

# Zanzibar Improving Student Prospects (ZISP) Project On Provision Of Quality Education For Secondary School At Micheweni District Zanzibar

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## ABSTRACT:

The aim of the study focused on Assessment of Zanzibar Improving Student Prospects (ZISP) project on Provision of Quality Education in Zanzibar at Micheweni district. The study used descriptive research design by applying quantitative and qualitative research approach. Among the participants were 100 Students, 2 English, 2 mathematics and 6 science subject Teachers, 1 DEO, 4 member of school boards and 2 head of schools which comprise 117 total participants who's selected by using purposeful and simple randomly sampling. The data was collected by using questionnaire, interview and observation instruments within 2 public secondary schools out of 14 secondary schools in Micheweni district which validated by expert and experienced from ZISP project. This study was guided by Victor Vroom Expectancy theory, he believes that Effort will lead to acceptable performance (expectancy), performance will be rewarded (instrumentality), the value of the rewards is highly positive (valence).

The study findings revealed that ZISP were focused on construct infrastructure and facility, emphasize teacher's professional development through in-service training and curriculum modified by reviewed science subject topic to ensure quality education achieved. Some setback was overloaded for science subject teachers, construction is not completed and there is lack of sustainability of project planning where all affect the provision of quality education in Zanzibar. Possible intervention measures that can be used were improvement of some areas commonly infrastructure and facility and collaboration between school, community and Revolutionary Government of Zanzibar to ensure quality education. The study recommends that English, mathematics and science subject teachers, head of schools, school boards, DEO should be supportive on effort of RoGZ for ZISP in order to achieve its goals. Also, the project planner and implementers should be honest and integrity because all donors aware on what is going on, in project.

**KEYWORDS:** Assessment, Project, Quality education.

## I. INTRODUCTION

Quality education is vital for any nation to grow economically, socially, and politically. Before Zanzibar's independent in 1964, education in Zanzibar was characterized by racial segregation, and it was expensive

in way that most African children were unable to afford (Abdalla, 2014).[1] After independence, the Zanzibar's started to overcome the previous situation, and during the year of 1986, the Revolutionary Government of Zanzibar (RoGZ) proclaimed free quality Education for all Zanzibari's, from pre-primary school up to secondary school level, regardless of color differences and Gender.

The MoEVT report of 2014[2] shows that Zanzibar's education had undergone different changes through policies that met international demands and declarations for education development. Example, in 1991, the government issued the Zanzibar Education Policy, which articulated key sectorial objectives and targeted at the nation's expectation. However, that document was amended in 1995 following the pronouncement of international conventions and declarations like the 1990 Jomtien Declaration on education. The government issued the Zanzibar Education Master Plan (ZEMAP), which specified the goals and objectives of Zanzibar's education for the next ten years from 1996 up to 2006. The master plan was to promote good Governance in education, ensure access to ICT for teachers, students, and education staff, improve the quality and effectiveness of the education system, and expand access and equity in tertiary education. Salim, 2007. [3]

Also, Suleiman, A., & Iddrisu, I. (2017) explains that the previous projects such as ZEMAP (1996–2006) MKUZA Cluster I and Cluster II identified quality education and increased Enrolment for pre-school from 15.9% in 2005 to 35% in 2010. Primary Education: increased enrolment rate from 77% in 2005 to 90% in 2010.[4]

Moreover, in the 2020 MoEVT [5] report show that during 2016, a grant was requested from the World Bank for the implementation of the proposed Zanzibar Improving Student Prospects Project (ZISP).[6] This project focused on improving the quality of School facilities and the learning environment in targeted grades and subjects. Also, there are four components to the project. The first component is about effective instruction for Mathematics, Science subjects, and English. This component aimed at transforming the way mathematics, science, and English subjects are taught in upper primary and lower secondary. The second component focused on improving school autonomy and the learning environment. Under this component school improvement grants (SIGs) was established and resulted into the removal of all charges where parents were supposed to pay. Example: Every student in Zanzibar was supposed to pay school fees for the year. Form I and II Paid between 2000 tshs and 5000 tshs, and Form III and IV paid 10,000 tshs. The third component the construction of herbs for enhanced Math, Science, and English learning. The purpose was to support the impactful provision of learning facilities or resources for improved Mathematics, science, and English subjects. The fourth component was system transformation and project management. This component was focused on four areas: examination reform, education system planning, strengthening data systems, and supporting project and project implementation.

However, the education situation in Zanzibar at present is different because enrolment and performance are increasing day by day through efforts taken by RoGZ through ZISP. Example: Enrolment for Standard I was low at 36,608 in 2015, but in 2020 it has raised to 46,815. Apart from this, the number of classrooms has increased, and teachers are employed often, and the teaching and learning environment have improved. Despite of all that improvement, his achievements of the ZISP project have not yet assessed. Therefore, this study aimed at assessing the ZISP project in terms of providing quality education.

In addition, before the ZISP project in 2016, there were many projects established, such as ZSGRP in Kiswahili (MKUZA I and II), ZEDP, and ZEMAP,[7] all of which focused on improving the quality of education in Zanzibar but did not achieve their objectives until 2015, when RGoZ found sponsors who were interested in helping in order to reduce the challenges that hinder the implementation of such projects

in the provision of quality education. Furthermore, in the 2020 MoEVT report, it was stated that the ZISP Project was introduced in 2016 but it only functioned from 2018 under RGoZ through a World Bank Grant and focused on ensuring quality education through the following common components: Funding was an important part of the provision of quality education in Tanzania because it simplified the maintenance, construction, and distribution of teaching and learning facilities. Also, School facilities like modern buildings such as classrooms, laboratories, libraries, hostels, and the presence of a variety of playgrounds and other infrastructure were constructed to attract students for different knowledge and skills. In addition, to construction, motivation in terms of money and non-monetary was given to students and teachers who performed well academically. Also, in-service training or professional development offered for teachers of mathematics, science subjects as well as English subject. It has been more than five years since ZISP project has been in operation (from 2018 to 2022) and there is no much information to the public about the success of the project. Therefore, this study aimed at assessing the achievements as well as challenges toward providing quality education in Micheweni district, Zanzibar.

## II. Theoretical literature review

According to Torrington, D. (2011), [8] the Expectancy theory was originally formulated by Victor Vroom, (1932-1964) and it is based on four assumptions. One assumption is that people join organizations with expectations about their needs, motivations, and past experiences. These influence how individuals react to the organization. A second assumption is that an individual's behavior is a result of conscious choice. That is, people are free to choose those behaviors suggested by their own expectancy calculations. A third assumption is that people want different things from the organization (e.g., good salary, job security, advancement, and challenge). A fourth assumption is that people will choose among alternatives so as to optimize outcomes for them personally. The expectancy theory based on these assumptions has three key elements: expectancy, instrumentality, and valence. A person is motivated to the degree that he or she believes that (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence). Laffont and Tirole (1993) [9]

Generally, Expectancy theory matches my work because it consists of valence, which stands as Motivation for all who meet the organization's goals. For example, the ZISP project provides gifts like cash and teaching and learning materials both for teachers and students to ensure that quality education is available.

## III. Research Methodology

This study employed a mixed-methods approach that involved both quantitative and qualitative. Thus, the design involved more than one instrument which is a questionnaire, interview, and observation within 2 public secondary schools out of 14 public secondary schools Micheweni district. Specifically, those involved in the ZISP project (for example; teachers, head teachers, form three and four students, members of the school board), were the target of this study. Also, Interviews involved face-to-face interactions between researchers and participants. In this method, I used a tape recorder to store the information from participants, which allowed the researcher to get a fuller picture of the ZISP project. Also, this study involved 04 members from 2 school boards, 02 for each school, but interview questions depended only on experience once; 1 DEO and 02 English teachers in 2 schools, 01 for each school; 06 science subjects teachers, 03 for each school, but all questions asked only experienced, not new teachers; and 2 heads of secondary schools were interviewed for 30 minutes each so as to understand their experience about the

ZISP project. In addition, the study employed a questionnaire to collect data concerning the assessment of the ZISP project on the provision of quality education in secondary schools in the Micheweni district. Both open-ended and closed-ended questionnaires were used for science, mathematics, and English students, which are 25 from Form 3 for each school and 25 from Form 4 for each school, a total of 100 for 2 public secondary schools, in order to get their ideas and experiences. General the data from this study were quantitatively and qualitatively analyzed by the researcher. The quantitative data was analyzed with the aid of SPSS software using statistical descriptive techniques, including frequency distribution tables While qualitative data was analyzed thematically (content analysis) with direct quotes from the interview during data collection.

#### IV. Findings and Discussion

This study focused on assessing the outcome of the Zanzibar Improvement Student Prospect (ZISP) project implementation. ZISP project aimed to provide teaching and learning materials, funding, motivation, and professional development of teachers through in-service training as well as the construction of classrooms, laboratories, and science herbs. The study was guided by research questions as follows.

##### 1. What are the outcomes of the ZISP project implementation in Micheweni district?

The first research question of the study was intended to find out the ZISP project implementation on providing quality education in the Micheweni district. In this part, respondents were asked to share their experiences about the ZISP project and their role in it. After analyzing information from the interview three themes emerged as described below;

Construction of Infrastructures and Facilities

Teachers Professional Development through In-Service Training

Curriculum Review through Modified Science Subject Topics

##### 1.2, Construction of Infrastructure and Facilities

In this study, respondents described how ZISP was constructed in classrooms and science and English laboratories and science herbs. ZISP also, provides books, photocopy machines, free Wi-Fi, and other facilities for the purpose of providing quality service for students in English, mathematics, and science subjects which contribute to bringing a positive learning environment and quality education for all. The quality of the school buildings and furniture will determine how long they will last, while comfortable classrooms and adequate provision of instructional resources facilitate teachers' instructional task performance and students' learning outcomes. The following are explanations from the participants;

The first participant said:

*"We have both Science subjects and an English laboratory with full equipment associated with English subjects like computers and speakers, as well as a library with full books, and we have a big hall for practicing English debate and other extracurricular. Also, there are modern buildings that facilitate student academic performance because the ZISP project emphasizes more science subjects by building modern schools and science herbs in every district for the whole of Zanzibar including Micheweni district."*

From the explanation above, respondents agree that there were enough infrastructure and facilities including three rooms for laboratories for science subjects where all were sent from the ZISP project which

shows which areas had shortages and needed to find alternative ways to solve all challenges that hinder the provision of quality education. This was viewed through the study when the respondent said that ZISP built modern and new schools for us and sent facilities every year, even though it is not 100% but we range between 85% and 95%. This situation was encouraged by both teachers and students because it reduced some challenges like interruption for practicality among the science subject teachers in teaching and learning activities and it ensured quality education.

The study conducted by Vidate (2015) explores the significance of physical and human resources in relation to student performance in science, considering the crucial nature of these subjects. The research emphasizes the importance of resource availability, including the improvement of infrastructure and provision of equipment that aligns with established standards. It highlights the necessity of providing relevant textbooks and equipping science, ICT, and English labs in schools to meet the demands of the curriculum, especially in science and technology education. Furthermore, the study emphasizes the need to expand educational facilities, particularly laboratories and equipment for priority subjects.[10]

Additionally, teachers are encouraged to be innovators, utilizing locally available materials to create teaching and learning resources instead of solely relying on purchased facilities. Thus, for the government to sustain good performance, it is essential to distribute teaching and learning resources equitably, ensuring that they reach all secondary schools. This distribution would help assess how these resources impact content delivery and the overall quality of education.

Another participant stated

*"In our school, we have facilities that are directly related to the world of science and technology, allowing for practical activities. Additionally, the ZISP (Zanzibar Improvement Student Prospect) has established two innovative science centers called SCIENCE HERB. These centers are open to all secondary schools interested in conducting practical experiments for enhanced effectiveness and efficiency. The first center is located in Kiyuyu village, and the other is situated in Makangale village within the Micheweni district. Both centers were strategically placed according to school zones. For instance, the Konde zone is closer to the Makangale center, while the Wingwi zone is closer to the Kiyuyu center. These centers provide valuable opportunities for both teachers and students, aiming to improve performance even in schools that face limitations in terms of laboratories and facilities."*

On the other hand, the student respondents from the two secondary schools provided information through a questionnaire regarding the availability of English and science subject laboratories. The question asked; are there an English laboratory in your school

**Table, Presents for the above questions**

<b>Dr, Shein secondary school</b>	<b>Frequency</b>	<b>Percent</b>
YES	50	100.0
NO	0	0.0
<b>Total</b>	<b>50</b>	<b>100.0</b>
<b>Dr, Amani secondary school</b>	<b>Frequency</b>	
YES	0	0.0
NO	50	100.0

<b>Total</b>	<b>50</b>	<b>100.0</b>
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Table. 1. The table provides information about the presence of an English laboratory in two different secondary schools: Dr. Shein's secondary school and Dr. Amani's secondary school. The table displays the frequency and percentage of responses for each school, based on the responses collected, all 50 respondents from Dr. Shein secondary school reported having an English laboratory, while none of the 50 respondents from Dr. Amani secondary school reported having one

**Table, Availability of science of laboratories**

<b>Dr Amani secondary school</b>	Frequency	Percent
Number laboratory room		
1	50	50.0
3	0	0.0
<b>Total</b>	<b>50</b>	<b>100.0</b>
<b>Dr Shein secondary school</b>	Frequency	Percent
Number laboratory room		
1	<b>0</b>	<b>0.0</b>
3	50	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Table. 2. The table provides information about the presence of a science laboratory in two different secondary schools: Dr. Shein secondary school and Dr. Amani's secondary school. The table displays the frequency and percentage of responses for each school, based on the responses collected, all 50 respondents from Dr. Shein secondary school reported having one laboratory room, while 50 respondents from Dr. Amani secondary school reported having three laboratory rooms. The findings of the study show that quality education does not exist in a vacuum but in a school environment with quality physical facilities and material resources that are used in teaching and learning. The specifications given for the establishment, management, and material resources in public secondary schools are postulated in the laws and policies that govern the county's education system. Also, the goal of the infrastructural system in secondary schools is to increase student attendance, enhance staff motivation, and improve academic achievement. The rising challenges were reduced in order to acquire quality academic performance in development which attract and encourage all educational stakeholder.

### **1.3, Teachers Professional Development through In-Service Training.**

Professional development for teachers is very significant in improving quality and increasing students' learning achievement opportunities, especially at their high school for gifted students Mabagala, 2017 [11]. It has become more vital for Individual teacher's experience, abilities, and dispositions, which are surely critical and can create positive impacts in individual classrooms. Also, the study shows that teachers who received different in-service training like ZISP and other teaching development programs to seek out the challenge in English, mathematics, and Science Subjects will ensure that performance was increased in their respective secondary schools within Micheweni District. Thus, their responses are tabulated below.

**Table, Teachers Professional Development through in-service training**

Categories of teacher	Frequency	Did you receive any in-service training
Biology	1	I have got training much time
Chemistry	1	I have got a chance as a trainer in ZISP
Physics	1	I have got many chance
Biology and Geography	1	I included in ZISP and KOIKA
English and Biology	1	I attended several times
Mathematics	1	I attended different in-service training
Biology and Chemistry	1	I involved in many in-service training
English	1	Several times I had in-service training
<b>Total</b>	<b>08</b>	

The result presented in Table 3. shows that all participants among the teacher responses agree that they have chances for in-service training, including ZISP training and other teacher training, which was equal to 8 respondents of teachers. Thus, the acquired chances for in-service training as well as ZISP were used to formulate capacity building for employed teachers and increased confidence for non-professional subjects to be professional, and on the other side, to improve the capability of professional teachers in their respective subjects. This reveals that there is awareness for teachers to work hard in order to reduce the problem of a shortage of science subjects, especially mathematics, and physics, in order to achieve the goals of the ZISP project within two secondary schools in Micheweni district.

The first respondent stated;

*"I have participated in various training programs, including the SAVE THE CHILDREN sponsored special course for science teachers, focusing on physics, biology, mathematics, and chemistry. The course was conducted for one week in 2017 and continued for another week in 2018. In 2019, I had the opportunity to attend the ZISP course. Given the complexity of physics subjects, the training for physics is ongoing, with a specific emphasis on the proper use of physics equipment. These in-service training programs have greatly contributed to my competence in teaching. As a result, I achieved outstanding results in the form two national examination. I secured the first position in the Micheweni district, and at the regional level, I ranked 5th in terms of physics performance. At the national level, I ranked 28th out of 193 secondary schools in Zanzibar in 2022"*

The findings verified that respondents were supposed to respond on the quality of teachers by sharing ideas from their colleagues through different trainings within or outside of his or her school because it helped to review their knowledge and attitude towards their career by providing updated skills for increased performance of the students, which allowed them to get motivation from ZISP, as elaborated in the table below.

### 1.4, Time of Motivation for Teachers and Students

One physics teacher from Dr. Amani secondary school reported receiving motivation one time, representing 33% of the physics teacher respondents. One physics teacher from Dr. Shein secondary school reported receiving two instances of motivation, representing 67% of the physics teacher respondents. None of the 100 student respondents from both schools reported receiving any time for motivation, representing 0.0% of the student respondents. The total number of responses in the table is 102, and the percentages are calculated based on that total. Motivation is very important in the provision of quality education because it increases the morale in the teaching and learning process. Therefore, the information of participants is shown in the table below.

**Table, Time of Motivation for Teachers and Students**

Position	Frequency	Time for Motivation						Sub Total	Percent
		0	1	2	3	4	5+		
Physics teacher in Dr Amani sec school	1		1					1	33%
Physics teacher in Dr Shein sec- school	1			2				2	67%
Students both in Dr Amani and Dr Shein sec- schools	100	0						0	0.0%
<b>Total</b>	102							3	100%

Zengin, E. (2023). [12] Explained that in the past centuries, teachers' professional development followed a traditional approach, where external experts were brought into schools to enhance the quality of teaching, learning, and assessment. This approach often used a standardized solution that didn't account for individual needs. Saukwaeli E. (2015) supported the idea that teachers' professional development has a positive impact on both teachers' growth and student performance in Tanzania. However, the study revealed that certain factors contributed to the effectiveness of teacher networks and professional development programs. For teacher networks, the study found that the use of project-based learning methods had a significant influence on the quality of student learning. However, further steps are still needed to ensure effective and high-quality professional development for teachers through Teacher Centers (TCs) in all districts of Tanzania. Achieving this will be crucial for improving student performance.[13]

### 1.5 Curriculum modified through Reviewed Science Subject topics

In terms of curriculum modification, previous training programs such as ZISP and the SAVE THE CHILDREN project in Zanzibar played a role in reviewing science subjects. Teachers who participated in these programs had the opportunity to collaborate with other teachers, discussing various topics related to their professional subjects, including biology, chemistry, physics, and mathematics. These training



programs not only helped teachers address their weaknesses but also provided them with new knowledge to enhance the teaching and learning process.

One of the participants explained;

*"Before attending the ZISP, I had the chance to participate in various training programs. In 2017, I took part in a one-week special course sponsored by SAVE THE CHILDREN for science teachers, covering physics, biology, mathematics, and chemistry. Given the complexity of physics, continuous training on the subject was emphasized. We received guidance on using physics equipment correctly, revisited certain topics, and learned about alternative teaching aids. The in-service training significantly improved my competence as a teacher. Additionally, the cooperation and motivation from staff, parents, and students themselves in classroom participation, even on weekends, continued to provide hope and contribute to our success."*

Vithanapathirana, M., & Nettikumara, L. (2020) conducted a study on the reviewed curriculum for science subjects, mathematics, and English in Sri Lanka. They supported the government's effort to delegate the responsibility of developing syllabuses and training teachers to the National Institute of Education in Sri Lanka, particularly in the fields of science, English, and mathematics. The study highlighted two significant revisions to the secondary science curriculum, one in 2007 and another in 2013. [14]

The study aimed to identify and examine the effectiveness of curriculum materials for science teachers in bilingual contexts, specifically in integrating theoretical and practical aspects. Both teachers and students faced new challenges, prompting the need for collaborative intervention and classroom action research to address these challenges. The study emphasized the importance of teacher education at both pre- and in-service levels, with programs focusing on various training needs and providing supportive learning resources for teachers and students.

## **2. Which challenges are facing the implementation of the ZISP project in Micheweni district?**

In the context of challenges faced in implementing the ZISP project in the Micheweni district, the researchers conducted interviews with participants from two secondary schools. Over a period of five years, three setbacks were identified: incomplete construction of infrastructure, overcrowding of English, mathematics, and science subject teachers, and a lack of sustainability in project planning for quality education provision.

### **2.1, The Construction of some infrastructure was not completed.**

Study by Nebavi, T et al. (2013) emphasized the importance of developing and maintaining physical facilities in educational institutions. It was noted that the lack of such facilities hinders the learning process. Research from other parts of the world has also shown the significant impact of school facilities on the quality of education. Differences in school facilities can account for differences in academic achievement. Physical resources, including classrooms, libraries, laboratories, and other facilities, play a crucial role in creating fruitful learning experiences. On the contrary, unattractive school buildings, crowded classrooms, the absence of playing grounds, and uninspiring surroundings can contribute to poor academic performance.[15]

Jack, W., et al. (2022),[16] determine the completion of infrastructure and other facilities, the researchers employed various methods, including site visits to the two secondary schools. They observed the presence of essential infrastructure such as science and English laboratories, libraries, hostels, and teachers' residences. The respondents were then asked to provide their responses based on these observations.

The participant stated

*"In our school, we had full equipment related to the modern world of science and technology. However, we only had one room for laboratories, specifically for science subjects like chemistry, biology, and physics. It was surprising because our school was designated as a special school for science students from different villages within Micheweni district, but there was no hostel building. As a result, the laboratories and other facilities were insufficient for science subjects, English, and mathematics. The participant also mentioned the presence of two innovative science centers called SCIECNCE HERB. One was located in Kiyuyu village, and the other was in Makangale village within Micheweni district. However, these centers were far away from more than 8 out of 14 secondary schools in the district. The participant highlighted the need for additional infrastructure, such as sewage chambers and housing for teachers. They believed that having teacher housing would be beneficial for teaching extra lessons and improving students' performance in English, mathematics, and science."*

The findings of the study revealed that several infrastructure projects within the ZISP project were incomplete as planned. For example, the English laboratory was not fully established, which affected students' proficiency in using English for national examinations (CSEE). Since many subjects at the ordinary level are taught in English, this had an impact. Additionally, one among these school had only one room with enough facilities, but the biology, chemistry, and physics teachers had to use the laboratory in shifts, which affected their morale and hindered effective teaching and learning of practical for science subjects. The lack of effectiveness and efficiency in teaching and learning practical science subjects had implications for students' performance in the national examination (CSEE) and the overall goals of the ZISP project in Micheweni district, Zanzibar.

## **2.2, Overloaded for English, Mathematics, and Science Subject Teachers**

The respondents were interviewed and surveyed after the completion of the ZISP project to gather their opinions on the challenges of providing quality education in secondary schools.

Participants said

*"Here there is not correspondence between teachers and students due to the high student population. They explained that in their school, one teacher was responsible for teaching mathematics to all forms one classes like A, B, C, D and E and another in form two classes includes A, B, C and D, while other teachers handled forms three and four. With classes consisting of more than 50 students, the participant emphasized the need for additional efforts from science teachers, especially in mathematics and physics, to improve effectiveness and efficiency and achieve the provision of quality education, particularly in national examinations"*

The findings of the study were reviewed by Tran, H. (2021). [17] which identified critical problems associated with the implementation of education programs. The acute shortage of qualified and trained teachers, particularly in rural schools, was highlighted, along with insufficient attention to teacher motivation. Kiluvia, M. & Ngirwa, C. 2017[18] states that, overloaded in teaching and learning environment were attributed to various factors, including a shortage of teachers, infrastructure, and learning resources. This overload primarily affected teachers of English, physics, and mathematics subjects. The findings also revealed the extremely low number of teachers capable of teaching such subjects across all districts in Zanzibar.

Another respondent stated

*“the extremely high enrollment of form one students in their secondary schools, resulting from the presence of nearby primary schools and special students joining for science subjects. The participant mentioned that teacher was responsible on extended from ordinary to advanced levels, with class sizes ranging from 45 students and above. The capacity of the classrooms, however, was designed to accommodate around 35 to 40 students. To compensate for the overloaded classes, the respondent mentioned the provision of weekend extra lessons”.*

The findings of the study highlighted the challenges hindering quality academic performance in developing countries. The lack of physical infrastructure facilities, such as classrooms, latrines, hostels, and laboratories, was identified as a common issue in public schools. This situation extended beyond Zanzibar to the Tanzania mainland, where the unavailability of library facilities and inadequate teaching and learning materials further hindered academic achievement in public secondary schools. The poor physical infrastructure in remote areas affected teachers' ability to work effectively and efficiently in their respective secondary schools.

### **2.3, Lack of Sustainability of Project Planning on the Provision of Quality Education**

The World Bank (2012) [19] initiated various projects in schools to address resource availability and requirements, improve infrastructure, provide equipment, relevant textbooks, and learning materials, expand education facilities, and enhance the learning environment, taking gender differences into consideration. However, findings indicate that school standards are limited by the inadequate availability of supplementary reading materials, particularly for lower primary and secondary school grades. The distribution of textbooks and resources heavily relies on funding availability, which affects the government's planning capacity and may not adequately respond to supply and demand. (Bizimana 2014) [20]

Based on the aforementioned findings, participants were asked about the sustainability of the project plan. They highlighted that in developing countries like Tanzania, different projects were introduced but not fully completed or were isolated after a short period of time, leading to the formulation of new projects. Respondents stated

*“In our school is uncertainties about what would happen after the ZISP project stopped providing funds for running school activities. They explained that their school required significant financial resources to sustain services such as electricity for operating Wi-Fi, refrigerators, air conditioning, computers, projectors, printers, and photocopiers. Without the project's support, they were unsure about how to manage the high costs and suggested relying on their school board and committee, as the school was associated with the government and the surrounding community. They believed that alternative ways could be planned to continue teaching and learning activities”.*

In terms of finding external aid, the project planner needed to identify a suitable sponsor who would not hastily seek benefits. Findings revealed that all projects were suitable for reducing educational challenges in Zanzibar. However, due to their insufficiency and instability, these projects initially provided limited benefits and remained in the same situation after a few years. Participant responses further supported this observation.

Another participant said;

*“The positive impact of the ZISP project, praising its contributions in terms of funding, teacher development, school construction, equipment provision, and the effective teaching of English, mathematics, and science subjects. However, the participant expressed surprise at the project's*

*conclusion, mentioning their personal experience as a trainee and their disappointment at not receiving a certificate for completing the ZISP program”.*

## V. Conclusion

The purpose of this study was an assessment of Zanzibar's student prospects for improvement in quality education, especially in secondary schools within Micheweni district. Based on the key findings expressed in the summary of the findings, it can be concluded that the ZISP project plays a greater role in areas such as the construction of school infrastructure and spread facilities, teacher professional development through in-service training, and lastly, dealing with curriculum modified by reviewed science subject topics. Thus, it focused on simplifying the provision of quality education based on English, mathematics, and science subjects in Micheweni district. The study recommended that all servants in education, from planners and implementers of ZISP and other projects, should be honest because all sponsors do not send their money only; they follow up, and when they discover any symptom of corruption, it can be difficult to sponsor another project.

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