) TCs which are located as indicated in the table below:

S/N	Name of TC	Geographical location		No of schools served			Approximate No. of teachers attending		
		Region	District	S	Pr/Sc	Secondary	M	F	Total
				Std 1-4	Std	F.I F.IV			
1	Kitogani	South	South	06	13	01	73	52	125
2.	K/samaki	Urban /West	West	25	04	08	22	97	119
3.	Bububu	Urban /West	West	15	06	08	20	101	121
4.	Dunga	South	Central	06	12	02	56	54	110
5	Mkwajuni	North	North A	07	14	01	73	52	125
6.	Mitiulaya	North Pemba	Wete	07	12	03	60	55	115
7.	Wingwi	North Pemba	Micheweni	06	07	02	61	47	108
8.	Michakaeni	South Pemba	Chake chake	11	10	03	34	86	120
9.	Mizingani	South Pemba	Mkoani	06	12	03	58	52	110
				89	90	31	457	596	1053

Note: K/Samaki and Bububu TCs serve both Urban and west districts and Mkwajuni serve both districts of North A and North B.

The TC for pre-school teachers was established in 1997. It offers training both for in-service teachers and prospective pre-school teachers. This TC is under the control of the Department

of Education of the Ministry of Education, Culture and Sports. In spite of lacking expertise it has been able to capture the interests of pre-schools teachers in both upgrading courses and training of new teachers. Most of those who received in-service training and all the new teachers trained come from private pre-schools.

The establishment of teacher centers at specified zones has the advantage of decentralizing the trainings as compared to centralized ones at the teacher college. This approach brings trainings closer to the teachers as they operate in their own working environments. This has the advantage of reducing costs and at the same time providing opportunities for teachers to immediately practice the approaches learned.

3.0.2. The terms of reference and financing of TCs

The policy behind the establishment of Teachers' Centres (TCs) is to provide for all the training needs of teachers in particular and the community as a whole within their working environments. With this broad goal the ministry's policy is to equip the TCs with up to date and relevant learning/teaching materials that will help the teachers to improve their teaching approaches. The TCs are also required to provide trainings to teachers taking into account their academic achievement, their creativity and their ability to face the teaching profession with its ethics and norms.
The policy also directs the TCs to provide distance education trainings to teachers of different levels. In addition, the policy calls for the general public to use the TCs to up-grade themselves and to help them provide trainings that will improve the quality of education in their areas
The TCs have been assigned five major functions, which include:

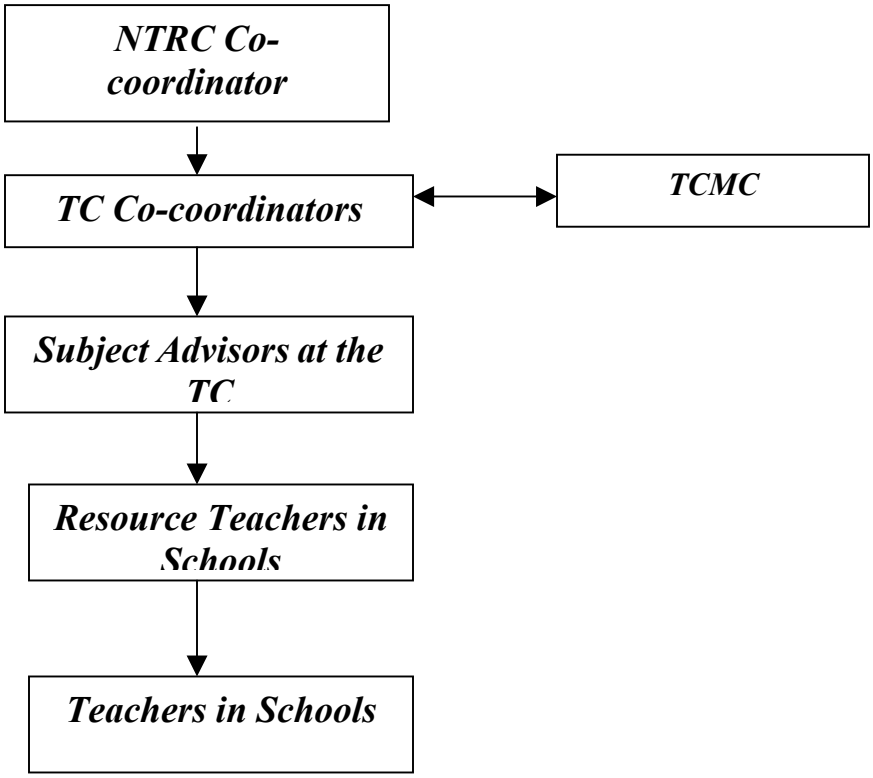
- To provide upgrading courses to untrained and under-qualified teachers.
- To improve pedagogical skills of teachers through in service training.
- To improve school management by training schools heads and members of the school committee.
- To improve teaching/learning through TC libraries and science laboratories and encourage teachers to improvise teaching materials and
- To supervise and assess the impact and effectiveness of training using inspectors reports, tests and classroom observations.

As an integral part of the National Education Policy, the TCs are seen as a teacher support system and must provide in-service training in different subjects, provide library services, provide learning/teaching materials offer public services (typing/duplicating), offer guidance to teachers, pupils, and parents, conduct workshops and seminars, create awareness to the general public of cross-cutting issues (HIV/AIDS, substance abuse, early pregnancies etc), offer tutorial services, offer recreation facilities and conduct continuing adult classes.

3.0.3. Administrative Structure and Financing of TCs

The Department of Professional Services within the Ministry of Education, Culture and Sports nationally manages TCs. They are co-ordinated nationally by the national TC Coordinator stationed at the NTRC (National Teacher Resource Centre) and locally by the

TC zonal co-coordinator. The TC Management Committee (TCMC) formed by head-teachers of zonal schools supports and advises the running of TCs. Subject advisors have the role of keeping the teachers up-to-date on curriculum changes, new innovations and new teaching approaches. The organizational structure is indicated in the figure below:-



The financing of TCs is done through four sources. These are the MOECS, (Ministry of Education, Culture and Sports), donor-funded projects, community contributions and cluster schools' contribution. In the ministry's budget, funds are allocated for the TCs in the provision of workers' salaries, purchase of essential working equipment (computer, duplicating machines and library requirements).

There are also programmes funded by donors such as Moral Ethics and Environmental Studies (MEES). Guidance and counseling, and activity-based methodology trainings are conducted through contributions from the cluster schools. The community around the TC also helps in the maintenance and extension of TC structures. Local businessmen and community leaders also contribute to the running of TCs.

The TCs operate under special budgets prepared by the TCs' personnel and endorsed by the management committees.

3.0.4. Physical Facilities and Equipment of TCs

On establishment TCs had the following physical facilities.

- Coordinator's Office
- Library room
- Seminar room with 60 teachers capacity
- Store
- Two toilets
- Coordinators house

However all TCs are on an expansion programme to increase the seminar room, library, office for subject advisors, computer room, laboratory and a kitchen. The expansion is done through cluster school contribution, assistance from individual people and community labor support.

For equipment of facilities, TCs were provided with a duplicating machine, a typewriter and furniture, which included cupboards, tables, chairs, and bookshelves. Some TCs have however on their own initiative acquired a TV, a Video, and Radios. The Ministry is now ready ? to provide each TC with at least one computer and a printer.

3.0.5. Activity-Oriented Approach

One of the major challenges of TCs is to move teachers from the traditional talk and chalk approach to the activity-oriented approach. This new approach is focused on teaching to be child-centred rather than teacher-centred where lectures, instructions, explanations, written work and tests form the greater part of the teacher's lesson planning.

The activity-oriented approach therefore places the child at the centre of the teaching and learning process. Through this approach the teacher needs to be creative in developing relevant activities for children to enhance their learning.

At present lessons plans are made including objectives, reference materials, introduction, activities, evaluation and self-criticism. However, given the difficult condition (e.g. large class size, lack of references or materials) it is likely that such lesson plans do not manifest themselves in the classroom as actually written down. In higher classes, lectures are the main vehicle of academic communication especially so since there are no textbooks or other reference materials readily available as yet. The teacher is hence compelled to become the source of knowledge rather than enabling children to discover it for themselves. Group work, field visits and projects are sometimes reported, more so in science than in any other subjects.

However self-learning is not emphasized very much. The relationship between children and teachers is fairly comfortable and "oppressive teachers" are not really to be found. However, interaction in the classroom does tend to be relatively one way. Questions asked tend to be mainly information-oriented rather than open ended or seeking children's inferences or

opinions. Linked with the quest for the right answer, with children often being seen as the ones who supply it during question time. Sitting still, especially in higher classes comprises greater part of children's time in classrooms.

It is from this learning situation that the need for the activity-based learning process was seen as a possible remedy. The emphasis was on experiencing an activity-based process, arraying it in great depth, applying it in both the trainings and the classroom situations, as well as evolving a means of enabling teachers to internalize it. The activity-based approach exposes the teacher to:

- Understand different classroom methods with the child as the center of learning.
- Develop low cost learning materials from the environment.
- Create innovative approaches within the typical classroom.
- Understand classroom management.
- Use effectively learning materials including the library.
- Understand how to apply innovative methods to large class context.

Apart from the pedagogical aspect of the approach, the question of using locally available materials to support teaching is also part of the activity-oriented approach to teaching. This approach exposes teachers to the richness of low cost or no-cost locally available materials, which they can use to develop their teaching/learning materials.

In using the activity-oriented approach the teacher needs to consider the availability of local materials, level of students, activities to be applied, classroom organization during the lesson, method of presenting information and new skills and concept to be learned.

3.0.6. Content and process of trainings

In conducting the trainings the TCs use the school curriculum developed by the ministry's curriculum development unit. On the curriculum the TCs have the task of:

- Making sure that the curriculum in use up to Form II is at the center and that schools use the correct curriculum.
- Distributing related syllabi to the cluster schools.
- Coordinating with the cluster schools on any curriculum change.
- Clarifying the problem areas of the curriculum to the teachers.
- Developing relevant learning/teaching materials in accordance with the curriculum and distribute them among the cluster schools.

TCs at present provide training for teachers within the basic education cycle (Std I-FII).

TCs provide two major categories of courses; those, which are scheduled, and those, which take place on demand. The scheduled courses can take place once or twice a year. In most cases the participants are primary school teachers. The scheduled courses include activity-based training and distance education and those on demands focus on subject up-grading and

new teaching approaches. They are said to be on demand because they rely on teachers' needs triggered by curriculum change and introduction of new educational innovations worldwide.

All TC trainings are center-based. They are carried out at the TC's promises. Up grading and methodology subject advisers assisted by experience secondary school resource teachers conduct training. Some experienced subject advisers and specially selected tutors, also among secondary school teachers who meet their trainees twice a week at the TC, also run the distance education courses. The distance education trainings are designed to be of 4 years duration and carried out through a modular approach.

The TC for pre-school teachers provides both in-service and pre-service trainings.
In-service training is offered for pre-school teachers in government and private schools and concentrates on three areas namely content upgrading, methodology and production of teaching and learning materials. The training of prospective teachers lasts 9 months and it is both theoretical and practical. At the end of the course the trainees are evaluated and awarded a certificate of attendance.

Because of shortage of space and equipment, the TCs have not been able to take teachers from private primary schools though there is a high demand. However TC personnel do provide training to private schools teachers on demand in their own schools.

3.0.7. Continuous Evaluation of TCs' Performance

Evaluation of TCs performance is carried out at two levels, internally and externally. The internal evaluation is carried out by the TC personnel themselves in their follow-up activities in schools. They can thus detect whether teachers use the knowledge gained at the TC to improve their teaching or not.

The school inspectors do the external evaluation. Their inspection reports indicate how teachers in schools perform. From discussions with inspectors the TC personnel decide what kind of training the teachers of specified classes or subject need.

The internal evaluation that is done by the TC subject advisors is more effective because it has high frequency of three times a week covering only the cluster schools. In this evaluation a teacher can be observed several times in a month and their reports are presented in special forms.

The external evaluation which is done by school inspectors is less frequent due to small number of inspectors who are centrally placed compared to a big number of schools. A school can stay for 2 years without being visited by inspectors. The school inspectors also use special inspection forms, which cover all aspects related to the school.

4.0. TAKING STOCK OF THE IMPLEMENTATION OF THE TC STRATEGY

4.0.1. Central question and objectives of the case study

There have been several evaluations, primarily formative, of this professional development strategy. In the framework of ADEA's *Challenge of Learning Study*, the MOECS decided to conduct a broad, systematic review of the experience of TCs' performance drawing on existing documentations and an impact evaluation study. The central question animating the study is to what extent the in-service trainings provided at the centers have changed teachers' behaviours and their teaching approaches and to what extent these changes have affected students' performance and academic achievement.

This study was designed to assess:

- the capability of TCs as training centers for teachers;
- the capability of TC personnel as facilitators of these trainings offered;
- teachers' responses to TCs trainings;
- the cost effectiveness of the TCs; and
- the effect of teachers' participation in TCs trainings on students' performance in national examinations.

4.0.2. Study Design

This study is based on two major sources of information.

1. Existing data related to TCs and student examination/evaluation performances.
2. An impact evaluation study carried out in 2002 by the National Teachers Resource Centre (NTRC).

Both sources focus on answering some basic questions, which are centred on three domains – implementation of TCs, teacher professional development and behaviour changes, and student's achievement. Some of the specific questions, which the study attempts to answer, were:

♦ How are the TCs run?

This question focuses on:

- the working of the advisory system
- the problems TCs face and how they effect the expected outcomes
- the capabilities and trainings needs of TC personnel

♦ How do the teachers and the community perceive TCs as centers for the professional development of teachers?

This question focuses on:

- the extent to which TCs establish networks of relationships among actors and how the relationships help to bring about the desired changes in the classroom.
- the extent to which TCs change relationships between actors.

♦ To what extent have the training activities of TCs helped teachers improve their knowledge and skills?
♦ To what extent has the improvement of teachers' knowledge and skills through TC trainings helped improve their students' academic achievements?
♦ How much does it cost to run such centers?

4.0.3. Sources of Information

4.0.3.1. Existing documents

Many documents have been used to support this study, but the main ones are the following:

Prospective stocktaking review of education (The Zanzibar Case Study).
This 1999 document, among others, provided information about the status of education, quality, structure and policy and the rationale for the adoption of TCs.

Teacher Resource Centre (Regional Workshop of Teacher Resource Centres)
This 1996 document provides information about the structures and roles of TCs in 11 countries of East, Central and Southern Africa.

Zanzibar Education Policy (1995).
This provided policy of Education in ZNZ and Teacher Professional Development Strategies adopted.

ZNZ Education Master Plan (ZEMAP) (1996).
Provides information on different Education Programme for the period 10 y ears (1996-2006).

Final Report of TOT for Teacher Training College and Teachers Centre – Education II Project.

MID-TERM REVIEW OF ZNZ EDUC. MASTER PLAN (2001)
This document provides information on TC strategy implementation.

SACMEQ I (1998)
Contains information on the quality of education with special focus on Primary 6.

National examination results (1995-2001)
Provides information on examination performance of primary 7 and Form two.

Zanzibar Primary Education Review (Vere, 1993), which provides information on Status of Primary Education in Zanzibar and teacher development.

4.0.3.2. Impact Evaluation Study

The impact Evaluation study carried out by NTRC in 2002 involved 3 TCs namely:

MIZINGANI - PEMBA
MKWAJUNI }
KIEMBE-SAMAKI } UNGUJA

Kiembe Samaki was selected as it serves some of the West and urban districts schools so that it gives comparison of the frequency, of town and urban teachers in visiting TCs. Mkwajuni was selected because it is the only TC which serves the North region schools. Mizingani TC in Pemba was taken as the schools in these districts show poor performance in the National Examinations.

A total of 292 teachers, 3 TC Coordinators, 10 Head-teachers, 12 Subject Advisors and 4 Inspectors were involved as respondents.

The selections of the teachers was taken random by asking head teachers of the schools to pick for the evaluators a certain number of teachers. The table below gives the profile of the teacher

School	No of Teachers Questions			Trained			Untrained			Grand
	M	F	Total	M	F	Total	M	F	Total	Total
Mtambile	7	18	25	7	15	22	-	3	3	25
Mizingani	20	11	31	17	8	25	3	3	6	31
Kengeja	10	15	25	8	10	18	2	5	7	25
Ngwachani	9	11	20	6	8	14	3	3	6	20
Madungu	8	18	26	6	12	18	2	6	8	26
Chanjamjawiri	12	16	28	8	10	18	4	6	10	20
K/Samaki	5	16	21	4	15	19	1	21	2	21
Mtopepo	8	12	20	6	8	14	2	4	6	20
Kajificheni	4	16	20	4	14	18	-	2	2	20
R/Leo	6	18	24	5	15	20	1	3	4	24
Migombani	3	27	30	3	24	27	-	3	2	30
Mkunazini	4	18	22	4	17	21	-	1	1	22
Total	96	196	292	78	156	234	18	40	58	292

Methods used for data collection of this study were special questionnaires developed for each category of respondents and focus group discussions with inspectors (see annex 1). The questions that were asked to all categories of respondents aimed at establishing what trainings TCs were dispensing, the effect of the trainings on teachers' professional behaviour and its impact on students' performance.

In addition to the above, the following aspects of TCs were also probed: TCs management, roles and financing.

4.0.4. Findings of the Impact Study

From the impact study the TC coordinators were asked how they run their centers. Their responces were that they take directives and guidelines from the National Teachers Resource center (NTRC) leadership on kinds of trainings to conduct. However on day-to-day administrative work they pointed out that they are very much helped by TC management committee (TCMC) the subject advisers and the supporting staff placed at the center.

The study shows that TCs are used for various in-service trainings and skill development training. The training revolves around two domains – content up grading and methodology. Teachers agree that they attend content up-grading courses for almost all subjects and also activity based skills, which primarily emphasize new teaching approaches and the use of the environment as a resource for teaching and learning.

Some of the teachers' comments in the questionnaire were:

> " I can use games as a method of teaching" e.g., battle ship game for teaching coordinates
>
> " I have changed from talk and chalk to activity based teaching"
>
> " I have gained more confidence"
>
> " I can develop my own teaching materials from locally available resources", e.g, "I use scrap boxes to improvise different shapes."
>
> " I can make effective use of resources and the syllabi."
>
> " I have gained class management skills."
>
> " I use less time and energy."
>
> "My children have become more active in the lessons", e.g., "They ask questions frequently."
>
> " My understanding of the subject I teach has been raised."

The teachers' comments support those of TC co-coordinators and subject advisers who pointed out that their centers organize center-based and distance education training for teachers in subject up-grading, and methodology. They described the attendance of teachers at the center as being very satisfactory.

From the comments given by the teachers and the frequency of the attendance it is clear that the teachers perceive TCs as being very important centers for their professional development.

The participation of the community in the construction work also indicates peoples' understanding of the importance of the TC as a center that can help their teachers to perform well in their duties.

The head teachers also pointed out that they encourage their teachers to attend TC courses and as incentives they provide the teachers with information about the training, transport allowance and help them acquire learning materials.

From the same study it is indicated that TCs are active in:

- supplying teaching/learning resources.
- conducting active follow-up by subject advisors.
- assessing teaching to identify creativity and innovations of teachers and problems they face.
- providing opportunities for teachers to meet through subject forums.
- Coordinating cluster schools to bring harmony and even development.

The impact evaluation study of TCs also revealed that the trainings of teachers on content upgrading and methodology have a direct impact on teachers' performance. It was noted that 203 (70%) of the teachers who attended TC trainings experienced changes in their behaviours, their class control and even their teaching approaches. When headteachers were asked if they had noticed any differences in performance between teachers who attend TC courses and those who do not, their responses were that teachers who attend TC have:

- better management of their subjects
- gained more knowledge and skills of the teaching profession
- the ability to vary their teaching approaches
- upgraded their standard of education
- better understanding of teachers' code of conduct
- the ability to prepare their own teaching materials from locally available resources
- gained confidence in their work
- gained skills of class control
- gained knowledge on how to use the blackboard effectively
- the ability to apply the child-centered approach in their teaching
- gained the confidence of their pupils
- gained skills on how to use the syllabus effectively
- gained knowledge on how to use senses in teaching, i.e., they employ activity based teaching more than before
- gained knowledge of how to deal with children with disabilities

The inspectors support the headteachers' observations during their focus group discussion with the evaluation team. The inspectors have observed that:

- TCs have been able to develop teachers both academically and professionally.
- The performance of teachers who attend TCs is much better than the performance of those who do not.
- Teachers who attend TCs are more up-to-date on recent approaches of teaching.
- Teachers who attend TCs are more flexible, more creative and more innovative.
- Teachers who attend TCs are more confident in their work than those who do not.

From the comments of the inspectors, the performance of distance education (see table 2) and the std 7 and FII national examination, it appears that teachers who received trainings at the TC, whether upgrading or activity-based, performed better than those who did not attend. This proves that TCs to a large extent have helped teachers improve their knowledge and teaching skills.

The teachers who attend TCs themselves have provided positive responses towards TC trainings. In the same study conducted by the NTRC the teachers pointed out that:

- The trainings they get at TCs are so important that when they come back to school they sit with other teachers to discuss the new teaching techniques and strategies.

- They are confident in their teaching and they hold demonstration lessons for other teachers to observe the application of the new teaching approaches and techniques.

- They help other teachers to prepare their teaching materials.

- TCs have increased their urge to seek knowledge.

4.0.5. Correlation between findings of the Impact Study and other existing data

4.0.5.1. Attendance and productivity of TCs

TCs have been very successful in providing upgrading courses for untrained and under-qualified teachers. A total of 374 untrained teachers attended distance education courses, and 366 (97.1%) were successful and obtained Grade IIIB teachers' certificate. They are now going through the process of being trained for Grade IIIA certificate. Many other teachers who are 'O' level failures have been able to achieve a Form IV. National Examination Certificate.

Table 2 below gives more detail on the accomplishments of TCs in Distance Education.

Table 2: Distance Education Performance

Type of Course	No. of participants	No. Qualified	%
Grade IIIB Teaching Course	374	366	97.1
'O' Level Courses	409	199	47.7
'A' Level Course	2	2	100
Diploma Course	3	3	100

Source: Distance Education Division of MOECS.

For the last 7 years the number of pre-school teachers who attended an in-service course and new trained teachers are as indicated in the table 3 below:

Table 3 : Training of pre-school teachers

Year	In-service Trainings	New Teachers
1997	65	-
1998	70	-
1999	72	-
2000	53	-
2001	56	21
2002	17	61
2003	51	136
Total	***384***	***218***

Source: Department of Education

4.0.5.2. Teachers' change of behaviour and pupils' performance

All respondents have stated that trainings in TCs have been able to change teachers' behaviour and in turn have influenced pupils' performance. Data gathered and analysed from Form II, and standard VII (national examinations results), and standard VI (SACMEQ examination results) show that there is a correlation between TC attendance and student performance. Schools where teachers attended TCs seem to have performed better than where they did not.

- **Standard VII and FII results**

Teachers' centers keep records of schools, which are frequent users of TCs and those who are seldom users. When both lists of schools were compared with their performance in standard seven and FII examination results, it was found that schools whose teachers attend TCs frequently have performed better than those whose teachers seldom attend. Frequent users attend TC activities at least 4 times a month while seldom users visit hardly once a month.

Table 3 below shows performance of Std VII at the national examination of schools, whose teachers attend TCs frequently, and those, which do not.

Table 3: TCs and Std VII Examination Performance, 2002

Schools with Frequent Users of TCs	Average Performance in Four subjects trained	Schools with Seldom Users of TCs	Performance
Kiembe-samaki	30.3	Bwefum	23.8
Mwanakwerekwe B	34.6	Kombeni	20.0
Mwanakwerekwe F	30.7	Mfenesini	26.9
Kisiwandui	35.7	Mwembeladu	29.6
Mwembe-makumbi	66.0	Uzi	21.2
Bububu	40.0	Michamvi	23.1
Mtopepo	31.0	Wesha	23.9
Ng'ambwa	37.7	Mtangani	15.5
Mwembe-shamiani	41.0	Fundo	19.5
Kajificheni	37.5	Mgogoni	23.0
Mitiulaya	36.3	Konde	24.4
Sizini	34.9	Kibele	25.2
Mbuzini	36.8	Tumbatu	20.1
Mwenge	36.8	Mkwajuni Primary	18.6
Paje	35.0	Kiongwe	26.0

Source: Examination Division MOECS

Though the overall performance seem to be very low (the national average is just above 40% the score of frequent users' students is higher than the score of seldom users' students. The lowest score among frequent users' students is in Kiembe-samaki with 30.3 while the highest score for seldom users students is in Mwembeladu with 29.6 aggregate results.

Standard seven pupils who receive over 85% aggregate results in the Std VII national examinations are sent to special secondary classes for the talented pupils. Very few of them qualify for this type of class. For example in the 2002 examinations a total of 18,299 candidates sat for this examination and only 599 (3.2%) qualified.

Table 4 below shows the selection of such students in 12 urban west schools compared to the number of teachers who teach in std. 7 and their attendance at the TCs.

Table 4: TC attendance of Std VII teachers and their pupils' performance in the National Examination

School	No. of Std. 7 Teachers who attend TCs	No. of Candidates for Std. 7 Examination	No. Selected to enter special talented F.I classes	Percentage of selection
Bububu	11	334	50	14.9
Muungano	8	68	9	13.2
Kajificheni	6	127	14	11.0
Kisiwandui	6	236	28	10.9
Mtopepo	5	350	29	8.2
M/Makumbi	4	200	16	7.5
Migombani	4	135	10	7.4
Chukwani	3	68	4	5.7
Sh/Moyo	3	320	12	3.7
Mkunazini	2	125	4	3.2
Nyerere	0	65	1	1.5
Hurumzi	0	111	0	0

From the table it is clear that schools where std. 7 teachers attended TCs have a better performance than those who haven't. It is also clear that to a large extent performance improves when more teachers attend TCs.

Table 5 shows the scores of students of frequent users of TCs and of seldom users in FII national examination. The table shows the number of students who sat for that examination in 2002 and those who succeeded to continue with FIII studies. Again the lowest score among frequent users' students is in Wambaa with 64% and the highest score among seldom users' students is in K/Pura with 30%.

All three cases indicate that constant use of TCs is correlated with improved pupils' performance, which suggests that use of TCs helps teachers to better their teaching.

Table 5: TCs and Form II Examination Performance, 2002

S/No	Frequent Users of TCs	No. of Candidates	Perform. No. of Successful Candidates	% Score	Seldom Users of TCS	No. of Candidates	Performance No. of successful Candidates	% Score
1.	Vikokotoni	254	206	81.1	Kwamtipura	440	130	30.0
2.	K/Samaki	209	149	71.3	Kombeni	80	15	18.8
3.	Kitogani	37	27	73.0	Uzi	45	8	17.8
4.	Uroa	54	50	92.6	Kizimkazi	76	13	17.1
5.	Mwanda	60	60	100.0	Kitope	55	7	12.7
6.	Kidoti	55	44	80	Kijini	7	0	0.0
7.	Wingwi	103	100	97	Mtangani	33	3	9.0
8.	Wesha	44	35	79.5	Ziwani	106	13	12.3
9.	Kangagani	29	23	79.3	Makongeni	27	1	3.7
10.	Wambaa	25	16	64	Mgogoni	60	10	16.7

Source: Examination Division MOECS.

From the examination results it has been observed that since the establishment of TCs in 1996, performance in Std. Seven examination has constantly been increasing.

It should be noted that, the sampling of schools in Tables 3, 4, & 5 was random across the country for this particular study to avoid bias involving schools with specific characteristics. The lists of schools are not similar because some of these schools are exclusively primary, and others are both primary and secondary.
This random sampling has also been useful, as it has shown the performance of schools, which are under TCs but not involved in the impact study.

The table below shows performance at Std. 7 examinations by region from 1996 to 2002. The figures show the percentage of students who have been able to pass the examination but not necessarily selected to enter special secondary class.

Table 6: Performance at STD VII examinations from 1996 to 2002

REGION	PERFORMANCE – STD VII FROM 1996 WHEN TC WERE ESTABLISHED			
	1996	1998	2000	2002
	VII	VII	VII	VII
Urban West	82.6	83.3	87.7	90.9
South Unguja	80.9	82.8	89.4	90.3
North Unguja	72.3	80.2	86.5	91.3
South Pemba	77.5	76.2	78.7	88.8
North Pemba	83.9	83.6	91.3	96.2
Zanzibar	79.4	82.0	86.7	91.5

- **Std VI SACMEQ Results**

SACMEQ has the responsibility of monitoring education quality. This quality is measured through a special standard VI test, which concentrates on ability of the child to narrate events, exposing, documentation and reading skills.

In the 1998 test administered in Zanzibar, it was found that regions where there is a cluster of schools near the TCs perform better than those schools, which are far away from the TCs.

Table 7 shows SACMEQ results by regions and it is clear that the Urban West region where most of the schools are very near TCs have performed better with 8.6 aggregate score followed by North Pemba where the TC is in town near a number of schools. North and South Unguja with 5.5 and 5.6 respectively have the lowest score arguably because the TCs are located far away from their cluster schools. Both Urban West region and North Pemba are above the national average.

Table 7 : TCs and Std VI SACMEQ Results by Region 1998

Region	Narrative	Expository	Document	Reading at desirable level (38 correct answer out of 44)	National average score
North Pemba	10.8	8.7	5.7	5.7	7.7
South Pemba	9.3	8.0	5.7	3.1	6.5
North Unguja	8.2	7.2	5.2	2.0	5.5
Urban West	10.6	9.1	6.8	7.8	8.6
South Unguja	9.0	7.5	5.3	1.1	5.7
National Av. Score	1.0	8.4	6.1	5.2	7.4

SACMEQ 1998 Test Results

The argument remains valid if one compares SACMEQ results with Std 7 results in the same region as table 8 shows.

Table 8 : Regional Performance in SACMEQ and Std VII Exam.

Region	SACMEQ	Std VII
Urban-West	8.6	32.8
North Pemba	7.7	27.3
South Pemba	6.5	26.3
South Unguja	5.7	24.7
North Unguja	5.5	25.9
Zanzibar	6.8	27.4

Source: SACMEQ 1998 and Std 7 Results 2002.

From the above table Urban West region has the highest score in both tests followed by North and South Pemba with South and North Unguja holding the lowest positions.

In sum, the analysis of data from the various documents mentioned earlier revealed a correlation with the results of the impact evaluation study. It has not been possible to get SACMEQ II results for comparative purposes, as data processing of SACMEQ II was not yet completed during the compilation of this report. However it is our hope that the results are even better than in SACMEQ I.

5.0. COST IMPLICATIONS

At present, besides the salaries, which are paid by the MOECS, the only other source of income of TCs is the donation of member cluster schools, which amounts to not more than 3,600,000 Tshs per annum or to US $ 3,600 equivalent. This amount of money is expected to cover all TC activities, which include running workshops and training, purchasing of stationeries, and ensuring day-to-day activities and the expansion of TCs infrastructure. However, of late, there has been a positive indication of other people from the general public and donor agencies to support TCs. Their help comes both in cash and in kind.

The teachers have also realized the importance of TC for their professional development and their contributions are constant and reliable. Even parents, have come out to support TCs in the provision of their labour force towards expansion of TC infrastructure.

The MOECS does include TC expenses in her budget but due to the economic constraints the government faces and the ever-increasing need of expanding schools to cater for the ever increasing number of children, TCs have not yet benefited from that budget besides payment of salaries. -Nevertheless, the Ministry is fully convinced that TCs are the basic strategic centers for training of teachers. In that respect the Ministry makes sure that the TC personnel receive the necessary training and exposure to enable them to manage their responsibilities and roles.

In-spite of all these positive supportive iniatives taken by different stakeholders, TCs are still running at a very critical condition. They need to be strengthened both in materials, finance and manpower. The costs of training programs run annually by TCs are as follows:

Running Cost of Training per TC per annum

No.	Programme	No. of teachers involved	Frequency of attendance	Total cost per annum in US$
1.	Distance Education	40	8 per month	2,050.00
2.	Subject Specific Workshop	75	3 per 3 months	5,000.00
3.	Special programmes on cross-cutting issues	80	4 per year	4,000.00
4.	Activity based workshop	70	2 per year	3,000.00
			Total cost for one TC	14,050.00
			Grand total for 9 TCS	126,450.00

The table above is elaborated further in table below.

Programme	Duration	No. of times	Resources	Human resources	Total cost in US $	Remarks
• To improve pedagogical skills of teachers through in-service training	One Week	Twice per TC per Year	- Charts, papers (photocopying and typing), waiting pads, pens, marker pens, newsprint paper, paper clips, scissor, manila sheets, etc.	TCs subject advisors and coordinators as facilitators. Primary School teachers as trainees Resource teachers as	27,165	

				core-facilitators. Allowances for participants and facilitators		
• To provide upgrading courses to untrained and under-qualified teachers	Four years	Twice a Week at TC	Modular courses Charts, papers, writing pads, markers, pens, etc.	TC Subject advisors and Resource teachers as facilitators, untrained? primary school teachers	114,325	
• To improve school management by training schools heads and members of school committee	One week	Twice per TC	Training materials, newsprint papers, writing pads, manila sheets etc.	Education inspectors as facilitators, NTTC tutors as facilitators To subject art as co-facilitators Head teachers and assistant as trainees	36,000.00	
• To improve teaching/learning through TC libraries and science laboratories and encourage teachers to improvise teaching materials	One week	Once per TC	Laboratory facilities Library facilities Local materials for improvisation of teaching materials Manila sheets, scissors marker pens etc.	Science teachers as trainees. National subject Advisors as facilitators TC Science advisors as co-facilitators	18,000.00	Not yet fully implemented.
• To supervise and assess the impact and effectiveness	Throughout the year	Twice per month	Local transport Evaluation focus	TC subject Advisors and coordinators	1,000.00	

of training using inspectors' reports, tests and classroom observation.		per school				

The day-to-day running cost of a TC includes transport, stationery, TCMC meetings, office maintanance, electricity, and telephones. The breakdown is as indicated in the table below.

Running Cost per Annum per TC

No.	Items	Cost in US $
1.	Transport cost for follow-up 5 offices from each TC at 2,000/= a day for 120 days	1,200.00
2.	Stationery at 25,000/= per month	250.00
3.	TCMC monthly meetings	500.00
4.	Office maintanance	500.00
5.	Electricity bills	70.00
6.	Telephone bills	100.00
7.	Other expenses	120.00
	Total for one TC	***2,540.00***
	Grand total for 9 TCS	**22,860.00**

The investment budget that will strengthen TCs' performance includes training for TC personnel, strengthening transport, library services and communication systems. The breakdown is as indicated in the table below.

ESTIMATED COSTS IN US

No.	Budget Item	Unit Cost in US $	Quantity	Total Cost in US $
1.	3 weeks training workshop for 20 TC co-coordinators and distance education organizers in management and planning skills	320	20	6,400.00
2.	2 weeks training for 72 subject advisors in workshop organization, training skills, advisory skills and evaluation skills	200	72	14,400.00
3.	Strengthening of library services and facilities (provision of reference books, building materials, photocopying facilities etc) for 9 and NTRC.	5000	10	50,000.00
4.	Establishment of mini-laboratories in 9 TCs and NTRC.	6000	10	60,000.00

5.	Provision of ICT facilities and service for 9 TCs: Purchase of 9 sets of computer and accessories. - Provision of wireless internet connection for 9 TCs	2,500 2,000	9 9	22,500.00 18,000.00
6.	Strengthening of transport facilities - Purchase of 2 motorbikes for each TC	2,000	18	36,000.00
	GRAND TOTAL			**207,300.00**

A total budget per budget items for 9 TCS is shown in the table below.

No.	Budget Item	Cost in US $
1.	Trainings	126,450.00
2.	Running costs	22,860.00
3.	Investment costs	207,300.00
	Total cost	***356,610.00***

6.0. TC TARGET PERFORMANCE

Besides budgetary constraints TCS also face a number of administrative problems, which to a certain extent affect their performances. Some of these problems are:

- Low academic level of TC personnel for the expected roles of the TCs in the future.
- TCs are under staffed for the future intentions.
- TCs have no reliable transportation means to facilitate subject advisors' visits to schools.

Inspite of these problems, TCs have to a great extent reached their set targets. The table below shows a comparison between goals of TCs and study findings.

No.	TC Set Targets	Study Findings
1.	Provision of up grading courses for untrained and under-qualified teachers	• Various courses for almost all subjects have been conducted. • More than 80% of the basic education level teachers attend TCs. Throughout the year. • 97% of the untrained and under-qualified teachers have successfully completed their distance education programmes and attained certificate.
2.	To improve pedagogical skills	• Over 1200 teachers have already

	of teachers	attended activity-based teaching in TCs in order to upgrade their professional skills.
3.	To improve school management	• There is an on going programme in TCs to train school committees in management skills and so far 18 such committees (out of a total of) have been trained. • The TCMC, which is made up of, all head-teachers of cluster schools meet frequently at TCs to discuss and share experiences on some administrative issues concerning their schools.
4.	To improve teaching/learning through libraries and improvisation of learning materials	• TC libraries are in full use but they lack adequate space and suffer shortage of relevant books. • Improvisation of learning materials is not yet fully developed and organized in Tics as resource centers of providing learning materials.
5.	To supervise and assess the impact of TC trainings	• This is well done in near-by schools but the distant ones are less evaluated due to lack of reliable transport for TC personnel.

7.0 LESSONS LEARNT

From the findings of this study based on existing data, a number of teacher professional development issues have surfaced. There are strengths that have helped TCs to fulfill their roles, to a satisfactory degree, and weaknesses that seem to hinder some of TCs' iniatives, opportunities that are not yet fully utilized and threats that need to be acknowledged and strategies adopted to curb them.

One of the great strengths of the TCs as observed by (Subir and Abel (2000) is the staff who are obviously very committed, hard working and capable in many ways. Besides being committed they are flexible to change and eager to learn. On the other hand the worst weakness TCs suffer is the narrow budget under which they operate.

However MOECS support of TCs and teachers' interest in the trainings are opportunities that need to be exploited. Failure of TCs to meet the training needs of teachers of higher levels of learning is a threat that can hinder TC from improving their intellectual capabilities.

TC personnel themselves need to be up-graded in:

- pedagogical skills
- training skills

- follow-up skills
- management skills
- measurement and evaluation skills and
- research skills

8.0. RECOMMENDATIONS

Based on the current situation of TCs, it is recommended that:

- TCs should continue to operate as focus centers for in-service trainings of teachers.
- The MOECS should increase its support to TCs.
- Other educational stakeholders should be mobilised to support the on going iniatives and innovations undertaken by TCs.
- There should be deliberate efforts to upgrade TC personnel both professionally and academically.
- TCs should be equipped with competent supporting staff.
- TCs should be provided, with reliable transport facilities.
- TCs should have their own research units with competent staff.
- TCs should establish inter linkages with other Teacher Resource Centres and international education forums for a wider exposure to educational innovations.
- TCs should be expanded to server higher level teacher

9.0 CONCLUSION

Training of teachers through TCs have been supported by teachers, head-teachers, TC co-coordinators, subject advisors and inspectors to be useful and to a certain extent they change teachers professional behaviour. From the analysis of the existing data, it appears that teachers who attend TC trainings have, to some degree, influenced positively their pupils' academic performance. Inspite of various constraints of the TCs mentioned earlier,TCs are seen as strategies and special approaches to teachers' professional and academic upgrading

The Tcs, though managed by people of low academic qualification and bening understaffed they have however upgraded teachers knowledge, increased their professional skills and improved pupils performances in national examination.

In this respect both the teachers and community at large view the TCs as resourceful centers for professional development and pedagogical renewal.

Through Tcs, a strong and effecting networking has been established between schools and within schools. Good. Co-operation between teachers and good interaction between teachers and pupils have very much helped not only the smooth running of the schools but also their performances. Through activity-based training the teachers received at the TCs, pupils have not only been the recipients of knowledge but the seekers of that knowledge.

All in all it has been established in this study that there is a behavioral changes between teachers who attend TCs and those who do not and that charge has improved pupils

performance, and it is fair to comment that the improvement realized is due to teachers increase of knowledge and skills..

The government of Zanzibar is fully committed to achieve EFA goals and so far tremendous progress has been realized. Primary GER reached 98.1% enrolment by 2002 and for basic education as a whole it is at 87.7%. TCs are focused as being very important centers to support the implementation of EFA goals. The training that TCs offer teachers will not only increase access to educational opportunities, but will also improve the quality of the education provided, narrow down the gender disparities and strengthen partnership between national, regional and local educational authorities.

From the TC trainings primary school teachers have benefited both academically and professionally. It is therefore strongly suggested that such benefit should extend to the teachers of secondary classes in order to improve performance at those levels.

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ANNEX I
TEACHERS' ATTENDANCE AT TC

1. Have you ever attended any TRC training?
   YES ☐ NO ☐

   (i) IF YES. What training(s) and how many times approximately.

   (ii) IF NO State why?

   ---

2. What have you achieved in attending those training(s) in terms of: -

   (i) Subject content:

   (ii) Your method of Teaching (Methodology)

   ---

3. How do you share the knowledge and skills gained in the TC courses you have attended to other fellow teachers? ☐ ☐

4. Do you see any change in your teaching style? YES NO.

   If the answer is YES explain:
   How: ---

If the answer is NO state
Why: ----------

---

5. Have you attended:

☐ Distance Education Course at the TC? YES ☐O ☐

☐ Activity-based Training at the TC? YES ☐O ☐

In each case can you identify noticeable achievements?

---

6. Give any other comments on the success of the TRC – based activities you have been involved and functions of the TRC in general.

ANNEX II
QUESTIONNAIRE FOR HEAD-TEACHERS

HEAD TEACHERS SUPPORT TO TEACHERS' PROFESSIONAL DEVELOPMENT

1. Has the school the culture of sending teachers to attend TRC organized training/courses? YES ☐ ☐

3. How do you perceive TCs as Centres for teachers' Professional development?

---

4. What do you expect by sending your teachers to the courses at the TC?

---

5. To what extent are your expectations met?

---

6. Have you noticed and difference between teachers who attended TC courses and those who didn't in terms of: -

   i. Their understanding of subject matter.
   ii. Their methods of teaching and class management.

IF YES: The is a difference. Give examples.

---

7. Is there any difference in performance between students taught by teachers who attended TC training and those taught by teachers who didn't attend TC training?

YES ☐ NO ☐

If YES Identify the differences

---

8. What kind of support do you give to teachers who attend TC training?

---

9. Give any other comments regarding the achievement of TC.

QUESTIONNAIR FOR TRC COORDINATOR AND SUBJECT ADVISORS

TRC PERFORMANCE

1. What is your designation?

---

2. What are your principal responsibilities: -

   i. ---

   ii. ---

   iii. ---

   iv. ---

   v. ---

3. How do you actually carry out you duties?

---

4. Service provided: Fill the box below in regard to school and teachers served by the TC.

No. of School Served by TC	No. of Teachers Served		No. of Teachers who attended TC Jan – March-2002	
	Male	Female	Male	Female

5. What can you say about the success of your TC in Professional Development of Teachers. Tick the appropriate box. Below

Excellent	V. Good	Good	Fair

6. In your work as Subject Advisors, what noticeable changes can you detect in teachers you serve in terms of: -

(i) Pedagogy

(ii) Subject content

---

7. Do you think the TC support mechanism including the work of subject Advisors is achieving the expected outcomes?

YES ☐ NO ☐

If the answer is NO then share your view.

Why:

---

8. What training have you had, after being assigned the responsibility you are now working:

---

9. Was the training you have had before appropriate for your current set of duties? Tick the appropriate answer:

YES APPROPRIATE NO NOT APPROPRIATE APPROPRIATE BUT NOT ENOUGH

10. What type of training do you need in order to carry out your duties more efficiently?

---

11. What mechanisms do the TC use to coordinate the cluster schools' actors so that they can bring about the required changes in the classroom in terms of: -

(i) Effective Teaching and Learning
(ii) Teachers, Professional behaviour and Positive Attitudes
(iii) Supportive School Environment, (Parents and Parents school committees)
(iv) Strengthening Inter-School links and positive networking.

12. How the TC Strengthen management and internal efficiency of cluster schools.

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13. How much it cost to run your center in terms of:-

(a) Personnel Salaries TZS ……
(b) Equipment and Materials TZS ……
(c) Training-w/s + seminars TZS ……
(d) Transport TZS ……..
(e) Office running Costs TZS ……..

14. ANY OTHER COMMENTS