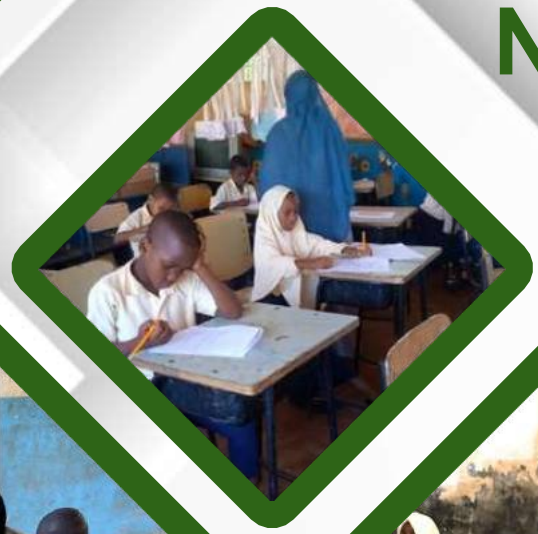

Ministry of Education and Vocational Training
Zanzibar Examinations Council

Report on Writing, Reading and Numeracy Assessment

For Standard Two Pupils in Zanzibar

June 2025

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Abbreviations

ANOVA	–	Analysis of Variance
DPPE	–	Department of Pre-and Primary Education
DTE	–	Department of Teacher Education
EGMA	–	Early Grade Mathematics Assessment
EGRA	–	Early Grade Reading Assessment
EMIS	–	Education Management Information System
GPE	–	Global Partnership for Education
MoEVT	–	Ministry of Education and Vocational Training
NECTA	–	National Examinations Council of Tanzania
OCIE	–	Office of the Chief Inspector of Education
OZEMS	–	Online Zanzibar Examination Management System
ORF	–	Oral Reading Fluency
3Rs	–	Reading Writing and Arithmetic
RTI	–	Research Triangle Institute
SPSS	–	Statistical Package for Social Science
UWEZO	–	Uwezo Tanzania
ZEC	–	Zanzibar Examinations Council
ZIE	–	Zanzibar Institute of Education

Acknowledgement

The Standard Two National Assessment for Reading, Writing, and Arithmetic (3Rs) marks the first time that the Zanzibar Examinations Council (ZEC), as a government institution, has undertaken an Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) at the national level. Previous EGRA and EGMA studies were conducted by non-state actors, focusing only on selected areas rather than providing a national picture.

ZEC extends its sincere appreciation to all individuals and institutions for their contributions in the execution of this pioneering assessment. Specifically, ZEC offers special thanks to the Ministry of Education and Vocational Training (MoEVT), the Global Partnership for Education (GPE), the Research Triangle Institute (RTI), and the National Examinations Council of Tanzania (NECTA) for their invaluable support and collaboration throughout the planning and implementation phases of the 3Rs assessment.

Further appreciation goes to the master trainers, whose dedication in preparing assessors and overseeing the evaluation of standard II pupils to the success of this initiative. In special way, ZEC acknowledges the faithful cooperation of headteachers and parents from the sampled schools, whose support ensured fully pupils' participation.

Lastly, ZEC expresses profound gratitude to its technical team for their unwavering commitment and professionalism throughout the study. Their efforts encompassed the development of assessment tools and training materials, coordination of training activities, monitoring and supervision of fieldwork, data analysis and interpretation of results to the end of this report generation.

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Dr. Rashid Abdulaziz Mukki
Executive Director
Zanzibar Examinations Council

EXECUTIVE SUMMARY

1. INTRODUCTION AND PURPOSES

The Zanzibar Examinations Council (ZEC) conducted the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) in April 2025 to evaluate foundational competencies in reading, writing, and arithmetic (3Rs) among Standard Two pupils. The assessments were designed to identify pupils' strengths and weaknesses in acquiring these core skills, with the ultimate goal of guiding instructional planning, curriculum development, and targeted interventions.

2. METHODOLOGY

The study was conducted across all 11 districts of Zanzibar, covering both Unguja and Pemba islands, and included a nationally representative sample of 178 public schools, assessing a total of 3,497 pupils (1,766 girls and 1,731 boys). The study adopted a quantitative research design, with structured assessment tools adapted to Zanzibar's educational context.

Data were collected using a combination of paper-and-pencil tests, tablet-based applications, and contextual questionnaires for head teachers, teachers, and parents. A pilot study in 16 schools was conducted beforehand to validate tools and procedures.

The assessment was administered exclusively in Kiswahili, with components and subskills collaboratively harmonized by key educational stakeholders, including ZEC, Zanzibar Institute of Education (ZIE), Department of Teacher Education (DTE), Office of the Chief Inspector of Education (OCIE), Inclusive Unit, Department of Pre-and Primary Education (DPPE), and Education Management Information System (EMIS) as adopted from NECTA, RTI, and UWEZO, to ensure contextual relevance to Zanzibar.

3. KEY FINDINGS

3.1 OVERALL PERFORMANCE

The findings reveal that the average performance across all three skills was 44.0%, with writing recording the highest score at 52.6%, followed by reading at 48.7%. Arithmetic emerged as the challenging area with an average score of 33.2%, where nearly four in ten pupils scored at unsatisfactory levels.

3.2 READING SKILLS

Performance in reading showed a mixed picture across components. In syllable recognition, 43.2% of pupils performed at good or very good levels, yet 41% were unsatisfactory, with boys consistently lagging behind girls and North Unguja emerging as the challenging region.

In decoding meaningless words, only 25.5% of pupils achieved good or very good performance, while more than half (52.9%) were unsatisfactory, revealing gaps in phonics and decoding. Fluency results were stronger, with about 60% of pupils performing well, though more than one quarter still

3.3 WRITING SKILLS

Writing outcomes were stronger overall, although weaknesses remain. In word construction, 67.4% of pupils scored at good or very good levels, but difficulties with compound syllables persisted and boys were more likely to fall into the unsatisfactory category. The weakest component was writing capital letters, where nearly half of the pupils (48.4%) performed unsatisfactorily and over 1,000 pupils could not convert a single lowercase word to uppercase.

Dictation produced better outcomes, with 63.6% of pupils performing well, though again boys struggled more than girls. Punctuation and handwriting results were mixed, with about one quarter of pupils performing unsatisfactorily.

3.4 MATHEMATICS

Numeracy results were by far the weakest. Number recognition was the strongest area, with 71% of pupils scoring at good or very good levels. However, in addition and subtraction, less than one quarter of pupils performed well, and over half failed in subtraction.

Multiplication revealed a major gap, with 51.1% of pupils scoring zero. Results were most concerning in missing numbers and puzzles, where over three-quarters of pupils performed unsatisfactorily, indicating limited problem-solving skills. Writing numbers in words also proved challenging, with only one third of pupils reaching satisfactory levels. These results suggest that pupils struggle not only with basic computation but also with higher-order conceptual understanding.

3.5 REGIONAL AND GENDER DISPARITIES

The study highlights significant disparities by region and gender. Pupils in Pemba districts consistently outperformed those in Unguja, with North Unguja recording the weakest results across reading, writing, and numeracy.

Gender analysis shows that girls outperformed boys in almost all components of literacy, including word construction, dictation, and comprehension. Boys, in contrast, were overrepresented in the unsatisfactory categories, underscoring a growing gender gap in foundational skills acquisition.

3.6 LEARNING ENVIRONMENT AND AVAILABILITY OF MATERIALS

Teachers and school heads reported that while schools generally had basic infrastructure and strong collaboration among leadership, teachers, and parents, overcrowded classrooms remained a major challenge. Large class sizes limited teachers' ability to give individual attention, with weaker learners most affected. Reducing class sizes was emphasized as critical for improving acquisition of the 3Rs skills.

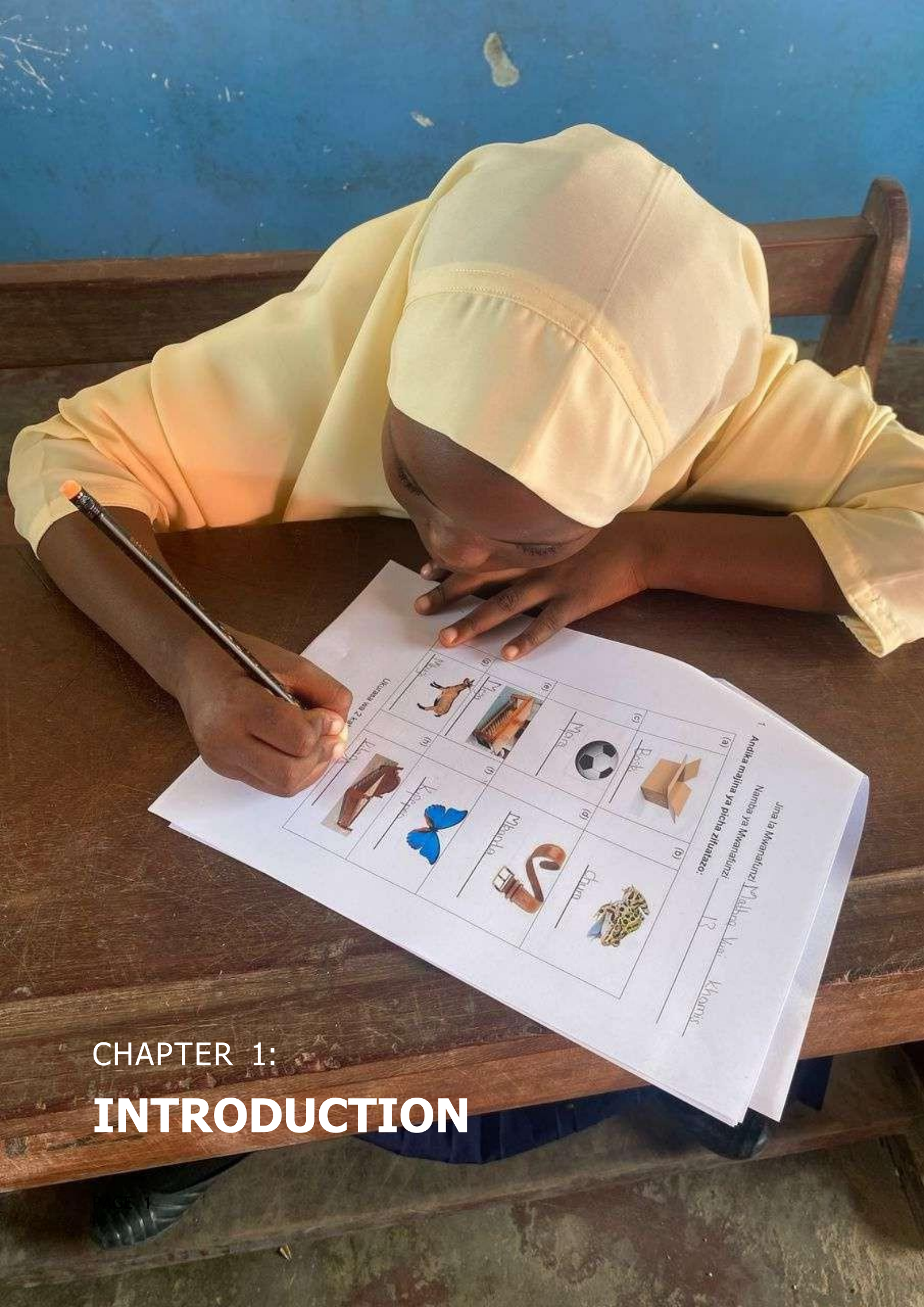
A critical shortage of teaching and learning materials was also highlighted. Beyond core textbooks, the absence of supplementary resources such as storybooks and practice materials constrained efforts to reinforce lessons and meet diverse learning needs. Without increased investment in varied and engaging materials, significant improvement in literacy and numeracy outcomes will remain difficult to achieve.

6. CONCLUSION

The EGRA and EGMA results present a challenging picture of early grade learning. Literacy skills, though relatively stronger, remain uneven, while numeracy outcomes are significant low. To address these challenges, the study offers several recommendations.

They include continuous teacher training in phonics, learner-centred instruction, and numeracy; remedial support for struggling learners; and investment in teaching and learning materials. Addressing gender gaps, especially boys' literacy, alongside stronger school monitoring and parental engagement, is essential.

Finally, institutionalizing regular EGRA and EGMA assessments will ensure continuous monitoring and accountability, providing policymakers with the evidence needed to support and sustain improvements in foundational learning outcomes.



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1.1 OVERVIEW OF THE 3RS ASSESSMENT FOR STANDARD-TWO PUPILS

The Zanzibar Examinations Council (ZEC) administered a foundational skills assessment for Standard Two pupils on April 16th and 17th 2025. This assessment focused on three key areas: reading, writing, and arithmetic (the 3R's). The primary objective was to evaluate each pupil's current level of competence and identify specific strengths and areas requiring further support. The pupils' competencies were assessed on various concepts for each skill:

- **Reading skills:** These examined pupils' ability to read selected passages and answer related questions, which aimed to assess their comprehension, interpretation, and ability to respond to written texts.

- **Writing skills:** These evaluated essential literacy development through tasks such as forming words from visual prompts (pictures), identifying and distinguishing between uppercase and lowercase letters, and demonstrating correct word formation.

- **Arithmetic skills:** These examined pupils' mathematical abilities through tasks involving number sequences (identifying missing numbers), basic operations (addition and subtraction), and solving simple word problems that required logical reasoning and mathematical application.

The results of this assessment will inform instructional planning and targeted support to strengthen foundational literacy and numeracy skills among early grade pupils.

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1.2 EDUCATIONAL POLICY CONTEXT

The Ministry of Education and Vocational Training (MoEVT) is dedicated to improving learning outcomes across all levels of the education system. The Zanzibar education policy (2006, revised) recognizes the importance of primary education as a foundational stage for both individual development and national progress. At this level, learners begin to acquire essential skills in numeracy, literacy, and overall competency.

The policy explicitly aims at ensuring that pupils develop and maintain strong foundational skills in the 3Rs in both Kiswahili and English. A key focus is placed on early childhood and primary education, where these foundational skills (the 3R's) are expected to be firmly established. The introduction of a competency-based curriculum (CBC) is intended to enhance learner-centered teaching methods and foster essential skills from the earliest years. However, despite improvements in enrollment and infrastructure, challenges in learning quality persist.

Evidence from classroom observations and various assessments indicates that many children complete the first three years of primary education without acquiring basic reading and numeracy skills. This persistent challenge has necessitated the introduction of interventions to strengthen foundational learning, including the adoption of EGRA and EGMA international tools.

1.3 BACKGROUND AND PAST EXPERIENCE

The term “3R’s” refers to the essential foundational skills in reading, writing, and arithmetic that children are expected to acquire during their early years of schooling. In Zanzibar, the emphasis on the 3R’s has

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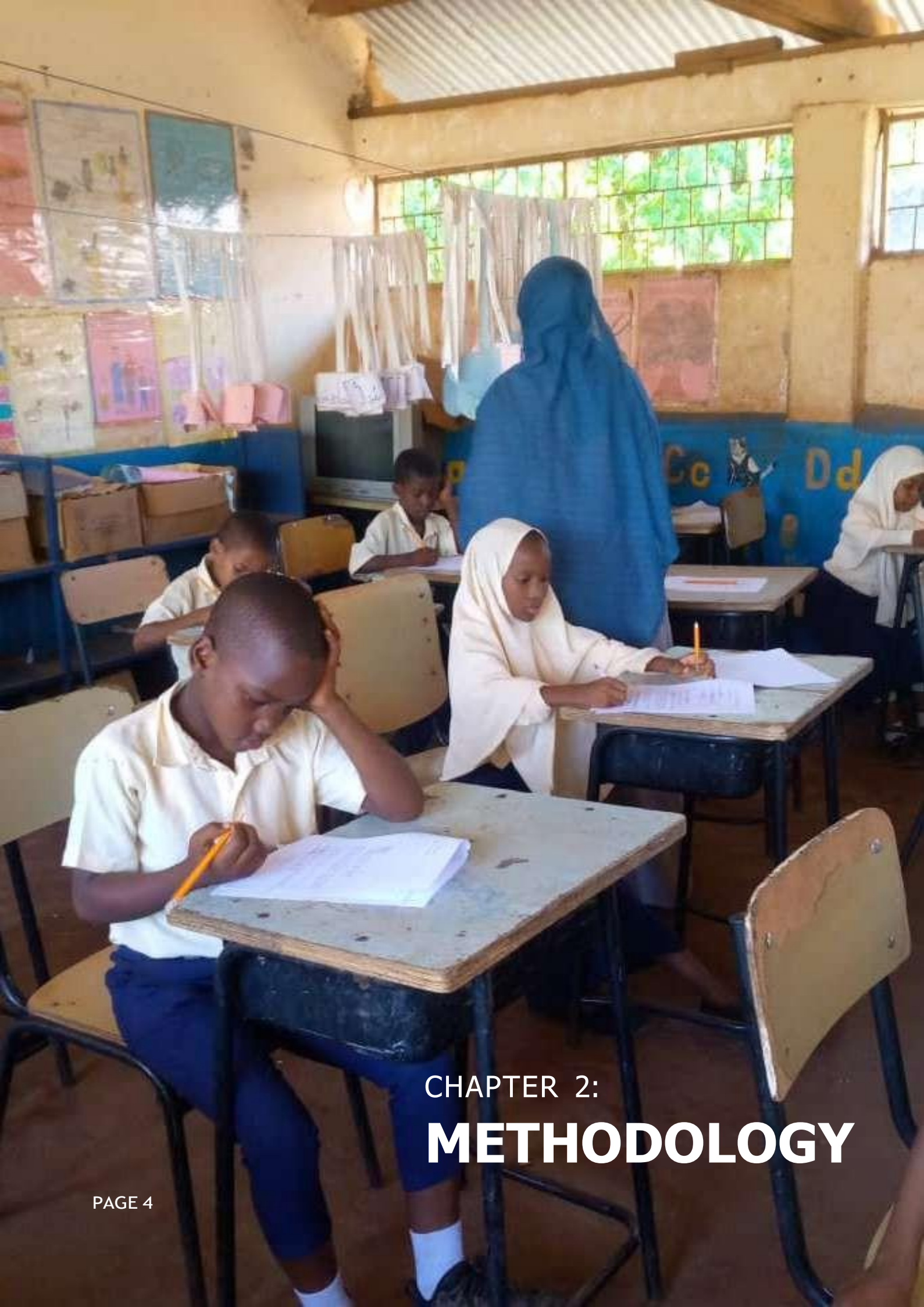
been intensified, following the realization that many pupils are completing their early education without acquiring these critical competencies. Previous 3R's assessments that were carried out by non-Government entities reveal the following:

- A significant percentage of Standard Two pupils could not read a single word of connected text.
- Oral Reading Fluency (ORF) and comprehension were far below grade-level expectations.
- Weak basic numeracy skills, including number identification and simple arithmetic.
- Substantial performance disparities between rural and urban schools and across different districts.

To address these gaps, the MoEVT, through ZEC with financial support from GPE III, implemented EGRA and EGMA. These diagnostic tools were adopted as among other efforts to improve foundational skills in 3R's for Standard Two pupils. This report presents the results from the EGRA and EGMA assessment that was conducted from 16th – 17th April 2025. The report is organized into five chapters.

Chapter 1 provides an introduction to the study, while Chapter 2 outlines the methodology. Chapter 3 presents the key findings, followed by Chapter 4, which offers the relevant contextual information. Finally, Chapter 5 sets out the conclusions and recommendations.



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2.1 STUDY AREA

The study was conducted across all 11 districts of Zanzibar, encompassing both Unguja and Pemba islands. These districts are Urban, West A, West B, South, Central, North A, and North B on Unguja, and Mkoani, Chakechake, Micheweni, and Wete on Pemba. To ensure comprehensive representation of Zanzibar's diverse geographical settings, the study locations span rural, urban, and mixed environments. The assessment covered a total of 178 public primary schools.

2.2 SAMPLE DESIGN

The EGRA and EGMA for Standard Two Pupils utilized a nationally representative sample. The sampling frame included all 333 primary schools across the 11 districts of Zanzibar. From this population, a target sample of 179 primary schools was selected to ensure national representativeness. The distribution of these schools across districts was proportional to the total number of primary schools in each district, using a stratified sampling approach to maintain demographic balance.

While 179 schools were initially targeted, the assessment was ultimately administered in 178 schools (Table 1). From these 178 schools, a total of 3,497 pupils (1,766 female; 1,731 male) were assessed representing a 97.7% of the initially targeted 3,580 pupils (Table 1). The sampling approach is presented in annex 1.

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Table 1: Distribution of Sampled Schools Targeted and Assessed

	Target	Assessment
Urban	10	10
West A	13	13
West B	13	13
South	10	10
Central	23	22
North A	21	21
North B	13	13
Mkoani	19	19
Chakechake	18	18
Micheweni	16	16
Wete	23	23
Total	**179**	**178**

Source: ZEC (2025)

Prior to the main assessment, a pilot assessment was conducted to test the assessment instruments and protocols. This pilot involved 16 of the 18 selected schools, as two were difficult to access due to geographical limitations. This represented close to 10% of the main study's targeted school sample.

Within these pilot schools, 320 pupils were assessed, with 20 pupils randomly selected from each school. The pilot schools were intentionally chosen to reflect the diverse urban, rural, and mixed settings found across Zanzibar.

The assessment successfully reached 178 of the 179 schools initially targeted, as detailed in Table 3. This slight shortfall in both the number of schools and pupils was due to the ineligibility of one school, which did not have Standard II pupils. Table 3 summarizes the planned and achieved school sample for the study.

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2.3 STUDY APPROACH AND DATA COLLECTION

2.3.1 STUDY DESIGN

This study adopted a quantitative research design to comprehensively evaluate early grade learning outcomes. Structured assessment tools were employed to capture measurable data on the literacy and numeracy competencies of Standard Two pupils. These included a paper-and-pencil test, the Online Zanzibar Examination Management System (OZEMS), and questionnaires. The EGRA and EGMA tools, originally adapted from NECTA, were tailored to the language and orthography of the Zanzibar educational context. Skills as measured by the EGRA and EGMA assessment are presented in Table 2.

Table 2: Skills as Measured by the EGRA and EGMA Assessment

Component	Skills	Pupils Ability to:
Reading	i. Reading syllables	Read syllables or letters correctly
	ii. Reading meaningless words	Read meaningless words correctly
	iii. Reading fluently	Read words or texts with accuracy
	iv. Reading comprehension	Respond correctly to different types of question about the text that they have read
Writing	i. Constructing word	Construct word perfectly
	ii. Writing capital letters	Write capital letter
	iii. Dictation	Listen attentively and write letters correctly
	iv. Handwriting	Perform handwriting clearly
Arithmetic	i. Number recognition	Identify number correctly
	ii. Addition (Level I and II)	Add number with accuracy
	iii. Subtraction (Level I and II)	Subtracting number correctly
	iv. Multiplication	Multiply number accurately
	v. Filling in missing number	Recognize and fill in missing number correctly

Source: ZEC (2025)

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2.3.2 DATA COLLECTION PROCEDURES

Data collection took place in April, from the 16th to the 17th 2025. Each school was assessed by two assessors. Each targeted Standard Two pupil was individually assessed using both the EGRA and EGMA instruments, covering all the required skills.

EGRA (Reading Skills): This assessment measured four key reading skills:

- Syllables: Assessed foundational decoding and phonemic/phonological awareness by requiring learners to read 50 written syllables accurately. It measured letter-sound mapping and blending at the syllable level, with a maximum time of three seconds per syllable (accuracy and speed recorded).

- Meaningless Words: Evaluated decoding of unfamiliar words using phonics knowledge, independent of memorized vocabulary or context. Learners read a list of made-up words within a three-second limit per word (accuracy and speed recorded).

- ORF: Measured the number of correct words a learner could read within a set time. Learners read a paragraph aloud. If a learner could not read the first sentence correctly, the assessor moved to the next section.

- Reading Comprehension: Assessed the ability to understand and interpret text, moving beyond decoding to gauge literal and inferential comprehension. Learners answered five questions (e.g., "who," "what," and "why") after reading a short paragraph, with questions varying in complexity.

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- Administration: Reading data were gathered via tablets and recorded through the Online Zanzibar Examination Management System (OZEMS). The tools and assessor's guides are presented in Annex 1-3.

EGMA (Mathematics Skills): This assessment measured six key mathematics skills:

- Number recognition: Measured learners' ability to identify and name numerals (e.g., from 0–999) quickly (12 seconds per number) and accurately. Learners stated numbers from a list of 10.

- Addition: Assessed learners' ability to perform simple addition tasks, both single- and double-digits (e.g., 2 + 3, 43 + 95). It tested basic counting and number combination skills. Learners orally stated answers to questions.

- Subtraction: Measured learners' ability to perform basic subtraction tasks, single- and double-digits (e.g., 7 – 3, 19 – 14). Learners orally stated answers to questions.

- Multiplication: Measured learners' ability to multiply numbers (single- and double digits). It tested memorization of basic multiplication facts, understanding of repeated addition, and place-value concepts in multi-digit cases. Learners orally stated answers to questions.

- Missing numbers: Measured learners' ability to identify and fill in missing numbers in a sequence or equation (e.g., 3, 5, _____, 9). It reflected understanding of patterns, sequences, or basic relationships. Learners received a list of five questions with single and double digits, where they had to fill in the missing number. The assessors presented two examples: one for single digits and another for double digits.

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- Writing numbers in Words: Measured learners' skill in translating numerals into their corresponding written forms (e.g., "7" to "seven," "14" to "fourteen"). It reflected knowledge of place value and spelling of numerical terms. Learners were provided with a list of five questions featuring single and double digits and wrote the numbers in words. The assessors presented two examples, one for single digits and another for double digits.

- Administration: The mathematics assessment was conducted using the paper-and-pencil tool as shown in Annex 1.

2.3.4 DATA ANALYSIS

2.3.4.1 DATA CLEANING

Before data analysis, a thorough data cleaning process including daily verification of data during fieldwork was conducted to ensure data quality and accuracy. A quality control check was performed by randomly selecting and comparing 10% of marked scripts with the data captured by the tablets. Missing data was addressed to ensure complete entries. Logic checks were performed, and any missing information was resolved at this stage. A final check was then conducted to ensure all datasets were consistent in structure before analysis began.

Duplicate entries were identified and removed using unique identifiers, such as pupils' identification numbers and school names. Identical records were dropped, with the record containing the most complete information being retained.

Finally, unusually high or low values (outliers) were identified using histograms. This process involved examining metrics such as the time taken to recognize numbers to determine whether these outliers were valid or a result of data entry errors.

2.3.4.2 DATA ANALYSIS PROCEDURE

The study employed descriptive analysis procedures using the Statistical Package for Social Sciences (SPSS) and Microsoft Excel. Descriptive statistics such as mean, median, and standard deviation were computed, while percentages were applied to determine student performance levels for each skill assessed by the EGRA and EGMA as detailed in Table 4.

2.3.4.3 VALIDITY, RELIABILITY AND QUALITY ASSURANCE

Validity and reliability which refers to the extent to which a tool measures what it is intended to measure, was assured to ensure that study outcomes were accurate and meaningful (Anderson & Abos, 2024). In this study, validity was assured through a pilot study involving 16 public primary schools. These schools were selected from urban, rural, and mixed areas.

To further ensure validity, 32 master trainers, appointed by ZEC mentored 352 teachers who administered the EGRA and EGMA assessments. ZEC applied several quality control protocols for effective field supervision. They include daily back-checks, debriefing sessions, and daily field updates. ZEC also made use of senior officials to monitor the field work.

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2.3.5 RESEARCH ETHICS

In delivering the assessment ZEC observed strict ethical standards in conducting the EGMA and EGRA assessments

- Formal permission to conduct the study was obtained from MoEVT.
- Participants (pupils) were not coerced. They were informed about the study's purpose and had the option to participate or decline without any negative consequences.
- All participant information was kept confidential to any unauthorized individuals or institutions.
- Participants' names were not recorded on questionnaires. Pupils were assured that the assessment would not affect their grades but was intended solely to improve their learning performance in 3R's.

2.3.6 LIMITATIONS

The assessment tools were not adequately designed to capture learning barriers among pupils with cognitive, hearing, or other less visible disabilities, particularly in inclusive schools. Consequently, the study findings may not fully reflect the learning outcomes of children with special educational needs. Nevertheless, the study findings remain robust and credible, providing valuable insights into early grade learning in Zanzibar.

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3.1 OVERALL PERFORMANCE ACROSS THE THREE SKILLS

The findings reveal varying levels of competency across the three assessed skills (Figure 1-4). The overall average performance of Standard II pupils was 44.0%. Among the individual skills, writing recorded the highest average score (52.6%), followed by reading (48.7%). Arithmetic registered the lowest performance, with an average score of 33.2%.

Significant variation in the overall performance is observed across districts. Mkoani, Wete and West B districts were the leading performers scoring 52.5%, 49.6%, and 49.1% respectively. Conversely, Northern District A showed the lowest performance with a score of 29.9%.

Apart from the overall average scores, performance was also categorized into four performance levels: unsatisfactory (0-24%), average (25-50%), good (51-74%), and very good (75-100%). In terms of average to very good results (Figure 2), writing recorded the highest performance, with 73.7% of pupils achieving average to very good results, followed closely by reading at 72.3%. Arithmetic was the weakest area, with only 62.2% reaching this level, meaning nearly four in ten pupils struggle with basic numeracy concepts.

In terms of unsatisfactory performance (Figure 3), out of 3,497 pupils assessed in reading, 967 (27.7%) performed unsatisfactorily. In writing, 917 out of 3,488 pupils (26.3%) fell in this category. Arithmetic recorded the weakest outcomes, with 1,321 out of 3,497 pupils (37.8%) performing unsatisfactorily. These findings highlight that a significant number of pupils continue to face difficulties, particularly in numeracy, underscoring the need for targeted support in foundational mathematics.

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Figure 1: Overall Average Performance in Each Skill

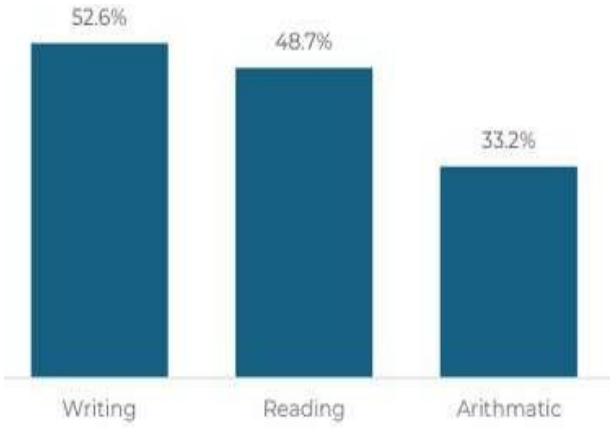


Figure 2: Performance by District

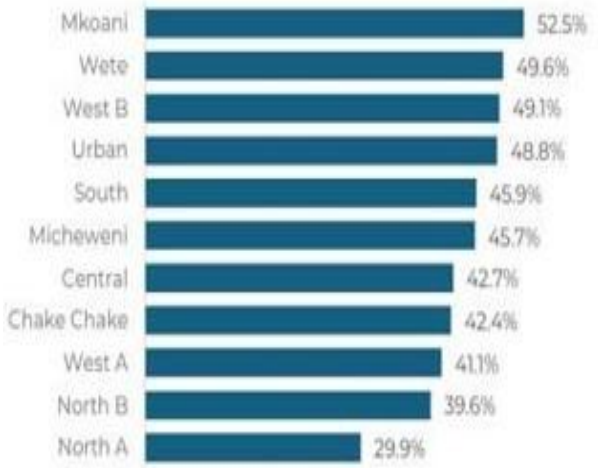


Figure 3: Performance from Average to Very Good Categories

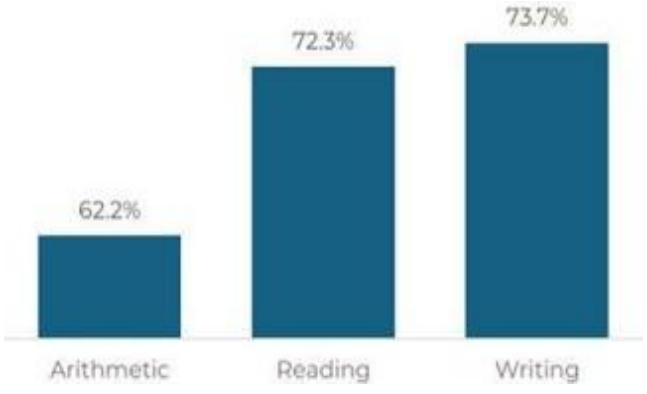
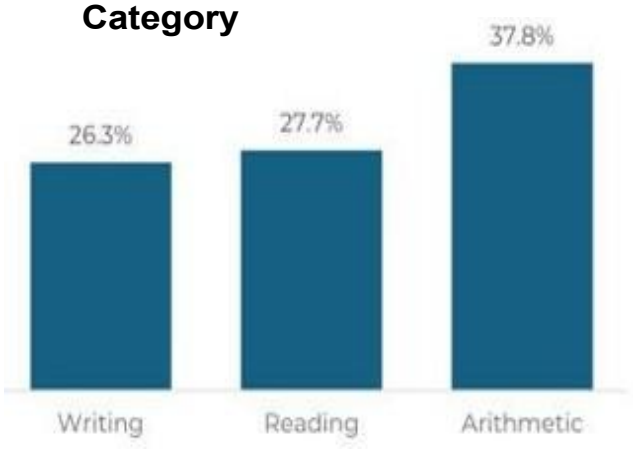


Figure 4: Unsatisfactory Performance Category



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3.2 PERFORMANCE BY SKILLS

3.2.1 READING SKILLS

The Reading Skills Assessment was designed to evaluate early-grade pupils' reading abilities through four core components: reading syllables, reading meaningless words, fluent reading, and reading comprehension.

Pupil performance was categorized into four levels: unsatisfactory (0-24%), average (25-50%), good (51-74%), and very good (75-100%). Performance is presented using a color-coding system: green for very good, gray for good, yellow for average, and red for unsatisfactory (Table 3).

Table 3: Overall Performance in Reading Skills

SKILLS	VERY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
Reading syllables	1,062	30.37	451	12.90	545	15.58	1,439	41.15
Meaningless words	549	15.70	342	9.78	755	21.59	1,851	52.93
Fluent reading	1,494	42.72	618	17.67	422	12.07	963	27.54
reading for Comprehension	1,477	42.24	561	16.04	390	11.15	1,069	30.57

Source: Data field

3.2.1.1 READING SYLLABLES

- **NATIONAL MEAN SCORES**

For reading syllables, pupils were required to pronounce 50 syllables within one minute. The syllables were structured as follows: 28 were two-letter syllables, 21 were three-letter syllables, and one was a four-letter syllable.

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The national mean score was 12 out of 25, which is considered moderate with compound syllables, such as "bwa," "dho," and "nywa," identified as challenging for many pupils.

The overall performance showed that 1,513 pupils (43.3%) scored very good or good level, while 1,984 pupils (56.7%) performed at an average or unsatisfactory level (Table 3). However, 1,435 pupils (41.2%) fell under the unsatisfactory category, indicating that they were unable to read the syllables. These pupils require targeted intervention to develop their foundational language skills.

• PERFORMANCE BY GENDER

Performance reading syllables is also observed across gender. The number of girls 859 (48.6%) scored very good and good was greater than that of boys 654 (37.7%) in the same performance categories (Table 4). Conversely, 907 girls (51.4%) and 1,077 boys (62.3%) achieved average or unsatisfactory results.

About 46.9% of boys and 35.6% of girls were under unsatisfactory performance category calling for the need for deliberate interventions to improve boys' performance particularly in foundational reading skills.

Table 4: Performance by Gender in Reading Syllables

	VERRY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
No. of Pupils	448	614	206	245	266	279	811	628
%	25.9	34.8	11.9	13.9	15.4	15.8	46.9	35.6

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• PERFORMANCE BY REGIONS

There are regional disparities in pupils' reading performance, in syllable recognition. Overall, performance is polarized, with some regions showing relatively strong outcomes while others reveal weaknesses.

In North Pemba and South Pemba, about one-third of pupils scored "very good" (34.6% and 36.4% respectively), and around 11–13% performed at a "good" level (Table 5). However, more than one-third in each region still fell in the "unsatisfactory" category (36.8% in North Pemba and 34.3% in South Pemba). Urban West follows a similar pattern, with 33.8% "very good" but 36.9% unsatisfactory, highlighting a split between strong and weak performers.

South Unguja had slightly lower proportions of high performers (32% very good) and nearly 37% unsatisfactory, suggesting that many pupils are still struggling. The greatest concern is North Unguja, where only 14.1% achieved a "very good" score and an overwhelming 61.8% were classified as unsatisfactory.

The results underscore the need for targeted regional interventions, with priority support to North Unguja and reinforcement of successful practices in Pemba. Teacher capacity-building in phonics instruction, region-specific remedial programs, and stronger monitoring of early literacy outcomes are critical to reducing disparities and ensuring more equitable reading proficiency across Zanzibar.

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Table 5: Performance by Region in Reading Syllables

	VERRY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
NORTH PEMBA	266	34.59	87	11.31	133	17.3	283	36.8
SOUTH PEMBA	262	36.39	93	12.92	118	16.39	247	34.31
URBANWEST	243	33.75	94	13.06	117	16.25	266	36.94
SOUTH UNGUJA	196	31.97	106	17.29	85	13.87	226	36.87
NORTH UNGUJA	95	14.07	71	10.52	92	13.63	417	61.78

Source: Data field

◆ PERFORMANCE BY DISTRICTS

The district-level results reveal sharp disparities in pupils' ability to read syllables. Districts such as Mkoani, Wete, Urban, and West B perform relatively well, with between 37% and 47% of pupils scoring "very good" and fewer than one-third classified as unsatisfactory (Table 6).

In contrast, South, Central, Chake Chake, and West A fall in the middle range, with roughly one-quarter to one-third of pupils performing very well, but a large share, around 38% to 46%, still in the unsatisfactory category.

The greatest concern lies in North A and North B, where only 11-19% of pupils achieved very good performance while over half, and in the case of North A nearly 70% scored unsatisfactory.

These results highlight a significant need for targeted interventions and effective monitoring to improve performance in both Northern District A and B.

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Table 6: Performance by District in Reading Syllables

	VERRY GOOD		GOOD		AVERAGE		UNSATIFACORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
WETE	167	37.19	51	11.36	92	20.49	139	30.96
MICHEWENI	99	30.94	36	11.25	41	12.81	144	45
MKOANI	180	47.37	49	12.89	60	15.79	91	23.95
CHAKECHAKE	82	24.12	44	12.94	58	17.06	156	45.88
SOUTH	64	32.82	34	17.44	33	16.92	64	32.82
CENTRAL	132	31.58	72	17.22	52	12.44	162	38.76
WEST A	66	25.38	41	15.77	35	13.46	118	45.38
WEST B	101	38.85	33	12.69	37	14.23	89	34.23
URBAN	76	38.00	20	10	45	22.5	59	29.5
NORTH A	47	11.19	37	8.81	53	12.62	283	67.38
NORTH B	48	18.82	34	13.33	39	15.29	134	52.55

Source: Data field

- **PERFORMANCE WITH ZERO SCORE**

A total of 295 (8.4%) pupils scored zero, of which 203 were boys and 92 were girls. These pupils completely failed to pronounce even a single syllable correctly.

3.2.1.2 READING MEANINGLESS WORDS

In this assessment, pupils were required to read 50 meaningless words within one minute. The words were divided into 25 two-syllable and 25 three-syllable words.

- **PERFORMANCE WITH ZERO SCORE**

The national mean score was 9.7 out of 25, indicating that many pupils struggled with this component. The results show that only 891 pupils (25.5%) performed at a "very good" or "good" level, while

the majority, 2,606 pupils (74.5%), scored "average" or "unsatisfactory" (Table 3). A total of 1,851 pupils (52.9%) fell into the unsatisfactory category, underscoring the critical need to strengthen foundational syllable instruction to improve fluent reading skills.

• PERFORMANCE BY GENDER

A gender-based analysis of the reading meaningless words component reveals performance disparity. 514 girls (29.1%) achieved very good or good results, compared to only 377 boys (21.8%) (Table 7).

Conversely, 1,252 girls (70.9%) and 1,354 boys (78.2%) scored at an average or unsatisfactory level. A considerable proportion of pupils from both genders performed unsatisfactorily, with 836 girls (47.3%) and 1,015 boys who made up the majority within the average/unsatisfactory category.

These findings suggest that both genders continue to struggle with reading meaningless words, underscoring the need for more effective teaching methods and techniques to strengthen their understanding of syllables, a foundational skill for this type of reading.

Table 7: Performance by Gender in Reading Meaningless Words

	VERRY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
No. of Pupils	246	303	131	211	339	416	1,015	836
%	14.2	17.2	7.6	11.9	19.6	23.6	58.6	47.3

Source: Field Data

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• PERFORMANCE BY REGION

The results from the reading meaningless words by region highlight widespread challenges in pupils' foundational decoding skills. Across all regions, a large proportion of pupils fall into the unsatisfactory category, with the weakest performance observed in North Unguja, where nearly three-quarters of pupils (73.3%) scored unsatisfactory and only 4.6% achieved very good performance (Table 8).

South Unguja also performs poorly, with just 15.5% of pupils scoring very good and over half (51.2%) unsatisfactory. Urban West records a similar pattern, with less than 10% very good and close to 49% unsatisfactory. In contrast, Pemba regions perform somewhat better: in South Pemba, 25.1% of pupils scored very good and 44.9% unsatisfactory, while in North Pemba, 22.5% achieved very good and 47.8% unsatisfactory.

These results suggest that while decoding meaningless words, a core measure of phonemic awareness and letter-sound recognition, is a widespread challenge, pupils in Unguja, especially in the north, are at a much greater disadvantage. The performance gaps between Pemba and Unguja require efforts across all regions.

Table 8: Performance by Regions in Reading Meaningless Words

	VERRY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
NORTH PEMBA	173	22.47	71	9.22	158	20.52	368	47.79
SOUTH PEMBA	181	25.14	64	8.89	152	21.11	323	44.86
URBANWEST	70	9.74	93	12.93	205	28.51	351	48.82
SOUTH UNGUJA	95	15.5	76	12.4	128	20.88	314	51.22
NORTH UNGUJA	31	4.59	37	5.48	112	16.59	495	73.33

Source: Field Data

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• PERFORMANCE BY DISTRICT

The district-level results for meaningless word reading highlight major weaknesses in pupils' decoding and phonemic awareness, with large disparities across districts. Mkoani stands out as the strongest performer, where 36.3% of pupils scored "very good" and only 31.1% were unsatisfactory, showing relatively stronger foundations.

Wete also performed fairly well, with 26.4% very good and 42.4% unsatisfactory, while West B and Urban showed moderate results with unsatisfactory levels around 44-45% (Table 9).

In contrast, several districts performed poorly, with the lowest outcomes recorded in North A, where nearly four in five pupils (79.3%) were unsatisfactory and only 3.3% very good, and North B, where 63.5% were unsatisfactory and just 6.7% very good.

Chake Chake also showed results, with 60.3% unsatisfactory and only 12.7% very good, while South, Central, and West A all had more than half of pupils in the unsatisfactory category.

The findings underscore the need for comprehensive support across all districts to raise pupils' proficiency to at least an average level in this foundational skill.

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Table 9: Performance by District in Reading Meaningless Words

	VERY GOOD		GOOD		AVERAGE		UNSATIFCORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
WETE	119	26.44	40	8.89	100	22.22	191	42.44
MICHEWENI	54	16.88	31	9.69	58	18.13	177	55.31
MKOANI	138	36.32	43	11.32	81	21.32	118	31.05
CHAKECHAKE	43	12.65	21	6.18	71	20.88	205	60.29
SOUTH	27	13.85	23	11.79	45	23.08	100	51.28
CENTRAL	68	16.27	53	12.68	83	19.86	214	51.20
WEST A	14	5.38	29	11.15	70	26.92	147	56.54
WEST B	30	11.54	37	14.23	77	29.62	116	44.62
URBAN	26	13.07	27	13.57	58	29.15	88	44.22
NORTH A	14	3.33	17	4.05	56	13.33	333	79.29
NORTH B	17	6.67	20	7.84	56	22.96	162	63.53

- **PUPILS WITH ZERO SCORE**

In the meaningless words section, 540 pupils (15.5%) scored zero, meaning they were unable to read even a single word correctly. Of these, 340 were boys and 200 were girls.

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• PERFORMANCE BY DISTRICTS

The district-level results reveal sharp disparities in pupils' ability to read syllables. Districts such as Mkoani, Wete, Urban, and West B perform relatively well, with between 37% and 47% of pupils scoring "very good" and fewer than one-third classified as unsatisfactory (Table 6).

In contrast, South, Central, Chake Chake, and West A fall in the middle range, with roughly one-quarter to one-third of pupils performing very well, but a large share, around 38% to 46%, still in the unsatisfactory category.

The greatest concern lies in North A and North B, where only 11-19% of pupils achieved very good performance while over half, and in the case of North A nearly 70% scored unsatisfactory. Addressing these disparities will require targeted interventions in the weakest districts, The syllabic performance by district showed notable variations whereby Mkoani District achieved "Very good" category with 180 pupils (47.4%) and followed by Western District B with 101 pupils (38.85%).

However, Northern District A was reported with highest number of pupils, 283 (67.4%) under unsatisfactory performance followed by Northern District B with 134 pupils (52.6%).

These results highlight a significant need for targeted interventions to improve performance in both Northern District A and B. Furthermore, effective monitoring is required across all districts, as only Mkoani scored the above the 40% signifying "Very good" performance.

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3.2.2 FLUENT READING

Pupils were asked to read fluently a passage of 50 words, spread across nine sentences. The sentences varied in length, with one sentence containing four words, two containing five, three with six, and one with eight words.

- **NATIONAL MEAN SCORES**

The national mean score was a moderate 12.3 out of 25 marks, indicating that while many pupils demonstrated some level of fluency, there is still significant space for improvement. The overall performance showed that 2,112 pupils (60.4%) achieved a very good or good level of performance, while 1,385 pupils (39.6%) were in the average or unsatisfactory categories (Table 3). Notably, 963 pupils (27.5%) received an unsatisfactory score, highlighting a clear need for targeted support.

- **PERFORMANCE BY GENDER**

There are notable gender differences in fluent reading performance. A total of 1,169 girls (66.2%) achieved a very good or good performance, while 943 boys (54.5%) achieved the same results (Table 10). On the other hand, 597 girls (33.8%) scored at an average or unsatisfactory level, compared to 788 boys (45.5%).

Table 10: Performance by Gender in Fluent Reading

	VERRY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
No. of Pupils	645	849	298	320	208	214	580	383
%	37.3	48.1	17.2	18.1	12.0	12.1	33.5	21.7

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• PERFORMANCE BY REGION

The results on fluent reading by region present significant regional disparities. South Pemba recorded the strongest performance, with over half of pupils (51.3%) achieving “very good” scores and only 21% in the unsatisfactory category (Table 11).

Similarly, South Unguja (47.8% very good, 23.3% unsatisfactory), Urban West (46.3% very good, 25.1% unsatisfactory), and North Pemba (43.6% very good, 25% unsatisfactory) all demonstrated relatively strong fluency outcomes.

The challenging results lies in North Unguja, where only 24.7% of pupils achieved very good fluency, while 43% were classified as unsatisfactory. This indicates that while most regions are fostering strong progress in fluency, North Unguja pupils are lagging significantly, showing weaker transitions from decoding to fluent reading.

These regional differences underscore a pressing need for targeted interventions to strengthen literacy outcomes in Northern Unguja.

Table 11: Performance by Regions in Fluent Reading

	VERRY GOOD		GOOD		AVERAGE		UNSATISFCTORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
NORTH PEMBA	335	43.62	153	19.92	88	11.46	192	25.00
SOUTH PEMBA	369	51.25	137	19.03	63	8.75	151	20.97
URBAN WEST	333	46.25	135	18.75	71	9.86	181	25.14
SOUTH UNGUJA	293	47.8	101	16.48	76	12.4	143	23.32
NORTH UNGUJA	167	24.74	95	14.07	123	18.22	290	42.96

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• PERFORMANCE BY DISTRICT

The district-level results for fluent reading in Zanzibar show both encouraging progress and concerning disparities. Mkoani leads with nearly 60% of pupils performing “very good” in fluency and only 15.5% unsatisfactory, suggesting strong foundations for later literacy.

Similarly, South District (51.3% very good, 15.9% unsatisfactory), Urban (50.5% very good, 19% unsatisfactory), and West B (50% good, 20.8% unsatisfactory) all demonstrate strong outcomes, with at least half of pupils reading fluently at high levels (Table 12). Wete, Chake Chake, and Central also show relatively balanced results, with about 43-46% very good and around one-fifth unsatisfactory.

By contrast, weaker performance is concentrated in northern districts. North A is the lowest-performing district, where only 18.8% of pupils achieved very good fluency while nearly half (47.4%) were unsatisfactory. North B also shows concerning results, with just 34.5% very good and 35.7% unsatisfactory.

Micheweni lags as well, with 40.4% very good but one-third of pupils unsatisfactory (32.6%). These patterns echo earlier findings in syllable and meaningless word reading, pointing to persistent literacy challenges in North Unguja and parts of northern Pemba.

Overall, the results highlight fluency as a relative strength in many districts, particularly in Pemba and southern/urban districts of Unguja but underscore deep inequalities.

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Table 12: Performance by District in Fluent Reading

	VERRY GOOD		GOOD		AVERAGE		UNSATIFCORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
WETE	206	45.88	109	24.28	46	10.24	88	19.6
MICHEWENI	129	40.44	44	13.79	42	13.17	104	32.6
MKOANI	222	58.42	76	20	23	6.05	59	15.53
CHAKECHAKE	147	43.24	61	17.94	40	11.76	92	27.06
SOUTH	100	51.28	42	21.54	22	11.28	31	15.90
CENTRAL	193	46.17	59	14.11	54	12.92	112	26.79
WEST A	102	39.23	49	18.85	20	7.69	89	34.23
WEST B	130	50.00	46	17.69	30	11.54	54	20.77
URBAN	101	50.50	40	20	21	10.5	38	19
NORTH A	79	18.81	58	13.81	84	20.00	199	47.38
NORTH B	88	34.51	37	14.51	39	15.29	91	35.69

Source: Data field

• PERFORMANCE BY CATEGORIES OF READERS

Non-Readers

A total of 475 pupils (13.6%), comprising 296 boys and 129 girls, were unable to read even a single word fluently from a passage containing 50 words. Pupils in this group require substantial support to meet reading targets.

Beginning Readers

A total of 1,527 pupils (43.7%), including 789 boys and 738 girls, were able to read between 1 and 29 words per minute fluently. Pupils in this group need structured assistance to improve their fluency.

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- **PERFORMANCE BY CATEGORIES OF READERS**

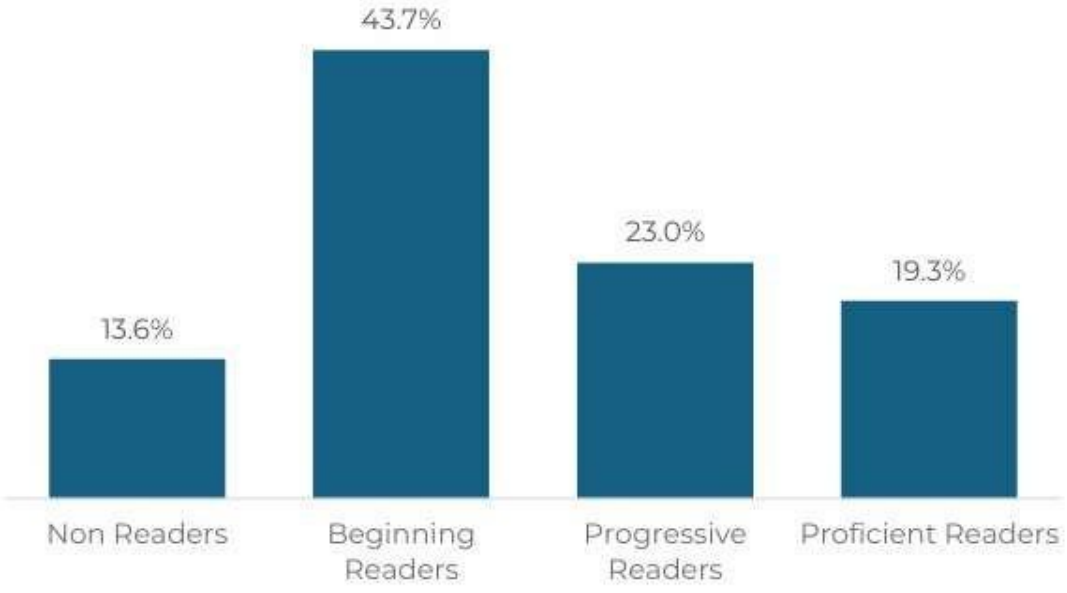
Progressive Readers

A total of 804 pupils (23.0%), consisting of 364 boys and 440 girls, achieved fluency in reading between 30 and 44 words per minute. These pupils require moderate support to reach full proficiency.

Proficient Readers

A total 691 pupils (19.3%), of whom 282 were boys and 409 were girls, demonstrated fluency by reading between 45 and 50 words per minute. Although this group performed well, continued reinforcement is recommended to sustain their achievement. A visual summary of these findings is presented in Figure 19.

Figure 5: Performance by Categories of Readers



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- **PUPILS WITH ZERO SCORE**

A total of 475 pupils, equivalent to 13.58%, scored zero, out of which 296 were boys and 129 were boys. These pupils completely failed to read even a single word correctly.

3.2.2.1 READING COMPREHENSION

Pupils were required to read with understanding and then answer questions on the passage given to them. This passage is similar with the fluent reading passage.

- **NATIONAL MEAN SCORES**

The National Mean Score for this question was 14.6 out of the 25 marks assigned, indicating good performance and showing that most pupils were able to read the passage and answer the questions fluently.

In reading comprehension, a total of 2,038 pupils (58.28%) were able to read comprehension with very good and good performance and 1,459 pupils (41.72%) with average and unsatisfactory performance. Of these, 1,069 pupils (30.57%) achieved unsatisfactory performance (Table 3).

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• PERFORMANCE BY GENDER

The results for Standard Two show mixed literacy outcomes, with notable gender differences. Overall, while a fair share of pupils performed well, girls outperformed boys across the higher achievement levels, with 48.2% of girls and 36.1% of boys scoring at the very good level, and 17.8% of girls compared to 14.2% of boys in the good category.

Conversely, boys are disproportionately represented in the weakest category, with 38.1% performing unsatisfactorily compared to 23.2% of girls (Table 13).

These results suggest that although progress is evident, particularly among girls, many pupils, especially boys, struggle with reading comprehension, limiting overall literacy gains. Addressing this gap will require targeted interventions to support underperforming boys.

Table 13: Performance by Gender in Reading for Comprehension

	VERRY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
No. of Pupils	625	852	246	315	201	189	659	410
%	36.1	48.2	14.2	17.8	11.6	10.7	38.1	23.2

Source: Data field

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• PERFORMANCE BY REGION

The results also reveal important regional variations in reading comprehension performance. Pupils in Urban West achieved the highest outcomes, with half (50.0%) performing at a very good level and only 24.6% at an unsatisfactory level.

Similarly, South Pemba and North Pemba show strong results, with 46.7% and 44.2% of pupils respectively achieving at a very good level, though nearly 30% in each region still falls in the unsatisfactory category.

In contrast, South Unguja and especially North Unguja performed less favorably. In South Unguja, only 34.9% reached the very good level, while almost 29.7% were unsatisfactory. The weakest performance is evident in North Unguja, where just 33.6% scored very good, and the largest share, 39.7%, fell into the unsatisfactory group (Table 14).

These findings highlight both progress and disparities across regions. Urban areas, particularly Urban West, appear to provide a stronger learning environment that supports early reading comprehension, while rural regions like North Unguja lag behind.

This suggests the need for region-specific interventions that address inequities, such as improving teacher deployment, strengthening learning resources in underperforming regions, and fostering community support for literacy.

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Table 14: Performance by Region in Reading for Comprehension

	VERRY GOOD		GOOD		AVERAGE		UNSATISFCTORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTA	PERCENT	TOTAL	PERCENT
NORTH	340	44.21	123	15.99	77	10.01	229	29.78
SOUTH PEMBA	336	46.67	101	14.03	70	9.72	213	29.58
URBANWEST	360	50.00	111	15.42	72	10.00	177	24.58
SOUTH	214	34.91	138	22.51	79	12.89	182	29.69
NORTH	227	33.63	88	13.04	92	13.63	268	39.7

Source: Data field

• PERFORMANCE BY DISTRICT

The results disaggregated by district show sharp differences in reading comprehension performance. Districts such as Urban, West B, South, and Mkoani recorded the strongest outcomes. For instance, Urban had the highest share of pupils achieving at the very good level (56.5%), followed by South (52.3%), West B (52.3%), and Mkoani (51.3%).

These districts also registered relatively lower proportions of pupils in the unsatisfactory category, ranging from 17.7% in West B to 26.1% in Mkoani (Table 15).

By contrast, North A, Central, and Chake Chake districts struggled significantly. In North A, nearly half of the pupils (44.5%) were in the unsatisfactory group, and only 31.7% reached the very good level.

Similarly, in Central, just 26.8% of pupils were very good, while 34.9% performed unsatisfactorily. Chake Chake also showed worrying outcomes, with one-third of pupils (33.5%) in the unsatisfactory category.

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These findings suggest a clear urban-rural divide, with urbanized districts such as Urban and West B providing stronger learning environments and outcomes, while rural districts, especially in North Unguja and parts of Pemba lag behind. Addressing these inequities will require targeted investments in underperforming districts, including the Northern District.

Table 15: Performance by District in Reading for Comprehension

	VERRY GOOD		GOOD		AVERAGE		UNSATIFCORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTA	PERCENT
WETE	210	46.77	69	15.37	40	8.91	130	28.95
MICHEWENI	130	40.63	54	16.88	37	11.56	99	30.94
MKOANI	195	51.32	54	14.21	32	8.42	99	26.05
CHAKECHAKE	141	41.47	47	13.82	38	11.18	114	33.53
SOUTH	102	52.31	35	17.95	22	11.28	36	18.46
CENTRAL	112	26.79	103	24.64	57	13.64	146	34.93
WEST A	111	42.69	36	13.85	26	10.00	87	33.46
WEST B	136	52.31	53	20.38	25	9.62	46	17.69
URBAN	113	56.50	22	11	21	10.5	44	22
NORTH A	133	31.67	45	10.71	55	13.10	187	44.52
NORTH B	94	36.86	43	16.86	37	14.51	81	31.76

- **PUPILS WITH ZERO SCORE**

In this section, a total of 720 pupils, equivalent to 20.6%, scored zero, of which 450 were boys and 270 were girls. These pupils completely failed to answer questions based on the passage provided to them.

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3.2.3 WRITING SKILLS

This chapter analyses the writing skills assessment, which was designed to evaluate the writing abilities of Standard Two pupils. The assessment gauged pupils' competencies in writing correct words from given pictures, writing capital letters, and using appropriate punctuation. Pupil performance was categorized into four levels: unsatisfactory (0-24%), average (25-50%), good (51-74%), and very good (75-100%).

For reporting purposes, a color-coding system was used; green for very good, gray for good, yellow for average, and red for unsatisfactory (Table 16).

Table 16: Overall Performance in Constructing Words

Competence	VERY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
assessed	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
Constructing word	1,886	54.1	466	13.4	279	8.0	857	24.6
Writing capital	989	28.4	465	13.3	345	9.9	1,689	48.4
Dictation	1,755	50.3	463	13.3	256	7.3	1,014	29.1
Writing and	802	23.0	921	26.4	848	24.3	917	26.3

Source: Data field

3.2.3.1 CONSTRUCTING WORD

In this question, pupils were shown 10 pictures of objects familiar to their surroundings and asked to write their corresponding names. The pictures included common items such as a ball, butterfly, bed, and goat, among others. This task was designed to assess pupils' ability to correctly identify and write the names of familiar objects.

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• NATIONAL MEAN SCORES

This question carried a total of 20 marks, with the national mean score recorded at 13.2, signifying good performance. The results indicate that most pupils were able to write the given words correctly; however, difficulties were observed in writing words composed of compound syllables, such as box and goat. I

n reading comprehension, 2,352 pupils (67.43%) demonstrated very good or good performance in word construction, while 1,136 pupils (32.57%) performed at average or unsatisfactory levels (Table 16).

Among the latter group, 857 pupils (24.57%) recorded unsatisfactory results. These findings suggest that greater attention is needed to support pupils struggling with word construction so they can reach more satisfactory levels.

• PERFORMANCE BY GENDER

The results on Constructing Words by gender show a strong gender disparity, with girls consistently outperforming boys across all higher performance levels. A majority of girls (60.9%) achieved very good compared to 47.1% of boys. Similarly, 13.8% of girls performed at the good level, slightly above the 12.9% of boys.

Performance at the average level was almost equal, with 8.1% of girls and 7.9% of boys. However, in the unsatisfactory category, boys were overrepresented at 32.1%, compared to only 17.2% of girls (Table 17).

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These results highlight a clear gender gap in word construction skills, where girls are not only more likely to achieve the highest scores but also less likely to fall into the unsatisfactory group. This mirrors the pattern seen in reading comprehension and writing, where girls outperform boys. The findings point to the need for targeted interventions to support boys' literacy development, particularly in foundational skills such as word construction.

Table 17: Performance by Gender in Constructing Word

	VERRY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
No. of Pupils	813	1,073	223	243	137	142	554	303
%	47.1	60.9	12.9	13.8	7.9	8.1	32.1	17.2

Source: Data field

PERFORMANCE BY REGION

The results on Constructing Words by region show encouraging performance in most regions, though with notable disparities. Overall, a majority of pupils in Pemba and parts of Unguja scored at higher performance levels, while North Unguja lagged behind.

Urban West and South Unguja recorded the strongest results, with 58.9% and 58.4% of pupils, respectively, scoring very good. These regions also had relatively low proportions in the unsatisfactory category 20.5% in Urban West and 19.9% in South Unguja. North Pemba and South Pemba also performed strongly, with 57.2% and 53% very good, though unsatisfactory levels remained higher at 22.7% and 26.1%, respectively (Table 18).

By contrast, North Unguja recorded the weakest performance. Only 40.9% of pupils scored very good, the lowest across regions, while 33% fell into the unsatisfactory category, the highest share

among all regions. This indicates that North Unguja pupils are struggling significantly more with word construction compared to other parts of Zanzibar.

These findings point to a regional divide in literacy skills, with Urban West, South Unguja, and Pemba showing stronger performance, while North Unguja continues to lag. The data suggests a need for targeted interventions in North Unguja.

Table 18: Performance by Region in Constructing Words

	VERRY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTA	PERCENT	TOTAL	PERCENT
NORTH PEMBA	439	57.2	89	11.6	66	8.6	174	22.7
SOUTH PEMBA	381	53.0	96	13.4	54	7.5	188	26.1
URBANWEST	423	58.9	86	12.0	62	8.6	147	20.5
SOUTH UNGUJA	358	58.4	89	14.5	44	7.2	122	19.9
NORTH UNGUJA	274	40.9	110	16.4	65	9.7	221	33.0

Source: Data field

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• PERFORMANCE BY DISTRICT

The results on Constructing Words by district highlight encouraging performance in several districts, though with sharp disparities between the strongest and weakest performers.

At the top end, Urban, South, West B, Wete, and Mkoani recorded the best results. Urban had the highest proportion of pupils in the very good category (68.5%), with only 15% unsatisfactory. South followed closely, with 67.7% very good and just 12.3% unsatisfactory the lowest failure rate overall.

West B also performed strongly, with 63.5% very good and 17.3% unsatisfactory, while Wete (60.1% very good, 19.6% unsatisfactory) and Mkoani (59.5% very good, 22.9% unsatisfactory) showed similarly strong outcomes (Table 19).

By contrast, North A and Chake Chake were the weakest performers. In North A, only 33.9% of pupils achieved very good—the lowest across all districts, while 39.1% scored unsatisfactory, the highest share overall. Chake Chake also underperformed, with 45.9% very good but 30% unsatisfactory. West A and Micheweni showed moderate results, with unsatisfactory rates at 28.3% and 27.4% respectively.

These findings underscore a clear district-level divide in literacy acquisition. Urban districts such as Urban, West B, and South are excelling in word construction, while rural and semi-urban districts, particularly North A and Chake Chake are struggling. To bridge the gap, targeted literacy support programs are needed in weaker districts.

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Table 19: Performance by District in Constructing Word

	VERY GOOD		GOOD		AVERAGE		UNSATIFACTORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
WETE	270	60.1	51	11.4	40	8.9	88	19.6
MICHEWENI	169	53.1	38	11.9	24	7.5	87	27.4
MKOANI	226	59.5	46	12.1	21	5.5	87	22.9
CHAKECHAKE	156	45.9	50	14.7	32	9.4	102	30.0
SOUTH	132	67.7	25	12.8	14	7.2	24	12.3
CENTRAL	226	54.1	62	14.8	31	7.4	99	23.7
WEST A	121	46.9	31	12.0	33	12.8	73	28.3
WEST B	165	63.5	31	11.9	19	7.3	45	17.3
URBAN	137	68.5	24	12.0	9	4.5	30	15.0
NORTH A	142	33.9	71	16.9	42	10.0	164	39.1
NORTH B	132	52.6	39	15.5	22	8.8	58	23.1

Source: Data Field

• CATEGORIES OF PERFORMANCE

Non-performers

In this category, 392 pupils (11.24%) comprising 114 girls and 278 boys were unable to write even a single word. This outcome highlights the need for teachers to strengthen their instructional strategies in order to enhance pupils' foundational skills in word construction, which are critical to overall writing development.

Emergent Performers

In this aspect, 859 pupils, representing 24.63% (388 girls and 471 boys), were able to write between one and five words correctly. Among them, 107 pupils managed to write all five words correctly.

These pupils would benefit from further instruction and practice to expand their writing skills, particularly in constructing words beyond the use of picture prompts.

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Progressing Performers

In this section, 765 pupils (21.93%) comprising 365 girls and 400 boys were able to correctly write between six and eight words. Among them, 404 pupils successfully wrote all eight words. This indicates that these pupils are approaching proficiency and would benefit from targeted support to help them fully achieve a proficient level of performance.

Proficient Performers

In this aspect, a total of 1,472 pupils, representing 42.20%, correctly wrote between nine and ten words. Among them, 810 pupils successfully wrote all ten words. Pupils in this group, particularly those who achieved full marks, should be encouraged and motivated to sustain and further strengthen their performance.

- **PUPILS WITH ZERO SCORE**

In this section, a total of 392 pupils (11.24%) scored zero, including 114 girls and 278 boys. These pupils were unable to write even a single word.

3.2.3.2 WRITING OF CAPITAL LETTERS

In this question, pupils were given 10 words written in lowercase and asked to convert them into uppercase. Of these, six were single-syllable words and four were compound-syllable words. The

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3.2.3.2 WRITING OF CAPITAL LETTERS

objective was to assess pupils' ability to accurately transform words from lowercase to uppercase.

- **NATIONAL MEAN SCORES**

This question carried 20 marks, and the national mean score was 9, indicating that pupils generally struggled to convert words from lowercase to uppercase. This level of performance needs to be improved to ensure pupils can confidently switch between lowercase and uppercase letters.

Overall, national performance in this component is summarized as follows: out of all pupils assessed, 1,454 (41.69%) performed at very good or good levels, while 2,034 (58.31%) performed at average or unsatisfactory levels. Within this latter group, 1,689 pupils (48.42%) fell into the unsatisfactory category (Table 16).

These results clearly show that almost half of the pupils failed in this aspect, highlighting the urgent need for deliberate interventions to strengthen pupils' ability to recognize and write both capital and small letters correctly.

- **PERFORMANCE BY GENDER**

The results on writing capital letters by gender show a clear disparity, with girls performing significantly better than boys. Specifically, 32.7% of girls achieved very good compared to only 24.0% of boys. Similarly, 14.5% of girls scored at the good level, slightly above 12.1% of boys.

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Performance at the average level was almost balanced, with 10.4% for girls and 9.4% for boys. However, the largest gap is found in the unsatisfactory category, where more than half of boys (54.5%) performed poorly compared to 42.4% of girls (Table 20).

These findings confirm a gender gap in basic writing skills, with girls not only more likely to reach higher performance levels but also less likely to fall into the unsatisfactory group.

This pattern is consistent with other literacy domains such as reading comprehension, dictation, and word construction, where girls consistently outperform boys. The results highlight the need for targeted literacy support for boys.

Table 20: Performance by Gender in Writing Capital Letter

	VERRY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
No. of Pupils	414	575	209	256	162	183	942	747
%	24.0	32.7	12.1	14.5	9.4	10.4	54.5	42.4

Source: Data field

- **PERFORMANCE BY REGION**

The results on writing capital letters by region reveal widespread weaknesses across Zanzibar, with the majority of pupils struggling to master this foundational literacy skill. Overall, unsatisfactory performance is high across all regions, ranging from 42 to nearly 60% (Table 21).

North Pemba recorded the strongest outcomes, with 35% of pupils scoring very good and 12.8% good, though 42.3% still fell into the

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showed relatively weaker performance, with 27.7% very good but 45.2% unsatisfactory.

The weakest results were observed in South Unguja and North Unguja. In South Unguja, only 24.3% of pupils achieved very good, while more than half (50.9%) were unsatisfactory. North Unguja performed worst overall, with just 19.6% very good and a striking 58.4% unsatisfactory the highest failure rate across regions.

These findings highlight a regional divide in basic writing skills, with Pemba consistently outperforming Unguja, though still showing high failure rates. The situation in North Unguja is particularly challenging, as a majority of pupils are unable to write capital letters adequately. This suggests the need for targeted interventions to underperforming locations.

The changing of lowercase to uppercase regionally shows that the North Pemba region has 265 pupils equal to 35 % who scored very good, which is the highest, followed by the South Pemba region with 235 pupils equal to 32.7 %. In addition to that, the North Unguja Region leads by obtaining 391 (58.4%) pupils who achieved unsatisfactory results followed by the South Unguja region with 312 (50.9%).

Therefore, in this respect, efforts should be made strongly for all regions, as no region reached at least 40 % of pupils who did very good, and no region had less than 40 % for pupils who achieved unsatisfactory results.

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Table 21: Performance by Regions in Writing Capital Letter

	VERRY GOOD		GOOD		AVERAGE		UNSATISFCTORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
NORTH PEMBA	269	35.0	98	12.8	76	9.9	325	42.3
SOUTH PEMBA	235	32.7	85	11.8	63	8.8	336	46.7
URBANWEST	199	27.7	104	14.5	91	12.7	325	45.2
SOUTH UNGUJA	149	24.3	85	13.9	67	10.9	312	50.9
NORTH UNGUJA	131	19.6	91	13.6	56	8.4	391	58.4

Source: Data field

◆ PERFORMANCE BY DISTRICT

The results on writing capital letters by district show wide disparities, with many pupils struggling to master this basic literacy skill. Districts such as Mkoani, Wete, and Urban recorded the strongest outcomes. Mkoani had 38.4% of pupils performing very good and 10.3% good, though 43.2% still fell into the unsatisfactory category (Table 22).

Wete followed with 35.3% very good and 14.7% good, while Urban also showed 35% very good, but 40% unsatisfactory. These districts suggest that while many pupils have mastered capital letters, nearly half continue to struggle.

By contrast, North A, Central, West A, and Chake Chake performed the weakest. North A was the lowest-performing district, with only 14.6% of pupils scoring very good and the highest share of unsatisfactory pupils at 62.5%. Central and West A also recorded unsatisfactory levels above 50% (54.3% and 52.5%,

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respectively). Chake Chake had similarly poor results, with just 26.2% very good and more than half (50.9%) unsatisfactory.

These findings reveal that a large share of pupils unable to write capital letters satisfactorily, particularly in Unguja districts such as North A, Central, and West A. While Pemba districts perform relatively better, challenges remain there as well.

This indicates the need for strengthened foundational writing instruction, including increased classroom practice, use of visual aids, and remedial support for struggling learners. Teacher training focused on early literacy pedagogy will also be crucial for reducing the high unsatisfactory rates.

Table 22: Performance by District in Capital Letters

	VERY GOOD		GOOD		AVERAGE		UNSATIFCORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
WETE	158	35.3	66	14.7	45	10	179	40
MICHEWENI	110	34.5	32	10	31	9.7	146	45.8
MKOANI	146	38.4	39	10.3	31	8.2	164	43.2
CHAKECHAKE	89	26.2	46	13.5	32	9.4	173	50.9
SOUTH	54	27.7	36	18.5	20	10.3	85	43.6
CENTRAL	95	22.7	49	11.7	47	11.2	227	54.3
WEST A	54	20.8	34	13.1	35	13.5	136	52.5
WEST B	75	28.8	46	17.7	30	11.5	109	41.9
URBAN	70	35	24	12	26	13	80	40
NORTH A	61	14.6	55	13.1	41	9.8	262	62.5
NORTH B	70	28	36	14.4	15	6	129	51.6

Source: Data field

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- **PUPILS WITH ZERO SCORE**

In this section, a total of 1,080 pupils (30.96%) scored zero, including 449 girls and 631 boys. These pupils were unable to convert lowercase letters to uppercase.

This represents a significantly higher number of non-performers compared to other aspects assessed. Further investigation is needed to identify the root causes of this challenge and to develop effective teaching strategies to address it.

3.2.3.3 WRITING DICTATION

In this question, pupils read a set of sentences and were asked to rewrite them, with the main objective of assessing their ability to accurately transcribe sentences they heard.

- **NATIONAL MEAN SCORES**

This question carried a total of 20 marks, and the national mean score was 12.4, which is considered good. The results indicate that most pupils were able to write the dictation successfully; however, certain challenges remain. These include the ability to write quickly without distorting the intended meaning of words, as well as difficulties in writing words with compound syllables, which require greater practice and creativity.

Overall, national performance in this component is summarized as follows: 2,218 pupils (63.6%) achieved very good or good performance, while 1,270 pupils (36.4%) performed at average or

unsatisfactory levels. Among the latter, 1,014 pupils (29.1%) recorded unsatisfactory results (Table 16).

• PERFORMANCE BY GENDER

The results on Dictation by gender reveal a clear performance gap between boys and girls, with girls significantly outperforming boys across higher achievement levels. Specifically, 59.1% of girls achieved very good compared to only 41.4% of boys. At the good level, 12.3% of girls performed well against 14.3% of boys, showing only a minor difference.

Performance at the average level was similar, with 6.8% for girls and 7.9% for boys. However, the gap is most striking in the unsatisfactory category, where 36.4% of boys performed poorly compared to just 21.9% of girls (Table 23).

These findings confirm a gender disparity in dictation skills, consistent with patterns seen in reading comprehension, writing, and word construction. Girls are not only more likely to reach the very good category but are also far less likely to fall into the unsatisfactory group.

This suggests that boys are at greater risk of being left behind in foundational literacy, particularly in skills that combine listening, comprehension, and writing. Addressing this imbalance will require gender-sensitive interventions, including targeted support for boys.

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Table 23: Performance by Gender in Dictation

	VERRY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
No. of Pupils	715	1,040	247	216	136	120	629	385
%	41.4	59.1	14.3	12.3	7.9	6.8	36.4	21.9

Source: Data field

• PERFORMANCE BY REGION

The results on dictation by region indicate generally strong performance though with disparities between Pemba and Unguja. Both North Pemba and South Pemba performed well, with 52.7% and 51.3% of pupils, respectively, scoring very good, and around 30-31% unsatisfactory.

Urban West also showed strong outcomes, with 51.9% very good and 25.2% unsatisfactory, while South Unguja recorded the highest share of very good performers at 53.5%, with only 25% unsatisfactory (Table 24).

By contrast, North Unguja was the weakest region, with only 40.4% of pupils scoring very good the lowest across regions and 35% unsatisfactory, the highest rate in dictation performance. This mirrors the pattern observed in other literacy domains, where North Unguja consistently lags behind.

These results suggest that dictation skills are relatively strong in both Pemba and Urban West, while North Unguja remains a major area of concern, with lower mastery of listening-writing integration skills. The findings reinforce the need for targeted literacy interventions in North Unguja.

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Table 24: Performance by Region in Dictation

	VERRY GOOD		GOOD		AVERAGE		UNSATISFCTORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
NORTH PEMBA	405	52.7	78	10.2	51	6.6	234	30.5
SOUTH PEMBA	369	51.3	78	10.8	48	6.7	224	31.2
URBANWEST	373	51.9	113	15.7	52	7.2	181	25.2
SOUTH UNGUJA	328	53.5	87	14.2	45	7.3	153	25.0
NORTH UNGUJA	270	40.4	108	16.1	57	8.5	234	35.0

Source: Data field

• PERFORMANCE BY DISTRICT

The results on dictation by district show relatively stronger performance compared to other literacy components, though with marked disparities across districts.

Districts such as Urban, South, Wete, and Mkoani recorded the best outcomes. Urban stood out with 63% of pupils in the very good category, the highest across all districts, and only 18% unsatisfactory. South followed with 56.9% very good and just 18.5% unsatisfactory. Wete (54.6% very good; 26.9% unsatisfactory) and Mkoani (53.9% very good; 30.8% unsatisfactory) also performed strongly (Table 25). West B and Central similarly showed solid results, with over half of pupils scoring very good.

By contrast, North A, West A, and Micheweni lagged behind. North A was the weakest district, with only 34.1% of pupils scoring very good and nearly 40% unsatisfactory, the highest proportion in the country. West A also struggled, with just 42.5% very good and 34.4% unsatisfactory, while Micheweni, despite 50.2% very good, had over a third (35.4%) of pupils unsatisfactory.

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These results indicate that dictation skills are relatively stronger in urban and southern districts, particularly Urban and South, while North A remains the weakest district across literacy domains, consistently showing the lowest performance and the highest share of unsatisfactory pupils.

To address the disparities, targeted teacher support, structured dictation exercises, and reinforcement of listening–writing linkages are needed, especially in underperforming districts like North A.

The district's reading fluency performance shows that the Urban District leads in the very good category with 126 pupil's 63.0 percent followed by the South District with 111 pupils or 56.9 percent. Furthermore, North A district leads with 167 pupils or 39.9 percent who scored unsatisfactory followed by Micheweni district with 113 pupils (35.4%).

In short, the performance across all districts in this area is satisfactory. Ten (10) Districts have good performance ranging from 40% to above except for the Northern A district that scored performance below 40%. This informs that there must be effortful strategies to improve the pupils' performance in that district so as to achieve the goal in this area.

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Table 25: Performance by District in Dictation

	VERRY GOOD		GOOD		AVERAGE		UNSATIFCORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
WETE	245	54.6	53	11.8	30	6.7	121	26.9
MICHEWENI	160	50.2	25	7.8	21	6.6	113	35.4
MKOANI	205	53.9	37	9.7	21	5.5	117	30.8
CHAKECHAKE	164	48.4	41	12.1	27	8.0	107	31.6
SOUTH	111	56.9	35	17.9	13	6.7	36	18.5
CENTRAL	217	51.9	52	12.4	32	7.7	117	28.0
WEST A	110	42.5	42	16.2	18	6.9	89	34.4
WEST B	137	52.7	46	17.7	21	8.1	56	21.5
URBAN	126	63.0	25	12.5	13	6.5	36	18.0
NORTH A	143	34.1	70	16.7	39	9.3	167	39.9
NORTH B	127	50.8	38	15.2	18	7.2	67	26.8

Source: Data field

- **PUPILS WITH ZERO SCORE**

In response to this question, a total of 721 pupils (20.6%) scored zero, comprising 469 girls and 252 boys. These pupils were unable to write even a single word correctly from the list provided.

3.2.3.4 WRITING AND USING PUNCTUATION MARKS

In this component, pupils were required to write the given sentences and insert the appropriate punctuation marks. The punctuation marks assessed included the exclamation mark (!), the question mark (?), and the full stop (.).

- **NATIONAL MEAN SCORES**

The national mean score was 18 out of 40 marks, placing overall

performance within the average range. These results suggest that although some pupils successfully completed the dictation exercise, a considerable proportion continue to struggle, underscoring the need for targeted support to strengthen their writing and punctuation skills.

Overall, national performance in writing and punctuation showed that 1,723 pupils (49.4%) achieved results at a very good or good level, while 1,765 pupils (50.6%) performed at the average or unsatisfactory level. Among the latter group, 917 pupils (26.3%) recorded unsatisfactory performances (Table 16). These findings indicate that a considerable proportion of pupils still face challenges in mastering writing and punctuation.

• PERFORMANCE BY GENDER

The results on Writing and Punctuation by gender show clear disparities between boys and girls. Overall, girls outperformed boys across the higher achievement levels, while boys were disproportionately represented in the unsatisfactory category. Specifically, 27.4% of girls scored very good compared to only 18.5% of boys. Similarly, 28.5% of girls performed at the good level, against 24.3% of boys (Table 26).

Performance at the average level was relatively balanced, with 23.7% of girls and 24.9% of boys. However, the largest gap appeared in the unsatisfactory category, where 32.4% of boys performed poorly compared to just 20.3% of girls.

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These findings reveal that girls are performing significantly better than boys in writing and punctuation, not only at the highest levels but also in avoiding unsatisfactory performance. This gender gap mirrors the trend seen in reading comprehension, were girls consistently outperformed boys.

The results suggest that boys may require more targeted instructional support, remedial interventions, and motivation strategies to improve their writing and punctuation skills. Strengthening teacher awareness of gender-responsive pedagogy and creating supportive classroom environments could help close this gap.

Analysis by gender reveals that 985 (55.9%) girls achieved “very good” and “good” performance category in writing and punctuation as it is compared to 738 (42.8%) boys in the similar results. Likewise, 776 (44.0%) girls and 989 (57.3%) boys were rated under “average” and “unsatisfactory” category.

These results suggest that girls outperform boys in this skill. Thus, targeted intervention is required to support boys in improving their writing and punctuation skills.

Table 26: Performance by Gender in Writing and Punctuation

	VERRY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
No. of Pupils	319	483	419	502	430	418	559	358
%	18.5	27.4	24.3	28.5	24.9	23.7	32.4	20.3

Source: Data field

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• PERFORMANCE BY REGIONS

The results on Writing and Punctuation by region indicate wide variations across Zanzibar, with some regions performing strongly while others face significant challenges. At the overall level, performance appears more balanced compared to numeracy domains, but weaknesses remain.

Urban West and North Pemba recorded the strongest results. In Urban West, 29.5% of pupils achieved very good and 27.7% good, while only 22.1% were unsatisfactory (Table 27). Similarly, North Pemba showed 28% very good and 21.6% good, though nearly 30% still fell in the unsatisfactory category. South Pemba also performed fairly well, with 24.6% very good and 25.6% good, and 26.8% unsatisfactory.

By contrast, South Unguja and North Unguja were weaker. In South Unguja, only 17.9% scored very good, while 25.3% were unsatisfactory. The weakest performance was in North Unguja, where just 12.7% of pupils achieved very good, while 30.2% were unsatisfactory, and the largest share (30.4%) were stuck at the average level.

In this regard, Results show that Urban West Region leads the performance in writing and punctuation with score 29.5%, followed by North Pemba with 28%. Then, South Pemba with 24.6%. Likewise, South Unguja scored 17.9% and the lowest ranked performance was for North Unguja as it scored 12.7%.

Thus, further strategies are needed for each region to improve its level of performance as there is no region that attained 35% of candidates with very good and above.

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Table 27: Performance by Region in Writing and Punctuation

	VERRY GOOD		GOOD		AVERAGE		UNSATISFCTORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCEN	TOTAL	PERCENT
NORTH PEMBA	215	28.0	166	21.6	157	20.4	230	29.9
SOUTH PEMBA	177	24.6	184	25.6	165	22.7	193	26.8
URBANWEST	212	29.5	199	27.7	149	20.7	159	22.1
SOUTH UNGUJA	110	17.9	183	29.9	165	26.9	155	25.3
NORTH UNGUJA	85	12.7	179	26.7	203	30.4	202	30.2

- **PERFORMANCE BY DISTRICT**

The results on writing and punctuation by district show mixed outcomes, with notable variations across districts. Overall, performance is uneven, with some districts demonstrating relatively balanced results across proficiency levels, while others show a high concentration of pupils at unsatisfactory levels.

Districts such as West B, Urban, and Mkoani performed comparatively well. In West B, 36.2% of pupils achieved very good and 26.5% good, with only 16.9% unsatisfactory (Table 28). Similarly, Urban recorded 30.5% very good and 32% good, while just 17% were unsatisfactory. Mkoani also did well, with 29.2% very good and 25.3% good, while only 23.2% were unsatisfactory. These results suggest that pupils in these districts are benefiting from relatively stronger literacy instruction.

In contrast, North A, Chake Chake, and Micheweni lagged behind. North A showed the weakest results, with only 10.7% of pupils achieving very good and 30.5% unsatisfactory. Chake Chake also struggled, with just 19.4% very good and nearly one-third (30.9%).

unsatisfactory. Micheweni, despite having a higher share of very good (29.2%), still had 33.2% of pupils performing unsatisfactorily, indicating wide disparities within the district.

These findings indicate that while some districts have managed to strengthen pupils' writing and punctuation skills, others, particularly North A and Chake Chake still face substantial challenges.

The variation suggests the need for targeted district-level support, including teacher training on writing instruction, structured practice exercises, and integrating punctuation into everyday classroom literacy activities. Such interventions would help reduce disparities and ensure more pupils attain satisfactory levels in foundational writing skills.

Table 28: Performance by District in Writing and Punctuation

	VERRY GOOD		GOOD		AVERAGE		UNSATIFCORY	
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT
WETE	122	27.2	99	22.1	104	28.6	123	27.5
MICHEWENI	93	29.2	67	21.0	53	23.1	106	33.2
MKOANI	111	29.2	96	25.3	85	25.9	88	23.2
CHAKECHAKE	66	19.4	88	25.9	81	17.9	105	30.9
SOUTH	32	16.4	53	27.2	66	20.4	44	22.6
CENTRAL	78	18.7	130	31.1	99	14.2	111	26.6
WEST A	57	22.0	66	25.5	55	18.3	81	31.3
WEST B	94	36.2	69	26.5	53	27.8	44	16.9
URBAN	61	30.5	64	32.0	41	19.5	34	17.0
NORTH A	45	10.7	108	25.8	138	13.7	128	30.5
NORTH B	40	16.0	71	28.4	66	14.9	73	29.2

Source: Data field

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- **PUPILS WITH ZERO SCORE**

In this section, a total of 452 pupils (13.0%) scored zero, including 185 girls and 267 boys. These pupils were unable to correctly write or apply punctuation marks in the given passage. This highlights the importance of EGRA in strengthening pupils' competence in both writing and punctuation skills.

3.2.4 NUMERACY SKILLS

The numeracy skills assessment was designed to evaluate pupils' competencies across seven key areas: Number Recognition, Addition (Level I and II), Subtraction (Level I and II), Multiplication, Filling in Missing Numbers, Writing Numbers in Words, and Solving Puzzles (Table 33). Pupil performance was categorized into four levels: unsatisfactory (0-24%), average (25-50%), good (51-74%), and very good (75-100%). These categories were represented by red, yellow, gray, and green, respectively (Table 29).

Table 29: Overall Performance in Numeracy Skill

	VERY GOOD		GOOD		AVERAGE		UNSATISFACTORY	
Competence assessed	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
Number Recognition	1512	43.2	980	28.0	298	8.5	707	20.2
Addition Level I & II	245	7.0	546	15.6	1694	48.4	1012	28.9
Subtraction Level I & II	175	5.0	486	13.9	998	28.5	1838	52.6
Multiplication	525	15.0	1184	33.9	0	0.0	1788	51.1
Missing Number	196	5.6	200	5.7	426	12.2	2675	76.5
Numbers in Words	831	23.8	242	6.9	397	11.4	2027	58.0
Solving Puzzles	110	3.1	175	5.0	342	9.8	2870	82.1

Source: Data field

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3.2.4.1 NUMBER RECOGNITION

- **NATIONAL MEAN SCORES**

The national mean score in number recognition was 6.6 out of 10 marks (66%), which is considered good, indicating that most pupils were able to recognize numbers in arithmetic tasks. However, there remains room for improvement. Overall, 2,790 pupils (79.8%) demonstrated proficiency in recognizing numbers, achieving very good, good, or average performance. In contrast, 702 pupils (20.2%) performed below the expected level and therefore required additional support to strengthen their number recognition skills as shown on Table 29.

- **PERFORMANCE BY GENDER**

The results show that 44.0% of boys and 42.5% of girls achieved very good performance, indicating that boys were slightly more proficient than girls in recognizing numbers accurately (Figure 6). A small proportion (9%) of both boys and girls attained an average level of performance in number recognition.

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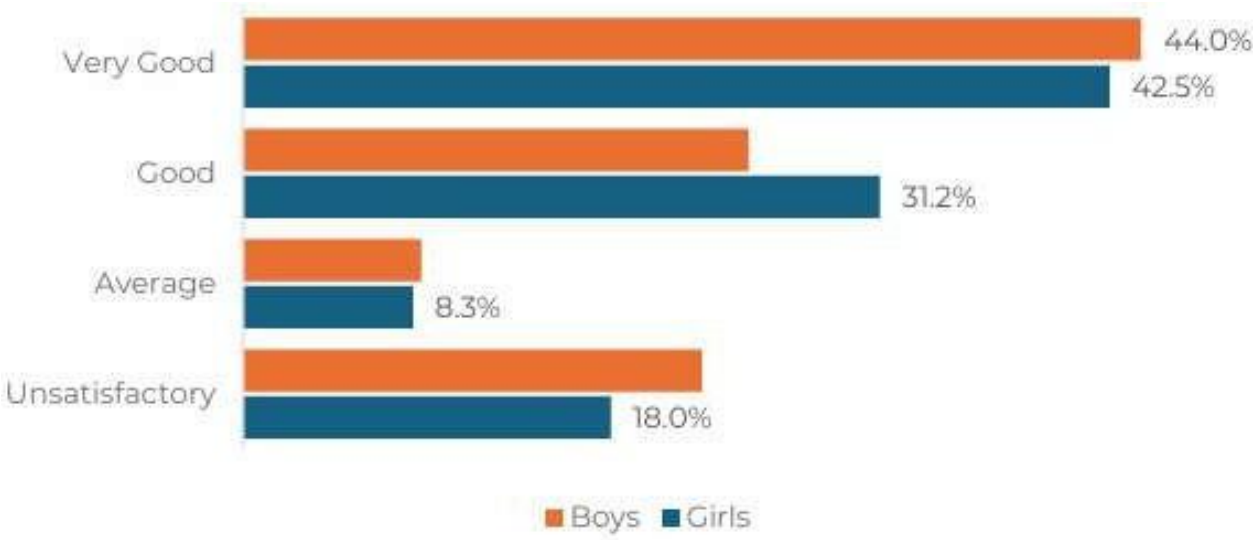
Figure 6: Performance by Gender in Number Recognition



PERFORMANCE BY REGIONS

- The results reveal both encouraging progress and persistent regional disparities. North Pemba and South Pemba performed strongly, with 49% and 48% of pupils respectively attaining very good results (Table 30).

  These regions also maintained relatively low unsatisfactory shares at around 20%. Urban West followed closely, with 44% of pupils scoring very good and the lowest share of unsatisfactory pupils at 16%, suggesting stronger foundational numeracy in urban areas. South Unguja also performed fairly well, with 42% very good and 20% unsatisfactory.

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In contrast, North Unguja showed the weakest performance, with only 32% of pupils scoring very good, while 27% fell into the unsatisfactory category-the highest across regions. This signals a significant numeracy gap in this region compared to Pemba and Urban West.

The results highlight that while nearly three-quarters of pupils across Zanzibar demonstrate good or very good number recognition, a consistent 20-27% struggle at unsatisfactory levels in some regions, particularly North Unguja. This suggests the need for targeted remedial support to underperforming locations identified by this analysis. Regionally, Southern Pemba revealed high average of 48% of "very good" performance in recognizing numbers, followed by Urban West 44%, where few pupils scored unsatisfactory performance of 16%.

The results indicate that many pupils across all regions have achieved a very good performance, approximately 40%, while 20% of pupils in all regions have obtained unsatisfactory results.

Table 30: Performance by Region in Number Recognition

	Very Good	%	Good	%	Average	%	Unsatisfactory	%
NORTH PEMBA	375	49	194	25	48	6	151	20
NORTH UNGUJA	216	32	201	30	76	11	182	27
SOUTH PEMBA	344	48	171	24	58	8	147	20
SOUTH UNGUJA	260	42	176	29	56	9	121	20
URBAN WEST	315	44	229	32	61	8	114	16
Total	**1510**	**43**	**971**	**28**	**299**	**9**	**715**	**20**

Source: Data field

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• PERFORMANCE BY DISTRICT

The results on number recognition by district highlight wide variations in performance across districts. Strong outcomes were recorded in Mkoani, West B, Wete, and Micheweni, where more than 48% of pupils achieved very good results.

Mkoani led with 53.4% very good and only 18.2% unsatisfactory, followed closely by West B (49.6% very good; 11.5% unsatisfactory), Wete (48.8% very good; 20.7% unsatisfactory), and Micheweni (48.8% very good; 18.1% unsatisfactory) (Table 31). These results suggest that pupils in these districts are building stronger foundational numeracy skills.

By contrast, North A stands out as the weakest performer, with only 27.9% of pupils achieving at a very good level and the highest share of 31.2% falling into the unsatisfactory category. Central, Chake Chake, and North B also recorded weaker results, with unsatisfactory proportions ranging between 20 and 24%, and fewer than half of pupils attaining very good scores. Urban and West A showed mixed results, with about 40% at very good but unsatisfactory levels still around 15-21%.

Overall, while most districts demonstrate encouraging progress, particularly in Pemba and parts of West Unguja, North A consistently emerges as a weak spot in number recognition. The disparities underline the importance of district-specific interventions. Addressing these gaps is critical to ensuring equitable numeracy outcomes across Zanzibar.

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Table 31: Performance in number recognition in District Wise

	Very Good	%	Good	%	Average	%	Unsatisfactory	%
CENTRAL	169	40.4	114	27.3	36	8.6	99	23.7
CHAKECHAKE	141	41.5	87	25.6	34	10.0	78	22.9
MICHEWENI	156	48.8	81	25.3	24	7.5	58	18.1
MKOANI	203	53.4	84	22.1	24	6.3	69	18.2
NORTH A	117	27.9	119	28.3	53	12.6	131	31.2
NORTH B	99	38.8	82	32.2	23	9.0	51	20.0
SOUTH	91	46.7	62	31.8	20	10.3	22	11.3
URBAN	80	40.0	68	34.0	21	10.5	30	15.0
WEST A	106	40.8	71	27.3	29	11.2	54	20.8
WEST B	129	49.6	90	34.6	11	4.2	30	11.5
WETE	219	48.8	113	25.2	24	5.3	93	20.7
TOTAL	**1510**	**43.2**	**971**	**27.8**	**299**	**8.6**	**715**	**20.4**

Source: Data field

- **PUPILS WITH ZERO SCORE**

Although 79.8% of pupils were able to recognize some numbers, 34 pupils (27 boys and 7 girls) failed completely, scoring zero as they could not recognize even a single number. In addition, some pupils remained silent when responding to oral arithmetic tasks involving number recognition, suggesting that they lacked this competency.

3.2.4.2 ADDITION LEVEL I AND II

This section assessed pupils' ability to perform addition at Level I and Level II within a total time of 180 seconds. The results show that only 245 pupils (7%) achieved very good performance, while 546 pupils (15.6%) performed well. A large proportion, 1,694 pupils (48.5%), demonstrated average performance, whereas 1,012 pupils (28.9%) performed unsatisfactorily (Table 33). Overall, the majority of pupils fell within the average performance category in addition at both levels.

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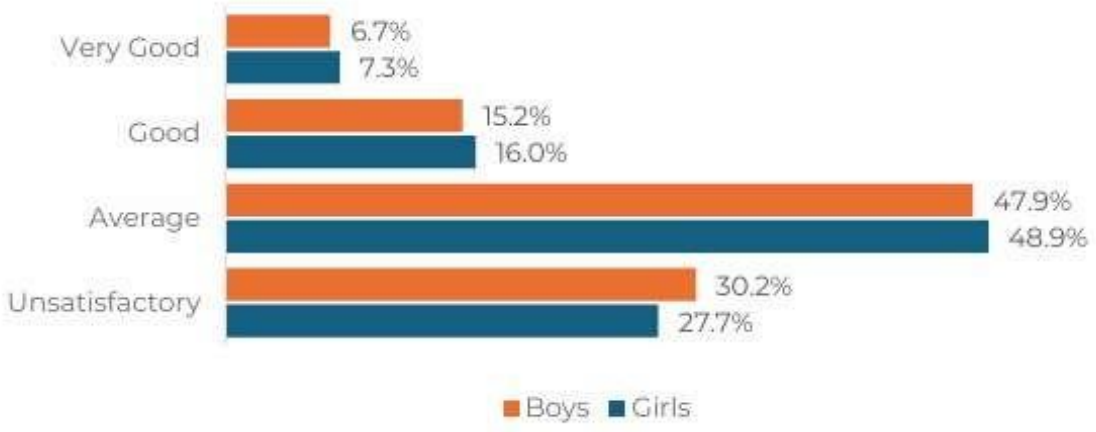
• NATIONAL MEAN SCORES

Based on addition, the national mean score for Level I and Level II was 7.56 out of 16 marks (47.3%) (Table 29). This is below the expected average, indicating that many pupils face challenges in performing addition. Overall, 2,485 pupils (71.1%) were able to add some numbers, achieving very good, good, or average performance, while 1,012 pupils (28.9%) scored below the expected level. Therefore, pupils require stronger support and proper guidance to further develop their addition skills.

• PERFORMANCE BY GENDER

In this category, only a small proportion of both boys and girls (8%) achieved very good performance in addition. The results further revealed that pupils of both genders generally did not perform well, with the majority falling into the average or unsatisfactory categories. Specifically, 47.9% of boys and 48.9% of girls attained average performance, indicating minimal variation in performance levels between boys and girls (Figure 7).

Figure 7: Performance by Gender in Addition Level I and II



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• PERFORMANCE BY REGIONS

The results on addition (Levels I and II) by region reveal challenges in early numeracy skills among Standard Two pupils. Across all regions, only 7% of pupils scored at the very good level, while 15.6% achieved good (Table 32). By contrast, nearly half of the pupils (48%) performed at the average level, and a significant 29.3% fell into the unsatisfactory category.

At the regional level, North Pemba and South Pemba recorded relatively stronger results, with 11.1% and 11.9% of pupils, respectively, achieving very good scores, and about 18-21% in the good category. However, even in these higher-performing regions, around 39-41% of pupils were average and close to 30% unsatisfactory.

Urban West and South Unguja fared much worse, with only 6.7% and 2.8% of pupils, respectively, reaching very good, and over 22-27% unsatisfactory. The weakest outcomes were observed in North Unguja, where only 1.3% of pupils achieved very good, while 38.7% were unsatisfactory and more than half (52%) remained at the average level.

These findings highlight that while a majority of pupils cluster around the average band, a large proportion remain unable to master basic addition skills to a satisfactory level, with North Unguja standing out as the weakest region. The results underscore the urgent need for enhanced numeracy instruction in early grades, including teacher training focused on foundational arithmetic, targeted remediation for struggling learners, and stronger classroom support materials.

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Table 32: Performance by Region in Addition Level I and II

	Very Good	%	Good	%	Average	%	Unsatisfactory	%
NORTH PEMBA	85	11.1	137	17.8	315	41	232	30.2
NORTH UNGUJA	9	1.3	56	8.3	349	52	261	38.7
SOUTH PEMBA	86	11.9	148	20.6	279	39	207	28.8
SOUTH UNGUJA	17	2.8	84	13.7	346	56	166	27.1
URBAN WEST	48	6.7	119	16.5	390	54	162	22.5
Total	**45**	**7.0**	**544**	**15.6**	**1679**	**48**	**1025**	**29.3**

Source: Data field

• PERFORMANCE BY DISTRICTS

At the district level, Mkoani, Micheweni, Wete, and Chake Chake in Pemba performed comparatively better. Mkoani stands out with 15% of pupils at very good and 26.1% at good, while unsatisfactory levels remained relatively lower (26.8%) (Table 33).

Micheweni also showed stronger results, with 11.6% very good and 19.4% good. Wete and Chake Chake similarly recorded above-average shares of pupils in the very good group (10.7% and 8.5%, respectively).

On the other hand, North A, South, and Urban districts show the weakest results. In North A, only 0.2% of pupils reached the very good category, while a striking 44.3% performed unsatisfactorily and nearly half (48.8%) remained average.

South district also performed poorly, with zero pupils in the very good category, 12.8% in good, and the majority clustering at average (62.6%) and unsatisfactory (24.6%). The uban district similarly lagged, with just 4% very good and 30% unsatisfactory.

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These findings emphasize a district-level inequity in numeracy skills, where pupils in parts of Pemba are comparatively stronger, while those in Unguja, particularly North A, South, and Urban struggle the most. The data calls for intensive remedial interventions in the lowest-performing districts.

Table 33: Performance by District in Addition Level I and II

	Very Good	%	Good	%	Average	%	Unsatisfacto	%
CENTRAL	17	4.1	59	14.1	224	53.6	117	28.0
CHAKECHAKE	29	8.5	49	14.4	157	46.2	105	30.9
MICHEWENI	37	11.6	62	19.4	126	39.4	94	29.4
MKOANI	57	15.0	99	26.1	122	32.1	102	26.8
NORTH A	1	0.2	28	6.7	205	48.8	186	44.3
NORTH B	8	3.1	28	11.0	144	56.5	75	29.4
SOUTH	0	0.0	25	12.8	122	62.6	48	24.6
URBAN	8	4.0	30	15.0	101	50.5	60	30.0
WEST A	15	5.8	41	15.8	139	53.5	65	25.0
WEST B	25	9.6	48	18.5	150	57.7	37	14.2
WETE	48	10.7	75	16.7	189	42.1	136	30.3
Total	**245**	**7.0**	**544**	**15.6**	**1679**	**48.0**	**1025**	**29.3**

Source: Data field

• PUPILS WITH ZERO SCORE

Despite 71.1% of pupils being able to add some numbers, 376 pupils (208 boys and 168 girls) failed completely, scoring zero as they could not add even a single number. In addition, some pupils remained silent when responding to oral arithmetic tasks, implying that they lacked competency in addition.

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3.2.4.3 SUBTRACTION LEVEL I AND II

Despite 71.1% of pupils being able to add some numbers, 376 pupils (208 boys and 168 girls) failed completely, scoring zero as they could not add even a single number. In addition, some pupils remained silent when responding to oral arithmetic tasks, implying that they lacked competency in addition.

- **NATIONAL MEAN SCORES**

  The national mean score in subtraction of numbers was 6.2, out of 16 marks (38.8%) falling below the average. This indicates that many pupils could not subtract numbers in numerous skills, though there is still room for improvement.

  Generally, performance shows that only1,659 pupils (47.4%) are proficient in subtracting numbers in level I and II scoring very good, good, and average performance categories. Whereas 1,836 pupils (52.6%) performed below the expected level (Table 29). This means more intervention is requirement to support children learning in the numerous skills to attain the desired learning outcomes.

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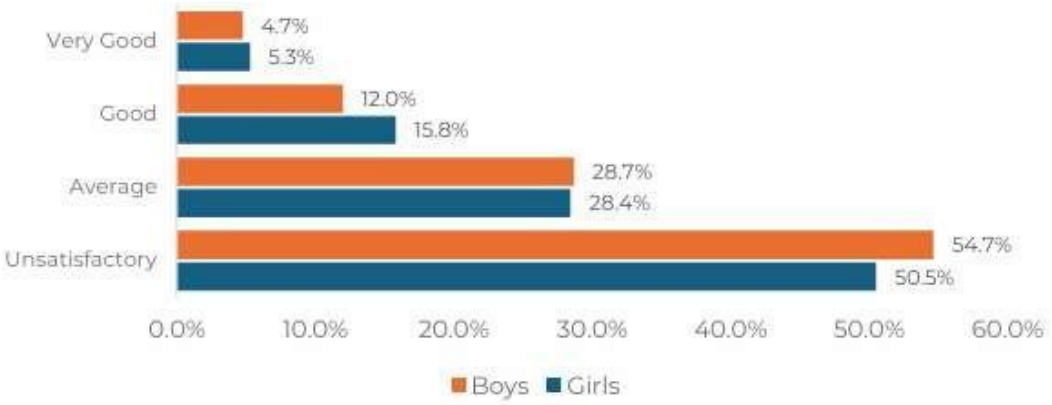
• PERFORMANCE BY GENDER

Based on subtraction at Levels I and II, the results show that only a very small proportion of pupils achieved very good performance, with just 6% (82 boys out of 1,731) scoring in the “very good” category. Overall, both boys and girls performed poorly, as the majority were placed in the “average” and “unsatisfactory” categories.

Specifically, 54.7% of boys and 50.5% of girls scored at the unsatisfactory level (Figure 8). These findings indicate that pupils of both genders require additional support to improve their accuracy in subtraction.

Figure 8: Performance by Gender in Subtraction Level I and II



• PERFORMANCE BY REGION

The results on subtraction (Levels I & II) by region show deeper challenges compared to addition, with a majority of pupils struggling to achieve satisfactory levels.

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Pemba (North and South) performed relatively better than Unguja. In South Pemba, 10.1% of pupils achieved very good and 19.7% good, while 45.4% were unsatisfactory (Table 34). Similarly, North Pemba recorded 8.5% very good and 15.7% good, though nearly 45% still fell into the unsatisfactory category.

In contrast, North Unguja had the weakest outcomes: just 1.3% of pupils achieved very good, while 67.1%, over two-thirds, performed unsatisfactorily, the highest across all regions. South Unguja and Urban West also showed worrying patterns, with only 2.0% and 2.2% of pupils, respectively, in the very good category, while over half were unsatisfactory (54.3% and 51.5%, respectively).

These findings highlight a large numeracy gap in subtraction skills, with more than half of pupils unable to perform at satisfactory levels. The results point to the urgent need for intensified teacher support in numeracy instruction, practical and interactive learning methods for subtraction, and remedial programs targeting pupils at risk of being left behind.

Table 34: Performance by Region in Subtraction in Level I and II

	Very Good	%	Good	%	Average	%	Unsatisfactory	%
NORTH PEMBA	65	8.5	121	15.7	238	30.9	345	44.9
NORTH UNGUJA	9	1.3	49	7.3	164	24.3	453	67.1
SOUTH PEMBA	73	10.1	142	19.7	178	24.7	327	45.4
SOUTH UNGUJA	12	2.0	63	10.3	205	33.4	333	54.3
URBAN WEST	16	2.2	109	15.1	223	31.0	371	51.5
Total	**175**	**5.0**	**484**	**13.8**	**1008**	**28.8**	**1829**	**52.3**

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• PERFORMANCE BY DISTRICT

At the district level, in Mkoani, 14.2% of pupils reached very good and 25% good, with a smaller, though still worrying 37.9% unsatisfactory. Micheweni also performed better than most districts, with 10.6% very good and 17.2% good, though nearly half (46.6%) still performed unsatisfactorily.

Wete and Chake Chake also demonstrated moderate performance, with 6.9% and 5.6% very good respectively, but again, unsatisfactory scores exceeded 43% (Table 35).

On the weaker side, North A, South, Urban, Central, and North B demonstrate challenging results. In North A, only 1.2% of pupils achieved very good, while a staggering 75.2% performed unsatisfactorily, the highest in the country. South (55.4% unsatisfactory), Urban (56.5%), Central (53.8%), and North B (53.7%) also recorded very high shares of pupils unable to perform subtraction tasks adequately.

These findings highlight district-level numeracy challenges, particularly in Unguja, where subtraction competencies are relatively weaker. By contrast, districts in Pemba show relatively stronger results but still face a significant proportion of underperforming pupils. These results call for remedial numeracy programs, particularly in North A, Urban, and South districts.

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Table 35: Performance by District in Subtraction in Level I and II

	Very Good	%	Good	%	Average	%	Unsatisfactory	%
CENTRAL	10	2.4	39	9.3	144	34.4	225	53.8
CHAKECHAKE	19	5.6	47	13.8	91	26.8	183	53.8
MICHEWENI	34	10.6	55	17.2	81	25.3	149	46.6
MKOANI	54	14.2	95	25.0	87	22.9	144	37.9
NORTH A	5	1.2	21	5.0	78	18.6	316	75.2
NORTH B	4	1.6	28	11.0	86	33.7	137	53.7
SOUTH	2	1.0	24	12.3	61	31.3	108	55.4
URBAN	6	3.0	23	11.5	56	28.0	113	56.5
WEST A	6	2.3	38	14.6	77	29.6	139	53.5
WEST B	4	1.5	48	18.5	90	34.6	118	45.4
WETE	31	6.9	66	14.7	157	35.0	195	43.4
Total	**175**	**5.0**	**484**	**13.8**	**1008**	**28.8**	**1827**	**52.2**

Source: Data field

- **PUPILS WITH ZERO**

The results show that pupils generally did not perform well in subtraction, with 695 pupils (369 boys and 326 girls) failing completely to subtract even a single number and scoring zero. In addition, some pupils remained silent when responding to oral arithmetic tasks involving subtraction, implying that they lacked competency in this skill.

3.2.4.4 MULTIPLICATION

- **PUPILS WITH ZERO**

This area assessed pupils on their ability in multiplication of numbers for total of 120 seconds at 60 seconds each. The national mean score in multiplication of numbers was 2.55 out of 8 marks (31.9%) which falls below the average and indicates that many

pupils could not multiply numbers in numerous skills, though there is still room for improvement.

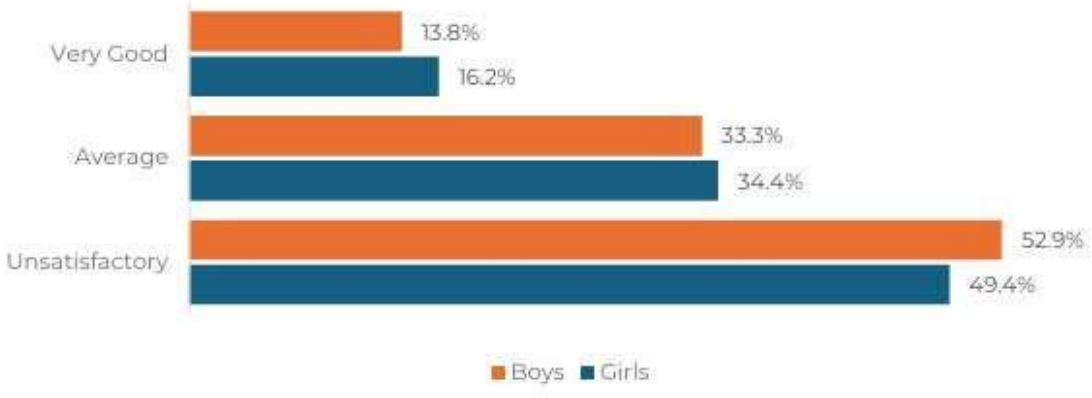
Generally, only 1,709 pupils (48.9%) were proficient in multiplication in very good and good performance category. Where 1,788 pupils (51.1%) performed below the expected level (Table 29). Thus, require additional support to develop their ability in multiplication of numbers.

- **PERFORMANCE BY GENDER**

In the multiplication assessment, 50.5% of the pupils were girls and 49.5% were boys (Figure 9). The results show that no pupil attained an average level of performance, based on the scoring structure of two questions across four performance levels. Overall, pupils of both genders did not perform well, with the majority falling into the unsatisfactory category.

Specifically, 52.9% of boys and 49.4% of girls scored at an unsatisfactory level, reflecting a slight difference of about 3.5% between boys and girls in their multiplication performance.

Figure 9: Performance by Gender in Multiplication



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PERFORMANCE BY REGIONS

The results on multiplication by region reveal wide regional variation. South Pemba recorded the strongest outcomes, with 21.4% of pupils achieving very good and 36.9% good, though still 41.7% unsatisfactory (Table 36). North Pemba followed, with 19% very good and 45.1% good, while 35.9% performed unsatisfactorily, the lowest unsatisfactory rate among all regions.

In North Unguja, only 9% of pupils were very good, and two-thirds (67.6%) were unsatisfactory, making it the weakest region overall. South Unguja showed similar struggles, with 8.6% very good and 61.5% unsatisfactory. Urban West fared slightly better but still had more than half (51.4%) unsatisfactory.

These results highlight a sharp regional divide in multiplication competence, with Pemba showing comparatively better results, while Unguja, especially North Unguja and South Unguja lags far behind. The persistence of high unsatisfactory levels suggests that multiplication is a major stumbling block in pupils' progression in numeracy. Addressing this will require intensified focus on conceptual understanding of multiplication in early grades, the use of practical teaching aids, and systematic remediation for struggling pupils.

Table 36: Performance by Region in Multiplication

	Very Good	%	Good	%	Unsatisfactory	%
NORTH PEMBA	146	19.0	347	45.1	276	35.9
NORTH UNGUJA	61	9.0	158	23.4	456	67.6
SOUTH PEMBA	154	21.4	266	36.9	300	41.7
SOUTH UNGUJA	53	8.6	183	29.9	377	61.5
URBAN WEST	108	15.0	221	30.7	370	51.4
Total	**522**	**14.9**	**1175**	**33.6**	**1779**	**50.9**

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• PERFORMANCE BY DISTRICT

The results on Multiplication by district highlight wide disparities in performance, with most districts showing challenging proportions of pupils unable to master this fundamental numeracy skill. At the stronger end, Mkoani and Wete (both in Pemba) demonstrated the best outcomes. In Mkoani, 27.1% of pupils achieved very good and 39.7% good, with only one-third (33.2%) unsatisfactory.

Similarly, Wete showed 18.7% very good and more than half (50.8%) good, leaving just 30.5% unsatisfactory, the lowest rate across all districts. Micheweni also performed relatively well, with 19.4% very good and 37.2% good (Table 37).

In contrast, North A, South, and Urban districts recorded the weakest performance. North A is the most concerning, with just 5.2% of pupils in the very good category and nearly three-quarters (74.5%) unsatisfactory. South followed closely, with only 7.2% very good and 69.2% unsatisfactory.

Urban also struggled, with 11% very good, 32.5% good, but a high 56% unsatisfactory. Other Unguja districts (Central, North B, West A) also had more than half of their pupils in the unsatisfactory category.

Addressing these inequities will require targeted district-level interventions, including intensive remediation, stronger teacher professional development on teaching multiplication, and the provision of practical, activity-based learning aids to help pupils grasp multiplication concepts.

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Table 37: Performance by District in Multiplication

	Very Good	%	Good	%	Average	%	Unsatisfactory	%
CENTRAL	39	9.3	137	32.8	0	0.0	242	57.9
CHAKECHAKE	51	15.0	115	33.8	0	0.0	174	51.2
MICHEWENI	62	19.4	119	37.2	0	0.0	138	43.1
MKOANI	103	27.1	151	39.7	0	0.0	126	33.2
NORTH A	22	5.2	85	20.2	0	0.0	313	74.5
NORTH B	39	15.3	73	28.6	0	0.0	143	56.1
SOUTH	14	7.2	46	23.6	0	0.0	135	69.2
URBAN	22	11.0	65	32.5	0	0.0	112	56.0
WEST A	28	10.8	68	26.2	0	0.0	144	55.4
WEST B	58	22.3	88	33.8	0	0.0	114	43.8
WETE	84	18.7	228	50.8	0	0.0	137	30.5
Total	522	14.9	1175	33.6	0	0.0	1778	50.8

Source: Data field

- **PUPILS WITH ZERO SCORE**

The results revealed that pupils generally did not perform well in multiplication, with 1,788 pupils (915 boys and 873 girls) failing completely and scoring zero. In addition, some pupils remained silent when responding to oral arithmetic tasks in multiplication, implying that they lacked competency in this skill.

3.2.4.5 FILLING THE MISSING NUMBERS

- **NATIONAL MEAN SCORES**

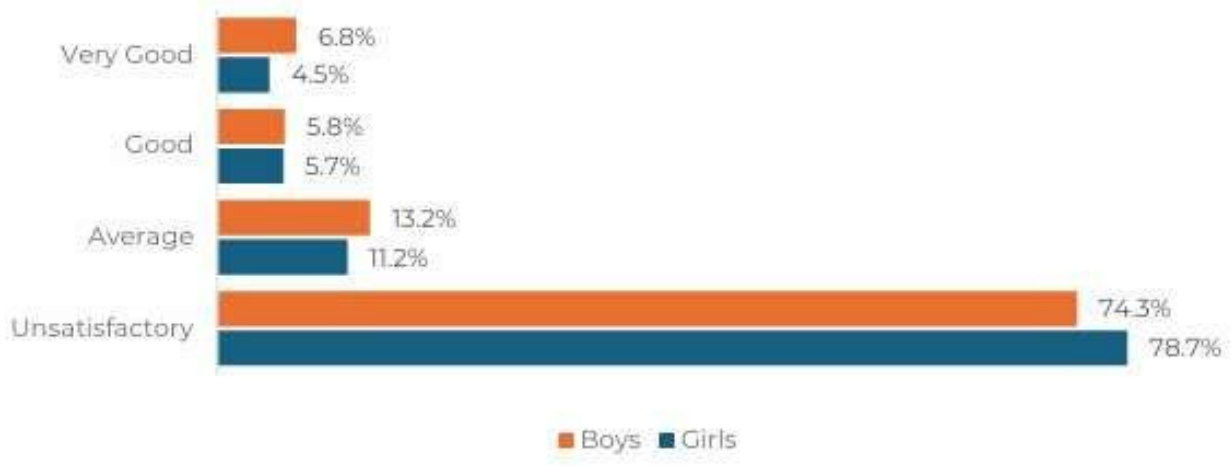
This area assessed pupils' ability in filling in missing numbers in a sequence of numbers. The national mean score in filling missing

numbers was 3.64 out of 15 marks (24.3%), which falls below the expected average. This indicates that many pupils struggled with tasks requiring them to fill in missing numbers across different skills Overall, only 822 pupils (23.5%) demonstrated proficiency, achieving very good, good, or average performance levels. In contrast, 2,675 pupils (76.5%) performed below the expected level, highlighting the need for additional support to strengthen their ability in this area (Table 29).

- **PERFORMANCE BY GENDER**

In the assessment of filling out missing numbers, only a very small proportion of pupils, not exceeding 7% (117 boys out of 1,731 and 79 girls out of 1,766), achieved very good performance (Figure 10). Overall, pupils of both genders performed poorly, with the majority scoring at the unsatisfactory level, 74.3% of boys and 78.7% of girls.

Figure 10: Performance by Gender in Filling Missing Numbers



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• PERFORMANCE BY REGIONS

At the regional level, North Pemba shows the strongest outcomes, with 15.5% of pupils scoring very good, 9.4% good, and 61.4% unsatisfactory, the lowest failure rate across all regions (Table 38). South Pemba follows, though weaker, with 6.4% very good, 8.8% good, and 66.1% unsatisfactory.

By contrast, performance in Unguja regions is alarmingly low. In North Unguja, only 0.1% of pupils reached very good, while a staggering 90.8% scored unsatisfactory. Similarly, in South Unguja, just 1.3% were very good, with 85.2% unsatisfactory. Urban West also reveals challenging results, with only 3.1% very good and 79.2% unsatisfactory.

These findings highlight a significant regional divide in number sequencing skills, with pupils in Pemba performing relatively better than their counterparts in Unguja. However, even in Pemba, more than 60% of pupils are failing to master missing number tasks. The challenging performance in Unguja, especially North Unguja point to systemic weaknesses in early numeracy teaching and learning.

This underscores the urgent need for targeted foundational numeracy interventions, including teacher training on number sense, structured remedial programs, and the use of visual, activity-based teaching strategies to strengthen pupils' grasp of sequencing and patterns.

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Table 38: Performance by Region in Missing Numbers

	Very Good	%	Good	%	Average	%	Unsatisfacto	%
NORTH PEMBA	119	15.5	72	9.4	105	13.7	472	61.4
NORTH UNGUJA	1	0.1	12	1.8	49	7.3	613	90.8
SOUTH PEMBA	46	6.4	63	8.8	135	18.8	476	66.1
SOUTH UNGUJA	8	1.3	26	4.2	57	9.3	522	85.2
URBAN WEST	22	3.1	27	3.8	80	11.1	570	79.2
Total	**196**	**5.6**	**200**	**5.7**	**426**	**12.2**	**2653**	**75.9**

Source: Data field

• PERFORMANCE BY DISTRICT

The results on filing missing numbers by district reveal challenging district-level results. the results show that north a, south, and north b are the weakest performers. In North A, not a single pupil reached very good, and an overwhelming 93.3% performed unsatisfactorily.

Similarly, South recorded only 0.5% very good and 87.7% unsatisfactory, while North B had just 0.4% very good and 86.7% unsatisfactory. Central, West A, West B, and Urban also recorded very high unsatisfactory rates (77-84%), showing widespread gaps in Unguja (Table 39).

By contrast, Wete, Micheweni, and Chake Chake in Pemba performed relatively better. Wete stands out with 13.8% very good, 10.5% good, and a lower, but still concerning 64.4% unsatisfactory. Micheweni also did comparatively well, with 17.8% very good and 57.2% unsatisfactory, the lowest failure rate across districts. Chake Chake similarly showed 9.7% very good and 66.8% unsatisfactory.

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These results underscore a numeracy challenge in Unguja districts, where over 80-90% of pupils are unable to complete basic number patterns, compared to relatively better, but still inadequate, performance in Pemba.

The findings suggest that pupils are struggling not only with multiplication and subtraction but also with basic number sequencing skills. This calls for intensive foundational numeracy programs, particularly in North A, South, and North B.

Table 39: Performance by District in Filling Missing Numbers

	Very Good	%	Good	%	Average	%	Unsatisfactory	%
CENTRAL	7	1.7	20	4.8	40	9.6	351	84.0
CHAKECHAKE	33	9.7	27	7.9	53	15.6	227	66.8
MICHEWENI	57	17.8	25	7.8	54	16.9	183	57.2
MKOANI	13	3.4	36	9.5	82	21.6	249	65.5
NORTH A	0	0.0	7	1.7	21	5.0	392	93.3
NORTH B	1	0.4	5	2.0	28	11.0	221	86.7
SOUTH	1	0.5	6	3.1	17	8.7	171	87.7
URBAN	9	4.5	11	5.5	26	13.0	154	77.0
WEST A	4	1.5	7	2.7	22	8.5	206	79.2
WEST B	9	3.5	9	3.5	32	12.3	210	80.8
WETE	62	13.8	47	10.5	51	11.4	289	64.4
Total	196	5.6	200	5.7	426	12.2	2653	75.9

• PUPILS WITH ZERO SCORE

The analysis shows that 753 pupils (380 boys and 373 girls) scored zero marks. This reflects a weak ability among pupils to perform arithmetic tasks involving missing numbers and highlights the need for pedagogical interventions to address this challenge.

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3.2.4.6 WRITING NUMBERS IN WORDS

- **NATIONAL MEAN SCORES**

Pupils were assessed their competences in writing numbers in words. The national mean score for writing numbers in words was 3.33 out of 10 marks (33.3%), which is below the expected average (Table 29). This shows that many pupils struggled to apply the necessary skills for writing numbers in word format.

Overall, only 1,470 pupils (42.0%) demonstrated proficiency, achieving very good, good, or average performance, while 2,027 pupils (58.0%) scored below the expected standard. These results highlight the urgent need for additional support and improved instructional strategies to strengthen pupils' competence in this area.

- **PERFORMANCE BY GENDER**

In the assessment of writing numbers in words, the results show that only a very small proportion of pupils, less than 8% of both boys and girls achieved a good performance score. The majority, however, performed unsatisfactorily, with a notable gender gap: 60.7% of boys fell into this category compared to 55.3% of girls (Figure 11). This indicates that boys performed 5.4% worse than girls in writing numbers in words.

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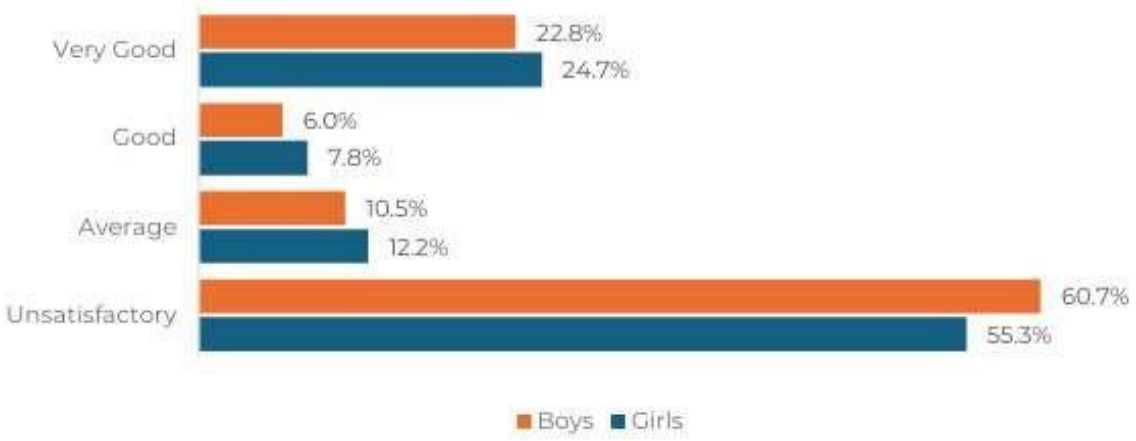
Figure 11: Performance by Gender in Writing numbers in Words



- **PERFORMANCE BY REGION**

Looking at regional differences in performance, North Pemba achieved the best outcomes, with 31.5% of pupils scoring very good and 4.8% good, though over half (52.1%) still remained unsatisfactory. Urban West followed, with 26% very good, 6.5% good, and 53.6% unsatisfactory (Table 40).

South Pemba and South Unguja had somewhat weaker results, with 24.6% and 21% very good, and unsatisfactory rates of 55.1% and 57.1%, respectively. The weakest region by far was North Unguja, where only 13% of pupils achieved very good and 7.4% good, while a striking 71% were unsatisfactory, the highest failure rate across regions.

These findings confirm a clear regional divide in early number literacy, with Pemba consistently outperforming Unguja. However, even in better-performing regions, more than half of pupils are failing to adequately master writing numbers in words. The results suggest the need for intensive remedial efforts, particularly in North Unguja.

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Table 40: Performance by Region in Writing Numbers in Words

	Very Good	%	Good	%	Average	%	Unsatisfactory	%
NORTH PEMBA	242	31.5	37	4.8	88	11.4	401	52.1
NORTH UNGUJA	88	13.0	50	7.4	57	8.4	479	71.0
SOUTH PEMBA	177	24.6	57	7.9	89	12.4	397	55.1
SOUTH UNGUJA	129	21.0	51	8.3	83	13.5	350	57.1
URBAN WEST	187	26.0	47	6.5	79	11.0	386	53.6
Total	**823**	**23.5**	**242**	**6.9**	**396**	**11.3**	**2013**	**57.6**

Source: Data field

• PERFORMANCE BY DISTRICT

The results on Writing Numbers in Words by district show a slightly better picture compared to other numeracy domains but still reveal significant weaknesses. Overall, 23.5% of pupils achieved very good results, 6.9% performed good, and 11.3% were average (Table 41). However, more than half of the pupils (57.6%) fell into the unsatisfactory category.

At the district level, Wete, Urban, Micheweni, and Mkoani stood out as the strongest performers. Wete led with 32.7% very good and just 50.1% unsatisfactory the lowest failure rate overall. Urban also performed well, with 31% very good and 52% unsatisfactory, while Micheweni (29.7% very good) and Mkoani (27.1% very good) both showed encouraging results. West B also recorded relatively stronger outcomes, with 26.9% very good and 52.3% unsatisfactory.

On the weaker side, North A and North B recorded the lowest performance. In North A, only 10.2% of pupils scored very good,

while a striking 75.7% were unsatisfactory. North B also struggled, with 17.6% very good and 63.1% unsatisfactory. Central district also recorded poor results, with 20.8% very good but nearly 60% unsatisfactory.

These findings suggest that while pupils in some districts, particularly Wete, Urban, and parts of Pemba, are making progress in writing numbers in words, large proportions in North Unguja continue to lag behind. The results highlight the need for stronger instruction in number literacy.

Table 41: Performance by District in Writing Numbers in Words

	Very Good	%	Good	%	Average	%	Unsatisfactory	%
CENTRAL	87	20.8	31	7.4	50	12.0	250	59.8
CHAKECHAKE	74	21.8	26	7.6	42	12.4	198	58.2
MICHEWENI	95	29.7	18	5.6	30	9.4	176	55.0
MKOANI	103	27.1	31	8.2	47	12.4	199	52.4
NORTH A	43	10.2	29	6.9	30	7.1	318	75.7
NORTH B	45	17.6	21	8.2	27	10.6	161	63.1
SOUTH	42	21.5	20	10.3	33	16.9	100	51.3
URBAN	62	31.0	12	6.0	22	11.0	104	52.0
WEST A	55	21.2	15	5.8	23	8.8	146	56.2
WEST B	70	26.9	20	7.7	34	13.1	136	52.3
WETE	147	32.7	19	4.2	58	12.9	225	50.1
Total	**823**	**23.5**	**242**	**6.9**	**396**	**11.3**	**2013**	**57.6**

Source: Data field

- **PUPILS WITH ZERO SCORE**

The analysis of performance in writing numbers in words revealed that a total of 1,604 pupils (868 boys and 736 girls) failed to write even a single number correctly, scoring zero. This reflects a significant lack of competence in this fundamental skill among a large proportion of pupils.

3.2.4.7 SOLVING PUZZLES

while a striking 75.7% were unsatisfactory. North B also struggled, with 17.6% very good and 63.1% unsatisfactory. Central district also recorded poor results, with 20.8% very good but nearly 60% unsatisfactory.

- **NATIONAL MEAN SCORE**

  This section assessed pupils' ability to solve puzzles. The national mean score for puzzle-solving was 3.42 out of 25 marks (13.7%), which is well below the expected average. This indicates that most pupils lacked proficiency in puzzle-solving skills. Overall, only 627 pupils (17.9%) achieved proficiency, falling within the very good, good, or average categories (Table 29).

  In contrast, 2,870 pupils (82.1%) performed below the expected standard, underscoring the need for targeted interventions to strengthen pupils' problem-solving abilities.

- **PERFORMANCE BY GENDER**

  The results reveal a very low rate of high performance across both genders; fewer than 4% of pupils, 60 boys and 50 girls, achieved a very good score (Figure 12). The majority, 82.1% of boys and 82.0% of girls however, fell into the unsatisfactory category.

  The negligible difference of 0.1% between the two groups indicates that both genders faced similar challenges in puzzle-solving.

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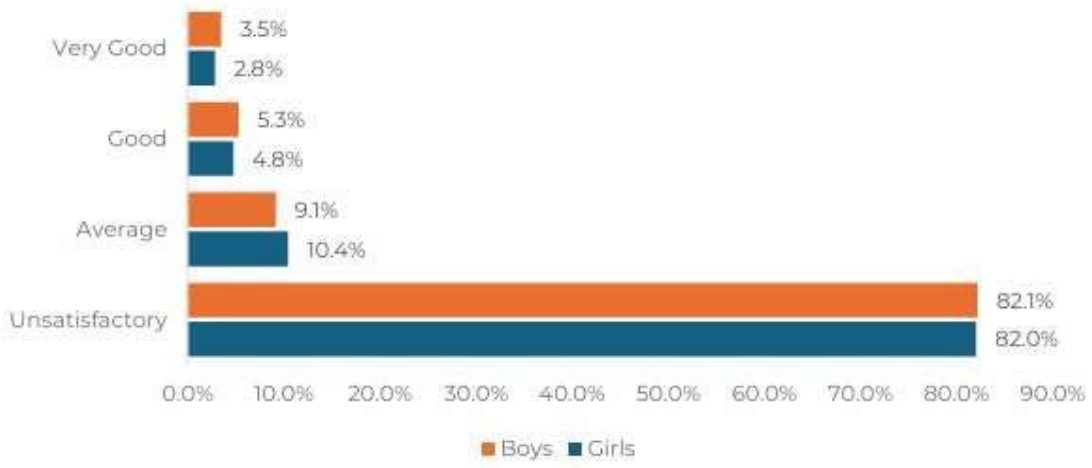
Figure 12: Performance by Gender in Solving Puzzles



- **PERFORMANCE BY REGION**

The results indicate challenging performance in solving puzzles that varied regionally but remained generally weak. In North Pemba, 29.1% of pupils achieved performance levels from average to very good, while 70.9% scored unsatisfactory (Table 42).

South Pemba showed slightly better results, with 25.9% achieving average or above. By contrast, North Unguja recorded the weakest outcomes, with 94.1% of pupils performing unsatisfactorily. South Unguja and Urban West also displayed high failure rates of 89.1% and 81.7%, respectively.

Overall, these findings highlight widespread challenges in puzzle-solving, reflecting gaps in logical reasoning and problem-solving skills that cut across all regions. This underscores the need for targeted pedagogical interventions to strengthen pupils' analytical and critical thinking abilities.

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Table 42: Performance by Region in Solving Puzzles

	Very Good	%	Good	%	Average	%	Unsatisfactory	%
NORTH PEMBA	46	6.0	73	9.5	104	13.5	545	70.9
NORTH UNGUJA	1	0.1	7	1.0	31	4.6	635	94.1
SOUTH PEMBA	50	6.9	60	8.3	77	10.7	533	74.0
SOUTH UNGUJA	4	0.7	7	1.1	55	9.0	546	89.1
URBAN WEST	9	1.3	28	3.9	74	10.3	588	81.7
Total	**110**	**3.1**	**175**	**5.0**	**341**	**9.8**	**2847**	**81.4**

Source: Data field

• PERFORMANCE BY DISTRICT

The results on Puzzle Solving by district highlight challenging problem-solving and logical reasoning skills among Standard Two pupils. Across districts, Mkoani, Wete, and Micheweni in Pemba demonstrated relatively stronger performance compared to the rest.

Mkoani recorded 9.5% very good and 10.8% good, with 68.9% unsatisfactory, the lowest failure rate overall (Table 43). Wete followed with 6.0% very good and 10.2% good, though still nearly 69% unsatisfactory. Micheweni also performed better than most Unguja districts, with 5.9% very good, 8.4% good, and 73.4% unsatisfactory.

By contrast, North A, North B, and South recorded the weakest results. North A was the worst performer, with only 0.2% of pupils reaching very good, and an overwhelming 96.0% unsatisfactory. South followed closely with 90.8% unsatisfactory, while North B recorded 91.0%. Other Unguja districts such as Central, West A, West B, and Urban also had more than 80% of pupils in the unsatisfactory category.

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These findings reinforce the broader pattern seen across other EGMA domains: Unguja districts, especially North A, South, and North B, are lagging significantly behind Pemba in numeracy and problem-solving skills. The high unsatisfactory rates indicate that pupils are struggling not only with basic arithmetic but also with applying mathematical reasoning to problem contexts.

Table 43: Performance by District in Puzzle Solving

	Very Good	%	Good	%	Average	%	Unsatisfactory	%
CENTRAL	4	1.0	4	1.0	40	9.6	369	88.3
CHAKECHAKE	14	4.1	19	5.6	36	10.6	271	79.7
MICHEWENI	19	5.9	27	8.4	38	11.9	235	73.4
MKOANI	36	9.5	41	10.8	41	10.8	262	68.9
NORTH A	1	0.2	1	0.2	15	3.6	403	96.0
NORTH B	0	0.0	6	2.4	16	6.3	232	91.0
SOUTH	0	0.0	3	1.5	15	7.7	177	90.8
URBAN	4	2.0	11	5.5	22	11.0	163	81.5
WEST A	1	0.4	4	1.5	20	7.7	214	82.3
WEST B	4	1.5	13	5.0	32	12.3	211	81.2
WETE	27	6.0	46	10.2	66	14.7	309	68.8
Total	**110**	**3.1**	**175**	**5.0**	**341**	**9.8**	**2846**	**81.4**

Source: Data field

- **PUPILS WITH ZERO SCORE**

Among the underperforming group, 2,178 pupils (1,115 boys and 1,063 girls) failed completely, scoring zero. This reflects a widespread lack of competency in puzzle-solving among a significant portion of the pupil population.

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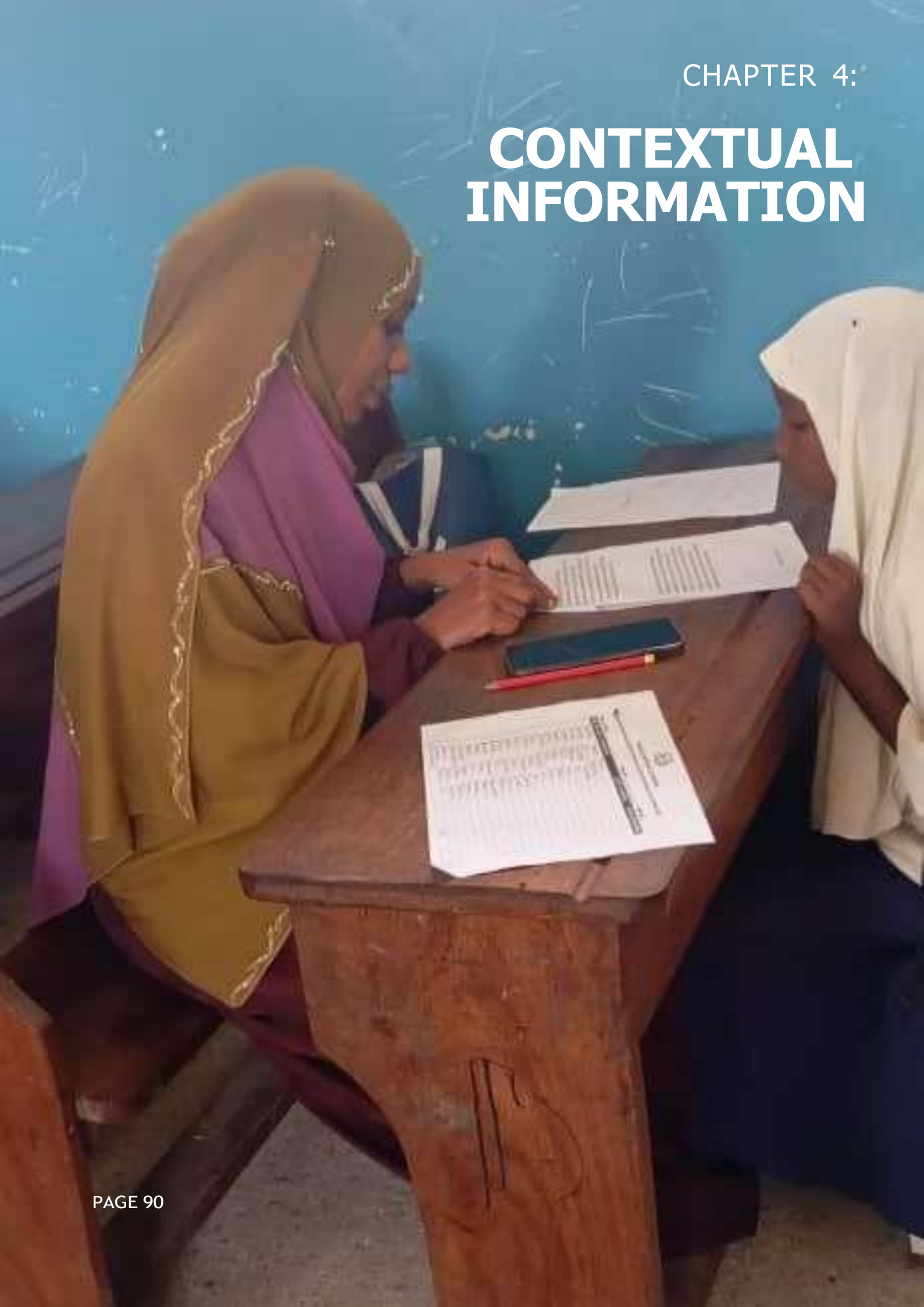
CONTEXTUAL INFORMATION



CHAPTER 4:

CONTEXTUAL INFORMATION

4.1 TEACHING AND LEARNING ENVIRONMENT

Teachers and school heads described the learning environment as generally supportive, noting that in most schools, basic infrastructure such as desks, chairs, and access to water for hygiene were in place. There was also a strong sense of collaboration among school leadership, teachers, and parents, which was viewed as a positive factor for children's learning.

A common concern raised by teachers was overcrowded classrooms as a recurring challenge (large class sizes). Classes often had far more pupils than what teachers considered manageable for effective instruction. They explained that such conditions is limiting the ability of teachers to give sufficient attention to individual learners. weaker learners are especially disadvantaged in such environment

Teachers emphasized the need to reduce class sizes in order to create a more conducive learning environment and to support pupils in acquiring essential skills in 3Rs.

4.2 AVAILABILITY OF TEACHING AND LEARNING MATERIALS

Teachers acknowledged significant shortages in core textbooks and supplementary materials, such as exercise books for practice, storybooks for reading, and additional resources that could support varied and engaging approaches to learning.

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Several teachers expressed that the lack of supplementary resources constrained their ability to reinforce lessons or cater to diverse learning needs. For example, they pointed out that having textbooks alone was not enough to sustain progress in numeracy. The limited access to practice materials and the shortage of storybooks for reading meant that pupils missed opportunities for repeated practice, creative engagement, and deeper understanding.

Many felt that without significant investment in diverse teaching and learning materials, significant improvement in 3Rs outcomes would be difficult to achieve.

CHAPTER 5:

CONCLUSION AND RECOMMENDATIONS

CHAPTER 5:

CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

The objective of this national level study was to assess the foundational literacy and numeracy skills of Standard II pupils in Zanzibar, focusing on the 3Rs to identify strengths and areas needing improvement.

The findings reveal that while pupils demonstrated moderate achievements in reading and writing, there are significant foundational learning gaps, with arithmetic emerging as the weakest domain. The average score across the three skills was only 44 percent, with nearly four in ten pupils struggling with numeracy. Literacy skills showed relatively better outcomes, though challenges in decoding meaningless words, comprehension, and writing capital letters persist.

Regional disparities are evident, with Pemba outperforming Unguja, particularly North Unguja which consistently recorded the weakest results. Gender differences also emerged, with girls outperforming boys in almost all literacy components, while boys were disproportionately represented in the unsatisfactory categories.

Importantly, the study highlights a disconnect between the availability of core textbooks and the low achievement levels, pointing to the conclusion that resources alone are insufficient without effective pedagogy, supplementary learning materials, and supportive classroom environments.

These findings highlight a critical risk: without early intervention, the performance of primary pupils may continue to decline,

CHAPTER 5:

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undermining efforts to achieve national education goals on inclusive and equitable quality learning, and achieving national and global education goals, such as Sustainable Development Goal 4 (Quality Education).

5.2 RECOMMENDATIONS

The following recommendations are proposed to address identified learning deficits and improve early-grade education in Zanzibar.

- Provide ongoing professional development for teachers focused on evidence-based strategies for teaching reading, writing, and arithmetic. Training should emphasize phonemic awareness, learner-centred instruction, and effective numeracy strategies.

- Establish remedial classes or catch-up programme for low-performing learners, especially in arithmetic and reading comprehension. The programme fosters peer-assisted learning to provide additional instructional support.

- Enhance classroom resources and learning materials by developing, distributing and engaging, contextually relevant teaching and learning materials. This includes phonics-based readers, math's manipulatives, and problem-solving exercises to support effective instruction.

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- Promoting Gender-Responsive teaching practices through training teachers in inclusive pedagogy to address gender disparities. Special attention should be given to supporting boys in literacy skills and creating an equitable classroom environment for all students.

- Strengthen school-based monitoring and supervision mechanisms to ensure the effective implementation of the curriculum. This will help teachers and administrators track learner progress in core skills.

- Equip parents and guardians with simple strategies to support their children's learning at home. Community initiatives, such as reading clubs and parent-school partnerships, can reinforce learning outside the classroom.

- Use the findings from this and future assessments to inform education policy, resource allocation, and strategic planning. A data-driven approach is essential for tracking progress and effectively addressing learning challenges.

The findings presented in this report provide a baseline for the current state of early-grade education in Zanzibar calling for policymakers, educators, professionals, curriculum developers and communities to act decisively. By investing in quality early education, Zanzibar can build a strong literate, and numerate generation for lifelong learning and sustainable national development.

ANNEXES

ANNEXES

ANNEX 1: SAMPLING FRAMEWORK FOR EGMA AND EGRA FOR STD II PUPILS

The upcoming EGMA and EGRA for standard II pupils in Zanzibar are part of the GPE's System Capacity Grant's (SCG) window III (strengthen capacity, adapt and learn, to implement and drive results at scale). The specific activity to which EGMA and EGRA belong under SCG's window III is Activity 3.2.1: Conduct the first learning assessment at the lower grades (sample-based). Below is the computation of the sample size for primary schools and specific schools to which EGMA and EGRA can be administered.

REPRESENTATIVE SAMPLE

Using a cluster (i.e. schools) sampling approach, the national representative sample is primary schools. It is worth noting that this sample size might change depending on the value of to be estimated from the pilot. The key parameters that were used to arrive at this sample size and the associated formula are:

$$n = \frac{Nz^2p(1-p)}{E^2(N-1) + z^2p(1-p)}$$

N = Population of schools (i.e. the number of primary schools in Zanzibar =333)
z = 95% confidence interval
E = Margin of error of 0.05
p = Estimated population of pupils with the characteristics of interest (i.e. reading and numerical skills of 50%).

ANNEXES

ANNEX 1: SAMPLING FRAMEWORK FOR EGMA AND EGRA FOR STD II PUPILS

The national representation school sample of 179 can be distributed by regions (5 regions) or districts (11 districts). Both regional and district classifications embed urban, rural, and mixed sub-classification. This implies that for regional classification, there are 15 strata: 5 regions x 3 (urban/rural/mixed) and 33 strata for district classification: 11 districts x 3 (urban/rural/mixed).

The 179 sampled schools are representative at the national level but the number of schools (i.e. the distribution of the schools at the regional and district levels) are not representative at the regional and district levels. To have a representative sample at the regional and district level will require applying the same formula as before to each region and district separately. This will give a very large sample of schools which is likely to be incompatible with the available resources.

PROPORTIONAL ALLOCATION OF SAMPLED SCHOOLS AT THE REGIONAL LEVEL

The distribution of the 179 schools to the regions is proportional to the number of schools in each region. This is done by dividing the total number of schools in each region by the total number of all the primary schools in Zanzibar times the sample size (Table 44). The distribution of the sampled schools between urban/rural/mixed classification is entire based on simply determining in which of the three classification each of sampled schools at the regional level falls into. That is means out of the 179 sampled schools, 43 schools are in urban areas, 110 schools in rural areas and 26 schools in mixed areas (mixed between urban and rural environment).

ANNEXES

ANNEX 1: SAMPLING FRAMEWORK FOR EGMA AND EGRA FOR STD II PUPILS

Table 44: Distribution of the national representative sample across the five regions

				Characteristics of the sampled schools		
	Total schools	Proportion	Sampled schools per region	Urban	Rural	Mixed
Mjini Magharibi	67	67/333 = 0.20	179 * 0.20 = 36	21	5	10
Kaskazini Unguja	64	64/333 = 0.19	179 * 0.19 = 34	0	28	6
Kusini Unguja	60	60/333 = 0.18	179 * 0.18 = 32	2	27	3
Kaskazini Pemba	72	72/333 = 0.22	179 * 0.22 = 39	6	31	2
Kusini Pemba	70	70/333 = 0.21	179 * 021 = 38	14	19	5
Total	**333**	**100%**	**179**	**43**	**110**	**26**

Source: ZEC and consultant's computation

To determine which specific 179 schools out of the 333 schools to administer EGMA and EGRA, we randomly sampled the specific schools in each region. For example, in Mjini Magharibi we randomly select 36 schools out of the 67 schools that exist in that region. The randomisation is done in excel by generating a random number to each of the 67 schools, sort the data by random number and select the top rows/schools as a sample (e.g. = 36 for the case of Mjini Magharibi). The list of the randomly selected schools from each region to be administered with EGMA and EGRA tool is listed in Table 45.

Table 45: Sampled Primary Schools by Regions to Administer EGMA and EGRA

	Mjini Magharibi		Kaskazini Unguja		Kusini Unguja		Kaskazini Pemba		Kusini Pemba
1.	Mtoni Kidatu	1.	Moga	1..	Ndijani Mseweni	1.	Shumba	1.	Mwambe
2.	Makadara	2.	Kinyasini	2.	Uzi	2.	Fundo	2.	Ole
3.	Migombani	3.	Pangeni	3.	Jendele	3.	Karume	3.	Chanjaani
4.	Sharifumsa	4.	Kilombero	4.	Kizimkazi Mkunguni	4.	Haroun	4.	Chokocho
5.	Kiembe Samaki 'A'	5.	Gamba	5.	Marumbi	5.	Kiuyu	5.	Michakaini "A"
6.	Rahaleo	6.	Makoba	6.	Cheju	6.	Tungamaa	6.	Ngwachani
7.	Mkunazini	7.	Pale Msingi	7.	Uzini	7.	Konde "B"	7.	Mavungwa
8.	Fuoni 'A'	8.	Nungwi	8.	Muyuni	8.	Chimba	8.	Furaha
9.	Kinuni 'A'	9.	Mangapwani	9.	Pongwe Mwera	9.	Daya	9.	Birikau
10.	Mtopepo A	10.	Kidagoni	10.	Miwaleni	10.	Kizimbani	10.	Tundauwa
11.	Bwefum	11.	Mlimboni	11	Kizimkazi Dimbani	11.	Jadida	11.	Shamiani Mwambe
12.	Kama	12.	Muwanda	12.	Bungi	12.	Kojani B	12.	Mtambile
13.	Kihinani	13.	Kibeni	13.	Machui	13.	Uvinje	13.	Jambangome
14.	Mtopepo B	14.	Kitope	14	Ng'ambwa	14.	Mitiulaya	14.	Tironi
15.	Kijito Upele 'A'	15.	Pwanimchangani	15.	Muungoni	15.	Kojani A	15.	Dkt. Philip Mpango
16.	Mwacha Alale	16.	Mlilile	16.	Koani	16.	Makangale	16.	Ukutini
17.	Chuini	17.	Kiwengwa	17.	Jambiani	17.	Konde "A"	17.	Michakaini "B"
18.	Welezo	18.	Kilindi	18.	Pete	18.	Simai	18.	Kunguni
19.	Nyerere	19.	Chaani Kikobweni	19..	Kiongoni	19.	Salama Tumbe	19.	Minazini
20.	Kajificheni	20.	Matemwe	20.	Mizawamiza	20.	Mzambarau Takao	20.	Vitongoji
21.	Mfenesini	21.	Donge Msingi	21.	Jendele Inclusive	21.	Mitambuuni	21.	Kipapo
22.	Shaurimoyo	22.	Vuga Mkadini	22.	Michamvi	22.	Mkiangoombe	22.	Mtuhaliwa
23.	Dole	23.	Kibuyuni	23.	Safia Rijali	23.	Mjini Wingwi	23.	Tasini
24.	Muembe Makumbi	24.	Zingwezingwe	24.	Bambi	24.	Mleteni	24.	Kilindi
25.	Bububu A	25.	Kivoyoyo	25.	Kijibwe Mtu	25.	Maziwang'ombe	25.	Ng'ombeni "A"
26.	Sebleni	26.	Donge Mtambile	26.	Bwejuu	26.	Njao	26.	Kiwani
27.	Mambosasa	27.	Chutama	27.	Dunga	27.	Shangafu	27.	Dk.Hussein Mwinyi
28.	Mtoni	28.	Kiombamvua	28.	Charawe	28.	Kijumbani	28.	Matale
29.	Dr. Samia Suluhu Hassan	29.	Mgambo	29.	Kibuteni	29.	Kipange	29.	Uwandani
30.	Magogoni 'B'	30.	Tumbatu A	30.	Kajengwa	30.	Mjananza	30.	Mgelema
31.	Kombeni	31.	Bwereu	31.	Unguja Ukuu	31.	Maziwani	31.	Ng'ombeni "B"
32.	Abdalla Sharia	32.	Fujoni	32.	Ndijani Msingi	32.	Mtemani	32.	Chanjaani
33.	Fuoni 'B'	33.	Upenja			33.	Pandani	33.	Mjimbini
34.	Urafiki	34.	Bumbwini			34.	Kokota	34.	Madungu
35.	Mbuzini					35.	Tumbe "A"	35.	Shidi
36.	Mwenge					36.	Shengejuu	36.	Mkanyageni
						37.	Ngezi	37.	Pujini
						38.	Micheweni "A"	38.	Tumbi
						39.	Mijileni		

Source: ZEC and consultant's computation

ANNEX 1: SAMPLING FRAMEWORK FOR EGMA AND EGRA FOR STD II PUPILS

PROPORTIONAL ALLOCATION OF SAMPLED SCHOOLS AT THE DISTRICT LEVEL

Similar to the regional approach, the distribution of the 179 schools to the districts is proportional to the number of schools in each district. This is done by dividing the total number of schools in each district by the total number of all the primary schools in Zanzibar times the sample size (Table 46). Out of the 179 sampled schools, 36 schools are in urban areas, 98 schools in rural areas and 45 schools in mixed areas.

Table 46: Distribution of the national representative sample across 11 Districts

				Characteristics of the sampled schools		
	Total schools	Proportion	Sampled schools per region	Urban	Rural	Mixed
Mjini	18	18/333 = 0.05	179 * 0.05 = 10	10	0	0
Magharibi A	25	25/333 = 0.08	179 * 0.08 = 13	4	2	7
Magharibi B	24	24/333 = 0.07	179 * 0.07 = 13	8	2	3
Kusini	17	17/333 = 0.05	179 * 0.05 = 10	1	7	2
Kati	43	43/333 = 0.13	179 * 0.13 = 23	0	21	2
Kaskazini A	39	39/333 = 0.12	179 * 0.12 = 21	0	19	2
Kaskazini B	25	25/333 = 0.08	179 * 0.08 = 13	0	10	3
Mkoani	36	36/333 = 0.11	179 * 0.11 = 19	2	17	-
Chackechake	34	34/333 = 0.10	179 * 0.10 = 18	7	9	2
Micheweni	29	29/333 = 0.09	179 * 0.09 = 16	2	11	3
Wete	43	43/333 = 0.13	179 * 0.13 = 23	2	-	21
Total	**333**	**100%**	**179**	**36**	**98**	**45**

Source: ZEC and consultant's computation

Similar to the approach done to identify specific schools to administer EGMA and EGRA from the sampled schools at the regional level, we randomly sampled the specific schools in each district. For example, in Mjini district, we randomly selected 10 schools out of the 18 schools that exist in that district. The randomisation is done in excel by generating a random number to each of the 18 schools, sort the data by random number and select the top rows/schools as a sample (e.g. = 18 for the case of Mjini district). The list of the randomly selected schools in each to be administered with EGMA and EGRA tool is listed in Table 47.

Table 47: Sampled Primary Schools by Districts to Administer EGMA and EGRA

Table 47: Sampled Primary Schools by Districts to Administer EGMA and EGRA

	Mjini		Magharibi A		Magharibi B		Kaskazini A		Kaskazini B
1.	Kilimahewa 'A'	1.	Mwenge	1.	Fuoni 'A'	1.	Chaani	1.	Donge Mtambile
2.	Mkunazini	2.	Mtopepo A	2.	Kibondeni	2.	Kigomani	2.	Kiwengwa
3.	Kilimahewa 'B'	3.	Kizimbani	3.	Kinuni 'A'	3.	Kinyasini	3.	Kiyongwe
4.	Salim Turky	4.	Kihinani	4.	Magogoni 'B'	4.	Kigunda	4.	Mahonda
5.	Jangombe	5.	Masingini	5.	Dimani	5.	Nungwi	5.	Kilombero
6.	Kidongo Chekundu	6.	Sharifumsa	6.	Kiembe Samaki 'B'	6.	Muwanda	6.	Pangatupu
7.	Migombani	7.	Chunga	7.	Kisauni	7.	Kilimajuu	7.	Kiombamvua
8.	Kajificheni	8.	Kianga	8.	Dr. Samia S. Hassan	8.	Bandamaji	8.	Makoba
9.	Muembe Shauri	9.	Bububu A	9.	Magogoni 'A'	9.	Mkwajuni A	9.	Mgambo
10.	Kisiwandui	10.	Mtoni	10.	Kwarara	10.	Matemwe	10.	Mgonjoni
		11.	Kidichi	11.	Kijito Upele 'B'	11.	Pwanimchangani	11.	Pangeni
		12.	Mfenesini	12.	Chukwani	12.	Kandwi	12.	Zingwezingwe
		13.	Mtoni Kidatu	13.	Maungani	13.	Kidoti	13.	Mangapwani
						14.	Jongowe		
						15.	Potoa Msingi		
						16.	Chutama		
						17.	Mlimboni		
						18.	Chaani Kikobweni		
						19.	Bwereu		
						20.	Kibuyuni		
						21.	Kipange		

Source: ZEC and consultant's computation

Table 4: .... continues

	Kati		Kusini		Micheweni		Wete		Chakechake		Mkoani
1	Dunga Kiembeni	1	Jambiani	1	Konde "A"	1	Minungwini	1	Birikau	1	Nanguji
2	Pongwe Pwani	2	Kibuteni	2	Konde "B"	2	Piki	2	Chanjamjawiri	2	Kiwani
3	Uzini	3	Mizawamiza	3	Karume	3	Maziwani	3	Kilindi	3	Chwaka
4	Jumbi	4	Kizimkazi Mkunguni	4	Mtemani	4	Jojo	4	Wesha	4	Kukuu
5	Bungi	5	Miwaleni	5	Kipangani	5	Shangafu	5	Ole	5	Chambani
6	Kikungwi	6	Mtende	6	Chimba	6	Njao	6	Uwandani	6	Tironi
7	Kijibwe Mtu	7	Kitogani	7	Tumbe "B"	7	Mjini Kiuyu	7	Pujini Inclusive	7	Tumbi
8	Miwani	8	Paje	8	Salama Tumbe	8	Shengejuu	8	Shungi	8	Dodo
9	Mchangani	9	Kusini	9	Sizini	9	Kokota	9	Ndagoni	9	Ng'ombeni "A"
10	Cheju Kibonde Maji			10	Kinowe	10	Tungamaa	10	Pujini	10	Kunguni
11	Kidimni			11	Micheweni "B"	11	Pandani	11	Kipapo	11	Mkanyageni
12	Kijundu			12	Mijileni	12	Mitambuuni	12	Kichuwani	12	Minazini
13	Ng'ambwa			13	Kiuyu	13	Kojani B	13	Ng'ambwa	13	Kisiwa Panza
14	Bambi			14	Simai	14	Makongeni	14	Dkt. Philip Mpango	14	Chanjaani
15	Marumbi			15	Haroun	15	Mashuga	15	Ole Jonwe	15	Ng'ombeni "B"
16	Safia Rijali			16	Msuka	16	Limbani	16	Wawi	16	Mahuduthi
17	Jendele Inclusive					17	Ukunjwi	17	Ngomeni	17	Mjimbini
18	Dunga					18	Kijumbani	18	Chanjaani	18	Chokocho
19	Uzi					19	Uvinje			19	Ngwachani
20	Ndijani Mseweni					20	Mgogoni				
21	Ukongoroni					21	Finya				
22	Mwera					22	Daya				
23	Unguja Ukuu					23	Jadida				

Source: ZEC and consultant's computation

ANNEXES

ANNEX 1: SAMPLING FRAMEWORK FOR EGMA AND EGRA FOR STD II PUPILS

DETERMINING A FIXED NUMBER OF PUPILS PER SCHOOL

The objective of undertaking EGMA and EGRA in Zanzibar is to estimate the average performance in mathematics and reading with a certain level of confidence. Applying the sample formula below we get a national representative sample of 384 pupils.

$$n = \frac{z^2 p(1-p)}{E^2}$$

z = 95% confidence interval
E = Margin of error of 0.05
p = Estimated population of pupils with the characteristics of interest (i.e. reading and numerical skills of 50%).

The fixed number of pupils per schools is obtained by dividing the pupils sample size by the sampled clusters/schools giving an average of 2.2 pupils to be administered with the EGMA and EGRA tools. One of the weaknesses of cluster sampling is the interclass correlation within clusters (schools). We account for this design effect (DEFF) by adjusting the sample size for the increased variance that typically occurs within clusters.

$$DEFF = 1 + (m-1)p$$
$$n_{adjusted} = n \; x \; DEFF$$

ANNEXES

ANNEX 1: SAMPLING FRAMEWORK FOR EGMA AND EGRA FOR STD II PUPILS

Where:

m = The average cluster size (i.e. average number of students per school)
p = Interclass correlation coefficient (ICC), which measures the degree of similarity within clusters.[1]

Applying the DEFF formula, the fixed number of pupils per schools is 1.36 x 2.2 = 3.992 ≈ 3 pupils per school. Since this number is small, it is common consider a higher fixed number for practical purposes. Choosing 20 pupils per school we get a total sample of: 179 schools * 20 pupils per school = 3,580 pupils.

SAMPLING FRAMEWORK FOR THE PILOT

Piloting the EGMA and EGRA tools does not strictly requires the use of a representative sample. Rather than generalizing the data, the purpose of the pilot is to test the applicability of the tools, time, cost, logistics and methodologies involved in administering the drafted EGMA and EGRA tools. The rule of thumb/common practice is to use about 10-20% of the sample size planned for the full study. For the sample of 179 schools, the pilot could survey 18 schools. The randomly selected schools for the pilots are listed in Table 48.

The sample covers a diverse set of schools across different contexts (e.g., urban and rural schools, large and small schools). The fixed number of pupils per school will be 10% of the estimated fixed number of pupils per school for the main study. This approach gives a total of 36 pupils to be administered with the tools (i.e. 2 * 18 schools = 36 pupils).

ANNEXES

ANNEX 1: SAMPLING FRAMEWORK FOR EGMA AND EGRA FOR STD II PUPILS

Table 48: Sample of Pilot Schools

Schools	Zanzibar	Regions	Districts	Urban/Rural
Bumbwini	Unguja	Kaskazini Unguja	Kaskazini B	Rural
Abdalla Sharia	Unguja	Mjini Magharibi	Magharibi B	Urban
Kisauni	Unguja	Mjini Magharibi	Magharibi B	Urban
Bububu A	Unguja	Mjini Magharibi	Magharibi A	Mixed
Kukuu	Pemba	Kusini Pemba	Mkoani	Rural
Dodo	Pemba	Kusini Pemba	Mkoani	Rural
Muungano	Unguja	Mjini Magharibi	Mjini	Urban
Kwarara	Unguja	Mjini Magharibi	Magharibi B	Urban
Mjini Wingwi	Pemba	Kaskazini Pemba	Micheweni	Rural
Mitambuuni	Pemba	Kaskazini Pemba	Wete	Rural
Chanjaani	Pemba	Kusini Pemba	Mkoani	Rural
Kengeja	Pemba	Kusini Pemba	Mkoani	Mixed
Limbani	Pemba	Kaskazini Pemba	Wete	Urban
Mkote	Pemba	Kaskazini Pemba	Wete	Rural
Konde "A"	Pemba	Kaskazini Pemba	Micheweni	Urban
Kiombamvua	Unguja	Kaskazini Unguja	Kaskazini B	Mixed
Kisiwandui	Unguja	Mjini Magharibi	Mjini	Urban
Ngagu	Pemba	Kusini Pemba	Chakechake	Rural

Source: ZEC and consultant's computation

The findings from the pilot will be used to make necessary adjustments to the study design, sampling methods (increase or reduce the value of), and data collection procedures for the main study.

ANNEXES:

ANNEX 2: TOOL FOR WRITING SKILLS

Jina la Mwanafunzi _____

Namba ya Mwanafunzi _____

SERIKALI YA MAPINDUZI YA ZANZIBAR
BARAZA LA MITIHANI LA ZANZIBAR
UPIMAJI WA KITAIFA WA DARASA LA PILI

202 **STADI YA KUANDIKA**

Muda: Dakika 40 **Mwaka: 2025**

Maelekezo

1. Upimaji huu una **maswali manne (4)**.
2. Andika **Jina lako** na **Nambari yako** katika kila ukurasa.
3. Jibu maswali **yote** manne.
4. Andika **majibu yako yote** kwa kutumia penseli.

KWA MATUMIZI YA MPIMAJI TU		
Nambari ya Swali	**Alama**	**Saini ya Mpimaji**
1.		
2.		
3.		
4.		
JUMLA		

Ukurasa wa 1 kati ya 4

ANNEXES:

ANNEX 2: TOOL FOR WRITING SKILLS

Jina la Mwanafunzi _____

Namba ya Mwanafunzi _____

1. **Andika majina ya picha zifuatazo:**

(a)	 _____	(b)	 _____
(c)	 _____	(d)	 _____
(e)	 _____	(f)	 _____
(g)	 _____	(h)	 _____

Ukurasa wa 2 kati ya 4

ANNEXES:

ANNEX 2: TOOL FOR WRITING SKILLS

Jina la Mwanafunzi _____

Namba ya Mwanafunzi _____

(i)	 _____	(j)	 _____

2. **Andika** maneno yafuatayo kwa kutumia **herufi kubwa** katika nafasi zilizoachwa wazi kwa kila neno.

(a) kioo _____

(b) shamba _____

(c) mjomba _____

(d) papo hapo _____

(e) kung'ara _____

(f) harusini _____

(g) kutumia _____

Ukurasa wa 3 kati ya 4

ANNEXES:

ANNEX 2: TOOL FOR WRITING SKILLS

Jina la Mwanafunzi _____

Namba ya Mwanafunzi _____

(h) aliahidi _____

(i) maelekezo _____

(j) nyimbo _____

3. **Imla :**

a) _____

b) _____

c) _____

4. **Andika** kifungu cha maneno kifuatacho kisha weka alama za uandishi; kituo kikubwa (.), kituo kidogo (,), alama ya mshangao (!) na alama ya kuuliza (?) katika sehemu zilizowachwa wazi.

Ah __ Maneno haya ni magumu sana __ Je__ unaweza kuyasoma __ Ndio __ mimi ninaweza kuyasoma kwangu ni rahisi __

_____

_____

_____

Ukurasa wa 4 kati ya 4

ANNEXES:

ANNEX 3: TOOL FOR NUMERACY SKILLS

*Jina la Mwanafunzi*_____

Nambari ya Mwanafunzi _____

SERIKALI YA MAPINDUZI YA ZANZIBAR
BARAZA LA MITIHANI LA ZANZIBAR
UPIMAJI WA KITAIFA WA DARASA LA PILI

203 **STADI YA KUHESABU**

Muda: Dakika 60 **Mwaka: 2025**

Maelekezo

1. Karatasi hii ina maswali **saba (7)**.
2. Jibu maswali **yote**.
3. Andika majibu yote kwa **penseli**.

KWA MATUMIZI YA MPIMAJI TU		
Namba ya Swali	**Alama**	**Saini ya Mpimaji**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
JUMLA		

Ukurasa wa 1 ya kati 3

ANNEXES:

ANNEX 3: TOOL FOR NUMERACY SKILLS

1. Andika nambari inayokosekana katika nafasi iliyoachwa wazi kwenye mfuatano wa nambari.

   a) 3, 4, 5, 6, _____ , 8

   b) 17, 14, 11, _____ , 5, 2

   c) 65, 58, 51, _____ , 37, 30

   d) 105, 110, 115, _____ , 125, 130

   e) 1200, 1600, 2000, 2400, _____.

2. Andika nambari zifuatazo kwa maneno.

   a) 216

   _____

   _____

   b) 909

   _____

   _____

   c) 1343

   _____

   _____

   d) 1989

   _____

   _____

   e) 2475

   _____

   _____

Ukurasa wa 2 ya kati 3

ANNEXES:

ANNEX 3: TOOL FOR NUMERACY SKILLS

Fumbua mafumbo yafuatayo:

3. Bibi ana kuku 43. Amenunua wengine 32. Je, ana jumla ya kuku wangapi?

_____
_____
_____

4. Mwalimu ana vitabu 125 vya Hisabati. Akaletewa vitabu vyengine 97. Je atakuwa na jumla ya vitabu vingapi?

_____
_____
_____

5. Mjomba alikuwa na matikiti 37. Matikiti 21 aliyauza sokoni. Alibakiwa na matikiti mangapi?

_____
_____
_____

6. Kaka alichuma machungwa 158 shambani kwake. Alimpa rafiki yake machungwa 69. Je alibakiwa na machungwa mangapi?

_____
_____
_____

7. Kiberiti kimoja kina njiti 25. Je, viberiti 3 vitakuwa na njiti ngapi?

_____
_____
_____

Ukurasa wa 3 ya kati 3

ANNEXES:

ANNEX 4: GOOD RESPONSE FOR READING SKILLS

Namba ya Mwanafunzi 2

1. **Andika majina ya picha zifuatazo:**

(a)	 Boksi	(b)	 Chura
(c)	 Mpira	(d)	 Mkanda
(e)	 Meza	(f)	 Kipepeo
(g)	 Mbuzi	(h)	 Kitanda

Ukurasa wa 2 kati ya 4

ANNEXES:

ANNEX 4: GOOD RESPONSE FOR READING SKILLS

Namba ya Mwanafunzi 2

(i)	 Embe.	(j)	 Kuku.

2. **Andika** maneno yafuatayo kwa kutumia **herufi kubwa** katika nafasi zilizoachwa wazi kwa kila neno.

(a) kioo KIOO

(b) shamba SHAMBA.

(c) mjomba MJOMBA

(d) papo hapo PAPO HAPO. 20

(e) kung'ara KUNG'ARA

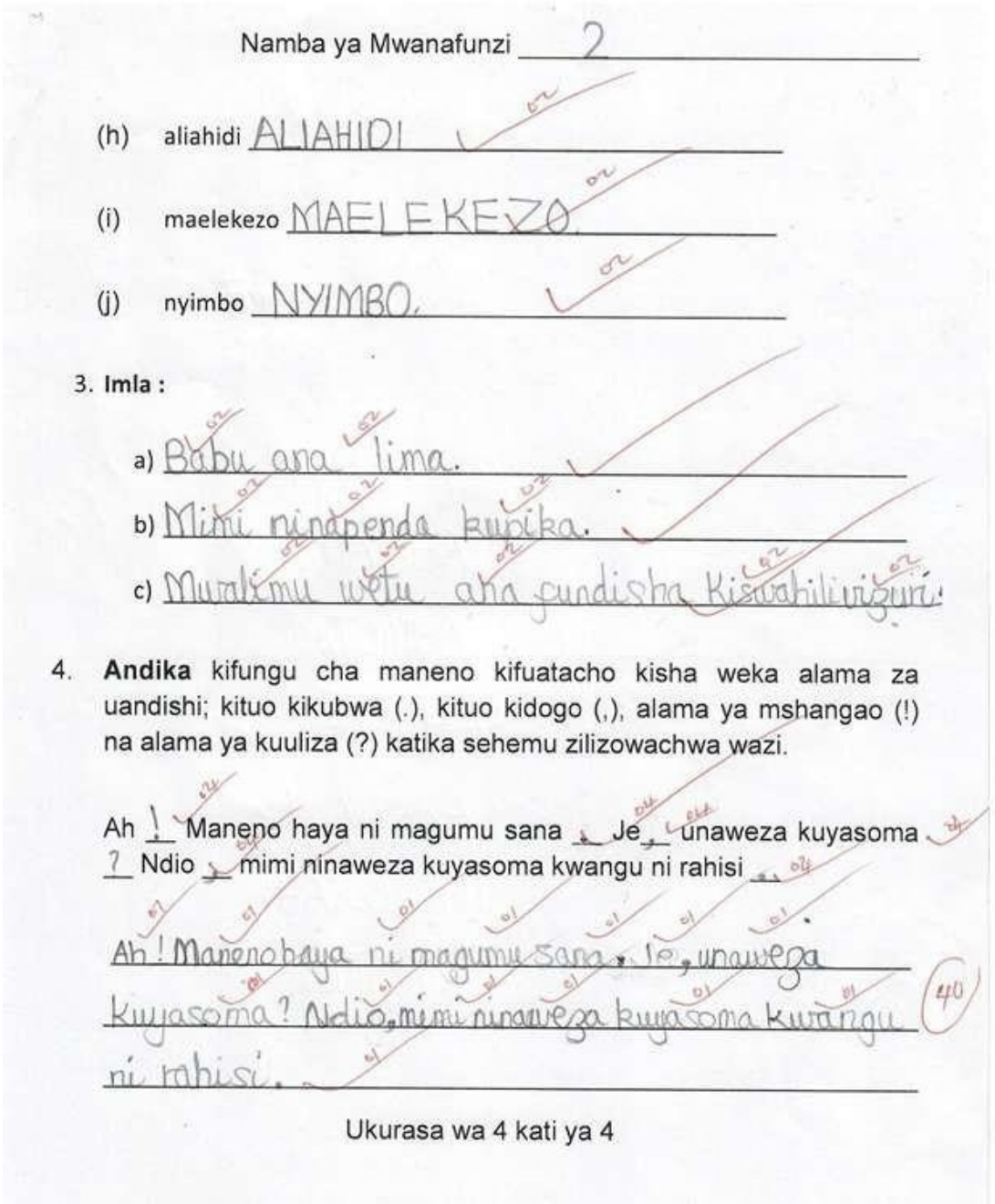
(f) harusini HARUSINI

(g) kutumia KUTUMIA

Ukurasa wa 3 kati ya 4

ANNEXES:

ANNEX 4: GOOD RESPONSE FOR READING SKILLS



Namba ya Mwanafunzi 2

(h) aliahidi ALIAHIDI

(i) maelekezo MAELEKEZO.

(j) nyimbo NYIMBO.

3. **Imla :**

a) Babu ana lima.

b) Mimi ninapenda kupika.

c) Mwalimu wetu ana fundisha Kiswahili vizuri.

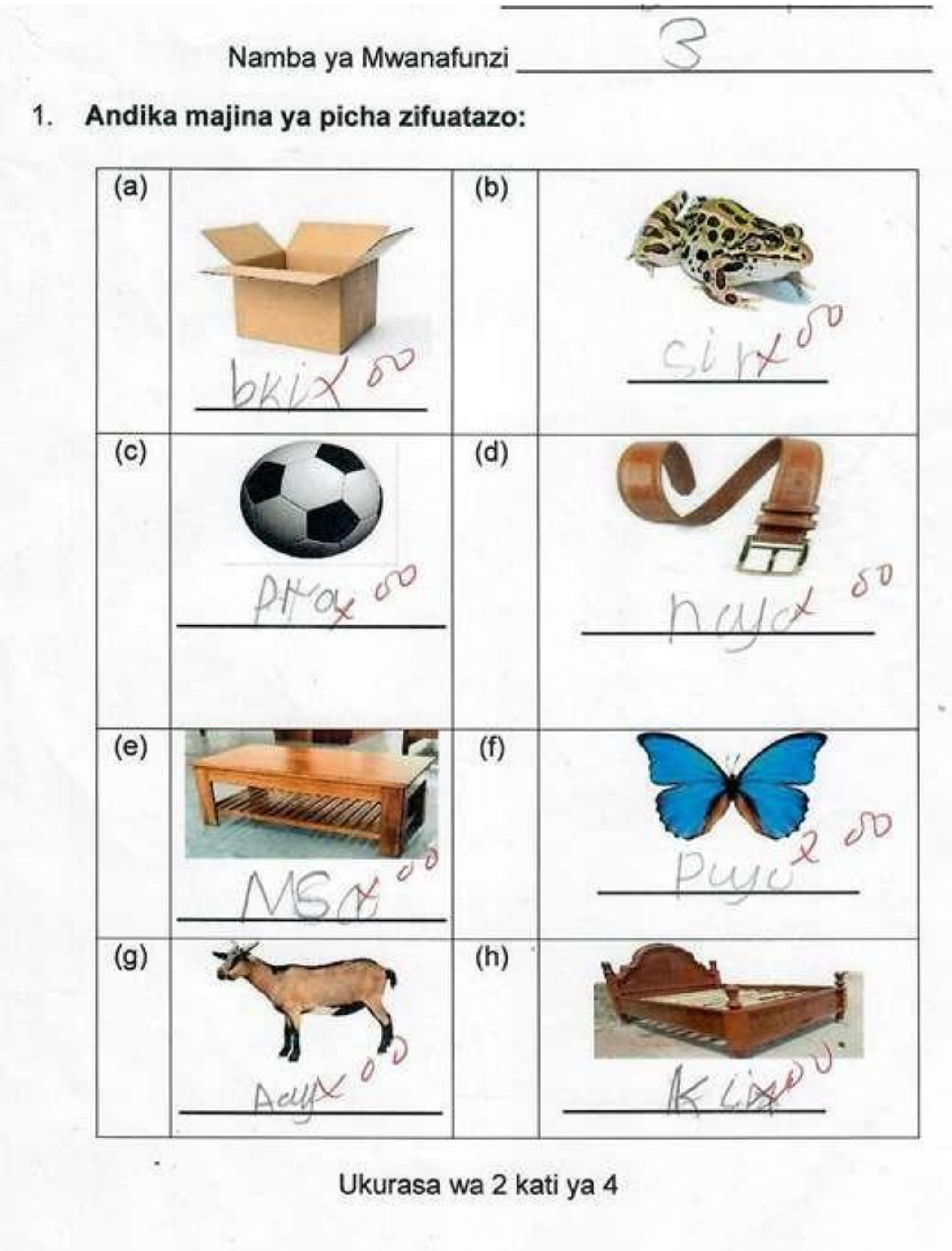
4. **Andika** kifungu cha maneno kifuatacho kisha weka alama za uandishi; kituo kikubwa (.), kituo kidogo (,), alama ya mshangao (!) na alama ya kuuliza (?) katika sehemu zilizowachwa wazi.

Ah ! Maneno haya ni magumu sana . Je , unaweza kuyasoma ? Ndio , mimi ninaweza kuyasoma kwangu ni rahisi .

Ah! Maneno haya ni magumu sana. Je, unaweza kuyasoma? Ndio, mimi ninaweza kuyasoma kwangu ni rahisi. 40

Ukurasa wa 4 kati ya 4

ANNEX 5: UNSATISFACTORY RESPONSE FOR READING SKILLS


Namba ya Mwanafunzi 3

1. **Andika majina ya picha zifuatazo:**

(a)		(b)	
(c)		(d)	
(e)		(f)	
(g)		(h)	

Ukurasa wa 2 kati ya 4

ANNEXES:

ANNEX 5: UNSATISFACTORY RESPONSE FOR READING SKILLS

Namba ya Mwanafunzi _____

(i)		(j)	

2. **Andika** maneno yafuatayo kwa kutumia **herufi kubwa** katika nafasi zilizoachwa wazi kwa kila neno.

(a) kioo _____

(b) shamba _____

(c) mjomba _____

(d) papo hapo _____

(e) kung'ara _____

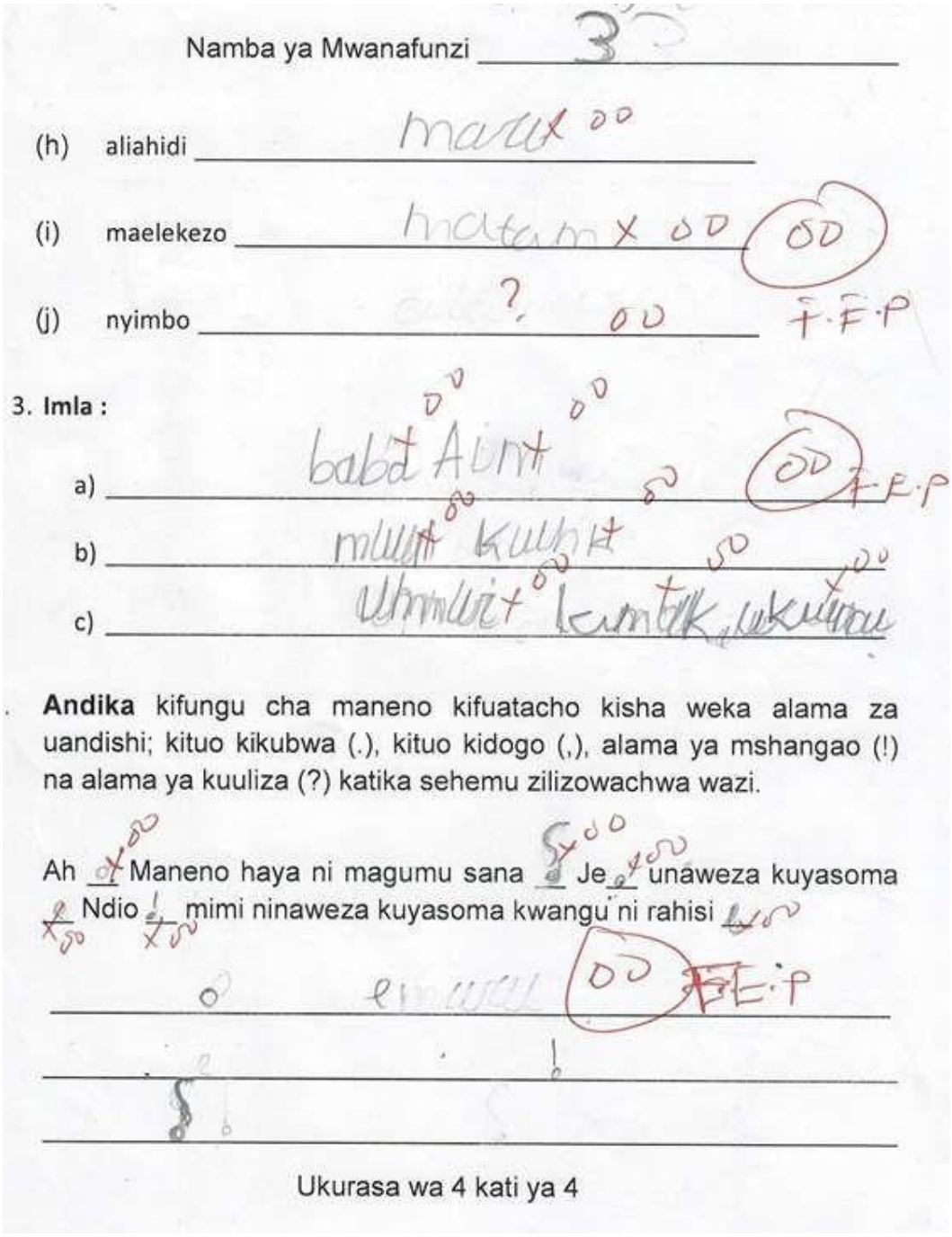
(f) harusini _____

(g) kutumia _____

Ukurasa wa 3 kati ya 4

ANNEXES:

ANNEX 5: UNSATISFACTORY RESPONSE FOR READING SKILLS



Namba ya Mwanafunzi 3

(h) aliahidi

(i) maelekezo

(j) nyimbo

3. **Imla :**

a)

b)

c)

Andika kifungu cha maneno kifuatacho kisha weka alama za uandishi; kituo kikubwa (.), kituo kidogo (,), alama ya mshangao (!) na alama ya kuuliza (?) katika sehemu zilizowachwa wazi.

Ah Maneno haya ni magumu sana Je unaweza kuyasoma Ndio mimi ninaweza kuyasoma kwangu ni rahisi

Ukurasa wa 4 kati ya 4

ANNEXES:

ANNEX 6: GOOD RESPONSE FOR NUMERACY SKILLS

1. Andika nambari inayokosekana katika nafasi iliyoachwa wazi kwenye mfuatano wa nambari.

   a) 3, 4, 5, 6, 7, 8

   b) 17, 14, 11, 8, 5, 2

   c) 65, 58, 51, 44, 37, 30

   d) 105, 110, 115, 120, 125, 130

   e) 1200, 1600, 2000, 2400, 2800.

2. Andika nambari zifuatazo kwa maneno.

   a) 216

   Miambili kumi na sita.

   b) 909

   Mia tisa na tisa.

   c) 1343

   Elfu moja mia tatu arbaini na tatu.

   d) 1989

   Elfu moja mia tisa thamanini na tisa.

   e) 2475

   Elfu mbili mia nne Sabini na tano.

Ukurasa wa 2 ya kati 3

ANNEXES:

ANNEX 6: GOOD RESPONSE FOR NUMERACY SKILLS

Fumbua mafumbo yafuatayo:

3. Bibi ana kuku 43. Amenunua wengine 32. Je, ana jumla ya kuku wangapi?

43+32 = 75 (05)

4. Mwalimu ana vitabu 125 vya Hisabati. Akaletewa vitabu vyengine 97. Je atakuwa na jumla ya vitabu vingapi?

125+97=297

2 (00)

5. Mjomba alikuwa na matikiti 37. Matikiti 21 aliyauza sokoni. Alibakiwa na matikiti mangapi?

37-21=16 (05)

6. Kaka alichuma machungwa 158 shambani kwake. Alimpa rafiki yake machungwa 69. Je alibakiwa na machungwa mangapi?

158-69=89 (05)

7. Kiberiti kimoja kina njiti 25. Je, viberiti 3 vitakuwa na njiti ngapi?

25·75. (05)

Ukurasa wa 3 ya kati 3

ANNEX 7: UNSATISFACTORY RESPONSE FOR NUMERACY SKILLS

1. Andika nambari inayokosekana katika nafasi iliyoachwa wazi kwenye mfuatano wa nambari.

   a) 3, 4, 5, 6, 7 , 8

   b) 17, 14, 11, 12 , 5, 2

   c) 65, 58, 51, 10 , 37, 30

   d) 105, 110, 115, 200 , 125, 130

   e) 1200, 1600, 2000, 2400, 30 .

2. Andika nambari zifuatazo kwa maneno.

   a) 216

   b) 909

   c) 1343

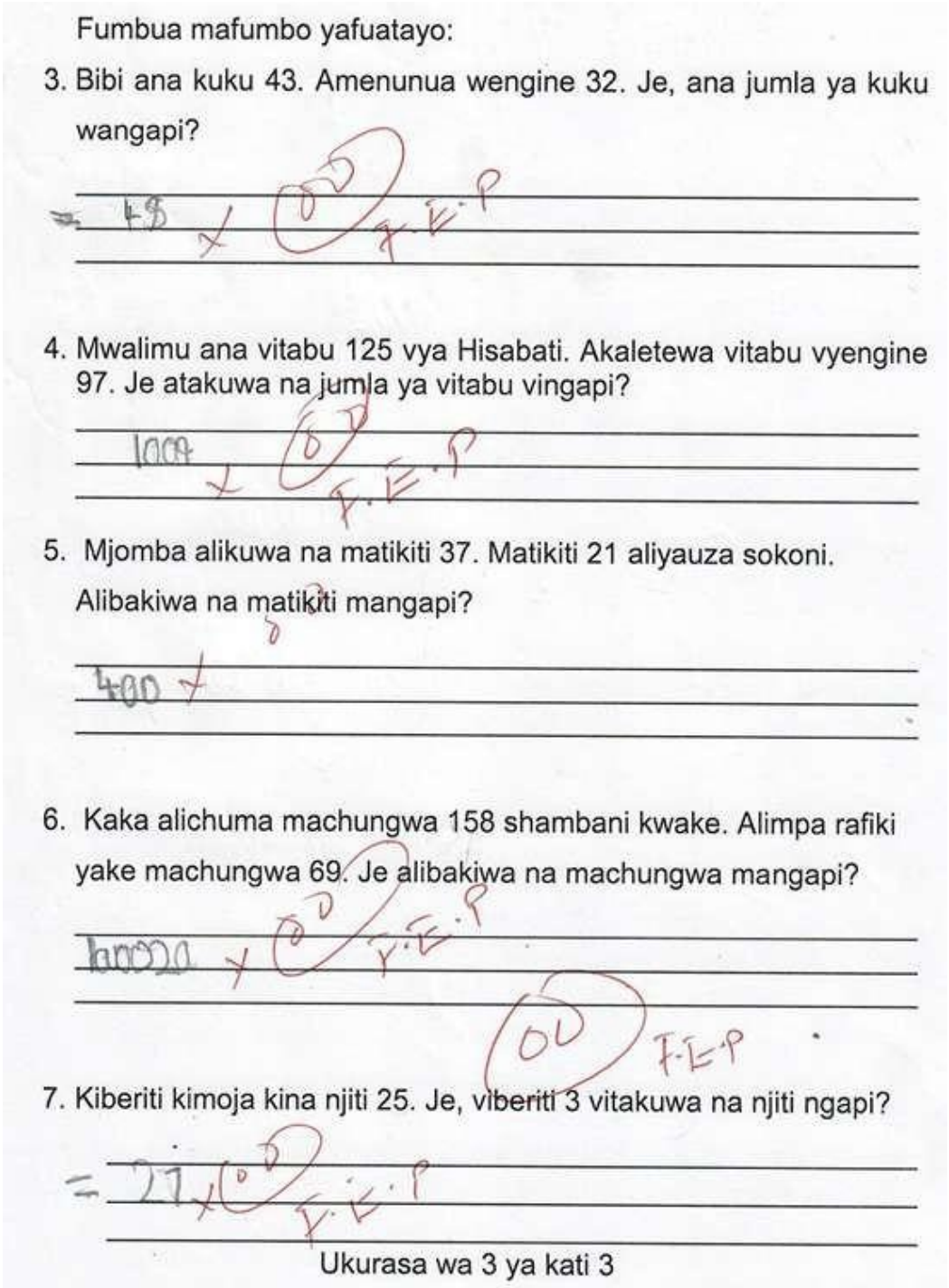
   d) 1989

   e) 2475

Ukurasa wa 2 ya kati 3

ANNEXES:

ANNEX 7: UNSATISFACTORY RESPONSE FOR NUMERACY SKILLS



Fumbua mafumbo yafuatayo:

3. Bibi ana kuku 43. Amenunua wengine 32. Je, ana jumla ya kuku wangapi?

4. Mwalimu ana vitabu 125 vya Hisabati. Akaletewa vitabu vyengine 97. Je atakuwa na jumla ya vitabu vingapi?

5. Mjomba alikuwa na matikiti 37. Matikiti 21 aliyauza sokoni. Alibakiwa na matikiti mangapi?

6. Kaka alichuma machungwa 158 shambani kwake. Alimpa rafiki yake machungwa 69. Je alibakiwa na machungwa mangapi?

7. Kiberiti kimoja kina njiti 25. Je, viberiti 3 vitakuwa na njiti ngapi?

Ukurasa wa 3 ya kati 3

ANNEXES:

ANNEX 8: TEACHERS RESPONSE

BARAZA LA MITIHANI LA ZANZIBAR

DODOSO LA MWALIMU MKUU WA DARASA LA PILI

Madhumuni ya Utafiti

Dodoso hili limetayarishwa na Baraza la Mitihani la Zanzibar kwa madhumuni ya kukusanya taarifa za utafiti wa kutathmini maendeleo ya wanafunzi wa msingi wa Darasa la Pili katika stadi za kusoma, kuandika na kuhesabu kwa skuli za Serikali. Taarifa utakazozitoa zitasaidia kutoa muongozo wa kupanga mipango imara ya kusaidia wanafunzi katika kukuza uwezo wao wa kusoma, kuandika na kuhesabu. Aidha taarifa hizo zitakuwa ni siri na zitatumika kwa lengo la utafiti tu na si vyenginevyo. Dodoso hili linakisiwa kutumia si zaidi ya dakika 60, hivyo basi tunaomba ridhaa yako ili tuweze kuendelea na kazi husika. Natanguliza shukurani za dhati kwako, ahsante sana na karibu kwa utafiti.

KWA MATUMIZI YA OFISI

Nambari ya Dodoso			
Taarifa za Mdadisi/Mhakiki	Jina	Saini	Tarehe
Mdadisi	FLORENCIA PINMA	[illegible]	11/04/2025
Mhakiki			
UTAMBULISHO WA ENEO LA UTAFITI			
Skuli	MWEMBE MAKUMBI		
Shehia	MARUHUBI		
Wilaya	MJINI		
Mkoa	MJINI MAGHARIBI		

MASWALI YA DODOSO

1. Jee unao uelewa wowote kuhusu mtaala wa umahiri unaofundishwa kwa wanafunzi wa darasa la **PILI**?

   Ndio,

   Kama ndio fafanua

   Anasema, "Mtaala wa Umahiri unalenga ~~zaidi~~ katika kujifunza zaidi kwa vitendo na kupata uelewa.

ANNEX 8: TEACHERS RESPONSE

BARAZA LA MITIHANI LA ZANZIBAR

2 a Jee unafikiri kwamba wako walimu ambao hawajapata mafunzo ya jinsi ya kufundisha madarasa ya **PILI**?

Anasema, "Hapana, Wote ni walimu wenye Mafunzo.

b Kama wapo kwanini?

3 a Jee katika skuli yako kuna wanafunzi ambao hawajapata vitabu vya wanafunzi kwa madarasa ya **PILI**?

Anasema, "Ndio wapo wanafunzi wasio na vitabu kwa darasa la pili.

b Kama wapo kwanini?

Anasema, "Tangu mtaala mpya umeanza hakuna kitabu walichopata kwa darasa la pili kutoka wizarani, Vitabu vilivyotoka ni vya darasa la kwanza, la nne na darasa la saba. Lakini navyo pia vilikuja kwa uchache sana.

4 Toa sababu zinazopelekea skuli kuwa na wanafunzi ambao hawajui kusoma ,kuandika na kuhesabu kwa usahihi.

Anasema, "uchache wa vifaa, Mazingira hafanishi magumu kwa walimu, utoro wa wanafunzi, uelewa wa wanafunzi kutofautiana, Lakini pia Mashirikiano ya wazazi na walimu ni madogo sana.

ANNEX 8: TEACHERS RESPONSE

BARAZA LA MITIHANI LA ZANZIBAR

5 Ni upi mchango wa jamii inayokuzunguuka katika kuhakikisha kwamba wanafunzi walioko skuli yako wanapata elimu iliyo bora na kuweza kusoma kuandika na kuhesabu kwa usahihi?

Anasema, "Mchango ni mdogo sana, kwa wazazi, waachache mfano katika kufatilia uganyaji wa kazi za nyumbani, vikao n.k. Wengi miongoni mwao hawatoi mashirikiano kutokana na sababu mbalimbali mfano utafutaji."

6 Toa maoni yako juu ya nini kifanyike katika kuhakikisha watoto wanapata fursa ya kuweza kujua kusoma , kuandika na kuhesabu kwa usahihi.

Anasema, " Utoaji wa vijaa vya kujifunzia na kufundishia uwe mkubwa, Ushajihishaji wa wazazi katika kutoa mashirikiano na skuli, Lakini pia kuna haja ya kuongezewa katika kwa semina zinazoelekeza mtaala huu mpya ili kueleweka zaidi kwa matokeo bora ya watoto, semina hizo zihusishe na wazazi pia kama kuna uwezekano.

7 Fafanua ushirikiano uliopo kati ya wazazi wa wanafunzi na uwongozi wa skuli.

Anasema, "Ushirikiano uliopo ni mdogo katika upande wa uhudhuriaji wa vikao, (wanapokuja kwa uchache) ufatiliaji wa kazi za watoto, na si zaidi ya hapo.

8 fafanua unavyodhibiti utoro katika skuli yako.

Anasema, " Kuwaita wazazi na kuzungumza nao, adhabu mbadala kutolewa kwa wanafunzi watoro pia kuzungumza na watoto hao juu ya faida za kuhudhuria skuli na hasara za kutokuhudhuria."

Ahsante kwa Mashirikiano yako.

ANNEXES:

ANNEX 8: TEACHERS RESPONSE

BARAZA LA MITIHANI LA ZANZIBAR

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8) Taja Mikakati muliyojiwekea katika skuli yenu kuweza kuondosha changamoto za stadi ya kusoma, kuandika na kuhesabu.

Anasema "Tunatoa kazi za ziada za watoto kufanya nyumbani, utabu (Tusome pamoja) ili kuwasaidia watoto nyumbani. Kuanzisha mashindano ya kimadarasa katika kusoma hadithi, habari nk. Pia kutumia muda wa ziada kusomesha watoto wasiojua kusoma (mwezi Ramadhani/likizo)

9). Toa maoni yako nini kifanyike ili kuondoa tatizo hili katika skuli yako.

Anasema" Upatajr wa vifaa kwa haraka sana ili kuendana na mtaala, Ushirikiano mzuri mwa walimu, Uzaniji katika ufundishaji, madarasani. Pia Uhimizaji wa zana katika ufundishaji. Kutokuwabagua wanafunzi katika ufundishaji (wa maalum kusoma na wasiowe za)

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Ahsante kwa Mashirikiano yako.