

# MKEZA

## Mradi wa Kuendeleza Elimu Zanzibar *Improving the Quality of Learning in Zanzibar*

### Project Facts

**Implementation period:**  
May 2004 to April 2005

**Funding Level:** \$3 million

**Project Partners:** MKEZA is a project of the EQUIP1 consortium, implemented by the Aga Khan Foundation, American Institutes for Research, and the Joseph P. Kennedy Jr. Foundation.

*A project of the EQUIP 1 Consortium*

### Background

The rationale for the USAID/Zanzibar program is to support Government of Zanzibar-led learning improvement efforts in the Education sector that are aligned with USAID programming, especially in Muslim communities. USAID/Tanzania's strategic objective for this program is: Improved student scores on Primary and Secondary School examinations, especially in English, Mathematics and the sciences.

Mradi wa Kuendeleza Elimu Zanzibar (MKEZA), which means improving the quality of learning in Zanzibar in KiSwahili, seeks to address the needs of the GOZ through a set of tailored approaches. Emphasis is placed on reaching the geographic populations that have traditionally fared less well in terms of their educational achievement, including the individuals within those populations who are the most vulnerable – girls and students with disabilities. The program places a particular focus on improving instructional delivery in English in all levels of the system, strengthening



A teacher gives English instruction in a peri-urban school classroom, while a girl at the back of the class stands up to participate in the lesson. Strengthening English skills of teachers and students is a key focus of the MKEZA project.

school management, improving school readiness, and equipping classrooms by developing partnerships and using replicable, sustainable approaches. Special focus is placed on building on the EQUIP1 consortium's strengths, working closely with government, building capacity for sustainable programming, and integrated activities.

### Program Goal and Objectives

The **goal** of the program is to improve the quality of learning in Zanzibar.

**Objective 1:** Support the improvement of instruction and learning in Secondary school

**Objective 2:** Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn

**Objective 3:** Provide support to those with disabilities to ensure a quality education

**Objective 4:** Provide support and encouragement to girls to increase access to quality education

### Program Structure

The MKEZA program aims to improve the quality of learning in Zanzibar by working with communities and government from the pre-school to the secondary level. The program reaches almost every sector of the educational system in Zanzibar.

Emphasis on quality learning is advanced by attention to enhancing government mentoring and training capacities, supporting communities in school manage-

ment, strengthening teacher skills, promoting participation of local civil society organizations in the education system, and equipping classrooms. Working through existing public and private institutions, the program strengthens the support network for Zanzibar's education system and builds unique partnerships to increase resources, support, and accountability.

## Program Structure (Continued)

*(Continued from page 1)*

MKEZA is carried out by the EQUIP1 consortium. The American Institutes for Research (AIR) serves as the recipient of the grant, providing management support to the project, including oversight of project procurement with the government. Aga Khan Foundation is the lead agency in Zanzibar, and through its projects and a core team implements MKEZA activities. The core team is led by the Chief of Party and a complement of technical experts who help to share and track program lessons, add technical depth, and strengthen relationships with other actors, including government. In addition, AKF works through several of its projects to implement the program. The Professional Development Center (PDC) and Teacher Advancement Program (TAP) work closely with the educa-

tional infrastructure in Zanzibar to enhance teacher skills. The Madrasa Resource Center (MRC) works with community-run madrasa pre-schools to enhance educational opportunities for young children, and the NGO Resource Center (NGORC) helps to strengthen civil society organizations in their approaches to working with communities and policy makers.

Moreover, the Joseph P. Kennedy Jr. Foundation works as part of the EQUIP1 team to provide the project with valuable technical inputs on a consultancy basis. The Ministry of Education, Culture, and Sports (MOECS) is also a full partner in the program, guiding project design, facilitating procurement, and working side-by-side on project activities in the classroom.



Working in a small group, a young student at Riyadhatul peri-urban Madrasa in Kili-mahewa, draws in his notebook. The school is attended by 113 children, 66 of whom are girls. There are six teachers. Through the Zanzibar Madrasa Resource Centre, teachers are trained in classroom practice and the development of teaching aids from locally available material such as bottle tops, shells, stones, etc. They are also trained in administration, such as record keeping, management and planning.

### **Objective 1: Support the improvement of instruction and learning in Secondary school**

The first objective aims to support the improvement of instruction in secondary schools. Activities are clustered in three areas: a) equipping classrooms and teachers, b) supporting teachers to improve their level of instruction, and c) strengthening secondary school management.

### **Objective 2: Improve the quality of learning in primary schools to ensure that students come adequately prepared to learn**

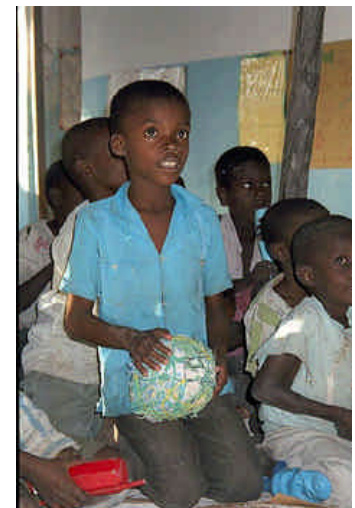
At the primary school level, activities are clustered under four components: 1) equipping primary schools with adequate teaching and learning materials, 2) enhancing teacher confidence and ability, 3) strengthening school management, and 4) facilitating early learning readiness.

### **Objective 3: Provide support to those with disabilities to ensure a quality education**

Support to children with disabilities is an important theme throughout all of MKEZA's activities. Messages to promote inclusion and appropriate learning environments for all children are incorporated throughout the project. The core management team centrally coordinates these efforts, and facilitates making an impact at a policy level. The Kennedy Foundation also gives specific technical assistance on these activities.

### **Objective 4: Provide support and encouragement to girls to increase access to quality**

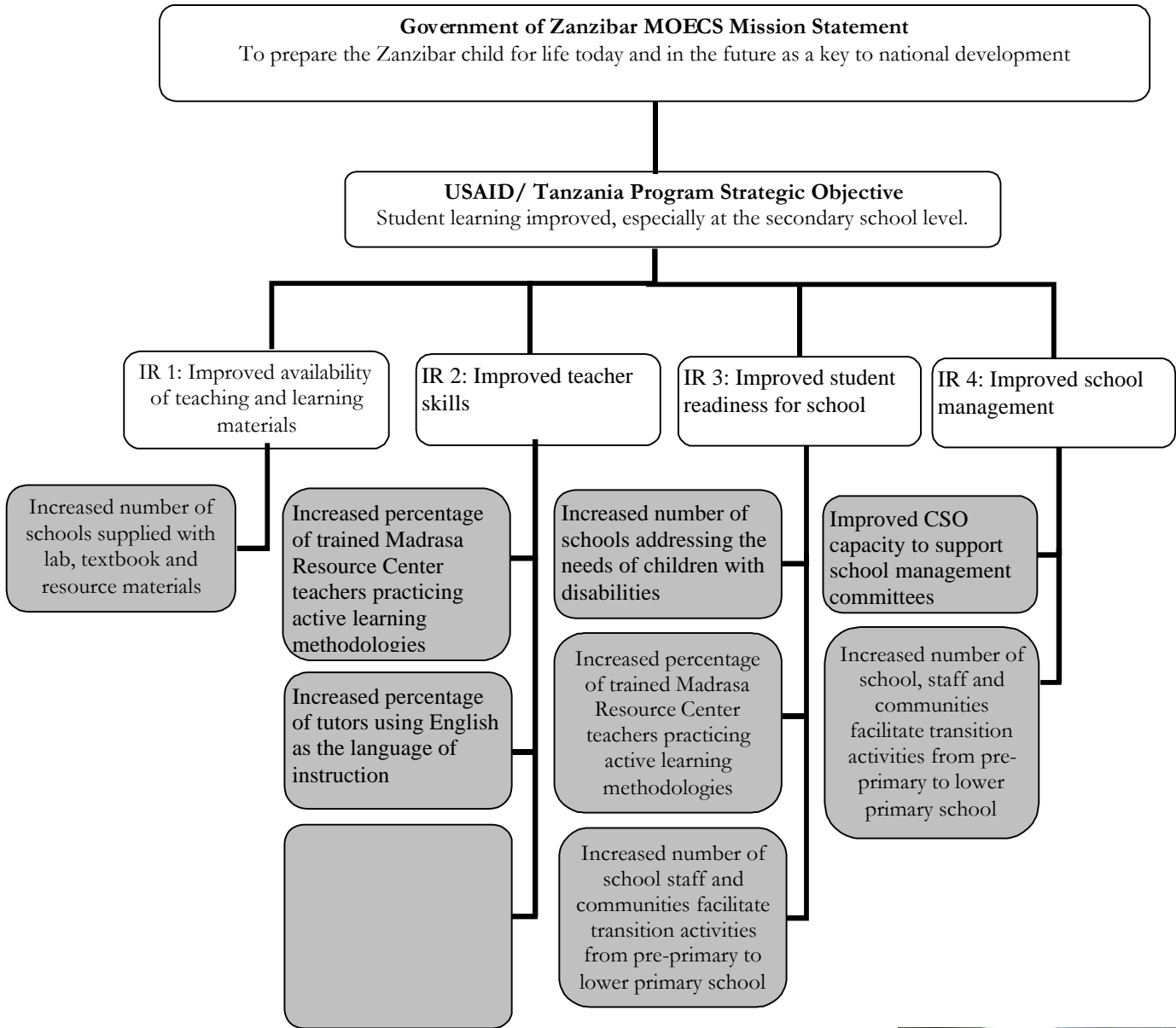
The promotion of girls' access to quality education at all levels is integrated throughout MKEZA, including attention to inclusion of girls and their specific educational needs. Moreover, a set of activities has been designed to systematically address those needs, particularly in creating role models and in promoting girls' study of science and math.



This young student in the village of Paje holds a ball constructed of local material. The provision of such teaching and learning material is one way that communities are getting involved in education with the help of the NGO Resource Center's leadership and financial management training for community-based organizations working in education.

## Results

The project’s activities are designed to support USAID/Tanzania’s strategic framework:



## Recent Progress

MKEZA is off to a good start. Although the first several months of the program have been devoted to project start-up activities, such as recruitment, office set-up and systems development, this phase of the project has also demonstrated how the vision of the project will unfold and the enthusiasm that the MOECS, communities, parents, educators and children have for the program.

Thus far, a landmark discussion between public and private sector actors has already been conducted about the best ways to improve early learning readiness. The MOECS is moving forward with MKEZA on the integration of the Advanced Secondary Teachers’ Course, selected teacher and community-level training sessions have been carried out, and the project has made notable steps to address children with disabilities.



Gender is an underlying focus of the MKEZA project, as well as access and attention for other vulnerable children, such as those with disabilities.