



*Southern and Eastern Africa Consortium for Monitoring Educational Quality*

**SACMEQ III Project Results:**  
**Levels and Trends in School Resources  
among SACMEQ School Systems**

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**Working Document  
Number 2**

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Njora Hungi  
Demus Makuwa  
Kenneth Ross  
Mioko Saito  
Stéphanie Dolata  
Frank van Cappelle  
Laura Paviot  
Jocelyne Vellien

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**Table 1: Context Information for School Systems**

	Total Popln. (000's in 2007)	GDP Per Capita (\$PPP in 2007)	Grade 6 Enrolt. 2000	Grade 6 Enrolt. 2007	Grade 6 % change	Grade 6 Av Age (yrs)
Botswana	1,736	14,313	42,863	43,965	103	12.8
Kenya	37,184	1,673	658,213	908,482	138	13.8
Lesotho	2,144	1,254	39,800	51,316	129	14.0
Malawi	13,188	759	214,155	248,503	116	14.1
Mauritius	1,260	11,106	26,659	23,897	90	11.4
Mozambique	20,531	843	132,024	364,249	276	14.2
Namibia	2,028	6,310	50,557	51,932	103	13.6
Seychelles	85	21,350	1,583	1,577	100	11.5
South Africa	48,287	9,778	995,805	1,001,687	101	12.9
Swaziland	1,126	5,401	25,196	29,397	117	13.9
Tanzania	39,446	1,256	505,349	1,151,732	228	14.6
Uganda	28,247	1,066	568,943	761,212	134	14.1
Zambia	12,161	1,323	188,735	339,446	180	14.1
Zanzibar	982	1,256	19,077	27,503	144	14.1
Zimbabwe	12,225	189	332,991	309,858	93	12.4

**Table 2: Number of School Heads, Teachers, and Pupils involved in the SACMEQ Projects**

	SACMEQ I			SACMEQ II			SACMEQ III		
	Schools	Teachers	Pupils	Schools	Teachers	Pupils	Schools	Teachers	Pupils
Botswana				170	420	3322	160	386	3869
Kenya	185	266	3233	185	521	3299	193	733	4436
Lesotho				177	240	3155	182	315	4240
Malawi	148	178	1983	140	307	2333	139	264	2781
Mauritius	158	519	2919	153	420	2945	152	410	3524
Mozambique				176	679	3177	183	873	3363
Namibia	160	173	4457	270	615	5048	267	827	6398
Seychelles				24	96	1484	24	116	1480
South Africa				169	322	3163	392	1163	9083
Swaziland				168	304	3139	172	358	4030
Tanzania				181	397	2854	196	629	4194
Uganda				163	317	2642	264	746	5307
Zambia	157	312	2558	173	306	2611	157	267	2900
Zanzibar	128	190	2286	145	362	2514	143	680	2791
Zimbabwe	150	376	2697				155	278	3025
<b>TOTAL</b>	<b>1086</b>	<b>2014</b>	<b>20133</b>	<b>2294</b>	<b>5306</b>	<b>41686</b>	<b>2779</b>	<b>8045</b>	<b>61421</b>

# PART A

## Level and Trends in Resources Allocation to Schools by School System

The tables presented in **Part A** of this document provide information about the *levels of school resources in SACMEQ countries in 2007* and the *trends in these resources between 2000 and 2007*.

There are six tables presented in this part:

**Table 3a:** Levels of Essential Classroom Resources by School Systems in 2007 (Percentages of Grade 6 Pupils in Schools with Stated Resource)

**Table 3b:** Trends in Essential Classroom Resources by School Systems (2000 – 2007)

**Table 4a:** Levels of Desirable Physical Resources by School Systems in 2007 (Percentages of Grade 6 Pupils in Schools with Stated Resource)

**Table 4b:** Trends in Desirable Physical Resources by School Systems (2000 – 2007)

**Table 5a:** Levels of Desirable Human Resources by School Systems in 2007 (Percentages of Grade 6 Pupils in Schools with Stated Resource)

**Table 5b:** Trends in Desirable Human Resources by School Systems (2000 - 2007)

Information on how to read the tables listed above is provided in **Boxes 1** and **2**. In addition, some notes on the above tables have been provided in **Box 3** (for Essential Classroom Resources), **Box 4** (for Desirable Physical Resources), and **Box 5** (for Desirable Human Resources). The sources of school resources variables have been provided in **Appendix 1**.

## BOX 1: Three Groups of Educational Resources Defined

The aim of this section is to present information about resource inputs to schooling in SACMEQ school systems. These resource inputs were assessed by 36 indicators that have been aligned along three main dimensions:

### (a) Essential Classroom Resources

Twelve indicators have been presented in **Tables 3(a)** and **3(b)** that were concerned with two essential resource areas: “Teaching and Learning Materials” and “Equipment and Facilities”. These indicators were selected because they described the presence of “essential classroom resources” that could reasonably be expected to be available in all school classrooms if effective teaching and learning is to take place.

High levels of access to all of these essential resources are required for all schools in a school system because they provide a minimal standard of educational environment for all pupils. For example, teachers can only teach the required curriculum if they have access to a teacher guide, pupils can only learn effectively if they have access to textbooks, and schools can only operate in an acceptable fashion when pupils have access to water and have places to sit and write.

### (b) Desirable Physical Resources

Twelve indicators have been presented in **Tables 4(a)** and **4(b)** that were concerned with two physical resource areas: “Buildings” and “Equipment and Facilities”. These indicators were selected because they described the presence of “desirable physical resources” that could reasonably be expected to enhance the quality of the general conditions of schooling.

High levels of access to these resources imply that pupils will undertake their lessons in comfortable buildings that have suitable physical facilities for pupils, teachers, and school heads. For example, better physical resource environments should feature school buildings that have been well maintained, and that have working areas for both teachers and school heads. Additional physical resources would include classroom storage areas, sports fields or playgrounds, and modern equipment such as a television set and a photocopier.

### (c) Desirable Human Resources

Twelve indicators have been presented in **Tables 5(a)** and **5(b)** that were concerned with three human resource areas: “School Heads”, “Teachers”, and “Educational Environment”. These indicators were selected because they described the presence of “desirable human resources” that could reasonably be expected to improve the quality and educational impact of human interactions within schools.

High levels of access to these resources imply that pupils will experience their education in uncrowded classrooms that are supervised by well-trained and knowledgeable teachers, and that these educational experiences will be managed by a well-trained school head. For example, better human resource environments should feature school heads that have completed at least senior secondary school and appropriate management training, and teachers who have completed pre-service and in-service training, and have a high level of subject matter knowledge.

## BOX 2: Benchmark Levels and Trends in School Resources

The three groups of educational resources described in **Box 1** above were analyzed using data from the SACMEQ research program in order to illustrate levels of resources in school systems during 2007, and trends in resources in school systems between 2000 and 2007:

### (a) Levels of Resources

The figures presented in **Tables 3(a), 4(a), and 5(a)** represent the percentages of Grade 6 pupils in schools with the stated resources during 2007. The percentages have been colour-coded in two ways.

First, in **Table 3(a)** which describes “essential educational resources”, the colours of figures were selected to indicate whether a percentage is either above a minimal benchmark value of 85 percent (green) or below this value (red). Note that the cutoff point of 85 percent was selected by starting with the assumption that all pupils (that is, 100 percent) should be in schools with these 12 essential classroom resources, and then conceding that new schools or temporary schools might require this figure to be relaxed to a level of 85 percent. For example, the first entry in **Table 3(a)** for Botswana indicated that (i) 79 percent of Grade 6 pupils in Botswana during 2007 were taught by teachers who had Teachers’ Guides for Reading, and (ii) that this percentage (presented in red) was below the minimal benchmark cutoff point of 85 percent.

Second, in **Table 4(a)** and **5(a)** which describe “desirable educational resources”, a different approach to colour coding was applied. It was not necessary for these resources to have a high and uniform fixed benchmark level of 85 percent as described above - because these resources were “desirable” but not absolutely “essential” for effective teaching and learning. Instead it was decided adopt a relative assessment of these figures by employing the SACMEQ average percentage as the benchmark comparison figure. The first entry in **Table 4(a)** for Botswana indicated that 67 percent of Grade 6 pupils in Botswana were in schools where buildings were reported to be in “good” condition by the school heads, and that this percentage (presented in green) was above the SACMEQ average of 53 percent shown at the bottom of the first column of the table. Similarly in **Table 5(a)** the second entry for Botswana indicated that 43 percent of Grade 6 pupils in Botswana were in schools with a school head that had completed senior secondary school or a higher academic qualification, and that this percentage (presented in red) was below the SACMEQ average of 86 percent shown at the bottom of the second column of the table.

### (b) Trends in Resource Levels

The symbols presented in **Tables 3(b), 4(b), and 5(b)** provides a graphical representation of trends in educational resources levels between the data collections for the SACMEQ II Project (2000) and the SACMEQ III Project (2007). Improvements in resource levels between 2000 and 2007 were identified with green arrow heads pointing upward ( $\triangle$  - improved by 5 to 10 points,  $\blacktriangle$  - improved by more than 10 points). Similarly, deteriorations in resources levels between 2000 and 2007 were identified with red arrow heads pointing downward ( $\nabla$  - deteriorated by 5 to 10 points,  $\blacktriangledown$  - deteriorated by more than 10 points). Changes in resources levels of less than 5 points were identified with grey arrow heads pointing sideways ( $\blacktriangleright$ ).



**Table 3a: Levels of Essential Classroom Resources for SACMEQ School Systems in 2007**  
(Percentages of Grade 6 Pupils in Schools with Stated Resource)

LEVEL: 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
Botswana	79	76	88	81	63	62	92	100	88	87	82	96
Kenya	96	94	95	78	18	15	95	100	53	48	89	85
Lesotho	75	78	56	86	56	56	99	95	86	75	80	79
Malawi	86	78	60	73	27	24	88	58	42	15	14	75
Mauritius	78	69	95	86	88	90	95	100	95	97	98	95
Mozambique	79	78	70	62	53	52	80	82	55	28	9	57
Namibia	80	53	75	73	32	32	91	99	61	93	63	90
Seychelles	90	75	98	98	42	63	98	100	98	100	100	100
South Africa	87	81	79	82	45	36	91	99	76	62	63	88
Swaziland	98	98	93	94	99	100	98	100	79	26	10	90
Tanzania	98	95	96	86	3	3	96	99	62	34	39	45
Uganda	74	73	76	76	17	14	78	98	49	88	37	72
Zambia	70	68	73	59	23	11	75	78	46	57	64	73
Zanzibar	93	91	29	84	48	47	92	71	76	26	6	86
Zimbabwe	54	54	50	68	15	12	78	83	67	75	25	86
<b>SACMEQ</b>	<b>82</b>	<b>78</b>	<b>75</b>	<b>79</b>	<b>42</b>	<b>41</b>	<b>90</b>	<b>91</b>	<b>69</b>	<b>61</b>	<b>52</b>	<b>81</b>

NOTE: Green/Red number = Above/Below essential resource level of 85%.

**Table 3b: Trends in Essential Classroom Resources for SACMEQ School Systems (2000 – 2007)**

TREND: 2000 - 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
Botswana	▶	▲	▶	▶	▼	▼	▶	▶	▶	▶	▼	▶
Kenya	▶	▲	△	▶	▼	▼	▶	▶	▼	▼	▲	▲
Lesotho	▶	▶	▼	▶	▶	▲	▶	▶	▶	▲	▼	▶
Malawi	▶	▲	▶	▲	▼	▼	▼	▶	▶	▼	▶	▶
Mauritius	▲	▲	▶	▼	▶	▼	△	▶	△	▶	▶	▼
Mozambique	▲	▲	△	▶	▶	▼	▼	▲	▼	▼	▶	▶
Namibia	▶	▲	▼	▶	▼	▼	▼	▶	▶	▲	▲	▶
Seychelles	▶	▲	▶	▲	▶	▼	▶	▶	▶	▶	▶	▶
South Africa	▲	▲	△	▲	▶	▶	▼	▶	▼	▼	▲	▶
Swaziland	▶	▲	▶	△	▲	▲	▶	▶	▶	▼	▶	△
Tanzania	▲	▲	▲	▲	▶	▶	▶	▶	▲	△	▲	▼
Uganda	▶	▲	▶	△	▶	▶	▼	▲	▼	▼	▼	▲
Zambia	▼	▼	▲	▲	△	▶	▼	▼	▶	▶	▲	▼
Zanzibar	▲	▲	△	▲	▲	▲	▶	▲	▲	▼	▶	▲
Zimbabwe	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
<b>SACMEQ</b>	△	▲	▶	△	▶	▶	▶	▶	▶	▼	△	▶

Note:

▲ Improved by more than 10 points  
△ Improved by 5 to 10 points

▼ Deteriorated by more than 10 points  
▽ Deteriorated by 5 to 10 points

▶ Remained the same (less than 5 points change)

xx Data not available for either SACMEQ II (2000) or SACMEQ III (2007) or both

### BOX 3: Notes on Essential Classroom Resources (Tables 3(a) & 3(b))

- **Textbooks:** From **Table 3(a)** it can be seen only Mauritius and Swaziland had acceptable levels of provision for reading and mathematics textbooks in 2007, and all the other school systems were badly off on these two items - especially Tanzania (where only 3% of the Grade 6 pupils reported that they had their own reading and mathematics textbooks). Other school systems that were doing particularly badly on these two items were Zimbabwe, Uganda and Kenya where less than 20 percent of the Grade 6 pupils in these school systems had their own reading and mathematics textbooks. From **Table 3(b)**, it can further be seen that the mathematics textbook situation had improved considerably in Lesotho, Swaziland and Zanzibar while the situation had deteriorated noticeably in Botswana, Malawi, Namibia and Seychelles between 2000 and 2007.
- **Water:** From **Table 3(a)**, it can be seen that 81 percent of pupils in SACMEQ school systems were in schools with water (piped, borehole, tank or spring) in 2007. However, over 40 percent of the pupils in Tanzania and Mozambique were in schools without water. In most school systems the water situation remained more or less the same across 2000 and 2007, except in Kenya, Uganda and Zanzibar where the situation improved markedly, and Tanzania where the water situation declined noticeably.
- **Teacher Guide:** Between 2000 and 2007 (**Table 3(b)**), most school systems improved substantially on mathematics teacher guides - except in Zambia where the situation declined substantially, and in Lesotho where the situation remained roughly the same.
- **Summary:** In 2007 (**Table 3(a)**) most school systems were doing well on classroom items such as writing boards, teacher guides, and pupil working places (except Malawi); and doing badly on certain pupil items (such as exercise book, pen or pencil and ruler, reading and mathematics textbooks), school items (such as libraries) (except Botswana, Mauritius, Namibia, Seychelles and Uganda) and radios (except Kenya, Mauritius, and Seychelles). Mauritius, Seychelles, and Swaziland appeared to have done well on most of these essential items.

**Table 4a: Levels of Desirable Physical Resources for SACMEQ School Systems in 2007**  
(Percentages of Grade 6 Pupils in Schools with Stated Resource)

LEVEL: 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
Botswana	67	79	75	21	50	66	72	89	87	77	53	62
Kenya	40	79	92	17	19	11	90	86	23	8	4	11
Lesotho	51	54	41	20	87	42	66	41	14	1	4	5
Malawi	46	44	36	7	35	24	89	19	11	1	1	2
Mauritius	81	84	58	10	94	60	80	97	99	90	48	100
Mozambique	44	88	39	2	28	19	51	34	47	11	4	13
Namibia	55	62	60	17	68	25	80	88	73	45	65	60
Seychelles	77	100	100	27	94	98	91	81	100	93	97	100
South Africa	58	73	64	32	76	38	66	87	88	67	79	77
Swaziland	52	74	63	21	64	34	80	84	90	10	71	55
Tanzania	41	82	86	1	31	16	83	22	17	2	3	4
Uganda	28	71	43	18	18	14	78	31	20	7	1	7
Zambia	37	75	27	4	16	15	87	24	39	8	5	14
Zanzibar	56	85	61	8	27	15	62	7	69	5	6	21
Zimbabwe	52	74	29	16	39	35	98	72	47	10	11	23
<b>SACMEQ</b>	53	75	59	15	50	34	78	58	55	29	30	37

Note: Green/Red number = Above/Below SACMEQ III (2007) average resource level.

**Table 4b: Trends in Desirable Physical Resources for SACMEQ School Systems (2000 – 2007)**

TREND: 2000 - 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
Botswana	△	△	▶	▽	▽	▶	▽	▶	▲	▲	▲	▲
Kenya	▼	▽	▶	▶	▶	▶	▶	△	△	▶	▶	△
Lesotho	▲	△	▲	▶	▶	▶	▼	▶	▶	▶	▶	▶
Malawi	▶	△	△	▶	▼	△	▽	▶	▶	▶	▶	▶
Mauritius	▶	▶	▶	▶	△	▲	▶	▶	▶	▽	▲	▶
Mozambique	▼	△	▼	▽	△	▲	▼	▼	▼	△	▶	▶
Namibia	▶	△	▶	▶	△	▶	▶	▲	▲	▲	▲	▲
Seychelles	▲	▶	▶	▲	▶	▶	▽	△	▶	▽	▶	▶
South Africa	▶	▶	△	▶	△	▶	▶	△	▲	▲	▲	▲
Swaziland	▶	▶	△	▽	△	▶	▶	▲	▲	▶	▲	▲
Tanzania	▽	▶	△	▶	▲	▶	▽	▼	▶	▶	▶	▶
Uganda	△	△	▽	▶	▶	△	▽	▶	▶	▶	▶	▶
Zambia	▼	▶	▼	▽	▶	▶	▶	▼	▶	△	▶	▲
Zanzibar	▶	▶	▶	▶	▲	△	▶	▶	▲	▶	▶	▲
Zimbabwe	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
<b>SACMEQ</b>	▶	▶	▶	▶	▶	▶	▶	▶	△	△	▲	▲

Note:

▲ Improved by more than 10 points

△ Improved by 5 to 10 points

▼ Deteriorated by more than 10 points

▽ Deteriorated by 5 to 10 points

▶ Remained the same (less than 5 points change)

xx Data not available for either SACMEQ II (2000) or SACMEQ III (2007) or both

## BOX 4: Notes on Desirable Physical Resources (Tables 4(a) & 4(b))

- **Building Conditions:** From **Table 4(a)** it can be seen that about one-half (53%) of the pupils in SACMEQ were attending schools perceived to be of good building conditions. Put in another way, about one-half (47%) of the pupils were attending school perceived to be of poor building conditions. Building conditions appeared poorer in Uganda, Zambia, Kenya and Tanzania where about 60 percent (or more) of the pupils were in schools perceived to be of poor building conditions.
- **Computers:** Given the importance of computers in today's world, it was surprising that only 37 percent of the SACMEQ pupils were in school with at least one computer (**Table 4(a)**). The computer situation appeared particularly bad in Malawi (2%), Tanzania (4%), Lesotho (5%) and Uganda (7%). Nevertheless, it is encouraging to note that computer situation seemed to have improved in most SACMEQ school systems especially in Botswana, Namibia, South Africa, Swaziland, Zanzibar, and Zambia which recorded substantial growth on this item.
- **Electricity:** Almost one-half (45%) of the pupils in SACMEQ school system were in school without electricity. The electricity situation appeared worse in Kenya, Lesotho, Malawi, Tanzania and Uganda where over 70 percent of the pupils were in schools lacking this important resource in 2007 (**Table 4(a)**). From **Table 4(b)** it can be seen that five school systems (Botswana, Namibia, South Africa, Swaziland and Zanzibar) improved notably on electricity, and that these five school systems also improved on most electrical appliances such as television, photocopier and computers. Mozambique is the only school system that recorded a notable decline in electricity situation.
- **Play/Sports Ground:** In general, between 2000 and 2007, the sports or playground situation deteriorated in most SACMEQ school systems, especially in Lesotho and Mozambique (**Table 4(b)**).
- **Summary:** In 2007, Seychelles, Mauritius, Namibia, South Africa and Botswana scored well on most of these desirable items while Malawi, Mozambique, Uganda, and Zambia scored poorly on these items (**Table 4(a)**). On the other hand, Namibia recorded some improvement on most of the desirable items (except class bookshelf) between 2000 and 2007 (**Table 4(b)**).

**Table 5a: Levels of Desirable Human Resources for SACMEQ School Systems in 2007**  
(Percentages of Grade 6 Pupils in Schools with Stated Resource)

LEVEL: 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 ( $\leq 40$ )	Teacher Class Attendance
Botswana	64	43	69	70	66	66	99	43	74	41	100	91
Kenya	15	99	81	85	46	61	91	94	88	90	44	87
Lesotho	79	69	71	76	72	32	77	68	40	19	47	79
Malawi	13	73	58	63	26	53	80	60	40	35	21	82
Mauritius	40	98	75	9	40	70	91	4	xx	xx	78	95
Mozambique	22	79	71	67	39	36	75	79	39	28	5	95
Namibia	42	81	63	80	62	72	97	77	47	36	74	83
Seychelles	83	100	78	61	97	62	91	19	96	65	100	90
South Africa	35	89	73	79	68	79	96	82	60	32	45	87
Swaziland	34	98	94	65	70	55	95	74	71	55	53	89
Tanzania	18	76	39	45	60	34	81	42	43	66	29	88
Uganda	23	94	75	69	27	62	94	76	44	64	16	54
Zambia	32	94	57	69	53	42	92	57	62	24	38	90
Zanzibar	21	99	61	55	73	41	89	87	14	6	16	xx
Zimbabwe	27	98	62	77	29	36	95	67	84	76	50	78
<b>SACMEQ</b>	37	86	69	65	55	53	90	62	58	46	48	85

Note: Green/Red number = Above/Below SACMEQ III (2007) average resource level.

**Table 5b: Trends in Desirable Human Resources for SACMEQ School Systems (2000 – 2007)**

TREND: 2000 - 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 ( $\leq 40$ )	Teacher Class Attendance
Botswana	▲	▲	▲	xx	▶	▶	△	xx	▲	▲	▶	▶
Kenya	△	▶	▼	xx	▶	▶	▽	xx	△	▽	▼	▽
Lesotho	△	▲	▶	xx	▶	▼	▽	xx	▶	▶	△	▽
Malawi	▶	▲	▼	xx	▶	▲	▲	xx	▶	▶	▽	▽
Mauritius	△	▶	▼	xx	▲	△	▶	xx	xx	xx	▲	▶
Mozambique	△	▽	▲	xx	△	△	▲	xx	▶	▼	▽	▶
Namibia	▲	▲	▼	xx	▲	△	△	xx	▶	▲	△	▽
Seychelles	▼	▶	△	xx	▶	▲	▶	xx	▲	▼	▶	▼
South Africa	▲	▶	▶	xx	▲	▲	▶	xx	xx	xx	▶	▶
Swaziland	▽	▲	▶	xx	▶	▶	▶	xx	▲	▶	▼	▶
Tanzania	▶	▼	▼	xx	△	▲	▼	xx	▲	▲	▼	▶
Uganda	△	▶	▶	xx	△	▽	△	xx	▶	△	▼	▼
Zambia	▲	▲	▼	xx	▶	▽	▶	xx	▶	▽	▼	▶
Zanzibar	▶	△	▼	xx	▲	▼	▲	xx	▶	▶	▽	xx
Zimbabwe	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
<b>SACMEQ</b>	▶	△	▼	xx	▶	▶	▶	xx	△	▶	▽	▽

Note:

▲ Improved by more than 10 points

△ Improved by 5 to 10 points

▼ Deteriorated by more than 10 points

▽ Deteriorated by 5 to 10 points

▶ Remained the same (less than 5 points change)

xx Data not available for either SACMEQ II (2000) or SACMEQ III (2007) or both

## BOX 5: Notes on Desirable Human Resources (Tables 5(a) & (5b))

- **Female Teachers and School Heads:** From **Table 5(a)**, it can be seen that 55 percent of the pupils in SACMEQ had female reading teachers and that 37 percent of the pupils had female school heads. In Zanzibar, 73 percent of the pupils had female reading teachers but only 21 percent of the pupils had female school heads. Similarly, in Kenya, 46 percent of the pupils were taught reading by female teachers and 15 percent had female school heads. In Botswana, Lesotho and Seychelles vast majorities of the pupils were taught reading by females and clear majorities of the pupils were in schools with female principals.
- **Teacher Attendance:** In 2007, Uganda had the worst teachers in terms of class attendance in SACMEQ with 44 percent of pupils in Uganda attending schools where teacher absenteeism and skipping of classes was frequent (**Table 5(a)**). In addition, teacher class attendance situation in most SACMEQ school systems seemed to have deteriorated between 2000 and 2007 (**Table 5(b)**).
- **HIV-AIDS Training:** From **Table 5(a)**, it can be seen that 65 percent of the pupils in SACMEQ had school heads who had attended a course on HIV and AIDS issues. It can also be seen that 62 percent of the pupils in SACMEQ were in schools where at least one teacher had **special training** on HIV and AIDS issues. Mauritius scored poorly on School Head HIV and AIDS courses (9%) and teachers' special training on HIV and AIDS issues (4%).
- **Summary:** Except for school head academic qualification, teacher pre-service training, and teacher class attendance, most SACMEQ school systems fared rather badly on most of the other human resource items – especially Tanzania and Malawi, which appeared to be struggling on most of these items in 2007.

# PART B

## Level and Trends in Resources Allocation to Schools by Region

The tables presented in **Part A** of this document provide information about the *levels of school resources in SACMEQ school systems by regions in 2007* and the *trends in these resources between 2000 and 2007*.

There are six tables presented in this part:

Table 6a: Essential Classroom Resources by Regions – Teaching & Learning Materials

Table 6b: Essential Classroom Resources by Regions – Equipment and Facilities

Table 7a: Desirable Physical Resources by Regions – Buildings

Table 7b: Desirable Physical Resources by Regions – Equipment and Facilities

Table 8a: Desirable Human Resources by Regions – School Heads & Environment

Table 8b: Desirable Human Resources by Regions – Teachers

Information on how to read the arrow heads listed in the above tables is provided in **Box 2**. It should be noted that the colour scheme (green and red) used to show the levels in tables in Part A of this document is not used in this part of the document. The sources of school resources variables have been provided in the **Appendix 1**.

# **Essential Classroom Resources**



## ESSENTIAL CLASSROOM RESOURCES – TEACHING &amp; LEARNING MATERIALS

**Table 6a: Levels (2007) and Trends in Essential Classroom Resources (2000-2007)**

 (A) Percentages of Grade 6 Pupils in Schools with Stated *Essential Teaching and Learning Materials*

	Region	Teacher Guide (Reading)	Teacher Guide (Math)	Dictionary	Exercise Book & Pen/Pencil & Ruler	Own Reading Textbooks	Own Math Textbooks
<b>BOTSWANA</b>	Central North	82 ▼	75 △	90 △	81 ▲	73 ►	62 ▼
	Central South	75 ►	71 △	90 ►	85 △	54 ▼	52 ▼
	Gaborone	87 △	87 ▲	94 ▲	88 ►	77 ►	77 ►
	Northern	86 ►	69 ►	91 ►	69 ▼	80 ►	78 ►
	South Central	75 ▼	78 △	91 △	85 △	62 ▼	61 ▼
	Southern	83 ►	76 △	76 ▼	74 ▼	59 ▼	68 ▼
	Western	75 ▼	81 ▲	87 ▲	81 ▼	48 ▼	47 ▼
	<b>BOTSWANA mean</b>	<b>79 ►</b>	<b>76 ▲</b>	<b>88 ►</b>	<b>81 ►</b>	<b>63 ▼</b>	<b>62 ▼</b>
<b>KENYA</b>	Central	94 ►	93 ▲	93 ►	80 ►	20 ►	20 ►
	Coast	100 △	83 ▲	100 ▲	81 ►	21 ►	16 ►
	Eastern	99 ►	96 ▲	99 △	74 ►	18 ▼	19 ▼
	Nairobi	83 ▼	86 ▲	82 ▼	84 ►	43 ►	47 ►
	North-Eastern	99 ►	92 ▲	99 ▲	76 ►	19 ►	15 △
	Nyanza	91 ►	94 ▲	90 ▲	83 ►	18 ▼	14 ▼
	Rift Valley	99 ►	97 ▲	99 ►	73 ▼	14 ▼	9 ▼
	Western	100 ▲	98 ▲	93 ▲	80 △	11 ▼	7 ▼
<b>KENYA mean</b>	<b>96 ►</b>	<b>94 ▲</b>	<b>95 △</b>	<b>78 ►</b>	<b>18 ▼</b>	<b>15 ▼</b>	
<b>LESOTHO</b>	Berea	68 ►	65 ▼	54 ▼	81 ►	50 ▼	52 △
	Butha-Buthe	91 ►	95 ►	58 ▼	93 △	45 ►	48 ►
	Leribe	77 ►	82 ►	63 ►	84 ►	65 ▲	66 ▲
	Mafeteng	73 ►	75 ►	34 ▼	83 ▼	64 ►	67 ▲
	Mokhotlong	100 ▲	93 ►	71 ►	92 ▲	73 ▲	71 ▲
	Mohale Hoek	75 ▼	84 ►	61 ▼	86 ►	42 ▼	49 ▼
	Maseru	63 ▼	71 ►	52 ▼	91 ▲	48 ►	46 ►
	Qacha's Nek	92 ▼	91 ►	63 ▼	77 ▼	69 ▲	68 △
	Quthing	91 ►	96 ►	75 ►	92 ►	75 ▲	69 ▲
	Thaba-Tseka	73 ▼	76 ▼	63 ▼	85 ►	63 ▼	55 △
	<b>LESOTHO mean</b>	<b>75 ►</b>	<b>78 ►</b>	<b>56 ▼</b>	<b>86 ►</b>	<b>56 ►</b>	<b>56 ▲</b>

ESSENTIAL CLASSROOM RESOURCES – TEACHING & LEARNING MATERIALS

(A) Percentages of Grade 6 Pupils in Schools with Stated Essential Teaching and Learning Materials

	Region	Teacher Guide (Reading)	Teacher Guide (Math)	Dictionary	Exercise Book & Pen/Pencil & Ruler	Own Reading Textbooks	Own Math Textbooks
<b>MALAWI</b>	Central East	74 ▶	72 △	58 ▲	70 ▲	30 ▼	22 ▼
	Central West	92 ▶	80 ▲	38 ▶	76 ▲	28 ▼	30 ▼
	Northern	81 ▼	71 △	67 ▼	72 ▲	16 ▼	23 ▼
	South East	77 ▽	68 ▶	50 ▼	71 ▶	29 ▼	30 ▼
	Shire Highlands	92 ▽	83 ▲	87 ▲	79 ▲	31 ▼	19 ▼
	South West	96 ▶	93 ▲	78 ▶	67 ▶	31 ▶	17 ▼
	<b>MALAWI mean</b>	<b>86 ▶</b>	<b>78 ▲</b>	<b>60 ▶</b>	<b>73 ▲</b>	<b>27 ▼</b>	<b>24 ▼</b>
	<b>MAURITIUS</b>	Port Louis	71 ▲	57 ▲	90 ▶	81 ▼	90 ▶
Beau Bassin		87 ▲	81 ▲	100 ▲	92 ▶	86 ▶	90 ▶
Curepipe		85 ▲	78 ▲	97 ▶	89 ▽	90 ▶	91 ▽
Vacoas		71 ▲	65 ▲	93 ▶	89 ▶	92 ▶	96 ▶
Rodrigues		78 ▲	64 ▲	84 ▶	77 ▽	59 ▼	57 ▼
Black River		72 ▲	57 ▲	100 △	73 ▼	80 ▼	83 ▼
Private		81 ▲	73 ▲	96 △	88 ▽	89 ▽	91 ▽
<b>MAURITIUS mean</b>		<b>78 ▲</b>	<b>69 ▲</b>	<b>95 ▶</b>	<b>86 ▽</b>	<b>88 ▶</b>	<b>90 ▽</b>
<b>MOZAMBIQUE</b>	Cabo Delgado	85 ▶	78 ▲	78 ▶	61 △	52 △	49 ▶
	Gaza	75 ▲	87 ▲	77 ▲	85 ▲	59 ▲	59 ▲
	Inhambane	73 ▲	68 ▲	84 ▲	78 ▶	45 ▶	47 ▼
	Ciuda de Maputo	87 ▲	82 ▲	70 ▲	80 ▲	57 ▶	53 ▼
	Manica	87 ▲	92 ▲	73 ▶	85 ▲	60 ▽	54 ▼
	Maputo Province	77 ▲	82 ▲	57 ▼	71 ▶	47 ▶	51 ▶
	Nampula	67 ▶	70 ▲	67 △	66 ▶	60 ▲	56 △
	Niassa	76 ▲	80 ▲	55 ▼	62 ▲	62 ▲	62 ▲
	Sofala	75 ▶	88 ▲	66 ▽	43 ▼	43 ▼	41 ▼
	Tete	86 ▲	75 ▲	68 ▲	73 ▶	58 ▼	58 ▼
	Zambesia	82 ▲	72 ▲	72 ▶	9 ▼	47 ▼	48 ▼
<b>MOZAMBIQUE mean</b>	<b>79 ▲</b>	<b>78 ▲</b>	<b>70 △</b>	<b>62 ▶</b>	<b>53 ▶</b>	<b>52 ▽</b>	

ESSENTIAL CLASSROOM RESOURCES – TEACHING & LEARNING MATERIALS

(A) Percentages of Grade 6 Pupils in Schools with Stated Essential Teaching and Learning Materials

	Region	Teacher Guide (Reading)	Teacher Guide (Math)	Dictionary	Exercise Book & Pen/Pencil & Ruler	Own Reading Textbooks	Own Math Textbooks
<b>NAMIBIA</b>	Caprivi	63 ▼	64 ▲	61 ▼	69 ▲	50 ►	45 ▼
	Erongo	100 ►	79 ▲	100 ►	86 △	73 ▲	64 ▲
	Hardap	88 ►	81 ▲	88 ▼	83 ►	56 ▼	34 ▼
	Karas	93 ►	89 ▲	93 ►	84 △	54 △	41 ▼
	Kavango	66 ▼	16 ▽	56 ▼	67 ►	12 ▼	13 ▼
	Khomas	92 ▲	68 ▲	91 ►	86 ▲	40 ▼	45 ▼
	Kunene	84 ▽	90 ▲	91 ►	66 ►	26 ▼	22 ▼
	Ohangwena	76 ▼	32 ▽	66 ▼	57 ▼	26 ▼	39 ►
	Omaheke	81 ▼	71 ▲	88 ►	79 △	30 ▼	21 ▼
	Omusati	77 △	57 ▲	65 ▼	73 ►	30 ▼	22 ▼
	Oshikoto	93 ►	54 ▲	89 ▲	79 ►	21 ▼	31 ▼
	Otjozondjupa	83 ►	77 ▲	75 ►	64 ▽	26 ▼	36 ▼
	Oshana	67 ▼	37 ▲	68 ▼	82 △	35 ▽	30 ▼
	<b>NAMIBIA mean</b>	<b>80 ►</b>	<b>53 ▲</b>	<b>75 ▼</b>	<b>73 ►</b>	<b>32 ▼</b>	<b>32 ▼</b>
<b>SEYCHELLES</b>	Central	95 ►	95 ▲	100 ►	97 ▲	45 ►	69 ►
	Eastern	90 ▽	76 ▲	100 ►	98 ▲	46 ►	92 ▲
	Islands	85 ▲	88 ▲	85 ▼	99 ▲	43 ▼	1 ▼
	Northern	75 ▽	30 ►	100 ►	99 ▲	30 ▽	81 △
	Southern	100 ►	85 ▲	100 ►	98 △	53 △	70 ►
	Western	91 ▽	55 ▲	100 ►	97 ▲	35 ▼	52 ▼
	<b>SEYCHELLES mean</b>	<b>90 ►</b>	<b>75 ▲</b>	<b>98 ►</b>	<b>98 ▲</b>	<b>42 ►</b>	<b>63 ▼</b>

ESSENTIAL CLASSROOM RESOURCES – TEACHING & LEARNING MATERIALS

(A) Percentages of Grade 6 Pupils in Schools with Stated Essential Teaching and Learning Materials

	Region	Teacher Guide (Reading)	Teacher Guide (Math)	Dictionary	Exercise Book & Pen/Pencil & Ruler	Own Reading Textbooks	Own Math Textbooks
<b>SOUTH AFRICA</b>	Eastern Cape	74	62	56	67	43	33
	Free State	95	89	80	80	40	37
	Gauteng	87	83	88	85	45	33
	Kwazulu-Natal	95	88	85	91	32	25
	Mpumalanga	88	83	86	79	62	53
	Northern Cape	81	85	70	80	39	31
	Limpopo	83	81	68	93	52	47
	North West	97	94	92	82	39	41
	Western Cape	79	81	85	74	68	46
	<b>SOUTH AFRICA mean</b>	<b>87 </b>	<b>81 </b>	<b>79 </b>	<b>82 </b>	<b>45 </b>	<b>36 </b>
<b>SWAZILAND</b>	Hhohho	98	98	90	94	98	100
	Lubombo	100	100	94	95	99	99
	Manzini	100	99	96	93	100	100
	Shiselweni	95	95	90	95	100	100
	<b>SWAZILAND mean</b>	<b>98 </b>	<b>98 </b>	<b>93 </b>	<b>94 </b>	<b>99 </b>	<b>100 </b>
<b>TANZANIA</b>	Central	100	100	100	80	2	2
	Eastern	96	81	91	89	2	2
	Kagera	100	100	96	90	4	3
	Kilimanjaro	100	100	100	85	4	3
	Mwanza	100	92	100	82	5	5
	North East	94	94	94	78	3	2
	Northern	98	92	97	89	2	3
	Southern Highland	100	100	89	87	2	2
	Southern	100	100	100	89	4	4
	South Western	86	93	100	88	4	4
	Western	100	96	100	87	6	4
<b>TANZANIA mean</b>	<b>98 </b>	<b>95 </b>	<b>96 </b>	<b>86 </b>	<b>3 </b>	<b>3 </b>	

ESSENTIAL CLASSROOM RESOURCES – TEACHING & LEARNING MATERIALS

(A) Percentages of Grade 6 Pupils in Schools with Stated Essential Teaching and Learning Materials

	Region	Teacher Guide (Reading)	Teacher Guide (Math)	Dictionary	Exercise Book & Pen/Pencil & Ruler	Own Reading Textbooks	Own Math Textbooks
<b>UGANDA</b>	Central	77 ▲	71 ▲	72 ▶	81 ▲	16 ▶	13 ▶
	Eastern	76 ▶	75 ▲	78 ▶	71 ▼	17 ▶	14 ▲
	Northern	79 ▶	74 ▲	78 ▼	66 ▶	15 ▶	14 ▶
	Western	66 ▶	70 ▲	73 ▶	85 ▲	21 ▲	15 ▶
	<b>UGANDA mean</b>	<b>74 ▶</b>	<b>73 ▲</b>	<b>76 ▶</b>	<b>76 ▲</b>	<b>17 ▶</b>	<b>14 ▶</b>
<b>ZAMBIA</b>	Central	66 ▼	70 ▼	70 ▶	56 ▲	26 ▲	11 ▶
	Copperbelt	78 ▶	75 ▼	76 ▲	45 ▼	20 ▲	12 ▲
	Eastern	54 ▶	52 ▶	58 ▲	69 ▲	29 ▲	11 ▶
	Luapulu	66 ▼	69 ▼	64 ▶	49 ▶	22 ▶	13 ▶
	Lusaka	63 ▶	68 ▶	75 ▲	80 ▲	19 ▶	13 ▶
	Northern	70 ▲	66 ▼	80 ▲	73 ▲	29 ▲	12 ▼
	North Western	74 ▼	76 ▼	68 ▶	64 ▲	18 ▼	13 ▼
	Southern	79 ▼	68 ▼	73 ▶	43 ▶	23 ▲	11 ▶
	Western	77 ▼	73 ▼	91 ▲	73 ▲	15 ▼	5 ▼
<b>ZAMBIA mean</b>	<b>70 ▼</b>	<b>68 ▼</b>	<b>73 ▲</b>	<b>59 ▲</b>	<b>23 ▲</b>	<b>11 ▶</b>	
<b>ZANZIBAR</b>	North Pemba	92 ▲	98 ▲	26 ▲	85 ▲	39 ▲	36 ▲
	North Unguja	94 ▲	83 ▲	12 ▼	75 ▲	39 ▲	49 ▲
	South Pemba	98 ▲	97 ▲	26 ▶	87 ▲	34 ▲	32 ▲
	South Unguja	95 ▲	89 ▲	64 ▲	80 ▶	72 ▲	72 ▲
	Urban West	90 ▲	89 ▲	29 ▲	87 ▲	55 ▲	52 ▲
	<b>ZANZIBAR mean</b>	<b>93 ▲</b>	<b>91 ▲</b>	<b>29 ▲</b>	<b>84 ▲</b>	<b>48 ▲</b>	<b>47 ▲</b>

ESSENTIAL CLASSROOM RESOURCES – TEACHING & LEARNING MATERIALS

(A) Percentages of Grade 6 Pupils in Schools with Stated Essential Teaching and Learning Materials

	Region	Teacher Guide (Reading)	Teacher Guide (Math)	Dictionary	Exercise Book & Pen/Pencil & Ruler	Own Reading Textbooks	Own Math Textbooks
<b>ZIMBABWE</b>	Bulawayo	66 xx	70 xx	63 xx	74 xx	18 xx	16 xx
	Harare	69 xx	70 xx	65 xx	78 xx	19 xx	20 xx
	Mashonaland Central	56 xx	51 xx	41 xx	79 xx	15 xx	11 xx
	Mashonaland East	76 xx	53 xx	43 xx	44 xx	21 xx	8 xx
	Mashonaland West	36 xx	42 xx	50 xx	65 xx	9 xx	11 xx
	Midland	58 xx	53 xx	57 xx	77 xx	16 xx	16 xx
	Manicaland	31 xx	37 xx	29 xx	69 xx	11 xx	8 xx
	Matabeleland North	91 xx	88 xx	50 xx	40 xx	9 xx	6 xx
	Matabeleland South	45 xx	51 xx	60 xx	66 xx	18 xx	17 xx
	Masvingo	47 xx	56 xx	62 xx	73 xx	13 xx	10 xx
	<b>ZIMBABWE mean</b>	<b>54 xx</b>	<b>54 xx</b>	<b>50 xx</b>	<b>68 xx</b>	<b>15 xx</b>	<b>12 xx</b>
<b>SACMEQ</b>	<b>SACMEQ mean</b>	<b>82 ▲</b>	<b>78 ▲</b>	<b>75 ►</b>	<b>79 ▲</b>	<b>42 ►</b>	<b>41 ►</b>

Note:

▲ Improved by more than 10 points  
 △ Improved by 5 to 10 points

▼ Deteriorated by more than 10 points  
 ▽ Deteriorated by 5 to 10 points  
 ► Remained the same (less than 5 points change)

xx Data not available for either SACMEQ II (2000) or SACMEQ III (2007) or both

## ESSENTIAL CLASSROOM RESOURCES – EQUIPMENT &amp; FACILITIES

**Table 6b: Levels (2007) and Trends in Essential Classroom Resources (2000-2007)**

 (B) Percentages of Grade 6 Pupils in Schools with Stated *Essential Equipment and Facilities*

	Region	Writing Board	Pupil Sitting & Writing Place	Teacher Table & Chair	Library (Class/School)	Radio	Water
<b>BOTSWANA</b>	Central North	93 ▶	100 ▶	95 ▲	83 ▼	76 ▼	92 ▶
	Central South	90 ▼	100 ▶	90 ▶	87 ▼	93 ▼	96 ▶
	Gaborone	88 ▶	100 ▶	86 ▶	83 ▶	85 ▼	95 ▼
	Northern	94 ▶	100 ▶	91 ▶	92 ▶	80 ▼	95 ▶
	South Central	96 ▶	100 ▶	85 ▶	85 ▶	83 ▼	100 ▶
	Southern	89 ▼	100 ▶	80 ▼	88 ▶	70 ▼	90 ▼
	Western	96 ▶	100 ▶	86 ▲	95 ▲	86 ▼	100 △
	<b>BOTSWANA mean</b>	<b>92</b> ▶	<b>100</b> ▶	<b>88</b> ▶	<b>87</b> ▶	<b>82</b> ▼	<b>96</b> ▶
<b>KENYA</b>	Central	94 ▶	100 △	51 ▼	41 △	88 ▲	84 ▲
	Coast	100 ▶	100 △	29 ▶	56 ▶	88 ▲	94 ▲
	Eastern	97 ▶	100 ▶	38 ▼	18 ▼	93 ▲	89 ▲
	Nairobi	83 ▼	100 ▶	83 ▼	67 ▼	60 ▼	100 ▶
	North-Eastern	92 ▼	97 ▶	25 ▼	21 ▼	74 ▲	86 ▲
	Nyanza	91 ▼	100 △	53 △	37 ▼	91 ▲	86 ▲
	Rift Valley	97 ▶	100 △	53 ▶	78 ▲	99 ▲	77 ▶
	Western	99 △	99 ▶	78 ▲	38 ▼	79 ▼	88 ▶
	<b>KENYA mean</b>	<b>95</b> ▶	<b>100</b> ▶	<b>53</b> ▼	<b>48</b> ▼	<b>89</b> ▲	<b>85</b> ▲
<b>LESOTHO</b>	Berea	97 ▶	100 ▶	92 ▶	86 ▲	83 ▼	65 ▼
	Butha-Buthe	100 ▲	100 ▶	95 ▲	63 ▶	94 ▲	89 ▶
	Leribe	100 △	91 ▼	77 ▼	83 △	75 ▼	84 ▶
	Mafeteng	100 ▶	89 ▼	83 ▶	53 △	59 ▼	67 ▼
	Mokhotlong	100 ▶	100 ▲	96 ▲	85 ▲	92 ▶	71 ▼
	Mohale Hoek	100 ▶	100 ▲	82 ▶	82 ▲	80 ▼	57 ▼
	Maseru	98 ▶	96 ▶	88 ▶	70 ▼	87 ▶	88 ▲
	Qacha's Nek	98 △	87 ▼	90 ▲	84 ▲	92 △	82 ▶
	Quthing	100 ▲	92 ▶	91 ▲	61 ▲	62 ▼	94 △
	Thaba-Tseka	94 ▲	91 ▶	72 ▼	79 ▶	83 ▼	95 △
<b>LESOTHO mean</b>	<b>99</b> ▶	<b>95</b> ▶	<b>86</b> ▶	<b>75</b> ▲	<b>80</b> ▼	<b>79</b> ▶	

ESSENTIAL CLASSROOM RESOURCES – EQUIPMENT & FACILITIES

(B) Percentages of Grade 6 Pupils in Schools with Stated Essential Equipment and Facilities

	Region	Writing Board	Pupil Sitting & Writing Place	Teacher Table & Chair	Library (Class/School)	Radio	Water
<b>MALAWI</b>	Central East	84 ▾	47 ►	15 ▾	19 ▾	9 ►	61 ▾
	Central West	94 ►	45 ▾	48 ▲	19 ▾	8 △	82 △
	Northern	83 ▾	61 ▾	34 ►	13 ▾	16 ▲	84 ▲
	South East	79 ▾	69 ▲	35 ▾	20 ▾	24 ►	75 ►
	Shire Highlands	94 ►	82 △	76 ▲	4 ▾	15 ►	83 △
	South West	93 ▾	58 ▲	42 ▾	9 ▾	20 ►	58 ▾
	<b>MALAWI mean</b>	<b>88 ▾</b>	<b>58 ►</b>	<b>42 ►</b>	<b>15 ▾</b>	<b>14 ►</b>	<b>75 ►</b>
	<b>MAURITIUS</b>	Port Louis	91 ►	100 ►	91 ►	92 ▾	97 △
Beau Bassin		99 ▲	100 ►	99 ▲	99 ►	95 ►	95 ►
Curepipe		98 △	100 ►	96 △	99 ►	100 ►	94 ▾
Vacoas		90 ►	100 ►	93 △	99 ►	96 ►	100 ►
Rodrigues		88 ►	100 ►	88 ►	94 ▾	100 ▲	85 ▾
Black River		100 △	100 ►	100 △	85 ▾	100 ►	87 ▾
Private		98 △	100 ►	96 △	100 ►	100 ►	100 ►
<b>MAURITIUS mean</b>		<b>95 △</b>	<b>100 ►</b>	<b>95 △</b>	<b>97 ►</b>	<b>98 ►</b>	<b>95 ▾</b>
<b>MOZAMBIQUE</b>	Cabo Delgado	64 ▾	72 ▲	56 ▾	82 ▲	7 ▾	37 ▾
	Gaza	86 ▾	83 ▲	80 ▲	0 ▾	6 ►	47 △
	Inhambane	89 ▾	71 ▲	47 ►	54 ▲	5 △	70 ▲
	Ciuda de Maputo	82 ▾	90 ►	63 ▾	12 ▾	8 ▾	94 ►
	Manica	93 ▾	100 △	62 ►	17 ▾	24 ▲	29 ►
	Maputo Province	74 ▾	94 ►	59 ►	12 ▾	7 ▾	83 ▾
	Nampula	82 ▾	71 ▲	50 △	40 ▾	4 ►	52 ▲
	Niassa	71 ▾	78 △	50 ▾	71 ▲	16 △	50 ▾
	Sofala	71 ▾	100 ▲	54 ▾	27 ▾	5 ▾	72 ►
	Tete	84 ▾	91 △	43 ▾	14 ▾	39 ▲	38 ▾
	Zambesia	83 ▾	68 △	47 ▾	19 ►	0 ►	40 ►
<b>MOZAMBIQUE mean</b>	<b>80 ▾</b>	<b>82 ▲</b>	<b>55 ▾</b>	<b>28 ▾</b>	<b>9 ►</b>	<b>57 ►</b>	



ESSENTIAL CLASSROOM RESOURCES – EQUIPMENT & FACILITIES

(B) Percentages of Grade 6 Pupils in Schools with Stated Essential Equipment and Facilities

	Region	Writing Board	Pupil Sitting & Writing Place	Teacher Table & Chair	Library (Class/School)	Radio	Water
<b>NAMIBIA</b>	Caprivi	82 ▼	100 ►	41 ►	100 ▲	47 ▲	85 ▲
	Erongo	100 ►	99 ►	100 ►	76 ▼	78 ▲	100 ►
	Hardap	88 ▼	100 ►	82 ▼	91 ▽	43 ►	100 ►
	Karas	93 ►	100 ►	93 ►	100 ►	47 ▲	100 ►
	Kavango	86 ▼	100 ►	45 ▼	90 △	43 ▲	71 ►
	Khomas	95 ►	99 ►	92 ▽	100 ▲	92 ▲	96 ►
	Kunene	88 ▼	99 ►	99 ▲	84 ▲	39 ►	100 ►
	Ohangwena	88 ▽	99 ▲	41 ►	100 ▲	54 ▲	77 ►
	Omaheke	93 ▽	99 ►	93 ▲	100 ▲	65 ►	95 ►
	Omusati	90 ▽	100 ►	48 ▼	98 ▲	65 ▲	93 ►
	Oshikoto	96 ►	95 △	58 ▲	95 ▲	57 ▲	100 ▲
	Otjozondjupa	89 ▼	100 ►	77 ▼	100 △	76 ▲	94 ▽
	Oshana	90 ▽	99 ►	45 ►	68 ►	78 ▲	96 ►
	<b>NAMIBIA mean</b>	<b>91</b> ▽	<b>99</b> ►	<b>61</b> ►	<b>93</b> ▲	<b>63</b> ▲	<b>90</b> ►
<b>SEYCHELLES</b>	Central	100 △	100 ►	100 △	100 ►	100 ►	100 ►
	Eastern	100 ►	100 ►	100 ►	100 ►	100 ►	100 ►
	Islands	85 ▼	100 ►	85 ▼	100 ►	100 ►	100 ►
	Northern	100 ▲	100 ►	100 ►	100 ►	100 ►	100 ►
	Southern	100 ►	100 ►	100 ►	100 ►	100 ►	100 ►
	Western	100 ►	100 ►	100 ►	100 ►	100 ►	100 ►
	<b>SEYCHELLES mean</b>	<b>98</b> ►	<b>100</b> ►	<b>98</b> ►	<b>100</b> ►	<b>100</b> ►	<b>100</b> ►

ESSENTIAL CLASSROOM RESOURCES – EQUIPMENT & FACILITIES

(B) Percentages of Grade 6 Pupils in Schools with Stated Essential Equipment and Facilities

	Region	Writing Board	Pupil Sitting & Writing Place	Teacher Table & Chair	Library (Class/School)	Radio	Water
<b>SOUTH AFRICA</b>	Eastern Cape	83 ▼	94 △	44 ▼	42 ▼	20 ►	86 ▲
	Free State	94 △	98 ►	85 ▽	76 ▲	86 ▲	89 ▼
	Gauteng	92 ▽	99 ►	91 ►	86 △	95 ▲	84 ▼
	Kwazulu-Natal	93 ►	99 ►	87 ►	59 ▼	56 △	86 ►
	Mpumalanga	93 ▽	99 ►	52 ▼	59 ▲	72 ▼	83 △
	Northern Cape	88 ▲	99 ►	81 △	78 ▲	70 ▲	98 ►
	Limpopo	98 ►	100 ►	71 ►	35 ▼	47 △	91 ►
	North West	97 ►	100 ►	91 △	60 ►	93 ▲	100 ▲
	Western Cape	83 ▼	100 ►	81 ▼	100 ►	72 ►	92 ►
	<b>SOUTH AFRICA mean</b>	<b>91 ▽</b>	<b>99 ►</b>	<b>76 ▼</b>	<b>62 ▽</b>	<b>63 ▲</b>	<b>88 ►</b>
<b>SWAZILAND</b>	Hhohho	98 ►	100 ►	83 ►	28 ▼	12 ►	93 △
	Lubombo	100 ►	100 ►	78 ►	15 ▼	15 ►	91 △
	Manzini	99 ►	100 ►	78 ►	34 ▼	10 ►	93 ►
	Shiselweni	94 ►	100 ►	76 ►	21 ▼	5 ►	80 ►
	<b>SWAZILAND mean</b>	<b>98 ►</b>	<b>100 ►</b>	<b>79 ►</b>	<b>26 ▼</b>	<b>10 ►</b>	<b>90 △</b>
<b>TANZANIA</b>	Central	100 ►	100 ►	57 ▲	22 ▼	49 ▲	28 ▽
	Eastern	95 ►	99 ►	42 ►	38 ▲	60 ▲	71 ▼
	Kagera	100 ▲	100 ►	56 ▲	52 ▼	5 ▽	61 ►
	Kilimanjaro	89 ▼	99 ►	93 ▲	28 ►	52 ▲	64 ▼
	Mwanza	100 △	97 ►	67 ▲	43 ▲	43 ▲	30 ▽
	North East	89 ▽	95 ►	44 ▽	19 △	54 ▲	39 ▼
	Northern	98 ►	99 ►	75 ▲	12 ▼	45 ▲	43 ▼
	Southern Highland	100 △	100 ►	59 ▲	43 ▲	39 ▲	57 ▼
	Southern	100 ►	100 ▲	76 ▲	53 ▲	18 ▲	32 ▼
	South Western	92 ▽	99 ►	42 ►	40 ▲	33 ▲	51 ▼
<b>TANZANIA mean</b>	<b>96 ►</b>	<b>99 ►</b>	<b>62 ▲</b>	<b>34 △</b>	<b>39 ▲</b>	<b>45 ▼</b>	

ESSENTIAL CLASSROOM RESOURCES – EQUIPMENT & FACILITIES

(B) Percentages of Grade 6 Pupils in Schools with Stated Essential Equipment and Facilities

	Region	Writing Board	Pupil Sitting & Writing Place	Teacher Table & Chair	Library (Class/School)	Radio	Water
<b>UGANDA</b>	Central	79 ▽	100 ▲	37 ▼	87 ▽	31 ►	68 ►
	Eastern	74 ▼	97 ▲	52 ▽	88 ►	36 ▼	62 ▲
	Northern	87 ►	99 ▲	53 ▼	91 ▽	33 ▼	69 ▲
	Western	74 ▽	98 ▲	52 ►	85 ▼	50 ►	90 ▲
	<b>UGANDA mean</b>	<b>78 ▽</b>	<b>98 ▲</b>	<b>49 ▽</b>	<b>88 ▽</b>	<b>37 ▼</b>	<b>72 ▲</b>
<b>ZAMBIA</b>	Central	80 ▼	79 △	47 ▲	61 ▽	66 ▲	87 ▲
	Copperbelt	80 ▽	92 ►	48 ▼	33 ▼	91 ▲	85 ▽
	Eastern	58 ►	91 ►	21 ►	65 ▲	65 ▲	73 ▽
	Luapulu	72 ▼	71 ▼	40 ▲	75 △	46 ▲	66 ▲
	Lusaka	80 ►	83 ►	65 ►	57 ►	82 ▲	82 ►
	Northern	75 ▼	66 ▼	31 ▼	53 ▼	61 ▲	68 ►
	North Western	69 ▼	82 ▼	55 ►	53 ▼	51 ▲	49 ▼
	Southern	72 ▼	59 ▼	43 ►	55 ►	44 ▲	62 ▼
	Western	95 ▲	87 ►	89 ▲	70 ▼	60 ▲	78 ►
	<b>ZAMBIA mean</b>	<b>75 ▼</b>	<b>78 ▽</b>	<b>46 ►</b>	<b>57 ►</b>	<b>64 ▲</b>	<b>73 ▽</b>
<b>ZANZIBAR</b>	North Pemba	91 ►	69 ▲	80 ▲	8 ▼	4 ►	96 ▲
	North Unguja	94 △	68 ▲	50 ▼	29 ▼	5 ►	90 ►
	South Pemba	89 ▼	65 ▲	66 ▲	4 ▼	0 ▽	79 ▲
	South Unguja	100 ►	95 ▲	88 ►	54 ▼	9 ►	90 ▲
	Urban West	91 ▽	69 △	85 ▲	35 ▼	8 ►	83 ▲
	<b>ZANZIBAR mean</b>	<b>92 ►</b>	<b>71 ▲</b>	<b>76 ▲</b>	<b>26 ▼</b>	<b>6 ►</b>	<b>86 ▲</b>

## ESSENTIAL CLASSROOM RESOURCES – EQUIPMENT & FACILITIES

**(B) Percentages of Grade 6 Pupils in Schools with Stated Essential Equipment and Facilities**

	Region	Writing Board	Pupil Sitting & Writing Place	Teacher Table & Chair	Library (Class/School)	Radio	Water
<b>ZIMBABWE</b>	Bulawayo	83 xx	95 xx	74 xx	71 xx	31 xx	100 xx
	Harare	80 xx	87 xx	78 xx	82 xx	68 xx	100 xx
	Mashonaland Central	86 xx	91 xx	82 xx	67 xx	1 xx	88 xx
	Mashonaland East	94 xx	69 xx	78 xx	61 xx	24 xx	61 xx
	Mashonaland West	83 xx	75 xx	51 xx	69 xx	25 xx	70 xx
	Midland	79 xx	95 xx	65 xx	67 xx	33 xx	92 xx
	Manicaland	50 xx	75 xx	50 xx	64 xx	0 xx	100 xx
	Matabeleland North	82 xx	79 xx	61 xx	82 xx	4 xx	67 xx
	Matabeleland South	79 xx	79 xx	79 xx	88 xx	20 xx	72 xx
	Masvingo	88 xx	87 xx	67 xx	92 xx	19 xx	95 xx
	<b>ZIMBABWE mean</b>	<b>78 xx</b>	<b>83 xx</b>	<b>67 xx</b>	<b>75 xx</b>	<b>25 xx</b>	<b>86 xx</b>
<b>SACMEQ</b>	<b>SACMEQ mean</b>	<b>90 ▶</b>	<b>91 ▶</b>	<b>69 ▶</b>	<b>61 ▼</b>	<b>52 ▲</b>	<b>81 ▶</b>

**Note:**

▲ Improved by more than 10 points  
 △ Improved by 5 to 10 points

▼ Deteriorated by more than 10 points  
 ▽ Deteriorated by 5 to 10 points  
 ▶ Remained the same (less than 5 points change)

xx Data not available for either SACMEQ II (2000) or SACMEQ III (2007) or both

# **Desirable Physical Resources**

DESIRABLE PHYSICAL RESOURCES – BUILDINGS

**Table 7a:** Levels (2007) and Trends in Desirable Physical Resources (2000-2007)

(A) Percentages of Grade 6 Pupils in Schools with Stated Buildings

	Region	Building Conditions	School Head Office	Staff Room	Meeting Hall
<b>BOTSWANA</b>	Central North	71 ▶	84 ▲	76 ▶	12 ▼
	Central South	67 ▲	78 ▲	71 ▶	11 ▼
	Gaborone	76 ▲	90 ▶	85 ▼	61 ▲
	Northern	71 ▲	85 ▲	66 ▲	20 ▼
	South Central	51 ▼	75 ▼	69 ▼	37 ▲
	Southern	76 ▲	75 ▼	80 ▶	5 ▼
	Western	67 ▲	67 ▶	85 ▶	13 ▼
	<b>BOTSWANA mean</b>	<b>67</b> ▲	<b>79</b> ▲	<b>75</b> ▶	<b>21</b> ▼
<b>KENYA</b>	Central	32 ▼	88 ▲	100 ▲	29 ▲
	Coast	53 ▼	89 ▶	87 ▶	2 ▼
	Eastern	31 ▼	91 ▼	98 ▶	9 ▼
	Nairobi	76 ▼	100 ▶	88 ▼	45 ▶
	North-Eastern	53 ▶	93 ▶	88 ▼	20 ▶
	Nyanza	24 ▼	51 ▼	84 ▼	15 ▶
	Rift Valley	39 ▼	84 ▶	94 ▼	18 ▶
	Western	60 ▲	70 ▼	89 ▶	13 ▶
<b>KENYA mean</b>	<b>40</b> ▼	<b>79</b> ▼	<b>92</b> ▶	<b>17</b> ▶	
<b>LESOTHO</b>	Berea	71 ▲	58 ▶	40 ▲	55 ▲
	Butha-Buthe	70 ▲	62 ▲	59 ▲	2 ▼
	Leribe	56 ▲	47 ▶	37 ▲	0 ▼
	Mafeteng	41 ▶	32 ▶	36 ▲	6 ▼
	Mokhotlong	40 ▲	53 ▲	38 ▶	6 ▼
	Mohale Hoek	20 ▶	57 ▲	7 ▼	30 ▲
	Maseru	43 ▲	62 ▶	49 ▲	26 ▶
	Qacha's Nek	69 ▲	76 ▲	61 ▲	10 ▶
	Quthing	41 ▶	33 ▼	37 ▲	8 ▼
	Thaba-Tseka	58 ▲	50 ▶	47 ▲	26 ▲
	<b>LESOTHO mean</b>	<b>51</b> ▲	<b>54</b> ▲	<b>41</b> ▲	<b>20</b> ▶

DESIRABLE PHYSICAL RESOURCES – BUILDINGS

(A) Percentages of Grade 6 Pupils in Schools with Stated Buildings

	Region	Building Conditions	School Head Office	Staff Room	Meeting Hall
<b>MALAWI</b>	Central East	38 ▶	26 ▶	43 ▲	0 ▶
	Central West	43 ▼	44 ▲	49 ▲	14 ▲
	Northern	39 ▶	41 ▶	42 △	5 ▶
	South East	59 ▲	73 ▲	26 ▼	13 ▶
	Shire Highlands	64 ▲	45 ▲	25 ▶	0 ▼
	South West	38 ▼	41 ▶	17 ▼	6 ▶
	<b>MALAWI mean</b>	<b>46</b> ▶	<b>44</b> △	<b>36</b> △	<b>7</b> ▶
<b>MAURITIUS</b>	Port Louis	70 ▼	92 △	57 ▼	3 ▼
	Beau Bassin	88 ▲	81 ▶	47 ▶	13 △
	Curepipe	78 ▼	72 ▼	31 △	0 ▼
	Vacoas	89 △	67 △	55 ▲	0 ▼
	Rodrigues	95 ▲	89 ▼	82 ▶	34 ▶
	Black River	89 ▶	86 ▼	21 ▼	13 ▲
	Private	86 ▲	93 △	92 ▶	26 △
<b>MAURITIUS mean</b>	<b>81</b> ▶	<b>84</b> ▶	<b>58</b> ▶	<b>10</b> ▶	
<b>MOZAMBIQUE</b>	Cabo Delgado	33 ▼	82 ▼	33 ▼	7 ▶
	Gaza	14 ▼	85 ▲	33 ▼	0 ▶
	Inhambane	37 ▼	74 ▲	19 ▼	0 ▼
	Ciuda de Maputo	42 ▼	100 ▲	93 ▲	0 ▼
	Manica	45 ▲	85 ▲	19 ▼	6 ▼
	Maputo Province	79 ▲	93 ▲	57 ▼	0 ▼
	Nampula	49 ▲	91 △	29 ▼	9 △
	Niassa	30 ▼	68 ▼	36 ▼	0 ▶
	Sofala	70 ▶	89 ▶	30 ▼	0 ▼
	Tete	41 ▼	86 ▶	41 ▼	6 ▶
	Zambesia	32 ▼	95 ▶	34 ▶	0 ▼
<b>MOZAMBIQUE mean</b>	<b>44</b> ▼	<b>88</b> △	<b>39</b> ▼	<b>2</b> ▼	

DESIRABLE PHYSICAL RESOURCES – BUILDINGS

(A) Percentages of Grade 6 Pupils in Schools with Stated Buildings

	Region	Building Conditions	School Head Office	Staff Room	Meeting Hall
NAMIBIA	Caprivi	66 ▲	69 ▲	75 ▲	6 ▶
	Erongo	80 ▶	100 ▶	80 ▶	49 ▼
	Hardap	61 ▼	96 ▶	96 ▶	60 ▲
	Karas	84 ▼	100 ▶	89 ▶	57 ▶
	Kavango	45 △	43 ▼	48 ▼	13 △
	Khomas	71 ▼	100 ▶	100 ▶	41 ▼
	Kunene	74 ▲	87 ▲	87 ▼	26 ▼
	Ohangwena	48 ▼	42 ▲	41 ▶	3 ▶
	Omaheke	64 ▼	100 ▲	100 ▶	31 △
	Omusati	50 ▶	33 △	30 ▼	0 ▶
	Oshikoto	43 △	35 ▼	34 ▼	0 ▼
	Otjozondjupa	59 △	93 △	95 ▶	39 ▼
	Oshana	40 ▲	74 ▲	63 ▲	11 ▲
	<b>NAMIBIA mean</b>	<b>55 ▶</b>	<b>62 △</b>	<b>60 ▶</b>	<b>17 ▶</b>
SEYCHELLES	Central	56 ▶	100 ▶	100 ▶	10 ▶
	Eastern	79 ▲	100 ▶	100 ▶	79 ▲
	Islands	100 ▲	100 ▶	100 ▶	34 ▲
	Northern	83 ▲	100 ▲	100 ▶	24 ▼
	Southern	79 ▼	100 ▶	100 ▶	21 ▼
	Western	100 ▲	100 ▶	100 ▶	18 ▲
	<b>SEYCHELLES mean</b>	<b>77 ▲</b>	<b>100 ▶</b>	<b>100 ▶</b>	<b>27 ▲</b>



DESIRABLE PHYSICAL RESOURCES – BUILDINGS

(A) Percentages of Grade 6 Pupils in Schools with Stated Buildings

	Region	Building Conditions	School Head Office	Staff Room	Meeting Hall
SOUTH AFRICA	Eastern Cape	43 ▶	56 ▶	58 ▲	16 ▼
	Free State	80 ▲	84 ▶	88 ▼	38 ▶
	Gauteng	82 △	92 ▼	89 ▶	44 ▼
	Kwazulu-Natal	57 ▼	76 ▼	59 △	37 ▼
	Mpumalanga	37 ▼	54 ▶	53 ▼	18 ▶
	Northern Cape	62 ▼	89 ▼	84 ▶	44 ▲
	Limpopo	43 ▲	49 ▶	23 ▶	13 ▼
	North West	62 ▲	83 ▲	66 ▲	46 ▲
	Western Cape	71 ▼	100 ▲	95 ▲	49 ▲
	<b>SOUTH AFRICA mean</b>	<b>58 ▶</b>	<b>73 ▶</b>	<b>64 △</b>	<b>32 ▶</b>
SWAZILAND	Hhohho	49 ▶	84 △	75 ▲	18 ▼
	Lubombo	50 ▼	79 ▶	60 ▶	24 ▼
	Manzini	55 △	68 ▼	55 △	17 ▼
	Shiselweni	53 △	66 ▼	64 △	28 △
	<b>SWAZILAND mean</b>	<b>52 ▶</b>	<b>74 ▶</b>	<b>63 △</b>	<b>21 ▼</b>
TANZANIA	Central	49 ▲	96 ▲	84 ▶	0 ▼
	Eastern	57 ▼	74 ▼	79 ▶	0 ▼
	Kagera	48 ▲	80 △	87 △	0 ▼
	Kilimanjaro	53 ▼	74 ▶	90 ▲	0 ▼
	Mwanza	47 ▲	67 ▼	77 △	0 ▶
	North East	20 ▼	91 ▲	90 ▲	0 ▼
	Northern	45 ▼	87 ▲	91 ▶	4 ▶
	Southern Highland	24 ▼	91 ▶	86 △	0 ▶
	Southern	42 ▲	87 ▶	81 ▼	0 ▶
	South Western	33 ▼	58 ▼	92 ▲	0 ▶
	Western	54 ▶	83 ▶	86 ▲	0 ▶
<b>TANZANIA mean</b>	<b>41 ▼</b>	<b>82 ▶</b>	<b>86 △</b>	<b>1 ▶</b>	

DESIRABLE PHYSICAL RESOURCES – BUILDINGS

(A) Percentages of Grade 6 Pupils in Schools with Stated Buildings

	Region	Building Conditions	School Head Office	Staff Room	Meeting Hall
UGANDA	Central	37 ▲	78 ▲	56 ►	37 ►
	Eastern	33 ▲	71 ▲	30 ▼	16 ►
	Northern	27 ►	69 ▲	27 ▼	5 ►
	Western	15 ▼	64 ►	58 ►	13 ►
	<b>UGANDA mean</b>	<b>28 ▲</b>	<b>71 ▲</b>	<b>43 ▼</b>	<b>18 ►</b>
ZAMBIA	Central	46 ▲	81 ▲	20 ▼	0 ►
	Copperbelt	60 ▼	66 ▼	60 ▲	5 ▼
	Eastern	10 ▼	81 ►	18 ▼	12 ▲
	Luapulu	33 ▼	59 ▼	13 ▲	7 ►
	Lusaka	54 ▼	91 ▲	63 ▼	0 ▼
	Northern	47 ▲	77 ▲	23 ▼	0 ►
	North Western	5 ▼	57 ▼	10 ▼	15 ▲
	Southern	30 ▼	80 ▲	10 ▼	0 ▼
	Western	29 ►	81 ►	13 ►	0 ►
<b>ZAMBIA mean</b>	<b>37 ▼</b>	<b>75 ►</b>	<b>27 ▼</b>	<b>4 ▼</b>	
ZANZIBAR	North Pemba	25 ▼	76 ▲	21 ▼	0 ▼
	North Unguja	65 ►	85 ▼	80 ▲	5 ▼
	South Pemba	41 ▲	77 ▼	46 ▲	0 ►
	South Unguja	81 ▲	95 ▲	100 ▲	26 ▲
	Urban West	67 ►	91 ▼	69 ▼	12 ►
<b>ZANZIBAR mean</b>	<b>56 ►</b>	<b>85 ►</b>	<b>61 ►</b>	<b>8 ►</b>	

DESIRABLE PHYSICAL RESOURCES – BUILDINGS

(A) Percentages of Grade 6 Pupils in Schools with Stated Buildings

	Region	Building Conditions	School Head Office	Staff Room	Meeting Hall
<b>ZIMBABWE</b>	Bulawayo	88 xx	94 xx	69 xx	44 xx
	Harare	88 xx	96 xx	82 xx	37 xx
	Mashonaland Central	41 xx	78 xx	24 xx	0 xx
	Mashonaland East	30 xx	76 xx	15 xx	0 xx
	Mashonaland West	55 xx	70 xx	8 xx	21 xx
	Midland	46 xx	65 xx	33 xx	15 xx
	Manicaland	18 xx	65 xx	18 xx	0 xx
	Matabeleland North	46 xx	16 xx	10 xx	1 xx
	Matabeleland South	67 xx	70 xx	21 xx	28 xx
	Masvingo	45 xx	80 xx	5 xx	12 xx
	<b>ZIMBABWE mean</b>	<b>52 xx</b>	<b>74 xx</b>	<b>29 xx</b>	<b>16 xx</b>
	<b>SACMEQ</b>	<b>SACMEQ mean</b>	<b>53 ▶</b>	<b>75 ▶</b>	<b>59 ▶</b>

Note:



Improved by more than 10 points



Improved by 5 to 10 points



Deteriorated by more than 10 points



Deteriorated by 5 to 10 points



Remained the same (less than 5 points change)

xx Data not available for either SACMEQ II (2000) or SACMEQ III (2007) or both

DESIRABLE PHYSICAL RESOURCES – EQUIPMENT & FACILITIES

**Table 7b: Levels (2007) and Trends in Desirable Physical Resources (2000-2007)**

*(B) Percentages of Grade 6 Pupils in Schools with Stated Equipment and Facilities*

	Region	Class Cupboard	Class Bookshelf	Sports/Play Ground	School Fence	Electricity	Television	Photocopier	Computer
<b>BOTSWANA</b>	Central North	41 ▼	70 ▲	80 ▼	92 ►	72 ▲	68 ▲	52 ▲	68 ▲
	Central South	70 ▽	70 △	61 ▼	90 ▽	89 ▲	64 ▲	39 ▲	57 ▲
	Gaborone	83 ▲	77 ▽	79 ▽	85 ▽	100 ►	100 ▲	80 △	95 ▲
	Northern	30 ▽	61 ►	81 ►	91 ►	95 ▲	90 ▲	55 ▲	66 ▲
	South Central	52 △	60 ▽	68 ►	82 ▽	96 ▲	89 ▲	58 ▲	61 ▲
	Southern	36 ▼	59 ▼	70 ▼	95 ►	75 ▲	64 ▲	55 ▲	39 ▲
	Western	17 ▼	73 △	75 ►	85 ►	82 ▲	72 ▲	37 ▲	67 ▲
	<b>BOTSWANA mean</b>	<b>50 ▽</b>	<b>66 ►</b>	<b>72 ▽</b>	<b>89 ►</b>	<b>87 ▲</b>	<b>77 ▲</b>	<b>53 ▲</b>	<b>62 ▲</b>
<b>KENYA</b>	Central	20 ►	12 ►	100 ►	84 ►	35 ▲	11 △	4 ►	19 ▲
	Coast	10 ▼	0 ▼	92 ►	15 ▼	32 △	8 △	6 ►	15 ▲
	Eastern	16 △	7 ►	90 ▽	88 ▲	12 ►	11 △	0 ►	8 △
	Nairobi	82 ▼	41 ▲	90 ▽	91 ▽	85 ▽	23 ▲	29 ▲	72 ▲
	North-Eastern	10 △	7 △	86 ▼	56 ▽	10 ▼	16 ▲	0 ►	0 ►
	Nyanza	6 ►	1 ►	100 △	98 ►	24 ▲	3 ►	0 ►	7 △
	Rift Valley	19 ▽	15 △	82 ▼	94 △	16 ►	9 ►	4 ►	7 ►
	Western	24 ▲	17 ▲	81 ▼	96 ▲	7 ►	0 ►	0 ►	0 ►
<b>KENYA mean</b>	<b>19 ►</b>	<b>11 ►</b>	<b>90 ►</b>	<b>86 △</b>	<b>23 △</b>	<b>8 ►</b>	<b>4 ►</b>	<b>11 △</b>	
<b>LESOTHO</b>	Berea	86 ▼	42 △	67 ▼	45 ►	5 ▽	0 ►	0 ►	0 ►
	Butha-Buthe	100 ▲	20 ▼	92 △	19 ▼	0 ►	0 ►	0 ►	0 ►
	Leribe	87 ►	41 △	59 ▼	48 ►	25 ▲	0 ►	13 △	13 ▲
	Mafeteng	97 △	46 △	73 ▼	57 ▲	6 ▽	0 ►	0 ►	0 ►
	Mokhotlong	96 ▲	39 ▼	82 △	0 ▼	18 △	0 ►	0 ►	0 ►
	Mohale Hoek	76 ▽	17 ▼	63 ►	30 ▽	6 ▽	0 ►	0 ►	0 ►
	Maseru	80 ▼	61 ►	51 ▼	53 ►	31 ▲	4 ►	7 ►	13 ▲
	Qacha's Nek	90 ▽	39 ▽	69 ▼	31 ▲	5 △	7 △	0 ►	0 ►
	Quthing	83 ▽	27 △	83 ►	33 ▲	2 ►	0 ►	0 ►	0 ►
	Thaba-Tseka	94 ►	48 ▽	80 ►	17 ►	6 ▽	0 ►	0 ►	0 ▼
	<b>LESOTHO mean</b>	<b>87 ►</b>	<b>42 ►</b>	<b>66 ▼</b>	<b>41 ►</b>	<b>14 ►</b>	<b>1 ►</b>	<b>4 ►</b>	<b>5 ►</b>

DESIRABLE PHYSICAL RESOURCES – EQUIPMENT & FACILITIES

(B) Percentages of Grade 6 Pupils in Schools with Stated Equipment and Facilities

	Region	Class Cupboard	Class Bookshelf	Sports/Play Ground	School Fence	Electricity	Television	Photocopier	Computer
<b>MALAWI</b>	Central East	27 ▼	28 △	100 ►	14 ▼	13 ▲	0 ►	0 ►	5 △
	Central West	22 ▼	26 ▲	93 ►	30 ►	14 ►	0 ►	0 ►	0 ►
	Northern	31 ▼	21 ▽	96 ►	4 ►	13 △	4 ►	4 ►	4 ►
	South East	59 ▲	13 ▼	89 ►	19 ▲	13 △	0 ►	0 ►	0 ►
	Shire Highlands	53 ▲	32 ▲	80 ▼	18 ▲	0 ►	0 ►	0 ►	0 ►
	South West	36 ▼	19 △	70 ▼	27 ▲	12 ►	5 ►	5 ►	0 ►
	<b>MALAWI mean</b>	<b>35 ▼</b>	<b>24 △</b>	<b>89 ▽</b>	<b>19 ►</b>	<b>11 ►</b>	<b>1 ►</b>	<b>1 ►</b>	<b>2 ►</b>
<b>MAURITIUS</b>	Port Louis	90 △	47 ▲	71 △	95 ►	97 ►	91 ▽	40 ▲	100 ►
	Beau Bassin	100 ▲	51 ▲	75 ►	100 ►	100 ►	84 ▼	21 ►	100 ►
	Curepipe	98 △	73 ▲	92 △	95 ►	100 ►	100 △	37 ▲	100 ►
	Vacoas	91 △	74 ▲	86 ►	96 ►	100 ►	81 ▼	57 △	100 ►
	Rodrigues	87 △	53 ▲	79 ►	100 ▲	100 ►	100 ►	54 ▲	100 ▲
	Black River	100 △	84 ▲	63 ▼	100 ►	100 ►	100 ►	50 ▲	100 ►
	Private	96 △	66 ▲	90 ►	100 ►	100 ►	88 ▼	86 ▲	100 ►
<b>MAURITIUS mean</b>	<b>94 △</b>	<b>60 ▲</b>	<b>80 ►</b>	<b>97 ►</b>	<b>99 ►</b>	<b>90 ▽</b>	<b>48 ▲</b>	<b>100 ►</b>	
<b>MOZAMBIQUE</b>	Cabo Delgado	45 ▲	53 ▲	43 ▼	33 ▲	25 ▼	19 ▲	7 ►	0 ▼
	Gaza	45 ▲	29 ▲	25 ▼	42 △	22 ▽	4 ►	0 ►	0 ►
	Inhambane	32 ▲	24 ▲	42 ▲	51 ►	30 ▽	19 ▲	3 ►	0 ►
	Ciuda de Maputo	32 ▲	10 ▽	55 ▼	93 ▽	100 ►	45 ▲	13 ►	73 ▲
	Manica	13 ▼	10 ►	52 ▽	6 ▼	69 ▼	25 ▲	12 ▲	12 △
	Maputo Province	30 ▼	21 ▲	53 ▼	63 ▼	89 ►	5 ►	0 ▽	26 ▲
	Nampula	21 △	7 ►	60 △	23 ▽	49 ▲	0 ►	0 ►	0 ►
	Niassa	42 ▲	25 ▲	72 ▽	14 ►	26 ▼	0 ►	7 ▽	0 ►
	Sofala	18 ▽	9 △	42 ▼	24 ▼	34 ▼	0 ►	5 △	10 ►
	Tete	8 ►	0 ►	51 ▽	7 ▼	32 ▼	8 △	0 ►	0 ►
	Zambesia	30 ▲	28 ▲	63 ►	10 ▼	27 ▼	0 ►	0 ▽	5 △
<b>MOZAMBIQUE mean</b>	<b>28 △</b>	<b>19 ▲</b>	<b>51 ▼</b>	<b>34 ▼</b>	<b>47 ▼</b>	<b>11 △</b>	<b>4 ►</b>	<b>13 ►</b>	

DESIRABLE PHYSICAL RESOURCES – EQUIPMENT & FACILITIES

(B) Percentages of Grade 6 Pupils in Schools with Stated Equipment and Facilities

	Region	Class Cupboard	Class Bookshelf	Sports/Play Ground	School Fence	Electricity	Television	Photocopier	Computer
<b>NAMIBIA</b>	Caprivi	58 ▶	22 △	82 ▶	57 ▲	71 △	30 ▲	56 ▲	43 ▲
	Erongo	100 ▲	73 △	75 ▶	88 ▼	100 ▶	89 ▲	100 ▲	94 ▲
	Hardap	88 ▼	66 ▶	96 ▶	100 ▶	100 ▶	77 ▲	96 △	83 ▲
	Karas	93 △	45 ▼	100 △	87 ▶	100 ▶	74 ▲	100 △	95 ▲
	Kavango	66 ▲	11 ▼	85 ▶	57 ▲	81 ▶	49 ▲	39 ▲	42 ▲
	Khomas	88 ▼	51 △	92 ▲	100 ▶	100 ▶	80 △	100 ▶	100 ▲
	Kunene	74 ▼	26 ▼	75 ▶	95 ▲	84 ▲	71 ▲	71 ▲	76 ▲
	Ohangwena	47 ▶	11 ▼	67 ▶	89 ▲	47 △	28 ▲	41 ▲	38 ▲
	Omaheke	93 ▼	38 ▼	85 ▲	95 ▶	95 ▶	79 ▲	91 ▲	91 ▲
	Omusati	63 ▲	19 ▶	86 ▲	90 ▲	51 ▲	31 ▲	51 ▲	33 ▲
	Oshikoto	69 ▲	6 ▼	83 ▲	100 ▲	64 ▲	14 △	52 ▲	52 ▲
	Otjozondjupa	75 ▼	25 ▼	78 ▼	94 ▼	100 ▶	78 ▲	100 ▲	100 ▲
	Oshana	55 ▲	26 △	65 ▼	91 ▶	70 ▲	24 ▲	66 ▲	61 ▲
	<b>NAMIBIA mean</b>	<b>68 △</b>	<b>25 ▶</b>	<b>80 ▶</b>	<b>88 ▲</b>	<b>73 ▲</b>	<b>45 ▲</b>	<b>65 ▲</b>	<b>60 ▲</b>
<b>SEYCHELLES</b>	Central	90 ▲	100 △	80 ▼	80 ▼	100 ▶	100 ▶	100 △	100 △
	Eastern	100 ▶	100 ▶	100 ▶	79 ▲	100 ▶	100 ▶	100 ▶	100 ▶
	Islands	85 ▼	85 ▼	100 ▶	70 ▼	100 ▶	64 ▼	100 ▶	100 ▶
	Northern	99 ▶	100 ▶	100 ▲	83 ▲	100 ▶	100 ▶	100 ▶	100 ▶
	Southern	100 ▶	100 ▶	100 ▶	79 △	100 ▶	79 ▼	100 ▶	100 ▶
	Western	100 ▶	100 ▲	79 ▼	100 ▲	100 ▶	100 ▶	79 ▼	100 ▶
		<b>SEYCHELLES mean</b>	<b>94 ▶</b>	<b>98 ▶</b>	<b>91 ▼</b>	<b>81 △</b>	<b>100 ▶</b>	<b>93 ▼</b>	<b>97 ▶</b>

DESIRABLE PHYSICAL RESOURCES – EQUIPMENT & FACILITIES

(B) Percentages of Grade 6 Pupils in Schools with Stated Equipment and Facilities

	Region	Class Cupboard	Class Bookshelf	Sports/Play Ground	School Fence	Electricity	Television	Photocopier	Computer
<b>SOUTH AFRICA</b>	Eastern Cape	48 ▼	5 ▼	56 ►	76 △	66 △	31 △	44 ▲	30 ▲
	Free State	84 ▲	37 ▲	62 ▼	100 ▲	100 △	95 ▲	100 △	100 ▲
	Gauteng	87 ▲	65 △	81 ▲	93 ▼	98 ►	95 ▲	98 ►	98 ►
	Kwazulu-Natal	78 ►	32 ▼	57 ▼	87 △	85 ▲	67 ▲	77 ▲	78 ▲
	Mpumalanga	63 ▲	31 ▲	63 ▲	80 ▼	93 ▲	52 ▲	85 ▲	85 ▲
	Northern Cape	90 ▲	52 ▲	74 ►	92 ►	97 ►	93 ►	97 ▲	97 ▲
	Limpopo	86 ▲	33 ▲	59 ►	85 ▲	89 ▲	49 ▲	70 ▲	67 ▲
	North West	82 ►	57 ▲	70 ▲	92 ▲	95 ▲	72 ▲	93 ▲	95 ▲
	Western Cape	82 ▼	52 ▼	86 △	100 ►	100 ►	95 ►	95 ►	100 ►
	<b>SOUTH AFRICA mean</b>	<b>76 △</b>	<b>38 ►</b>	<b>66 ►</b>	<b>87 △</b>	<b>88 ▲</b>	<b>67 ▲</b>	<b>79 ▲</b>	<b>77 ▲</b>
<b>SWAZILAND</b>	Hhohho	65 ►	38 ▼	82 ►	91 ▲	86 ▲	15 ►	77 ▲	56 ▲
	Lubombo	52 ►	36 △	85 ▼	90 ▲	87 ▲	6 ►	62 ▲	48 ▲
	Manzini	75 ▲	38 △	72 ▼	74 ▲	93 ▲	13 ▲	79 ▲	60 ▲
	Shiselwen	58 ▲	21 ►	85 ►	84 ▲	95 ▲	5 ►	61 ▲	52 ▲
	<b>SWAZILAND mean</b>	<b>64 △</b>	<b>34 ►</b>	<b>80 ►</b>	<b>84 ▲</b>	<b>90 ▲</b>	<b>10 ►</b>	<b>71 ▲</b>	<b>55 ▲</b>
<b>TANZANIA</b>	Central	24 ▲	18 ▲	97 ►	8 ▼	32 ▲	8 △	10 △	0 ►
	Eastern	48 ▲	7 ▼	47 ▼	32 ▲	40 ►	7 △	7 △	14 ▲
	Kagera	41 ▲	29 ▲	86 △	0 ▼	10 ▲	0 ►	0 ►	0 ►
	Kilimanjaro	55 △	10 ▼	43 ▼	35 ►	18 ▲	0 ►	0 ►	0 ►
	Mwanza	8 ►	3 ►	87 ►	19 ►	12 △	0 ►	0 ►	4 ►
	North East	30 ►	12 ▼	69 ▼	17 ▼	4 ▼	0 ▼	4 ►	4 ►
	Northern	30 △	11 ►	92 ►	37 △	8 ▼	0 ►	0 ►	4 ►
	Southern Highland	19 △	19 ▲	89 ▼	25 ▼	32 ▲	5 △	6 △	11 △
	Southern	50 ▲	47 ▲	94 ▼	22 ▲	5 ►	0 ►	0 ►	0 ►
	South Western	27 ▲	0 ▼	85 ▼	0 ▼	8 △	0 ►	0 ►	0 ►
<b>TANZANIA mean</b>	<b>31 ▲</b>	<b>16 ►</b>	<b>83 ▼</b>	<b>22 ▼</b>	<b>17 ►</b>	<b>2 ►</b>	<b>3 ►</b>	<b>4 ►</b>	

DESIRABLE PHYSICAL RESOURCES – EQUIPMENT & FACILITIES

(B) Percentages of Grade 6 Pupils in Schools with Stated Equipment and Facilities

	Region	Class Cupboard	Class Bookshelf	Sports/Play Ground	School Fence	Electricity	Television	Photocopier	Computer
<b>UGANDA</b>	Central	15 ▶	6 ▶	70 ▼	37 △	25 ▶	13 ▶	1 ▶	12 △
	Eastern	13 ▶	16 △	83 ▶	28 ▶	15 ▶	6 ▶	2 ▶	4 ▶
	Northern	29 △	24 ▲	75 ▼	4 ▼	14 ▲	3 ▶	2 ▶	4 ▶
	Western	17 ▼	13 ▶	80 ▶	53 ▲	25 △	7 ▶	0 ▶	8 ▶
	<b>UGANDA mean</b>	<b>18 ▶</b>	<b>14 △</b>	<b>78 ▼</b>	<b>31 ▶</b>	<b>20 ▶</b>	<b>7 ▶</b>	<b>1 ▶</b>	<b>7 ▶</b>
<b>ZAMBIA</b>	Central	12 ▼	15 ▶	74 ▼	20 ▶	48 ▲	6 △	0 ▶	32 ▲
	Copperbelt	2 ▼	3 ▼	88 ▲	65 ▼	79 △	13 △	12 △	26 ▲
	Eastern	13 ▶	17 ▲	94 ▼	8 △	14 △	10 ▲	6 △	6 △
	Luapulu	30 ▼	20 ▲	93 ▶	13 ▲	33 ▲	0 ▶	0 ▼	0 ▶
	Lusaka	19 ▲	23 ▲	63 ▼	54 ▼	82 △	36 ▲	18 ▲	27 ▲
	Northern	13 △	0 ▼	100 ▶	0 ▼	0 ▼	0 ▶	0 ▶	0 ▶
	North Western	25 ▼	22 △	76 ▼	9 ▼	39 ▲	0 ▼	0 ▼	7 ▶
	Southern	16 ▲	16 ▶	94 ▶	17 ▶	19 ▼	0 ▼	0 ▶	7 ▶
	Western	55 ▲	53 ▲	95 ▶	11 ▶	36 ▲	17 ▲	5 △	10 ▲
<b>ZAMBIA mean</b>	<b>16 ▶</b>	<b>15 ▶</b>	<b>87 ▶</b>	<b>24 ▼</b>	<b>39 ▶</b>	<b>8 △</b>	<b>5 ▶</b>	<b>14 ▲</b>	
<b>ZANZIBAR</b>	North Pemba	30 ▲	6 ▶	55 ▼	0 ▶	59 ▲	4 ▶	0 ▶	13 ▲
	North Unguja	19 ▶	14 ▶	65 ▼	0 ▶	46 ▲	0 ▶	0 ▶	10 △
	South Pemba	37 ▲	34 ▲	53 ▼	4 ▶	58 ▲	3 ▶	0 ▶	0 ▶
	South Unguja	35 ▲	18 △	80 △	19 △	75 ▲	5 ▶	9 △	34 ▲
	Urban West	21 ▲	11 △	64 △	12 ▼	84 ▲	7 ▶	12 △	35 ▲
<b>ZANZIBAR mean</b>	<b>27 ▲</b>	<b>15 △</b>	<b>62 ▶</b>	<b>7 ▶</b>	<b>69 ▲</b>	<b>5 ▶</b>	<b>6 ▶</b>	<b>21 ▲</b>	



DESIRABLE PHYSICAL RESOURCES – EQUIPMENT & FACILITIES

(B) Percentages of Grade 6 Pupils in Schools with Stated Equipment and Facilities

	Region	Class Cupboard	Class Bookshelf	Sports/Play Ground	School Fence	Electricity	Television	Photocopier	Computer
<b>ZIMBABWE</b>	Bulawayo	78 xx	76 xx	94 xx	94 xx	100 xx	31 xx	25 xx	76 xx
	Harare	74 xx	69 xx	100 xx	91 xx	94 xx	30 xx	38 xx	76 xx
	Mashonaland Central	28 xx	20 xx	94 xx	73 xx	64 xx	0 xx	0 xx	16 xx
	Mashonaland East	26 xx	33 xx	100 xx	65 xx	9 xx	0 xx	0 xx	0 xx
	Mashonaland West	48 xx	38 xx	86 xx	55 xx	49 xx	11 xx	9 xx	8 xx
	Midland	43 xx	36 xx	100 xx	78 xx	52 xx	15 xx	23 xx	25 xx
	Manicaland	18 xx	19 xx	100 xx	64 xx	0 xx	0 xx	0 xx	0 xx
	Matabeleland North	46 xx	18 xx	100 xx	61 xx	3 xx	0 xx	0 xx	0 xx
	Matabeleland South	38 xx	11 xx	100 xx	100 xx	50 xx	10 xx	10 xx	31 xx
	Masvingo	26 xx	35 xx	100 xx	50 xx	28 xx	0 xx	0 xx	0 xx
	<b>ZIMBABWE mean</b>	<b>39 xx</b>	<b>35 xx</b>	<b>98 xx</b>	<b>72 xx</b>	<b>47 xx</b>	<b>10 xx</b>	<b>11 xx</b>	<b>23 xx</b>
<b>SACMEQ</b>	<b>SACMEQ mean</b>	<b>50 ►</b>	<b>34 ►</b>	<b>78 ►</b>	<b>58 ►</b>	<b>55 △</b>	<b>29 △</b>	<b>30 ▲</b>	<b>37 ▲</b>

Note:

- ▲ Improved by more than 10 points
- △ Improved by 5 to 10 points

- ▼ Deteriorated by more than 10 points
- ▽ Deteriorated by 5 to 10 points
- Remained the same (less than 5 points change)

xx Data not available for either SACMEQ II (2000) or SACMEQ III (2007) or both

# **Desirable Human Resources**

## DESIRABLE HUMAN RESOURCES – SCHOOL HEADS &amp; ENVIRONMENT

**Table 8a: Levels (2007) and Trends in Desirable Human Resources (2000-2007)**
**(A) Percentages of Grade 6 Pupils in Schools with Stated School Heads and Environment**

	Region	Female School Heads	Sch. Head Educ. – Senior Sec. or more	Sch. Head. Mngt. Course	Sch. Head HIV/AIDS Course	Acceptable Class Size ( $\leq 40$ )	Teacher Class Attendance
<b>BOTSWANA</b>	Central North	60 $\triangle$	59 $\blacktriangle$	61 $\blacktriangle$	65 $\times\times$	100 $\blacktriangleright$	88 $\nabla$
	Central South	47 $\blacktriangle$	36 $\blacktriangle$	71 $\blacktriangle$	75 $\times\times$	100 $\blacktriangleright$	93 $\blacktriangleright$
	Gaborone	65 $\blacktriangledown$	65 $\blacktriangle$	76 $\blacktriangle$	70 $\times\times$	100 $\blacktriangleright$	100 $\blacktriangleright$
	Northern	76 $\blacktriangle$	49 $\blacktriangleright$	80 $\blacktriangle$	76 $\times\times$	100 $\blacktriangleright$	90 $\nabla$
	South Central	72 $\blacktriangle$	54 $\blacktriangle$	73 $\blacktriangle$	75 $\times\times$	100 $\blacktriangleright$	86 $\blacktriangledown$
	Southern	81 $\blacktriangle$	20 $\triangle$	60 $\blacktriangleright$	55 $\times\times$	100 $\blacktriangleright$	90 $\triangle$
	Western	55 $\nabla$	15 $\blacktriangleright$	65 $\blacktriangleright$	75 $\times\times$	100 $\blacktriangleright$	90 $\triangle$
	<b>BOTSWANA mean</b>	<b>64</b> $\blacktriangle$	<b>43</b> $\blacktriangle$	<b>69</b> $\blacktriangle$	<b>70</b> $\times\times$	<b>100</b> $\blacktriangleright$	<b>91</b> $\blacktriangleright$
<b>KENYA</b>	Central	9 $\blacktriangleright$	97 $\blacktriangleright$	77 $\blacktriangledown$	86 $\times\times$	44 $\blacktriangledown$	89 $\nabla$
	Coast	16 $\blacktriangleright$	100 $\blacktriangleright$	81 $\blacktriangledown$	75 $\times\times$	26 $\blacktriangledown$	94 $\blacktriangleright$
	Eastern	10 $\blacktriangleright$	100 $\blacktriangleright$	82 $\blacktriangledown$	91 $\times\times$	52 $\blacktriangledown$	95 $\blacktriangleright$
	Nairobi	57 $\blacktriangle$	100 $\blacktriangleright$	83 $\blacktriangledown$	86 $\times\times$	37 $\blacktriangleright$	93 $\nabla$
	North-Eastern	14 $\triangle$	91 $\nabla$	87 $\blacktriangledown$	66 $\times\times$	36 $\blacktriangledown$	91 $\blacktriangleright$
	Nyanza	13 $\triangle$	100 $\blacktriangleright$	76 $\blacktriangledown$	85 $\times\times$	64 $\triangle$	87 $\nabla$
	Rift Valley	15 $\blacktriangle$	97 $\blacktriangleright$	82 $\blacktriangledown$	78 $\times\times$	36 $\blacktriangledown$	84 $\blacktriangledown$
	Western	12 $\blacktriangleright$	100 $\blacktriangleright$	90 $\nabla$	95 $\times\times$	34 $\blacktriangledown$	74 $\blacktriangledown$
<b>KENYA mean</b>	<b>15</b> $\triangle$	<b>99</b> $\blacktriangleright$	<b>81</b> $\blacktriangledown$	<b>85</b> $\times\times$	<b>44</b> $\blacktriangledown$	<b>87</b> $\nabla$	
<b>LESOTHO</b>	Berea	80 $\blacktriangle$	59 $\blacktriangle$	95 $\blacktriangle$	74 $\times\times$	48 $\blacktriangle$	75 $\blacktriangledown$
	Butha-Buthe	83 $\blacktriangleright$	84 $\blacktriangle$	39 $\blacktriangledown$	68 $\times\times$	33 $\blacktriangledown$	92 $\blacktriangle$
	Leribe	81 $\blacktriangleright$	86 $\blacktriangle$	70 $\blacktriangleright$	87 $\times\times$	31 $\blacktriangleright$	67 $\blacktriangledown$
	Mafeteng	63 $\blacktriangleright$	56 $\triangle$	83 $\blacktriangle$	74 $\times\times$	62 $\blacktriangle$	75 $\blacktriangledown$
	Mokhotlong	78 $\blacktriangleright$	83 $\blacktriangle$	66 $\triangle$	59 $\times\times$	74 $\blacktriangleright$	94 $\blacktriangle$
	Mohale Hoek	81 $\blacktriangle$	75 $\blacktriangle$	59 $\blacktriangle$	76 $\times\times$	38 $\blacktriangledown$	95 $\blacktriangle$
	Maseru	85 $\blacktriangleright$	60 $\blacktriangleright$	71 $\blacktriangledown$	84 $\times\times$	50 $\blacktriangle$	75 $\blacktriangledown$
	Qacha's Nek	79 $\blacktriangle$	62 $\blacktriangle$	21 $\blacktriangledown$	32 $\times\times$	60 $\blacktriangledown$	93 $\blacktriangleright$
	Quthing	90 $\blacktriangle$	54 $\triangle$	68 $\triangle$	86 $\times\times$	55 $\blacktriangle$	85 $\nabla$
	Thaba-Tseka	66 $\nabla$	79 $\blacktriangle$	82 $\blacktriangle$	72 $\times\times$	55 $\blacktriangle$	80 $\blacktriangledown$
<b>LESOTHO mean</b>	<b>79</b> $\triangle$	<b>69</b> $\blacktriangle$	<b>71</b> $\blacktriangleright$	<b>76</b> $\times\times$	<b>47</b> $\triangle$	<b>79</b> $\nabla$	

## DESIRABLE HUMAN RESOURCES – SCHOOL HEADS &amp; ENVIRONMENT

(A) Percentages of Grade 6 Pupils in Schools with Stated School Heads and Environment

	Region	Female School Heads	Sch. Head Educ. – Senior Sec. or more	Sch. Head. Mngt. Course	Sch. Head HIV/AIDS Course	Acceptable Class Size ( $\leq 40$ )	Teacher Class Attendance
<b>MALAWI</b>	Central East	6 ▼	71 ▲	53 ▼	33 xx	25 ▼	71 ▼
	Central West	12 ►	74 ►	56 ▼	67 xx	19 ►	88 ►
	Northern	14 ►	80 △	50 ▼	42 xx	26 ▼	93 △
	South East	14 △	58 ▲	74 ▼	77 xx	27 ►	89 ►
	Shire Highlands	9 ▼	68 ▲	66 ▼	77 xx	13 ▼	59 ▼
	South West	23 ►	84 △	56 ▼	93 xx	15 ►	80 ►
	<b>MALAWI mean</b>	<b>13 ►</b>	<b>73 ▲</b>	<b>58 ▼</b>	<b>63 xx</b>	<b>21 ▼</b>	<b>82 ▼</b>
	<b>MAURITIUS</b>	Port Louis	35 ▲	100 ►	79 ▼	5 xx	81 ▲
Beau Bassin		36 △	100 △	54 ▼	4 xx	62 ▼	96 ►
Curepipe		23 ▼	94 ▼	76 ▼	13 xx	85 ▲	94 ▼
Vacoas		59 △	95 ▼	68 ▼	5 xx	65 ▲	100 △
Rodrigues		20 ▼	100 ►	86 ▼	31 xx	100 ►	85 ▼
Black River		26 ▼	100 ►	60 ▼	26 xx	69 ►	96 ►
Private		61 ▲	97 ►	96 ►	9 xx	85 ▲	92 ►
<b>MAURITIUS mean</b>		<b>40 △</b>	<b>98 ►</b>	<b>75 ▼</b>	<b>9 xx</b>	<b>78 ▲</b>	<b>95 ►</b>
<b>MOZAMBIQUE</b>	Cabo Delgado	13 ►	71 ▼	60 ▲	51 xx	5 ▼	94 △
	Gaza	18 ►	61 ▼	85 ▲	47 xx	11 ►	100 ►
	Inhambane	22 ▼	81 ▲	56 ▲	74 xx	2 ▼	100 ►
	Ciuda de Maputo	35 ►	80 ▼	64 ▼	58 xx	0 ▼	78 ▼
	Manica	38 ▲	84 ▼	77 ▲	33 xx	19 △	84 ▼
	Maputo Province	52 ▲	76 ▼	88 △	81 xx	1 ►	100 ►
	Nampula	5 ►	71 ▼	61 ▲	74 xx	7 ►	100 ►
	Niassa	9 △	73 ▼	56 ▲	90 xx	9 ▼	93 ►
	Sofala	12 △	80 ▼	89 ▲	71 xx	2 ▼	95 ▼
	Tete	16 ▲	88 ▼	60 ▲	76 xx	6 ▼	100 ▲
	Zambesia	18 ▲	92 ▲	73 ▲	76 xx	1 ▼	100 ►
<b>MOZAMBIQUE mean</b>	<b>22 △</b>	<b>79 ▼</b>	<b>71 ▲</b>	<b>67 xx</b>	<b>5 ▼</b>	<b>95 ►</b>	

DESIRABLE HUMAN RESOURCES – SCHOOL HEADS & ENVIRONMENT

(A) Percentages of Grade 6 Pupils in Schools with Stated School Heads and Environment

	Region	Female School Heads	Sch. Head Educ. – Senior Sec. or more	Sch. Head. Mngt. Course	Sch. Head HIV/AIDS Course	Acceptable Class Size (≤ 40)	Teacher Class Attendance
NAMIBIA	Caprivi	20 ▲	93 ▲	65 ▼	95 xx	86 ►	83 ▼
	Erongo	70 ▲	76 ▼	82 ▼	70 xx	97 ►	76 ▼
	Hardap	44 ▲	89 ►	51 ▼	51 xx	89 ►	92 ▼
	Karas	25 ▲	95 ▼	100 ▲	83 xx	75 ▼	88 ▼
	Kavango	39 ▲	74 △	75 ►	91 xx	74 ►	74 ►
	Khomas	44 ▲	100 △	50 ▼	76 xx	77 ▼	73 ▼
	Kunene	40 ▲	91 ▲	75 ▼	72 xx	97 ►	87 △
	Ohangwena	40 ▲	80 ▲	55 ▼	87 xx	62 ▲	84 ▼
	Omaheke	35 ▲	90 ▲	35 ▼	67 xx	93 ►	87 ▲
	Omusati	39 ►	72 △	51 ▼	82 xx	70 ▲	83 ▼
	Oshikoto	51 ►	71 ▲	63 ▼	75 xx	60 ►	84 △
	Otjozondjupa	51 ▲	87 △	75 ▼	77 xx	86 △	100 ►
	Oshana	37 △	76 ▲	78 ►	76 xx	76 ▲	87 ►
	<b>NAMIBIA mean</b>	<b>42 ▲</b>	<b>81 ▲</b>	<b>63 ▼</b>	<b>80 xx</b>	<b>74 △</b>	<b>83 ▼</b>
SEYCHELLES	Central	68 ▼	100 ►	90 ▲	90 xx	100 ►	86 ▼
	Eastern	100 ►	100 ►	76 ►	79 xx	100 ►	76 ▼
	Islands	100 ►	100 ►	70 ▼	0 xx	100 ►	100 ►
	Northern	100 ►	100 ▲	87 ▼	63 xx	100 ►	100 ►
	Southern	100 ▲	100 ►	43 ▼	21 xx	100 ►	100 ►
	Western	49 ▼	100 ►	82 ▲	61 xx	100 ►	82 ▼
	<b>SEYCHELLES mean</b>	<b>83 ▼</b>	<b>100 ►</b>	<b>78 △</b>	<b>61 xx</b>	<b>100 ►</b>	<b>90 ▼</b>

## DESIRABLE HUMAN RESOURCES – SCHOOL HEADS &amp; ENVIRONMENT

(A) Percentages of Grade 6 Pupils in Schools with Stated School Heads and Environment

	Region	Female School Heads	Sch. Head Educ. – Senior Sec. or more	Sch. Head. Mngt. Course	Sch. Head HIV/AIDS Course	Acceptable Class Size ( $\leq 40$ )	Teacher Class Attendance
SOUTH AFRICA	Eastern Cape	33 ▲	96 ▲	68 ►	86 xx	36 ▼	85 ▼
	Free State	34 ▲	95 △	76 ▲	83 xx	53 ►	77 ▲
	Gauteng	34 ▲	98 △	73 ▼	73 xx	60 ►	96 ►
	Kwazulu-Natal	42 ▲	77 ▼	76 ►	86 xx	35 ▼	82 ▼
	Mpumalanga	23 ►	91 ▲	66 △	88 xx	35 ▲	95 ►
	Northern Cape	30 ▲	89 ►	78 ▲	71 xx	73 ▼	87 ▼
	Limpopo	39 ▲	82 ▼	71 ▲	56 xx	37 ►	83 ▼
	North West	42 ►	89 ▲	79 ▼	76 xx	57 ▲	85 ►
	Western Cape	17 ▼	98 ►	72 ►	91 xx	60 ►	90 ►
	<b>SOUTH AFRICA mean</b>	<b>35 ▲</b>	<b>89 ►</b>	<b>73 ►</b>	<b>79 xx</b>	<b>45 ►</b>	<b>87 ►</b>
SWAZILAND	Hhohho	36 ►	100 ▲	95 ►	70 xx	35 ▼	94 ►
	Lubombo	51 ►	97 ►	95 ►	69 xx	62 ▼	89 ▲
	Manzini	28 ▼	98 △	97 ►	61 xx	58 ▼	86 ►
	Shiselwen	26 ▼	95 ▲	89 ▼	61 xx	59 ▼	87 ►
	<b>SWAZILAND mean</b>	<b>34 ▼</b>	<b>98 ▲</b>	<b>94 ►</b>	<b>65 xx</b>	<b>53 ▼</b>	<b>89 ►</b>
TANZANIA	Central	21 ▲	51 ▼	40 ▼	24 xx	33 ▼	88 ►
	Eastern	34 ▼	90 ▼	46 ▼	71 xx	13 ►	75 ▼
	Kagera	15 ►	56 ▼	66 ▼	48 xx	25 ▼	76 ▲
	Kilimanjaro	28 ▼	70 ▼	63 ▼	69 xx	18 ▼	100 △
	Mwanza	9 ▼	71 ▼	38 ▼	61 xx	61 ▲	90 ▲
	North East	25 ▲	76 ▼	33 ▼	41 xx	23 ▼	95 ►
	Northern	19 ►	77 ▼	40 ▼	42 xx	20 ▼	74 ▼
	Southern Highland	10 ▲	66 ▼	19 ▼	35 xx	15 ►	100 △
	Southern	3 ▼	88 ►	46 ▼	58 xx	23 ▼	96 ►
	South Western	26 ▲	82 ►	22 ▼	22 xx	40 ▼	85 ▼
<b>TANZANIA mean</b>	<b>18 ►</b>	<b>76 ▼</b>	<b>39 ▼</b>	<b>45 xx</b>	<b>29 ▼</b>	<b>88 ►</b>	

## DESIRABLE HUMAN RESOURCES – SCHOOL HEADS &amp; ENVIRONMENT

(A) Percentages of Grade 6 Pupils in Schools with Stated School Heads and Environment

	Region	Female School Heads	Sch. Head Educ. – Senior Sec. or more	Sch. Head. Mngt. Course	Sch. Head HIV/AIDS Course	Acceptable Class Size ( $\leq 40$ )	Teacher Class Attendance
UGANDA	Central	26 $\triangle$	97 $\triangleright$	80 $\triangleright$	81 $\times\times$	24 $\blacktriangledown$	47 $\blacktriangledown$
	Eastern	22 $\triangle$	97 $\triangleright$	74 $\blacktriangledown$	72 $\times\times$	8 $\blacktriangledown$	70 $\blacktriangledown$
	Northern	20 $\blacktriangle$	84 $\blacktriangledown$	75 $\triangleright$	53 $\times\times$	9 $\blacktriangledown$	36 $\blacktriangledown$
	Western	22 $\triangleright$	95 $\triangleright$	73 $\triangleright$	67 $\times\times$	26 $\blacktriangledown$	59 $\blacktriangledown$
	<b>UGANDA mean</b>	<b>23 <math>\triangle</math></b>	<b>94 <math>\triangleright</math></b>	<b>75 <math>\triangleright</math></b>	<b>69 <math>\times\times</math></b>	<b>16 <math>\blacktriangledown</math></b>	<b>54 <math>\blacktriangledown</math></b>
ZAMBIA	Central	13 $\blacktriangledown$	94 $\triangleright$	80 $\blacktriangle$	67 $\times\times$	29 $\blacktriangledown$	100 $\blacktriangle$
	Copperbelt	48 $\triangleright$	96 $\blacktriangle$	77 $\blacktriangledown$	100 $\times\times$	34 $\blacktriangledown$	87 $\blacktriangledown$
	Eastern	44 $\blacktriangle$	100 $\blacktriangle$	52 $\blacktriangledown$	43 $\times\times$	29 $\blacktriangledown$	85 $\blacktriangledown$
	Luapulu	21 $\blacktriangle$	85 $\triangleright$	35 $\blacktriangledown$	74 $\times\times$	50 $\blacktriangledown$	93 $\triangleright$
	Lusaka	36 $\blacktriangle$	91 $\blacktriangle$	63 $\blacktriangledown$	73 $\times\times$	23 $\blacktriangledown$	100 $\triangleright$
	Northern	39 $\blacktriangle$	93 $\blacktriangle$	33 $\blacktriangledown$	58 $\times\times$	43 $\blacktriangledown$	80 $\blacktriangle$
	North Western	16 $\triangle$	94 $\blacktriangledown$	51 $\blacktriangledown$	39 $\times\times$	40 $\blacktriangledown$	86 $\triangleright$
	Southern	32 $\blacktriangle$	94 $\triangle$	62 $\blacktriangledown$	85 $\times\times$	39 $\blacktriangledown$	92 $\triangleright$
	Western	19 $\blacktriangledown$	94 $\blacktriangle$	42 $\blacktriangledown$	57 $\times\times$	72 $\triangleright$	93 $\triangleright$
<b>ZAMBIA mean</b>	<b>32 <math>\blacktriangle</math></b>	<b>94 <math>\blacktriangle</math></b>	<b>57 <math>\blacktriangledown</math></b>	<b>69 <math>\times\times</math></b>	<b>38 <math>\blacktriangledown</math></b>	<b>90 <math>\triangleright</math></b>	
ZANZIBAR	North Pemba	13 $\triangleright$	100 $\triangle$	54 $\blacktriangledown$	53 $\times\times$	15 $\blacktriangledown$	4 $\blacktriangledown$
	North Unguja	0 $\triangleright$	94 $\blacktriangledown$	70 $\blacktriangledown$	50 $\times\times$	28 $\triangle$	10 $\blacktriangledown$
	South Pemba	17 $\blacktriangle$	100 $\blacktriangle$	71 $\triangle$	42 $\times\times$	12 $\blacktriangledown$	25 $\blacktriangledown$
	South Unguja	10 $\triangleright$	100 $\triangleright$	49 $\blacktriangledown$	50 $\times\times$	38 $\blacktriangledown$	31 $\blacktriangledown$
	Urban West	36 $\triangleright$	100 $\blacktriangle$	60 $\blacktriangledown$	65 $\times\times$	9 $\triangleright$	7 $\blacktriangledown$
	<b>ZANZIBAR mean</b>	<b>21 <math>\triangleright</math></b>	<b>99 <math>\triangle</math></b>	<b>61 <math>\blacktriangledown</math></b>	<b>55 <math>\times\times</math></b>	<b>16 <math>\blacktriangledown</math></b>	<b>13 <math>\blacktriangledown</math></b>

DESIRABLE HUMAN RESOURCES – SCHOOL HEADS & ENVIRONMENT

(A) Percentages of Grade 6 Pupils in Schools with Stated School Heads and Environment

	Region	Female School Heads	Sch. Head Educ. – Senior Sec. or more	Sch. Head. Mngt. Course	Sch. Head HIV/AIDS Course	Acceptable Class Size ( $\leq 40$ )	Teacher Class Attendance
<b>ZIMBABWE</b>	Bulawayo	50 xx	100 xx	69 xx	82 xx	45 xx	75 xx
	Harare	35 xx	100 xx	70 xx	100 xx	29 xx	91 xx
	Mashonaland Central	17 xx	96 xx	59 xx	88 xx	39 xx	91 xx
	Mashonaland East	26 xx	99 xx	61 xx	57 xx	63 xx	74 xx
	Mashonaland West	30 xx	100 xx	36 xx	61 xx	58 xx	74 xx
	Midland	31 xx	100 xx	48 xx	73 xx	69 xx	86 xx
	Manicaland	0 xx	100 xx	100 xx	66 xx	43 xx	82 xx
	Matabeleland North	48 xx	82 xx	59 xx	67 xx	64 xx	81 xx
	Matabeleland South	55 xx	90 xx	37 xx	84 xx	59 xx	72 xx
	Masvingo	5 xx	100 xx	79 xx	81 xx	47 xx	56 xx
	<b>ZIMBABWE mean</b>	<b>27 xx</b>	<b>98 xx</b>	<b>62 xx</b>	<b>77 xx</b>	<b>50 xx</b>	<b>78 xx</b>
<b>SACMEQ</b>	<b>SACMEQ mean</b>	<b>37 ►</b>	<b>86 ▲</b>	<b>69 ▼</b>	<b>65 ▲</b>	<b>48 ▼</b>	<b>85 ▼</b>

Note:

▲ Improved by more than 10 points

△ Improved by 5 to 10 points

▼ Deteriorated by more than 10 points

▽ Deteriorated by 5 to 10 points

► Remained the same (less than 5 points change)

xx Data not available for either SACMEQ II (2000) or SACMEQ III (2007) or both



## DESIRABLE HUMAN RESOURCES – TEACHERS

**Table 8b: Levels (2007) and Trends in Desirable Human Resources (2000-2007)**
**(B) Percentages of Grade 6 Pupils in Schools with Stated Teachers**

	Region	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)
<b>BOTSWANA</b>	Central North	51 ▼	61 ▶	100 ▶	24 xx	68 ▶	63 ▲
	Central South	76 △	64 ▼	98 ▶	40 xx	65 △	32 △
	Gaborone	70 ▼	78 ▲	100 ▶	80 xx	82 ▲	35 ▲
	Northern	73 ▲	75 ▶	100 ▶	60 xx	83 ▲	47 ▲
	South Central	79 △	72 ▶	100 △	40 xx	68 ▲	30 ▶
	Southern	72 ▶	61 ▼	98 △	39 xx	83 ▲	46 ▲
	Western	20 ▼	51 ▼	97 ▲	46 xx	88 △	43 △
	<b>BOTSWANA mean</b>	<b>66</b> ▶	<b>66</b> ▶	<b>99</b> △	<b>43</b> xx	<b>74</b> ▲	<b>41</b> ▲
<b>KENYA</b>	Central	47 ▼	69 ▲	96 ▶	92 xx	91 ▶	85 ▼
	Coast	66 ▶	68 ▼	100 ▶	94 xx	91 ▲	94 ▶
	Eastern	54 ▶	60 ▶	88 ▼	93 xx	89 ▶	97 ▶
	Nairobi	64 ▼	75 ▼	100 △	91 xx	90 ▶	93 ▶
	North-Eastern	11 ▼	59 ▲	78 ▼	74 xx	77 ▲	98 ▶
	Nyanza	39 ▲	59 ▶	94 ▶	90 xx	81 △	81 ▼
	Rift Valley	46 ▶	51 ▶	86 ▼	98 xx	90 △	93 ▶
	Western	31 ▼	67 ▼	90 ▼	100 xx	87 △	88 ▼
<b>KENYA mean</b>	<b>46</b> ▶	<b>61</b> ▶	<b>91</b> ▼	<b>94</b> xx	<b>88</b> △	<b>90</b> ▼	
<b>LESOTHO</b>	Berea	75 ▼	35 △	75 ▶	79 xx	38 ▼	19 ▼
	Butha-Buthe	80 ▶	25 ▼	76 ▼	90 xx	26 ▼	22 ▼
	Leribe	82 ▶	40 ▼	89 ▶	67 xx	45 ▶	24 ▲
	Mafeteng	59 ▼	40 ▲	78 △	39 xx	58 ▲	10 ▶
	Mokhotlong	45 ▼	38 ▼	68 ▼	46 xx	32 ▼	43 △
	Mohale Hoek	58 ▶	21 ▼	77 ▶	46 xx	26 ▼	7 ▼
	Maseru	80 △	21 ▼	75 ▼	68 xx	42 ▲	18 △
	Qacha's Nek	72 ▲	42 ▼	82 ▼	93 xx	15 ▼	24 ▶
	Quthing	81 ▲	38 △	61 ▼	65 xx	37 ▼	15 ▶
	Thaba-Tseka	54 ▼	37 ▼	74 ▼	100 xx	58 ▲	14 ▶
<b>LESOTHO mean</b>	<b>72</b> ▶	<b>32</b> ▼	<b>77</b> ▼	<b>68</b> xx	<b>40</b> ▶	<b>19</b> ▶	

DESIRABLE HUMAN RESOURCES – TEACHERS

(B) Percentages of Grade 6 Pupils in Schools with Stated Teachers

	Region	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)
<b>MALAWI</b>	Central East	28 ▼	43 ▽	75 ▲	45 xx	36 ►	53 ▽
	Central West	40 △	63 ▲	84 ▲	68 xx	44 △	29 ►
	Northern	20 ►	34 ▼	77 ▲	49 xx	39 ►	39 ►
	South East	15 △	56 ▲	82 ▲	68 xx	41 △	45 ►
	Shire Highlands	11 ▼	55 ▲	89 ▲	68 xx	48 △	38 ▲
	South West	32 ▼	70 ▲	72 ►	62 xx	31 ►	10 ▼
	<b>MALAWI mean</b>	<b>26 ►</b>	<b>53 ▲</b>	<b>80 ▲</b>	<b>60 xx</b>	<b>40 ►</b>	<b>35 ►</b>
<b>MAURITIUS</b>	Port Louis	46 ▲	55 △	95 △	5 xx	xx xx	xx xx
	Beau Bassin	33 ▲	87 ▲	93 △	0 xx	xx xx	xx xx
	Curepipe	17 △	74 ►	79 ▼	5 xx	xx xx	xx xx
	Vacoas	28 ▲	69 ►	84 ►	0 xx	xx xx	xx xx
	Rodrigues	29 ▼	72 ▽	96 △	19 xx	xx xx	xx xx
	Black River	55 ▲	82 ▽	100 ►	0 xx	xx xx	xx xx
	Private	61 △	69 ▽	92 ►	4 xx	xx xx	xx xx
<b>MAURITIUS mean</b>	<b>40 ▲</b>	<b>70 △</b>	<b>91 ►</b>	<b>4 xx</b>	<b>xx xx</b>	<b>xx xx</b>	
<b>MOZAMBIQUE</b>	Cabo Delgado	21 ▲	51 △	73 △	75 xx	17 ▼	22 △
	Gaza	28 ▼	27 ►	80 ▲	83 xx	34 ▽	37 ▼
	Inhambane	46 ▲	27 ▽	29 ▼	88 xx	30 ►	30 ▼
	Ciuda de Maputo	62 ▲	40 ▲	97 ▲	80 xx	45 ►	46 ►
	Manica	50 ▲	49 ▲	79 ▲	76 xx	48 ►	34 △
	Maputo Province	40 ▲	28 ►	83 ▲	88 xx	55 △	17 ▼
	Nampula	40 ▲	35 ▼	95 ▲	60 xx	21 ▼	26 ▼
	Niassa	31 ▲	36 ►	81 ▲	77 xx	11 ▼	0 ▼
	Sofala	48 ►	43 ►	86 ▼	80 xx	54 ▲	16 ▼
	Tete	27 ▽	25 ▼	50 ►	78 xx	44 ▲	22 ►
<b>MOZAMBIQUE mean</b>	<b>39 △</b>	<b>36 △</b>	<b>75 ▲</b>	<b>79 xx</b>	<b>39 ►</b>	<b>28 ▼</b>	

DESIRABLE HUMAN RESOURCES – TEACHERS

(B) Percentages of Grade 6 Pupils in Schools with Stated Teachers

	Region	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)
NAMIBIA	Caprivi	74 ▲	100 ▲	100 △	95 xx	56 ▲	19 ►
	Erongo	91 ▲	69 ►	100 ▲	91 xx	64 ▲	41 ►
	Hardap	55 ▼	55 ▲	100 △	74 xx	49 ▼	48 △
	Karas	70 ▲	70 ▼	87 ►	90 xx	59 ►	45 ▼
	Kavango	42 ►	87 ▲	95 ▲	81 xx	34 ▲	26 ▲
	Khomas	69 ▲	69 ►	97 ►	85 xx	52 ▼	37 ▽
	Kunene	27 ►	94 ▲	94 ►	83 xx	67 ▲	37 ►
	Ohangwena	68 ▲	66 ▽	100 △	80 xx	51 ►	50 ▲
	Omaheke	60 ▼	47 ▼	92 ▽	65 xx	69 ▲	48 △
	Omusati	57 △	63 ▽	94 ►	79 xx	40 △	33 ▲
	Oshikoto	55 ▲	80 ▲	100 ▲	58 xx	57 ▲	36 △
	Otjozondjupa	64 ▲	74 ▼	96 ►	45 xx	41 ▼	31 ▽
	Oshana	77 ▲	72 ▲	100 ►	78 xx	23 ▼	25 ▲
	<b>NAMIBIA mean</b>	<b>62 ▲</b>	<b>72 △</b>	<b>97 △</b>	<b>77 xx</b>	<b>47 ►</b>	<b>36 ▲</b>
SEYCHELLES	Central	100 ►	52 ▲	97 ►	34 xx	100 ▲	65 ▼
	Eastern	100 ►	76 ▲	100 ►	24 xx	100 ▲	63 ▼
	Islands	100 ►	73 ►	88 ▼	0 xx	100 ▲	47 ▼
	Northern	76 ▼	52 ►	76 ▲	12 xx	100 ►	58 ▼
	Southern	100 ►	65 ▽	100 ►	21 xx	87 ►	92 ▲
	Western	100 ►	69 ▲	77 ▼	0 xx	82 ▼	65 ▼
	<b>SEYCHELLES mean</b>	<b>97 ►</b>	<b>62 ▲</b>	<b>91 ►</b>	<b>19 xx</b>	<b>96 ▲</b>	<b>65 ▼</b>

DESIRABLE HUMAN RESOURCES – TEACHERS

(B) Percentages of Grade 6 Pupils in Schools with Stated Teachers

	Region	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)
SOUTH AFRICA	Eastern Cape	81 ▲	74 ►	97 ►	79 xx	41 xx	17 xx
	Free State	68 △	91 ▲	93 ►	89 xx	67 xx	39 xx
	Gauteng	72 ►	79 ►	98 ►	79 xx	70 xx	41 xx
	Kwazulu-Natal	73 △	77 ►	95 ►	83 xx	61 xx	37 xx
	Mpumalanga	65 ▲	82 ►	98 ►	87 xx	42 xx	4 xx
	Northern Cape	57 △	87 ►	97 △	60 xx	56 xx	42 xx
	Limpopo	49 ▲	86 ▲	89 ▼	86 xx	64 xx	20 xx
	North West	65 ▲	76 ▲	100 ►	95 xx	59 xx	37 xx
	Western Cape	63 ►	77 ▲	94 ▼	79 xx	83 xx	64 xx
	<b>SOUTH AFRICA mean</b>	<b>68 ▲</b>	<b>79 ▲</b>	<b>96 ►</b>	<b>82 xx</b>	<b>60 xx</b>	<b>32 xx</b>
SWAZILAND	Hhohho	65 ▼	47 ▼	100 ►	71 xx	67 ▲	47 ►
	Lubombo	74 ▲	49 ▼	95 ►	83 xx	66 ►	55 △
	Manzini	70 ►	68 ▲	97 △	71 xx	70 ▲	58 ►
	Shiselwen	70 ►	53 ►	89 ▼	76 xx	81 ▲	57 ►
	<b>SWAZILAND mean</b>	<b>70 ►</b>	<b>55 ►</b>	<b>95 ►</b>	<b>74 xx</b>	<b>71 ▲</b>	<b>55 ►</b>
TANZANIA	Central	60 ▲	29 ▲	69 ▼	50 xx	37 ▲	79 ▲
	Eastern	78 ►	19 ▼	87 ▼	41 xx	50 ▲	74 ▲
	Kagera	61 ▲	33 ►	61 ▼	57 xx	68 ▲	59 △
	Kilimanjaro	73 ►	46 △	75 ▼	51 xx	39 ▲	46 ▼
	Mwanza	30 ▼	59 ▲	56 ▼	62 xx	40 ▲	48 △
	North East	76 ▲	38 ▲	94 ►	44 xx	18 ▼	64 ▲
	Northern	68 ▲	32 △	83 ▼	27 xx	26 ►	74 ▲
	Southern Highland	68 ►	13 ►	89 ►	20 xx	55 ▲	88 ▲
	Southern	50 ▲	42 ►	94 △	64 xx	70 ▲	50 ▲
	South Western	38 ▼	42 ▲	94 ▼	11 xx	56 ▲	76 ▲
<b>TANZANIA mean</b>	<b>60 △</b>	<b>34 ▲</b>	<b>81 ▼</b>	<b>42 xx</b>	<b>43 ▲</b>	<b>66 ▲</b>	

DESIRABLE HUMAN RESOURCES – TEACHERS

(B) Percentages of Grade 6 Pupils in Schools with Stated Teachers

	Region	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)
UGANDA	Central	47 ▲	63 ►	94 ▲	81 xx	46 ►	65 △
	Eastern	23 ▲	72 ▼	96 ►	78 xx	38 ►	67 ▲
	Northern	19 ▲	58 ▼	95 ►	65 xx	58 ▲	70 ▲
	Western	17 ►	50 ▼	92 ►	79 xx	38 ►	56 ▼
	<b>UGANDA mean</b>	<b>27 △</b>	<b>62 ▼</b>	<b>94 △</b>	<b>76 xx</b>	<b>44 ►</b>	<b>64 △</b>
ZAMBIA	Central	41 ►	34 ▼	92 ►	75 xx	74 ►	39 ▲
	Copperbelt	68 ▼	40 ►	93 ►	62 xx	45 ▼	10 ▼
	Eastern	58 ▲	63 ▲	95 ►	37 xx	51 ►	39 △
	Luapulu	44 ▲	12 ▼	88 ▼	45 xx	59 ►	22 ▼
	Lusaka	89 ▲	43 ▼	95 ►	29 xx	74 ►	3 ▼
	Northern	33 ▼	35 ▼	84 ▼	46 xx	65 ▲	29 ▼
	North Western	59 ▲	51 ►	97 ▲	36 xx	49 ▼	26 ►
	Southern	39 ▼	49 ▼	100 ►	68 xx	85 ▲	35 △
	Western	44 ►	60 ▲	86 ▼	88 xx	43 ▼	12 ▼
<b>ZAMBIA mean</b>	<b>53 ►</b>	<b>42 ▼</b>	<b>92 ►</b>	<b>57 xx</b>	<b>62 ►</b>	<b>24 ▼</b>	
ZANZIBAR	North Pemba	58 ▲	39 ▼	96 ▲	79 xx	8 △	8 ►
	North Unguja	63 ▲	36 ▼	95 ▲	85 xx	19 ▲	0 ►
	South Pemba	70 △	38 ▼	80 ▼	87 xx	17 ►	13 ►
	South Unguja	63 ▲	45 ▼	90 ▲	89 xx	22 △	5 ►
	Urban West	88 ►	45 ▼	87 ▲	91 xx	12 ▼	5 ▼
	<b>ZANZIBAR mean</b>	<b>73 ▲</b>	<b>41 ▼</b>	<b>89 ▲</b>	<b>87 xx</b>	<b>14 ►</b>	<b>6 ►</b>

DESIRABLE HUMAN RESOURCES – TEACHERS

(B) Percentages of Grade 6 Pupils in Schools with Stated Teachers

	Region	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)
<b>ZIMBABWE</b>	Bulawayo	72 xx	34 xx	98 xx	74 xx	78 xx	57 xx
	Harare	52 xx	71 xx	92 xx	96 xx	71 xx	58 xx
	Mashonaland Central	17 xx	13 xx	90 xx	65 xx	75 xx	66 xx
	Mashonaland East	25 xx	31 xx	95 xx	40 xx	74 xx	62 xx
	Mashonaland West	1 xx	32 xx	93 xx	54 xx	100 xx	90 xx
	Midland	35 xx	24 xx	98 xx	65 xx	90 xx	73 xx
	Manicaland	18 xx	45 xx	94 xx	69 xx	98 xx	89 xx
	Matabeleland North	27 xx	48 xx	100 xx	42 xx	62 xx	91 xx
	Matabeleland South	57 xx	16 xx	90 xx	74 xx	85 xx	81 xx
	Masvingo	21 xx	34 xx	98 xx	55 xx	82 xx	88 xx
	<b>ZIMBABWE mean</b>	<b>29 xx</b>	<b>36 xx</b>	<b>95 xx</b>	<b>67 xx</b>	<b>84 xx</b>	<b>76 xx</b>
<b>SACMEQ</b>	<b>SACMEQ mean</b>	<b>55 ▶</b>	<b>53 ▶</b>	<b>90 ▶</b>	<b>62 ▲</b>	<b>58 △</b>	<b>46 ▶</b>

Note:

- ▲ Improved by more than 10 points
- △ Improved by 5 to 10 points

- ▼ Deteriorated by more than 10 points
- ▽ Deteriorated by 5 to 10 points
- ▶ Remained the same (less than 5 points change)

xx Data not available for either SACMEQ II (2000) or SACMEQ III (2007) or both

## Appendix 1: Sources of School Resources Variables

Essential Classroom Resources		Source	Instrument	Variable(s)
1	Teacher has Teacher Guide (Reading)	Teacher	TBK#14.04	XRESTGR
2	Teacher has Teacher Guide (Math)	Teacher	TBK#14.05	YRESTGM
3	Dictionary in Classroom	Teacher	TBK#14.02	XRESENGD
4	Pupil has Exercise Book & Pen/Pencil & Ruler	Pupil	PBK#28.1; PBK#28.7/PBK#28.3 & PBK#28.6	PMAT01; PMAT03; PMAT06; PMAT07
5	Pupil has Own Reading Textbooks	Pupil	PBK#53	PTEXTR
6	Pupil has Own Math Textbooks	Pupil	PBK#54	PTEXTM
7	Writing Board in Classroom	Teacher	TBK#12.1	XRESCKBD
8	Pupil has a Sitting & Writing Place	Pupil	PBK#29 & PBK#30	PWPLACE
9	Teacher has a Table & Chair	Teacher	TBK#12.8 & TBK#12.9	TWPLACE
10	School or Classroom has a Library	Teacher & School Head	TBK#12.7/SHBK#19.01	XRESCLIB; SRES01
11	School has a Radio	School Head	SHBK#19.21	SRES21
12	School has Water	School Head	SHBK#19.15	SRES15
Desirable Physical Resources		Source	Instrument	Variable(s)
1	Building Conditions	School Head	SHBK#18	SCONDIR
2	School has a School Head Office	School Head	SHBK#19.04	SRES04
3	School has a Staff Room	School Head	SHBK#19.03	SRES03
4	School has a Meeting Hall	School Head	SHBK#19.02	SRES02
5	Class Cupboard in Classroom	Teacher	TBK#12.5	XRESCPBD
6	Class Bookshelf in Classroom	Teacher	TBK#12.6	XRESBKSH
7	School has Sports/Play Ground	School Head	SHBK#19.07	SRES07
8	School has School Fence	School Head	SHBK#19.09	SRES09
9	School has Electricity	School Head	SHBK#19.20	SRES20
10	School has Television	School Head	SHBK#19.23	SRES23
11	School has Photocopier	School Head	SHBK#19.29	SRES29
12	School has Computer	School Head	SHBK#19.31	SRES31
Desirable Human Resources		Source	Instrument	Variable(s)
1	School has a Female School Head	School Head	SHBK#4	SSEX
2	School Head has Senior Sec. Educ. or More	School Head	SHBK#6	SQACADEM
3	School Head has Attended a Management Course	School Head	SHBK#10	SQSPEC
4	School Head has Attended a Special Course on HIV/AIDS	School Head	SHBK#32	SHCRSHIV
5	Female Reading Teachers	Teacher	TBK#1	XSEX
6	Reading Teacher has Attended In-service Training in the Last 3yrs	Teacher	TBK#7	XINSERVC
7	Reading Teacher has Pre-service Training of 2yrs or More	Teacher	TBK#5	XQPROFES
8	School has a Teacher with Special Training on HIV/AIDS Issues	School Head	SIBK#46.1	SSPECHV
9	Teacher Subject Knowledge (Reading)	Teacher	Teacher Reading Test	ZRALOCT
10	Teacher Subject Knowledge (Mathematics)	Teacher	Teacher Math Test	ZMALOCT
11	Acceptable Class Size ( $\leq 40$ )	Teacher	SF No. of Pupils	SFPUP
12	Teacher Class Attendance	School Head	SHBK#16.02 SHBK#16.03	STCHPR02; STCHPR03

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