

The SACMEQ III project in

ZANZIBAR

*A study of the conditions of schooling
and the quality of education*



Southern and Eastern Africa Consortium for Monitoring Educational Quality

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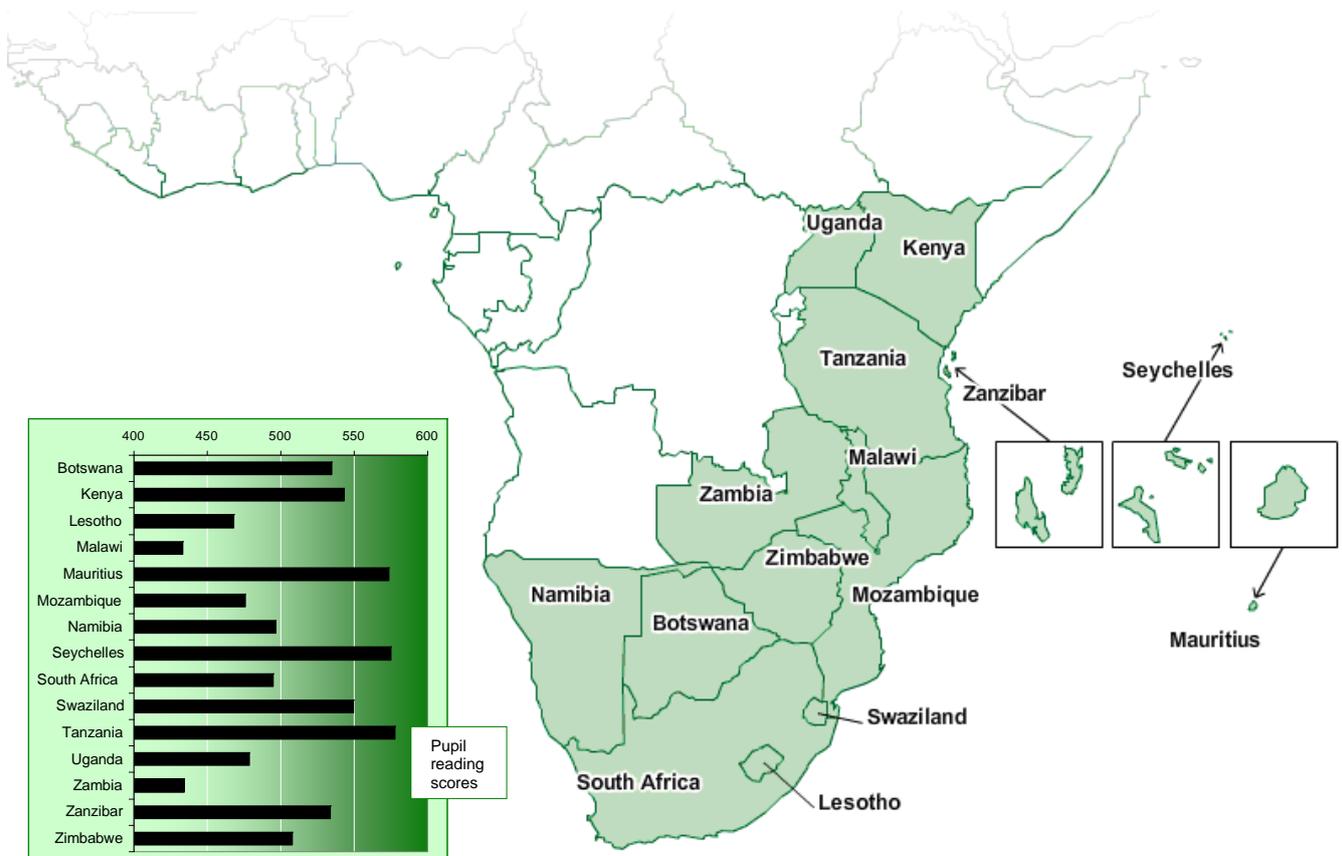
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Source: SACMEQ Data, 2007

The Fifteen SACMEQ School Systems

Chapter 1

Setting for the Study

1.1 Introduction

This chapter aims at orientating the reader towards the background of SACMEQ in general and this research study in particular. More specifically, a brief picture of the physical and political feature of Zanzibar as well as its education system is introduced. Major emphasis is placed on the schooling system, management and administration, educational financing and recent education policy reforms.

Zanzibar comprises two main islands, Unguja and Pemba, and a number of other smaller islets all of which make up a total area of 2,643 square kilometres. The Islands are located in the Indian ocean about 40 kilometres off the cost of mainland Tanzania between longitudes 39 degrees 17' and 39 degrees 50' East of Greenwich and between latitudes 4 degrees 80' and 6 degrees 87' South of Equator. The two main Islands are 50 kilometres apart.

Administratively, Zanzibar is divided into five Regions of which three are in Unguja namely, North Unguja, South Unguja and Urban West. The Pemba Regions are North Pemba and South Pemba. To ensure effective governance, each Region is divided into two districts making it a total of ten districts.

According to 2002 National Population and Housing census, Zanzibar was estimated to have 981,754 inhabitants with a population growth of 3.1 percent per annum. Female represent 51 percent of the total population and the rural population was 57 percent. Of the total population, 54 percent was in the 15-55 age group, which is indicative of the size of the active labour force.

Currently, Zanzibar enjoys a fairly dynamic growth of the economy which is driven by three main sectors, namely, agriculture, industry and services. Service sector, which is dominated by tourism, is the main driver of the economy and its share to the GDP has reached 43.9 percent, followed by agriculture 27.3 percent and industry 15.4 percent (RGZ, 2009).

Zanzibar, as an independent state, joined Tanganyika to form the United Republic of Tanzania in April 1964. While the Union Government is responsible for defence, external affairs, fiscal

policy and monetary issues, Zanzibar enjoys autonomy in Education and vocational training, Health and Social welfare, finance and economic affairs, transport and communication, information culture and sports, water, energy, land and housing.

1.2 The structure and the school system

By the time SACMEQ III was conducted, Zanzibar was following the formal education structure of providing nine years of compulsory education including seven years of primary education and two years of lower primary education. The primary level contributes about 73 percent of school population but also has the highest repetition and dropout rates. Net Enrolment Rate at this level is 82.1 percent (EMIS, 2010). At primary education level, the language of instruction is Kiswahili except English and Arabic which are taught as subjects.

1.3 Education management and administration

Zanzibar education system is highly centralized, despite the establishment of regional and district authorities. All policy, administrative and financial issues as well as decision making processes related to the provision of education at any level fall under the authority of the Ministry's head quarter in Unguja and Education head office in Pemba (MoEVT, 2007). Regional and district offices' main functions are to execute the Ministry's directives at the lower levels and internal transfer of teachers and students. All schools are managed by head teachers appointed by the Ministry assisted by the school committees and students' governments. Most of Zanzibar schools are government owned but community participation is highly encouraged in the running of the schools. There are also a number of private schools and very few Government aided schools.

1.4 Education financing

In Zanzibar, as in many sub-Saharan African countries, the government is the main financier and provider of education, with the exception of pre-primary education which is mainly delivered through private and community based providers. In recent years, the MoEVT has introduced cost-sharing strategies to supplement government funds. This cost sharing is based on the ability and willingness of parents to contribute and community members are encouraged to voluntarily contribute towards the development of education of their children in their respective schools (Salim, 2011). Over the past ten years period, the education budget allocation has not been less than 20 percent of the national budget.

1.5 Curriculum development

In Zanzibar, all government and private schools follow the curriculum prescribed by the Ministry of Education and Vocational Training. The Department of Curriculum and Examinations is responsible for the development of pre-primary, primary (standard 1 to standard 7) and lower secondary (form 1 to form 2) curricula. The curriculum for upper secondary (form 3 to form 4) and higher secondary (form 5 to form 6) is the union matter and is developed by Tanzania Institute of Education (TIE). Parallel to curriculum development the department, also is responsible for setting and conducting Zanzibar examinations at the end of primary and lower secondary education.

The Departments of Inspectorate, and Teacher Centres are responsible for monitoring of the implementation of the curriculum and quality control. Curriculum review is conducted periodically to meet new education innovations, country expectations and to assess suitability and relevance of the curriculum.

1.6 Teacher education

The department of Teacher Education is responsible for Teacher education and Training and it covers both pre-service and in-service teachers. In Zanzibar, there are nine zonal teacher centres (five in Unguja and four in Pemba) coordinated by the National Teacher Resource Centre. There are also three teacher training colleges which offer diploma universities which offer teacher training at degree level. Training of pre-school teachers is conducted at special pre-school teacher centres, one in Unguja and one in Pemba.

1.7 Recent education policy review and reforms

Recent policy review and reforms in Zanzibar have taken into account both national policies such as ZSGRP and Vision 2020 and international commitments (MDGs, EFA and CRC).

Major concerns of policy changes are:

- i. **Education structure and entry age:** The present education structure is 2-6-4-2-3⁺ (that is, two years of pre-school education for 4-5 year old, six years of primary education for 6-11 year old, four years of secondary education for 12-15 year old, two years of advanced secondary education for 16-18 year old, and three or more years of higher education).
- ii. **Compulsory basic education and duration:** Under the above structure, the compulsory education includes pre-primary, primary and secondary education. Pre-primary has been reduced from three to two years and primary education has

been reduced from seven to six years old. Secondary education has been made compulsory to all.

- iii. **Language of instruction:** according to the new policy of 2006, language of instruction at lower primary (std 1 to 4) is Kiswahili while at upper primary (std 5 to 6) except for English and Arabic.
- iv. **Cross-cutting issues:** the primary school curriculum has been revised to accommodate cross-cutting issues including HIV/AIDS, substance abuse, teenage pregnancies, environment and sexual reproductive Health issues.
- v. **Other issues:** Other policy concern are allowing pregnant girls to continue with their studies, encouraging inclusive education, establishment of alternative learning centres and making ICT a compulsory subject at primary level.

1.8 Structure and contents of the report

The report started with the background information about Zanzibar and the education system. The rest of the report will provide an analysis of the data from SACMEQ III study. Chapter Two explains the conduct of the study. This includes the description of the construction of the Reading, Mathematics and Health knowledge tests for pupils and their teachers. The chapter also includes the sampling procedures used and the calculation of sampling errors, data collection, data entry and the cleaning and weighting of data.

The general policy concerns regarding pupils' characteristics and their learning environments including homes and classroom inputs have been reported in Chapter Three. Chapter Four provides information on teachers' characteristics and their viewpoints on teaching, classroom resources and job satisfaction. The school head's characteristics and their viewpoints on educational infrastructure, the organization and operation of schools, and problems with pupils and staff have been described in Chapter Five. Chapter Six, provides the achievement levels for both pupils and their teachers in Reading, Mathematics and Health knowledge. This chapter also compares the achievement results between SACMEQ II and SACMEQ III across Zanzibar's education regions. Chapter Seven provides the results of Health knowledge of both pupils and teachers particularly HIV and AIDS. In the final chapter, Chapter Eight, the summarized policy concerns and suggested agenda for action have been presented.

Chapter 3

Pupils' Characteristics and their Learning Environment

3.1 Introduction

This chapter presents the information on the characteristics of standard 6 pupils in their homes and school learning environment focusing on age, gender, availability of books at home, possession of durable goods at home, meals and the highest level of their parents' education. Other issues concerning home environment condition including; lighting, building materials (floor, walls, and roof), pupils stay during the school week, average travelling distance to school, language spoken out of school, days of pupils' absence from school and the reasons of absenteeism and repetition. With regard to school learning environment, the concern was whether pupils have access to own Reading and Mathematics textbooks and the shortage of basic classroom materials.

The result in this chapter reflects the national and regional levels in SACMEQ II and SACMEQ III. The chapter also provides policy suggestions for action required to be taken to make the system more efficient and affective.

3.2 Personal characteristics of pupils

Age of Standard 6 pupils

Information on the age of Standard 6 pupils is presented in Table 3.1(a) and 3.1 (b). At national level the average age of Standard 6 pupils was 169.3 months (14 years and 1 month). This is much lower when compared to pupils at that age reported in SACMEQ II which was 179.1 months (14 years and 9 months). The findings from both SACMEQ II and SACMEQ III show that the pupils were older than the expected official age of 12 years by about 3 years in SACMEQ II to 2 years in SACMEQ III. This shows some improvement towards official age. The reasons contributing to this over age include late enrolment and repetition.

Regional comparison indicates that all regions (Figure 1) show improvement with Urban West region having the lowest average age of Standard 6 pupils of 163.6 months (13 years

and 6 months) and North Pemba region the highest average age of 176.6 months (14 years and 7 months).

The reason for this improvement can be attributed to the Ministry’s efforts including construction of more schools so as to reduce pupils walking distance and mobilization of parents to register their pupils at the official age.

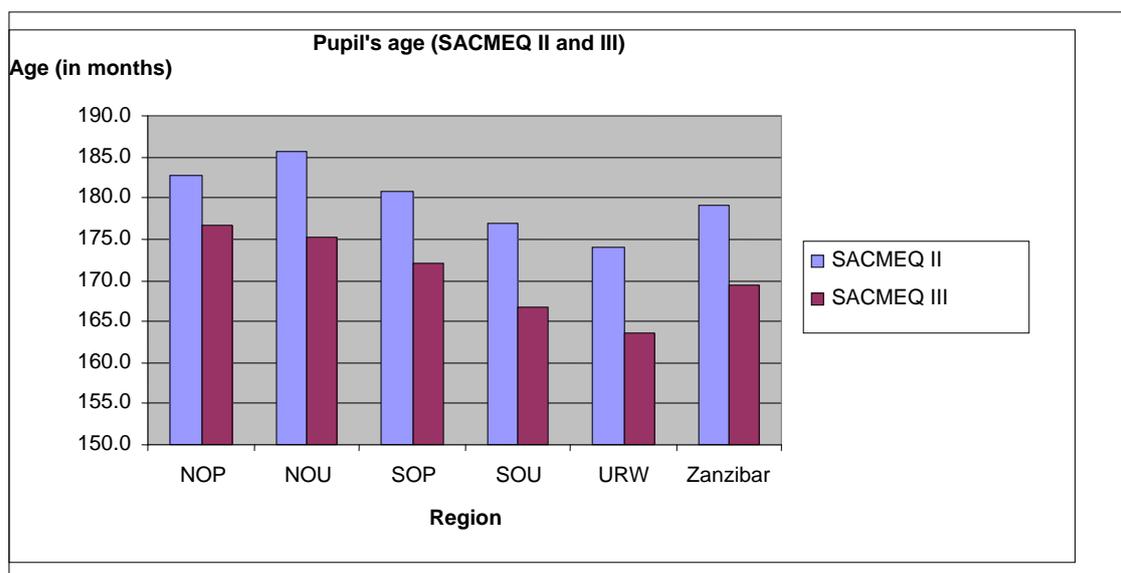
Policy suggestion 3.1

The Research Division in the Department of Planning, Policy and Research should conduct a study to assess effectiveness of repetition in relation to cost effectiveness at primary education level.

Policy suggestion 3.2

Regional and District Education officers and head teachers should create more awareness to parents on the importance of enrolling their children at the right age.

Figure 1: Pupil’s Age by Region in SACMEQ II and III



Gender of the Standard 6 pupils

Table 3.1(a) and 3.1(b) present the participation of Standard 6 female pupils. In Zanzibar context there are more female pupils at Standard 6 compared to male pupils (56.6 percent in SACMEQ III and 51.7 percent in SACMEQ II). Similar situation is shown in all regions. Experience shows that boys in rural areas tend to drop out of school at early age to engage themselves in income generating activities.

Policy suggestion 3.3

Regional and District Education Officers, local leadership, school heads and school management committees should develop strategies to ensure that boys do not drop out of schools.

3.3 Home background

Books at Home

Availability of books at home contributes to the improvement of pupils' learning skills. Information related to access of books at home for Standard 6 pupils are presented in column III of Table 3.1(a) and Table 3.1(b). The results revealed that, the number of books in pupils' homes decreased from 10.8 in SACMEQ II to 4.5 in SACMEQ III. Regional differences show that, pupils in Urban West region have higher number of books than other regions in both SACMEQ II (16.2) and SACMEQ III (6.5) while the lowest number of books at home was in South Pemba in SACMEQ III (2.6).

Policy Suggestion 3.4

Director of the Board of Library Services should establish school and community libraries in order to inculcate the culture of Reading among pupils and parents.

Policy Suggestion 3.5

Class teachers should make sure that library periods allocated to block time table are adequately utilized for Reading purposes.

Possessions at home

Type of goods possessed by households indicates their socio-economic status which has an influence in pupils' learning achievement. Such goods included in SACMEQ study are radio cassette, television, internet, clock, water tape, pumping wells, Reading table, Reading rooms, bicycles, donkey cart, motorcar, motorcycle, tractors, electricity, fridge/freezer, air conditioner, fan, washing machine, computer, DVD/VCD player, camera, video camera and telephone/cell phone. Column IV of Table 3.1(a) and 3.1(b) provides information on possession of household items of Standard 6 pupils' homes. There is a remarkable improvement in possessing of household items from 4.6 in SACMEQ II to 9.6 in SACMEQ

III. Regionally, the trend shows there is improvement of the possession of household items in all regions with Urban West having the highest improvement and North Unguja the lowest. This may be due to the fact many parents in the Urban West region are employed whether in government or private sectors.

Meals eaten per week

Tables 3.1(a) and 3.1(b) also indicate the total number of meals pupils eat per week. Generally, the tables show that there is a slight decrease of number of meals eaten in a week by Standard 6 pupils at national and regional levels between SACMEQ II and SACMEQ III. This decrease may be explained by inflation.

Level of Parent Education

The mother’s education contributes greatly to the education progress of her child because in many African countries a mother is more responsible for the upbringing of the child than the father. Table 3.1(b) indicates the levels of education of Standard 6 pupils’ parents. The data shows that, both national and regional levels fathers have high education than mothers. The statistics shows that, in Zanzibar context about 60 percent of the illiterate adults are female (URT, 2002).

Policy Suggestion 3.6

The Department of Adult and Alternative Learning should extend and strengthen literacy centres in the rural areas to reduce illiteracy rates, especially for women.

Table 3.1(a): Means, percentages, and sampling errors for the pupil age, sex, and home-related characteristics (SACMEQ II)

	Age (months)		Sex (female)		Books at home (number)		Possessions at home (index)		Meals (index)		Parent education (index)	
	Mean	SE	%	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
North Pemba	182.8	0.91	51.0	2.64	6.1	1.49	3.9	0.11	11.2	0.07	2.8	0.06
North Unguja	185.7	1.13	51.9	3.05	11.4	2.40	3.3	0.10	10.4	0.12	2.4	0.07
South Pemba	180.8	0.86	52.8	2.41	7.8	1.69	3.5	0.11	11.2	0.09	2.6	0.06
South Unguja	177.0	0.95	50.8	2.53	7.3	1.79	3.5	0.10	11.2	0.07	2.9	0.06
Urban West	173.9	0.78	51.6	2.52	16.2	2.24	6.5	0.16	11.6	0.07	3.6	0.06
Zanzibar	179.1	0.42	51.7	1.23	10.8	0.97	4.6	0.06	11.2	0.04	3.0	0.03

Table 3.1(b): Means, Percentages, and Sampling errors for the pupil age, sex and home - related characteristics (SACMEQ III)

	Age (months)		Sex (Female)		Books at home Number		Possessions at home (index)	
	Mean	SE	%	SE	Mean	SE	Mean	SE
North Pemba	176.6	1.56	50.8	2.24	3.4	0.76	7.5	0.55
North Unguja	175.3	1.81	59.4	2.75	3.2	0.37	6.2	0.32
South Pemba	172.1	1.62	54.3	1.74	2.6	0.78	7.8	0.43
South Unguja	166.8	0.91	52.3	2.41	3.3	0.51	8.4	0.29
Urban West	163.6	0.50	60.1	1.95	6.5	0.60	12.6	0.18
Zanzibar	169.3	0.50	56.6	1.04	4.5	0.31	9.6	0.14

Table 3.1(b): continued

	Meals (index)		Parent education (Index)			
	Mean	SE	Mother		Father	
			Mean	SE	Mean	SE
North Pemba	10.8	0.14	3.5	0.24	4.4	0.20
North Unguja	10.7	0.17	3.0	0.19	3.9	0.28
South Pemba	10.9	0.18	3.9	0.17	4.9	0.16
South Unguja	11.0	0.16	4.8	0.14	5.1	0.17
Urban West	11.4	0.04	5.1	0.09	5.9	0.10
Zanzibar	11.1	0.05	4.3	0.07	5.1	0.07

Lighting at home

Table 3.2 (a) shows the type of lighting used by Standard 6 pupils at home. Data reveal that, the most used type of light in homes is an oil lamp. However, there is a rise in the number of pupils who use electric lighting at their homes at both national and regional levels. The decrease of other sources of light is manifested in the increase of electric light.

Table 3.2(a): Percentages and sampling errors for the lighting in pupils' homes (SACMEQ II)

	No light		Candle/Oil Lamp		Gas lamp		Electric lighting	
	%	SE	%	SE	%	SE	%	SE
North Pemba	2.3	0.70	83.8	1.84	0.9	0.38	13.0	1.73
North Unguja	2.4	0.70	89.4	1.88	3.0	1.22	5.2	1.35
South Pemba	4.0	0.95	80.0	1.82	2.4	0.71	13.6	1.48
South Unguja	1.8	0.55	84.3	1.83	4.1	1.15	9.8	1.45
Urban West	2.1	0.74	34.2	2.18	1.6	0.71	62.1	2.20
Zanzibar	2.5	0.36	67.2	0.96	2.2	0.37	28.2	0.91

Table 3.2(b): Percentages, and Sampling errors for the lighting in pupils' homes (SACMEQ III)

	Fire/No light		Candle/ Oil Lamp		Gas Lamp		Electric Lighting	
	%	SE	%	SE	%	SE	%	SE
North Pemba	0.4	0.27	83.4	6.30	1.7	0.62	14.5	6.14
North Unguja	0.5	0.57	89.5	2.58	1.8	0.77	8.1	2.47
South Pemba	0.8	0.69	71.8	5.49	0.4	0.29	27.0	5.67
South Unguja	0.7	0.42	74.0	3.18	2.1	1.03	23.1	3.29
Urban West	0.1	0.06	33.0	1.82	0.3	0.40	66.6	1.84
Zanzibar	0.4	0.16	60.5	1.59	1.0	0.25	38.2	1.61

Floor at pupils' home

Table 3.2 (b) presents the information on the structure of floors in pupils' home. The results indicates that there is a general improvement from earth floor to cement floor both at national and regional levels with the exception of North Pemba and so are tiles floors. This improvement is explained by the construction of permanent houses in most of the regions. However, North Pemba region is affected by Micheweni District which has high poverty level.

Table 3.2(b): Percentages and sampling errors for structure of floors in pupils' homes (SACMEQ II)

	Not sealed		Wood		Cement		Carpet/Tiles	
	%	SE	%	SE	%	SE	%	SE
North Pemba	45.8	2.32	1.5	0.51	51.4	2.34	1.3	0.65
North Unguja	61.6	2.65	4.1	0.96	34.1	2.68	0.2	0.19
South Pemba	42.2	2.23	5.0	1.07	51.0	2.26	1.8	0.72
South Unguja	36.5	2.30	2.4	0.72	60.0	2.33	1.1	0.48
Urban West	11.9	1.54	2.7	0.97	80.1	1.92	5.3	0.90
Zanzibar	34.9	0.95	3.1	0.44	59.5	1.03	2.5	0.36

Table 3.2 (d): Percentages and Sampling errors for structure of floors in pupils' home SACMEQ III

	Earth/Canvas		Wood		Cement		Carpet	
	%	SE	%	SE	%	SE	%	SE
North Pemba	47.8	4.99	1.8	0.62	50.2	5.06	0.2	0.21
North Unguja	47.7	3.29	0.0	0.00	52.3	3.29	1.7	0.66
South Pemba	33.3	3.35	0.8	0.40	64.2	3.03	0.0	0.00
South Unguja	26.5	3.85	1.0	0.46	71.4	3.89	1.1	0.45
Urban West	5.7	0.84	0.4	0.30	86.0	1.23	7.9	0.95
Zanzibar	25.9	1.23	0.7	0.18	69.7	1.26	3.7	0.41

Walls in the pupils' homes

Table 3.2 (c) presents the information on the structure of walls in pupils home. The results indicate that there is general improvement from stone and sheet/woods to bricks, both at national and regional levels. This improvement is attributed to construction of permanent houses by bricks from stones. Reversing its performance in flooring, North Pemba region has improved in the construction of brick walls due to the contribution of Micheweni District which is very famous for the production of stone cut bricks.

Table 3.2(c): Percentages and sampling errors for structure of walls in pupils' homes (SACMEQ II)

	Not sealed		Stones		Sheets/Wood		Cut stone/Bricks	
	%	SE	%	SE	%	SE	%	SE
North Pemba	63.9	2.00	20.7	1.94	5.1	1.26	10.4	1.71
North Unguja	19.0	1.95	53.8	2.85	3.0	0.85	24.2	2.60
South Pemba	33.7	2.12	45.8	2.28	9.8	1.40	10.8	1.49
South Unguja	17.5	1.86	60.0	2.46	4.2	0.94	18.2	2.01
Urban West	9.1	1.43	33.7	2.16	8.2	1.31	49.0	2.16
Zanzibar	26.8	0.83	40.0	1.07	6.6	0.60	26.7	0.98

Table 3.2 (c): Percentages and Sampling errors for structure of walls in pupils' home (SACMEQ III)

	Cardboard/ Grass thatch		Stones/mud- bricks		Metal/wood		Cut stones/bricks	
	%	SE	%	SE	%	SE	%	SE
North Pemba	35.7	5.02	39.1	2.91	2.0	0.69	23.2	5.09
North Unguja	15.8	2.66	49.6	4.58	5.2	1.07	29.5	4.21
South Pemba	34.3	4.89	40.0	3.10	3.6	0.94	22.1	3.50
South Unguja	9.5	2.75	60.6	5.14	3.2	0.94	26.8	4.87
Urban West	3.3	0.66	26.9	1.71	4.7	0.84	65.1	1.86
Zanzibar	16.9	1.33	38.0	1.31	3.9	0.44	41.2	1.48

Roof in the pupils' homes

Table 3.2 (d) shows that there is an improvement from the use of grass thatched roof to metal/asbestos roofing both at national and regional levels. A decrease from 30.0 to 20.8 percent grass thatched caused an increase of the use of metal/asbestos from 61.8 to 75.5 percent. A decrease of cement concrete and tiles from 5.3 and 2.9 percent respectively to 2.9 and 0.9 percent can be attributed to high prices of cement and tiles.

Table 3.2(d): Percentages and sampling errors for structure of roof in pupils' homes (SACMEQ II)

	Not sealed		Metal/Asbestos		Cement concrete		Tiles	
	%	SE	%	SE	%	SE	%	SE
North Pemba	45.9	2.53	51.3	2.53	1.9	0.61	0.9	0.34
North Unguja	47.4	2.91	47.3	2.85	3.8	1.12	1.5	0.70
South Pemba	27.4	2.06	66.5	2.21	4.3	1.02	1.9	0.64
South Unguja	36.9	2.22	56.9	2.30	3.5	0.94	2.7	0.80
Urban West	11.1	1.38	72.2	2.08	9.3	1.40	7.3	1.20
Zanzibar	29.7	0.94	61.3	1.09	5.4	0.57	3.6	0.46

Table 3.2 (d): Percentages and Sampling errors for structure of roof pupils' home SACMEQ III

	Cardboard/ grass thatch		Metal/ asbestos		Cement/ concrete		Tiles	
	%	SE	%	SE	%	SE	%	SE
North Pemba	38.6	4.91	59.5	4.70	1.6	0.57	0.2	0.20
North Unguja	32.3	4.19	64.3	4.34	2.3	0.68	1.0	0.69
South Pemba	20.9	3.20	77.5	3.19	1.2	0.49	0.4	0.27
South Unguja	27.1	3.04	68.0	2.86	2.1	0.69	2.8	1.30
Urban West	7.6	0.99	86.9	1.24	4.6	0.73	1.0	0.32
Zanzibar	20.8	1.27	75.4	1.29	2.9	0.35	0.9	0.22

Quality of Pupils' Homes

Table 3.3 presents the average index of the quality of pupils' homes. This index compared to the data on separate aspects of type of lighting, finishing of the floors, wall and roofs. The average index of the quality of pupils' homes in Zanzibar increased from 9.0 in SACMEQ II to 9.8 in SACMEQ III. Urban West region has a higher average of quality of pupils' home and North Pemba has a lower average in both SACMEQ II and SACMEQ III.

Table 3.3: Means and Sampling errors for the general Quality of Pupils' homes index (SACMEQ II and III)

	SACMEQ II		SACMEQ III	
	Mean	SE	Mean	SE
North Pemba	7.5	0.11	8.10	0.394
North Unguja	7.8	0.13	8.43	0.208
South Pemba	8.2	0.10	8.83	0.286
South Unguja	8.4	0.11	9.22	0.218
Urban West	11.1	0.10	11.58	0.071
Zanzibar	9.0	0.05	9.81	0.092

Place where Pupils stay during the school week

Table 3.4(a) and 3.4(b) show the place where pupils stay during school week. The results indicate that most of Standard 6 pupils in Zanzibar stay with their parents/guardian during school week. The percentage of Standard 6 pupils who stay with their parents/guardian during school week increased by 3.4 percent from SACMEQ II to SACMEQ III.

Table 3.4(b): Percentages and sampling errors for the pupils' stay during school week (SACMEQ II)

	Place where pupils stay during the school week							
	Parent/Guardian		Relatives/Family		Hostel/Board		Self/Children	
	%	SE	%	SE	%	SE	%	SE
North Pemba	97.6	0.59	1.6	0.49	0.5	0.28	0.3	0.19
North Unguja	90.9	1.71	2.1	0.73	5.6	1.46	1.4	0.66
South Pemba	93.2	1.07	4.1	0.88	1.8	0.56	0.8	0.33
South Unguja	95.3	1.01	2.7	0.75	1.5	0.60	0.5	0.40
Urban West	94.5	1.10	2.2	0.73	2.3	0.76	1.0	0.42
Zanzibar	94.4	0.53	2.5	0.35	2.3	0.37	0.8	0.20

Table 3.4(b): Percentages and Sampling errors for pupils' stay during the school week (SACMEQ III)

	Parent/Guardian		Relatives/Family		Home/Board		Orphanage		Others	
	%	SE	%	SE	%	SE	%	SE	%	SE
	North Pemba	96.5	1.31	1.3	0.87	0.8	0.39	0.0	0.00	1.5
North Unguja	97.9	0.75	0.8	0.37	0.0	0.00	0.5	0.35	0.8	0.45
South Pemba	98.4	0.57	0.6	0.35	0.6	0.29	0.0	0.00	0.4	0.54
South Unguja	98.2	0.82	0.4	0.36	0.4	0.21	0.0	0.00	1.1	0.56
Urban West	98.1	0.54	0.6	0.13	0.5	0.05	0.3	0.05	0.4	0.52
Zanzibar	97.8	0.36	0.7	0.19	0.5	0.09	0.2	0.05	0.7	0.28

3.4 School factors that impact on pupils

School location and average travelling distance

Distance to the nearest primary school has an impact on pupils in reducing tiredness that could affect pupils' concentration in class, truancy, dropout rates and cost of transport. Table 3.5 indicates that more schools are being constructed in rural areas. The average distance in Zanzibar that Standard 6 pupils travel to school is 3.3 kilometres. Standard 6 pupils in Urban West region travelled longer distance compare to other regions. The result show that the average traveling distance to the nearest school in all regions is slightly above the Ministry's bench mark which is 3.0 kilometers radius.

Table 3.5: School location and average travelling distance SACMEQ II and SACMEQ III

	SACMEQ II				SACMEQ III			
	Urban %	SE	Distance (km) Mean	SE	Urban %	SE	Distance (km) Mean	SE
North Pemba	26.0	0.00	8.4	0.00	29.4	10.68	3.3	0.23
North Unguja	0.0	0.00	11.7	0.00	15.6	8.47	3.0	0.20
South Pemba	26.4	0.00	7.8	0.00	17.2	9.53	3.1	0.27
South Unguja	14.9	0.00	16.7	0.00	10.0	6.91	3.4	0.29
Urban West	86.4	0.00	2.2	0.00	63.7	0.00	3.2	0.09
Zanzibar	41.1	0.00	7.8	0.00	37.5	2.80	3.2	0.08

Policy Suggestion 3.7

Director of Planning, Policy and Research should implement the school mapping report in building more schools within the catchment areas so as to further reduce pupils travelling distance to schools.

Pupils' Language at Home

The official language in Zanzibar is Kiswahili and it is the medium of instruction in primary schools. The results concerning the pupils' language are shown in column in the Table 3.6. The results presented refer to those pupils who are speaking Kiswahili at home. It could be that, there were some pupils who spoke other language rather than Kiswahili. In Zanzibar, there was a slight increase of pupils who speak Kiswahili at home from 96.2 percent in SACMEQ II to 98.8 percent in SACMEQ III. There was an increase in Standard 6 pupils who speak Kiswahili in all regions except in North Pemba which has decreased from 98.2 to 97.8 percent. Shortage to 100 percent could be due to pupils' misconception between Kiswahili as a language and its dialects.

Pupils' absenteeism

Column 2 of Table 3.5 portrays the information on the days where pupils remain absent from school. At the national level, the average days of pupils being absent decreased from 2.0 in SACMEQ II to 1.7 in SACMEQ III. The average days of pupils' absence also decreased in all regions except North Pemba where 2.2 reported in SACMEQ II increased to 2.7 in SACMEQ III.

Reasons of Pupils' absenteeism

Table 3.7 shows that the most common reason given by Standard 6 pupils for absenteeism was illness (81.8 percent) and only 8.3 percent stated other family reasons. Urban West region had lower proportion compared to other regions for both reasons of absenteeism.

Policy Suggestion 3.8

The Principal Secretary of the Ministry of Education and Vocational Training in collaboration with the Principal Secretary of Ministry of Health should sit together and look for the possibility to revive a school Health programme so as to improve children's Health.

Grade repetition

Although the government does not encourage repetition, there are some reasons that cause some pupils to repeat class, among which are long term illness, truancy and very poor performance. Column 3 of Tables 3.6(a) and 3.6(b) presents the results on repetition rate in Zanzibar. High rate of repetition (15.7 percent) for Standard 6 pupils in Zanzibar was reported in SACMEQ III. The rate of repetition increased in almost all regions. The highest record of 20.9 percent was reported in North Unguja.

Policy Suggestion 3.9

While repetition is associated with high costs, the Ministry of Education and Vocation Training should conduct a study to investigate the effectiveness of teachers in taking care of repeated pupils during classroom teaching.

Policy Suggestion 3.10

Change of grade should be based on an achievement target rather than examination results.

Table 3.6 (a): Percentages mean and sampling errors for the pupil language, days absent and repetition (SACMEQ II)

	Speak Kiswahili		Days absent		Repetition	
	%	SE	Mean	SE	%	SE
North Pemba	98.2	0.47	2.2	0.15	25.0	2.19
North Unguja	92.8	1.62	2.1	0.20	30.6	2.72
South Pemba	96.7	0.78	2.5	0.17	28.7	2.05
South Unguja	95.2	1.01	1.9	0.12	37.2	2.28
Urban West	96.7	0.93	1.6	0.13	23.3	2.11
Zanzibar	96.2	0.46	2.0	0.07	27.6	1.05

Table 3.6 (b): Percentages mean and sampling errors for the pupil language, days absent and repetition (SACMEQ III)

	Speak Kiswahili		Days absent		Repetition	
	%	SE	Mean	SE	%	SE
North Pemba	97.8	0.95	2.7	0.29	13.4	1.71
North Unguja	98.6	0.55	1.8	0.27	20.9	2.97
South Pemba	98.7	0.51	1.8	0.20	18.4	1.85
South Unguja	99.3	0.38	1.3	0.15	18.1	2.15
Urban West	99.3	0.27	1.4	0.10	12.1	1.32
Zanzibar	98.8	0.24	1.7	0.09	15.3	0.84

Table 3.7: Percentages and Sampling Errors for reasons of pupils' absenteeism (SACMEQ III)

	Illness		Family Reasons	
	%	SE	%	SE
North Pemba	84.0	2.08	10.8	2.40
North Unguja	79.1	3.85	11.4	3.45
South Pemba	88.2	1.86	8.6	2.21
South Unguja	88.4	3.70	7.0	2.25
Urban West	77.1	2.24	6.0	1.26
Zanzibar	81.8	1.20	8.3	0.96

3.5 Pupil learning materials

Pupil access to reading and mathematics textbooks

The Ministry of Education and Vocational Training provides textbooks to all pupils and they are allowed to take them home for further Reading. Table 3.13 revealed that, there is an increase of pupils who own Reading and Mathematics textbooks in Zanzibar from 3.8 percent and 5.1 percent to 48.1 percent and 47.4 percent in SACMEQ II and SACMEQ III respectively. Although all regions show improvement, South Unguja region reflects high proportion of Standard 6 pupils who own Reading and Mathematics textbooks, 72.2 percent

and 72.4 percent respectively. This can be attributed to low enrolment in South district in South Unguja region.

Table 3.13: Percentages and Sampling Errors for pupils having own Reading and Mathematics textbooks (SACMEQ II and SACMEQ III)

	SACMEQ II				SACMEQ III			
	Reading		Mathematics		Reading		Mathematics	
	%	SE	%	SE	%	SE	%	SE
North Pemba	1.8	0.48	6.3	0.80	39.5	5.42	35.8	5.56
North Unguja	3.9	0.57	3.5	0.89	38.7	8.82	49.4	8.63
South Pemba	5.2	0.96	6.6	0.94	34.0	8.04	32.0	7.89
South Unguja	4.4	0.55	7.1	0.91	72.1	7.31	72.4	7.18
Urban West	4.0	0.75	3.5	0.55	55.1	1.69	52.2	1.59
Zanzibar	3.8	0.34	5.1	0.35	48.1	2.34	47.4	2.30

Policy Suggestion 3.11

The Department of Planning, Policy and Research through procurement unit should orient school heads to distribute text books, supervise their use, care and maintenance.

Pupil access to basic learning materials

These include adequate learning resources in the classroom which include exercise books, note book, pencil, eraser, pen and ruler enhance pupils' leaning. Table 3.14 (a) revealed that, in general, there is a decline in availability of basic classroom materials, with higher shortage in notebooks, with 53.7 percent reported in SACMEQ II compared to 33.3 percent in SACMEQ III. This decline is experienced in almost all regions.

Table 3.14(a): Percentages and sampling errors for shortages of basic classroom materials: exercise books, notebook and pencil (SACMEQ II and III)

	SACMEQ II						SACMEQ III					
	Exercise books		Notebook		Pencil		Exercise books		Notebook		Pencil	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	5.9	1.26	63.5	2.20	5.6	1.11	2.2	1.00	41.3	4.77	8.5	2.13
North Unguja	17.0	1.70	61.4	2.55	12.8	1.89	2.4	1.09	47.3	5.04	8.2	2.05
South Pemba	11.6	1.38	47.1	2.22	10.3	1.36	1.3	0.56	32.9	4.78	2.6	0.98
South Unguja	4.0	0.77	53.1	2.05	6.7	1.07	2.0	1.17	37.9	4.90	4.8	1.07
Urban West	12.2	1.51	48.8	2.12	12.3	1.44	2.5	0.52	29.5	1.75	3.4	0.75
Zanzibar	10.6	0.68	53.8	1.05	10.0	0.67	2.2	0.35	35.5	1.63	4.9	0.59

Similar decline was also noted in table 3.14 (b) for availability of eraser, pen and ruler in the classroom.

Policy Suggestion 3.12

While provision of basic learning materials is the responsibility of parents as prescribed by the Zanzibar Education Policy of 2006, the school management committees should sensitize parents to ensure that they provide the required materials to their children.

Policy Suggestion 3.13

In recognizing that there are poor families that cannot afford to provide basic classroom materials to their children, ‘Districts Students Welfare Funds’ should be established to provide the necessary support as prescribed by the Zanzibar Education Policy of 2006.

Table 3.14(b): Percentages and sampling errors for shortages of basic classroom materials: eraser, pen and ruler (SACMEQ II and III)

	SACMEQ II						SACMEQ III					
	Eraser		Pen		Ruler		Eraser		Pen		Ruler	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	27.2	2.12	3.2	0.84	20.2	1.97	32.5	3.34	3.1	1.32	14.8	2.92
North Unguja	35.9	2.82	10.5	1.65	26.1	2.56	40.3	4.19	1.4	0.69	23.3	2.40
South Pemba	30.5	2.12	10.5	1.34	25.1	2.00	26.3	3.39	1.2	0.51	12.0	2.09
South Unguja	33.6	2.13	4.0	0.92	22.2	1.96	28.0	3.93	2.0	0.80	18.7	2.86
Urban West	30.8	2.17	12.3	1.37	25.0	2.02	14.2	1.44	2.2	0.63	11.1	1.30
Zanzibar	31.2	1.06	8.9	0.62	23.9	0.99	24.6	1.24	2.0	0.38	14.4	0.94

3.6 Conclusion

Although in general, the findings have shown improvement from SACMEQ II to SACMEQ III in pupils’ characteristics and their learning environment in Zanzibar, yet more effort is needed in enrolling pupils at the prescribed age, reducing repetition and absenteeism, and improving access to pupils’ basic classroom materials.

Chapter 4

Teachers' Characteristics and their Views about Classroom Resources and Professional Support

4.1 Introduction

This chapter highlights the characteristics of Standard 6 teachers, their socio-economic backgrounds, their views about teaching, classroom resources, professional support and job satisfaction. Findings presented in this chapter will shed light on whether inputs pumped into Standard 6 teachers have a positive impact in teaching and learning and will also suggest important policy issues.

4.2 Personal characteristics of teachers

Table 4.1(a) and 4.1(b) provide information about mean and percentages for age and gender for Standard 6 teachers of Reading, Mathematics and Health of SACMEQ II SACMEQ III respectively.

Age of teachers

The average ages for Reading, Mathematics and Health (science) Standard 6 teachers were 32.8, 35.6 and 34.3 respectively in SACMEQ III which indicates that Reading teachers were younger while Mathematics teachers were older as compared to SACMEQ II. This is due to the fact that, new recruitment of teachers has mainly been on Reading teachers. Marked regional disparities are noticeable. In SACMEQ II, the average ages for Reading teachers in North Pemba and South Unguja regions were 34.9 years and 31.5 years respectively and these rose to 36.1 years and 33.3 years in SACMEQ III. This could be attributed to either the number of new young teachers recruited being low or many teachers leaving the regions through transfers. While the national average age of Health teachers is 34.3 years, Urban West region is below average at 31.2 years.

Table 4.1(a): Means, percentages, and sampling errors for age, gender, and socio-economic background of Reading and Mathematics teachers (SACMEQ II)

	Reading teacher						Mathematics teacher					
	Age		Gender		Possession at home		Age		Gender		Possession at home	
	(years)		female		(index)		(years)		female		(index)	
	Mean	SE	%	SE	Mean	SE	Mean	SE	%	SE	Mean	SE
North Pemba	35.1	0.21	46.5	1.68	3.8	0.08	36.2	0.13	35.8	0.00	4.5	0.02
North Unguja	31.1	0.18	46.6	1.37	2.8	0.06	37.3	0.22	46.2	1.78	3.4	0.07
South Pemba	38.2	0.06	63.6	0.00	3.8	0.03	34.0	0.15	59.8	0.63	2.8	0.01
South Unguja	31.3	0.12	43.4	0.45	3.9	0.02	35.5	0.19	37.9	0.83	3.7	0.03
Urban West	32.7	0.17	87.3	0.93	5.2	0.09	31.8	0.18	83.7	0.86	5.4	0.08
Zanzibar	33.7	0.08	63.0	0.50	4.2	0.04	34.4	0.08	57.9	0.45	4.2	0.03

Table 4.1(b): Means, percentages, and sampling errors for teacher age and teacher gender

	Reading teachers				Mathematics teachers				Health teachers			
	Age		Gender		Age		Gender		Age		Gender	
	(years)		(female)		(years)		(female)		(years)		(female)	
	Mean	SE	%	SE	Mean	SE	%	SE	Mean	SE	%	SE
North Pemba	36.0	2.03	57.8	9.54	40.0	1.65	34.9	10.63	35.6	1.88	36.1	10.79
North Unguja	31.1	1.57	63.0	9.56	36.3	2.24	47.5	10.04	35.3	2.55	56.6	9.52
South Pemba	34.8	1.66	70.2	8.72	38.8	1.82	49.2	10.01	38.8	1.88	47.9	9.48
South Unguja	33.8	1.90	63.0	9.70	31.9	2.08	56.7	11.13	34.9	2.03	36.8	10.57
Urban West	31.0	0.27	87.6	1.06	32.0	0.19	86.8	0.74	31.2	0.21	80.6	1.12
Zanzibar	32.9	0.56	73.4	2.81	35.2	0.58	62.4	3.16	34.3	0.63	59.2	3.00

Gender of Teachers

Table 4.1(a) and Table 4.1(b) show that the percentage of female teachers in SACMEQ II and SACMEQ III was higher in both Reading and Mathematics. Regional comparisons indicate that Urban West region has highest percentage of female teacher in all subjects while North Pemba has the lowest. This is attributed to the fact that many female graduates are unable to qualify for further studies and therefore they opt to join teacher colleges while male graduates prefer to join other more profitable professions. Also, deployment of teachers is not demand based.

Policy suggestion 4.1

Training of teacher, recruitment and deployment of teachers should be demand based.

Policy suggestion 4.2

Education Stakeholders should provide more support to female students to enable them to qualify for higher learning.

General condition of teacher housing

Table 4.2 indicates teachers' housing standards in SACMEQ II and SACMEQ III. Acceptable condition was defined as home requiring only minor repairs or that were deemed to be in good condition. In Zanzibar, there was deterioration in satisfaction levels of Reading teachers with an average ranging from 36.1 percent in SACMEQ II to 34.9 percent in SACMEQ III. However, an increasing percentage was noted among Mathematics teachers from 30.0 to 33.9 percent. The percentage for Health teachers in SACMEQ III was 33.6 and was not compared with SACMEQ II because Health knowledge was not included.

At regional levels, results show that the percentage of teachers in all three subjects with acceptable condition of housing are above the national level in Urban West and South Unguja regions. Regional differences are due to earning differential between regions.

Table 4.2: Percentage and sampling errors for teacher housing in acceptable conditions (SACMEQ II and SACMEQ III)

	SACMEQ II				SACMEQ III					
	Reading		Mathematics		Reading		Mathematics		Health	
	%	SE								
North Pemba	8.6	0.73	19.9	0.72	9.8	5.03	29.6	7.54	8.9	5.46
North Unguja	34.1	1.42	46.2	1.93	20.5	7.88	21.6	7.46	20.2	8.61
South Pemba	20.5	0.94	9.3	0.6	30.8	9.19	6.3	4.63	19.5	6.82
South Unguja	46.3	0.92	40.1	1.42	51.0	10.50	43.0	10.51	41.7	10.85
Urban West	56.6	1.24	35.1	1.47	48.3	1.59	48.8	1.49	52.9	1.47
Zanzibar	36.1	0.54	30.0	0.64	34.9	2.50	33.5	2.27	33.6	2.36

4.3 Professional characteristics of teachers

Academic Level of Standard 6 teachers

The academic qualifications of primary school teachers is at least form IV (O level). Table 4.3 (a) and Table 4.3 (b) summarize the results of academic qualification for Reading and Mathematics teachers respectively. The tables indicate that there were still 10.8 percent of Reading teachers and 12.0 percent of Mathematics teachers who were below the minimum required qualifications. This implies that 89.2 percent of Reading teachers and 88 percent of Mathematics teachers have the qualification to become primary teachers. Regional comparison indicates that South Unguja and South Pemba have the highest percentages of unqualified teachers in Reading and Mathematics.

Policy suggestion 4.3

Director of Teacher Education should take urgent and deliberate efforts to upgrade teachers who are academically under qualified.

Table 4.3(a): Academic qualifications of Reading teachers (SACMEQ II)

	Primary		Junior secondary		Senior secondary		A-level		Tertiary	
	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	0.0	0.00	15.1	1.01	70.8	1.33	14.1	1.20	0.0	0.00
North Unguja	0.6	0.32	6.6	1.08	85.8	1.46	7.0	0.92	0.0	0.00
South Pemba	0.0	0.00	8.5	0.43	91.5	0.43	0.0	0.00	0.0	0.00
South Unguja	0.0	0.00	10.8	0.45	74.1	0.45	15.0	0.00	0.0	0.00
Urban West	2.4	0.53	0.9	0.41	89.7	1.10	7.1	0.87	0.0	0.00
Zanzibar	0.9	0.19	7.1	0.30	83.9	0.51	8.0	0.40	0.0	0.00

Table 4.3 (b): Academic qualifications of Mathematics teachers (SACMEQ III)

	Primary		Junior secondary		Senior secondary		A-level		Tertiary	
	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	0.0	0.00	4.4	4.39	88.5	6.46	7.1	4.99	0.0	0.00
North Unguja	2.6	1.82	6.9	4.09	75.8	7.56	14.6	6.36	0.0	0.00
South Pemba	0.0	0.00	8.5	5.95	76.3	8.60	15.2	6.89	0.0	0.00
South Unguja	10.1	6.93	14.5	7.21	64.1	10.14	11.3	6.78	0.0	0.00
Urban West	4.9	0.75	8.7	0.84	73.6	1.38	11.3	1.00	1.6	0.49
Zanzibar	3.4	0.81	8.3	1.64	76.0	2.48	11.7	1.92	0.7	0.20

Pre-service training and experience of Standard 6 teachers

Tables 4.4 (a) and 4.4 (b) represent data for standard 6 teachers training and their experiences.

Teachers' experience

The Tables revealed that in Zanzibar, years of experience for standard 6 Reading teachers has declined from 13.1 years in SACMEQ II to 9.0 years in SACMEQ III. Years of teachers experience in Mathematics has increased from 11.5 years to 12.4 years. These findings have been handicapped by recruitment of more Reading teachers compared to Mathematics teachers. National experience for standard 6 Health teachers was 10.3 years. With reference to table 4.4 (b), North and South Pemba regions have more experience Reading and Mathematics teachers (12.4 years and 10.8 years; and 17.5 years and 17.3 years respectively).

Teachers' Training

Tables also reveal that, there was an increase in number of years for teachers receiving training from 3.0 to 3.8 in Reading and 3.7 to 4.0 in Mathematics. The corresponding figure for Health teachers was 4.0 years. Regionally, there was an increase of number of years of teachers training in Reading and in Mathematics except in North Pemba.

Table 4.4 (a): Means and sampling errors for experience and training of teachers (SACMEQ II)

	Reading teacher				Mathematics teacher			
	Experience (years)		Training (years)		Experience (years)		Training (years)	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
North Pemba	18.6	0.22	3.0	0.01	13.0	0.17	3.9	0.01
North Unguja	7.0	0.15	3.0	0.02	12.7	0.18	3.2	0.03
South Pemba	15.8	0.13	2.9	0.02	9.8	0.10	3.9	0.01
South Unguja	12.5	0.06	3.0	0.01	10.9	0.22	3.6	0.01
Urban West	11.7	0.22	3.0	0.02	11.2	0.21	3.6	0.02
Zanzibar	13.1	0.09	3.0	0.01	11.5	0.09	3.7	0.01

Table 4.4 (b): Means and sampling errors for experience and training of Reading, Mathematics and Health teachers (SACMEQ III)

	Reading teacher				Mathematics teacher			
	Experience (years)		Training (years)		Experience (years)		Training (years)	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
North Pemba	12.3	2.41	4.1	0.14	17.5	1.83	3.9	0.11
North Unguja	6.2	1.54	3.9	0.10	13.3	2.28	4.0	0.20
South Pemba	10.9	1.78	3.5	0.22	17.3	1.95	4.2	0.19
South Unguja	8.8	1.60	4.1	0.18	8.7	2.01	4.1	0.14
Urban West	7.6	0.27	3.8	0.02	8.4	0.19	4.0	0.02
Zanzibar	8.9	0.61	3.9	0.05	12.3	0.61	4.0	0.05

Table 4.4 (b): continued.

Region	Health teacher			
	Experience		Training	
	(years)		(years)	
	Mean	SE	Mean	SE
North Pemba	11.3	1.77	4.1	0.11
North Unguja	11.5	2.60	3.8	0.19
South Pemba	14.8	2.04	3.9	0.22
South Unguja	10.1	2.48	4.0	0.20
Urban West	7.6	0.25	4.0	0.02
Zanzibar	10.3	0.65	4.0	0.06

In-service Training

In-service training is part of teachers' professional development. It improves teachers' performance in the classroom and provides opportunity for perfection. Table 4.5 indicates the average number of in-service courses attended by teachers and duration (days) for Reading, Mathematics and Health. Health/Science teachers had more opportunities to attend in-service training with a national average of 1.8 courses compared to Reading teachers which reported 1.1 courses and Mathematics teachers 1.3 courses. With reference to number of days attended, Reading teachers and Health teachers from South Unguja and Urban West Regions recorded the highest average 15.4 and 5.1 days for Reading; 6.5 and 6.7 days for Health respectively which were above the national average. The average figure for Zanzibar was 4.9 days for Reading, 4.2 days for Mathematics and 5.5 days for Health.

Table 4.5: Means and sampling errors for teacher in-service courses and days attended in the last three years (SACMEQ III)

	Reading teacher				Mathematics teacher				Health teacher			
	In-service				In-service				In-service			
	courses		Days		courses		Days		courses		Days	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
North Pemba	1.1	0.30	2.4	0.60	1.7	0.44	4.1	0.86	1.3	0.28	3.2	0.82
North Unguja	0.8	0.26	2.7	1.07	0.7	0.28	2.3	0.96	2.2	0.91	3.5	1.04
South Pemba	1.3	0.45	2.6	0.57	1.6	0.42	9.0	3.53	1.7	0.43	5.3	1.12
South Unguja	0.9	0.26	15.4	13.19	0.7	0.29	2.0	1.01	2.5	0.69	6.5	2.13
Urban West	1.0	0.05	3.4	0.17	1.0	0.04	2.9	0.18	1.2	0.05	5.6	0.40
Zanzibar	1.0	0.11	4.2	1.36	1.2	0.12	4.0	0.69	1.6	0.17	4.9	0.40

Effectiveness of the in-service courses

Table 4.6 shows the average perception of the effectiveness of Reading, Mathematics and Health/Science teachers. On average, Health and Mathematics courses are more effective than the Reading in-service course. This implies that teachers get more benefit in Mathematics and Health in their classroom teaching compared to Reading. There was varied perception on effectiveness of in-service courses among standard 6 teachers across regions.

Policy suggestion 4.4

The Director of Teacher Education should provide guidelines to ensure that in-service training is evenly distributed across subject teachers.

Table 4.6: Percentages and sampling errors for the teacher's perception of effectiveness of Reading, Mathematics and Health in service courses (SACMEQ III)

Region	Effectiveness of the in-service courses					
	Reading in-service courses		Mathematics in-service courses		Health in-service courses	
	%	SE	%	SE	%	SE
North Pemba	38.9	17.83	65.1	24.26	49.9	18.53
North Unguja	36.0	18.28	25.4	12.78	52.7	21.01
South Pemba	37.7	17.37	65.0	22.83	68.5	22.48
South Unguja	37.7	21.65	30.7	17.52	68.5	25.71
Urban West	44.7	21.65	47.8	3.26	46.9	3.17
Zanzibar	40.9	5.78	49.0	6.68	54.4	6.72

Periods and time spent on teaching per week

The table 4.7 shows the Means and Sampling errors for the periods and time spent on teaching per week (SACMEQ II and SACMEQ III). The data reveal that there is a decrease in both number of periods and teaching hours per week in SACMEQ II compared to SACMEQ III. Regionally, Urban West region teachers have the lowest number of periods and teaching hours per week. The decrease could be attributed to increase in number of teachers in this region. In contrast, South Pemba region has the highest number of both periods and teaching hours per week in Reading and Mathematics. The corresponding figure for Health was 14.8 hours per week which was the lowest compared to Reading and Mathematics. Similar result was seen for number of periods per week.

Policy suggestion 4.5

The Director of Pre-Primary and Primary Education should ensure fair distribution of deployment of teachers across regions.

Table 4.7: Means and Sampling errors for the periods and time spent on teaching per week (SACMEQ II and SACMEQ III)

SACMEQ II												
	Reading teacher				Mathematics teacher							
	Periods per week		Hours per week		Periods per week		Hours per week					
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
North Pemba	29.4	0.22	19.5	0.15	31.7	0.1	20.6	0.07				
North Unguja	29.4	0.15	18.8	0.14	29.0	0.26	18.4	0.16				
South Pemba	29.9	0.09	19.9	0.06	28.0	0.02	19.2	0.01				
South Unguja	28.6	0.10	18.6	0.07	27.8	0.07	18.8	0.06				
Urban West	25.3	0.10	16.6	0.08	26.9	0.19	17.6	0.12				
Zanzibar	28.0	0.06	18.4	0.05	28.4	0.08	18.8	0.05				

SACMEQ III												
	Reading teacher				Mathematics teacher				Health teacher			
	Periods per week		Hours per week		Periods per week		Hours per week		Periods per week		Hours per week	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
North Pemba	29.7	1.35	19.3	0.85	27.6	1.74	17.9	1.14	28.4	1.76	18.5	1.14
North Unguja	23.3	0.80	15.1	0.58	23.7	1.11	15.4	0.73	22.7	1.13	14.8	0.77
South Pemba	29.6	1.21	19.1	0.67	28.5	1.34	18.8	0.77	27.3	1.44	17.7	0.85
South Unguja	24.7	1.27	16.2	0.83	25.8	1.20	16.9	0.80	22.7	1.49	14.8	0.96
Urban West	17.5	0.10	11.3	0.07	18.6	0.11	12.1	0.07	17.7	0.09	11.5	0.07
Zanzibar	23.3	0.38	15.1	0.23	23.4	0.44	15.2	0.28	22.5	0.47	14.6	0.30

Time Spent on Lesson Preparation, Marking and Home Work

Lesson preparation, marking pupils' work and giving children home work are important aspects in the teaching and learning process. Teachers who spend good time in preparing lessons, take time to effectively mark student works and give enough practice as home work are most likely to achieve their classroom goals than those who do not. Table 4.8 compares time spent between SACMEQ II and SACMEQ III by Reading, Mathematics and Health teachers in lesson preparation, marking and giving home work.

Comparatively, the national averages for time spent on lesson preparation and marking student homework for both Reading and Mathematics teachers are seen to fall. The average number of hours per week for Reading teachers has fallen from 16.5 in SACMEQ II to 10.3 in SACMEQ III while that of Mathematics teachers has fallen from 14.7 to 10.3 in SACMEQ II and SACMEQ III respectively. The fall may be attributed to lack of clear guidelines for teachers on lesson preparation, marking and pupils' homework.

Policy suggestion 4.6

The Director of Pre-Primary and Primary Education should provide teachers with comprehensive guidelines on lesson preparation, process for marking pupils' work and amount and frequencies on pupils' homework.

Table 4.8: Means and sampling errors for the teacher time spent on lesson preparation and marking homework (SACMEQ II and SACMEQ III)

Region	SACMEQ II				SACMEQ III					
	Reading teacher		Mathematics teacher		Reading teacher		Mathematics teacher		Health teacher	
	(hours)		(hours)		(hours)		(hours)		(hours)	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
North Pemba	16.3	0.23	15.4	0.05	11.1	1.26	11.0	1.23	11.4	1.12
South Pemba	19.2	0.14	13.7	0.05	11.4	1.68	13.0	1.58	13.1	1.89
North Unguja	10.4	0.38	10.4	0.07	10.8	1.20	9.4	1.07	9.7	1.35
Urban West	18.7	0.13	17.1	0.32	10.9	1.49	10.2	1.58	11.5	1.46
South Unguja	14.2	0.05	14.4	0.14	9.0	0.14	9.5	0.13	9.6	0.12
Zanzibar	16.5	0.09	14.7	0.11	10.2	0.42	10.3	0.40	10.6	0.43

Frequency of giving tests

Reading tests

Importance of exposing students to frequent Reading tests in order to perfect their Reading acquisition cannot be over emphasized. Tests give the opportunity to both pupils and teachers

to assess their teaching and learning performance, identify gaps and get an opportunity to fill out the gaps. Tests also serve as practice for effective performance in examinations. Table 4.9(a) indicates comparison of percentages of the frequency of Reading tests in both SACMEQ II and SACMEQ III. On average there was a decline on the frequency of testing standard 6 pupils in Reading in Zanzibar. The percentage of teachers who give at least one Reading test per week decreased from 43.6 percent in SACMEQ II to 23.2 percent in SACMEQ III.

Policy suggestion 4.7

The Director of the Zanzibar Institute of Education shall develop the achievement target/indicators for measuring learning achievements and make sure that they are strictly adhered to by teachers.

Table 4.9(a): Percentages and sampling errors for the frequency of Reading tests (SACMEQ II and SACMEQ III)

	SACMEQ II						SACMEQ III					
	often		month		week		often		month		week	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	19.6	0.00	54.0	1.69	26.4	1.69	64.5	8.66	25.4	7.62	10.1	5.88
North Unguja	62.6	1.04	18.6	0.49	15.1	0.92	64.5	8.89	17.5	6.37	18.0	8.14
South Pemba	28.0	0.43	11.7	0.00	60.3	0.43	46.6	10.18	17.7	6.88	35.7	9.96
South Unguja	35.7	0.45	12.4	0.82	50.6	0.69	50.8	10.81	27.2	9.51	22.0	8.29
Urban West	34.8	1.47	9.0	0.47	53.6	1.39	56.0	1.76	17.6	1.17	25.8	1.51
Zanzibar	35.2	0.54	19.6	0.37	43.6	0.6	56.5	2.97	19.9	2.27	23.3	2.54

Mathematics tests

Table 4.9(b) shows Percentages and sampling errors for the frequency of Reading tests SACMEQ III. Data revealed that 21.9 percent of Mathematics teachers give at least one test per week which is lower than Reading teachers. Conversely, more Mathematics teachers (59.1 percent) they give tests less often compared to 53.9 percent for Reading teachers. This reflects that Mathematics teachers give fewer tests than Reading teachers.

North and South Pemba regions give more tests than other regions. While, South Unguja region teachers give fewer tests per week below the national level.

Table 4.9(b): Percentages and sampling errors for frequency of Mathematics tests (SACMEQ III)

	Less often		2/3 per month		1 +per week	
	%	SE	%	SE	%	SE
North Pemba	52.5	9.36	20.4	7.59	24.8	7.95
North Unguja	60.0	9.10	14.5	6.49	20.3	7.34
South Pemba	56.0	9.81	14.0	6.60	30.0	9.57
South Unguja	74.7	9.55	13.9	7.68	11.4	6.89
Urban West	65.2	1.41	16.0	0.99	17.6	1.01
Zanzibar	61.6	2.93	16.0	2.18	20.8	2.54

Health tests

Table 4.9(c) shows that Health teachers give more tests than Mathematics teachers but less tests than Reading teachers. South Pemba and Urban West regions show better performance in giving at least one test per week compared to other regions. North Unguja and North Pemba regions they give less tests compared to national average of 22.5 percent.

Policy suggestion 4.8

School heads should ensure that teachers give their pupils frequent tests to monitor their progress.

Table 4.9(c): Percentages and sampling errors for frequency of Health tests (SACMEQ III)

	Less often		2/3 per month		1 +per week	
	%	SE	%	SE	%	SE
North Pemba	49.8	10.21	35.9	10.25	12.2	6.20
North Unguja	66.4	8.54	17.7	6.70	16.0	7.36
South Pemba	63.1	10.12	12.2	6.02	24.7	8.51
South Unguja	51.9	11.20	23.8	9.11	24.3	9.67
Urban West	48.6	1.53	24.4	1.25	27.0	1.33
Zanzibar	54.2	3.12	23.2	2.56	22.2	2.41

4.4 Pupil reports and communication with parents**Pupil school report**

Table 4.10 indicates that in Zanzibar there is remarkable increase in frequency in the pupils' specific section in their school reports in Reading and Mathematics between SACMEQ II and SACMEQ III increasing from 62.0 percent to 88.8 percent and 45.0 percent to 89.8 percent respectively. Similarly, Health shows satisfactory frequency as in Reading and Mathematics.

Also all regions show an increase with North Pemba having the highest frequency of 96.0 percent in Mathematics; North Unguja 98.1 percent in Reading and Urban West 91.7 percent in Health.

Table 4.10: Percentages and sampling errors for the frequency of the specific section in pupil school report for Reading, Mathematics and Health (SACMEQ II and SACMEQ III)

	SACMEQ II				SACMEQ III					
	Reading		Mathematics		Reading		Mathematics		Health	
	%	SE								
North Pemba	62.1	1.53	32.1	1.02	78.9	9.55	78.0	9.63	78.6	9.34
North Unguja	59.5	0.47	38.0	0.00	91.7	6.07	83.1	8.03	83.3	7.93
South Pemba	55.1	1.92	43.9	1.85	58.1	11.16	54.0	11.09	56.3	9.99
South Unguja	59.7	1.07	53.0	1.12	75.0	9.96	70.4	10.45	75.6	9.71
Urban West	79.9	0.45	53.4	0.77	78.4	1.12	77.9	1.25	87.1	0.80
Zanzibar	62.0	0.56	45.0	0.53	76.4	3.04	73.6	3.15	78.4	2.92

Frequency of meeting with parents

Table 4.11 indicate that the frequency of teachers meeting with parents for Reading teachers decreased from 72.8 percent in SACMEQ II to 68.1 in SACMEQ III while that of Mathematics raised from 67.7 percent in SACMEQ II to 70.8 percent in SACMEQ III. The frequency of Health teachers meeting with parents is 64.6 percent in SACMEQ III. The table also indicates that Urban West region has high frequency of teachers meeting with parents in Reading (79.2 percent), Mathematics (79.9 percent) and Health (72.7 percent) while low frequency of teachers meeting with parents was noted in South Pemba region (36.1 percent and 60.8 percent for Reading and Mathematics respectively) and South Unguja (50.0 percent) for Health.

Policy suggestion 4.9

School heads of South Pemba and South Unguja should encourage parent teacher meeting to foster academic progress of the pupils.

Table 4.11: Percentages and sampling errors for the frequency of teacher meetings with parents frequently (SACMEQ II and SACMEQ III)

	SACMEQ II				SACMEQ III					
	Reading		Mathematics		Reading		Mathematics		Health	
	%	SE								
North Pemba	67.6	1.83	64.5	1.21	63.7	9.01	86.0	6.54	83.0	7.27
North Unguja	79.5	1.41	91.5	0.0	78.5	6.64	78.2	8.40	74.0	9.05
South Pemba	53.2	0.00	36.1	0.0	76.3	8.78	68.1	9.35	80.5	8.42
South Unguja	66.8	0.32	59.3	0.45	76.2	9.14	65.7	9.78	64.5	11.03
Urban West	85.6	0.82	78.2	1.04	81.9	1.39	83.8	1.30	72.6	1.28
Zanzibar	72.8	0.49	67.7	0.42	76.7	2.69	78.8	2.62	75.2	2.64

Asking parents to sign homework

Table 4.12 shows that, there is a slight increase of frequency of teachers asking parents to sign pupils' homework in SACMEQ III for Reading and Mathematics. Health homework shows least frequency of 27.5 percent as compared to Reading homework of 32.0 percent and Mathematics 30.7 percent. Regionally, Urban West shows the highest frequency of teachers asking parents to sign pupils' homework in all three subjects. This is possible due to the fact that most of parents in the Urban West region are educated and they have an interest in following their children's progress.

Policy suggestion 4.10

School heads in collaboration with school management committees should raise awareness among parents in creating the culture of checking and signing homework of their children.

Table 4.12: Percentages and sampling errors for teachers asking parents to sign homework for Reading, Mathematics and Health (SACMEQ II and SACMEQ III)

Region	SACMEQ II				SACMEQ III					
	Sign Reading homework		Sign Mathematics homework		Sign Reading homework		Sign Mathematics homework		Sign Health homework	
	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	22.8	1.52	5.1	0.72	11.69	6.06	18.14	7.28	23.15	8.35
North Unguja	17.8	1.94	3.6	0.00	36.06	9.83	24.75	9.21	28.18	9.96
South Pemba	41.5	0.00	4.8	0.00	20.79	8.13	18.02	7.00	7.44	4.69
South Unguja	32.8	0.80	10.6	0.93	33.90	10.30	35.73	10.05	32.08	10.44
Urban West	29.5	1.18	10.7	0.75	34.19	1.42	37.02	1.19	28.96	1.17
Zanzibar	29.2	0.58	7.4	0.31	28.10	2.59	28.50	2.47	24.31	2.48

4.5 Characteristics of classrooms

Sitting and writing places in class

Table 4.13 shows that in Zanzibar there is an increase of percentage of pupils having sitting and writing places from 54.6 percent in SACMEQ II to 75.3 percent in SACMEQ III for sitting place and from 52.1 percent to 74.4 percent for writing place. All regions show increase in both sitting and writing places. South Unguja region has the highest percentage for both sitting and writing places 96.3 percent and 95.9 percent respectively. Unfortunately, South Pemba region is the least advantaged with only 67.3 percent for sitting place and 65.3 percent for writing place. This increase is mainly due to expansion of schools and provision of sitting and writing places by the Government.

Table 4.13: Percentages and sampling errors for pupils having sitting and writing places (SACMEQ II and SACMEQ III)

	SACMEQ II				SACMEQ III			
	% having sitting place		% having writing place		% having sitting place		% having writing place	
	%	SE	%	SE	%	SE	%	SE
North Pemba	33.2	1.78	30.9	1.73	79.3	8.17	77.9	8.81
North Unguja	57.1	1.65	54.9	1.83	71.6	10.10	71.6	10.10
South Pemba	38.1	1.15	33.9	1.35	76.4	8.99	76.4	8.99
South Unguja	83.4	0.78	79.6	1.27	100.0	0.00	100.0	0.00
Urban West	63.8	1.43	62.5	1.6	73.4	0.60	74.3	0.59
Zanzibar	54.6	0.69	52.1	0.76	77.4	2.58	77.5	2.64

Availability of classroom resources for the teachers

The common classroom resources available in schools are writing boards, chalk, teachers' chairs and tables. Other resources are scarce and their availability mostly depends upon individual school initiative. Unfortunately, there has been a remarkable decrease of classroom libraries or book corners from 35.9 percent for Reading teachers and 29.7 percent for Mathematics teachers in SACMEQ II to 0.7 percent for Reading and Mathematics, and 0.8 percent for Health teachers in SACMEQ III. This decrease could be attributed to Reading corners being turned to classroom due to high enrolment.

Policy suggestion 4.11

Schools should make efforts to revive classroom libraries and book corners.

Table 4.14: Percentages and sampling errors for availability of classroom resources for the teachers (SACMEQ II and SACMEQ III)

Resource	SACMEQ II				SACMEQ III					
	Reading		Mathematics		Reading		Mathematics		Health	
	%	SE	%	SE	%	SE	%	SE	%	SE
A usable writing board	95.1	0.3	92.9	0.28	91.9	1.52	92.8	1.37	95.3	1.94
Chalk	91.1	0.4	90.4	0.35	88.2	2.27	87.4	2.42	88.9	2.38
A wall chart of any kind	22.2	0.4	27.3	0.41	44.2	2.93	46.1	2.92	49.5	2.99
A cupboard	8.3	0.5	7.1	0.31	26.8	2.97	21.5	2.51	19.8	2.42
One or more bookshelves	5.7	0.2	6.4	0.35	15.4	2.16	11.2	1.74	13.9	2.13
A classroom library or book corner	35.9	0.4	29.7	0.36	0.7	0.1	0.1	0.00	0.2	0.13
Teachers' table	65.3	0.5	57.8	0.48	78.9	2.55	78.8	2.29	79.8	2.94
Teachers' chair	69.5	0.4	64.4	0.56	77.7	2.70	78.9	2.45	79.3	2.97

Percentages for classroom resources index

Table 4.15 shows classroom resources in Zanzibar schools have marginally increased for Reading and Mathematics teachers in SACMEQ II compared with SACMEQ III. The results revealed that there was no great difference between regions in all three subjects, but North Unguja region has shown the lowest percentage in classroom resources possession. On the other hand, South Unguja region shows the highest percentage in classroom resources possession.

Policy suggestion 4.12

Schools should make deliberate effort to procure essential classroom resources to enhance learning.

Table 4.15: Percentages and sampling errors for the classroom resources index (SACMEQ II and SACMEQ III)

	SACMEQ II				SACMEQ III					
	Reading teacher		Mathematics teacher		Reading teacher		Mathematics teacher		Health teacher	
	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	3.9	0.08	3.4	0.02	3.9	0.31	4.3	0.24	3.8	0.44
North Unguja	4.2	0.03	4.4	0.05	3.6	0.32	3.1	0.27	3.8	0.34
South Pemba	3.4	0.02	3.2	0.00	4.1	0.33	3.9	0.28	4.0	0.37
South Unguja	4.6	0.00	4.0	0.01	4.9	0.28	4.7	0.40	5.1	0.28
Urban West	3.9	0.03	3.9	0.04	4.5	0.06	4.5	0.06	4.5	0.04
Zanzibar	3.9	0.02	3.8	0.02	4.2	0.10	4.2	0.09	4.3	0.12

Class library books per pupil

Table 4.16 shows that there is a slight increase of class library books from an average of 0.1 in SACMEQ II to 0.2 in SACMEQ III in Zanzibar. Yet all regions except Urban West have

shown a decline. These figures indicate that a classroom library book in Zanzibar schools is still a challenge which the education sector stakeholders need to consider seriously.

Policy statement 4.13

The Principal Secretary through the support of development partners should initiate the establishment of school and classroom libraries.

Table 4.16: Means and sampling errors of class library books per pupil (SACMEQ II and SACMEQ III)

	SACMEQ II		SACMEQ III	
	Mean	SE	Mean	SE
North Pemba	0.1	0.00	0.0	0.1
South Pemba	0.1	0.00	0.0	0.1
North Unguja	0.2	0.01	0.0	0.2
Urban West	0.1	0.00	0.4	0.1
South Unguja	0.1	0.00	0.0	0.1
Zanzibar	0.1	0.00	0.2	0.1

Teachers with teaching aids in the school

Table 4.17 indicates that most of the teaching aids available in Zanzibar primary schools are Mathematics teachers’ guides while Geographical maps and geometrical instruments are satisfactorily available. Reading teachers’ guides and Kiswahili dictionaries are scarcely available. While North and South Pemba regions lead in the availability of teachers’ guides in Mathematics by 100 percent, South Unguja region lead in availability of maps, Kiswahili dictionaries, geometrical instruments and Reading teachers’ guides by 77.1 percent, 64.5 percent, 64.5 and 79.7 percent respectively.

Table 4.17: Percentages and sampling errors of Reading and Mathematics teachers with teaching aids in the school (SACMEQ III)

	For teaching Reading						For teaching Mathematics			
	Map		Kiswahili dictionary		Teacher's guide		Geometrical instruments		Teacher's guide	
	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	50.4	10.15	26.4	9.48	92.4	4.70	42.2	10.49	84.3	7.13
North Unguja	51.7	11.02	12.3	6.48	93.9	3.65	48.2	10.79	83.6	7.32
South Pemba	45.2	9.74	25.6	10.20	97.7	1.63	41.3	10.92	93.1	2.91
South Unguja	77.1	9.16	64.5	10.53	94.6	5.40	75.9	9.63	91.4	6.08
Urban West	63.8	1.18	29.0	0.87	89.7	0.98	53.5	1.16	83.5	1.12
Zanzibar	57.8	3.06	29.3	2.84	92.7	1.22	50.9	3.23	86.2	1.85

4.6 Professional support

The availability of education resource centers for teachers

Table 4.18 shows the awareness of teachers on existence of Teacher's Centres (TCs) in their areas and whether they use them or not. The average of 2.3 percent of Reading teachers, 2.8 percent of Mathematics teachers and 2.9 percent of Health teachers are not aware that Teachers' Centres exists. Among teachers who are aware of these TCs, Health teachers seem to use the TCs most frequently followed by Mathematics teachers. Less than 50 percent of Reading teachers use TCs. What is interesting to note is that, in North Pemba region there was no single teacher in all subjects who was not aware on the existence of TCs, yet 47.6 percent of the Reading teachers, 35.8 percent of Mathematics teachers and 38.4 percent of Health teachers have never visited TCs. This situation could be attributed due to the fact that TCs have not yet developed programs that meet teachers' needs and interest.

Policy statement 4.14

Teacher Centres should develop tailor made programme that meet teachers needs and interests.

Table 4.18: Percentages and sampling errors for the availability of education resource centres for teachers (SACMEQ III)

	Reading teacher						Mathematics teacher					
	None available		Have not visited		Have used		None available		Have not visited		Have used	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	1.8	1.77	46.8	9.49	51.4	9.33	0.0	0.00	35.8	9.49	64.2	9.49
North Unguja	5.8	3.27	68.5	9.12	25.7	8.02	5.2	3.62	59.7	9.73	35.1	9.90
South Pemba	2.7	2.67	42.9	8.85	54.5	8.67	3.5	2.20	29.4	9.51	67.1	8.86
South Unguja	4.9	4.90	42.4	10.41	52.7	10.53	4.9	3.35	36.7	10.11	58.4	10.80
Urban West	5.9	0.75	48.2	1.56	45.9	1.58	11.3	1.06	49.2	1.63	39.5	1.38
Zanzibar	4.5	0.93	49.2	2.90	46.3	2.82	6.4	0.83	43.5	3.05	50.1	3.00

Table 4.18: continued.

	Health teacher					
	None available		Have not visited		Have used	
	%	SE	%	SE	%	SE
North Pemba	8.7	8.35	35.1	9.81	56.2	10.71
North Unguja	2.5	2.54	46.0	11.49	51.4	11.21
South Pemba	6.9	6.64	14.4	6.35	78.7	8.15
South Unguja	0.0	0.00	27.4	9.23	72.6	9.23
Urban West	6.4	0.70	42.4	1.49	51.1	1.45
Zanzibar	5.7	1.96	35.1	2.84	59.2	3.00

Percentages and sampling errors of Health teacher's purposes for using the resource center (SACMEQ III)

Effectiveness in teaching involves good lesson preparation and good command of subject content. Table 4.19 indicates the percentages of Health teacher’s purposes for using Teacher Centres. Percentage of Health teachers who have used the Centre for training purposes was reported to be 45.6 percent which is the highest and for those who went for Seeking/Exchanging ideas with their fellow teachers and or subject advisors was 38.1 percent. In terms of using teaching learning resources, percentage of Health teachers who utilized the services of the centre in making resources is low at 14.3 percent and teachers who visited the centre for the purpose of borrowing resources is 20.9 percent. It is interesting to note that North Unguja, a region which had piloted the establishment of the Resource Centre, has 46.0 percent of the teachers who have not visited the centre. This may be attributed to the fact that this region has recently received many new teachers whose awareness on the existence of the resource centre and its available services is still very low.

Policy statement 4.15

Teacher Centres need to raise awareness to teachers in utilizing the available services.

Table 4.19: Percentages and sampling errors of Health teachers’ purposes for using the resource center (SACMEQ III)

	Not visited		borrow material		Make material		Training		Seek/Exchange ideas	
	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	35.1	9.81	21.4	9.39	15.1	6.56	46.0	9.53	46.9	10.81
North Unguja	46.0	11.49	30.2	9.80	21.8	8.76	43.8	11.39	41.7	11.01
South Pemba	14.4	6.35	21.7	6.87	19.0	6.94	54.7	10.18	47.0	9.32
South Unguja	27.4	9.23	28.3	9.66	24.7	9.36	72.6	9.23	41.2	10.48
Urban West	42.4	1.49	15.2	1.11	6.7	0.69	35.3	1.40	28.3	1.48
Zanzibar	35.1	2.84	20.9	2.68	14.3	2.31	45.6	3.10	38.1	3.17

The frequency of advice to teacher from school head

Table 4.20 indicates that there has been decline in advice given by head teachers to Standard 6 teachers in all subjects in SACMEQ III. While 95.5 percent of Reading teachers received advice from head teachers, this percentage has dropped to 86.0 percent in SACMEQ III and for Mathematics from 92.6 percent to 77.8 percent. Regionally, regions that received more

advice from school heads are South Pemba for Reading teachers (90.0 percent), North Unguja for Mathematics (90.1 percent) and South Pemba for Health (88.7 percent).

Policy statement 4.16

School heads should have a scheduled programme for consultation with their teachers.

Table 4.20: Percentages and sampling errors for the frequency of advice to teacher from school head (SACMEQ II and SACMEQ III)

Region	SACMEQ II				SACMEQ III					
	Reading teacher		Mathematics teacher		Reading teacher		Mathematics teacher		Health teacher	
	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	100	0.00	90.7	0.96	95.2	3.21	84.0	6.89	83.5	7.28
North Unguja	100	0.00	100.0	0.00	77.5	7.67	90.6	4.69	87.0	7.16
South Pemba	92.1	0.00	87.9	0.6	90.0	5.06	72.8	8.98	89.5	6.17
South Unguja	89.5	0.45	93.7	1.08	84.6	7.48	82.4	8.33	80.8	8.92
Urban West	95.3	0.87	92.1	0.00	83.1	1.13	83.4	1.08	76.4	1.12
Zanzibar	95.5	0.3	92.6	0.25	85.8	1.74	82.7	2.24	81.9	2.21

4.7 Conclusion

This chapter focused on teachers’ characteristics, their views about teaching profession, availability of classroom resources, sources of professional support and teachers’ job satisfaction. To improve effectiveness of teachers’ pedagogical skills and subject content there is a strong need to strengthen in-service training at schools and TC levels. Also efforts need to be taken to improve the availability of class resources including class libraries. TC subject advisors need to establish frequent consultation meetings with school subject teachers in TCs and schools.

Chapter 5

School Heads Characteristics and their Views about Educational Infrastructures, Operation of Schools and School Problems

5.1 Introduction

This chapter focuses on personal and professional characteristics of school heads, general school infrastructure and the condition of school buildings, purpose and frequency of school inspection, community contribution and behavioral problems with pupils and the teaching staff. These factors have a great influence on the provision of quality education which is the objective of all concerned whether it is pupils, parents, the community or the nation. School physical infrastructure plays a vital role in improving the quality of education.

5.2 Personal characteristics of school heads

In Zanzibar, the appointment of school heads is based on professional and academic qualifications, teaching experience and the record of good behaviour. Besides these qualifications the expected head teacher needs to apply for the post.

Table 5.1 shows head teachers' age and gender. The average age of school heads was 48.1 years in SACMEQ II while in SACMEQ III was 50.5 years. At regional level, Urban West region has the highest average age of older school heads of 51.2 years while South Pemba region has the lowest average age of school head of 45 years.

The average of female school heads for SACMEQ III was 21.4 percent compared to 19.5 percent during SACMEQ II. Regionally, Urban West had the highest average of 36.6 percent of female school heads while North Unguja had not a single female school head. This may be attributed to the fact that North Unguja is a region with fewer number of teachers, especially females.

Policy Suggestion 5.1

In order to cope with co-education system in Zanzibar schools, the Ministry of Education and Vocational Training should promote gender equality in school leadership especially in North Unguja region.

Table 5.1: Means, percentages, and sampling errors for school head age and gender (SACMEQ II and SACMEQ III)

	SACMEQ II				SACMEQ III			
	Age		Gender		Age		Gender	
	(years)		(female)		(years)		(female)	
	Mean	SE	%	SE	Mean	SE	%	SE
North Pemba	47.5	0.00	17.0	0.00	50.5	1.25	12.8	7.16
North Unguja	46.0	0.00	0.0	0.00	50.5	0.85	0.0	0.00
South Pemba	45.0	0.00	7.1	0.00	48.0	0.91	17.4	9.61
South Unguja	47.9	0.00	10.1	0.00	50.5	1.42	10.1	7.00
Urban West	51.2	0.00	40.2	0.00	51.6	0.00	36.3	0.00
Zanzibar	48.1	0.00	19.5	0.00	50.5	0.34	21.2	2.24

5.3 Professional characteristics of school heads

Academic level of education of the school heads

Table 5.2 shows the level of academic qualification of school head teachers in Zanzibar primary schools. The table indicates that most of the primary school head teachers have A-level and senior secondary education. However, North Unguja region still has school head teachers with primary education and Urban West region has some school head teachers who completed tertiary education. The existence of numerous learning opportunities in Urban West region has motivated teachers to upgrade themselves.

Policy Suggestion 5.2

The Principal Secretary of Ministry of Education and Vocational Training should ensure that an appointed primary school head teacher must have advanced secondary education with Diploma in education and ten years of teaching experience.

Table 5.2: Level of academic education of school heads (SACMEQ III)

	Senior							
	Primary		Secondary		A-Level		Tertiary	
	%	SE	%	SE	%	SE	%	SE
North Pemba	0.0	0.00	79.4	8.60	20.6	8.60	0.0	0.00
North Unguja	5.7	5.67	19.2	8.91	75.1	9.94	0.0	0.00
South Pemba	0.0	0.00	46.3	11.33	53.7	11.33	0.0	0.00
South Unguja	0.0	0.00	41.2	11.37	58.8	11.37	0.0	0.00
Urban West	0.0	0.00	42.8	0.00	48.3	0.00	8.9	0.00
Zanzibar	0.8	0.79	46.4	3.11	49.2	3.15	3.6	0.00

Table 5.3 shows that, in general, years of head teachers' experience as a head has increased from 7.6 years in SACMEQ II to 8.2 years in SACMEQ III. North Unguja teachers have the

longest experience of being head teachers of 9.2 years which is above the national average, while South Unguja head teachers have the least experience of 6.1 years which is below the national average.

Table 5.3: Means and sampling errors of school heads' years of experience as a school head (SACMEQ II and SACMEQ III)

REGION	SACMEQ II		SACMEQ III	
	Altogether		Altogether	
	Mean	SE	Mean	SE
North Pemba	6.4	0.00	9.1	1.49
North Unguja	8.2	0.00	9.2	1.49
South Pemba	8.7	0.00	8.9	1.08
South Unguja	7.3	0.00	6.1	1.11
Urban West	7.6	0.00	8.5	0.00
Zanzibar	7.6	0.00	8.5	0.40

Years of teaching experience and training of School Heads

Table 5.4 shows teaching experience and the specialized training attended by head teachers. The result shows that, specialized training for school heads was at an average of 42.1 weeks in SACMEQ II, this dropped to 32.7 weeks in SACMEQ III. School heads who have received the highest specialized training opportunities were in South Pemba region by 48.5 weeks, whereas South Unguja region received the least time of specialized training at an average of 13.9 weeks.

Table 5.4: Means and sampling errors for the teaching experience and training of the school heads (SACMEQ II and SACMEQ III)

REGION	SACMEQ II				SACMEQ III			
	Experience		Specialized training		Experience		Specialized training	
	(years)		(weeks)		(years)		(weeks=Dys/7)	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
North Pemba	24.2	0.00	41.3	0.00	29.6	1.32	15.7	5.96
South Pemba	24.3	0.00	48.7	0.00	29.7	0.91	15.1	8.10
North Unguja	24.5	0.00	40.2	0.00	27.0	0.99	34.4	11.07
Urban West	27.2	0.00	40.2	0.00	28.9	1.80	6.7	5.20
South Unguja	25.3	0.00	44.0	0.00	29.2	0.00	25.1	0.00
Zanzibar	25.4	0.00	42.1	0.00	28.9	0.37	21.9	2.58

5.4 School heads views about school facilities and utilities

Table 5.5 indicates that, there has been a decrease in library facilities from 35.7 percent in SACMEQ II to 29.8 percent in SACMEQ III. However, there has been a slight increase in the construction of schools' community halls, staff rooms, school offices and store rooms. The

results further revealed that there is a new development in school building such as provision for special area for guidance and counseling, sick rooms and computer rooms.

Provision of water supply

During SACMEQ III, the data showed that availability of wells and piped water has increase to 87.7 percent from 68.6 percent in SACMEQ II.

Equipment and general facilities

In general, there was an increase of some equipment in SACMEQ III which were not available in SACMEQ II. The data also revealed that there was an increase of computers from 1.4 percent in SACMEQ II to 22.4 percent in SACMEQ III, while the use of typewriter has declined from 22.5 percent to 15.9 percent.

Policy suggestion 5.3

The Ministry of Education and Vocational Training in collaboration with other stakeholders should work together to ensure that schools are well equipped with necessary facilities including clean and safe water.

Table 5.5: Percentages and sampling errors for schools with general facilities (SACMEQ II and SACMEQ III)

Facility	Percentage with validity			
	SACMEQ II		SACMEQ III	
	%	SE	%	SE
School buildings				
School library	35.7	0.00	26.1	2.28
School or community hall	9.4	0.00	8.2	1.26
Teacher/Staff room	61.9	0.00	61.3	2.83
Separate office for School head	88.4	0.00	85.4	2.55
Store room	69.8	0.00	66.9	3.40
Cafeteria	3.8	0.00	8.3	1.69
Special area for guidance and counseling			27.1	2.22
Sick bay/ sick room			3.1	0.05
Computer room			10.1	1.81
Computer corner			8.9	1.13
School grounds				
Sports area/playground	65.2	0.00	62.0	3.40
School garden	66.7	0.00	87.5	2.49
Fence or hedge around school border			7.4	1.12
General services				
Piped water/well or bore hole	68.6	0.00	86.4	2.07

Facility	Percentage with validity			
	SACMEQ II		SACMEQ III	
	%	SE	%	SE
Electricity (mains or generator)	37.9	0.00	68.5	3.45
Telephone	13.1	0.00	18.9	2.33
School's own website			2.5	0.97
Equipment				
First-aid kit	49.7	0.00	48.0	2.79
Fax machine	7.7	0.00	12.3	1.08
Typewriter	22.5	0.00	0.5	0.01
Duplicator	3.5	0.00	2.8	0.51
Radio	8.2	0.00	5.6	1.23
Tape recorder	5.6	0.00	1.2	0.02
Overhead projector	2.8	0.00	1.9	0.03
Television set	1.0	0.00	4.5	1.05
Video-cassette recorder	1.4	0.00	3.0	0.93
Photocopier	1.2	0.00	5.7	0.66
Computer	1.4	0.00	21.2	1.92
Male/female condom contribution arrangement for staff			0.2	0.00
Male/female condom contribution arrangement for pupils			0.1	0.00
Clock			94.3	1.93
Audio cassette player			6.5	1.44
Audio disc player			1.6	0.66
Video disc player			0.5	0.01
Projector for computer images			1.0	0.74

General condition of school buildings

Table 5.6 shows that 44.0 percent of Standard 6 pupils' buildings in SACMEQ III were in need of major repair or rebuilding. This shows an improvement where 47.0 percent of school buildings were in need of major repairs in SACMEQ II. However, North Pemba region deserve closer attention since the data revealed that the region has the highest percentage of building which need major repair or rebuilding.

Policy suggestion 5.4

The Ministry of Education and Vocational Training should ensure that the maintenance guidelines are being implemented.

Table 5.6: General condition of school buildings (SACMEQ II and SACMEQ III)

	SACMEQ II		SACMEQ III	
	Need repair		Need repair	
	%	SE	%	SE
North Pemba	58.1	0.00	75.4	9.21
North Unguja	31.0	0.00	35.3	11.02
South Pemba	75.8	0.00	59.2	11.18
South Unguja	34.7	0.00	19.3	8.93
Urban West	37.1	0.00	32.9	0.00
Zanzibar	47.0	0.00	44.0	3.20

5.5 School heads views about school operations and problems

School heads play major role in school development. They are internal inspectors, supervisors and monitors of pupils' progress. They are also responsible in maintaining good relationship with the pupils' parents and community at large.

School inspection

Table 5.7 shows the average number of times the schools had been inspected for over two years. The results show that, on average the schools had been visited 2.7 times in the last two years. This is lower compared to SACMEQ II results. North Pemba and Urban West regions have been inspected more frequently compared to other regions and this could be associated with transport problems in reaching North and South Unguja schools.

Table 5.7: Means and sampling errors of the frequency of school inspection over 3 years in SACMEQ II and 2 years (SACMEQ III)

	SACMEQ II		SACMEQ III	
	Number of inspections over 3 years		Number of inspections over 2 years	
	Mean	SE	Mean	SE
North Pemba	11.4	0.13	3.3	0.57
North Unguja	9.5	0.05	1.6	0.31
South Pemba	6.5	0.07	2.5	0.35
South Unguja	8.4	0.04	1.8	0.58
Urban West	8.4	0.03	2.9	0.00
Zanzibar	8.8	0.03	2.6	0.14

Policy suggestion 5.5

The Ministry of Education and Vocational Training should consider the possibility of re-establishing District based inspection so as to strengthen professional support to teachers.

Parents and community contribution

Table 5.8 provides head teachers views on parents/community contributions to schools. The results revealed that parents/community were viewed to contribute more than 50 percent in building schools facilities (83.7%), purchase of stationery (70.6%), maintenance of school facilities (66.0%), extra-curricular activities (60.0%) and payment of examination fees (51.0%) and least contribution is in the provision of school meals (0.5%).

Table 5.8: Parent/community contributions to the school (SACMEQ III)

Type of contribution	Pupils in school with community	
	contributing to	
	%	SE
Building of school facilities (such as classrooms, teacher houses, etc.	86.0	1.80
Maintenance of school facilities (such as classrooms, teacher houses, etc.	67.7	3.06
Construction or maintenance and repair of furniture, equipment, etc.	59.1	3.39
The purchase of text books	42.6	3.34
The purchase of stationery	71.7	2.99
The purchase of other school supplies, materials and/or equipment	53.5	3.39
Payment of examination fees	53.8	3.34
Payment of the salaries of additional teachers	5.6	0.87
Payment of an additional amount on top of the normal salary of teachers	4.6	1.00
Payment of the salaries of non-teaching staff	1.4	0.02
Payment of an additional amount on top of the normal salary of non-teaching staff	0.2	0.00
Extra-curricular activities including school trips	60.0	3.41
Assisting teachers in teaching and/or pupil supervision without pay	22.6	3.01
Provision of school meals	0.6	0.55

Pupils' behavior problems

The findings presented in Table 5.9 indicate that, in SACMEQ III the most leading pupils' behavioral problems were arriving late in school, skipping classes and classroom disturbance by pupils. Other pupils' behaviour problems were absenteeism, dropping out of school, cheating, use of abusive language, vandalism and fights among pupils.

Table 5.9: Pupils' behavior problems (SACMEQ III)

Frequency of pupil behavioral problem	Indicating Never occurs'	
	%	SE
Arriving late at school	0.0	0.00
Absenteeism (i.e. unjustified absence)	0.8	0.81
Skipping classes	0.0	0.00
Pupils' dropping out of school	0.4	0.01
Classroom disturbance by pupils	0.0	0.00
Cheating by pupils	1.7	0.81
Use of abusive language by pupils	1.6	0.03
Vandalism by pupils	0.9	0.01
Theft by pupils	2.7	0.77
Intimidation or bullying of pupils by other pupils	3.0	1.23
Intimidation/verbal abuse of teacher or staff by pupils	2.2	1.18
Physical injury to staff by pupils	12.5	2.52
Sexual harassment of pupils by other pupils	3.2	0.96
Sexual harassment of teachers by pupils	8.0	1.81
Drug abuse by pupils	8.2	1.89
Alcohol abuse or possession by pupils	8.3	1.84
Fights among pupils	0.8	0.77
Health problems	0.4	0.44

Policy suggestion 5.6

The Guidance and counseling unit in the Ministry of Education and Vocational Training should work together with the District and Regional education offices to identify pupils' behaviour problems with their causes and formulate strategies to overcome them.

Policy suggestion 5.7

Teacher-parents consultation meetings should be strengthened to ensure full support of parents in the education process of their children.

Teacher behaviour problems

The findings presented in Table 5.10 revealed that, in SACMEQ III the most leading teachers' behavioral problems were arriving late in school, absenteeism (unjustified absence) and skipping classes. Other teachers' behaviour problems were Health problems, intimidation of pupils by teachers and use of abusive language by teachers.

Table 5.10: Teacher behavior problems (SACMEQ III)

Frequency of teacher behavioral problem	Indicating Never occurs'	
	%	SE
Arriving late at school	0.0	0.00
Absenteeism (i.e. unjustified absence)	1.2	0.89
Skipping classes	3.6	1.59
Intimidation or bullying of pupils by teacher	5.9	1.55
Sexual harassment of teachers by other teachers	11.0	2.01
Sexual harassment of pupils by teacher	10.4	1.98
Use of abusive language by teachers	7.3	1.52
Drug abuse by teachers	20.8	2.81
Alcohol abuse or possession by teachers	17.8	2.71
Health problems	5.0	1.60

Policy suggestion 5.8

The Ministry of Education and Vocational Training should build strong partnership with the Zanzibar Association of Teachers union to revise and enforce teachers' code of conducts.

5.6 Conclusion

This chapter covers school heads' characteristics and their views about the educational infrastructure, organization and operation of schools and behavioral problems with pupils and teaching staff. In spite of improvement shown in SACMEQ III, there remain problems concerning gender imbalance in leadership, shortage of essential facilities, maintenance of schools, and teachers' and pupils' undesirable behaviour. It is therefore very crucial that the Ministry of Education and Vocational Training look for strategies to deal with these problems.

Chapter 6

Equity in the Allocation of Human and Material Resources in Schools

6.1 Introduction

The purpose of this chapter is to determine the equitability of resources allocation to all schools among Zanzibar regions. The chapter also determines the changes on equity of these resources that took place from SACMEQ II in 2000 to SACMEQ III in 2007. Types of resources discussed in this chapter include classroom, physical and human resources. One of the primary objectives of the Ministry of Education and Vocational Training is to ensure equitable distribution of teaching and learning resources in order to enhance effective teaching and learning process.

6.2 Classroom resources

Table 6.1 shows classroom resources in two main categories; teaching and learning materials and equipment and facilities between SACMEQ II and SACMEQ III. In general there is an improvement in the provision of teaching and learning materials in SACMEQ III as compared with SACMEQ II. For example, the data indicate that the percentage of the provision of teachers' guides for Reading has increased from 55.7 in SACMEQ II to 92.7 in SACMEQ III and that of Mathematics has also increased from 60.7 in SACMEQ II to 91.6 in SACMEQ III. Pupils owning their own Reading text books has also increase from 3.8 percent in SACMEQ II to 47.9 percent in SACMEQ III and that of Mathematics also increased from 5.1 SACMEQ II to 46.8 in SACMEQ III. Regionally, the table indicates an increase of Reading teacher guides in every region in SACMEQ III compared to SACMEQ II, and a similar case applied to Mathematics teachers' guides, pupils owning their Reading and Mathematics text books.

Concerning equipment and facilities, data also indicate increases in the provision of these facilities with the exception of provision of writing boards which has dropped to 92.8 percent in SACMEQ III from 95.1 in SACMEQ II. Class/school library which has also dropped to 29.8 percent in SACMEQ III from 53.9 percent in SACMEQ II. What is disappointing to note is the reduction of classroom/school library. Libraries play an important role in increasing updating pupils and teachers' knowledge. The gap of seven years (SACMEQ II and SACMEQ III), library services to schools were expected to increase rather than decrease.

Lack of library services in schools creates not only the culture of Reading among teachers and pupils but also kills the skills of self-motivation to acquire knowledge.

Policy suggestion 6.1

The school heads and other stakeholders should strive to establish classroom/school libraries in their respective schools.

6.3 Physical resources

Table 6.2(a) and (b) show the desirable physical resources in buildings and in equipment and facilities in SACMEQ II and SACMEQ III. In general, at national level there is an improvement in all aspects of building except school head office which has decreased to 85.6 percent in SACMEQ III from 88.4 percent in SACMEQ II. Similarly, there is an improvement in the provision of equipment and facilities in all aspects except sports/play-ground which has decreased to 59.4 percent in SACMEQ III from 65.2 percent in SACMEQ II. The decrease in percentage may be due to the Government policy to ensure that all school aged going children are enrolled. It has been necessary to use the same buildings to serve for two different schools using the same facilities such as school heads' office. The decrease in sports/play-ground may be attributed to the lack of school mapping whereby the community itself decides to build school wherever they want without considering essential components of the school infrastructure. In spite of the national improvements however, there are regional differences in both buildings and equipment and facilities in SACMEQ II and SACMEQ III. This difference may be attributed to commitment of school heads and school management committees since the Government policy is to make schools more community owned.

Policy suggestion 6.2

School management committees should be made aware of the importance of prioritizing school resources.

6.4 Human resources

Table 6.3(a) and (b) show the percentage of desirable human resources in three categories; school heads, teachers and class size in terms of roll. Nationally, there is an improvement in all aspects related to school heads except school heads with management course which has decreased from 88.2 in SACMEQ II to 60.9 in SACMEQ III. The data also revealed that

female school heads increased from 19.5 percent in SACMEQ II to 21.4 in SACMEQ III, school heads with senior secondary education/more increased from 92.7 percent in SACMEQ II to 99.2 in SACMEQ III, and school heads with HIV and AIDS course is 52.9 in SACMEQ III but was not tested in SACMEQ II. The fall of percentage of school heads with management course is due to teacher training colleges stopping offering the course and retirement of the old school heads.

Regarding teachers, there is also an improvement in all aspects except in-service training in last three years which has reduced from 60.1 percent in SACMEQ II to 42.1 percent in SACMEQ III. Teacher subject knowledge for Reading has reduced from 13.2 percent in SACMEQ II to 9.6 percent in SACMEQ III and teacher subject knowledge in Mathematics has also reduced from 10.7 in SACMEQ II to 8.6 in SACMEQ III.

Concerning environment, classes with 40 pupils has slightly increased from 21.6 in SACMEQ II to 22.8 in SACMEQ III which is attributed to the construction of new classes. Teacher class attendance cannot be compared since there is no data in this category in SACMEQ III. Minor regional differences do exist but what is astonishing to note is that after seven years (between SACMEQ II and SACMEQ III) North Unguja region has not had a single female primary school head teacher.

Policy suggestion 6.3

Teacher Training Colleges should revive school heads management training courses.

6.5 Conclusion

The Ministry of Education and Vocational training in Zanzibar has greatly improved access to primary education recording a net enrolment of 83%. The challenge is now on improving the quality of education provided (Salim, 2011). New primary school curriculum which expected to produce competent primary school graduate has been already developed. The success in the implementation of this curriculum depends very much on the provision of essential resources which include classroom, physical and human resources. To meet this challenge the ministry needs to develop realistic, applicable and affordable strategies, nurturing the contribution of all education stakeholders both local and international.

Table 6.1(a): Percentages for Essential Classroom Resources for Zanzibar (SACMEQ II)

2000	TEACHING & LEARNING MATERIALS												EQUIPMENT & FACILITIES											
	Teacher Guide (Reading)		Teacher Guide (Math)		Dictionary		Exercise Book & Pen/Pencil & Ruler		Own Reading Textbooks		Own Math Textbooks		Writing Board		Pupil Sitting & Writing Place		Teacher Table & Chair		Library (Class/School)		Radio		Water	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	49.2	1.54	66.3	0.96	13.3	0.83	76.3	2.13	1.8	0.48	6.3	0.80	93.2	0.93	29.9	1.71	52.3	1.97	55.0	0.93	4.3	0.00	59.1	0.00
North Unguja	53.8	1.92	70.2	1.51	26.2	1.00	66.1	2.55	3.9	0.57	3.5	0.89	87.0	0.00	51.1	1.89	66.5	1.39	71.5	1.32	8.7	0.00	89.6	0.00
South Pemba	60.7	0.47	61.8	0.60	25.8	0.47	69.6	2.05	5.2	0.96	6.6	0.94	100.0	0.00	30.6	1.19	54.7	0.63	28.6	0.00	5.8	0.00	50.4	0.00
South Unguja	59.2	0.00	67.4	0.62	52.4	0.97	75.4	2.00	4.4	0.55	7.1	0.91	96.6	0.00	78.0	1.25	86.0	0.00	69.1	0.00	8.5	0.00	78.2	0.00
Urban West	56.0	1.28	50.0	0.83	12.2	0.00	72.3	2.07	4.0	0.75	3.5	0.55	96.5	0.58	59.7	1.46	68.0	0.94	53.6	0.80	11.3	0.00	70.7	0.00
ZANZIBAR	55.7	0.61	60.7	0.44	22.4	0.27	72.0	1.01	3.8	0.34	5.1	0.35	95.1	0.26	49.6	0.72	64.7	0.54	53.9	0.38	8.2	0.00	68.6	0.00

Table 6.1(b): Percentages for Essential Classroom Resources for Zanzibar (SACMEQ III)

2007	TEACHING & LEARNING MATERIALS												EQUIPMENT & FACILITIES											
	Teacher Guide (Reading)		Teacher Guide (Math)		Dictionary		Exercise Book & Pen/Pencil & Ruler		Own Reading Textbooks		Own Math Textbooks		Writing Board		Pupil Sitting & Writing Place		Teacher Table & Chair		Library (Class/School)		Radio		Water	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	92.4	4.70	98.3	1.66	26.4	9.48	84.6	3.08	39.5	5.42	35.8	5.56	91.2	4.80	69.1	8.16	80.2	7.41	8.4	5.89	4.2	4.19	95.9	4.17
North Unguja	93.9	3.65	83.0	7.43	12.3	6.48	75.0	2.60	38.7	8.82	49.4	8.63	93.9	3.62	67.9	9.97	49.9	11.01	28.6	10.25	5.4	5.38	89.9	7.01
South Pemba	97.7	1.63	96.5	2.20	25.6	10.20	87.4	2.06	34.0	8.04	32.0	7.89	88.9	6.24	65.0	8.16	65.9	9.18	4.4	4.44	0.0	0.00	79.4	8.66
South Unguja	94.6	5.40	89.4	6.19	64.5	10.53	80.3	3.18	72.1	7.31	72.4	7.18	100.0	0.00	95.5	2.93	88.0	6.39	54.2	11.47	9.0	6.29	90.3	6.76
Urban West	89.9	3.28	90.2	2.96	40.7	6.01	88.8	1.67	54.5	4.51	50.7	4.68	92.9	2.51	76.5	5.00	86.0	3.88	44.0	6.60	16.8	4.90	86.5	4.50
ZANZIBAR	92.7	1.77	91.6	1.76	34.1	3.72	85.1	1.07	47.9	2.89	46.8	2.92	92.8	1.79	73.9	3.21	76.7	3.10	29.8	3.57	9.3	2.36	87.7	2.76

In Zanzibar, most pupils are taught by teachers with both Reading and Mathematics guides in SACMEQ III. This shows an improvement compared to SACMEQ II.

Table 6.2(a): Percentages for Desirable Physical Resources for Zanzibar (SACMEQ II)

2000	BUILDINGS								EQUIPMENT & FACILITIES															
	Building Conditions		School Head Office		Staff Room		Meeting Hall		Class Cupboard		Class Bookshelf		Sports/Play Ground		School Fence		Electricity		Television		Photocopier		Computer	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	41.9	0.00	67.6	0.00	44.2	0.00	11.1	0.00	14.8	1.68	1.3	0.00	73.4	0.00	3.4	0.00	36.5	0.00	0.0	0.00	0.0	0.00	0.0	0.00
North Unguja	69.0	0.00	92.4	0.00	59.5	0.00	11.8	0.00	15.8	1.90	10.7	0.00	79.1	0.00	0.0	0.00	31.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
South Pemba	24.2	0.00	85.0	0.00	40.5	0.00	0.6	0.00	0.0	0.00	6.1	0.81	59.3	0.00	3.2	0.00	10.3	0.00	1.3	0.00	1.3	0.00	1.3	0.00
South Unguja	65.3	0.00	88.2	0.00	85.9	0.00	13.0	0.00	5.1	0.00	10.1	0.00	70.4	0.00	13.3	0.00	46.4	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Urban West	62.9	0.00	100.0	0.00	75.8	0.00	10.9	0.00	7.2	0.63	3.9	0.36	55.5	0.00	23.3	0.00	53.7	0.00	2.3	0.00	2.7	0.00	3.3	0.00
ZANZIBAR	53.0	0.00	88.4	0.00	61.9	0.00	9.4	0.00	8.3	0.48	5.7	0.20	65.2	0.00	10.8	0.00	37.9	0.00	1.0	0.00	1.2	0.00	1.4	0.00

Table 6.2(b): Percentages for Desirable Physical Resources for Zanzibar (SACMEQ III)

2007	BUILDINGS								EQUIPMENT & FACILITIES															
	Building Conditions		School Head Office		Staff Room		Meeting Hall		Class Cupboard		Class Bookshelf		Sports/Play Ground		School Fence		Electricity		Television		Photocopier		Computer	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	24.6	9.21	75.5	9.18	21.1	9.98	0.0	0.00	29.8	10.07	5.7	3.10	54.6	11.43	0.0	0.00	58.6	11.17	4.2	4.19	0.0	0.00	12.8	7.12
North Unguja	64.7	11.02	84.6	8.41	80.2	9.16	5.1	5.09	19.3	7.56	14.1	6.43	64.6	11.04	0.0	0.00	45.6	11.48	0.0	0.00	0.0	0.00	9.5	6.59
South Pemba	40.8	11.18	76.5	8.94	45.9	11.46	0.0	0.00	37.0	9.73	33.6	8.65	52.9	11.35	3.7	3.75	58.2	11.52	3.2	3.24	0.0	0.00	0.0	0.00
South Unguja	80.7	8.93	94.9	5.12	100.0	0.00	25.8	10.15	35.2	10.41	17.9	8.57	79.7	9.31	18.8	8.78	74.5	10.08	4.7	4.73	9.3	6.48	33.9	10.81
Urban West	75.5	5.60	91.6	3.65	76.5	5.60	20.1	5.47	26.7	5.06	12.8	3.71	57.5	6.55	21.9	5.43	81.0	5.21	15.2	4.73	20.5	5.32	37.6	6.43
ZANZIBAR	59.6	3.95	85.5	2.94	64.4	3.62	11.6	2.60	28.9	3.57	16.0	2.59	59.4	4.31	11.6	2.50	67.6	4.03	8.0	2.22	9.4	2.29	22.4	3.27

Table 6.3(a): Percentages for Desirable Human Resources for Zanzibar (SACMEQ II)

2000	SCHOOL HEADS								TEACHERS								ENVIRONMENT							
	Female School Heads		Sch. Head Educ. – Senior Sec. or more		Sch. Head. Mngt. Course		Sch. Head HIV/AIDS Course		Female Reading Teachers		In-service Trg. (Last 3yrs - Rd.Tch)		Pre-service Trg (>2yrs - Rd Tch)		Spec. Training HIV/AIDS Course		Teacher Subject Knowledge (Read.)		Teacher Subject Knowledge (Math)		Acceptable Class Size (≤ 40)		Teacher Class Attendance	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	17.0	0.00	93.2	0.00	68.0	0.00	xx	xx	46.5	1.62	61.6	1.71	85.6	0.94	xx	xx	2.0	0.00	11.0	0.00	23.0	0.57	88.2	0.00
North Unguja	0.0	0.00	100.0	0.00	100.0	0.00	xx	xx	46.6	1.37	58.3	2.19	68.3	1.08	xx	xx	5.5	1.62	2.8	0.00	20.2	1.16	82.0	0.00
South Pemba	7.1	0.00	89.6	0.00	64.7	0.00	xx	xx	63.6	0.00	54.1	0.94	86.1	0.63	xx	xx	17.0	0.00	10.2	0.67	30.2	0.88	92.1	0.00
South Unguja	10.1	0.00	97.4	0.00	79.5	0.00	xx	xx	43.4	0.45	62.3	0.90	58.5	0.77	xx	xx	15.6	0.45	8.3	0.00	43.5	1.03	85.6	0.00
Urban West	40.2	0.00	89.1	0.00	86.8	0.00	xx	xx	87.3	0.93	62.6	1.48	68.4	1.56	xx	xx	19.7	1.09	15.8	0.26	8.5	0.89	92.0	0.00
ZANZIBAR	19.5	0.00	92.7	0.00	80.2	0.00	xx	xx	63.0	0.48	60.1	0.72	73.6	0.61	xx	xx	13.2	0.46	10.7	0.15	21.6	0.42	88.9	0.00

Table 6.3(b): Percentages for Desirable Human Resources for Zanzibar (SACMEQ III)

2007	SCHOOL HEADS								TEACHERS								ENVIRONMENT							
	Female School Heads		Sch. Head Educ. – Senior Sec. or more		Sch. Head. Mngt. Course		Sch. Head HIV/AIDS Course		Female Reading Teachers		In-service Trg. (Last 3yrs - Rd.Tch)		Pre-service Trg (>2yrs - Rd Tch)		Spec. Training HIV/AIDS Course		Teacher Subject Knowledge (Read.)		Teacher Subject Knowledge (Math)		Acceptable Class Size (≤ 40)		Teacher Class Attendance	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	12.8	7.16	100.0	0.00	53.9	11.31	53.4	11.32	57.8	9.54	38.9	9.43	96.0	2.82	78.6	10.07	4.5	3.21	8.2	4.91	14.6	7.19	xx	xx
North Unguja	0.0	0.00	94.3	5.67	69.9	10.60	49.6	11.50	63.0	9.56	36.0	9.13	95.0	3.09	85.4	8.07	16.3	6.67	0.0	0.00	28.2	9.73	xx	xx
South Pemba	17.4	9.61	100.0	0.00	71.0	9.84	42.5	11.27	70.2	8.72	37.7	8.16	80.4	8.83	87.2	8.91	10.1	5.74	12.6	6.57	12.4	6.37	xx	xx
South Unguja	10.1	7.00	100.0	0.00	48.7	11.48	50.1	11.50	63.0	9.70	44.7	10.68	89.7	6.29	89.4	7.26	18.7	8.10	5.2	5.16	37.8	10.63	xx	xx
Urban West	36.6	6.36	100.0	0.00	59.5	6.48	59.1	6.51	81.3	4.62	48.7	5.20	84.2	4.11	91.5	3.67	6.9	2.47	10.9	4.08	25.2	5.52	xx	xx
ZANZIBAR	21.4	3.43	99.2	0.78	60.9	4.20	52.9	4.34	70.9	3.35	42.9	3.47	87.6	2.51	87.5	3.12	9.6	2.00	8.6	2.26	22.8	3.32	xx	xx

Chapter 7

Achievement levels of Standard 6 Pupils and Teachers

7.1 Introduction

Pupils' achievements and competence depend upon a number of factors, among which are: economic status, social integration, home and school environments, and teachers' competence and commitment. Teachers' performance on the other hand depends mostly on professional qualification, self motivation, working conditions and academic competence.

This chapter focuses on measuring the achievement level of Standard Six pupils and their teachers in Reading and Mathematics across the five regions of Zanzibar. The findings have been presented in tabular forms by region and also by sub-groups which include gender, school location and socio-economic levels.

The chapter also outlines the Reading and Mathematics achievements by levels one to eight. Apart from individual levels the chapter also presents the achievement levels of standard 6 pupils and teachers in three categories namely; Mechanical level (level 1 – 3), Derived meaning from within the text (level 4 –5) and Derived meaning from beyond the text (level 6 – 8).

7.2 Reading and Mathematics test Scores of pupils and teachers

Table 7.1(a) and Table 7.1(b) indicate the means for Reading and Mathematics test scores of pupils and teachers. The average scores for Reading for standard 6 pupils in SACMEQ III was 536.8 which was higher by 58.6 points compared to SACMEQ II. On the other hand, the average scores for Mathematics for Standard 6 pupils in SACMEQ III was 489.9 which was higher than that of SACMEQ II by 11.8 points.

The mean scores for Standard 6 teachers in Reading and Mathematics for SACMEQ III were 672.8 and 689.7 respectively. Both scores were higher compared to SACMEQ II scores which were 653.7 and 689.3 in the same order.

Table 7.1 (a) Means for the Reading and Mathematics test scores of pupils and teachers

	SACMEQ II							
	PUPILS				TEACHERS			
	Reading		Mathematics		Reading		Mathematics	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
North Pemba	498.3	2.96	509.1	2.78	650.2	0.49	701.9	0.89
North Unguja	449.2	3.73	455.5	3.07	632.4	2.38	693.5	1.99
South Pemba	462.8	2.99	479.2	2.39	659.9	0.68	680.0	0.29
South Unguja	459.7	2.95	460.3	2.66	638.1	0.52	694.4	1.72
Urban West	495.6	3.10	477.2	2.55	668.1	2.00	682.7	1.30
ZANZIBAR	478.2	1.49	478.1	1.25	653.7	0.80	689.3	0.62

Table 7.1 (b) Means for the Reading and Mathematics test scores of pupils and teachers

	SACMEQ III							
	PUPILS				TEACHERS			
	Reading		Mathematics		Reading		Mathematics	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
North Pemba	524.3	7.96	490.4	5.43	669.2	10.71	697.3	12.35
North Unguja	495.0	5.41	458.5	4.35	665.7	11.12	663.3	13.07
South Pemba	513.4	6.86	474.4	3.15	674.1	13.17	712.8	17.19
South Unguja	512.9	6.04	470.8	3.93	688.3	13.94	665.8	15.78
Urban West	571.9	5.59	511.4	4.71	672.3	7.24	691.2	9.63
ZANZIBAR	536.8	3.11	489.9	2.35	672.8	4.70	689.7	5.95

Pupils' improvement was attributed to availability of textbooks for most subjects at primary level, the mushrooming of tuition classes and teachers academic improvement from being Grade III A to Diploma in primary education.

Teacher improvement was attributed to the fact that, many teachers have been academically and professionally upgraded and also an increase of teachers' salaries has motivated them to work harder. Teachers are also involved in many workshops, seminars and trainings through teacher centers.

At regional level, all the regions have shown an improvement in Reading in SACMEQ III compared to SACMEQ II while in Mathematics only Unguja regions have shown improvements. The score for Standard 6 pupils in Reading and Mathematics in SACMEQ III was highest in Urban West (571.9 and 511.4) respectively and lowest in North Unguja (495.0 and 458.5) respectively. The possible reasons for Urban West to have highest score include: (i) availability of more tuition classes compared to other regions, (ii) availability of many qualified teachers, and (iii) availability of a number of libraries including the central library.

The Tables further revealed that, there was improvement for Reading teachers in all regions where South Unguja region had the highest score (688.3) and North Unguja had the lowest (665.7). However, for Mathematics teachers, only South Pemba and Urban West showed improvement.

Table 7.2 (a) and 7.2 (b) indicate the Means for Reading and Mathematics test scores of pupils by gender, school location and socio-economic levels in SACMEQ II and in SACMEQ III. The tables reveal that, both boys and girls have shown improvement in Reading and Mathematics but comparatively, girls performed better in Reading while boys in Mathematics.

Rural and urban comparison shows that, there is improvement in Reading while in Mathematics only Urban areas showed improvement. In both Reading and Mathematics, the standard 6 pupils from Urban areas performed better than their counterpart from rural areas.

The tables further indicate that, there was improvement of Standard 6 pupils from family with high socio-economic status in both Reading and Mathematics but pupils from family with low socio-economic status showed improvement only in Reading and not in Mathematics. However, Standard 6 pupils from family with high socio-economic status performed better in Reading and Mathematics in SACMEQ III.

Table 7.2 (a) Means for the Reading and Mathematics test scores of pupils by subgroups (SACMEQ II and SACMEQ III)

Sub-group	SACMEQ II			
	Reading		Mathematics	
	Mean	SE	Mean	SE
<i>Pupil gender</i>				
Boys	479.1	2.16	485.3	1.84
Girls	477.4	2.04	471.4	1.66
<i>School location</i>				
Rural	468.3	1.61	477.3	1.37
Urban	492.3	2.80	479.3	2.33
<i>Socioeconomic level</i>				
Low SES (Bottom 25%)	464.2	2.47	475.5	2.00
High SES (Top 25%)	502.6	3.59	486.1	3.00
ZANZIBAR	478.2	1.49	478.1	1.25

Table 7.2 (b) Means for the Reading and Mathematics test scores of pupils by subgroups (SACMEQ II and SACMEQ III)

Sub-group	SACMEQ III			
	Reading		Mathematics	
	Mean	SE	Mean	SE
<i>Pupil gender</i>				
Boys	531.4	3.76	494.2	2.87
Girls	541.0	3.44	486.6	2.45
<i>School location</i>				
Rural	516.4	3.26	476.8	2.06
Urban	570.9	5.22	511.7	4.73
<i>Socioeconomic level</i>				
Low SES (Bottom 25%)	499.6	5.28	471.3	3.76
High SES (Top 25%)	583.8	5.14	519.5	4.54
ZANZIBAR	536.8	3.11	489.9	2.35

Policy suggestion 7.1

The Director of Department of Teacher Education should practice systematic trainings to update Mathematics teachers in content and methodologies.

Policy suggestion 7.2

The Director of the Board of Library Services should start to implement 2006 Education Policy which articulates that central library shall play a leading role in the development of school and community library.

Policy suggestion 7.3

The Principal Secretary of the Ministry of Education and Vocational Training should take deliberate actions to make rural school environments conducive to learning.

7.3 Reading competency levels of Standard 6 pupils

Table 7.3(a) which was derived from Table 7.3(b) and 7.3(c), shows the literacy levels of pupils by regions in three main categories; Mechanical foundation skills (level 1-3), Derive meaning from within the text (level 4-5) and Derive meaning from beyond text (level 6-8). The table indicates that, at national level, there was a remarkable improvement in SACMEQ III where the percentage of Standard 6 pupils in Reading skills in mechanical foundation skills (unacceptable skills) dropped to 21.4 percent from 41.2 percent in SACMEQ II.

The drop of percentages at category 1 and 2 is manifested in the increase of percentage in category 3 from 11.2 percent in SACMEQ II to 41.7 percent in SACMEQ III. Similar trend to this was shown across regions. This implies that in literacy, more Standard 6 pupils have been able to reach the expected level (derived meaning from beyond the text).

Despite this remarkable improvement in pupils' literacy between two SACMEQ studies, there are some concerns for North Unguja region. Acute shortage of teachers, irregular attendance of teachers due to long travel distances (many teachers live in town) and truancy of pupils are seen to be possible reasons that contribute to unsatisfactory progress in this region.

Policy Suggestion 7.4

The Principal Secretary of the Ministry of Education and Vocational Training should ensure that recruitment and deployment of teachers is demand based.

Policy Suggestion 7.5

The Ministry of Education and Vocational Training should revive the program to construct teachers' houses especially in rural schools.

Policy Suggestion 7.6

The Ministry of Education and Vocational Training should develop Reading achievement targets at all levels.

Table 7.3(b) Literacy levels of pupils by regions

	SACMEQ II			SACMEQ III		
	Mechanical Foundation Skills	Derive Meaning from Within Text	Derive Meaning from beyond Text	Mechanical Foundation Skills	Derive Meaning from Within Text	Derive Meaning from beyond Text
North Pemba	30.1	51.9	18.0	26.9	37.7	35.4
North Unguja	59.9	36.5	3.6	32.8	43.6	23.6
South Pemba	48.6	44.3	7.0	26.9	43.5	29.6
South Unguja	48.9	46.4	4.7	28.7	39.7	31.6
Urban West	32.0	52.2	15.8	11.1	30.8	58.1
ZANZIBAR	41.2	47.5	11.2	21.1	36.9	41.7

Table 7.3(b) Percentage of pupils reaching various Reading competence levels by region (SACMEQ II)

2000	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	4.8	0.98	6.9	1.15	18.4	1.84	27.0	2.21	24.9	2.29	13.9	1.59	4.0	1.15	0.0	0.00
North Unguja	9.6	1.90	20.8	2.40	29.5	2.76	24.5	2.54	12.1	2.11	3.3	1.12	0.2	0.19	0.0	0.00
South Pemba	8.3	1.35	15.1	1.71	25.2	2.06	28.3	2.10	16.1	1.66	6.7	1.11	0.4	0.28	0.0	0.00
South Unguja	9.7	1.46	16.2	1.80	23.0	2.15	30.3	2.24	16.0	1.90	4.2	0.87	0.6	0.35	0.0	0.00
Urban West	2.5	0.62	12.7	1.72	16.7	1.94	26.1	2.13	26.1	2.10	13.0	1.56	2.8	0.73	0.0	0.00
ZANZIBAR	6.0	0.52	13.8	0.83	21.4	0.98	27.0	1.04	20.5	0.98	9.3	0.68	1.9	0.34	0.0	0.00

Table 7.3(c) Percentage of pupils reaching various Reading competence levels by region (SACMEQ III)

2007	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	3.3	0.69	7.4	1.58	16.3	2.71	15.5	1.67	22.2	1.87	19.9	1.73	14.1	2.69	1.4	0.51
North Unguja	5.6	1.28	10.4	1.88	16.8	2.07	23.0	2.25	20.5	2.42	19.3	2.29	4.2	0.99	0.2	0.22
South Pemba	3.3	0.92	8.2	1.44	15.5	2.20	23.3	2.40	20.3	2.28	16.6	1.79	12.1	1.86	0.8	0.48
South Unguja	4.0	1.21	6.8	1.70	17.9	2.01	19.1	2.47	20.6	2.03	18.8	2.32	12.6	1.71	0.2	0.24
Urban West	2.0	0.55	2.5	0.57	6.6	1.09	10.5	1.24	20.3	1.37	25.2	1.26	26.7	2.06	6.3	1.23
ZANZIBAR	3.1	0.37	5.9	0.54	12.4	0.82	16.2	0.84	20.7	0.86	21.3	0.78	17.4	1.05	3.0	0.53

7.4 Mathematics competency levels of Standard 6 pupils

Table 7.4(a) which was derived from Table 7.4(b) and 7.4(c) indicates the numeracy levels of pupils by regions. Nationally, there is an improvement in level of mechanical foundation skills which records 85.2 percent in SACMEQ II, and 75.6 percent in SACMEQ III in the same level. In the level of derive meaning from within text it was 13.7 percent in SACMEQ II and 23.6 percent in SACMEQ III. But for the level of derive meaning from beyond text there was a decline from 1.1 percent in SACMEQ II to 0.8 percent in SACMEQ III. This indicates that most pupils are still at mechanical foundation level and a few at derived meaning from within text level and even fewer were at derived meaning from beyond text level.

Regionally, there is an improvement in numeracy skills in all regions except North Pemba which shows that the percentage of pupils at mechanical foundation skills has increased from 16.7 percent in SACMEQ II to 74.7 percent in SACMEQ III. This may be attributed to shortage of Mathematics teachers in this region. For the level of derive meaning from within text, almost all regions with the exception of North Pemba show that, the percentage of Standard 6 pupils has increased, which indicates more pupils have achieved this category of numerous skills. For category three (derive meaning from beyond text), the only region which shows the improvement is Urban West which has increased from 0.5 percent in SACMEQ II to 1.5 percent in SACMEQ III. This indicates that Mathematics is a major problem in Zanzibar schools and deserves more attention.

Policy Suggestion 7.7

Department of Teacher Education should take deliberate efforts to conduct systematic and continuous upgrading in-service training courses for Mathematics teachers.

Table 7.4(a): Numeracy levels of pupils by region

	SACMEQ II						SACMEQ III					
	Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text		Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	68.7	1.83	26.1	1.84	5.1	0.79	74.6	2.80	24.3	2.73	1.1	0.56
North Unguja	94.9	1.30	5.1	1.30	0.0	0.00	90.8	1.51	9.2	1.51	0.0	0.00
South Pemba	84.6	1.43	15.4	1.43	0.0	0.00	82.1	2.08	17.9	2.08	0.0	0.00
South Unguja	94.2	1.26	5.8	1.26	0.0	0.00	84.0	1.84	15.6	1.95	0.4	0.30
Urban West	86.8	1.61	12.7	1.62	0.5	0.14	65.8	1.79	32.7	1.78	1.5	0.34
Zanzibar	85.2	0.75	13.7	0.75	1.1	0.16	75.6	1.00	23.6	0.99	0.8	0.17

Table 7.4(b) Percentage of pupils reaching various Mathematics competence levels by region SACMEQ II

	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	1.9	0.66	28.2	2.12	38.6	2.37	14.1	1.84	12.0	1.08	4.8	0.70	0.3	0.31	0.0	0.00
North Unguja	5.1	1.40	54.9	3.06	34.9	2.92	5.1	1.30	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
South Pemba	2.4	0.81	40.1	2.24	42.2	2.34	11.7	1.40	3.6	0.79	0.0	0.00	0.0	0.00	0.0	0.00
South Unguja	4.4	1.01	48.3	2.53	41.5	2.49	5.8	1.26	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Urban West	2.4	0.67	39.7	2.45	44.7	2.52	10.5	1.52	2.1	0.68	0.3	0.11	0.2	0.09	0.1	0.06
ZANZIBAR	3.0	0.39	41.1	1.17	41.1	1.20	10.0	0.72	3.7	0.34	1.0	0.14	0.1	0.07	0.0	0.02

Table 7.4(c) Percentage of pupils reaching various Mathematics competence levels by region SACMEQ III

	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	2.0	0.65	28.6	3.61	44.0	2.08	20.1	2.64	4.1	1.05	1.1	0.56	0.0	0.00	0.0	0.00
North Unguja	6.1	1.43	45.0	2.54	39.7	2.81	8.9	1.53	0.2	0.22	0.0	0.00	0.0	0.00	0.0	0.00
South Pemba	2.4	0.65	39.4	2.00	40.3	1.74	16.3	1.82	1.6	0.68	0.0	0.00	0.0	0.00	0.0	0.00
South Unguja	4.5	0.83	37.4	3.36	42.1	2.76	13.6	1.93	2.0	0.66	0.4	0.30	0.0	0.00	0.0	0.00
Urban West	1.5	0.48	19.1	1.85	40.2	1.95	28.5	1.96	8.0	1.25	2.5	0.90	0.2	0.17	0.0	0.00
ZANZIBAR	2.7	0.33	29.7	1.16	41.0	1.04	20.7	1.03	4.5	0.56	1.3	0.38	0.1	0.07	0.0	0.00

Table 7.5(a) which was derived from Table 7.5(b) and 7.5(c) shows numeracy skills by levels and sub-groups in SACMEQ II and SACMEQ III. Overall, there is an improvement in numeracy skills level by gender except for girls in category three (derive meaning from beyond the text, SACMEQ II (1.2%) and SACMEQ III (0.3 %)).

With an exception of category 3, all other categories show improvement from SACMEQ II to SACMEQ III for all sub-groups. Girls, pupils from isolated/rural areas and pupils from families with low socio-economic status show deterioration from 1.2 percent to 0.3 percent, 1.6 percent to 0.5 percent and from 2.2 percent to 0.6 percent respectively.

Policy suggestions 7.8

Mathematics Subject Advisors in Teacher Centrs should conduct school based trainings for Mathematics teachers both in content and methodology.

Table 7.5(a): Mathematics levels of pupils by sub-groups

	SACMEQ II						SACMEQ III						
	Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text		Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text		
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	
Gender													
boy	82.1	1.32	16.8	1.31	1.1	0.30	74.1	1.49	24.3	1.46	1.6	0.40	
girl	88.1	0.97	10.8	0.94	1.2	0.25	76.7	1.30	23.1	1.30	0.3	0.06	
School location													
Isolated/Rural	85.9	1.31	11.9	1.29	2.1	0.49	80.5	1.13	19.0	1.10	0.5	0.21	
Town/city	81.8	2.04	17.1	2.02	1.1	0.38	67.1	2.02	31.5	1.98	1.4	0.32	
Socioeconomic													
Low SES	84.7	0.71	13.7	0.71	1.6	0.25	85.2	1.58	14.2	1.49	0.6	0.36	
High SES	85.8	1.51	13.7	1.51	0.5	0.13	57.5	2.38	40.5	2.36	2.0	0.41	
Zanzibar	85.2	0.75	13.7	0.75	1.1	0.16	75.6	1.00	23.6	0.99	0.8	0.17	

Table 7.5(b) Percentage of pupils reaching various Mathematics competence levels by subgroups (SACMEQ II)

2000	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<i>Pupil gender</i>																
Boys	2.1	0.46	38.1	1.65	41.8	1.69	12.0	1.18	4.8	0.61	0.9	0.25	0.2	0.13	0.0	0.04
Girls	3.8	0.63	43.8	1.65	40.5	1.65	8.1	0.86	2.7	0.31	1.1	0.07	0.0	0.04	0.0	0.00
<i>School location</i>																
Rural	3.2	0.50	43.2	1.28	38.2	1.29	8.9	0.73	4.8	0.37	1.5	0.22	0.1	0.10	0.0	0.00
Urban	2.6	0.63	37.9	2.17	45.3	2.26	11.5	1.42	2.2	0.64	0.3	0.11	0.1	0.08	0.0	0.05
<i>Socioeconomic level</i>																
Low SES (Bottom 25%)	2.7	0.73	43.2	1.95	40.0	2.01	9.1	1.17	2.8	0.52	2.1	0.33	0.0	0.00	0.0	0.00
High SES (Top 25%)	3.7	0.89	33.1	2.63	45.0	2.84	14.8	1.97	2.3	0.62	0.7	0.29	0.4	0.25	0.1	0.08
ZANZIBAR	3.0	0.39	41.1	1.17	41.1	1.20	10.0	0.72	3.7	0.34	1.0	0.14	0.1	0.07	0.0	0.02

Table 7.5(c) Percentage of pupils reaching various Mathematics competence levels by subgroups (SACMEQ III)

2007	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<i>Pupil gender</i>																
Boys	2.4	0.51	30.1	1.58	41.7	1.59	19.8	1.34	4.4	0.65	1.6	0.39	0.0	0.04	0.0	0.00
Girls	3.2	0.54	31.0	1.38	42.5	1.51	19.7	1.24	3.3	0.55	0.2	0.06	0.0	0.03	0.0	0.00
<i>School location</i>																
Rural	3.0	0.41	35.5	1.32	42.1	1.21	16.6	1.00	2.3	0.42	0.5	0.21	0.0	0.00	0.0	0.00
Urban	2.6	0.70	22.4	1.88	42.2	2.03	25.1	1.78	6.3	0.90	1.3	0.29	0.1	0.07	0.0	0.00
<i>Socioeconomic level</i>																
Low SES (Bottom 25%)	4.0	0.95	39.0	3.40	42.5	3.00	11.5	1.50	2.2	0.75	0.8	0.43	0.0	0.00	0.0	0.00
High SES (Top 25%)	1.5	0.47	18.1	1.71	40.5	2.22	31.5	2.08	6.7	0.99	1.5	0.34	0.1	0.08	0.0	0.00
ZANZIBAR	2.7	0.33	29.7	1.16	41.0	1.04	20.7	1.03	4.5	0.56	1.3	0.38	0.1	0.07	0.0	0.00

7.5 Reading competency levels of teachers

Table 7.6(a) which was derived from Table 7.6(b) and 7.6(c) shows the literacy levels of teachers by regions in three main categories in SACMEQ II and SACMEQ III, namely; mechanical foundation skills (level 1-3), Derive meaning from within the text (level 4-5) and Derive meaning from beyond text (level 6-8). The table indicates that, at national level, there was a remarkable improvement for teachers' literacy skills in SACMEQ III as it was the case for Standard 6 pupils. The results show that the percentage of teachers with unacceptable skills (mechanical foundation category) dropped to 0.6 percent in SACMEQ III from 2.1 percent in SACMEQ II where these teachers were only found in Urban West region. The shift of percentages at category 1 and 2 is manifested in the increase of percentage in category 3 from 92.9 in SACMEQ II to 96.7 in SACMEQ III where all teachers in South Pemba region fell under category 3.

Table 7.6(a): Literacy levels of teachers by region

	SACMEQ II						SACMEQ III					
	Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text		Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	0.0	0.00	1.0	0.00	99.0	0.00	4.6	4.61	95.4	4.61	100.0	0.00
North Unguja	8.0	0.00	2.9	0.00	89.1	0.00	0.0	0.00	2.9	2.90	97.1	2.90
South Pemba	2.0	0.00	3.0	0.00	95.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
South Unguja	3.8	0.00	11.3	0.00	84.9	0.00	0.0	0.00	2.4	2.46	97.6	2.46
Urban West	0.0	0.00	6.8	0.83	93.2	0.83	1.6	0.02	3.0	0.53	95.4	0.53
Zanzibar	2.1	0.00	5.0	0.28	92.9	0.28	0.6	0.01	2.6	0.96	96.7	0.96

Table 7.6(b) Percentage of teachers reaching various Reading competence levels by region (SACMEQ II)

2000	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE								
North Pemba	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	1.0	0.00	27.6	1.03	69.4	1.03	2.0	0.00
North Unguja	0.0	0.00	0.0	0.00	8.0	0.00	0.0	0.00	2.9	0.00	21.3	1.30	55.7	2.28	12.0	1.87
South Pemba	0.0	0.00	0.0	0.00	2.0	0.00	3.0	0.00	0.0	0.00	26.8	0.69	43.2	1.12	25.0	0.89
South Unguja	3.8	0.00	0.0	0.00	0.0	0.00	0.0	0.00	11.3	0.00	14.3	0.00	49.6	0.45	21.0	0.45
Urban West	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	6.8	0.83	12.2	0.67	53.4	1.28	27.6	1.37
ZANZIBAR	0.5	0.00	0.0	0.00	1.6	0.00	0.5	0.00	4.5	0.28	19.4	0.38	54.4	0.63	19.1	0.58

Table 7.6(c) Percentage of teachers reaching various Reading competence levels by region (SACMEQ III)

2007	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE								
North Pemba	0.0	0.00	0.0	0.00	0.0	0.00	1.8	1.76	2.8	2.85	3.0	2.34	73.4	9.87	18.9	9.48
North Unguja	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	2.9	2.90	19.1	6.57	44.7	9.83	33.2	7.95
South Pemba	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	19.2	7.24	56.4	9.80	24.4	9.28
South Unguja	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	2.4	2.46	10.9	7.45	42.1	11.14	44.5	10.91
Urban West	0.0	0.00	0.0	0.00	1.7	1.75	0.0	0.00	4.0	2.18	5.5	2.40	59.4	5.48	29.3	4.96
ZANZIBAR	0.0	0.00	0.0	0.00	0.7	0.70	0.3	0.30	2.8	1.11	10.1	2.07	57.4	3.74	28.8	3.43

Literacy levels of teachers by sub-groups

Table 7.7 shows literacy skills by category and by sub-groups in SACMEQ II and SACMEQ III. Overall, there was an improvement in literacy skills by gender and location. The table shows that, there were still 0.9 percent of female teachers and 1.0 percent of teachers from isolated/rural area found in mechanical foundation skills.

Policy suggestion 7.9

The Ministry of Education and Vocational Training should ensure that, teachers are allocated to teach at the level they have been trained for.

Table 7.7 Literacy Level of Teachers by Sub-groups

Gender	SACMEQ II						SACMEQ III					
	Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text		Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
MALE	4.6		3.4		91.9		0.0		3.3		96.7	
FEMALE	0.8		6.4		92.8		0.9		2.4		96.7	
Isolated/Rural	3.7		4.1		92.2		1.0		2.7		96.3	
Town/city	0.0		6.3		93.7		0.0		2.5		97.5	
Zanzibar	2.1		5.0		92.9		0.6		2.6		96.7	

Numeracy levels of Teachers by region

Table 7.8(a) which was derived from Table 7.8(b) and 7.8(c) shows the numeracy levels skills of teachers by regions in three main categories in SACMEQ II and SACMEQ III. The table indicates that, at national level, there was a remarkable improvement for teachers' numeracy skills. All teachers in SACMEQ III were found in acceptable skills categories; derived meaning from within text (32.9%) and derived meaning from beyond text (67.1%). Similar trend is shown across regions.

Table 7.8(a): Numeracy Level of Teachers by region

Gender	SACMEQ II						SACMEQ III					
	Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text		Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	4.0		22.1		73.9		0.0		25.4		74.6	
North Unguja	0.0		20.5		79.5		0.0		36.8		63.2	
South Pemba	8.1		27.7		64.1		0.0		26.4		73.6	
South Unguja	7.3		29.1		63.6		0.0		44.7		55.3	
Urban West	9.5		27.5		63.0		0.0		35.0		65.0	
Zanzibar	6.3		25.6		68.1		0.0		32.9		67.1	

Table 7.8(b) Percentage of teachers reaching various Mathematics competence levels by region (SACMEQ II)

2000	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	0.0	0.00	0.0	0.00	4.0	0.00	7.3	0.00	14.7	0.78	26.4	0.88	36.6	0.78	11.0	0.00
North Unguja	0.0	0.00	0.0	0.00	0.0	0.00	3.5	0.98	17.1	1.16	50.2	1.88	26.4	1.77	2.8	0.00
South Pemba	0.0	0.00	0.0	0.00	8.2	0.00	5.5	0.00	22.2	0.00	36.7	0.00	19.4	0.00	8.0	0.00
South Unguja	0.0	0.00	0.0	0.00	7.2	0.83	5.2	0.63	23.9	0.94	10.0	1.10	45.5	1.19	8.3	0.00
Urban West	0.0	0.00	0.0	0.00	9.5	0.59	7.9	0.00	19.6	0.26	26.4	0.85	23.7	0.61	12.9	0.26
ZANZIBAR	0.0	0.00	0.0	0.00	6.3	0.23	6.2	0.19	19.3	0.29	30.0	0.48	28.9	0.43	9.3	0.09

Table 7.8(c) Percentage of teachers reaching various Mathematics competence levels by region (SACMEQ III)

2007	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	0.0	0.00	0.0	0.00	0.0	0.00	4.2	4.25	21.2	8.00	40.2	8.61	26.1	8.34	8.2	4.91
North Unguja	0.0	0.00	0.0	0.00	0.0	0.00	10.4	6.12	26.4	8.44	39.8	10.74	23.4	8.75	0.0	0.00
South Pemba	0.0	0.00	0.0	0.00	0.0	0.00	4.3	4.27	22.2	8.27	28.5	9.34	32.4	9.93	12.6	6.57
South Unguja	0.0	0.00	0.0	0.00	0.0	0.00	9.0	6.24	35.7	11.11	31.4	10.49	18.8	8.85	5.2	5.16
Urban West	0.0	0.00	0.0	0.00	0.0	0.00	4.5	2.29	24.6	4.94	42.0	5.60	22.2	4.91	6.8	3.24
ZANZIBAR	0.0	0.00	0.0	0.00	0.0	0.00	5.7	1.78	24.9	3.30	37.8	3.68	24.6	3.40	7.0	2.03

7.6 Mathematics competency levels of teachers

Table 7.9 shows numeracy skills of teachers by category and by sub-groups in SACMEQ II and SACMEQ III. Overall, there was improvement in numeracy skills of teachers by gender and location. Larger difference is found between gender in category 3 (male 82.8% and female 57.1%) than between location (Isolated/rural 66.2% and town/city 68.6%).

7.9: Numeracy Level of Teachers by Sub-groups

Gender	SACMEQ II						SACMEQ III					
	Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text		Mechanical Foundation Skills		Derive meaning from within Text		Derive meaning from Beyond Text	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
MALE	2.3		29.5		68.2		0.0		17.2		82.8	
FEMALE	9.5		22.9		67.6		0.0		42.9		57.1	
Isolated/Rural	2.9		27.8		69.2		0.0		33.8		66.2	
Town/city	11.1		22.1		66.8		0.0		31.4		68.6	
Zanzibar	6.3		25.6		68.1		0.0		32.9		67.1	

7.7 Pupils with acceptable Reading skills

Table 7.10(a) which was derived from Table 7.10(b) and 7.10(c) shows the percentage of pupils with acceptable Reading skills by sub-groups in SACMEQ II and SACMEQ III. Overall, there was a remarkable increase of percentage of pupils reaching acceptable Reading skills (from 58.8% in SACMEQ II to 78.6% in SACMEQ III). All sub-groups show improvement where standard 6 girls, pupils from urban areas and pupils from family with high SES (top 25%) outperformed their counterparts (boys, pupils from rural areas and pupils from families with low SES (bottom 25%) respectively. High difference was noted between low SES (bottom 25%) families in which only 65.1% of pupils have reached acceptable Reading skills in comparison to 92.0 percent of pupils coming from high SES (top 25%) family.

Policy Suggestions 7.10

The Ministry of Education and Vocational Training should ensure that students' welfare fund is established in districts to support pupils living in difficult circumstances as stipulated in the Zanzibar Education Policy 2006.

Table 7.10(a) Percentage of pupils with acceptable Reading skills by subgroups (SACMEQ II and SACMEQ III)

	SACMEQ II		SACMEQ III	
	%	SE	%	SE
<i>Pupil gender</i>				
Boys	58.2	1.52	76.2	1.51
Girls	59.3	1.55	80.4	1.34
<i>School location</i>				
Rural	53.4	1.22	73.3	1.60
Urban	66.5	1.98	87.4	1.38
<i>Socioeconomic level</i>				
Low SES (Bottom 25%)	51.8	1.90	65.1	2.81
High SES (Top 25%)	71.2	2.47	92.0	1.03
ZANZIBAR	58.8	1.09	78.6	1.15

Table 7.10(b) Percentage of pupils reaching various Reading competence levels by subgroups (SACMEQ II)

2000	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<i>Pupil gender</i>																
Boys	5.6	0.70	14.9	1.25	21.3	1.39	25.0	1.47	21.7	1.40	8.9	0.96	2.6	0.59	0.0	0.00
Girls	6.5	0.74	12.7	1.08	21.6	1.39	28.8	1.50	19.4	1.37	9.8	0.95	1.3	0.35	0.0	0.00
<i>School location</i>																
Rural	8.0	0.74	15.8	0.97	22.8	1.11	27.0	1.16	16.8	1.02	8.4	0.71	1.1	0.25	0.0	0.00
Urban	3.2	0.66	10.9	1.46	19.4	1.78	27.0	1.93	25.8	1.89	10.6	1.30	3.0	0.74	0.0	0.00
<i>Socioeconomic level</i>																
Low SES (Bottom 25%)	9.9	1.28	15.2	1.46	23.1	1.80	27.8	1.79	15.2	1.52	7.7	0.98	1.1	0.49	0.0	0.00
High SES (Top 25%)	1.9	0.66	11.8	1.88	15.1	2.07	24.2	2.34	28.4	2.44	14.4	1.70	4.2	1.02	0.0	0.00
ZANZIBAR	6.0	0.52	13.8	0.83	21.4	0.98	27.0	1.04	20.5	0.98	9.3	0.68	1.9	0.34	0.0	0.00

Table 7.10(c) Percentage of pupils reaching various Reading competence levels by subgroups (SACMEQ III)

2007	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<i>Pupil gender</i>																
Boys	3.0	0.50	8.0	1.01	13.5	1.15	17.0	1.25	22.7	1.46	19.3	1.34	14.5	1.20	2.0	0.43
Girls	3.2	0.49	4.7	0.55	11.5	0.95	16.4	1.13	20.9	1.31	22.6	1.28	18.4	1.27	2.4	0.50
<i>School location</i>																
Rural	3.3	0.48	7.2	0.72	15.4	1.09	20.0	1.14	21.3	1.13	19.9	1.07	12.0	0.94	0.9	0.27
Urban	2.8	0.59	4.2	0.93	7.0	1.06	10.9	1.17	22.3	1.80	23.5	1.78	24.8	1.82	4.5	0.81
<i>Socioeconomic level</i>																
Low SES (Bottom 25%)	4.7	0.98	10.6	1.62	19.9	1.93	18.9	2.15	21.1	1.97	16.1	1.80	7.6	1.50	1.0	0.49
High SES (Top 25%)	1.4	0.46	2.2	0.60	5.5	0.90	11.6	1.49	18.6	1.70	28.5	1.99	26.5	1.99	5.8	1.01
ZANZIBAR	3.1	0.37	5.9	0.54	12.4	0.82	16.2	0.84	20.7	0.86	21.3	0.78	17.4	1.05	3.0	0.53

7.8 Conclusion

The data presented in this chapter indicate that there is an overall improvement in achievement in Reading and Mathematics for pupils and teachers in Zanzibar. In both SACMEQ II and SACMEQ III, more improvement was noted in Reading than in Mathematics for Standard 6 pupils, and for teachers more improvement was noted in Mathematics than in Reading.

Harmonization of Education in East and Central African Countries calls for Zanzibar to work hard to improve the quality of education it provides in order to make youths academically competitive in the region. Comparing Zanzibar performance between SACMEQ II and III is not going to help much. Performance comparison should be done between member states and be determined to do as good as those who perform better or even beyond.

Chapter 8

Pupil and Teacher Knowledge, Views and Attitudes on HIV and AIDS issues

8.1 Introduction

This chapter contains two major sections. Section I presents HIV and AIDS knowledge levels among Standard 6 pupils and teachers. This section shows data on general HIV& AIDS mean performance on the HIV and AIDS Knowledge Test (HAKT) of Standard 6 pupils and teachers. Also pupils and teachers performance is separated by regions and sub-groups which include gender, school location and socio-economic status. Section II indicates attitudes on HIV and AIDS among pupils, teachers and school heads. The data derived from HAKT is based on the course content of the HIV and AIDS official curricula across the SACMEQ countries.

8.2 Knowledge levels on HIV and AIDS

Table 8.1 shows HAKT results distributed across regions. The overall mean score of performance of Standard 6 pupils in Zanzibar is 504.2 which is slightly higher than SACMEQ mean. Regionally, the Urban West had a highest mean performance of 523.1 which is above the national average and North Unguja had the lowest mean of 468.8. The table further indicates that the percentage of Standard 6 pupils who have reached minimum level of knowledge in HAKT was 40.1 percent and those who reached desirable level was 3.9 percent. Again the Urban West region shows the highest score in both levels which were 49.7 percent and 5.7 percent respectively, well above the national score. North Unguja region still lags behind in both levels of minimum level of 21.3 percent and desirable level of 1.0 percent.

Likewise, the table further indicates that, on average Standard 6 teachers' mean was 658.7. Teachers who have reached minimum level was 94.3 percent and teachers who reached desirable level was 46.9 percent. This indicates that teachers' performance was much higher than that of pupils in all aspects. These findings suggest that there is large HIV and AIDS knowledge between Zanzibar's Standard 6 pupils and their teachers. This knowledge gap may be attributed to teachers unsatisfactory pedagogical approaches and lack of seriousness since HIV and AIDS is not an examined in spite being integrated in core subjects. By region, the

results show that South Unguja had highest score of 65.6 percent of teachers who reached desirable level. The overall minimum performance level is 40.1%, whereby 49.7% of pupils in Urban West have reached the highest minimum performance level. The least is North Unguja with 21.3%. From this data it can be deduced that 96.1 percent of Standard 6 pupils and 53.1 percent of teachers have not reached desirable level on HAKT.

Policy suggestion 8.1

The Ministry of Education and Vocational Training should develop guidelines on HIV and AIDS that will indicate what is to be taught about HIV and AIDS at different learning levels.

Policy suggestion 8.2

School heads should develop school-based HIV and AIDS education programmes for pupils and teachers and strengthen peer education on HIV and AIDS programmes.

Table 8.1: Mean performance on the HAKT of pupils and teachers and percentages of pupils and teachers reaching the minimum and desirable levels of knowledge about HIV and AIDS

	PUPILS						TEACHERS					
	Transformed score		Reaching minimum level		Reaching desirable level		Transformed score		Reaching minimum level		Reaching desirable level	
	Mean	SE	%	SE	%	SE	Mean	SE	%	SE	%	SE
North Pemba	501.5	4.03	39.5	2.27	3.3	0.83	636.7	4.60	90.8	1.44	34.7	2.27
North Unguja	468.8	3.88	21.3	2.05	1.0	0.46	683.9	4.41	97.4	0.79	50.9	2.57
South Pemba	499.9	3.81	36.9	2.25	3.4	0.85	643.9	3.33	100.0	0.00	25.0	2.01
South Unguja	487.3	4.31	32.5	2.37	2.3	0.73	675.3	4.16	100.0	0.00	65.6	2.43
Urban West	523.1	2.71	49.7	1.58	5.7	0.74	661.7	2.12	90.8	0.68	56.0	1.10
ZANZIBAR	504.2	1.63	40.1	0.93	3.9	0.38	658.7	1.52	94.3	0.39	46.9	0.82

Table 8.2 shows Standard 6 pupils’ mean performance on the HAKT by gender and regions. There mean for boys and girls differ very slightly which are 505.6 and 503.1 respectively. The data shows that, nationally boys have more HIV and AIDS knowledge than girls. This indicates that boys might have additional opportunities in accessing HIV and AIDS information out of school than girls. This might have an explanation of gender aspects related to socialization of girls and boys whereby community tolerates boys more than girls Reading or discussing sexual related issues of which HIV and AIDS is part and parcel. Regionally, boys in Urban West region are more knowledgeable on HAKT with 6.1 percent reaching desirable level than boys in any other region. Similar case applies to girls in Urban West region with 5.4 percent desirable level. On the other hand, North Unguja is the least for both boys and girls with girls being more ignorant.

Table 8.2: Mean Performance on the HAKT of pupils by gender and regions

	PUPILS											
	Transformed score				Reaching minimum level				Reaching desirable level			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	509.3	5.53	494.1	5.84	41.0	3.25	38.1	3.20	2.8	1.05	3.9	1.29
North Unguja	481.0	6.67	460.5	4.65	26.9	3.45	17.5	2.51	2.5	1.13	0.0	0.00
South Pemba	502.3	5.71	497.8	5.12	36.7	3.33	37.1	3.06	3.9	1.37	3.0	1.06
South Unguja	479.8	6.34	494.1	5.85	29.4	3.34	35.3	3.36	2.9	1.19	1.8	0.89
Urban West	521.3	4.80	524.3	3.37	47.7	2.52	51.0	2.06	6.1	1.27	5.4	0.91
ZANZIBAR	505.6	2.63	503.1	2.15	39.7	1.43	40.4	1.26	4.2	0.62	3.7	0.49

Policy suggestion 8.3

School heads should encourage girls to take active roles in school based reproductive Health peer education programmes.

Table 8.3 shows that, Standard 6 pupils from high socio-economic status (SES) have higher HAKT than those from low SES. This is reflected in the data which indicates that the percentage of pupils from high SES for desirable level was 6.0 percent compared to 3.0 of low SES. The same situation is true for mean score and minimum level of knowledge. Regionally, South Unguja indicates a remarkable difference between low SES group and high SES group at a desirable level of knowledge with 8.0 percent for the high SES group and 0.0 percent for the low SES group. Similar situation was also noted in the North Unguja regions. Contrary to this situation, Urban West and North Pemba regions indicate low SES group have more desirable level of HAKT than the high SES group.

Table 8.3: Mean performance on the HAKT of pupils by socio-economic status

	PUPILS											
	Transformed scores				Reaching minimum level				Reaching desirable level			
	Low SES		High SES		Low SES		High SES		Low SES		High SES	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	500.1	7.84	525.9	8.54	41.7	4.16	49.3	6.63	4.1	1.69	1.7	1.76
North Unguja	458.2	6.65	505.7	21.02	15.1	3.46	45.8	10.64	0.0	0.00	3.4	3.49
South Pemba	478.1	8.48	522.7	8.70	27.4	4.94	44.7	5.58	3.1	1.80	4.7	2.34
South Unguja	485.0	13.35	503.6	11.44	36.7	7.25	38.3	5.88	0.0	0.00	8.0	3.18
Urban West	512.3	17.31	534.9	3.50	37.7	9.39	54.7	2.08	10.2	5.78	6.5	1.03
ZANZIBAR	484.0	4.23	530.6	2.94	30.9	2.29	52.2	1.77	3.0	0.85	6.0	0.84

Policy suggestion 8.4

The HIV and AIDS Focal Pperson in the Ministry of Education and Vocational Training should develop handouts, brochures, leaf-lets and other HIV and AIDS education IEC materials and distribute them in schools.

Table 8.4 shows that, Standard 6 pupils from urban schools have higher HAKT than those from rural. This is reflected in the data where the percentage of pupils from Urban for desirable level was 5.3 percent compared to 3.0 percent of rural schools. The similar situation is shown for mean score and minimum level of knowledge. Regionally, schools in the Urban West region have higher desirable level of knowledge than those from any other regions. South Unguja and North Unguja regions have 0.0 percent of the desirable knowledge level. This may be attributed to the low SES study groups having no access to information sharing sources on HIV and AIDS.

Policy suggestion 8.5

The Ministry of Education and Vocational Training should advocate for the multi-sectoral approach in the provision of HIV and AIDS knowledge to both rural and urban schools.

Policy suggestion 8.6

The HIV and AIDS Focal Person at Ministry of Education and Vocational Training should take affirmative actions that will reduce the knowledge gap between rural and urban pupils.

Table 8.4 Mean performance on the HAKT of pupils by school location and region

	PUPILS											
	Transformed scores				Reaching minimum level				Reaching desirable level			
	Rural		Urban		Rural		Urban		Rural		Urban	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	498.1	4.80	509.8	7.37	39.4	2.71	39.7	4.23	2.9	0.92	4.4	1.78
North Unguja	468.7	4.24	469.3	9.78	22.0	2.26	17.6	4.88	1.2	0.54	0.0	0.00
South Pemba	498.7	4.14	505.5	9.71	36.3	2.46	40.0	5.65	3.3	0.92	4.0	2.28
South Unguja	489.7	4.53	465.8	13.54	33.6	2.51	22.4	7.21	2.6	0.81	0.0	0.00
Urban West	509.0	4.36	531.1	3.46	41.9	2.58	54.1	1.99	4.6	0.99	6.3	1.02
ZANZIBAR	494.2	2.00	520.9	2.84	35.2	1.14	48.1	1.63	3.0	0.40	5.3	0.78

Table 8.5 shows Standard 6 teachers' mean performance on the HAK by gender and regions. The table shows a remarkable difference between female and male teachers indicating the mean scores of 665.9 and 641.5 respectively. The data indicate that, nationally and regionally except South Unguja regions female teachers have more HAK than male teachers. It is also noted that female teachers with desirable level knowledge perform better than male teachers in the same level recording 52.3 percent and 34.2 percent respectively. This may be due to the fact that female teachers are more careful and sensitive to this issue than male teachers.

Policy suggestion 8.7

The HIV and AIDS focal person at the Ministry of Education and Vocational Training should create more awareness to male teachers on HIV and AIDS education.

Table 8.5: Mean Performance on HAKT of teachers by gender and region

	TEACHERS											
	Transformed scores				Reaching minimum level				Reaching desirable level			
	Male		Female		Male		Female		Male		Female	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	623.1	7.14	646.6	6.01	88.3	2.31	92.6	1.84	26.3	3.25	40.9	3.11
North Unguja	660.8	6.47	698.0	5.71	100.0	0.00	95.7	1.26	26.3	3.79	66.0	3.02
South Pemba	613.5	3.45	656.8	4.30	100.0	0.00	100.0	0.00	0.0	0.00	35.5	2.65
South Unguja	684.3	6.51	670.3	5.38	100.0	0.00	100.0	0.00	76.6	3.47	59.3	3.19
Urban West	644.8	2.14	665.9	2.69	90.6	0.30	90.9	0.86	50.1	1.73	57.4	1.37
ZANZIBAR	641.5	2.47	665.9	1.91	94.6	0.58	94.2	0.50	34.2	1.36	52.3	1.03

8.3 Attitudes about HIV and AIDS

Table 8.6 shows attitudes of pupils, teachers and school heads about a pupil affected with HIV and AIDS should continue to attend to school. The data indicate that there is a positive attitude and response by all pupils, teachers and school heads that an affected pupil should continue to attend to school. The same scenario is applied to all regions except North Pemba and North Unguja for pupils. This may be attributed by the fact that the desirable knowledge level of pupils on HIV and AIDS is still low in these two regions as indicated in Table 8.4.

Policy suggestion 8.8

Health knowledge teachers should aim at promoting SBCC materials rather than concentrating the provision of HIV and AIDS education only.

Table 8.6: Percentages of pupils, teachers and school heads expressing fear of casual contact with a pupil infected with HIV (stigma)

	RESPONSES ON THE POSSIBILITY OF A PUPIL INFECTED WITH HIV TO CONTINUE TO ATTEND SCHOOL																	
	PUPILS						TEACHERS						SCHOOL HEADS					
	No		Not Sure		Yes		No		Not Sure		Yes		No		Not Sure		Yes	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	44.8	2.31	20.8	1.89	34.4	2.20	8.6	1.34	5.4	1.04	86.0	1.63	4.3	0.94	8.5	1.32	87.2	1.57
North Unguja	52.5	2.54	16.8	1.95	30.7	2.32	4.4	1.01	7.0	1.22	88.6	1.55	5.7	1.18	0.0	0.0	94.3	1.18
South Pemba	36.0	2.25	14.7	1.67	49.3	2.33	8.3	1.38	21.1	1.95	70.6	2.18	4.3	0.92	4.3	0.92	91.4	1.27
South Unguja	32.3	2.34	20.5	2.02	47.3	2.51	0.0	0.0	19.2	2.07	80.8	2.07	5.2	1.10	4.9	1.00	89.9	1.45
Urban West	25.7	1.37	26.0	1.39	48.3	1.45	5.8	0.36	5.1	0.41	89.1	0.55	5.1	0.00	3.1	0.00	91.8	0.00
ZANZIBAR	35.2	0.90	21.3	0.80	43.6	0.92	5.9	0.39	9.7	0.50	84.4	0.61	4.9	0.30	4.0	0.30	91.1	0.42

Table 8.7: Percentages of pupils refusing contact with a person living with HIV or AIDS (Discrimination)

Region	PUPIL BEHAVIOUR WITH A FRIEND INFECTED WITH HIV						PUPIL WILLING TO CARE FOR A RELATIVE ILL WITH AIDS					
	Avoid/ shun him or her		Not sure		Positive attitude		No		Not sure		Yes	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
North Pemba	38.7	2.26	23.7	1.97	37.6	2.25	51.1	2.32	12.1	1.52	36.8	2.24
North Unguja	41.8	2.50	21.8	2.11	36.4	2.46	45.4	2.53	14.0	1.81	40.6	2.50
South Pemba	34.6	2.22	18.2	1.81	47.2	2.33	38.4	2.27	11.4	1.49	50.2	2.33
South Unguja	26.5	2.23	23.5	2.12	50.0	2.51	26.9	2.26	15.9	1.80	57.2	2.49
Urban West	16.4	1.17	33.6	1.49	50.1	1.51	21.5	1.30	25.6	1.35	53.0	1.49
ZANZIBAR	28.0	0.84	26.5	0.85	45.5	0.94	33.4	0.88	18.2	0.74	48.4	0.94

Table 8.7 indicates that the percentage of pupils with positive attitudes towards a person living with HIV or AIDS is higher (45.5 %) compared to those who avoid (28.0%) and those who are not sure (26.5%). North Pemba and North Unguja regions still show higher percentage of those who avoid the infected persons. Regarding pupils' willingness to care for a person with AIDS also show positive attitudes where 48.4 percent are willing to care for relatives. Again most pupils from North Pemba and North Unguja regions show high percentage of not willing to care for their relatives who are infected with HIV.

8.4 Conclusion

This is the first time SACMEQ Study has included HIV and AIDS test items. The analysis is based on the current data as well as the general interpretations surrounding HIV and AIDS, and Gender. Generally teachers have more HAK than their pupils. However, it is very crucial that the provision of HIV and AIDS education in schools should focus on social behaviour communication change so as to reduce stigmatization for people infected with HIV.

Chapter 9

Conclusions and Agenda for Action

9.1 Introduction

This report is a third study of the quality of primary education in Zanzibar. Among the aims of the study was to assess the level of the performance of the system in response to Education for All initiatives. Similarly, the study was aimed at measuring the performance over time between SACMEQ II (2000) and SACMEQ III (2007).

Throughout this report data analyses have been presented and discussed in order to generate policy suggestions which attempted to describe actions required to make the system more efficient and effective. In this chapter, the major policy suggestions have been reviewed and categorized in four main groups and then linked with time frames and costs.

9.2 Classification of policy suggestions

A total of 57 policy suggestions were made in Chapters 3 to Chapters 8. All these suggestions were classified into the four main groups described below. The policy suggestions were then listed in Table 9.1.

Group 1: Consultation with staff, community and other institutions experts. This group contained eleven (11) policy suggestions, about various consultative arrangements which the Zanzibar's Ministry of Education and Vocational Training will need to make with different stakeholders in education. They would involve meetings and discussions that would promote an open and ongoing dialogue aimed at generating strategies for action. The suggestions in this group tended to be low cost.

Group 2: Review of existing plans and policy procedures. Thirty five (35) policy suggestions were grouped together which might require a res-statement of policy, review implementation strategies or change of approach and focus. This would require no major funding.

Group 3: Data collection research and training. There are eight (8) policy suggestions in this group. These policy suggestions may require some funding outside 'normal' budgetary

allocations. This group will include evaluation studies, curriculum research, training, observation studies and monitoring reviews.

Group 4: Investment in infrastructure and resources. In this group there were three (3) policy suggestions made which required the Ministry to provide funds for training, development of facilities and procurement of resources.

Table 9.1: Summary of Policy suggestions

Policy suggestions	Coordinating office/Institution	Level	Time	Cost
Group 1: Consultation with staff, community and other institutions.				
Policy suggestion 3.2 Regional and District Education Officers and head teachers should create more awareness to parents on the importance of enrolling their children at the right age.	Department of Pre-Primary and Primary Education	Regional/District Education Offices	Short	Low
Policy suggestion 3.3 Regional and District Education Officers, local leadership, school heads and school management committees should develop strategies to ensure that boys do not drop out of school.	Department of Pre-Primary and Primary Education	Regional/District Education Offices	Short	Low
Policy suggestion 3.8 The Principal Secretary of the Ministry of Education and Vocational Training in collaboration with the Principal Secretary of Ministry of Health should sit together and look for the possibility to revive school health programme so as to improve children's health.	Principal Secretary	National	Medium	Moderate
Policy suggestion 4.2 Education stakeholders should provide more support to female students to enable them to qualify for higher learning.	Commissioner for Education	National	Medium	Low
Policy suggestion 4.9				

School heads in collaboration with school management committees should raise awareness to parents in creating the culture of checking and signing homework of their children.	Department of Pre-Primary and Primary Education	Regional/District Education Offices	Short	Low
Policy suggestion 4.10 School heads of South Pemba and South Unguja should encourage parent-teacher meeting to foster academic progress of the pupils.	Department of Pre-Primary and Primary Education	Regional/District Education Offices	Short	Low
Policy suggestion 4.13 The Principal Secretary of the Ministry of Education and Vocational Training through the support of development partners should initiate the establishment of school and classroom libraries.	Principal Secretary	National	Medium	Moderate
Policy suggestion 5.3 The Ministry of Education and Vocational Training in collaboration with other stakeholders should work together to ensure that schools are well equipped with necessary facilities including clean and safe water.	Principal Secretary	National	Medium	Moderate
Policy suggestion 5.8 The Ministry of Education and Vocational Training should build strong partnership with the Zanzibar Association of Teachers union to revise and enforce teachers' code of conducts.	Principal Secretary	National	Short	Low
Policy suggestion 6.1 The school heads and other stakeholders should strive to establish classroom/school libraries in their respective schools.	Board of Library Services	Regional/District Education Offices	Medium	Moderate
Policy suggestion 8.5 The Ministry of Education and	Principal Secretary	National	Medium	Moderate

Vocational Training should advocate for the multi-sectoral approach in the provision of HIV and AIDS knowledge to both rural and urban schools.				
Group 2: Reviews of the existing plans and procedures				
Policy suggestion 3.5 Class teachers should make sure that library periods allocated to block time table are adequately utilized for reading purposes.	Department of Pre-Primary and Primary Education	Regional/District Education Offices	Short	Low
Policy suggestion 3.6 The Department of Adult and Alternative Learning should extend and strengthen literacy centres in the rural areas to reduce the illiteracy rate especially for women.	Department of Adult and Alternative Learning	Regional/District Education Offices	Medium	Moderate
Policy suggestion 3.7 Director of Planning, Policy and Research should implement the school mapping report in building more schools within the catchment areas so as to further reduce pupils travelling distance to schools.	Department of Planning, Policy and Research	National	Long	High
Policy suggestion 3.10 Change of grade should be based on the achievement target rather than examination results.	Educational Measurement and Evaluation Board	National	Medium	High
Policy suggestion 3.11 The Department of Planning, Policy and Research through Procurement Unit should orient school heads to distribute, supervise proper use, care and maintenance of text books in schools.	Procurement Unit Department of Planning, Policy and Research	National	Short	Low
Policy suggestion 3.12 In recognizing that there are poor families that cannot afford to provide basic classroom materials	Principal Secretary	National Regional/District	Medium	Low

to their children, 'Districts Students Welfare Funds' should be established to provide the necessary support as prescribed by the Zanzibar Education Policy of 2006.		Education Offices		
Policy suggestion 4.1 Training of teacher, recruitment and deployment of teachers should be demand-based.	Principal Secretary	National	Short	Low
Policy suggestion 4.4 The Director of Teacher Education should provide guidelines to ensure that in-service training are evenly distributed across subject teachers.	Department of Teacher Education	National	Short	Low
Policy suggestion 4.5 The Director of Pre-Primary and Primary Education should ensure fair distribution of deployment of teachers across regions.	Department of Pre-Primary and Primary Education	National	Short	Low
Policy suggestion 4.6 The Director of Pre-Primary and Primary education should provide teachers with comprehensive guidelines on lesson preparation, process for marking pupils' work and amount and frequencies on pupils' homework.	Department of Pre-Primary and Primary Education	National	Short	Low
Policy suggestion 4.7 The Director of the Zanzibar Institute of Education shall develop the achievement target/indicators for measuring learning achievements and make sure that there are strictly adhered to by teachers.	Zanzibar Institute of Education	National	Short	Moderate
Policy suggestion 4.8 School heads should ensure that teachers give their pupils frequent tests to monitor their progress.	Office of the Chief Inspector of Education	National	Short term	Low

<p>Policy suggestion 4.11</p> <p>Schools should make efforts to revive classroom libraries and book corners.</p>	Zanzibar Library Services Board	National	Medium	Medium
<p>Policy suggestion 4.15</p> <p>Teacher Centres need to raise awareness to teachers in utilizing the available services.</p>	Department of Teacher Education	National	Medium	Moderate
<p>Policy suggestion 4.16</p> <p>School heads should have scheduled programme for consultation with their teachers.</p>	Department of Pre-primary and Primary Education	Regional/District Education Offices	Short	Low
<p>Policy suggestion 5.1</p> <p>In order to cope with co-education system in Zanzibar schools, the Ministry of Education should promote gender equality in school leadership especially in North Unguja region.</p>	Principal Secretary	National	Medium	Low
<p>Policy suggestion 5.2</p> <p>The Principal Secretary of Ministry of Education should ensure that an appointed primary school head teacher must have advanced secondary education with Diploma in education and ten years of teaching experience.</p>	Principal Secretary	National	Medium	Low
<p>Policy suggestion 5.4</p> <p>Ministry of Education and Vocational Training should ensure that the maintenance guidelines are being implemented.</p>	Department of Planning, Policy and Research	National	Medium	Low
<p>Policy suggestion 5.5</p> <p>The Ministry of Education and Vocational Training should consider the possibility of re-establishing district-based inspection so as to strengthen professional support to teachers.</p>	Office of the Chief Inspector of Education	National	Medium	Low
<p>Policy suggestion 5.7</p> <p>Teacher-Parents consultation meetings should be strengthened</p>	Department of Pre-primary and	Regional/District Education Offices	Short	Low

to ensure full support of parents in the education process of their children.	Primary Education			
Policy suggestion 6.2 School Management Committees should be made aware on the importance of prioritizing school resources.	Regional/District Education Offices	School	Short	Low
Policy suggestion 7.2 The Director of Board of Library Services should start to implement 2006 Education Policy which articulates that central library shall play a leading role in the development of school and community library.	Board of Library Services	National	Long	High
Policy suggestion 7.3 The Principal Secretary should take deliberate actions to make rural school environments conducive to learning.	Principal Secretary	National	Medium	Moderate
Policy suggestion 7.4 The Principal Secretary of the Ministry of Education and Vocational Training should ensure that recruitment and deployment of teachers is a demand-based.	Principal Secretary	National	Medium	Moderate
Policy suggestion 7.6 The Ministry of Education and Vocational Training should develop reading achievement targets at all levels.	Zanzibar Institute of Education	National	Medium	Moderate
Policy suggestion 7.8 Mathematics subject advisors in TCs should conduct school-based trainings for mathematics teachers both in content and methodology.	Department of Teacher Education	Teacher Centre	Medium	Low
Policy suggestion 7.9 Ministry of Education and Vocational Training should ensure that, teachers are allocated to teach at the level they have been	Principal Secretary	National	Medium	Low

trained for.				
<p>Policy suggestion 7.10</p> <p>The Ministry of Education and Vocational Training should ensure that students' welfare fund is established in districts to support pupils living in difficult circumstances as stipulated in the Zanzibar Education Policy 2006.</p>	Principal Secretary	National	Short	Low
<p>Policy suggestion 8.1</p> <p>The Ministry of Education and Vocational Training should develop guidelines on HIV and AIDS that will indicate what is to be taught about HIV and AIDS at different learning levels.</p>	Commissioner of Education	National	Short	Low
<p>Policy suggestion 8.2</p> <p>School heads should develop school-based HIV and AIDS education programmes for pupils and teachers and strengthen peer education on HIV and AIDS programmes.</p>	Commissioner of Education	National, Regional/District Education Offices	Short	Low
<p>Policy suggestion 8.3</p> <p>School heads should encourage girls to take active roles in school based reproductive health peer education programmes.</p>	Commissioner of Education	National, Regional/District Education Offices	Short	Low
<p>Policy suggestion 8.4</p> <p>The HIV and AIDS Focal Person in the Ministry of Education and Vocational Training should develop hand-outs, brochures, leaf-lets and other HIV and AIDS education IEC materials and distribute them in schools.</p>	Commissioner of Education	National, Regional/District Education Offices	Short	Low
<p>Policy suggestion 8.6</p> <p>The HIV and AIDS Focal Person at Ministry of Education and Vocational Training should take affirmative actions that will reduce the knowledge gap between rural and urban pupils.</p>	Commissioner of Education	National, Regional/District Education Offices	Short	Low

<p>Policy suggestion 8.7</p> <p>The HIV and AIDS Focal Person at the Ministry of Education and Vocational Training should create more awareness to male teachers on HIV and AIDS education.</p>	Commissioner of Education	National, Regional/District Education Offices	Short	Low
<p>Policy suggestion 8.8</p> <p>Health knowledge teachers should aim at promoting SBCC materials rather than concentrating the provision of HIV and AIDS education only.</p>	Commissioner of Education	National, Regional/District Education Offices	Short	Low
<p>Group 3: Data Collection, Research and Training.</p>				
<p>Policy suggestion 3.1</p> <p>Research Division in the Department of Planning, Policy and Research should conduct a study to assess effectiveness of repetition in relation to cost effectiveness at primary education level.</p>	Research Division, Department of Planning, Policy and Research	National	Short	Moderate
<p>Policy suggestion 3.9</p> <p>While repetition is associated with high costs, the Ministry of Education and Vocational Training should conduct a study to investigate the effectiveness of teachers in taking care of repeated pupils during classroom.</p>	Research Division, Department of Planning, Policy and Research	National	Short	Moderate
<p>Policy suggestion 4.3</p> <p>Director of Teacher Education should take deliberate efforts to upgrade teachers who are academically under qualified.</p>	Department of Teacher Education	National	Medium	High
<p>Policy suggestion 4.14</p> <p>Teacher Centres should develop tailor-made programme that meet teachers needs and interests.</p>	Department of Teacher Education	National	Medium	Moderate
<p>Policy suggestion 5.6</p> <p>The Guidance and Counseling Unit in the Ministry of Education</p>	Commissioner of Education	Regional/District Education Offices	Medium	Moderate

and Vocational Training should work together with the District and Regional Education Offices to identify pupils' behaviour problems with their causes and formulate strategies to overcome.				
Policy suggestion 6.3 Teacher Training Colleges should revive school heads management training courses.	Principal Secretary	National	Medium	Medium
Policy suggestion 7.1 The Director of Department of Teacher Education should practice systematic trainings to update mathematics teachers in content and methodologies.	Department of Teacher Education	National	Medium	High
Policy suggestion 7.7 Department of Teacher Education should take deliberate efforts to conduct systematic and continuous upgrading in-service training courses for mathematics teachers.	Department of Teacher Education	National	Medium	Medium
Group 4: Investment in infrastructure and resources				
Policy suggestion 3.4 Director of Board of Library Services should establish school and community libraries in order to inculcate the culture of reading among pupils and parents.	Zanzibar Library Services Board	National	Medium	High
Policy suggestion 4.12 School should make deliberate effort to procure essential classroom resources to enhance learning.	Procurement Unit Department of Planning, Policy and Research	National	Medium	High
Policy suggestion 7.5 The Ministry of Education and Vocational Training should revive the program to construct teachers' houses especially in rural schools.	Department of Planning, Policy and Research	National	Long	High

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