

**Table 1a: Levels of Essential Classroom Resources for SACMEQ School Systems in 2007**

(Percentages of Grade 6 Pupils in Schools with Stated Resource)

	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 1b: Trends in Essential Classroom Resources for SACMEQ School Systems (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>	△	▲	▶	△	▶	▶	▶	▶	▶	▼	△	▶

▲ 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

**How to read Table 1a**

(i) 76 percent of Grade 6 pupils in Botswana during 2007 were taught by teachers who had Teachers' Guides for Mathematics, and (ii) that this percentage (presented in red) was below the minimal benchmark cutoff point of 85 percent.

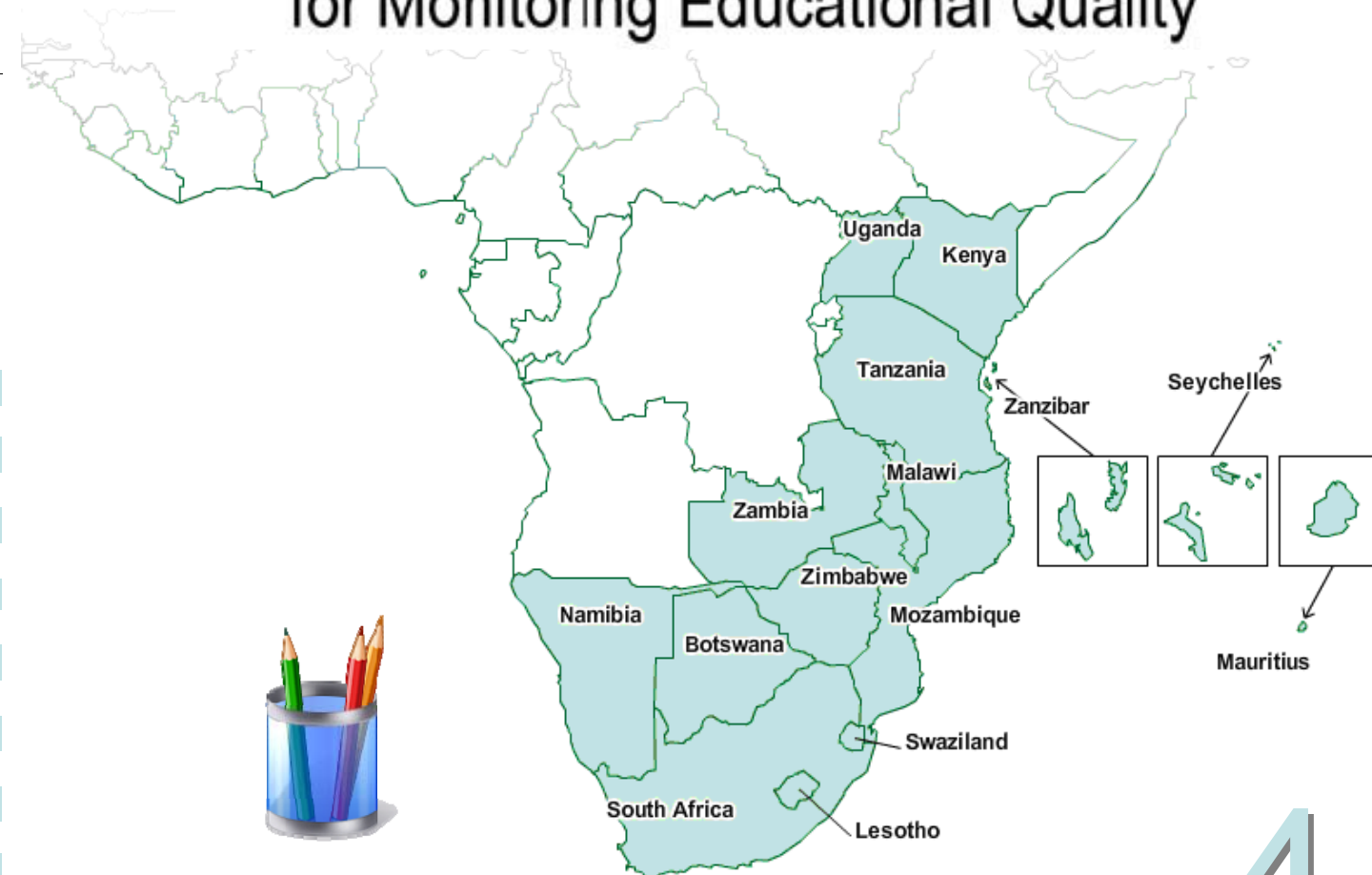
**How to read Table 1b**

Between 2000 and 2007, the percentage of Grade 6 pupils taught by teachers who had Teachers' Guides for Mathematics in Botswana improved by more than 10 points (shown with green solid arrow head pointing upward, ▲).

# Levels and Trends in Essential School Resources among SACMEQ School Systems



Southern and Eastern Africa Consortium for Monitoring Educational Quality



SACMEQ's research and training activities have been generously supported for over a decade by the Netherlands Government.

Contact: Njora Hungi (n.hungi@iiep.unesco.org)

For more information about SACMEQ visit website: WWW.SACMEQ.ORG

