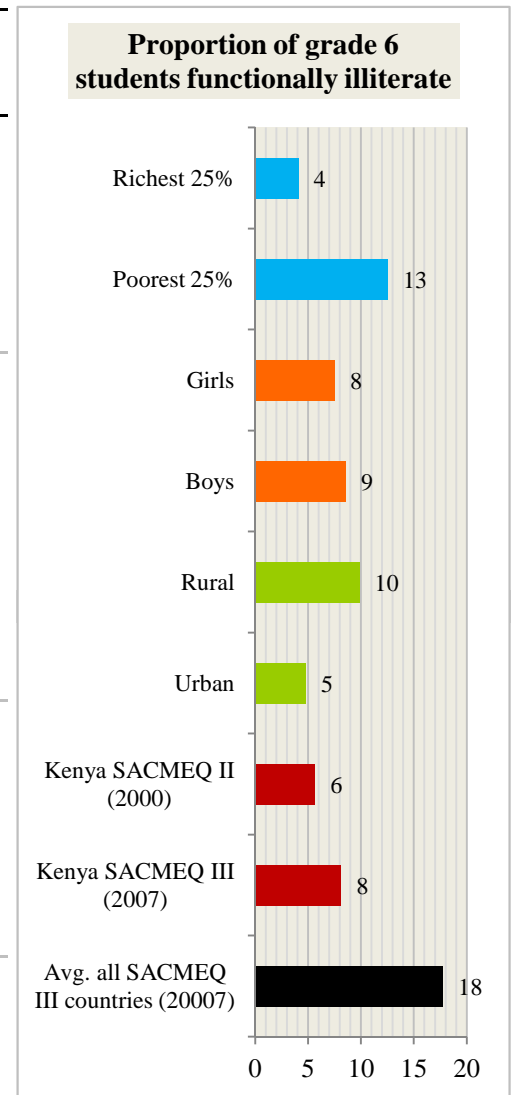


# Kenya at a glance - SACMEQ

	Average all SACMEQ III countries (2007)	Kenya SACMEQ III (2007)	Kenya SACMEQ II (2000)	SACMEQ III Sub-groups						
				School location		Gender		Student wealth		
				Urban	Rural	Boys	Girls	Poorest 25%	Richest 25%	
<b>Students</b>	Age	13.8	13.8	14.0	13.6	13.9	14.1	13.5	14.2	13.2
	Reading score	513	543	547	576	526	544	542	515	593
	Mathematics score	512	557	563	580	545	568	546	537	593
	Functionally illiterate	18	8	6	5	10	9	8	13	4
	Functionally innumerate	30	11	11	8	13	10	12	16	7
	Reached minimum HIV knowledge	43	39	-	50	33	42	36	30	56
<b>Resources</b>	Own reading textbook	25	18	27	18	18	18	18	14	25
	Own maths textbook	22	15	23	16	15	15	15	11	23
	Books at home	12	16	2	33	8	17	16	5	46
	Possessions at home (max 31)	9	8	-	10	8	8	8	4	14
	Avg. number of school computers	3	1	-	2	0	1	1	0	3
	Avg. number of school library books	722	961	-	1570	634	938	985	737	1546
	Toilets per pupil	84	50	43	54	49	51	50	53	47
	Repeated at least one grade	38	48	64	42	51	51	46	53	39
	Proportion with 1yr preschool	57	92	-	92	92	91	93	89	92
	Pupil-teacher ratio	50	43	33	42	43	43	42	44	39
<b>Teachers</b>	Age	37	38	37	38	38	38	38	37	39
	Proportion female	41	36	36	50	29	35	37	32	46
	Self-reported absenteeism (days/year)	15	10	-	10	11	10	10	11	9
	Maths teacher content knowledge	814	906	969	917	900	908	904	906	914
	Reading teacher content knowledge	748	792	794	801	787	793	791	790	798
<b>School</b>	Average school enrolment (pupils)	839	666	511	903	538	673	658	621	786
	Proportion offering a free school meal	29	15	-	18	14	14	17	20	14
	Proportion of schools with electricity	40	23	17	48	9	23	23	11	52
	Proportion of schools with water	72	85	72	93	82	87	83	81	92



To cite this research note: Spaul, N. 2012. *Kenya at a glance*. SACMEQ at a glance series. Research on Socio-economic Policy (RESEP). Available: <http://resep.sun.ac.za/index.php/projects/>

**Background: SACMEQ Study**

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**Notes:**

See Spaul (2011: 33) for the definitions of *functional literacy* and *functional numeracy* used here. By this definition, if a student is functionally illiterate they cannot read a short and simple text and extract meaning; and if a student is functionally innumerate they cannot translate graphical information into fractions or interpret common everyday units of measurement. For a discussion of the HIV/AIDS test see SACMEQ website. SACMEQ sampling is constructed such that the 95% confidence interval lies within  $\pm 5\%$  of percentage estimates, but it is usually less than this (see Hungu *et al.*, 2010). For the alongside graphs, *Levels* refer to SACMEQ competency levels 1-8 (see Hungu *et al.*, 2010); and grade 6 enrolment figures were taken from the Kenyan Demographic and Health Survey (DHS) of 2008/9 - see Filmer (2010).

**References:**

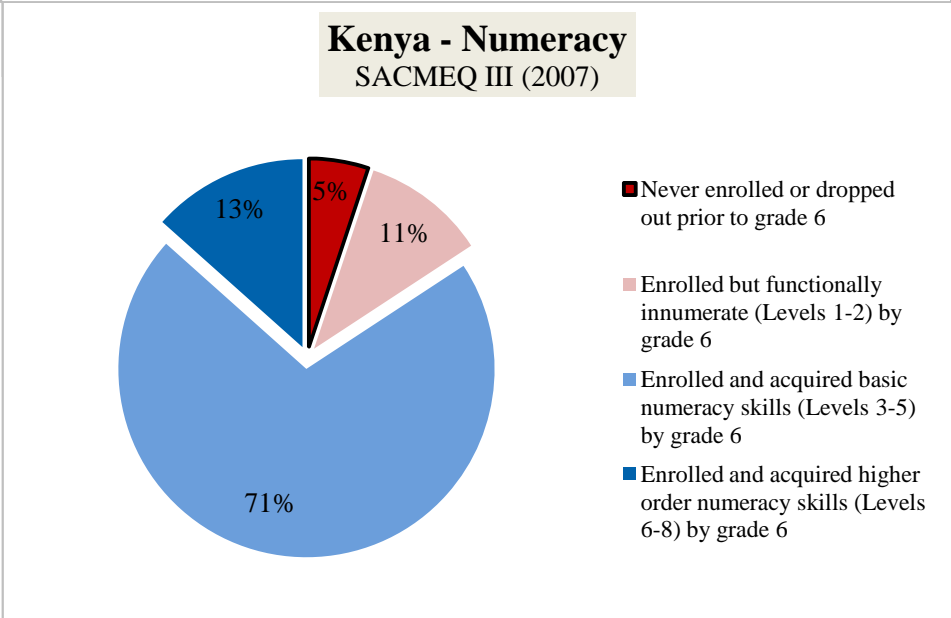
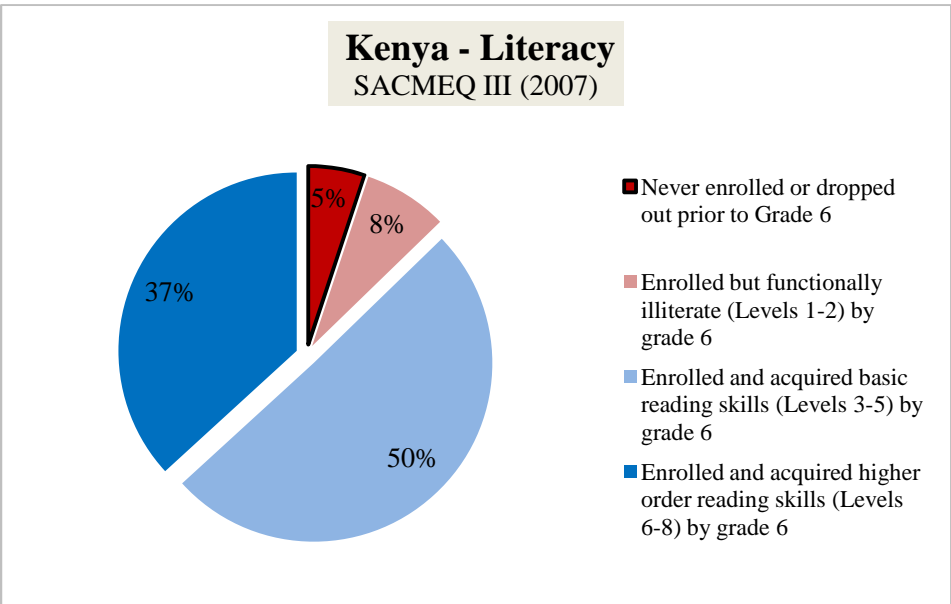
Filmer, D. (2010). Educational Attainment and Enrollment around the World. The World Bank. [econ.worldbank.org/projects/edattain](http://econ.worldbank.org/projects/edattain): Development Research Group.

Hungu, N., Makuwa, D., Ross, K., Saito, M., Dolata, S., van Capelle, F., et al. (2010). *SACMEQ III Project Results: Pupil Achievement Levels in Reading and Mathematics*. Paris: Southern and Eastern Africa Consortium for Monitoring Educational Quality.

Ross, K., Saito, M., Dolata, S., Ikeda, M., Zuze, L., Murimba, S., et al. (2005). The Conduct of the SACMEQ II Project. In E. Onsomu, J. Nzomo, & C. Obiero, *The SACMEQ II Project in Kenya: A Study of the Conditions of Schooling and the Quality of Education*. Harare: SACMEQ.

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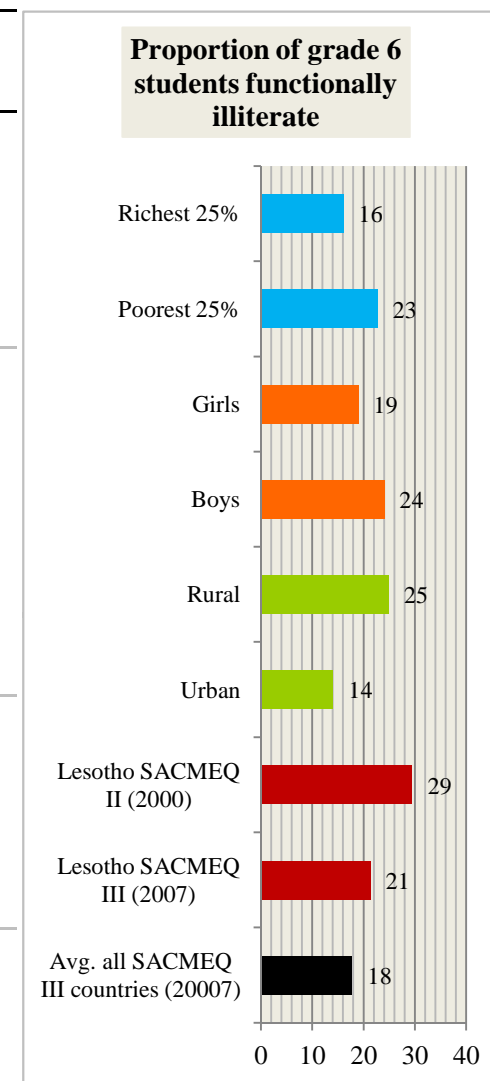
Spaul, N. & Taylor, S. 2012. "Effective enrolment" - Creating a composite measure of educational access and educational quality to accurately describe education system performance in sub-Saharan Africa. Stellenbosch Economic Working Papers 21/2012



(Spaul & Taylor, 2012)

# Lesotho at a glance - SACMEQ

	Average all SACMEQ III countries (2007)	Lesotho SACMEQ III (2007)	Lesotho SACMEQ II (2000)	SACMEQ III Sub-groups					
				School location		Gender		Student wealth	
				Urban	Rural	Boys	Girls	Poorest 25%	Richest 25%
<b>Student</b>									
Age	13.8	14.0	14.1	13.8	14.1	14.4	13.7	14.4	13.7
Reading score	513	468	451	492	456	464	471	454	486
Mathematics score	512	477	447	492	469	477	477	461	491
Functionally illiterate	18	21	29	14	25	24	19	23	16
Functionally innumerate	30	42	66	31	47	42	41	47	33
Reached minimum HIV knowledge	43	19	-	26	15	18	20	14	23
<b>Resources</b>									
Own reading textbook	25	56	55	57	55	54	57	59	51
Own maths textbook	22	56	46	52	58	54	58	60	48
Books at home	12	10	2	16	7	11	10	6	19
Possessions at home (max 31)	9	8	-	9	8	9	8	4	13
Avg. number of school computers	3	0	-	1	0	0	0	0	1
Avg. number of school library books	722	45	-	113	11	53	39	40	50
Toilets per pupil	84	93	78	103	88	95	92	88	99
Repeated at least one grade	38	52	61	49	53	57	47	55	48
Proportion with 1yr preschool	57	56	-	68	51	57	56	43	69
<b>Teachers</b>									
Pupil-teacher ratio	50	42	54	43	41	41	42	43	40
Age	37	39	41	40	38	39	39	38	40
Proportion female	41	70	76	73	69	70	70	70	73
Self-reported absenteeism (days/yr)	15	12	-	12	12	12	12	13	12
Maths teacher content knowledge	814	739	739	742	737	738	740	736	741
Reading teacher content knowledge	748	721	722	730	717	721	721	718	727
<b>School</b>									
Average school enrolment	839	493	617	702	388	505	484	421	604
Free school meal	29	96	-	92	98	95	96	99	92
School has electricity	40	14	11	32	6	15	14	9	23
School has water	72	79	82	82	77	81	77	78	82



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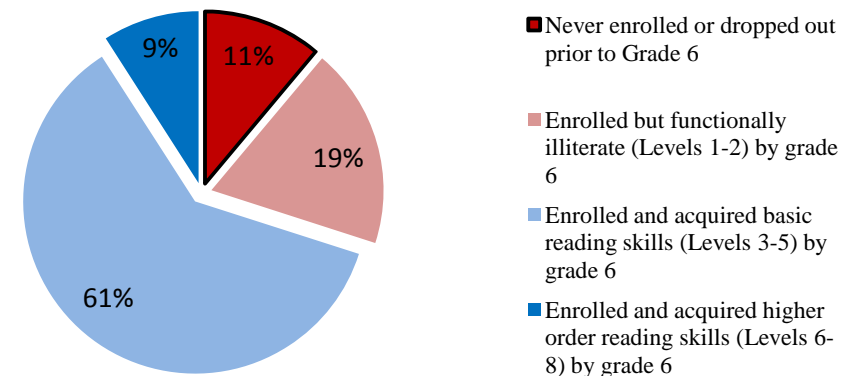
### Notes:

See Spaul (2011: 33) for the definitions of *functional literacy* and *functional numeracy* used here. By this definition, if a student is functionally illiterate they cannot read a short and simple text and extract meaning; and if a student is functionally innumerate they cannot translate graphical information into fractions or interpret common everyday units of measurement. For a discussion of the HIV/AIDS test see SACMEQ website. SACMEQ sampling is constructed such that the 95% confidence interval lies within  $\pm 5\%$  of percentage estimates, but it is usually less than this (see Hungu *et al.*, 2010). For the alongside graphs, *Levels* refer to SACMEQ competency levels 1-8 (see Hungu *et al.*, 2010); and grade 6 enrolment figures were taken from the Lesotho Demographic and Health Survey (DHS) of 2009 - see Filmer (2010).

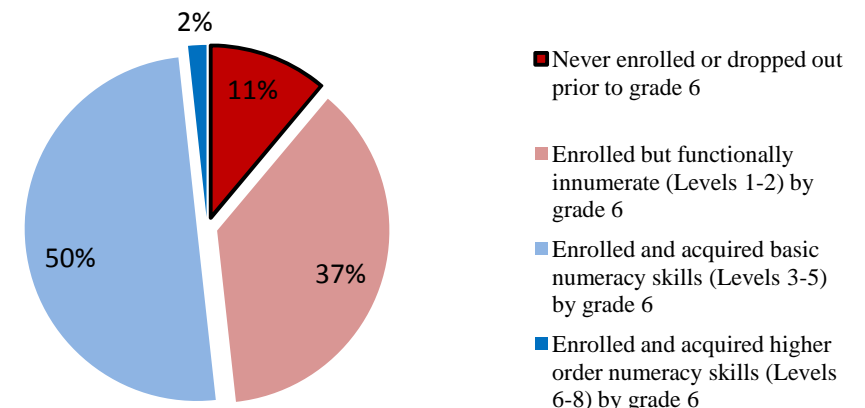
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## Lesotho - Literacy SACMEQ III (2007)



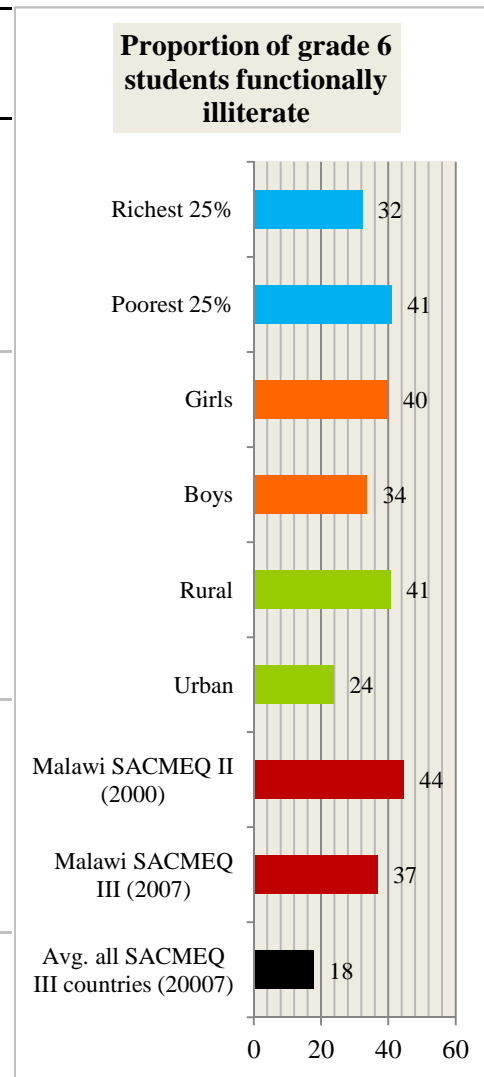
## Lesotho - Numeracy SACMEQ III (2007)



(Spaul & Taylor, 2012)

# Malawi at a glance - SACMEQ

	Average all SACMEQ III countries (2007)	Malawi SACMEQ III (2007)	Malawi SACMEQ II (2000)	SACMEQ III Sub-groups					
				School location		Gender		Student wealth	
				Urban	Rural	Boys	Girls	Poorest 25%	Richest 25%
<b>Student</b>									
Age	13.8	14.1	14.5	13.5	14.3	14.5	13.8	14.5	13.7
Reading score	513	434	429	449	429	438	428	429	442
Mathematics score	512	447	433	458	444	453	441	447	450
Functionally illiterate	18	37	44	24	41	34	40	41	32
Functionally innumerate	30	60	74	51	63	56	64	61	58
Reached minimum HIV knowledge	43	43	-	36	45	48	39	41	44
<b>Resources</b>									
Own reading textbook	25	27	57	24	28	28	26	25	31
Own maths textbook	22	24	57	16	27	24	24	27	27
Books at home	12	7	2	10	6	6	8	3	16
Possessions at home (max 31)	9	6	-	8	6	6	6	3	11
Avg. number of school computers	3	0	-	1	0	0	0	0	1
Avg. number of school library books	722	189	-	348	139	172	206	92	290
Toilets per pupil	84	126	112	163	115	127	126	122	138
Repeated at least one grade	38	60	66	55	62	61	59	63	60
Proportion with 1yr preschool	57	23	-	38	18	20	27	12	36
<b>Teachers</b>									
Pupil-teacher ratio	50	88	70	60	97	89	87	95	75
Age	37	37	33	37	37	37	37	37	36
Proportion female	41	25	29	57	15	24	26	18	40
Self-reported absenteeism (days/yr)	15	10	-	8	10	10	9	10	9
Maths teacher content knowledge	814	762	776	754	765	764	761	765	761
Reading teacher content knowledge	748	720	715	709	724	719	722	717	720
<b>School</b>									
Average school enrolment	839	1251	1281	2376	900	1239	1264	1005	1685
Free school meal	29	25	-	23	25	24	26	23	27
School has electricity	40	11	8	29	6	11	12	8	16
School has water	72	75	73	84	73	77	73	71	78



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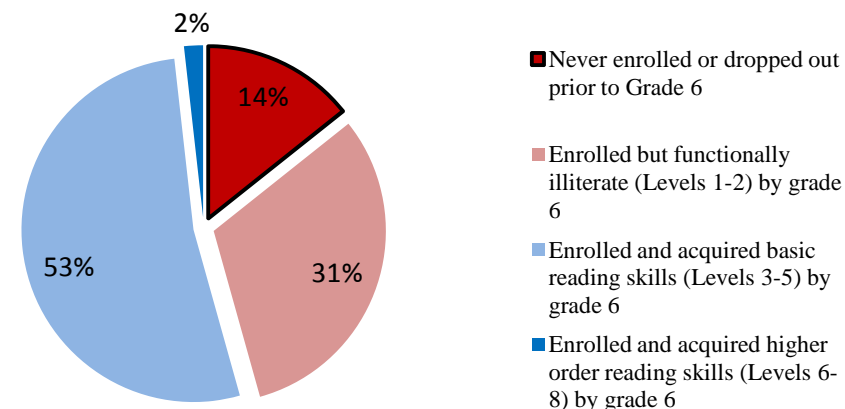
### Notes:

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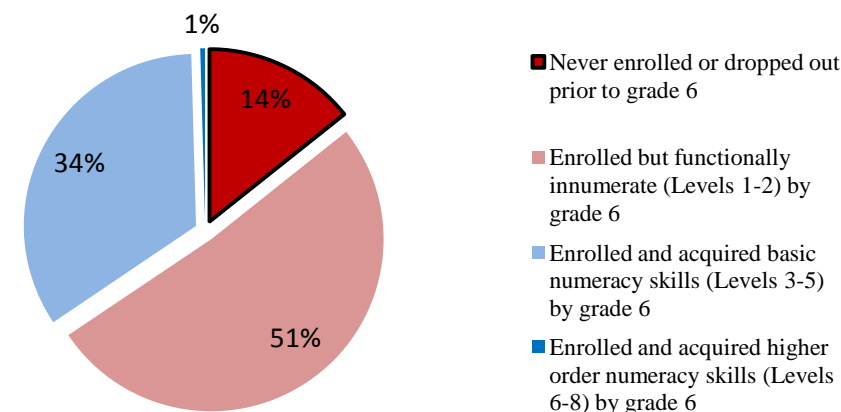
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### Malawi - Literacy SACMEQ III (2007)



### Malawi - Numeracy SACMEQ III (2007)

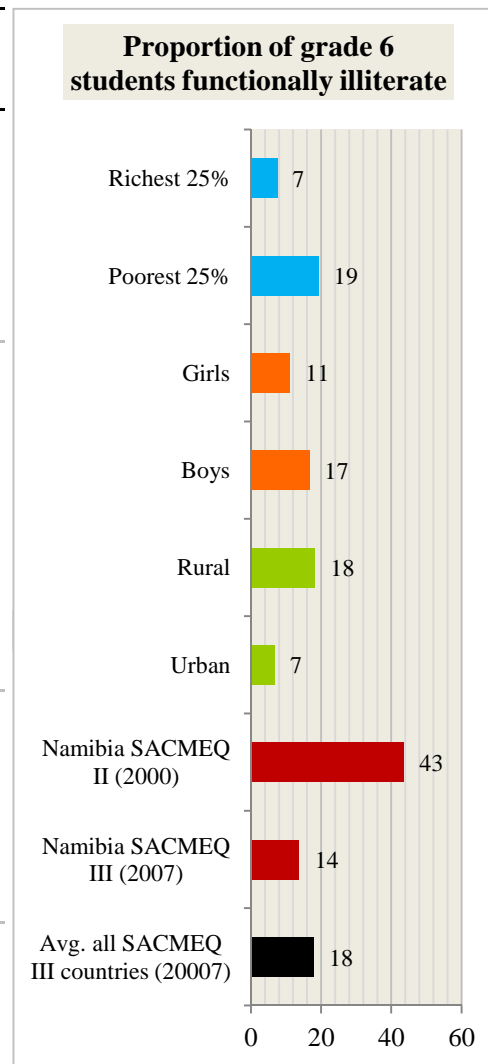


(Spaull & Taylor, 2012)



# Namibia at a glance - SACMEQ

	Average all SACMEQ III countries (2007)	Namibia SACMEQ III (2007)	Namibia SACMEQ II (2000)	SACMEQ III Sub-groups					
				School location		Gender		Student wealth	
				Urban	Rural	Boys	Girls	Poorest 25%	Richest 25%
<b>Student</b>									
Age	13.8	13.6	13.9	13.1	13.9	13.9	13.4	14.1	13.0
Reading score	513	497	449	548	464	490	504	461	559
Mathematics score	512	471	431	506	448	472	470	446	517
Functionally illiterate	18	14	43	7	18	17	11	19	7
Functionally innumerate	30	48	77	29	60	48	48	61	28
Reached minimum HIV knowledge	43	36	-	49	28	35	37	29	53
<b>Resources</b>									
Own reading textbook	25	32	47	44	24	33	31	25	46
Own maths textbook	22	32	48	40	27	33	32	25	46
Books at home	12	15	2	23	11	15	16	7	32
Possessions at home (max 31)	9	11	-	15	9	11	11	5	20
Avg. number of school computers	3	4	-	9	1	4	4	1	11
Avg. number of school library books	722	1216	-	1955	740	1222	1210	716	2162
Toilets per pupil	84	59	81	42	70	58	59	65	44
Repeated at least one grade	38	43	54	36	48	49	38	52	31
Proportion with 1yr preschool	57	70	-	73	68	69	71	63	76
<b>Teachers</b>									
Pupil-teacher ratio	50	31	31	32	30	31	31	31	32
Age	37	38	36	40	37	38	38	36	39
Proportion female	41	53	50	61	48	53	53	46	60
Self-reported absenteeism (days/yr)	15	9	-	8	10	9	9	10	9
Maths teacher content knowledge	814	771	735	779	766	769	773	770	785
Reading teacher content knowledge	748	739	728	752	730	739	738	729	759
<b>School</b>									
Average school enrolment	839	608	597	843	457	608	609	465	802
Free school meal	29	26	-	23	27	26	26	32	19
School has electricity	40	73	57	99	56	73	72	52	95
School has water	72	90	88	98	85	91	90	82	95



To cite this research note: Spaul, N. 2012. *Lesotho at a glance*. SACMEQ at a glance series. Research on Socio-economic Policy (RESEP). Available: <http://resep.sun.ac.za/index.php/projects/>

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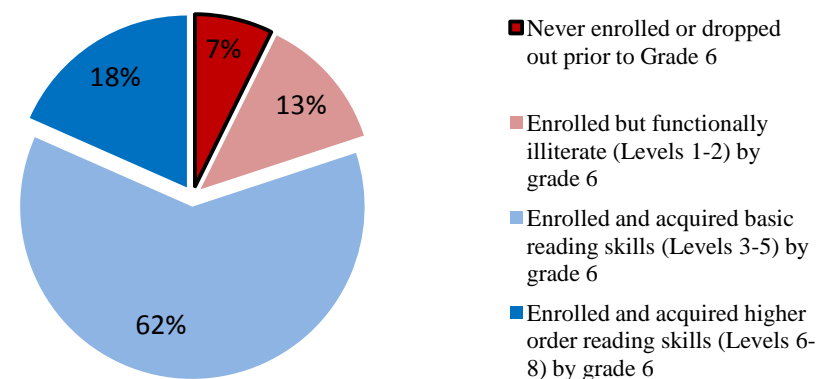
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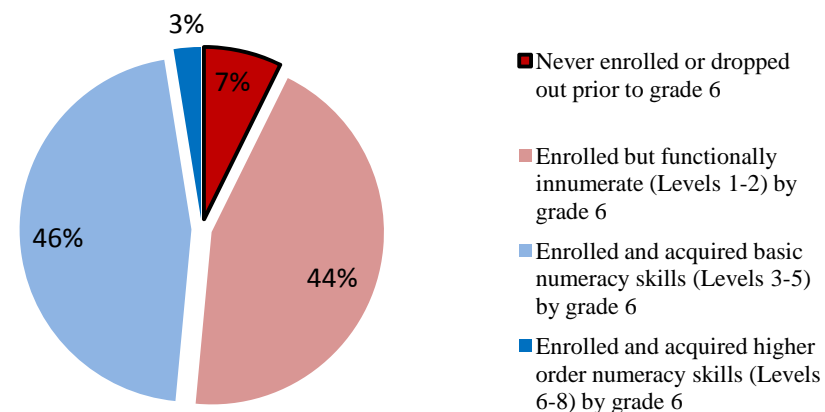
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## Namibia - Literacy SACMEQ III (2007)



## Namibia - Numeracy SACMEQ III (2007)

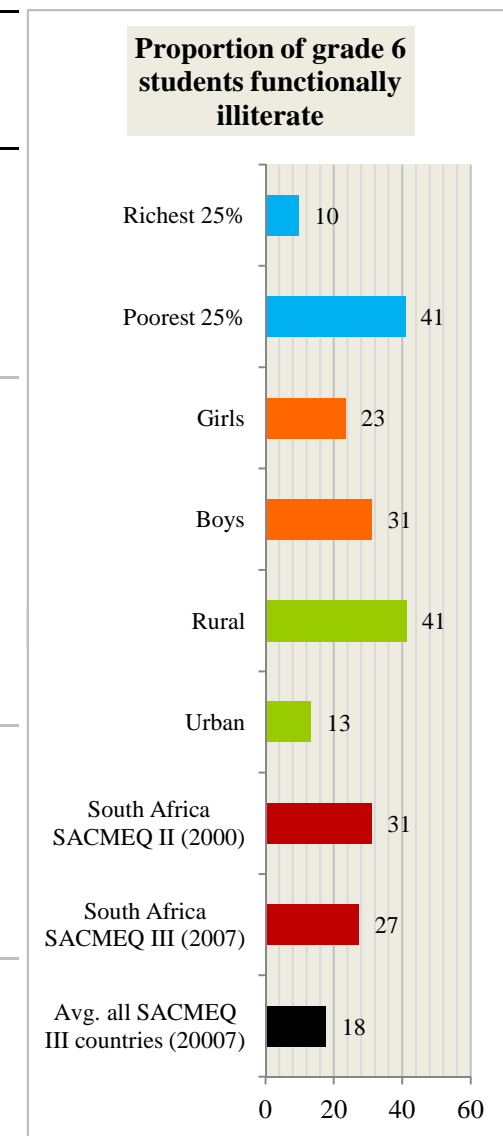


(Spaul & Taylor, 2012)



# South Africa at a glance - SACMEQ

	Average all SACMEQ III countries (2007)	South Africa SACMEQ III (2007)	South Africa SACMEQ II (2000)	SACMEQ III Sub-groups					
				School location		Gender		Student wealth	
				Urban	Rural	Boys	Girls	Poorest 25%	Richest 25%
<b>Students</b>									
Age	13.8	12.9	13.1	12.7	13.1	13.1	12.7	13.2	12.5
Reading score	513	495	492	549	441	484	506	435	594
Mathematics score	512	495	486	533	457	491	498	453	572
Functionally illiterate	18	27	31	13	41	31	23	41	10
Functionally innumerate	30	40	52	25	55	42	38	56	17
Reached minimum HIV knowledge	43	35	-	48	21	31	38	20	61
<b>Resources</b>									
Own reading textbook	25	45	46	52	38	44	46	36	60
Own maths textbook	22	36	41	39	33	36	37	29	48
Books at home	12	21	3	33	9	20	22	6	60
Possessions at home (max 31)	9	15	-	17	12	15	14	8	23
Avg. number of school computers	3	13	-	22	4	13	13	4	28
Avg. number of school library books	722	1204	-	2173	236	1166	1240	195	3229
Toilets per pupil	84	54	57	41	67	53	54	64	38
Repeated at least one grade	38	28	42	23	34	35	22	36	19
Proportion with 1yr preschool	57	69	-	75	62	67	70	57	83
<b>Teachers</b>									
Pupil-teacher ratio	50	34	37	33	36	34	34	36	32
Age	37	42	38	42	41	42	42	41	42
Proportion female	41	63	56	67	59	63	63	60	68
Self-reported absenteeism (days/yr)	15	20	-	16	24	20	20	24	13
Maths teacher content knowledge	814	764	-	801	728	762	765	726	828
Reading teacher content knowledge	748	758	-	782	734	757	758	730	804
<b>School</b>									
Average school enrolment	839	703	715	838	568	697	709	607	767
Proportion offering a free school meal	29	78	-	65	91	78	78	89	52
Proportion of schools with electricity	40	88	77	96	80	88	88	73	97
Proportion of schools with water	72	88	85	90	86	88	88	83	93



To cite this research note: Spaul, N. 2012. *South Africa at a glance*. SACMEQ at a glance series. Research on Socio-economic Policy (RESEP). Available: <http://resep.sun.ac.za/index.php/projects/>

### Background: SACMEQ Study

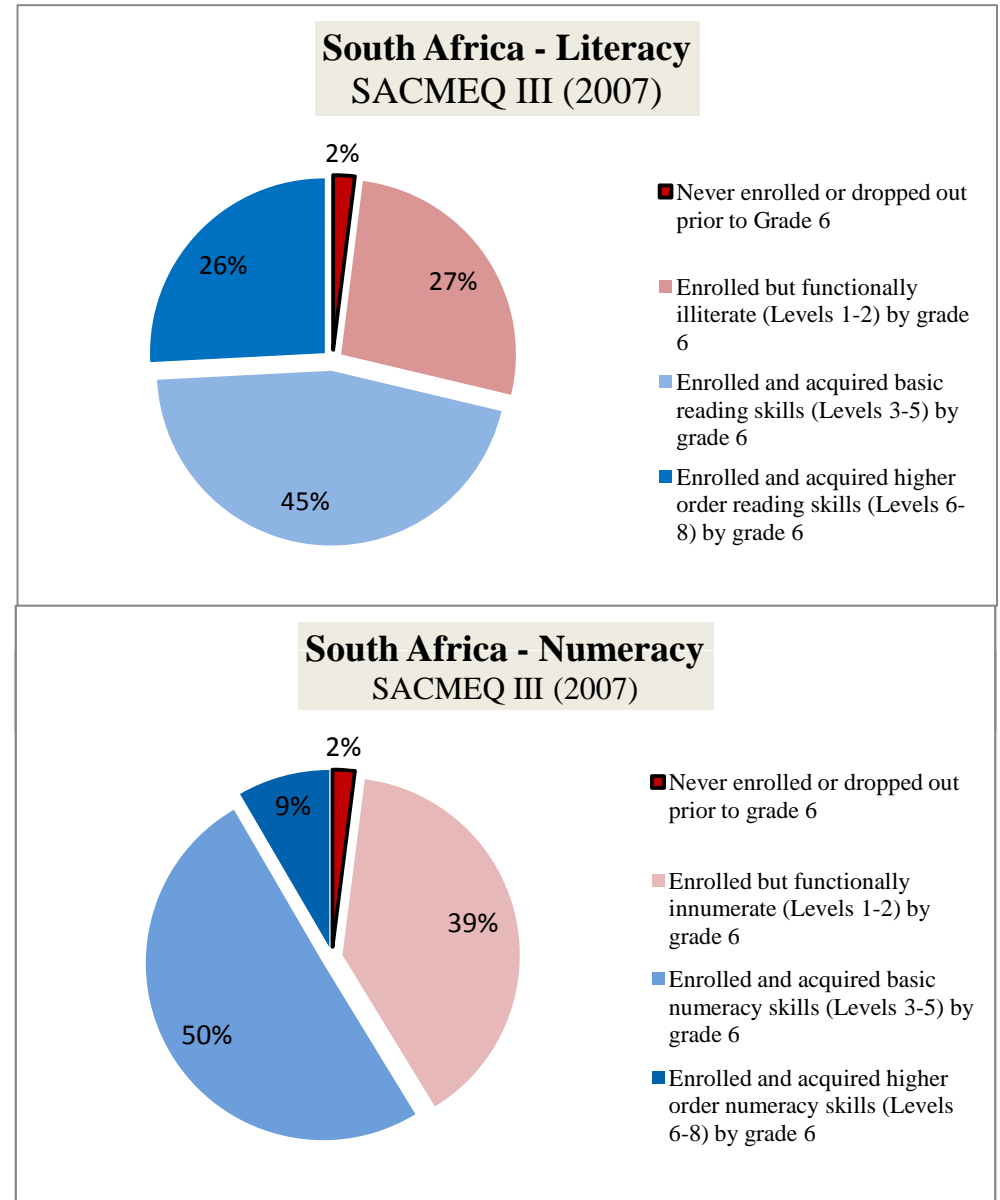
The Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) is a consortium of education ministries, policy-makers and researchers who, in conjunction with UNESCO's International Institute for Educational Planning (IIEP), aims to improve the research capacity and technical skills of educational planners (Ross *et al.*, 2005). To date, it has conducted three nationally representative school surveys in participating countries, specifically SACMEQ I (1996), SACMEQ II (2000), and SACMEQ III (2007). These surveys collect extensive background information on the schooling and home environments of students, and in addition, test students and teachers in both numeracy literacy. SACMEQ III tested 61396 Grade 6 students, 8026 Grade 6 teachers, in 2779 schools in 14 countries (Hungu *et al.*, 2010). In South Africa alone, SACMEQ III tested 9071 grade 6 students, 1163 teachers, in 392 schools. The countries that participated in the third SACMEQ survey were: Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Tanzania (Zanzibar), Uganda, Zambia, and Zimbabwe. This dataset represents the most recent and comprehensive survey on educational quality in Sub-Saharan Africa.

### Notes:

See Spaul (2011: 33) for the definitions of *functional literacy* and *functional numeracy* used here. By this definition, if a student is functionally illiterate they cannot read a short and simple text and extract meaning; and if a student is functionally innumerate they cannot translate graphical information into fractions or interpret common everyday units of measurement. For the alongside graphs, *Levels* refer to SACMEQ competency levels 1-8 (see Hungu *et al.*, 2010); and grade 6 enrolment figures were taken from the South African General Household Survey of 2006 - see Filmer (2010).

### References:

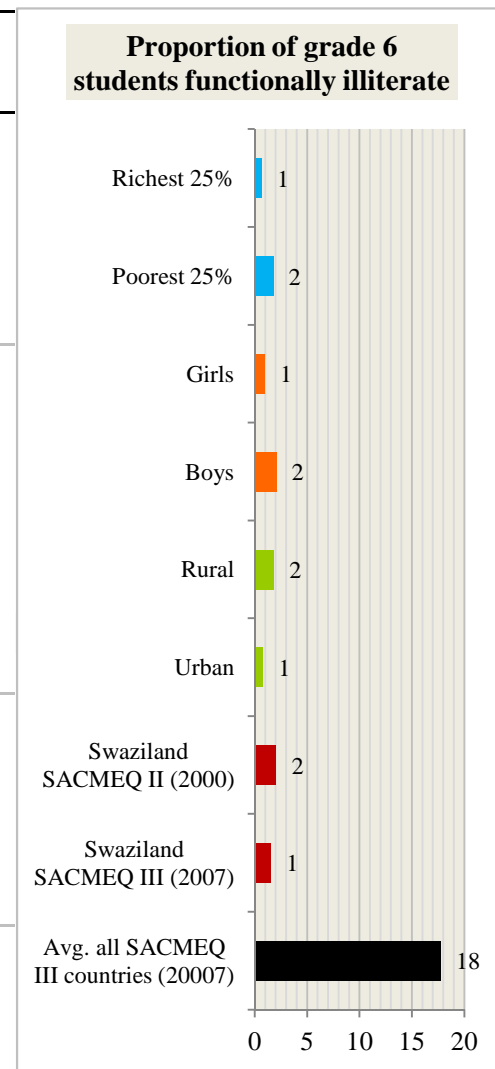
- Filmer, D. (2010). Educational Attainment and Enrollment around the World. The World Bank. [econ.worldbank.org/projects/edattain](http://econ.worldbank.org/projects/edattain): Development Research Group.
- Hungu, N., Makuwa, D., Ross, K., Saito, M., Dolata, S., van Capelle, F., et al. (2010). *SACMEQ III Project Results: Pupil Achievement Levels in Reading and Mathematics*. Paris: Southern and Eastern Africa Consortium for Monitoring Educational Quality.
- Ross, K., Saito, M., Dolata, S., Ikeda, M., Zuze, L., Murimba, S., et al. (2005). The Conduct of the SACMEQ II Project. In E. Onsomu, J. Nzomo, & C. Obiero, *The SACMEQ II Project in Kenya: A Study of the Conditions of Schooling and the Quality of Education*. Harare: SACMEQ.
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(Spaul & Taylor, 2012)

# Swaziland at a glance - SACMEQ

	Average all SACMEQ III countries (2007)	Swaziland SACMEQ III (2007)	Swaziland SACMEQ II (2000)	SACMEQ III Sub-groups					
				School location		Gender		Student wealth	
				Urban	Rural	Boys	Girls	Poorest 25%	Richest 25%
<b>Student</b>									
Age	13.8	13.9	13.9	13.4	14.1	14.3	13.4	14.2	13.4
Reading score	513	549	530	573	539	545	554	535	574
Mathematics score	512	541	517	553	536	546	536	534	552
Functionally illiterate	18	1	2	1	2	2	1	2	1
Functionally innumerate	30	9	22	6	10	7	10	10	6
Reached minimum HIV knowledge	43	52	-	61	48	53	51	48	61
<b>Resources</b>									
Own reading textbook	25	99	74	98	100	99	99	99	99
Own maths textbook	22	100	75	100	100	100	100	100	100
Books at home	12	14	2	22	11	14	14	6	26
Possessions at home (max 31)	9	11	-	14	10	11	11	5	18
Avg. number of school computers	3	1	-	3	1	1	2	1	3
Avg. number of school library books	722	168	-	204	153	159	178	190	176
Toilets per pupil	84	71	94	66	74	72	71	71	68
Repeated at least one grade	38	56	59	52	58	61	51	56	50
Proportion with 1yr preschool	57	64	-	79	57	61	67	51	79
<b>Teachers</b>									
Pupil-teacher ratio	50	34	35	35	34	34	34	34	35
Age	37	36	34	39	35	36	36	35	38
Proportion female	41	60	60	69	57	60	61	57	66
Self-reported absenteeism (days/yr)	15	8	-	12	6	8	8	7	9
Maths teacher content knowledge	814	811	808	812	811	810	812	820	803
Reading teacher content knowledge	748	768	749	768	768	768	769	770	770
<b>School</b>									
Average school enrolment	839	544	535	660	493	542	546	517	604
Free school meal	29	91	-	81	96	92	90	93	87
School has electricity	40	90	47	93	89	90	91	88	93
School has water	72	90	83	100	85	90	90	87	95



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### Notes:

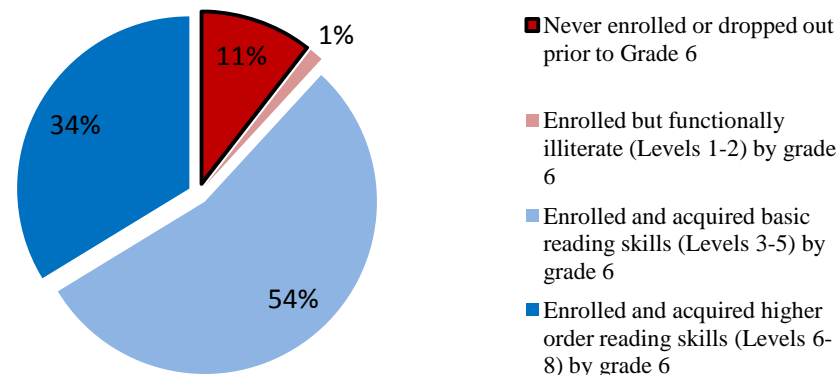
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### References:

- Filmer, D. (2010). Educational Attainment and Enrollment around the World. The World Bank. [econ.worldbank.org/projects/edattain](http://econ.worldbank.org/projects/edattain): Development Research Group.
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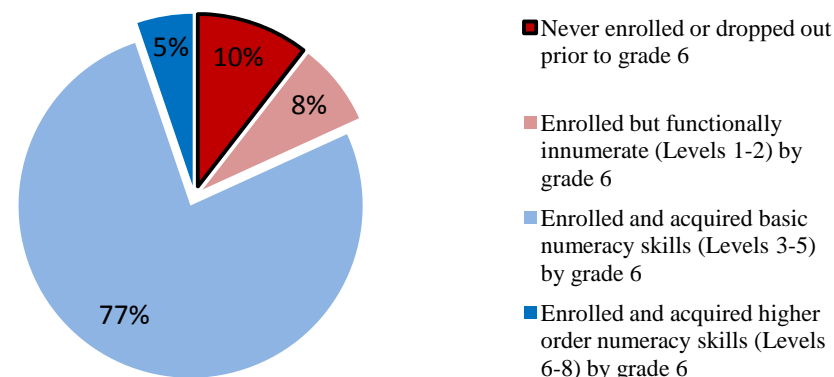
## Swaziland - Literacy

SACMEQ III (2007)



## Swaziland - Numeracy

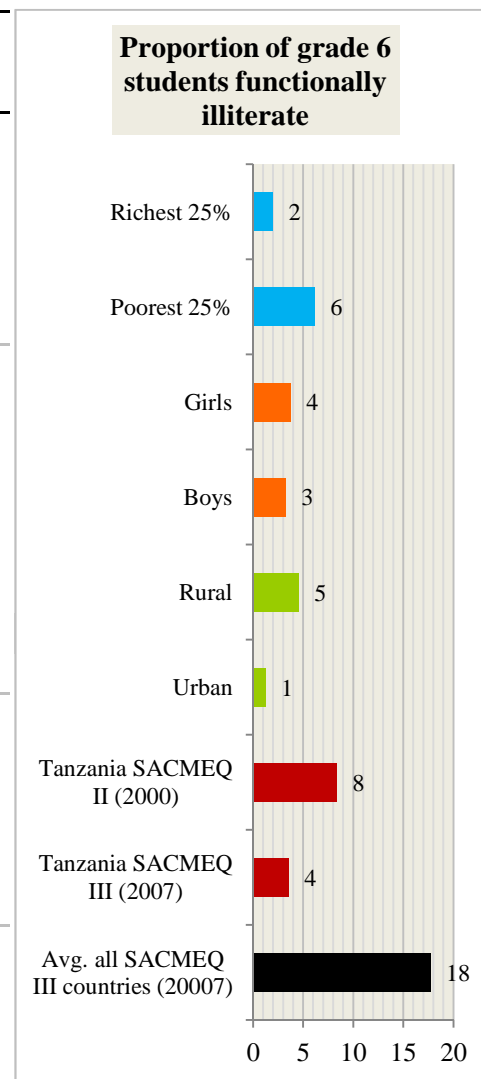
SACMEQ III (2007)



(Spaul & Taylor, 2012)

# Tanzania at a glance - SACMEQ

	Average of all SACMEQ III countries (2007)	Tanzania SACMEQ III (2007)	Tanzania SACMEQ II (2000)	SACMEQ III Sub-groups					
				School location		Gender		Student wealth	
				Urban	Rural	Boys	Girls	Poorest 25%	Richest 25%
<b>Student</b>									
Age	13.8	14.6	15.0	14.2	14.8	14.9	14.3	14.9	14.1
Reading score	513	578	546	608	564	586	570	553	599
Mathematics score	512	553	522	576	542	568	538	535	570
Functionally illiterate	18	4	8	1	5	3	4	6	2
Functionally innumerate	30	13	25	7	16	10	16	19	10
Reached minimum HIV knowledge	43	70	-	82	65	72	69	63	76
<b>Resources</b>									
Own reading textbook	25	3	6	3	4	3	3	3	3
Own maths textbook	22	3	7	3	3	4	2	3	3
Books at home	12	2	2	3	1	2	2	1	3
Possessions at home (max 31)	9	7	-	9	7	7	7	3	12
Avg. number of school computers	3	0	-	0	0	0	0	0	0
Avg. number of school library books	722	0	-	0	0	0	0	0	0
Pupil-toilet ratio	84	79	75	99	70	80	79	77	89
Repeated at least one grade	38	20	23	19	21	20	21	21	20
Proportion with 1yr preschool	57	51	-	59	48	50	53	41	64
<b>Teachers</b>									
Toilets per pupil	50	63	47	46	71	64	62	71	51
Age	37	37	37	36	37	37	36	37	36
Proportion female	41	38	38	54	31	37	39	32	46
Self-reported absenteeism (days/yr)	15	19	-	16	21	20	19	21	17
Maths teacher content knowledge	814	826	794	831	823	828	823	829	831
Reading teacher content knowledge	748	722	707	732	717	722	721	718	727
<b>School</b>									
Average school enrolment	839	796	701	1078	666	793	800	701	967
Free school meal	29	0	-	0	0	0	0	0	0
School has electricity	40	17	15	31	11	16	18	11	30
School has water	72	45	64	51	42	45	46	35	56



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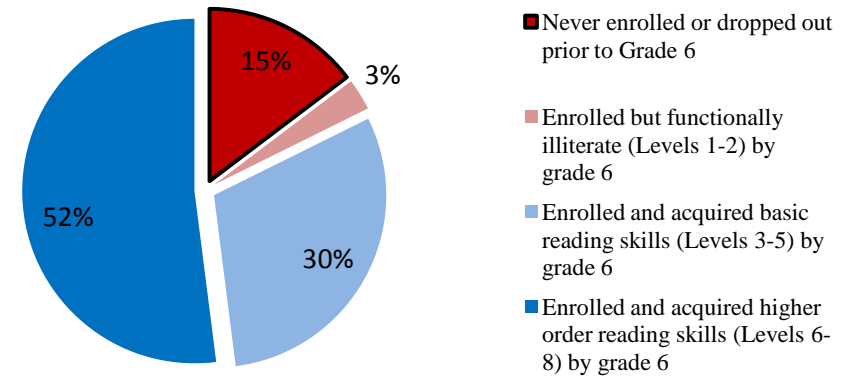
### Notes:

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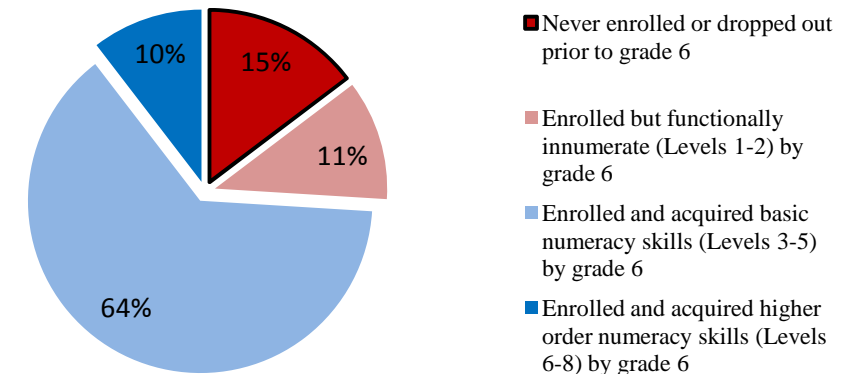
### References:

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## Tanzania - Literacy SACMEQ III (2007)



## Tanzania - Numeracy SACMEQ III (2007)

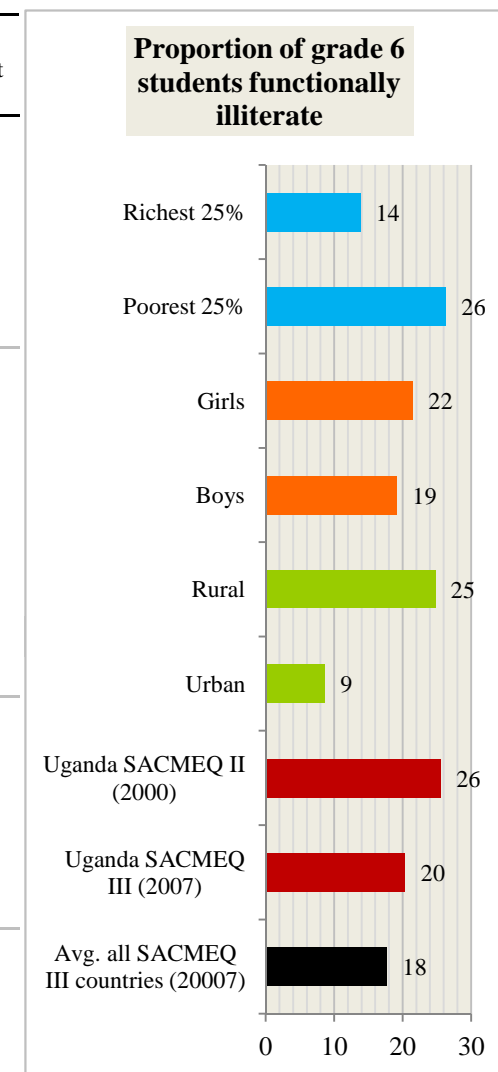


(Spaul & Taylor, 2012)



# Uganda at a glance - SACMEQ

	Average all SACMEQ III countries (2007)	Uganda SACMEQ III (2007)	Uganda SACMEQ II (2000)	SACMEQ III Sub-groups					
				School location		Gender		Student wealth	
				Urban	Rural	Boys	Girls	Poorest 25%	Richest 25%
<b>Student</b>									
Age	13.8	14.1	14.3	13.5	14.4	14.2	14.0	14.4	13.6
Reading score	513	479	482	521	463	482	476	460	507
Mathematics score	512	482	506	512	471	487	477	466	502
Functionally illiterate	18	20	26	9	25	19	22	26	14
Functionally innumerate	30	39	39	23	45	37	41	47	29
Reached minimum HIV knowledge	43	33	-	40	31	36	31	31	37
<b>Resources</b>									
Own reading textbook	25	17	15	21	16	18	17	15	21
Own maths textbook	22	14	12	15	14	15	13	14	15
Books at home	12	9	2	12	9	9	9	8	13
Possessions at home (max 31)	9	7	-	9	6	7	7	2	13
Avg. number of school computers	3	0	-	0	0	0	0	0	0
Avg. number of school library books	722	1830	-	2199	1675	1798	1861	1418	2250
Pupil-toilet ratio	84	118	133	97	127	117	119	130	105
Repeated at least one grade	38	53	53	47	55	53	53	56	46
Proportion with 1yr preschool	57	43	-	64	36	43	44	30	60
<b>Teachers</b>									
Toilets per pupil	50	56	58	44	60	57	55	63	47
Age	37	33	32	32	34	33	33	34	33
Proportion female	41	18	12	23	16	17	19	15	21
Self-reported absenteeism (days/yr)	15	14	-	9	16	14	14	16	11
Maths teacher content knowledge	814	833	823	842	830	833	833	829	840
Reading teacher content knowledge	748	727	696	736	724	728	727	723	737
<b>School</b>									
Average school enrolment	839	782	746	815	770	790	774	802	786
Free school meal	29	17	-	18	16	18	16	20	17
School has electricity	40	20	15	49	9	20	19	7	42
School has water	72	72	61	81	68	72	72	70	80



### Background: SACMEQ Study

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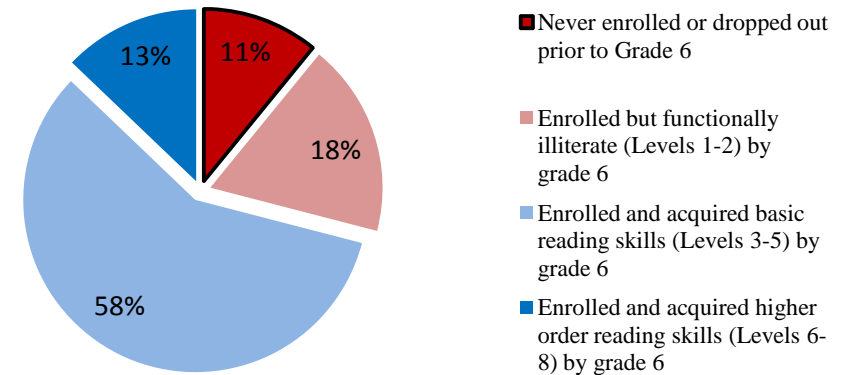
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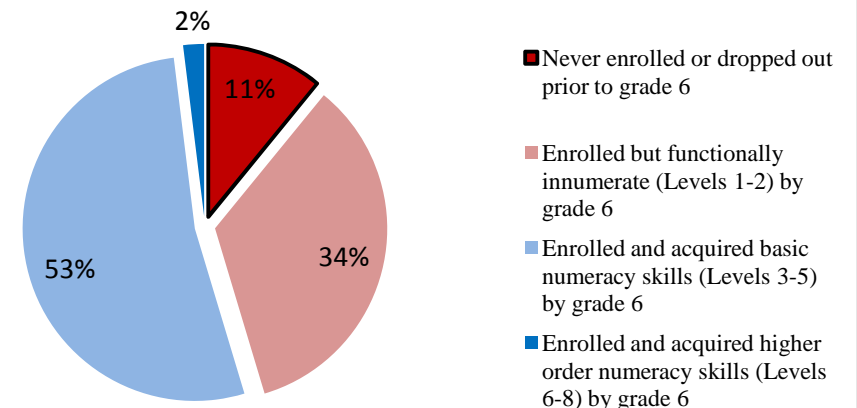
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### Uganda - Literacy SACMEQ III (2007)



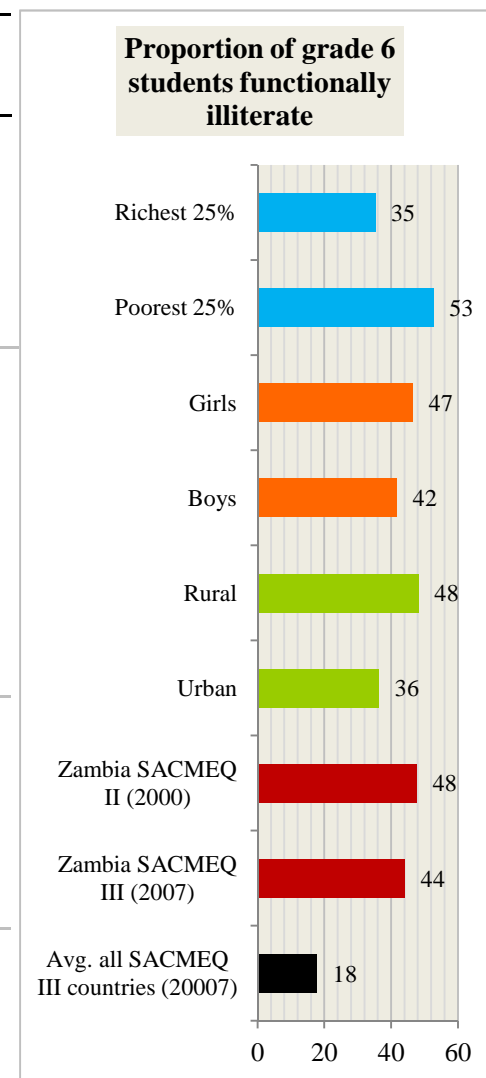
### Uganda - Numeracy SACMEQ III (2007)



(Spaul & Taylor, 2012)

# Zambia at a glance - SACMEQ

	Average all SACMEQ III countries (2007)	Zambia SACMEQ III (2007)	Zambia SACMEQ II (2000)	SACMEQ III Sub-groups					
				School location		Gender		Student wealth	
				Urban	Rural	Boys	Girls	Poorest 25%	Richest 25%
<b>Student</b>									
Age	13.8	14.1	13.9	13.4	14.5	14.4	13.7	14.7	13.3
Reading score	513	434	440	454	424	437	432	417	465
Mathematics score	512	435	435	447	429	441	429	426	453
Functionally illiterate	18	44	48	36	48	42	47	53	35
Functionally innumerate	30	67	71	60	71	64	71	73	57
Reached minimum HIV knowledge	43	35	-	28	38	36	34	36	37
<b>Resources</b>									
Own reading textbook	25	23	14	22	24	23	23	25	22
Own maths textbook	22	11	13	13	11	11	12	11	11
Books at home	12	16	2	22	12	16	15	11	26
Possessions at home (max 31)	9	8	-	11	7	8	9	2	16
Avg. number of school computers	3	1	-	1	1	1	1	0	1
Avg. number of school library books	722	202	-	127	245	186	218	118	361
Toilets per pupil	84	43	44	37	46	43	42	44	38
Repeated at least one grade	38	34	52	29	36	34	33	36	28
Proportion with 1yr preschool	57	24	-	38	17	22	27	13	40
<b>Teachers</b>									
Pupil-teacher ratio	50	75	54	103	58	74	76	58	87
Age	37	32	36	33	32	32	32	32	33
Proportion female	41	53	53	78	39	51	55	36	69
Self-reported absenteeism (days/yr)	15	15	-	14	15	14	15	16	12
Maths teacher content knowledge	814	740	759	728	747	738	743	745	736
Reading teacher content knowledge	748	758	760	741	767	756	760	766	748
<b>School</b>									
Average school enrolment	839	908	931	1487	561	885	931	609	1159
Free school meal	29	1	-	0	2	1	2	2	0
School has electricity	40	39	43	75	19	38	40	20	69
School has water	72	73	80	79	71	74	73	68	78



To cite this research note: Spaul, N. 2012. *Zambia at a glance*. SACMEQ at a glance series. Research on Socio-economic Policy (RESEP). <http://resep.sun.ac.za/index.php/projects/>

## Background: SACMEQ Study

The Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) is a consortium of education ministries, policy-makers and researchers who, in conjunction with UNESCO's International Institute for Educational Planning (IIEP), aims to improve the research capacity and technical skills of educational planners (Ross *et al.*, 2005). To date, it has conducted three nationally representative school surveys in participating countries, specifically SACMEQ I (1996), SACMEQ II (2000), and SACMEQ III (2007). These surveys collect extensive background information on the schooling and home environments of students, and in addition, test students and teachers in both numeracy literacy. SACMEQ III tested 61396 Grade 6 students, 8026 Grade 6 teachers, in 2779 schools in 14 countries (Hungu *et al.*, 2010). In Zambia alone, SACMEQ III tested 2895 grade 6 students, 265 teachers, in 157 schools. The countries that participated in the third SACMEQ survey were: Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Tanzania (Zanzibar), Uganda, Zambia, and Zimbabwe. This dataset represents the most recent and comprehensive survey on educational quality in Sub-Saharan Africa.

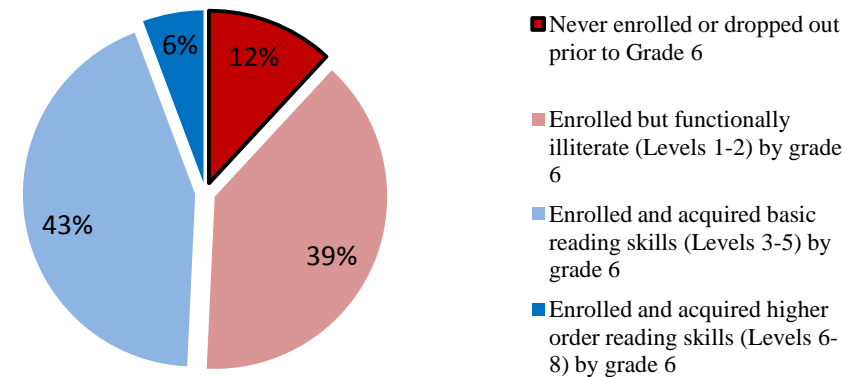
### Notes:

See Spaul (2011: 33) for the definitions of *functional literacy* and *functional numeracy* used here. By this definition, if a student is functionally illiterate they cannot read a short and simple text and extract meaning; and if a student is functionally innumerate they cannot translate graphical information into fractions or interpret common everyday units of measurement. For a discussion of the HIV/AIDS test see SACMEQ website. SACMEQ sampling is constructed such that the 95% confidence interval lies within  $\pm 5\%$  of percentage estimates, but it is usually less than this (see Hungu *et al.*, 2010). For the alongside graphs, *Levels* refer to SACMEQ competency levels 1-8 (see Hungu *et al.*, 2010); and grade 6 enrolment figures were taken from the Zambia Demographic and Health Survey (DHS) of 2007 - see Filmer (2010).

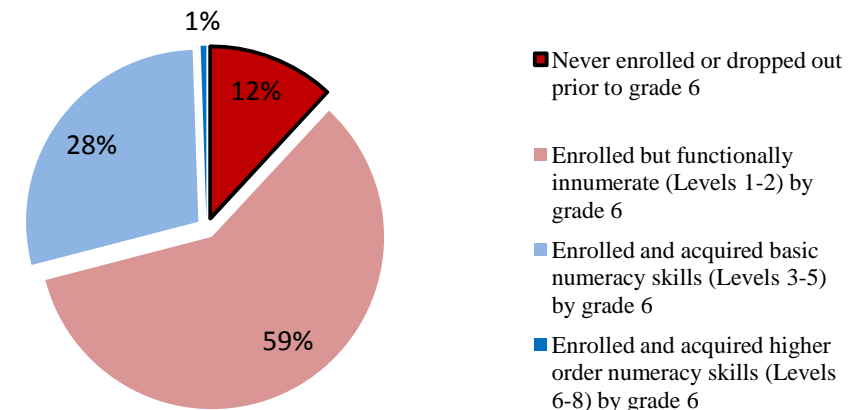
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## Zambia - Literacy SACMEQ III (2007)



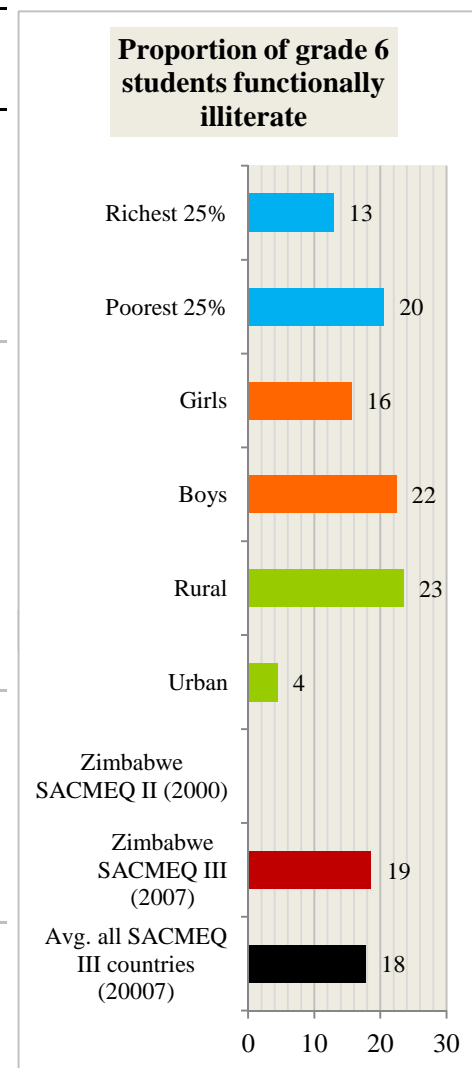
## Zambia - Numeracy SACMEQ III (2007)



(Spaul & Taylor, 2012)

# Zimbabwe at a glance - SACMEQ

	Average all SACMEQ III countries (2007)	Zimbabwe SACMEQ III (2007)	Zimbabwe SACMEQ II (2000)	SACMEQ III Sub-groups						
				School location		Gender		Student wealth		
				Urban	Rural	Boys	Girls	Poorest 25%	Richest 25%	
<b>Student</b>	Age	13.8	12.4	-	12.1	12.6	12.6	12.3	12.7	12.2
	Reading score	513	508	-	596	474	501	512	480	563
	Mathematics score	512	520	-	590	493	521	519	495	565
	Functionally illiterate	18	19	-	4	23	22	16	20	13
	Functionally innumerate	30	27	-	8	34	28	25	34	17
	Reached minimum HIV knowledge	43	30	-	53	21	30	29	21	44
<b>Resources</b>	Own reading textbook	25	15	-	19	13	14	15	11	20
	Own maths textbook	22	12	-	20	9	12	12	7	21
	Books at home	12	15	-	28	10	13	16	9	31
	Possessions at home (max 31)	9	10	-	15	8	10	10	3	19
	Avg. number of school computers	3	2	-	4	0	2	2	1	3
	Avg. number of school library books	722	423	-	886	199	435	413	193	955
	Toilets per pupil	84	35	-	50	28	35	35	28	41
	Repeated at least one grade	38	31	-	18	37	37	27	34	27
	Proportion with 1yr preschool	57	63	-	64	62	61	64	60	69
	Pupil-teacher ratio	50	36	-	32	37	35	36	37	34
<b>Teachers</b>	Age	37	38	-	41	37	39	38	38	40
	Proportion female	41	29	-	52	21	28	30	21	45
	Self-reported absenteeism (days/yr)	15	13	-	13	13	12	13	12	14
	Maths teacher content knowledge	814	852	-	834	860	855	850	866	832
	Reading teacher content knowledge	748	795	-	789	797	793	796	798	789
<b>School</b>	Average school enrolment	839	708	-	1139	533	719	699	537	956
	Free school meal	29	43	-	45	41	42	43	40	44
	School has electricity	40	47	-	96	24	48	46	24	75
	School has water	72	86	-	95	82	85	87	85	92



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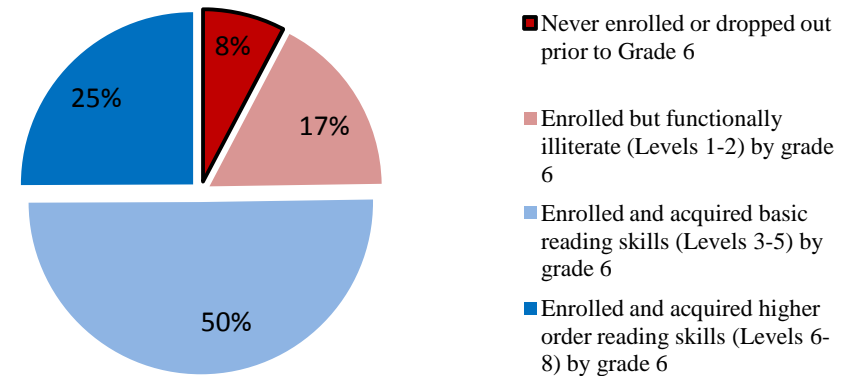
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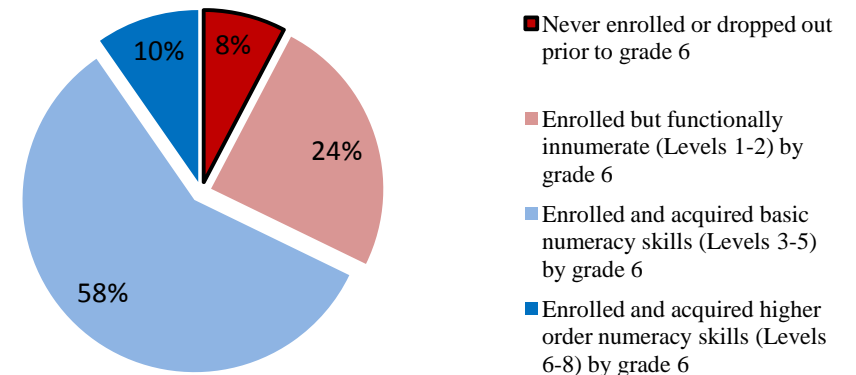
## Zimbabwe - Literacy

SACMEQ III (2007)



## Zimbabwe - Numeracy

SACMEQ III (2007)



(Spaul & Taylor, 2012)