



IMPACT REPORT

IN-SERVICE TEACHER TRAINING PROGRAM

UNGUJA, ZANZIBAR-NOVEMBER 2024



Jakaya Mrisho Kikwete
FOUNDATION



—• TEACHERS SPEECH DURING THE GRADUATION DAY

Introduction

In 2024, Tanzania introduced new teaching guidelines focused on fostering critical thinking and problem-solving skills in students. To support the government's efforts in implementing this curriculum, JMKF partnered with key stakeholders to train secondary school science teachers in Zanzibar, equipping them with the tools and methodologies needed to effectively deliver the new curriculum and cultivate 21st-century skills in their students.

Since 2017, Zanzibar has been implementing decentralization efforts that transferred the management of primary schools to local government authorities, specifically the Regional Education Offices and District Education Offices (Global Partnership for Education, 2019). While these efforts have aimed to improve education governance, they have also led to increased student enrollment, which has significantly strained the education system.

Zanzibar faces a shortage of well-trained teachers in science and mathematics which is a bottleneck to Zanzibar's education system. Currently, only 31% of teachers have a background related to science. Among them, 13% have exclusively a science background, while 18% have a mixed arts and science background (Zanzibar, MoEVT, 2017).

Recognizing this challenge, JMKF, in collaboration with the Ministry of Education and Vocational Training (MoEVT) and TeachUNITED, launched this In-Service Teacher Training Program to equip teachers with practical skills and strategies that enhance student learning outcomes. By providing pedagogical training, digital learning tools, and mentorship, the program aims to bridge the gap in teacher capacity and improve science education across Zanzibar.

This report provides an overview of the impact, achievements, and next steps following the successful completion of the training program.



Our Objectives and Approach

The In-Service Teacher Training Program aimed to strengthen science teaching methodologies by focusing on:

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| 01 Growth Mindset: Encouraging a culture of continuous learning and adaptability. | 04 Data-Driven Lesson Design: Using assessments to tailor instruction to student needs. |
| 02 Student Engagement : Equipping teachers with innovative techniques to enhance classroom interaction | 05 21st-Century Skills: Training teachers on critical thinking, creativity, collaboration, and digital literacy. |
| 03 Technology Integration: Introducing digital tools to improve lesson planning and content delivery. | |

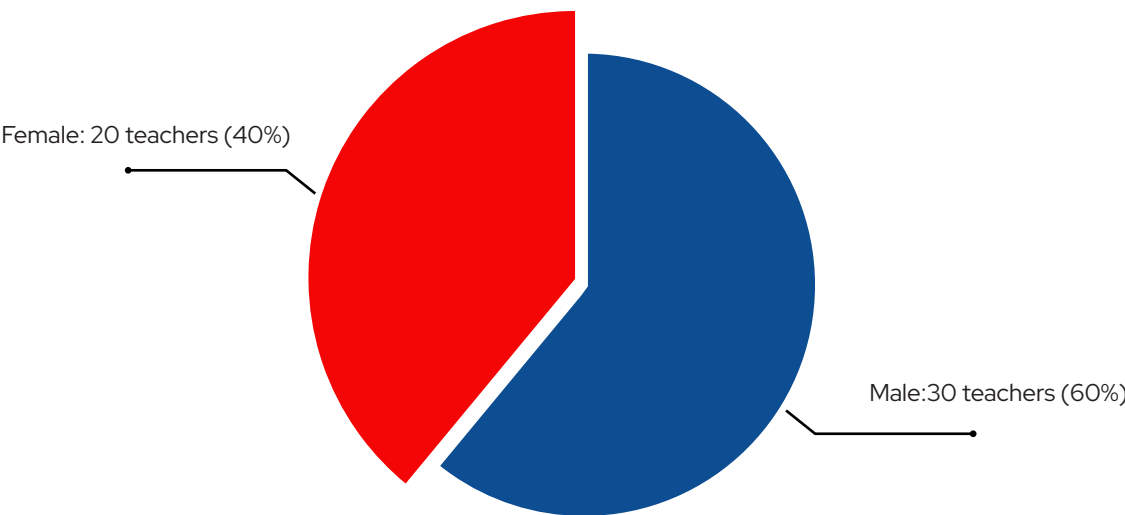
The program was delivered through a hybrid learning model, combining:

- In-person workshops and coaching sessions for hands-on training.
- Webinars and online courses for continuous learning and peer engagement.
- School-based mentorship to encourage practical application and support.

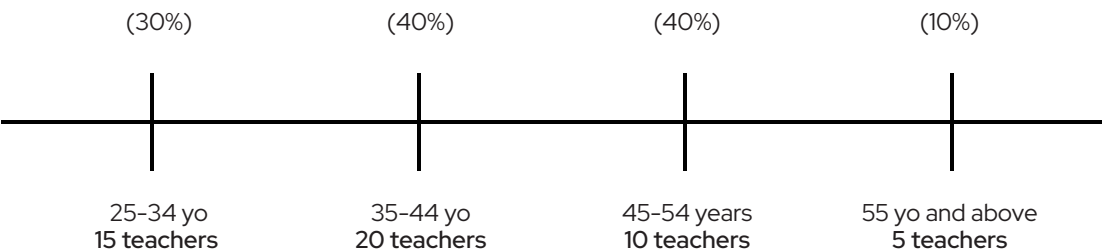
Teachers were also introduced to Google Classroom, interactive e-learning platforms, and digital lesson planning tools to align with Tanzania's new competency-based curriculum.

Participant Demographics

The training program engaged 50 secondary school science teachers from 10 schools in Unguja, Zanzibar.



Age Distribution:



GRADUATED TEACHERS ATTENTIVELY LISTENING TO THE GUEST OF HONOR DURING THE GRADUATION CEREMONY.

Key Achievements

01 100% Completion Rate –

All 50 teachers successfully completed the four (4) month program, attending all the sessions.

02 Government Endorsement –

The MoEVT recognized the program's impact and formally requested its expansion to Pemba Region of Zanzibar, to benefit additional teachers.

03 Immediate Classroom Impact:

- Teachers developed and implemented digital lessons, enabling students to continue learning during weekends and school breaks.
 - Adoption of Google Classroom and interactive learning methods increased student engagement and performance.
 - Adoption of digital platforms for teachers to communicate with parents of students (WhatsApp Class Groups)
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04 Transformation in Teaching Approaches:

- Teachers demonstrated greater confidence in lesson planning and delivery.
 - Active learning strategies such as group discussions and inquiry-based learning were widely adopted.
 - Personalized learning techniques helped address diverse student needs.
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05 Institutional Strengthening:

- Select teachers are now mentoring other educators in their schools, ensuring sustainability.
 - MoEVT pledged to integrate digital learning strategies into its broader teacher training framework.
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Testimonials



Before this training, I had never used online learning tools. Now, my students are engaging with lessons even outside the classroom, and I see a significant improvement in their participation and understanding." – Teacher, Kiembesamaki Secondary School



"This program has changed how I approach teaching. I now incorporate technology and student-centered learning techniques that make science more interactive and enjoyable." – Teacher, Jang'ombe Secondary School



"Continuous training like this is essential for all teachers. The government and JMKF should expand this initiative so more educators can benefit." – Hon. Ali Abdulgulam Hussein, Deputy Minister for Education and Vocational Training



—• TEACHERS IN GROUPS DISCUSSION SESSION

Monitoring & Evaluation Findings

An M&E assessment conducted in October 2024 across six schools in Zanzibar found:

Pre-Training Challenges:

Some teachers had limited digital literacy and were unfamiliar with e-learning platforms.

Training Effectiveness:

Teachers rated the program highly in relevance and engagement.

Technology Adoption:

- Increased use of digital learning tools in lesson planning.
- Teachers created Google Classrooms with students' parents' smartphones to expand learning access.

Future Needs:

Teachers requested follow-up training and sustained mentorship sessions to deepen their competencies.



— • GROUP PHOTO AFTER A SESSION

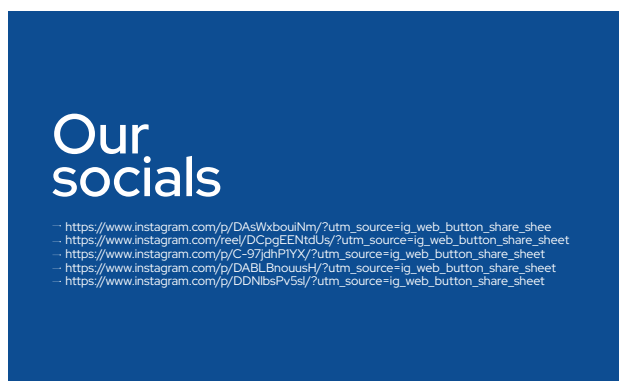
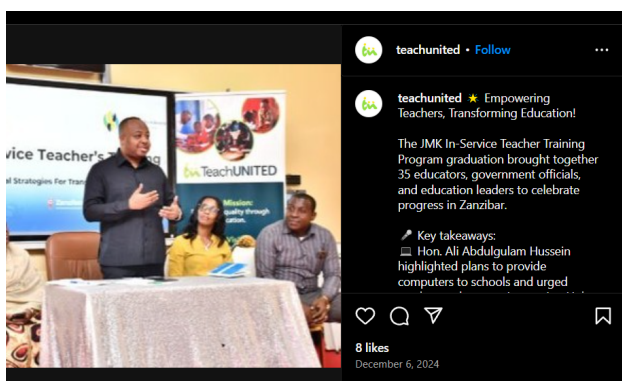
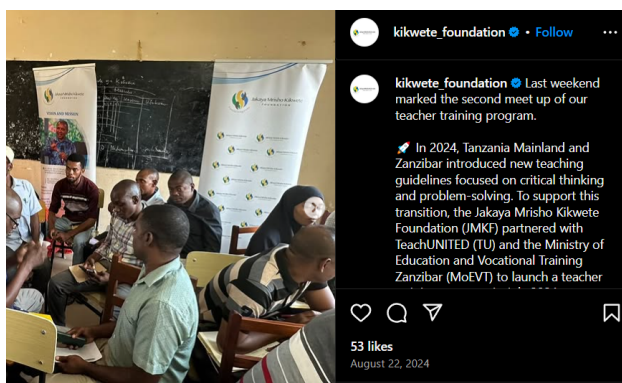
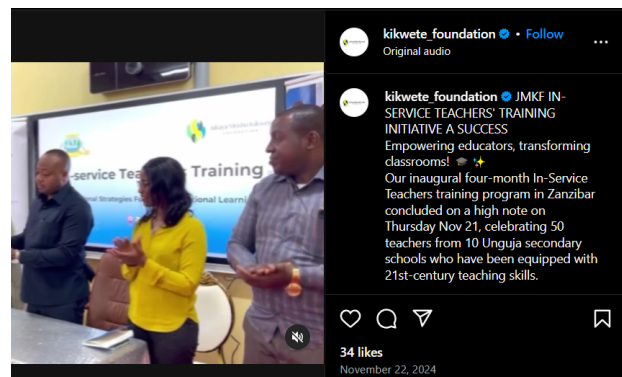
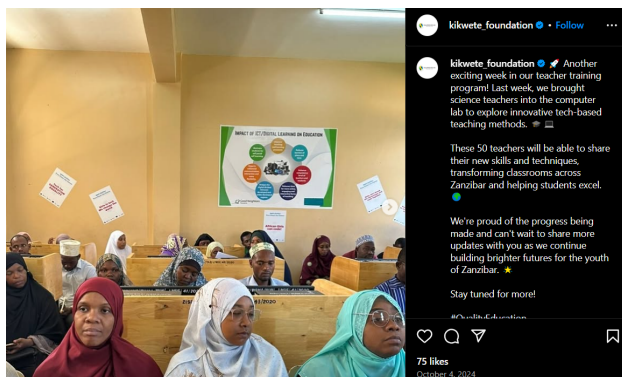
Recommendations & Next Steps

- 01 Expand the to Pemba –**
Formal discussions with MoEVT on scaling the program are on-going.
- 02 Follow-Up Assessment –**
Conduct a six-month post-training evaluation to track progress in March 2025.
- 03 Strengthen Digital Learning Support –**
Provide reliable internet access and additional learning resources to the teachers and schools.
- 04 Integrate Training into CPD –**
Advocate for Continuous Professional Development (CPD) integration in current programs.
- 05 Collaborate with Local Teacher Training Institutions –**
Establish local resident-based mentorship programs for long-term program sustainability.

Conclusion

The In-Service Teacher Training Program has significantly contributed to improving teaching quality, enhancing student engagement, and integrating 21st-century skills into science education. The positive reception from teachers and government officials underscores the program's effectiveness and potential for scale-up.

By securing additional funding and strategic partnerships, JMKF aims to extend this initiative to more schools and teachers, ensuring long-term improvements in science education delivery across Zanzibar.



PREPARED BY:
JAKAYA MRISHO KIKWETE FOUNDATION (JMKF)
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