Evaluation of the NAD/NFU Supported Inclusive Education Project in Zanzibar

"The co-operation between community and school has increased and parents have seen that we have changed our attitudes – we are not bullying, but we are taking care of the children, all kinds of children, we are taking care of them" (Teacher from one of the eight pilot schools).

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Disability Included CC

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ABBREVIATIONS

CCK	Chuo Cha Kiislamu/Islamic Teacher College
DPO	Disabled People's Organisation
ECD	Early Childhood Development
ESDP	Education Sector Development Plan
EENET	Enabling Education Network
IELS	Inclusive Education and Life Skills Unit
IEP	Individual Education Plan
INSET	In-Service Training
LTP	Long Term Plan
MECPZ	Madrasa Early Childhood Programme Zanzibar
MoEVT	Ministry of Education and Vocational Training
NAD	Norwegian Association of Disabled
NGO	Non-Governmental Organisation
NFU	Norwegian Association for Persons with Developmental Disabilities
RF	Results Framework 2016-19
SEN	Special Educational Needs
SITs	School Inclusion Teams
SUZA	State University of Zanzibar
TC	Teacher Centre
TEM	Teacher Education Model
TOR	Terms of Reference
ToT	Training of Trainers
TTC	Teacher Training College
ZAPDD	Zanzibar Association for Persons with Developmental Disabilities
ZEDP	Zanzibar Education Development Plan
ZIE	Zanzibar Institute for Education

Table of Contents

1. INTRODUCTION

This evaluation report examines the effectiveness, efficiency, relevance, main impacts and sustainability of the Norwegian Association of Disabled (NAD)/Norwegian Association for Persons with Developmental Disabilities (NFU) supported Inclusive Education Project in Zanzibar. It includes documentation of the lessons learned from the project's approach to Inclusive Education and teacher education, and assesses the future prospects for the project, especially in terms of sustainability.

1.1 Structure of this report

Chapter One provides the background to the NAD/NFU supported Inclusive Education Project, and includes the purpose and the limitations of this evaluation.

Chapter Two presents the methodology used for the evaluation, including the set-up of informant interviews, interpretation and ethical considerations.

Chapter Three presents the main activities, outcomes and outputs of the project, including its key achievements and concluding with the identification of the key challenges and recommendations on overcoming these.

Chapter Four provides information about the general objectives of the project, namely the effectiveness, efficiency and relevance of the Inclusive Education teacher training programme.

Chapter Five assesses the sustainability of the project and the results achieved so far. It provides recommendations for improving sustainability and examines whether the results achieved and model developed have been integrated into the work of the Ministry of Education and Vocational Training (MoEVT). Consideration is given to whether the project is scalable and ready for roll-out, and what steps need to be taken to ensure this happens.

Chapter Six relates to the lessons learnt from the structure of the project and the strengths and weaknesses of the twin-track approach to Inclusive Education. It considers the role of NAD and NFU and the value they have brought to the project, and provides recommendations on the way forward.

Chapter Seven, concludes the report by determining whether the anticipated outcomes of the Inclusive Education Project have been achieved. Recommendations are made for MoEVT and NAD about next steps for the project.

1.2 Background to the project

Motivated by their lack of opportunities to access education in Zanzibar, parents of children with developmental disabilities formed the Zanzibar Association of People with Developmental Disabilities (ZAPDD) in 1999 to advocate for better rights and services. In 2002, the NFU joined forces with ZAPDD to support its organisational development. This collaboration led to the initiation of the Inclusive Education and Youth Development Project in 2004, in partnership with MoEVT, which aimed to promote Inclusive Education in Zanzibar, and support the system to be able to respond to the diverse learning needs of all children, including those with disabilities. The baseline study for this project highlighted the level of exclusion, deprivation and limited educational opportunities that were available for children with disabilities. In order to address these challenges, a pilot project was implemented in 20 schools between the years 2004 and 2007, funded by the NFU with funds from Operation Day's Work. Additional funding was then received by NFU from the Norwegian Agency for Development Cooperation (NORAD) which resulted in a second phase of the project being rolled out from 2008 – 2013, a third phase led to 146 schools being included by the end of 2015.

The project was evaluated in 2007, 2010, and 2013/2014, at the beginning and end of the first project cycle, respectively. Whilst the 2014 evaluation found that overall the project had a positive impact on changing attitudes across stakeholders towards disability, it also raised the following challenges:

- One-off training courses were insufficient, leaving teachers feeling frustrated and lacking capacity. There was a need to change and improve the quality and depth of the teacher training programme
- Stakeholders embraced Inclusive Education, but lacked a deeper understanding at conceptual level
- The system-change track did not receive enough attention within the twin track approach
- A lack of an effective monitoring and evaluation strategy.

Highlights of the project evaluation included:

- awareness-raising activities had reached a wide audience and resulted in greater access to education for children with disabilities
- teacher training activities had led to some positive changes in teaching practices that promoted inclusion
- the MoEVT, the Inclusive Education and Life Skills (IELS) Unit and the ZAPDD were demonstrating increased commitment to Inclusive Education
- attention was being given to disability-specific support needs to allow Inclusive Education
- a system where children could be assessed (for disability and special needs-related requirements) and provided with follow up and support to access school was created
- some young people with disabilities were enabled to access livelihood skills and play a more active role within their communities.

The evaluation report stressed that Inclusive Education could not be achieved overnight and is a process that takes time to evolve, particularly if long-term sustainability is to be achieved.

Following this 2013/2014 evaluation the IELS unit, that is the government unit responsible for overseeing the implementation of Inclusive Education policy, developed its own strategy. This included a focus on how to ensure Inclusive Education is mainstreamed into the work of the MoEVT, rather than being an isolated issue handled by the IELS unit alone. A new Education Sector Development Plan, the ZEDP II, was developed by the MoEVT in 2017. The ZEDP II is viewed as the blueprint for Zanzibari education, being aligned with the IELS unit strategy, and incorporating the Inclusive Education project.

A comprehensive results framework for the project 2016 – 2019 (RF) was developed based on the recommendations of the 2013/2014 evaluation. This formed part of an application for funding from NORAD for the period 2016–19, which was subsequently approved. However, during the first year of the revised project (2016), the NFU decided to phase out its international work. As a result, the project had to be reduced in scale and in 2017, NAD stepped in to ensure a longer phase-out period until the end of 2018. In scaling back, it was decided that the project would focus primarily on completing the 'boosting quality of teacher education' aspect of the RF.

In close collaboration with local stakeholders in Zanzibar, a number of changes were made to the teacher education programme, aiming to empower teachers to become pro-active inclusion practitioners, drawing on resources within the school and community to overcome any challenges and strive to improve the quality of their teaching for all learners. These changes included:

- A change in the approach for developing and rolling out new training courses, including a shift from one-off isolated workshops on special education needs (SEN) theoretical content, towards a more collaborative teacher education approach
- A reduction from 146 project schools to eight pilot schools (four on Pemba and four on Unguja)
- The use of action research and participatory training to enable stakeholders to use, reflect on, adapt and revise training methods in eight pilot schools
- The use of an external facilitator working with Zanzibari teachers, trainers, advisers from teacher resource centres and other stakeholders to collaboratively develop, write, test and improve training modules and activities
- The establishment of School Inclusion Teams (SITs) within the eight pilot schools, tasked to investigate and take action to address the barriers to inclusion.

1.2.1. Overview and use of the RF in this report

The RF was produced by the NFU in collaboration with partners and essentially provides the project outcomes, outputs and indicators, and timeline targets. This evaluation report focuses on one key outcome of the RF, namely: *"The MoEVT has improved ability to include persons with disabilities in the education system."*

Within this outcome, there are three areas of work:
- Boosting quality of teacher education
- Collaborative adjustments for Inclusive Education
- Strengthening the capacity of IELS unit

Under each of these categories there are indicators of success and specific outputs. Throughout this report, reference will be made to a certain outcome or expected output from the RF as for example: *"The setting up of interdepartmental focal persons within MoEVT and working group structures as a mechanism to mainstream Inclusive Education (expected output 3.1.1) is a positive step in that it responds to the need to modify structures within the education system to create an environment where Inclusive Education can thrive."*

It is important to note, however, that it is not essential for the reader to be familiar with each of these outcomes, expected outputs or indicators. Instead, it is enough to understand that referring to outcomes and outputs in this manner is a convenient way of affirming that the project activities are in alignment with its aims and objectives. It is also important to note that 2019 is the last year of this framework agreement with the donors, and a new results framework, or something similar, will need to be developed for the next phase of the Inclusive Education Project.

1.3 Purpose of the evaluation

This evaluation report only relates to the project implementation period from 2016, when the latest funding began, until October 2018. The overall research questions for the evaluation are supplied in NAD's TOR (see Appendix 1). To summarise, the purpose of this review was to:
- Specifically evaluate the Inclusive teacher training programme
- More generally evaluate progress towards the other elements under Outcome 1 in the RF
- Provide recommendations for the future to the MoEVT.

1.4 Limitations of the evaluation

The evaluator met and gathered information from the head teachers of each of the eight pilot schools after a workshop training session. Additional data was only collected from just four of the eight pilot schools that were involved in this project due to time and budgetary constraints. As a

result, this evaluation provides a snap-shot of some of the achievements and challenges of the project, rather than being representative of the project as a whole. This is acknowledged as a potential weakness in the evaluation.

2. EVALUATION METHODOLOGY

The Inception Report submitted prior to the evaluation detailed the predominantly qualitative research design used in this evaluation which included:

- A literature review of a range of project documents for the current funding period and earlier stages (listed in Appendix 2)
- Focus group discussions, individual face-to-face and Skype interviews
- A reflective workshop in Unguja where the preliminary findings were presented to staff and managers of the IELS unit, and their feedback received and incorporated.

2.1 Location

Interviews and focus group discussions were held in schools, MoEVT offices and Training of Trainers (ToT) workshop venues on both Pemba and Unguja, Zanzibar. A full breakdown of the evaluation schedule, which includes the locations and dates, can be found in Appendix 3. The locations for field work visits were selected by the IELS unit and included four of the pilot schools (two on Unguja and two on Pemba), representing a balance of:

- Rural / urban schools
- Government / private schools
- Large / small schools.

2.2 Duration

Interviews and focus group discussions took place between Tuesday the 16th to Saturday the 27th of October 2018 in both Unguja and Pemba. Additional Skype interviews took place at the beginning of October and throughout November 2018.

2.3 Interpretation

Although the services of a Kiswahili-English interpreter had been included in the project from the start in the capacity as both an interpreter and a co-facilitator of the training, the evaluator elected to make use of the services of a neutral interpreter who had not been involved in the project. This was to ensure that participants felt more open to share their experiences and to eliminate any risk of accidental 'filling-in' and 'adding to' by the interpreter. Having said this, the evaluator was confident that the interpreter was familiar with the terms used and was accurate in his interpretation.

2.4 Ethical considerations

Before the start of each interview, participants were informed of the research, what it would entail, what their rights were, and issues relating to confidentiality were discussed. Written informed consent was granted at the start of all interviews and focus group discussions with all participants over the age of 18. Verbal consent with those under 18 years in age was obtained, together with written consent from their parents.

During focus group discussions, careful attention was given to the composition of each group to encourage full participation, as well as attempting to gain more truthful and honest responses. For this reason, the teachers were not present during discussions with learners, and trainers were not present when feedback relating to the Principal Trainers was made, for example.

2.5   Participants interviewed

Participants in the focus group discussions included:

- Head Teachers from the eight pilot schools
- Teachers from four pilot schools
- Teacher Centre (TC) advisers and resource teachers
- Teacher trainers from three pre-service institutions: Chuo Cha Kiislamu Teacher Training College (CCK), the State University of Zanzibar (SUZA), and Aga Khan Madrasa Early Childhood Programme Zanzibar (MECPZ)
- Zanzibar Institute for Education (ZIE) staff
- The MoEVT staff and management including The Department of Teacher Education and The Office of Policy, Planning and Research
- IELS unit personnel
- Representatives from Disabled People's Organisations (DPOs) and Non-Governmental Organisations (NGOs) representing other children vulnerable to exclusion from school
- School Inclusion Teams (SITs) comprising: teachers, parents, community representatives, religious leaders
- Learners with disabilities and/or SEN, and learners without disabilities in four of the pilot schools.

Individual interviews were held with the Enabling Education Network's (EENET) Teacher Training Programme Project Manager and Lead Trainer, the interpreter/co-facilitator, head teachers; senior managers within the MoEVT, and the Head of ZIE. Skype interviews were conducted with the Programme Advisor from NAD, and the EENET Managing Director.

3. PROJECT OUTCOMES, OUTPUTS AND IMPACTS

This section examines the main outcomes, outputs and impacts of the Inclusive Education project in Zanzibar It concludes with identifying the key challenges, and provides recommendations for overcoming these.

3.1 The Inclusive Education Teacher Training Programme

Responding to the need to boost the quality of teacher education, the achievement of the project is the development and testing of a fully customised teacher training programme. Materials, resources, activities and training modules have all been developed and modified, making sure that they are appropriate and relevant to the context and the needs of teachers and all learners in Zanzibar. The manner in which the programme has been developed lends itself to duplication for rolling out successfully across all schools in Zanzibar.

3.1.1 Training programme structure and modules

The structure of the Inclusive Education Teacher Training programme was carefully developed with full participation from all stakeholders within the Inclusive Education field across Zanzibar (in particular the MoEVT, IELS unit, ZIE, ZAPDD, parents/guardians and learners). The training was developed as seven modules (with each module having an accompanying training manual) over a three-year period. Duplicate workshops were held in Unguja and Pemba, for 'Principal Trainers,' who were required to participate in all seven training of trainer (ToT) workshops (see further below).

The structure of the programme was deliberately planned to move from 'general-to-specific' content on Inclusive Education. It began with a general overview to contextualise the programme, progressed to cover basic activities and input required to assist with improving general teaching skills, and then focussed on providing specific skills and knowledge on impairments. This allows

teachers to gain a deeper understanding of the many aspects of Inclusive Education as the course goes along, with time for discussion, reflection and to gain familiarity with the course content. It is in contrast to many Inclusive Education teacher training programmes that provide intensive impairment-focused training at the start, which can lead to participants feeling as if they have been thrown into 'the deep-end', causing confusion and fear for those who might not have mastered basic teaching skills.

The training programme was initially developed and presented by EENET on behalf of NAD, ZAPDD and the IELS unit, and was subsequently trialled, adapted and revised by the trainers following the ToT workshops and the in-service training (INSET)sessions. The Teacher Training programme was facilitated by the Principal Trainer and Lead Consultant from EENET, with support of the interpreter/ co-facilitator. This interpreter/co-facilitator was Zanzibari and was familiar with Inclusive Education having recently completed his PhD, as well as being a lecturer in this field at SUZA School of Education, Department of Early Childhood, Primary, Inclusive and Special Needs Education (DECPISNE). As a result, he was able to translate terms and content accurately, as well as ensure that the training was appropriate to the Zanzibari context and environment.

The seven modules developed are:
- Module 1: An Introduction to Inclusive Education
- Module 2: School Inclusion Teams
- Module 3: Identifying Out-of-School Children
- Module 4: Screening and Identification of Learning Needs
- Module 5: Creating Individual Education Plans
- Module 6: Exploring the Role of a School Inclusive Education Coordinator
- Module 7: Promoting Active Learning in the Classroom.

3.1.2 Implementation and selection of eight pilot schools
All head teachers and teachers within the eight pilot schools received the seven modules of Inclusive Education training from the Principal Trainers. Data received from the IELS unit managers showed that a total of 165 teachers were trained in the first year of the project (2016), 174 in 2017, and 179 in 2018. It needs to be noted that these figures are not accumulative, rather, the same group of teachers (mostly) continued to attend the teacher training programme each year to cover all seven modules. Of the total number of teachers trained, 70 percent were female.

3.1.3 Impact on teachers
Teachers stated that they now understood that Inclusive Education was not only focussed on learners with disabilities and/or SEN, but on improving the quality of education for *all* learners; "*inclusion is about all children and not just those with disabilities.*" They felt that they were more aware that being an effective and reflective teacher requires a range of differing skills, and that the way they view, accommodate, teach and assess learners has a direct impact on their learning. They expressed that as a result of the training, they had gained in confidence and acquired better teaching, differentiation, and reflective skills, "*It has increased my ability to teach different students in one class and to improve my skills.*"

Teachers described how they are now able to create an Individual Education Plan (IEP) to assist in meeting the individual learning needs of learners, something that they were not aware of previously. Using new teaching strategies including group work as well as how to, at a basic level, differentiate the curriculum, were mentioned as changes being implemented after the training. Head teachers reported that the teachers appeared more confident as a result of the training and that there was "*an overall increase in motivation amongst teachers.*"

Both teachers and head teachers mentioned that they had gained a deeper understanding of the twin-track approach to Inclusive Education. While their main focus is on teaching and meeting the individual needs of all learners, they are also becoming aware of system changes that need to take place, such as making schools and classrooms accessible.

> **Indicator of success:**
>
> A teacher expressed, "*The Inclusive Education training is very important. It focuses on many areas – methodologies, relationships amongst teachers and students, methods of teaching, group work are all included in the Inclusive Education training. So, it covers many areas*."

Teachers claimed that, as a result of the training, they felt a greater empathy towards children and people with disabilities in their communities, "*formerly we were satisfied when a child was at home because we felt that we cannot help – but now we see that we can help every child*." Teachers were not only concerned about teaching and learning in the classroom, but also made an effort to teach and support some learners who were too ill or weak to come to school by creating home programmes and support; "*We are three teachers that go to visit her [*the learner with a disability*] at her home*." Head Teachers also had noticed a change in attitudes of teachers in their schools, and found that they now wanted to help all learners, both in their classes as well as in the wider school community; "*The teachers monitor her* [learner with a disability] *and ask her every few hours, 'have you gone to the toilet?' They are teachers who specially monitor the girl – they do it on their own. They want to do it. All the other teachers also come to help if the class teacher is busy or is not around in the school*." Teachers mentioned that they had received positive feedback from parents and communities relating to how they accommodate learners, "*The co-operation between community and school has increased and parents have seen that we have changed our attitudes – we are not bullying, but we are taking care of the children, all kinds of children, we are taking care of them*."

Parents of learners with disabilities and/or SEN said that they had witnessed a change in attitude of the teachers towards their children as a result of the training. During interviews, parents and SIT members shared that they felt that teachers were far better able to identify and help their children with disabilities, "*This school is better. In this school her problem is known. In the former school, the teachers could not recognise her problem and they treated her as a difficult child*." Parents remarked how encouraged they were at how their children are now being better accommodated, and spoke of how their children with disabilities were thriving, "*My daughter, she doesn't like to speak. The teachers have put a lot of effort and now there are teachers who can make her to speak, and she can learn something now.*" This speaks directly to the indicator for Outcome 1.2: 'Parents of learners in pilot schools report teachers use inclusive practices.'

3.1.4 Gender diversity within the teacher training programme
The current figures suggest that higher numbers of girl children with disabilities are attending school than prior to the commencement of the project. This is a positive indicator and these statistics will be shown later in this report. This may be related to the topic of access of girl learners to education being addressed and challenged during the ToT workshops. Discussion had taken place over the absence of girls from school, as well as the lack of their participation in class and school activities when they were at school, and solutions were sought to increase their overall presence and participation. Furthermore, male and female trainers were equally encouraged to actively participate in all ToT workshop activities, whether they were in groups, reporting back or facilitating discussions. This led to women becoming more active during whole group discussion, as well as the small group discussions, where they were often very active. In addition, Principal Trainers were

motivated to take steps to increase the number of female members in the SITs at pilot schools, and to make sure that there were an equal number of boys and girls who were SIT learner member representatives. All these aspects are positive in creating a culture of greater gender equality. It also establishes the increased involvement of female trainers, teachers, parents and learners in the decision-making processes, and who in turn become positive role models for younger girl learners with or without disabilities and/or SEN.

3.1.5 Increase in morale, knowledge, skills and confidence

Participants expressed that there had been a significant increase in morale, knowledge, skills and confidence amongst all stakeholders as a result of the teacher training programme. Teachers reported they now understood that Inclusive Education was about meeting the needs of all learners, and not just about disability, "*Our role is to make sure that the environment is friendly to all learners, not only those of disabilities, but also those without disabilities.*"

Principal Trainers said that they had a better understanding of their roles and responsibilities, as well as the importance of collaboration with all stakeholders involved in Inclusive Education. As a result of the training, they felt more confident to make use of differing media and ways to sensitise communities about Inclusive Education and the importance and value of education for all children; "*We use media to sensitise the parents and the community on the importance of sending the children with disabilities to school.*" Some Principal Trainers had found an improvement in confidence and commitment amongst their team since the project started, illustrated by the comment; "*They are trying their best – the Teacher Centres (TCs) are very committed and very cooperative, they try to follow up on any issue, and they volunteer themselves.*" When TC advisors were interviewed, they acknowledged the training had provided them with the skills needed to effectively do their jobs; "*The challenge of many of my colleagues is that when they were employed for the advisory service, they knew nothing about their work – but the* [name of Principal Trainer] *worked hard to make sure that they improved. They conducted a lot of training for them and they have practiced in the classroom situation and they have engaged in workshops for the group and individual also.*"

3.2 Project activities and structures supporting Inclusive Education

This section provides the more general outcomes and outputs of project activities and structures supporting Inclusive Education in Zanzibar.

3.2.1 A core group of Principal Trainers trained

As a result of the teacher training programme, a core group of Principal Trainers have received training to enable them to train teachers, thus meeting the outcome of 'Boosting the quality of teacher education.' The composition of the two groups of principal trainers, one on Unguja Island and the other on Pemba Island, were carefully and deliberately selected to include a wide range of stakeholder against their specific roles and responsibilities in Inclusive Education. Participants included:

- TC advisers and resource teachers focussed on Inclusive Education with cluster responsibilities
- Teacher trainers from three pre-service institutions (CCK, SUZA, and MECPZ)
- ZIE staff
- MoEVT staff
- IELS unit staff and managers.

This varied composition of the group resulted in better collaboration between differing stakeholders within Inclusive Education, a clearer understanding of their differing roles, and increased support for

each other within their clusters. The Principal Trainers received the training in the same way that they would conduct it when they facilitated the teacher training programme during INSET in pilot schools, in the three pre-service institutions or with their cluster schools. They were grouped together from different occupations and conducted their activities together. This grouping was deliberately done so that the Principal Trainers in each group would be better able to support each other back in their workplaces.

Findings from this evaluation revealed that these groupings are working well, as the teams of Principal Trainers are planning and conducting training as a team, which is building morale and team work. Having conducted the training module that they had just completed in the ToT workshops with their pilot schools, groups were required to compile a written report detailing the achievements and challenges with their training, the materials, activities, etc., and decide as a group what adaptations and modifications were needed. At the start of the following ToT workshop, each group presented their reports and the feedback given. The trainers then used this feedback to customise the teacher training programme as a whole. This resulted in the Principal Trainers developing reflective monitoring and evaluation skills, as well as an in-depth understanding of the training modules, including all activities, and content, as they had personally experienced it for themselves. In addition, it enabled them to gain an understanding of some of the feelings, experiences and questions that participants in future training workshops might have and how to adapt the modules to suit their needs.

Based on feedback given during interviews, observations, reporting, comparisons from reporting from the start of the training to the latest reports, and ToT workshop evaluations, significant improvements in confidence, knowledge and understanding of inclusion, as well as improved reporting and reflective skills amongst the Principal Trainers, have been documented. When a group of Principal Trainers were asked to identify some of the improvements relating to their confidence, they shared, "*more participants feel comfortable and now speak out during whole-group discussions.*'

The Lead Trainer and the co-facilitator were confident that the involvement of the Principal Trainers in the development of the modules created more 'buy-in' from the group, and thereby resulted in a higher chance of accurate and appropriate roll-out of the training going forward. Their involvement in the customisation ensured that there was a better chance of the materials being used going forward, which promotes sustainability of the training.

Indicator of Success:

Principal trainers who attended the ToT workshops realised that: "*Inclusive Education isn't a separate 'issue' that needs to be addressed by 'specialists*.'

3.2.2 Establishment of eight School Inclusion Teams (SITs)

SITs have been established and are functioning in all eight pilot schools. Each of these SITs have received training from the Principal Trainers, and are fully supportive of Inclusive Education within their schools. They understand their roles and responsibilities, have assisted in identifying barriers within their schools and communities, and have found suitable solutions to address these and prevent them from occurring again. As a result of the Inclusive Education Project, SITs are developing capacity and accountability.

Each member of the SIT is selected based on their skills, knowledge and experience to strengthen the capacity of the team, as well as to assist in meeting the needs of the school. For example, one SIT included a medical doctor who was able to assist with medical issues within the school, as well as

to help with getting appropriate medical supplies that some of the learners required. Other SIT members included a business person who contributed much needed business-related skills, and contacts within the business field, and a builder who was able to advise the school on where to get suitable building materials to build ramps and accessible toilets at cost.

During all SIT meetings, minutes are taken, and a plan of how they propose to address issues drawn up, with a clear time frame as well as responsible person/s identified. At the start of the following meeting, the SIT examines what progress has been made in meeting the needs from the last meeting. SITs also play an important role in holding the head teacher and their teachers to account for issues surrounding teaching and learning that have been raised within the SIT meetings.

> ***Indicator of Success:***
> *"Formerly, children with disabilities were kept in the house because they were shy to come out. Since the formation of our committee, we are going to the communities and house-to-house and making the parents more aware that they must bring the children with disabilities to school."*

SITs play a fundamental role in bridging relationships between the school and the community. Members shared that as a result of the project, they were able to work with their local communities and assist in getting learners with disabilities and/or SEN into the pilot schools, "*After training, we managed to take some children who were still at home, who were not learning – then we have managed to take them from home and bring them to school and they are coming now*."

> **Indicator of Success:**
> *"In August we got a child who does not have feeling in the lower part of the body, the girl would follow other children to school, but in midway, she will turn back home. She showed that she wanted to come, but her mother did not allow her to come to school because she was feeling that she would not be cared for at the school. So, they* [SIT] *decided to convince the mother to bring the girl to school. And so now the girl is wearing Pampers nappies because she cannot feel when she wants to go to the toilet – the teachers are taking care of her and changing her when necessary, and now she is in standard one."*

SIT members shared that, as a result of the project, there are now far fewer, or no children with disabilities that do not attend school in their local school communities (surrounding the eight pilot schools). In addition, they spoke of the many positive changes that had taken place since the start of the project.

> **Indicator of Success:**
> *"Formerly we had this problem, children were not coming to school, they were just in the bushes trying to search for fruits that they can sell. But nowadays, this is no longer a problem."*

Parents interviewed felt that as a result of the SITs, their children were safe at school and also referred to the school as '*our school.*' This is seen in the following quotation made by a parent; "*We do not have teasing or harassment here at our school.*" Parents shared that they are now less fearful about their children with disabilities being bullied and harmed by teachers and learners in school.

Other highlights included parents now having a greater understanding of the value of education for their children; "*I feel it is important for her to come to school, she can develop intellectually and understand more.*" One SIT member, a father of a girl who has a hole in the heart, shared how happy he was that he had finally found a school that would accommodate his daughter; "*I sent my daughter when she was eight years old* [to a school not part of the project]. *She was there for two years, but she did not learn anything, so I was disappointed. When she was 11, I heard about*

Inclusive Education and I brought her here when she was 12." As they are from the immediate community, SITs understand local challenges and find their own solutions to address them:

> **Indicator of Success:**
> "*We have many success stories. We had children coming from villages 3 miles away and they had to come through the bushes, and we cleared them away. We had a problem at break time – our children were running away to go to find some way to buy something to eat – so we have built that house to encourage some small businessman to bring things there so that our children come and buy something there and not go far away. There were drinking houses, and so we remove the gangs of drunkards from the school area with the cooperation of the police and the village leaders.*"

As described above, the establishment of the SITs (and the teacher training programme) appeared to have a generally positive effect on attitudes within the community towards learners with disabilities. The situation was further boosted by the presence of a number of NGOs and DPOs working within Unguja and Pemba that could provide support, resources and advice. One DPO provides training at weekends, to the public and other interested parties, *"We the Organisation of People with Disabilities Zanzibar offer training in sign language. We run them on Saturdays and Sundays. Anyone who is interested can come to our office, take a form and start to study. There is an association for sign language interpretation who also offer sign language training."* However, there was a distinct lack of awareness among these NGOs and DPOs of the Inclusive Education Project. This is identified as a significant shortfall and is discussed further in this report under Key Challenges and Recommendations.

3.2.3 Inclusion of the Teacher Training programme into the curriculum of pre-service institutions

All three pre-service teacher training institutions[1] allowed the Principal Trainers to pilot the Inclusive Education training modules with their students. This resulted in trainee teachers from ECD to secondary school level, being provided with some inclusion training.

When lecturers, who had received the training programme, were asked about the attitude of their institutions towards the programme they commented: "*the Dean of the School of education was very supportive, fully supportive of Inclusive Education*." A senior teacher training lecturer stated '*Before the training, Inclusive Education was seen as a specialist subject, but after the training, we started to train those teachers who are not specialising in Inclusive Education to give them a general knowledge on Inclusive Education. It was very well received. Before the training came along, we were planning teaching Inclusive Education in our colleges. But when the training came, it made it much easier for us to cover these as a general subject to all teachers*."

SUZA has now included the teacher training programme as a compulsory subject in three of their teacher training curricula (Science, Physical Education, and Sport Science) as of October 2018. Teacher trainers from all three pre-service training institutions spoke of how they work together with MoEVT departments, to share resources and advice as a result of the training; "*It is common here in Zanzibar for SUZA and ZIE and IELS to collaborate and cooperate when there is need.*"

Indicator of Success:

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[1] The three pre-service institutions are the Chuo Cha Kiislamu Teacher Training College (CCK TTC), the State University of Zanzibar (SUZA), and Aga Khan Madrasa Early Childhood Programme Zanzibar (MECPZ).

A teacher working in a school that was not part of the pilot, told a pre-service teacher training student who was doing his practical teaching in his classroom, that one child was not able to learn and that he must ignore him as he would fail. This student had received a two-day introductory workshop run by the Principal Trainers and refused to 'give-up' and exclude the learner. He chose to ignore the class teacher. Rather, he worked individually with this learner and after three weeks the learner started to read and write. All the teachers in the school were very surprised.

3.3 Impact on learners with and without disabilities and/or SEN

The project has had a positive impact in four key areas relating to learners with and without disabilities and/or SEN: their attendance, their participation and improvement at school, an increased sensitivity and disability awareness by learners without disabilities, a decrease in learner dropout rates; and finally, an increase in gender equity amongst learners with disabilities and/or SEN enrolled.

3.3.1 Learners with disabilities attending, participating and improving at school

Learners with disabilities and/or SEN interviewed at the eight pilot schools shared that they were happy to be at school, felt supported by their teachers, and enjoyed playing with their friends during their break times. Parents expressed that their children are benefitting from being at school, learning and socialising with their peers; "*It is clear that she* [disabled daughter] *is learning from her colleagues.*" "*her friends come to help her* [disabled daughter*] at home. Also, some children come to study together.*"

Learners with disabilities and/or SEN appeared to be gaining in confidence, developing an increased understanding their needs and strengths, and being more independent as a result of teachers now having better knowledge and skills. Teachers confirmed that learners with disabilities and/or SEN were becoming more independent. "*She [*learner with a physical disability*] has improved, in her attitudes and she now she has learned to help herself. She can now put on Pampers herself, she can clean herself, she was not able to do that before, and she has improved a lot.*"

3.3.2. Increased sensitivity and disability awareness of learners without disabilities

A positive result of the project is that all learners in the eight pilot schools are now being educated in the same classrooms, and are more accommodating of each other's individual strengths and needs. As a result, new friendships between learners with disabilities and/or SEN, and learners without disabilities have developed. One learner without disabilities mentioned that his best friend had a disability. He explained that they walked to school together every day, played and ate lunch together during break times, as well as in the afternoons and over weekends. This learner was very positive about his friendship, which appeared to be very deep and genuine.

Furthermore, the impact of the teacher training has positively influenced how learners with disabilities and/or SEN are treated and accommodated by learners without disabilities; "*We have trained our children here not to bully, not to mock them, not to tease. If we find a child that is disabled then we find another child to be close to him all the time so that he can take care of him.*" Learners without disabilities and/or SEN related how they enjoy helping learners who need extra assistance; "*After the teacher has entered the class and given an instruction. Then we help them to perform those activities. We teach them, we help them in writing and other things.*" This positive attitude and empathy towards each other was not restricted to the classroom, school days or only to learners in the school. Learners showed understanding about some of the challenges facing other learners with disabilities and/or SEN in their communities. They shared how sad they felt if they saw

them in their communities not attending school; "*We do not feel good for them. We feel they should be at school with us.*"

3.3.3 Increased numbers of learners with disabilities and/or SEN attending school

Since the start of the project, there has been an increase in the numbers of learners with disabilities and/or SEN enrolled in the eight pilot schools. During the first year of the project there was an increase from 102 in 2015 to 175 learners with disabilities and/or SEN in 2016; 227 learners in 2017, and 233 in October 2018 (see Chart 1 below).
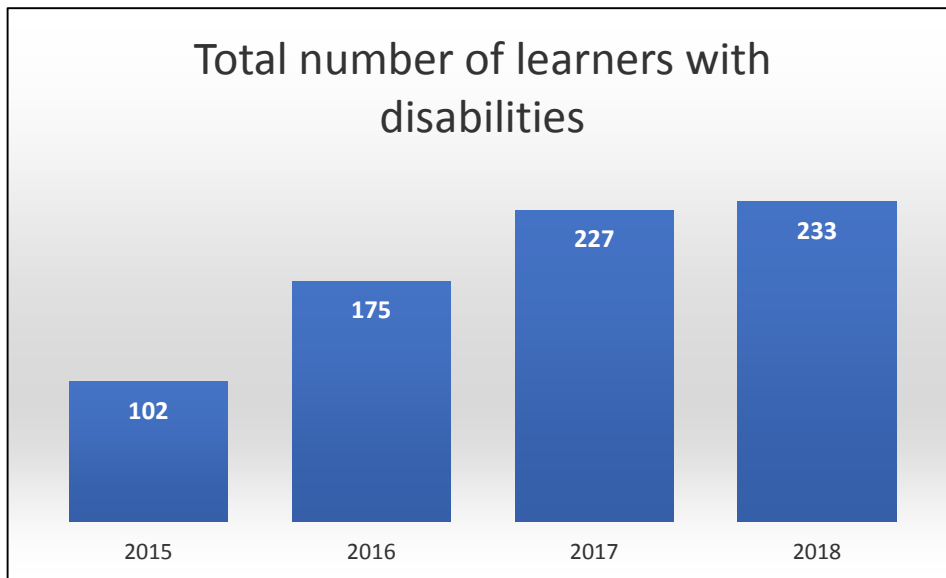
Chart 1: Total numbers of learners with disabilities and/or SEN

The significant improvement from 2015 to 2016 may be as a result of the SITs having a strong focus on community sensitisation, as well as teachers having a more positive and welcoming attitude towards children with disabilities and/or SEN. The slowing down of the numbers between 2017 to 2018 may be as a result of the data relating to the total numbers of learners not being fully captured, or possibly as a result of there not being as many children with disabilities outside of the school system. Other reasons provided included the fact that learners with 'easier' to accommodate disabilities were enrolled/re-enrolled earlier on in the project, and those who still needed to be enrolled may be either harder to reach or harder to support, resulting in a slower process to integrate these learners into schools. Another factor may also be that the schools are getting fuller which makes it harder to keep bringing in more learners with disabilities and/or SEN, especially if their needs are more significant than those enrolled earlier in the project.

3.3.4 Decrease in learner drop-out rates

It is accepted that Inclusive Education does not just focus on children with disabilities, but focuses on all learners, including those who drop-out of the education system, and it is notable that a decrease in learner drop-out rates has been seen over the duration of the project in the pilot schools. While statistics may not be available for the earlier years of the project, the IELS unit stated that in 2017, 75 learners (36 girls and 39 boys) returned to school; and in 2018, a total of 66 learners (20 girls and 46 boys) returned to school. Again, this may be attributed to the involvement and sensitisation by SITs with parents and communities. In addition, teachers are more motivated to re-connect with learners who have dropped out, and encourage and educate parents on the value and importance of their children returning to schools. Teachers now better understand their role in meeting the

individual needs of all learners in their classes to prevent them from dropping-out, and how it is their responsibility to encourage and motivate learners to remain in school.

3.3.5 Gender parity amongst learners

Literature shows that in many countries girl children with disabilities are doubly discriminated against and are more likely to be excluded from receiving education or remaining in school (McKinney, 2013; Miles & Singal, 2010; Walker, 2006). Chart 2 below provides a breakdown of the gender of learners with disabilities and/or SEN that have been included in the eight pilot schools since the start of the project. Statistics show that higher numbers of girl children with disabilities are attending school than boys with disabilities.
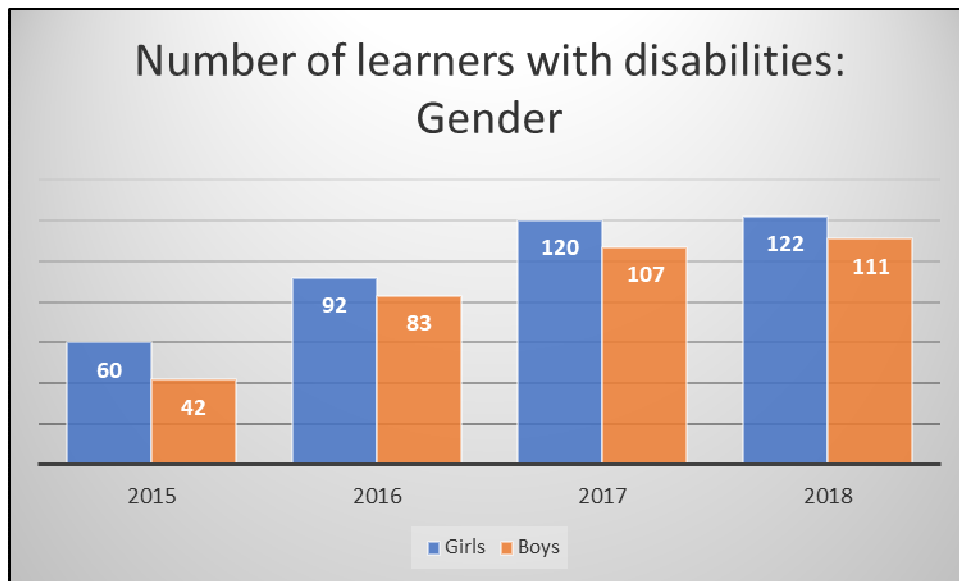
Chart 2: Total number of learners with disabilities and/or SEN: Gender

3.4 Key challenges

The following section examines some of the key challenges relating to the teacher training programme and its implementation.

3.4.1 Head Teachers

While the majority of teachers and head teachers in the eight pilot schools have received the training from the Principal Trainers, there are a number of head teachers that have only recently accepted posts at these schools. This has resulted in some of the pilot schools having a head teacher who does not fully understand Inclusive Education, nor the programme. Some of these head teachers have shown resistance to the changes that have been implemented as a result of the project. On the other hand, the success of the project has also been demonstrated further, as even when the leader of the school might not have received the training, the programme continued to be successfully implemented from the bottom-up (i.e. through the teachers and SITs). This speaks to the commitment and growth of a culture of inclusion that is not lead from the top-down. The following quotation taken from the Principal Trainers' evaluation report shows their belief in the core principles of Inclusive Education and commitment to establishing an inclusive culture at their schools and within the communities: "*There is resistance by the pilot secondary school management team on Pemba Island, primarily the head teacher, to implement groupwork. The trainers working with the school have stated that he insists it cannot be done at secondary level and they continue to*

teach in rows. We discussed whether we should find another pilot school, but the team who trains there have said they would like to keep trying."

Recommendations:

- It is crucial that head teachers receive the training if they take up post during the pilot so that they can gain a better understanding of Inclusive Education and be fully supportive of the programme
- The IELS unit and other stakeholders, especially the TC Advisors and SIT should continue to support schools that have new head teachers to ensure that the teachers continue to implement the programme
- The TC Advisors and resource teachers, under the supervision of the MoEVT/IELS unit, should start support networks between the head teachers, teachers and SITs from the different clusters, so that they can share best practices and find solutions to addressing challenges relating to the implementation and sustainability of the programme (see recommendations at the end of this evaluation for more details).

3.4.2 Further training modules and monitoring of the programme

Head Teachers, teachers and others involved directly with the school (i.e. SITs) acknowledged that they were very happy with the new teacher training programme, but still required further training going forward, "*We have been trained very well, but we still need further training.*" "*We do not have enough skills – for example, we have a deaf child. We can only put him at the front and talk to him loudly, but we did not have the skills to make him learn very well*." Teachers and Principal Trainers interviewed, requested that further modules be developed, tested and trained, so that they could better support their learners.

Another concern raised by senior managers and other stakeholders, related to the capacity and funding for ongoing monitoring and evaluation of the existing programme, as they felt that currently the IELS unit did not have the capacity or skills to do this, and without it, there is a concern that the programme might not be as effective as it could be going forward.

Recommendations:

- Refresher training is required to support and train new teachers and head teachers taking up teaching positions within the pilot schools in understanding Inclusive Education and how best to meet the needs of all learners in their school
- Principal trainers in collaboration with SITs should promote and facilitate peer learning among teachers so that new teachers can informally start to learn from existing staff, even if they have to wait a while for a formal refresher course to be available. Current teachers could document their inclusion experiences as case studies. These can be collated, printed and passed on to new teachers as a guide to good inclusive of education practice
- Additional modules should be developed in order to bring the whole process to a more complete endpoint. It should be noted that whist there is a never-ending list of topics related to Inclusive Education, it is not practical to have an endless number of modules, however, and it is recommended that the course be restricted to a maximum core set of 10, or 12 modules (Principal Trainers to decide exact number). Once this number of modules is reached, new topics should be discussed as they arise, and any information linked to these new topics could then be incorporated into the core set as and when they are modified and/or updated

- The MoEVT should seek to secure funding to develop and implement further modules relating to in-service teacher training (either internally or via other sources of funding)
- Funding for future modules and training relating to pre-service teacher education needs to be secured. This may be via the MoEVT (pre and primary education), or via SUZA for higher education, or via external sources of funding
- Redevelopment and updating of older modules needs to occur on an ongoing basis involving participation of Principal Trainers, teachers, DPOs, etc, involving a process to determine what is working well, what is outdated, and what new information/ideas are important to developing sustainable Inclusive Education. This will help to ensure that the modules remain relevant to the needs of all stakeholders, and the environment/context.

3.4.3 IELS unit programme implementation into the work of the MoEVT

While this evaluation report documents various positive success stories relating to the IELS unit, concerns relating to the effectiveness of some of their programmes have been raised. One example is the issue of corporal punishment, which is still evident in the pilot schools. The evaluator observed a number of teachers carrying canes in their hands while teaching. Many children admitted that their teachers hit them with the canes on a daily basis. Alarmingly, while the teachers at one school were meeting to be interviewed, the evaluator observed a young learner being given a cane and told to watch the rest of the class who were expected to sleep on the floor while their teacher was being interviewed. The class were not allowed to sit up, and this young learner was observed sitting above the rest of her peers tapping the cane on the desk and threatening to hit them if they did. During interviews, learners shared that they were hit by teachers using canes, "*on the bottom, legs and back. They hit us if we make mistakes, and if we don't come to school, if we are fighting, or for saying bad words and hurting others. If you don't finish your work, you get hit as well*." This is in contradiction to the IELS unit's programme specifically focussed on Positive Discipline. The evaluator did not have time to determine exactly where the problem lies within the programme, but possibilities include: a) the positive discipline message has not been embedded into the Inclusive Education training, or b) the IELS unit has not worked strategically to roll out positive discipline training in pilot schools as a priority to ensure teachers are trained to conduct positive discipline alongside Inclusive Education, or c) the positive discipline programme is seemingly ineffective in changing teachers' practice.

Recommendations:

- The issue of corporal punishment needs to be addressed as a matter of urgency by the MoEVT and the IELS unit so that all learners are safe
- Teachers and head teachers need to be held accountable to: implement the positive discipline training programme, identify suitable teaching and learning methods, obtain appropriate support, and take necessary disciplinary measures to safeguard all learners
- A study should be conducted into why schools are still using corporal punishment, why the positive discipline programme is not effective, and what can be done to prevent corporal punishment from being used.

3.4.4 IELS Unit Management

Concerns were raised among evaluation participants regarding the management and leadership of the IELS unit. There were questions as to who the senior manager of the IELS unit is after the original manager was ill and an acting manager was assigned, and then more recently the original senior manager had returned, but not on a full-time basis. This caused concern about the health of the senior manager, and a perceived lack of direction and leadership within the management of the unit.

Recommendations:
- The IELS unit manager structure needs to be more clearly developed to be better able to support and monitor the officers within the unit
- The MoEVT need to ensure that the IELS unit is well managed and its staff supported to implement and support Inclusive Education in Zanzibar
- MoEVT need to closely monitor the IELS unit and ensure evaluation takes place.

3.4.5 Interdepartmental Focal Persons and creating accessible learning environments

The setting up of interdepartmental focal persons within MoEVT and working group structures as a mechanism to mainstream Inclusive Education (expected output 3.1.1) is a positive step in that it responds to the need to modify structures within the education system to create an environment where Inclusive Education can thrive.

However, there are two important points to make here. Firstly, that while the creation of focal persons is an important output, the evaluation revealed that the individuals who were appointed in these positions lacked adequate understanding of Inclusive Education, and awareness of the needs of learners with disabilities and/or SEN, as well as the capacity to influence the decision-making processes.

Secondly, while the RF and project activities generally incorporate the twin track approach, there is minimal focus on making the built environment accessible, particularly in the RF. However, the evaluator understands that the overall project was scaled back significantly due to available funding and that priority focused on boosting the quality of teacher education. In addition, there has been genuine effort and success from community stakeholders regarding making school environments more accessible However, as identified in the 2013/2014 evaluation, there is a need for greater commitment from the MoEVT towards creating a more accessible built environment that enhances Inclusive Education.

Recommendations:
- The MoEVT and the IELS unit need to provide ongoing support and training to the selected focal persons to ensure that they are fully aware of their roles, and that issues of inclusion are fully mainstreamed throughout the MoEVT; and
- The IELS unit needs to request minutes of meetings to ensure that issues surrounding Inclusive Education, including ensuring accessibility, have been taken seriously, and fully integrated into the workplans of all MoEVT departments.

3.4.6 Gender equality

While the increase in diversity statistics is positive, the evaluator felt that still more could be done by the MoEVT/IELS unit to address the issue of gender equality throughout the entire education system. The ZEDP II stipulates that the guidelines on gender mainstreaming have been adopted but there was no evidence of this in the Inclusive Education RF or its implemented activities.

Recommendations:
- The issue of gender should feature more prominently within the modules, with a dedicated section within a single module, as well as being included amongst other causes of discrimination towards learners of disabilities and/or SEN across all modules
- The issue of gender equality should be incorporated as routine into the activities of the MoEVT and should include training on gender mainstreaming among stakeholders at all levels, including: MoEVT/IELS unit, TC advisors, trainers, head teachers, teachers

- The MoEVT, and DPOs in the communities, should collaborate with (and fund) the SITs to provide training and host workshops on gender equality and mainstreaming at the school and other community venues.

3.4.7 The role of DPOs/NGOs: identifying challenges and lacking awareness of project

The DPOs identified some of the attitudes that challenged the inclusion of children with disabilities into Zanzibari society. One DPO member stated, *"There used to be the attitude of some parents to separate and stigmatise the children with disabilities. For example, if it was Eid or other celebrations, that these children with disabilities are not allowed to go to places like Mosque, even the special celebratory clothes bought for children should not be bought for them, or only a few be bought for them."*

Another DPO member explained some of the difficulties related to education, *"Previously parents were not aware of the importance of education for children with disabilities, so they were not sending them to school. The second problem of sending the child to school is, if they are blind, the parent has to take him to the school and back every day which was difficult for them in their daily activities like work."*

The biggest concern regarding this evaluation, however, was that during interviews with local DPOs and NGOs it became clear that the majority were completely unaware of the Inclusive Education Project, as well as the pilot schools. *"No, we do not know about it. We do not send our children to these schools as we do not know about them."* This finding was verified with SITs, TCs, and IELS unit officers. However, during the feedback workshop, IELS senior managers emphasised that they did collaborate with DPOs and NGOs. They requested that the evaluator amend her initial findings from 'no contact with DPOs and NGOs' to 'limited contact.'

The DPOs indicated that previously there had been strong collaboration between the Ministry and DPOs. Members of DPOs had been on steering committees for Inclusive Education, but in the past two years there had been no meetings, *"Nothing. Nothing has happened since then. It is not easy for us to know what is happening, what is going on?"*

On a positive note, as mentioned earlier, the DPOs were keen to note that they had a lot to offer those involved in the pilot schools, and other schools that accommodated children with disabilities. They were eager to support schools undertaking Inclusive Education, as well as encourage community members and the children with disabilities they support to enrol in these schools. They suggested that they could assist in networking with local and global partners towards accessing specific assistive devices that could help learners with disabilities get to schools (i.e. appropriate wheelchairs), together with specialist teaching and learning materials such as Braille embossers, etc. Some NGOs also shared that they had many projects focused on 'vulnerable groups' and were very keen to learn more about how they could get involved as they were completely unaware of this project.

Recommendations:
- Principal trainers, IELS unit and other stakeholders should collaborate with NGOs and DPOs as soon as possible to allow additional support for learners with disabilities

- SIT teams and schools need to link with local NGOs, DPOs and the private sector within their clusters to secure funds, donations of materials and resources, etc.

- The MoEVT/IELS unit and other stakeholders should hold an information session with local and international NGOs and DPOs regarding the project, explore the collaborations that can

usefully be made and any support that can be provided in respect of further training, materials, or ongoing monitoring and evaluation of this project with a view towards making the project sustainable.

4. GENERAL PROJECT OBJECTIVES

This section relates to the general objectives taken from the TOR relating to effectiveness, efficiency, relevance and sustainability of all elements of the Inclusive Education Project that were retained following the 2016 scale-back.

4.1   Effectiveness of the project and alignment to ZEDPII:

Comparing the effectiveness of the project to date, relative to the RF as well as the ZEDP II (2017/18 – 2021/22), shows that the project is in alignment with both plans (it also aligns with Zanzibar's Draft Inclusive Education Policy). In addition, it is fully aligned to international Inclusive Education commitments such as UNESCO's Salamanca Statement (1994), and the UN Convention on the Rights of Persons with Disabilities (2007).

Outcome 1 (specifically Indicators for Outcome 1.1 – 1.4) of the RF, speaks of the MoEVT having improved ability to include children with disabilities and/or SEN in the education system through boosting the quality of teacher education. The indicator for Outcome 3 (specifically 3.1 – 3.4) relates to strengthening the capacity of the IELS unit. It is notable that the project has had a direct impact on achieving these outcomes as it has capacitated and equipped officials within the MoEVT as well as the IELS unit including: TC advisers; resource teachers; IELS unit staff and management; ZIE staff; the Department of Teacher Education, and the Office of Policy, Planning and Research staff through the ToT workshops. Curriculum development is taking place as well as ongoing monitoring and evaluation of the programme. In addition, the programme not only looks at capacitating current teachers through in-service training, but also long-term via the inclusion of the teacher training modules in pre-service institutions.

The project is in close alignment to the ZEDP II (2017/18 – 2021/22) which speaks specifically to Inclusive Education, and overall quality improvements needed throughout the education system in general.

While the implementation of the project, in line with the RF and ZEDP II, is still relatively new and small, in that it only has involved eight pilot schools, it has established a strong working model that can be duplicated in other schools across Zanzibar. The project has developed an Inclusive Education model which delivers not only from the MoEVT level but also, fundamentally, from a grassroots level, within the pilot schools and the 'zonal' clusters they belong to.

4.2   Efficiency of the project:

This section focuses on evaluating whether the project activities were carried out in a cost- and time-effective manner, with minimal duplication and redundancy.

4.2.1   Cost effectiveness:

While the initial financial investment costs may seem high as only eight schools were directly involved, the long-term benefits far outweigh the initial costs. The change in training from 'cascade' to 'whole-school' methods began pre-2016 in line with recommendations from earlier evaluations. However, this only involved short-training sessions with insufficient practical content to provide teachers with the confidence and skills to implement new ideas back in their classrooms. Improvements in the post-2016 training, allowed all teachers based in the pilot schools to receive ongoing training, resulting in far greater 'buy-in' from teachers, as well as a greater chance of them

retaining, and implementing their newly acquired skills and knowledge in the future. This should result in fewer teachers needing further training or refresher training going forward.

More importantly, the increased 'buy in' from teachers, together with their ongoing development, is directly in line with the aims of the project to increase stakeholder ownership and participation within the process of teacher development, respectively. Using 'whole school' training has resulted in teachers and other stakeholders understanding their roles, being able to support each other, and being able to find their own solutions to difficulties, rather than having to pay for external consultants and specialists. This is not only cost-effective, but adds strength and empowerment to stakeholders, thereby increasing their ownership in the project. The establishment of a core team of Principal Trainers should prove cost-effective in that this team have become equipped, skilled and empowered to roll-out the customised training programme throughout the rest of the Zanzibar. Having this local team established is likely to save a great deal on future costs in bringing in outside consultants and/or expertise. It is acknowledged, however, that external consultation may need to be called on for the development of new training modules.

4.2.2   Time effectiveness:

Each of the training Principal Trainers who attend the modular training over three-years are far more likely to continue to implement and 'buy-into' the training, as well as be able to understand, take-in, and see the long-term benefits. The modules cover separate areas of Inclusive Education allowing participants to fully understand and implement each module in their pilot schools before moving on to the next module, rather than being overwhelmed with training that tries to cover all aspects in a singular training session. From a sustainability point of view, this form of training is effective and efficient and reduces the need for refresher or new training programmes, which also result in more teachers being absent from school. The training programme can be customised to the needs of each group requiring the training. It can be conducted continuously over several days or provided as intermittent training a module at a time over a longer period.

4.3 Relevance of the project

This section explores the relevance of the RF, and implementation activities of the project, towards achieving the aim of Inclusive Education in Zanzibar.

4.3.1 Relevance of the RF to the aim of achieving Inclusive Education in Zanzibar

In the 2014 evaluation of Inclusive Education in Zanzibar by EENET, the long-term plan (LTP) (2010 to 2014) which outlined the co-operation between the NFU and ZAPDD/MoEVT came under scrutiny. The evaluation found the LTP to be "a rather weak document" lacking specific goals and clear implementation strategies.

It is encouraging to report that, in contrast to the LTP, the RF was found to be a strong document with outcomes and outputs significantly relevant towards achieving Inclusive Education in Zanzibar. Key strengths of the RF include:

- **Specific goals:** The RF has clear outcomes and outputs as well as indicators and means of verification. Furthermore, the indicators and means of verification are also specific with target dates set, providing accurate guidance to stakeholders whose tasks are clearly defined. There is clear and logistical distinction between process and the indicators which measure if the project has carried out the activities. This clarification of tasks is a real strength of the document as it lays out exactly who is responsible for what. This avoids confusion of roles and also helps to keep stakeholders responsible and accountable for their given tasks.

- **Clear indicators for monitoring and evaluation:** Linking to the point above, the detailed layout makes it easy for stakeholders to see, at a glance, whether their activities are in line with the targets for the project goals. It also makes it easy to see when a stakeholder has not been able to fulfil a certain target or task. Both of these points are helpful for monitoring and evaluation.
- **Uses whole-school approach:** The aims (the outcomes and outputs) are fundamentally relevant to becoming more inclusive in education as they work towards a process that improves the whole-school environment for all. The RF reflects a commitment to establishing structures that support the presence, participation and achievement of all learners including those with disabilities and any other marginalised group. Coupled with the focus on improving the ability of teachers to address the individual needs of learners with disabilities and/or SEN, the whole school environment responds to the twin track approach of Inclusive Education. This is also a significant improvement from previous policy such as the LTP 2010 – 2014, which was limited in its approach in focusing predominantly on access to education for learners with disabilities and/or SEN. It should be noted, however, that the issues of gender equality and creating accessible learning environments still needs considerable improvement, as has been previously described in this report.
- **Recognises fundamental role of teacher:** Conceptually, the RF is relevant as it acknowledges the importance of the role of the teacher, including the teacher-learner relationship and parent-teacher relationship. The first indicators call for improved attitudes skills and knowledge of teachers so that they can address the needs of learners with disabilities and/or SEN effectively. Indicators that follow are set up to support the teacher and learner at a classroom, school/community and government level towards creating an education system that promotes inclusion. In doing so, the RF adopts a social model point of view, which recognises that the system needs to change to accommodate the needs of learners, as opposed to the medical model which focused on the inability of the learner to participate in the classroom.
- **Flexibility:** Given that this particular project is relatively new in its approach and is still in a pilot phase, the design of the RF is appropriate in that it is flexible. This means it allows outcomes and outputs (along with relevant indicators and means of verification) to adapt and respond immediately to new or unforeseen challenges that arise.
- **Incorporates the twin-track approach**: The RF responds to the twin track approach in addressing: 1) ways in which children with specific needs require individual support to participate more fully in school, and 2) ways in which the education system needs to change to accommodate them. This second point is explored using the following two examples of the expected outputs:
  - Expected Output 1.1.1 *Primary school teacher training modules in Inclusive Education core principles and practice have been tested and finalized (2016)*, This speaks directly to the ability of teachers to meet the individual needs of learners with disabilities and/or SEN, in particular, and relates to the module on Creating Individual Education Plans (IEP)
  - Expected Output: 3.1.1 *MoEVT set up inter-departmental focal persons and working group structures as a mechanism to mainstream Inclusive Education policy and practice within MoEVT.* This responds to the need to modify structures within the education system to create an environment where Inclusive Education can thrive.

4.3.2 Relevance of the implemented activities to the aim of achieving Inclusive Education in Zanzibar

A number of key activities have been specifically carried out in a manner which promotes long-term success and sustainability of the project, and are especially relevant to developing Inclusive Education in Zanzibar, including:

- Development of the customised teacher training programme:
- Incorporating the programme in the curricula at SUZA
- Training of core group of principal trainers:
- Establishment of SITs:

As noted earlier, a key shortfall is the lack of collaboration of schools and SITs with local DPOs and NGOs. This needs to be addressed as it is hugely relevant towards addressing negative attitudes towards disability in the community and increasing participation of learners and others with disabilities, not just in school, but in the broader recreational and cultural context, which in turn will enhance Inclusive Education in Zanzibar.

Whilst it is acknowledged that there has been genuine effort by the MoEVT, community and schools, in making the built environment surrounding school accessible, the point remains that more needs to be done and budgeted for in terms of developing an inclusive environment. The 2013/2014 evaluation previously highlighted the fact that work had focused on physical accessibility (ramps etc.), with little attention being paid to improving visual and audio accessibility (e.g. using different colour paints to help children with low vision distinguish different areas of the school, or using a painted stripe on the edge of a step). This still remains an issue.

5. SUSTAINABILITY OF THE PROJECT

This section assesses the sustainability of the work that was carried out to improve the quality of teacher education and the results achieved so far. It examines whether the results achieved and model developed have been integrated into the work of the MoEVT and provides recommendations to the MoEVT for improving sustainability. It also considers whether the project is scalable and ready for roll-out.

5.1 Recommendations to the MoEVT for improving sustainability

It is clear from interviews with all stakeholders involved in the training programme (from its development through to implementation), and from documented reports and previous evaluations, that the outcomes and outputs of the project are moving in a positive direction. The programme has successfully assisted in beginning to improve the overall quality of teacher education, specifically for current teachers via in-service training in the eight pilot schools. This was done with support and leadership of the MoEVT, and in particular by the IELS unit.

In order to be sustainable in the long-term, it is vital that all new teachers are provided with training on Inclusive Education. The most cost, and time-effective way would be by pre-service teacher training institutions integrating the training programme into their curricula, and assisting with ongoing monitoring and evaluation. It is for this reason, that it is recommended, that the next phase, that is, the rolling out of the training to all pre-service trainee teachers throughout Zanzibar, be led by a pre-service teacher training institution such as SUZA.

In addition, an advisory body made up of all relevant stakeholders in the area of Inclusive Education is required. This will allow the IELS unit to continue to play its vital role as a main stakeholder on this advisory body for the new phase of the project. In addition, ongoing INSET as provided by the

current project will still be required going forward, largely delivered by TC advisers and resource teachers in their cluster schools. It is suggested that the IELS unit continue to assist with this, as well as working with all the various stakeholders within MoEVT and beyond, to ensure that they continue to monitor Inclusive Education. This is in line with the current RF, (valid until the end of 2019) which clearly states in Outcome 1.4 (strengthening capacity of the IELS unit) that *they should continue to incorporate Inclusive Education into MoEVT departmental workplans; have Inclusive Education consultation with civil society, and strengthen advocacy and research; ensure that IELS unit staff are familiar with international best practices; and are involved in monitoring and evaluation documenting relating to the impact of children with disabilities and other vulnerabilities.*

In order to continue with in-service training, achieve the RF outcomes, and be a strong influence on the advisory body, it is vital that the current staff within the IELS unit have a good understanding and background in Inclusive Education. Careful assessment needs to be made regarding their skills, knowledge and understanding to ensure that the capacity and functionality of the IELS unit is optimal. They need to fully understand what their roles are, how they can fulfil these, and be provided strong leadership to ensure optimal functioning of the unit.

The MoEVT needs to ensure that they support and hold the IELS unit responsible for reporting and other administrative tasks that they are required to perform on an ongoing basis. The IELS unit team may need support with time-management and planning skills from the MoEVT or other Ministries, NGOs or other funding organisations. The IELS unit should be encouraged and supported to improve communication with partners and other stakeholders. It is essential that the IELS unit be capacitated to provide more support to stakeholders and better monitor the project, to support the INSET programme, and also to educate and create awareness throughout the various departments within the MoEVT. This requires identification of training needs to ensure the IELS unit has the capacity to continue in the advisory capacity within the proposed pre-service phase of the project. Funding therefore needs to be planned and budgeted for by the MoEVT and/or any possible local and international funding organisations. Once the Inclusive Education policy has been finalised and adopted, this will further assist in requesting for further funding and resource allocations for schools, the project, and for Inclusive Education in general.

5.2 Have the results achieved and model developed been integrated into the work of the MoEVT?

The teacher training programme has been successfully developed and implemented in the eight pilot schools, which was the main result of the project. Regarding whether it has been integrated into other areas of the work of the MoEVT, participants from ZIE shared that they had made changes to the curriculum, as a result of the training: "*We have modified the template for lesson plans. And we have kept room for the teachers for Inclusive Education in the plans of the lesson activities.*" However, other participants expressed that the ZIE were only responsible for curriculum development and not with the implementation of Inclusive Education. These participants felt that ZIE were not the most appropriate body to manage and take forward the project, especially if the focus shifts to pre-service teacher training.

In order to assist in collaboration and provide more support for Inclusive Education throughout the departments within the MoEVT, the IELS unit identified focal persons in each of the 13 differing departments. Despite their being trained on Inclusive Education, and being made aware of their responsibilities as their departments' liaison's points for Inclusive Education. stakeholders interviewed shared concern that the majority of the focal persons were not viewed as being knowledgeable, supportive, or willing to assist them on issues relating to Inclusive Education: "*Their*

primary responsibility is to their department and not on Inclusive Education so they do their task on their department. They do not take care of us." It is therefore important that focal persons are provided more training by the IELS unit, to ensure that they understand Inclusive Education concepts and theories and are fully aware of their responsibilities, and that they are closely monitored to ensure that they are being their departments' liaison with the IELS unit. It may be of value to introduce a monthly Inclusive Education monitoring report showing the issues that have been raised, and how they were dealt with within their departments. This report can then be submitted to the IELS unit for consolidation across the thirteen differing departments, and then used to obtain funding and other resources. It can also be used as a guide to motivate and educate these and other departments on 'best practice.'

5.3 What barriers exist to the sustainability of the project, and what can be done?

The main barriers to the sustainability of the project relate to funding and capacity. Funding is required for the development and delivery of future training modules relating to the outcomes found in the RF that were not included in the current programme due to budget and time constraints; and the roll-out of the training programme to all schools within Zanzibar. Other barriers relating to funding include the provision of assistive devices for learners with disabilities and/or SEN; materials and resources; infrastructure modifications including ramps, accessible toilets and classrooms etc, more staff members being employed within the IELS unit to better support in-service training, and funding to monitor and evaluate the programme going forward, so that issues can be addressed to ensure that the project is sustainable long-term.

It is also important that the MoEVT plans and budgets to allow Inclusive Education activities across all thirteen departments. It may be useful for accurate and ongoing statistical data to be collected relating to Inclusive Education to justify the need for resources. While the IELS unit have in the past tried to establish their own database on Inclusive Education, without any support or collaboration with the EMIS office, this is not recommended going forward. Rather, the IELS unit should be encouraged to collaborate with both the EMIS office and inspectors in order to gain more accurate data, and inclusive data then to be collected as routine rather than a separate issue. This is in line with the need for issues of inclusion to become the responsibility of all departments, with the IELS unit having a monitoring role.

As mentioned above, it is suggested that the main focus of the project now shift to pre-service teacher training, and while there has been a very positive response from SUZA's Dean of Education towards the integration of the programme throughout their teacher training programme, they may require funding to manage the project going forward. They may need assistance to apply for both local, as well as international funding to develop, implement, monitor and evaluate the pre-service focussed project going forward. Support and guidance from an advisory body that would include the IELS unit would also be required.

5.4 Is the project scalable and ready for roll-out?

As has been described in this report, the seven-module teacher training programme has been successfully developed, modified, tested, conducted and implemented in the eight pilot project schools, and is starting to be trialled in three pre-service institutions. It is therefore ready to be rolled out to more schools in each of the surrounding school clusters, and long-term, nationally throughout Zanzibar. Due to the way it was customised to be relevant and suitable to country context it is fully scalable, and all identified stakeholders within the Inclusive Education structure have been fully trained, materials and training packs have been developed and are ready to be used

Four more modules are planned to be developed in the same manner, and Principal Trainer structures are in place to support and implement the training going forward.

It is important that funding is obtained to ensure that the training continues and communication and information sharing between the stakeholders to address issues and share best practices relating to Inclusive Education takes place.

6 LESSONS LEARNT

This final section of the evaluation, relates to the lessons learnt from the project's approach and provides recommendations on how to continue the process.

6.1 Lessons Learnt:

6.1.1 Twin-track approach to Inclusive Education

The twin-track approach to Inclusive Education addresses the individual needs of learners with disabilities and/or SEN (e.g., IEPs, accommodations in class/school are provided) Whilst simultaneously supporting change at the systems level.

The EENET Lead Trainer, and the interpreter/Co-Facilitator, have a detailed and comprehensive understanding of the twin-track approach and were able to convey it successfully to all participants in the training (observed during the training, as well as established from reading the detailed reports).

The focus on teacher training has been really positive and effective in equipping teachers to better meet the individual needs of learners with disabilities and/or SEN within their classrooms. Activities have also incorporated a twin-track approach, as is evident in the following:

- Training modules have been developed that address systemic changes include: 'An Introduction to Inclusive Education;' 'School Inclusion Teams;' 'Identifying Out-of-School Children;' and 'Exploring the Role of a School Inclusive Education Coordinator;'
- Training modules relating to addressing the specific needs of learners of disabilities include: 'Screening and Identification of Learning Needs;' 'Creating Individual Education Plans' and 'Promoting Active Learning in the Classroom'. In this way, the teachers have received training and materials which assists them in developing skills and knowledge relating to the twin track approach of Inclusive Education
- The development of SITs
- IELS unit officers and managers, through attending the training, have the opportunity to learn more about the individual needs of learners.

While the focus on teacher training has been positive, more needs to be done by the MoEVT relating to overall system changes. This evaluation found that the involvement of communities, and especially the development of the SITs, has had a positive effect on creating inclusive environments, but more needs to be done by the MoEVT and/or Government in general, and this requires budget allocation.

6.1.2 Strengths of the teacher training programme

The key strengths of the teacher training programme are that it is comprehensive, it covers the core principles of Inclusive Education, and provides teachers with the in-depth skills, knowledge and confidence to meet individual needs of learners. Furthermore, the model can be duplicated (the content knowledge is transferrable) and it can be customised to other contexts, providing a solid base/foundation for all stakeholders to develop and respond to their particular requirements.

6.1.3   What is working/not working and why?

The key aspects of the Inclusive Education teacher training programme that are working well include:

- The key stakeholders in the process are involved, and improved collaboration between them has been noted
- The development of the training programme is very effective - it moves from general to specific content, is effectively taught, easy to follow, and is customised for local context by all stakeholders
- Importantly teachers feel empowered and become self-sufficient and reflective, able to problem-solve and make decisions, and adapt to challenges that arise in meeting the individual needs of all learners.

However, more could be done regarding gender equality and positive discipline. It is recommended that issues of gender equality, and corporal punishment/positive discipline are expanded upon and addressed in future modules. There also appears to be some lack of collaboration and commitment towards Inclusive Education by some of the MoEVT managers and officers.

6.2   Project structure lessons and recommendations:

6.2.1   Is the current project structure effective to support the growth of Inclusive Education in Zanzibar and are roles clearly defined?

It was evident through this evaluation that all stakeholders were fully aware of their roles, as well as the other stakeholders' roles within the Inclusive Education framework. All Principal Trainers are aware of who needs to be involved, what their roles are, and the importance of collaboration.

6.2.2   Are the right actors involved?

All actors involved in the ToT programme are directly linked to both the implementation as well as to the sustainability of Inclusive Education in Zanzibar (see the composition of the Principal Trainers group, as stated earlier in this evaluation).

6.2.3   Are existing collaborations effective?

As a result of the project, there are a range of effective collaborations taking place between stakeholders, both at school and community level, and through to the MoEVT level. Many of the IELS unit's officers are collaborating with schools, thereby developing stronger Ministry-school ties towards achieving effective Inclusive Education. Finally, the SITs, have been very effective in developing the school-community relationship in identifying barriers to learners with disabilities, and finding solutions together.

However, the following highlights some of the challenges relating to divisions and a lack of collaboration:

Divisions and lack of collaboration:

- While the MoEVT/IELS unit informed the evaluator that all 'focal persons' within the MoEVT have received Inclusive Education training and are fully aware of their responsibilities, they are not viewed by all stakeholders as being knowledgeable, supportive, or willing to assist. An IELS unit officer stated; "*Their primary responsibility is to their Department and not on Inclusive Education, so they do their task on their Department. They do not take care of us;*"
- Another worrying concern relates to the feedback received from an IELS unit officer strongly expressing that she did not want to be trained with the other Principal Trainers. This goes against the whole ethos of the project where all participants are encouraged to share their strengths and weaknesses in order to grow and become reflective. She said: "*If we train*

together, we cannot express our challenges freely in front of the others. If we talk about our challenges, then they will know our weaknesses – and so they will disvalue us." This officer was adamant that she was not alone in feeling this way; "*None of us would be happy. They will see us and then they will see our challenges. So, the training should be separate – then we can correct ourselves, so we do our own training and they do their own training – and in the end we can get together. It is important for us because we can correct one another, we can rectify our problems within and then sharing at the end – we are supervisors. Essentially, if they have problems then they will tell us and we will solve it. If they see our problems, then they will be not be comfortable in coming to us with their problems.*" This reflects the strong hierarchical structure, where one cannot challenge or criticise someone senior, or cannot be seen to know less than someone in a junior position.

- Finally, the key stakeholder group that are missing are the DPOs and NGOs. They were not aware of the project, and/or which schools were involved. Schools and other stakeholders that were trained were unaware of the skills and resources that were available through collaboration and partnerships with both local as well as international DPOs and NGOs. Better collaboration, training, involvement and accountability needs to take place within the other departments within the MoEVT so that budgets can be allocated, and duplication and exclusion be limited.

6.3 What value have NAD and NFU brought to the partnership, and in what areas have they been particularly effective/ineffective?

As a result of their involvement and experiences in the Zanzibar Inclusive Education Project, NAD are now well placed to continue to carry out the project objectives and incorporate Inclusive Education in other projects.

NAD could perhaps be more effective in facilitating interaction from local DPO and NGOs with schools, SIT and parent groups, as well as MoEVT/IELS unit management and officers. NAD could possibly also do more from a CBR perspective, such as set up parent support networks, and facilitate day-care centres for learners with disabilities after school/weekends.

6.3.1 Recommendations for how key actors in Zanzibar can improve their strategy and approach to Inclusive Education

The recommendations made are in line with those made in the 2014 evaluation, where Inclusive Education is acknowledged to be a complex and evolving process. All key actors within Inclusive Education throughout Zanzibar need to be encouraged and supported. This will ensure that they embrace a 'culture of learning, reflection and debate about Inclusive Education.' The MoEVT should now consider conducting inter-departmental workshops that deal with delivering effective systemic changes, including those related to planning, finance, the built environment infrastructure and public works, and to enhance Inclusive Education awareness and collaboration within the various MoEVT departments in Zanzibar. These workshops would also highlight the roles and responsibilities of the focal persons.

It is recommended that the MOEVT host a two or three-day workshop on Inclusive Education, highlighting aspects of the project and training, including successes and challenges of the pilot schools, stories of learners with disabilities, etc. This workshop would involve all stakeholders including, teachers, head teachers, parents, Principal Trainers, and DPOs and NGOs in the community. This would provide an opportunity to gain a clear understanding of the project, and find common ground towards forming partnerships and working together for successful Inclusive Education implementation in Zanzibar.

Ongoing support for teachers by the IELS unit, together with ZIE and the Department of Teacher Education, is needed to ensure that accurate information regarding the modifications to lesson plans, etc., is disseminated to all teachers. All Principal Trainers need to work as a supportive team reflecting and sharing their own strengths and challenges. It may be beneficial for the IELS unit officers to visit a country such as Zambia, where NAD is currently supporting an Inclusive Education project, to observe implementation of the same training programme and effective collaboration and self-reflection taking place.

Another recommendation would be for gender equality to be incorporated into Outcome 1, as it needs to be cross-cutting throughout all activities. A key indicator within Outcome 1 should be training on gender mainstreaming for all staff of all organizations and stakeholders, particularly the MoEVT /IELS unit management and officers. Gender mainstreaming and equality workshops also need to be conducted for head teachers and teachers, and SITs and could be conducted by DPOs/NGOs.

7. CONCLUSION AND RECOMMMENDATIONS

To conclude, substantial improvements have been made towards meeting the outcomes of this Inclusive Education project. Considering the reduction in duration and funding of the project, the project has made significant ground in boosting the quality of teacher education in Zanzibar within the eight pilot schools on Unguja and Pemba Islands.

The major achievement of the project is the development of the comprehensive Inclusive Education teacher training programme. The programme is producing teachers with skills and confidence, as well as an ability to be reflective and respond to the individual needs of all learners, including learners with disabilities and/or SEN.

The establishment of the core group of principal trainers is also an additional positive result. This group is equipped for the effective roll-out of further training throughout Zanzibar, which enhances the long-term success and sustainability of the project. Another positive impact of the teacher training programme is the increase in morale, knowledge, skills and confidence amongst all stakeholders involved in the programme.

As a result of the project, the teacher training programme has been embraced by the three pre-service teacher training institutions involved. Each institution has piloted some of the Inclusive Education teacher training modules within their courses, with SUZA having fully integrated the training programme into three of its existing teacher training programmes from October 2018.

As a result of the project, some of the modules developed have also been incorporated into MoEVT work plans, including the lesson plan templates used by all teachers in Zanzibar.

As ever, it is important to remember that Inclusive Education is a long process, involving ongoing learning, reflection and change. There will also generally be ongoing challenges, and currently, more 'buy-in' and commitment is required from the MoEVT, especially from the top management in terms of monitoring, support and accountability towards the Inclusive Education Project.

While the project has resulted in strengthening collaboration, sharing and support between those stakeholders directly involved, further collaborations with civil society organisations, most especially NGOs and DPOs, is needed to ensure to encourage long term success of the project.

Although it has been suggested that the MoEVT continue to support the current Inclusive Education teacher training programme within its in-service teacher development mandate, a natural shift towards pre-service teacher education training is required, to ensure the sustainability of the project and Inclusive Education going forward. Furthermore, given the expertise and commitment shown by members of SUZA towards incorporating Inclusive Education in Zanzibar, it is the recommendation of this evaluation that SUZA take the lead role in continuation of this project, whilst MoEVT/IELS unit continue to advise, support and be involved as a key partner of the advisory body.

Summary of Recommendations

The summary of recommendations is grouped into three broad areas: 1) the teacher training package, 2) activities of MoEVT and the IELS unit, 3) collaboration with DPOs/NGOs.

Recommendations	Role of key actors
1. Training and Modules	
Additional Modules	
Additional modules should be developed in order to bring the whole process to a more complete endpoint. It is suggested to have a maximum core set of 10, or possibly 12 modules (Principal Trainers to decide exact number). Once this number of modules is reached, space can be allocated in training for discussion of new topics as they arise, and any information linked to new topics could be incorporated into the core set of modules as and when they are modified and/or updated.	External specialist in collaborations with all Stakeholders, with financial support from the MoEVT/SUZA/External Funder
Updating Modules	
Redevelopment and updating of older modules needs to occur on an ongoing basis involving participation of Principal Trainers and all other relevant stakeholders in a process to determine what is working well, what is outdated, and what new information/ideas are important to developing sustainable Inclusive Education. This will help to ensure that the modules remain relevant to the needs of all stakeholders, and the environment/context	All Stakeholders with financial support from the MoEVT/SUZA/ External Funder
Refresher Training	
Refresher training is required to support and train new teachers and head teachers taking up teaching positions within the pilot schools in understanding Inclusive Education and how to best meet the needs of all learners in their school.	Principal Trainers, teachers and Head Teachers
Peer learning Training	
Principal Trainers need to collaborate with SITs to promote and facilitate peer learning among teachers to ensure ideas are shared, and also to support new teachers to adopt inclusive practices. Practicing teachers should document their inclusion experiences as case studies. These can be collated, printed and passed on to new teachers as a guide to good inclusive practice.	Principal Trainers SITS Teachers conduct peer learning
Funding for Training	
Funding for future modules and training relating to in service (MoEVT) and pre-service teacher education needs to be secured. The latter may be via the MoEVT (pre and primary education), or via SUZA for senior education (dependent on whether SUZA becomes the lead), or via external sources of	MoEVT/SUZA/External Funders

funding.	
Training & Gender Equality	
The issue of gender should feature more prominently within the modules, with a dedicated section within a module, as well as featuring amongst other areas of discrimination towards learners of disabilities and/or SEN children across all modules.	External specialist in collaborations with all Stakeholders with financial support from the MoEVT/SUZA/ External Funder
All modules to be reviewed/edited through a gender equality lens to ensure they promote gender equality as far as possible.	MoEVT/ IELS unit, Principal Trainers, External specialist in collaborations with all Stakeholders
Training & Corporal Punishment/Positive Discipline	
A section to be included in the Inclusive Education Teacher Training programme on the prevention of the use of corporal punishment and the promotion of positive discipline. Positive discipline to be incorporated throughout all relevant areas of the modules	All Stakeholders with financial support from the MoEVT/ IELS unit, Principal Trainers, External Funders
Implement joint strategy where teachers/student teachers receive training on positive discipline as a prerequisite to the Inclusive Education training. Ensure that schools that start training on Inclusive Education also receive, or have received, pre-existing positive discipline training and support.	MoEVT/ IELS unit, Principal Trainers, Schools
Collaborate with other actors, such as NGOs and DPOs, who may already be running programmes on positive discipline. MoEVT/IELS unit and the Teacher Training programme could work in partnership with these other actors to understand and address the issue, and also incorporate it into the existing teacher training modules. If the IELS unit already has training on positive discipline then it is important that they liaise with the schools and other stakeholders to ensure complementarity.	MoEVT/ IELS unit, Principal Trainers, Schools, NGOs and DPOs
Training M&E	
Ongoing monitoring and evaluation of the training (and project) needs to take place to ensure that it is being rolled-out correctly and that the materials/activities are still relevant, to ensure sustainability	SUZA and/or an external consultant
Training Long-Term Sustainability	
The most cost and time-effective way to provide training to new teachers, on Inclusive Education would be via pre-service teacher training institutions integrating the teacher training programme into their curriculum and assisting with ongoing monitoring and evaluation. Therefore, going forward the new phase may be better led by a pre-service teacher training institution such as SUZA.	SUZA (with support from all Stakeholders including the MoEVT)

SUZA to apply for specialised funding to strengthen and capacitate the specific department and staff members who may be required to manage the project going forward. They may need assistance to apply for both local, as well as international funding to develop, implement, monitor and evaluate the pre-service focused project going forward.	SUZA
2. MoEVT/IELS Activities	
MoEVT/IELS unit Internal Activities	
The MoEVT and the IELS unit need to provide ongoing support and training to the selected focal persons to ensure that they are fully aware of their roles, and that issues of inclusion are fully mainstreamed throughout the MoEVT	MoEVT/IELS unit
The IELS unit need to request minutes of meetings to ensure that issues surrounding Inclusive Education, including ensuring accessibility, have been considered and are being fully integrated into the workplans of all MoEVT departments	MoEVT/IELS unit
MoEVT/IELS unit & Gender Equality	
Issues of gender equality should be incorporated into the programmes, activities and responsibilities of MoEVT, schools, head teachers, teachers, teacher trainers, parents and communities, NGOs and DPOs.	MoEVT
The MoEVT, and NGOs/DPOs in the communities, should collaborate with and fund the SITs to receive training and host workshops on gender equality and mainstreaming at the school and other community venues	MoEVT and DPOs
Addressing Corporal Punishment / Positive Discipline	
The issue of corporal punishment needs to be addressed as a matter of urgency by the MoEVT and the IELS unit so that all learners are safe.	MoEVT and IELS unit
Teachers and head teachers need to be held accountable, to implement measures to safeguard all learners	MoEVT and IELS unit
A study should be carried out into why schools are still using corporal punishment, the effectiveness of the positive discipline training, and what can be done to prevent corporal punishment from being used in schools.	MoEVT and IELS unit
MoEVT/IELS unit facilitate support networks	
Ongoing support is required for schools that have new head teachers to ensure that the teachers continue to implement the programme	IELS unit, SITs, Community DPOs
The TC Advisors and resource teachers, under the supervision of the MoEVT/IELS unit, should start support networks between the Head Teachers, teachers and SITs from the different clusters, so that they can better share best practices and find solutions to addressing challenges relating to the implementation and sustainability of the programme Once every year or two years, the MoEVT should host a national conference where groups from each cluster across Zanzibar get-together to share their experiences, including challenges and successes and future ideas of Inclusive	MoEVT/IELS unit

Education. This will be good for boosting morale overall and will help to enhance the level of Inclusive Education across Zanzibar as a whole.

MoEVT/IELS unit publish and disseminate newsletter	
MoEVT/ IELS unit to publish a simple newsletter about the programme and to include success stories of learners with disabilities across the islands. Teachers, parents, learners, schools, etc. to contribute their stories. This will strengthen morale and promote community buy-in.	MoEVT/IELS unit
Monitoring and Evaluation	
It is recommended that the MoEVT capacitate and monitor the IELS unit more closely, or secure funding (either internally or via external funders) to hire external specialists to ensure that effective ongoing monitoring and evaluation of the project takes place	MoEVT/External Funders
IELS unit should focus on taking a monitoring role, including the activities of all departments across MoEVT. This to include collaboration with EMIS office and inspectors to gain more accurate data and analysis relating to Inclusive Education.	IELS unit in collaboration with EMIS officers based in the MoEVT
MoEVT Conduct Workshops	
MOEVT host a 2-3-day workshop for all stakeholders on Inclusive Education, covering aspects of teacher training, successes and challenges of the pilot schools, including stories of learners with disabilities, etc. Workshop to be funded by the MoEVT/IELS unit or possible funders taking the project forward.	MoEVT in collaboration with all stakeholders
MoEVT should conduct inter-departmental workshops that deal with delivering effective systemic changes, including those related to planning, finance, built environment infrastructure and public works, to enhance Inclusive Education awareness and highlight the roles and responsibilities of the focal persons.	MoEVT/IELS unit
MoEVT/IELS unit Facilitating Conference Attendance	
MoEVT/IELS unit to consider sponsoring IELS staff and management members, as well as head teachers and teachers to attend local and international Inclusive Education conferences and workshops, particularly where similar Inclusive Education programmes have been implemented.	MoEVT/External Funders
IELS unit Staff to Visit Other IE Projects	
IELS unit officers to visit a country such as NAD's CBID programme in Zambia, to observe their implementation of the same training programme.	MoEVT with funding from External Funders
3. Collaboration with DPOs/NGOs	
Urgent collaboration with DPOs/NGOs	
Principal Trainers, the IELS unit and other stakeholders should collaborate closely with NGOs and DPOs to ensure learners with disabilities can access additional support	Principal Trainers, IELS unit, NGOs and DPOs and other stakeholders
Networking within clusters	
SIT teams and schools to link with local NGOs, DPOs and private sector within their clusters to secure funds, donations of materials, etc.	SITs, schools, NGOs and DPOs, private

	sector
Partner with DPOs/NGOs for sustainability	
The MoEVT/IELS unit need to actively partner and engage with international and local NGO, DPOs and other sources of funding to ensure resources are made available towards making the project sustainable.	MoEVT/IELS unit, NGOs and DPOs
NAD support to local DPOs/NGOs	
Through their funding and support for other projects, NAD could perhaps be more effective in supporting and encouraging local DPOs and NGOs to play a role in the Inclusive Education Project. For example, aspects of CBID projects could encourage parents and schools to collaborate towards establishing after-care facilities for learners with disabilities.	NAD/NGOs and DPOs, Schools, SITs, parents

APPENDIX 1: NAD Terms of Reference Research Questions

The following research questions taken from NAD's TOR include the following:

- The **effectiveness** of the project:
  - Relative to the RF
  - Unintended results of the project
  - The progress towards achieving the outcomes in the RF
  - The key results of the project
  - To what extent has the project contributed towards the RF
  - To what extent does the project model align to the ESDP goals
  - To what extent do other aspects align with ESDP
  - Have the teacher education work/other retained elements contributed to achievements not anticipated

- The **efficiency** of the project:
  - What extent have the project activities been carried out in a:
    - Cost effective and time effective manner
  - Minimal duplication and redundancy

- The **relevance** of the project:
  - To what extent are the outcomes and outputs defined in the results framework relevant to the aim of achieving inclusive education in Zanzibar?
  - To what extent have the implemented activities been relevant to the aim of achieving IE in Zanzibar?

- The main **impacts** of the project:
  - What are the main achievements to date of this project?
  - What evidence is there to suggest any immediate/short-term impacts on:
    - Teachers
    - Learners with disabilities and/or SEN
    - Learners from other diverse groups
    - All learners?

- The **sustainability** of all elements of the project
  - What recommendations can be made to the MoEVT for improving the chances of sustainability?
  - To what extent have the results achieved and the model developed been integrated in the work of the MoEVT?
  - Has the teacher education model been integrated into or adapted by other relevant institutions, such as teacher training colleges?
  - What barriers exist to the sustainability of the inclusive education and teacher education model that this project developed?
  - What strategies might overcome these barriers?
  - To what extent is the model developed scalable and ready for roll out to more schools /districts / nationally? What else is needed to achieve scale up / roll out?
- **Recommendations** to the MoEVT on how to:

- o **Continue** with the **teacher education process**
- o **Continue** with **other initiatives** under the rest of the results framework

- **Lessons learnt** from the project's approach to inclusive education and teacher Education
    - o The twin track approach to IE;
    - o The strengths and weaknesses of the teacher education model;
    - o What is working well, what is not working so well and why;
    - o To what extent is the current project structure effective to support the growth of inclusive education in Zanzibar;
    - o Are roles clearly defined?
    - o Are the right actors involved?
    - o Are existing collaborations effective?
    - o What other collaborations may be needed?
    - o Is there participation in and ownership of the project by the appropriate stakeholders?
    - o What value have NAD and NFU brought to the partnership, apart from financial,
    - o What areas has NFU/NAD support been particularly effective/ineffective?

- **Recommendations** on how to continue the process:
    - o How key actors in Zanzibar can improve their strategy and approach to IE in general;
    - o To teacher education on inclusion specifically

The above includes:
- The outputs of the project
- The outcomes of the project
- Immediate/short-term impact of the project
- The scalability of the approach to teacher education
- Whether and how the MoEVT should continue the process

APPENDIX 2: Literature Review Documents

The following documents were used to form the basis of the literature review of this evaluation:

- The Long-Term Plan 2016–19;
- Training materials (manuals, handouts, etc) developed during 2016–18 period;
- Training materials used in previous periods prior to 2016;
- Draft guidelines for how Zanzibari education authorities can replicate/adapt in their own districts the teacher education and related activities so far tested in the eight pilot schools;
- Reports of previous evaluations of NFU/NAD-funded inclusive education work in Zanzibar (2007, 2011 and 2013/14);
- Inclusive Education Policy for Zanzibar (yet to be adopted);
- ZEDP II 2017/18 – 2021/22;
- Annual project plans, budgets and reports;
- Documents, reports and statistics from MoEVT/IELS Unit;
- Financial documentation from the ZAPDD;
- EENET reports (2016–18).

APPENDIX 3: Evaluation Schedule

Evaluation schedule for interviews held on both Pemba and Unguja Islands, Zanzibar, between the 17th and the 26th of October 2018.

Date and Time	Activity and Participants	Venue
17 Oct 2018, 16:30-18:00	FGD with Sheha, NGO's and DPO's	Madungu Conference
18 Oct 2018, 9:30	FGD with SIT	Al-Swadiq school
18 Oct 2018, 12:30 - 13:00	FGD with Learners with & without disabilities	Chwale school
18 Oct 2018, 14:00-14:30	Interview with IE Coordinator	Chwale school
18 Oct 2018, 14:30-15:15	FGD with Teachers	Chwale school
18 Oct 2018, 15:15-16:00	FGD with SIT	Chwale school
19 Oct 2018, 14:00-12:00	FGD with Observers	Madungu Conference
20 Oct 2018, 9:30-12:00	FGD with IELS Unit staff	IELS Unit office
23 Oct 2018, 10:45-11:45	FGD with SIT	Kitongani school
23 Oct 2018, 10:45-11:45	FGD with Parents	Kitongani school
23 Oct 2018, 12:00-13:00	FGD with Parents	Kitongani school
23 Oct 2018, 13:30-16:00	FGD with Sheha, NGO's DPO's	Kiembe Samaki TC
24 Oct 2018, 12:00-12:45	FGD Observers	Kiembe Samaki TC
24 Oct 2018, 13:30-17:00	FGD with Sheha, NGO's DPO's	Kiembe Samaki TC
25 Oct 2018, 10:15-11:15	FGD with SIT	Migombani school
25 Oct 2018, 13:30-16:30	FGD with Sheha, NGO's DPO's	Migombani school
26 Oct 2018, 08:00-12:00	Reflective Workshop	Kiembe Samaki TC

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