

THE STATE UNIVERSITY OF ZANZIBAR

GENERAL REPORT ON THE ACADEMIC TRIP FROM ZANZIBAR TO NORWAY



ALI I. SULEIMAN, AMOUR SH. BAKARI, MARYAM SH. RAMADHAN, WACHENI M. VUAI, KHADIJA M. JUMA & KHAIRAT H. HAJI

INTRODUCTION

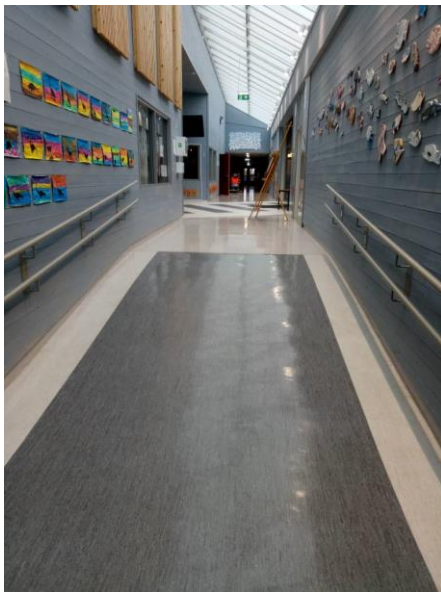
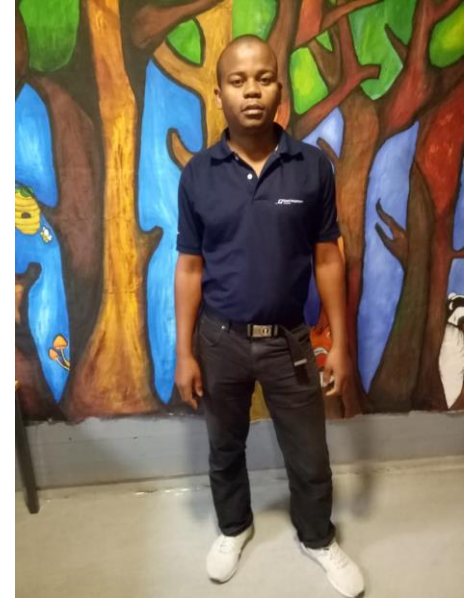
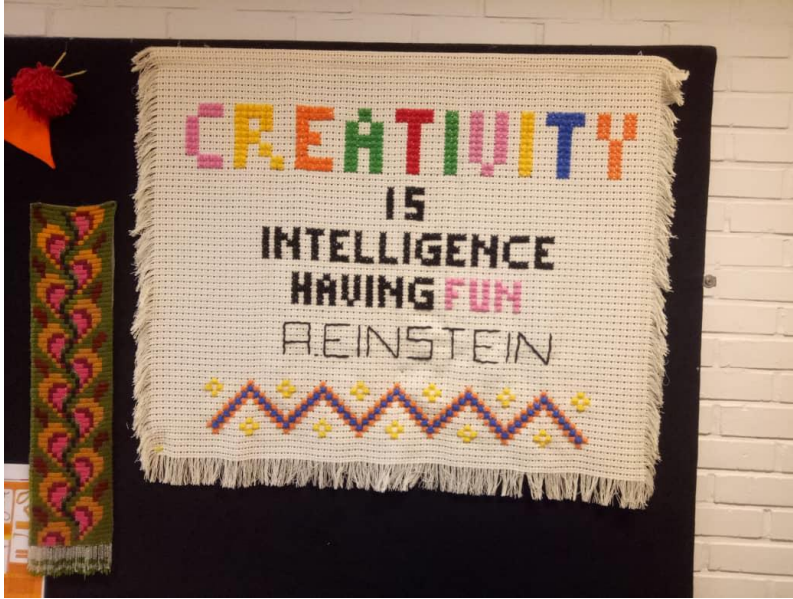
We, six master students, four women and two men of Gender, Youth and Development from The State University of Zanzibar (SUZA) had an opportunity to participate in a new exchange programme in Norway, and stayed for three weeks, visiting different Norwegian schools. We left at Zanzibar on 11th September 2023 by Ethiopian Airline, around 17:00 via Addis Ababa and arrived at Norway on 12th September 2023 around 08:45. When we arrived at Oslo Airport, we took a bus at platform 14 which was booked by Pro. Gunhild to Fredrikstad bus terminal platform 9. We were received and warmly welcomed by Pro. Gunhild on behalf of the Ostfold University College, the partner of The State University of Zanzibar and pick us to the student house in Fredrikstad where we stayed till the end of our trip. Frankly speaking, we appreciated her efforts and hospitality.

On 13th September we went to Ostfold University College, for welcoming, we were with Pro. Gunhild, Dr. Maryam J. Ismail from The State University of Zanzibar together with three teachers from three different Norwegian Schools. We got to know each other and planned the timetable, ready for school observation. The school scheduled for observation were Gimle Primary School at Halden, Haugeasen Secondary School at Fredrikstad, Krakeroy Secondary School at Fredrikstad and Halden Videregaende High School.

On 14th September, we started our observation in Gimle Primary School till to the last school and learnt the following.

THE SCHOOL PHYSICAL ENVIRONMENT.

The environment of all schools observed are clean and well decorated by gardens with different colors, paints and attractive pictures which portray some educational information and culture. The schools are modern and large to the extent that there are plenty of offices, classes and toilets which regarding the special needs of school members. Each school has clean water at every corner.



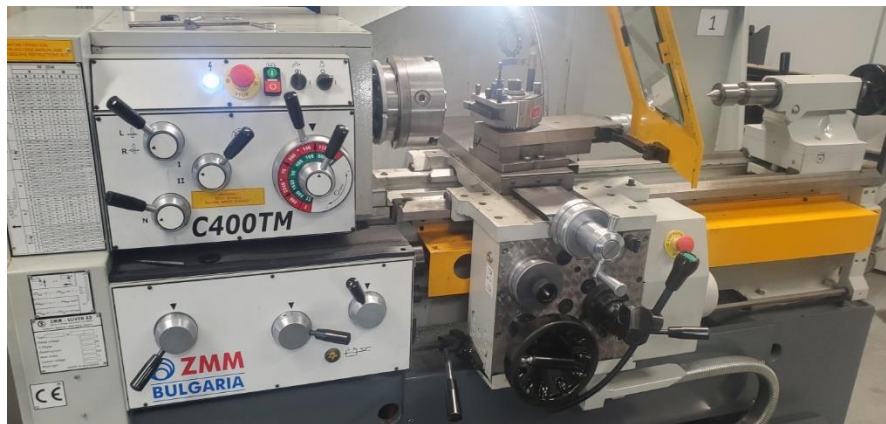
TEACHING AND LEARNING PROCESS

The schools are highly and well organized. Teachers planned their scheme of works per year and break it into weeks of amonth. There is substitute teachers for every subject.



TEACHING AND LEARNING MATERIALS

Every school has plenty and modern teaching and learning tools. They use ICT with education, such as projectors and large display screens, computers and other educational tools. Students use lap top and iPads in their learning, and every subject has its enough teaching and learning aids.



PRACTICAL SKILLS

Apart from theoretical studies, such as math, social studies etc, there are practical skills include music, nutrition, textile, pottery, painting, carpentry, livestock keeping, sports, physical education etc. All of these studies have enough teachers, places and materials for teaching and learning. Also, students use laptop in their learning including reading and exams.



Observers during the interview in VGS studio at Halden

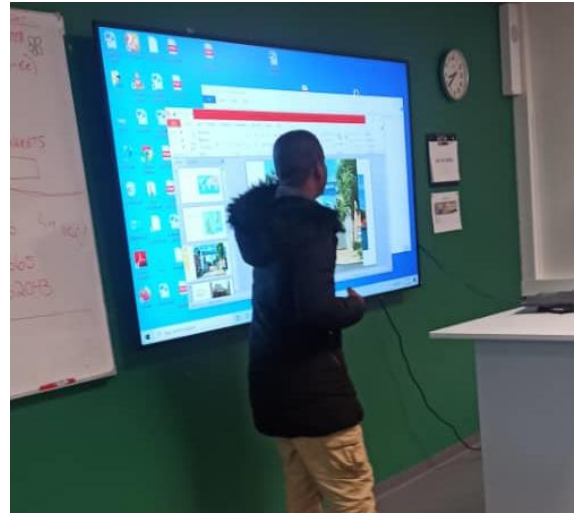


Students during cooking practices at Krakeroy secondary school during food economy



TEACHING METHOD.

The language of instruction used is Norwegian language at all level, from Kindergarten to University level. This give students opportunity to learn more and be free and confortable to participate fully in the class room, such as ask many questions, and contributing during learning process.



TEAMWORK

Teachers work as a team in term of subjectspanels, and each subject has main teacher and substitute teacher.



Secondary school teachers sharing ideas about educational matters

COMMITMENT

Teachers always committing themselves in their duties and they are actually punctually.

SYMPATHY

Teachers and students are sympathetic in their teaching and learning environment such as eating together, asking many things such that in some schools there are special rooms for students to rest when get tired or ill.

CLASSROOM DEMOCRACY

Within a class room, students are allowed to eat while hungry, but they have to ask permission to their teachers. They do not wear school uniform, they wear what they want to. They talk what they feel and seat the way they like. They are free to wear decorations.

STUDENTS SECURITY

In kindergarten the students not allowed to go back home alone until their parents took them. Every student has police telephone numbers in case any emergence happens.

FOODS

Every student should come with their own foods or the students' parents should order foods from the school administration, or buy foods and drinks sold at schools.

REFLECTIONS.

- It is important to have substitute teachers in each subject this will guarantee the lesson to be taught in particular time.
- Practical education reduces the numbers of school dropout,where by the students enjoy much learning by doing,
- The school system ensured to reduce the numbers of unemployment in the country.
- Using ICT equipment's help the environments to be clean.
- It is important for educational system to free students at choosing the subjects of their own interests.
- Students are given high priority in all social services.
- For those students with special needs are given specific extra care such as specific teachers and assistive learning tools.
- Mother tongue language is very important in teaching and learning process hence it increases students understanding and good performance.

Apart from visiting schools, we also got an opportunity to explore different Norwegian Places such as Old city at Fredrikstad, Opraouse at Oslo, the Norwegian Old Fortress at Halden etc.



House for student with special educational needs at Krakeroy secondary school

CONCLUSION

We all thank the NOZA team who are kindly gave us chance to participate in student exchange programme between SUZA and Ostfold university collage in Norway. We learnt a lot of things especially the educational matters which one way or another important in our educational career in Zanzibar. We promise to take part in changing our selves about educational learning and teaching and to advise the ministry of education concerning the teaching and learning process in Zanzibar. Lastly we would like to give specially thank to our beloved prospective Professor Gunhild Branne to her hospitality, dignity and cooperation to us while we are in Norway.

