



REPORT ON READING, WRITING AND NUMERACY ASSESSMENT

EGRA & EGMA

For Standard II Pupils in Zanzibar

**Zanzibar Examination
Council (ZEC)**

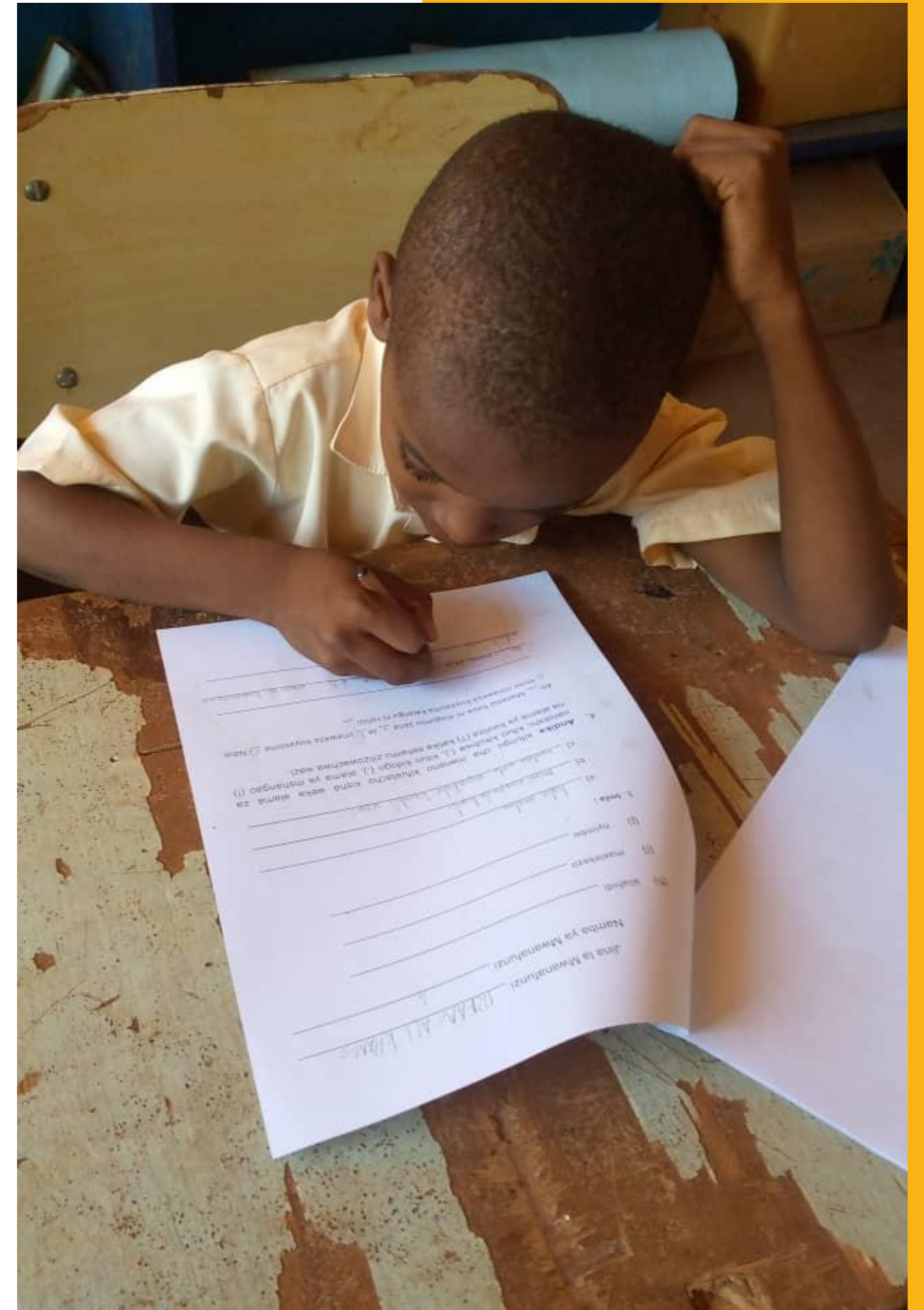
June 2025



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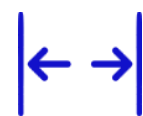


Objectives of Undertaking EGMA and EGRA



Measuring proficiency

in foundational literacy (EGRA) and numeracy skills (EGMA) among standard II pupils



Identifying gaps and strengths in learning

Identify areas in which skills the standard II pupils excel or struggle.



Provide baseline data

that will be used to track improvement when the same assessments are reapplied in subsequent years.



Inform policy and programs

Provide evidence to policymakers for the most beneficial educational reforms and where to allocate resources for maximum learning impact.

ZEC

EGMA and
EGRA

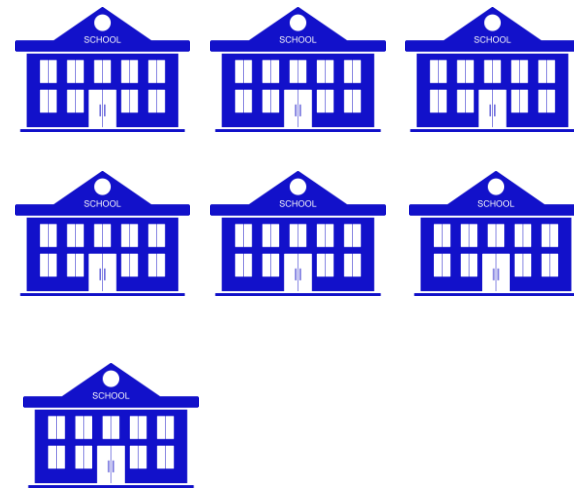
Methodology and Scope

Coverage



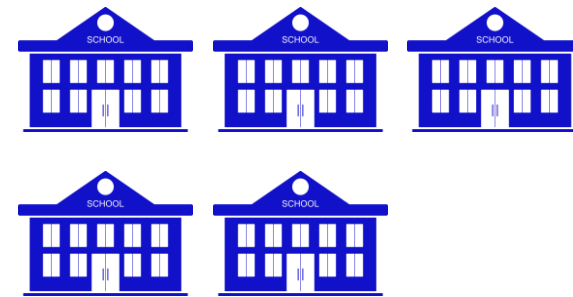
178

Schools



98

Rural Schools



45

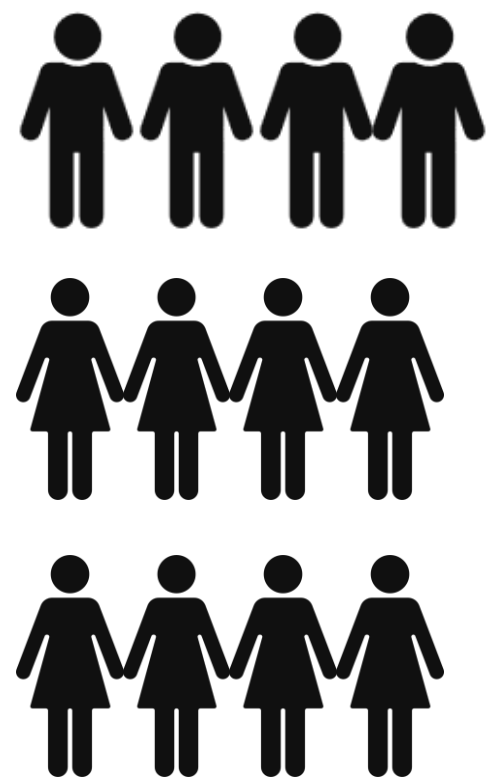
Mixed Areas Schools



35

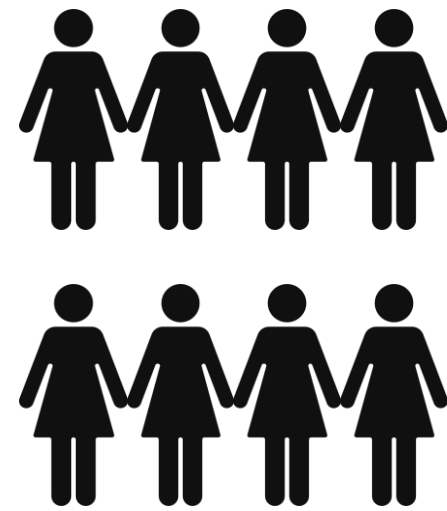
Urban Schools

Coverage



3,497

All Pupils



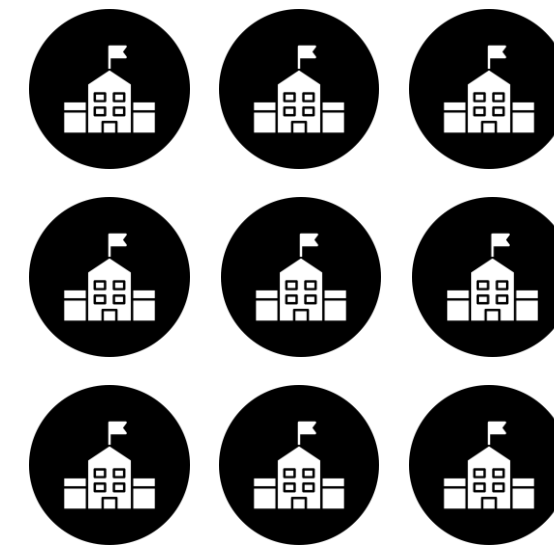
1,766

Girls



1,731

Boys



178

Schools

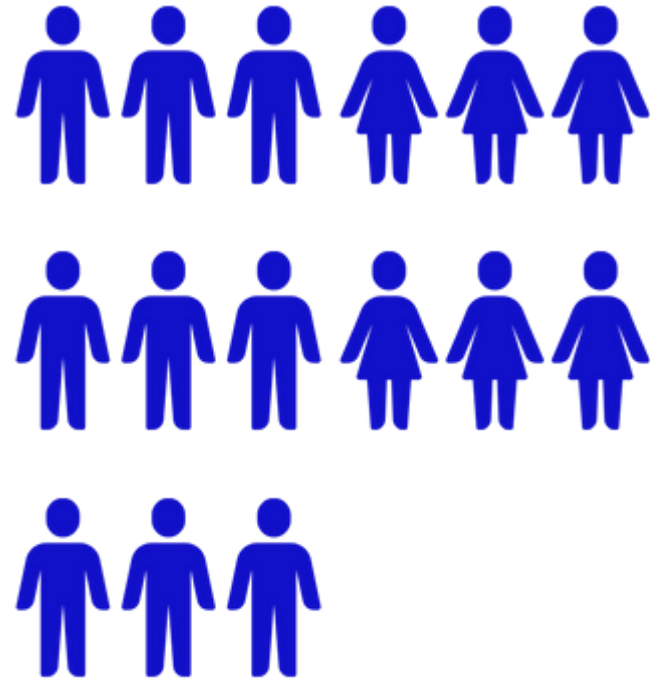
Distribution of Sampled Schools Targeted and Assessed

	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

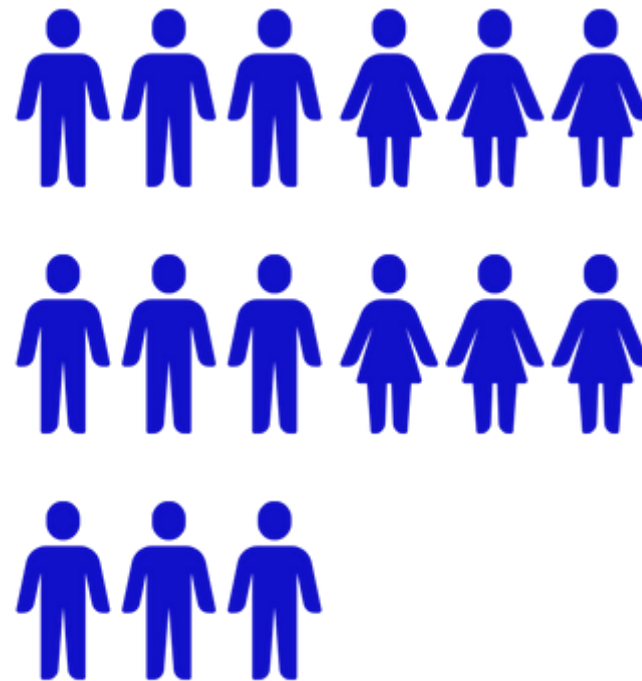
Source: ZEC (2025)

ZEC

Coverage



3,497
Pupils



356
Assessors



2
Assessors per school

EGMA and
EGRA

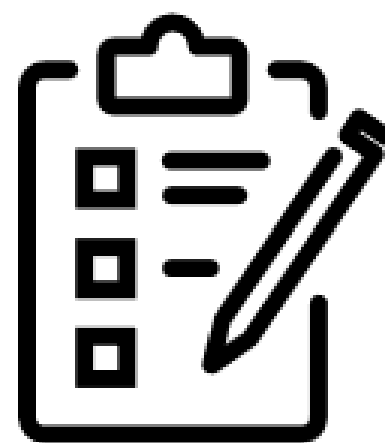
Data Collection



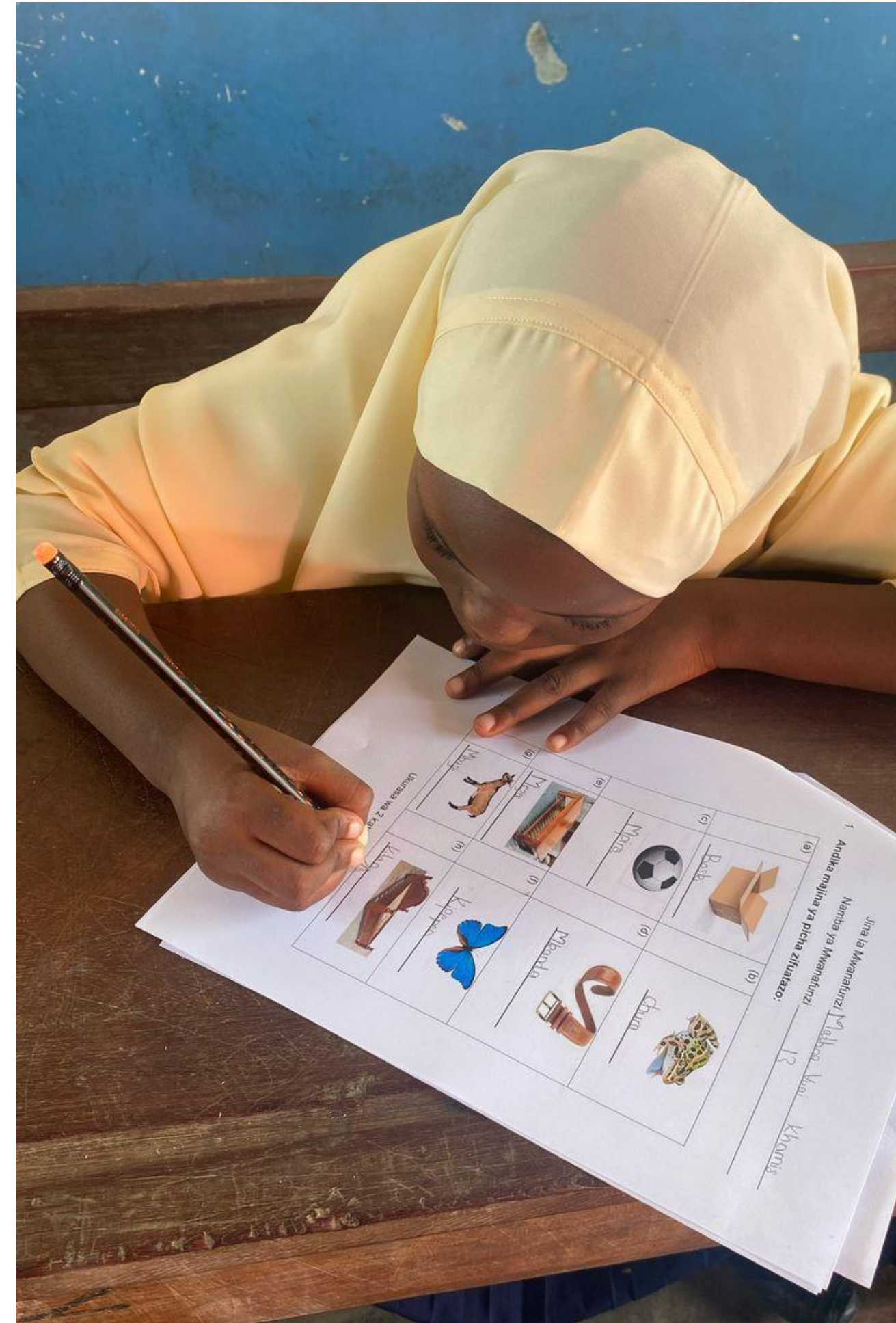
Paper-and-pencil tests



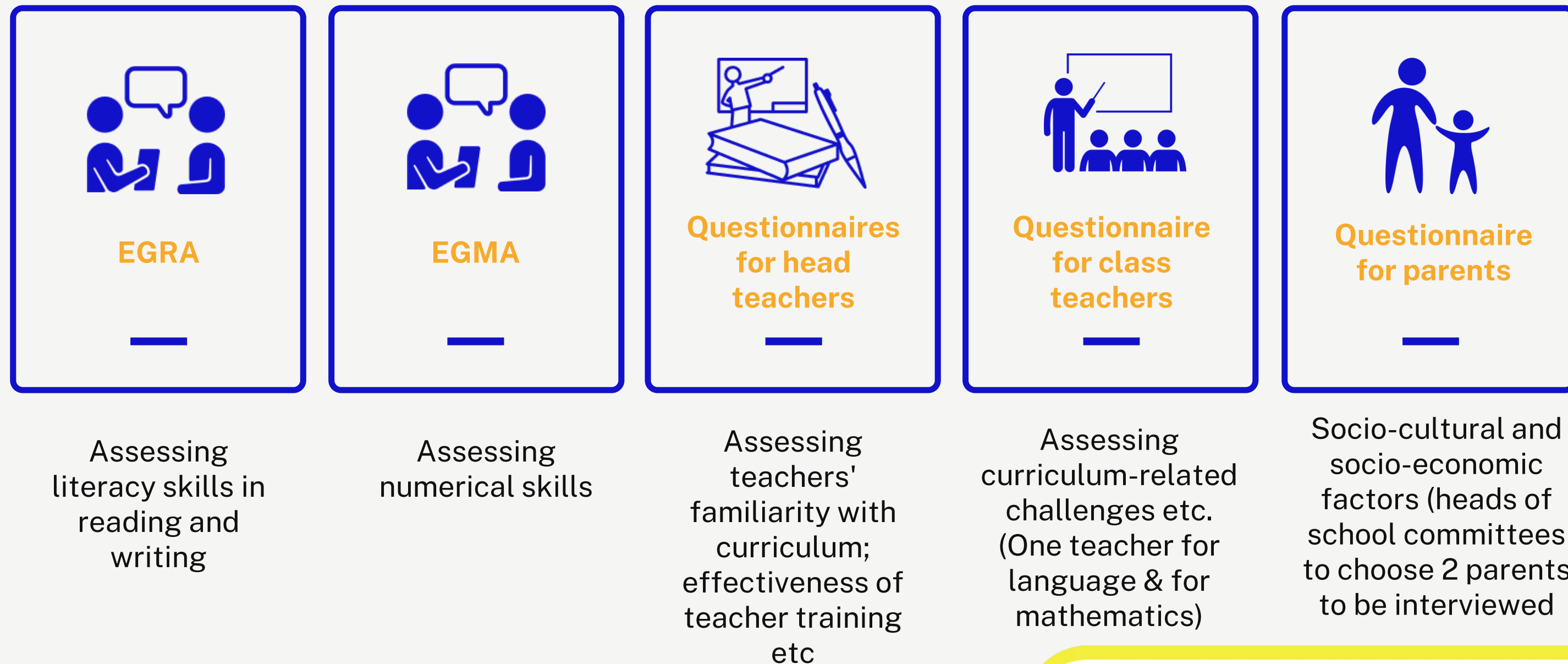
Tablet-based applications



Questionnaires for head teachers, teachers, and parents



Data Collection Tools



Breakdown of the Assessment Tools

01-Reading Skills



- Syllables
- Meaningless words
- Fluent reading
- Reading comprehension

02-Writing Skills



- Labelling pictures
- Capital letters
- Dictation
- Punctuation



03-Numeracy Skills

- Number recognition
- Addition
- Subtraction
- Multiplication
- Missing numbers
- Writing numbers in words

Tools Development Process



Technical support came from

RTI, UWEZO and NECTA



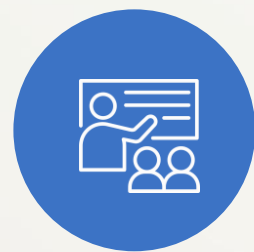
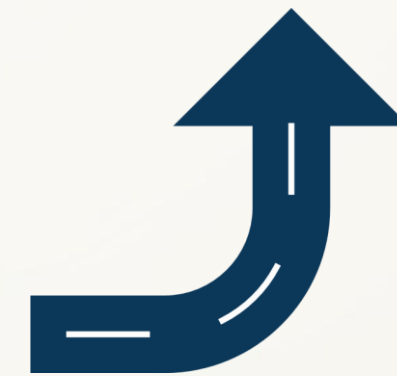
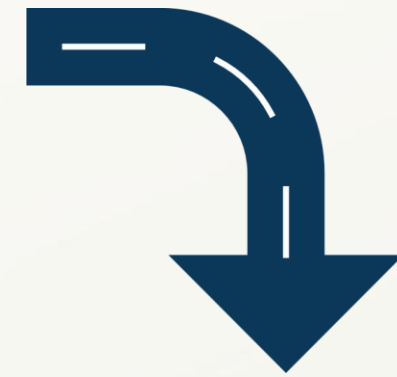
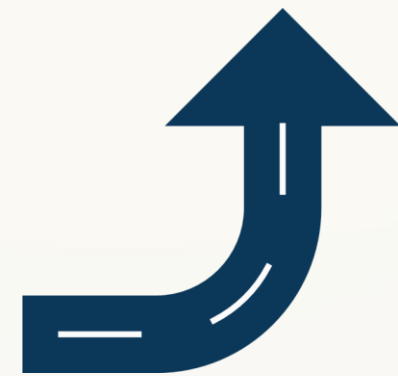
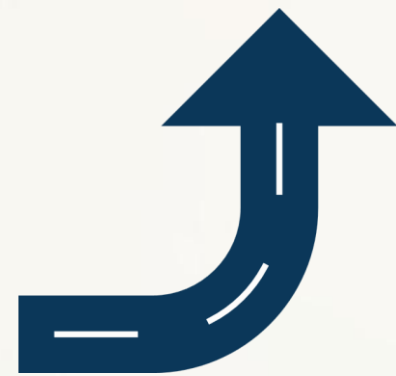
Awareness Workshops

Participants from ZEC, ZIE, DTE, OCIE, Inclusive Unit, DPPE, and EMIS



Workshop on Sampling Experience

Technical guidance from EMIS, NECTA and OCGS



Awareness at the District Level

Awareness meetings with stakeholders at all districts in Unguja and Pemba.



Technical Support from NIRAS

Sampling size calculation support from NIRAS



Regular Consultations

Regular consultations with RTI and NECTA

Overall Performance

53%



Writing

It means that more than half of the pupils perform well in writing assessment

49%



Reading

It means that nearly half of the pupils perform well in reading assessment

33%



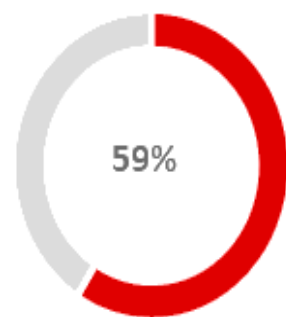
Arithmetic

It means that nearly one-third of the pupils performed well in arithmetic while two-third struggle with basic numeracy concepts

Reading Skills



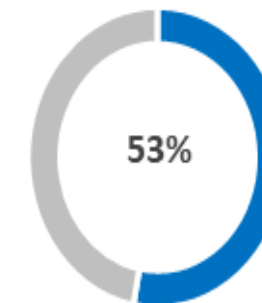
Reading Syllables



Very good, good and average levels

Unsatisfactory

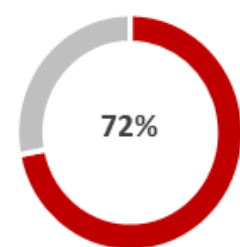
Reading meaningless words



Very good, good and average levels

Unsatisfactory

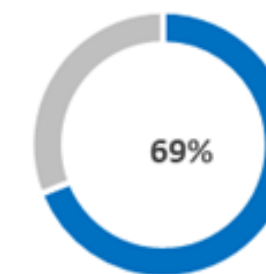
Fluency Reading



Very good, good and average levels

Unsatisfactory

Reading comprehension

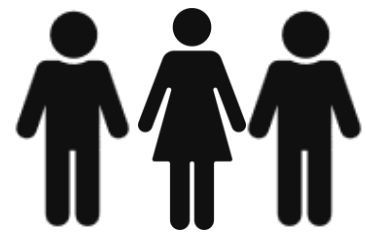


Very good, good and average levels

Unsatisfactory

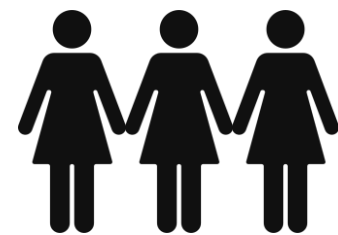
Reading Skills - Gender Variations

Unsatisfactory Category



All

967 Out of 3497
pupils performed
unsatisfactory



Girls

39.09 % girls
378 Out of 967



Boys

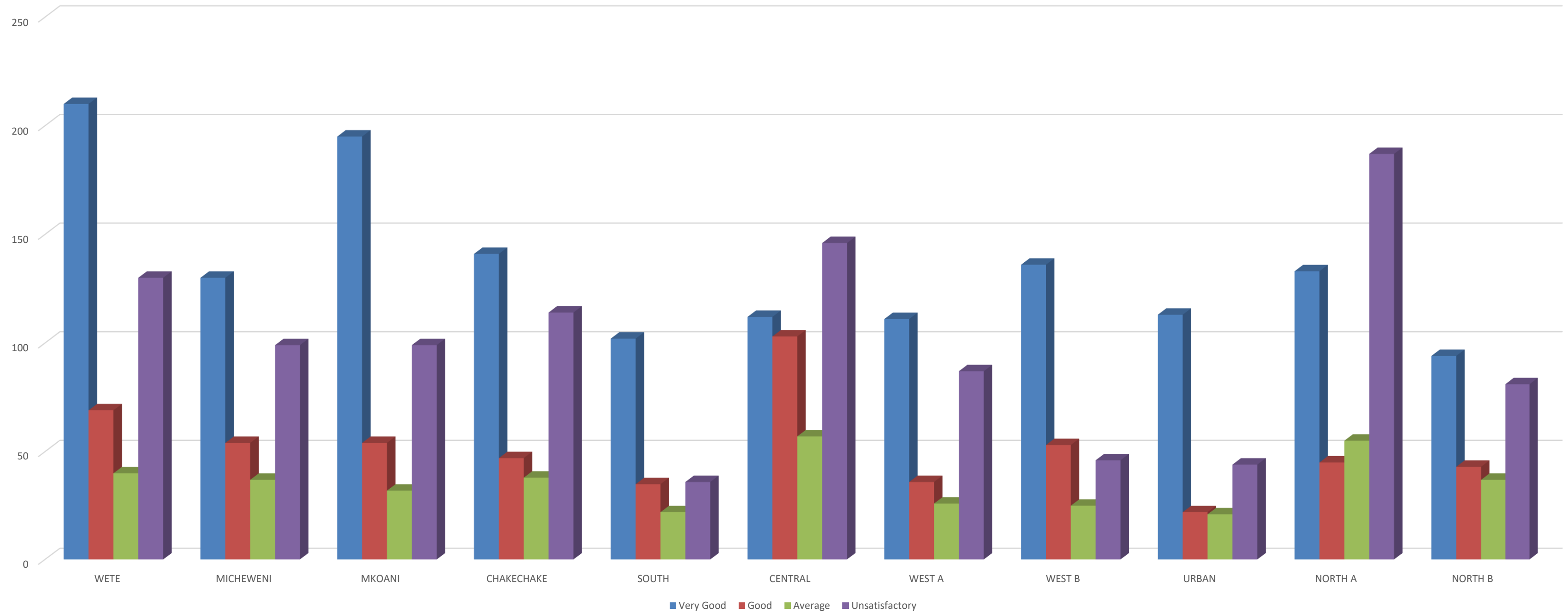
60.91 % Boys
589 Out of 967



Gender Variations

Reading for Comprehension – District level

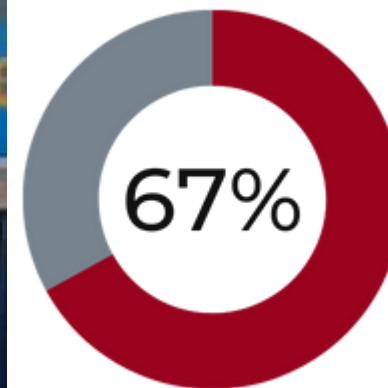
Reading for Comprehension - District Level Performance



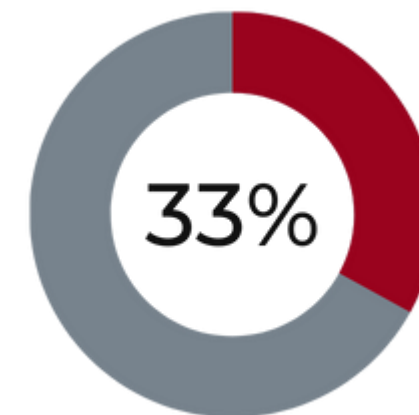
Writing Skills



Word construction

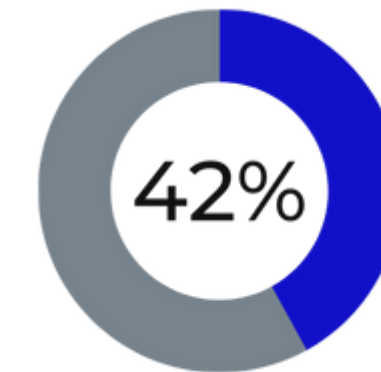


Very good and good levels

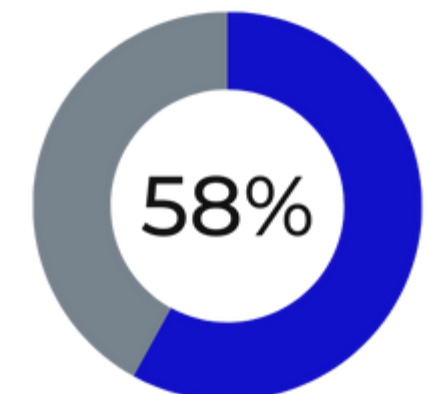


Average and unsatisfactory

Writing capital letters

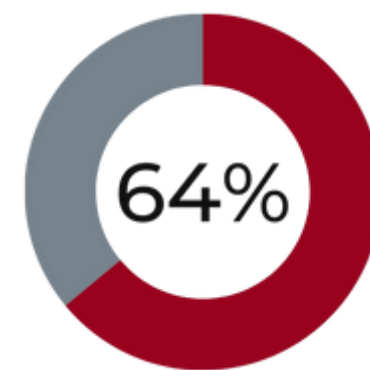


Very Good and good levels

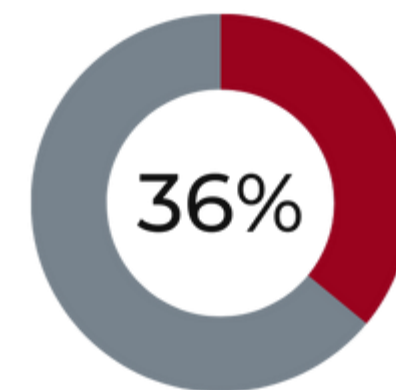


Average and unsatisfactory

Dictation

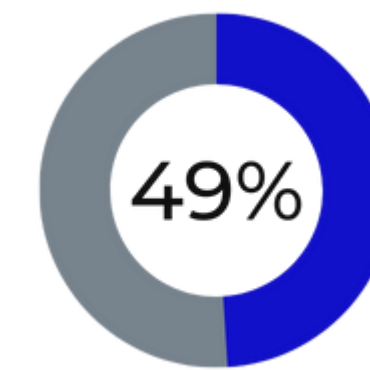


Very Good and good levels

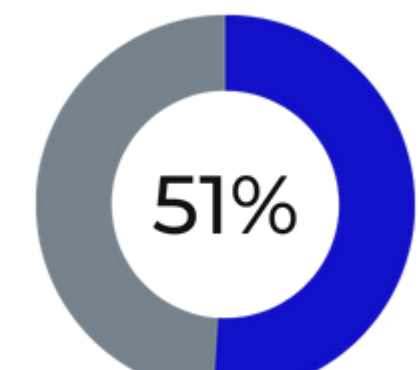


Average and unsatisfactory

Punctuation and handwriting



Very Good and good levels



Average and unsatisfactory

Writing Skills - Gender Variations

Unsatisfactory Category



All

917 Out of 3497
pupils performed
unsatisfactory



Girls

36.86 % girls
338 Out of 917



Boys

63.14 % girls
579 Out of 917

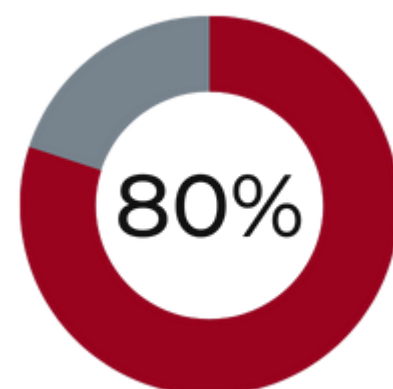
Gender Variations



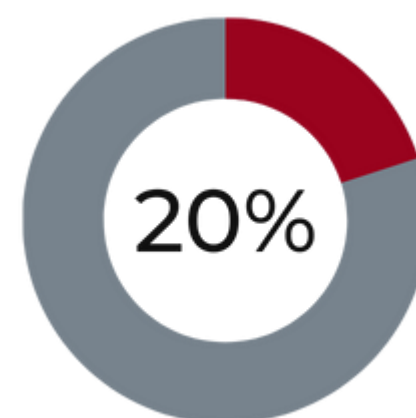
Arithmetic Skills



Number Recognition

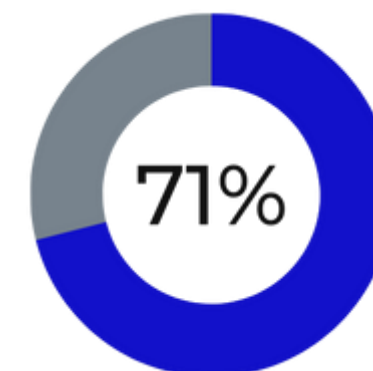


Very Good, good and average

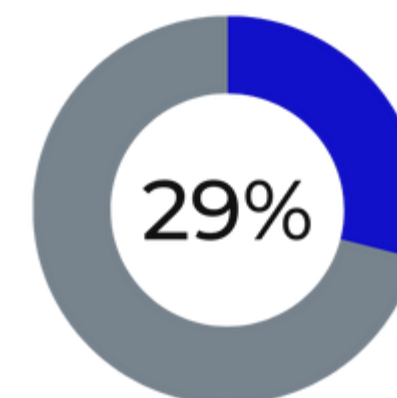


Unsatisfactory

Addition Level I and II

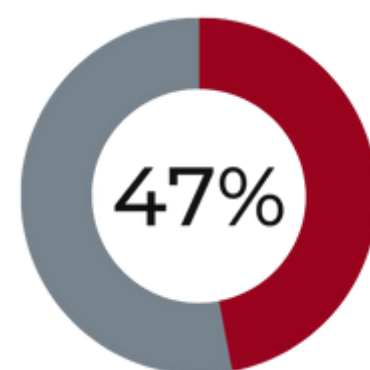


Very Good, Good and average

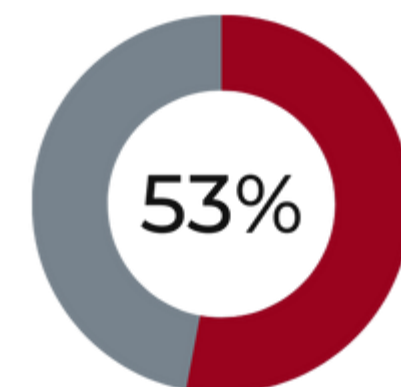


Unsatisfactory

Subtraction Level I and II

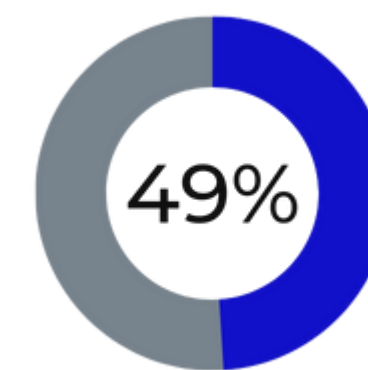


Very Good, good and average

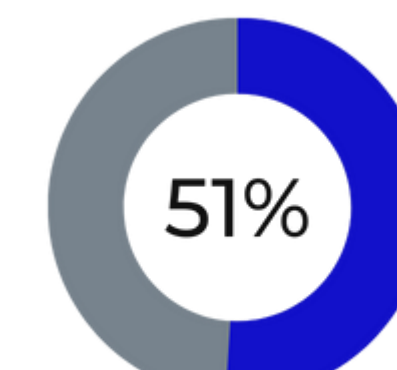


Unsatisfactory

Multiplication

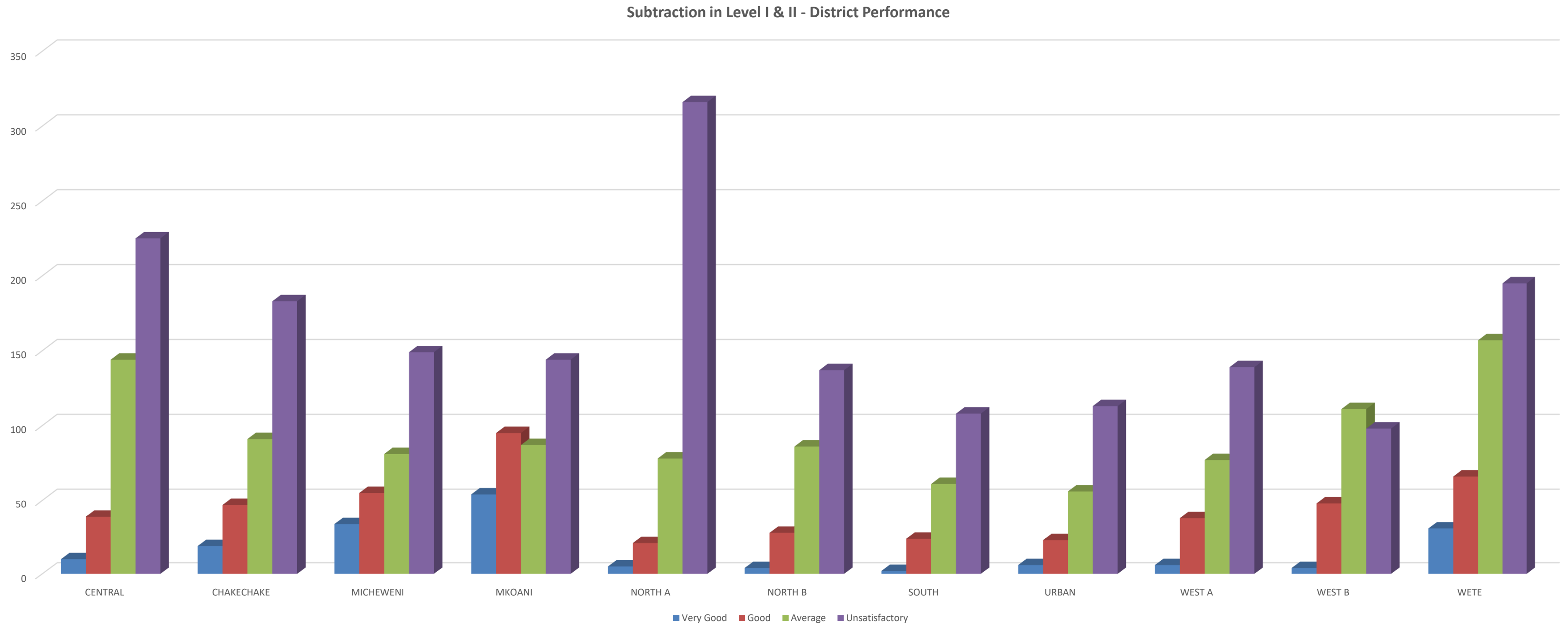


Very Good, good and average



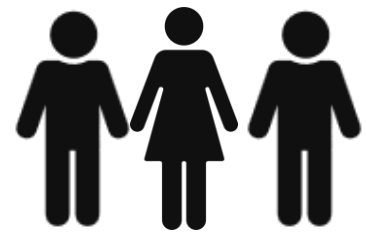
Unsatisfactory

Subtraction Level I & II – District wise



Numeracy Skills - Gender Variations

Unsatisfactory Category



All

1,321 Out of 3,497
pupils performed
unsatisfactory



Girls

46.10 % girls
609 Out of 1,321



Boys

53.90 % girls
712 Out of 1,321

Gender Variations

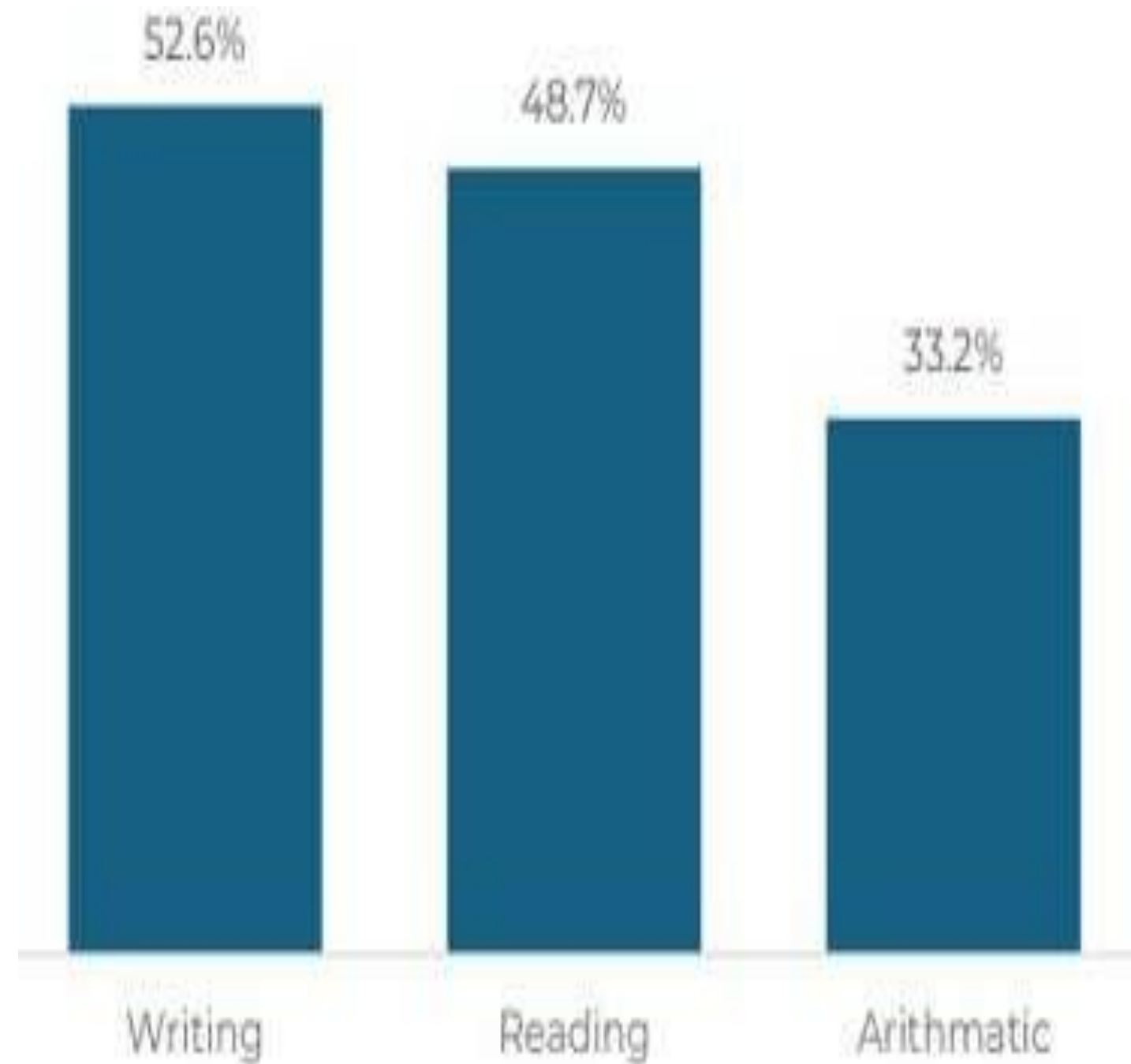


Performance Summary - Gender Variations – Unsatisfactory Category

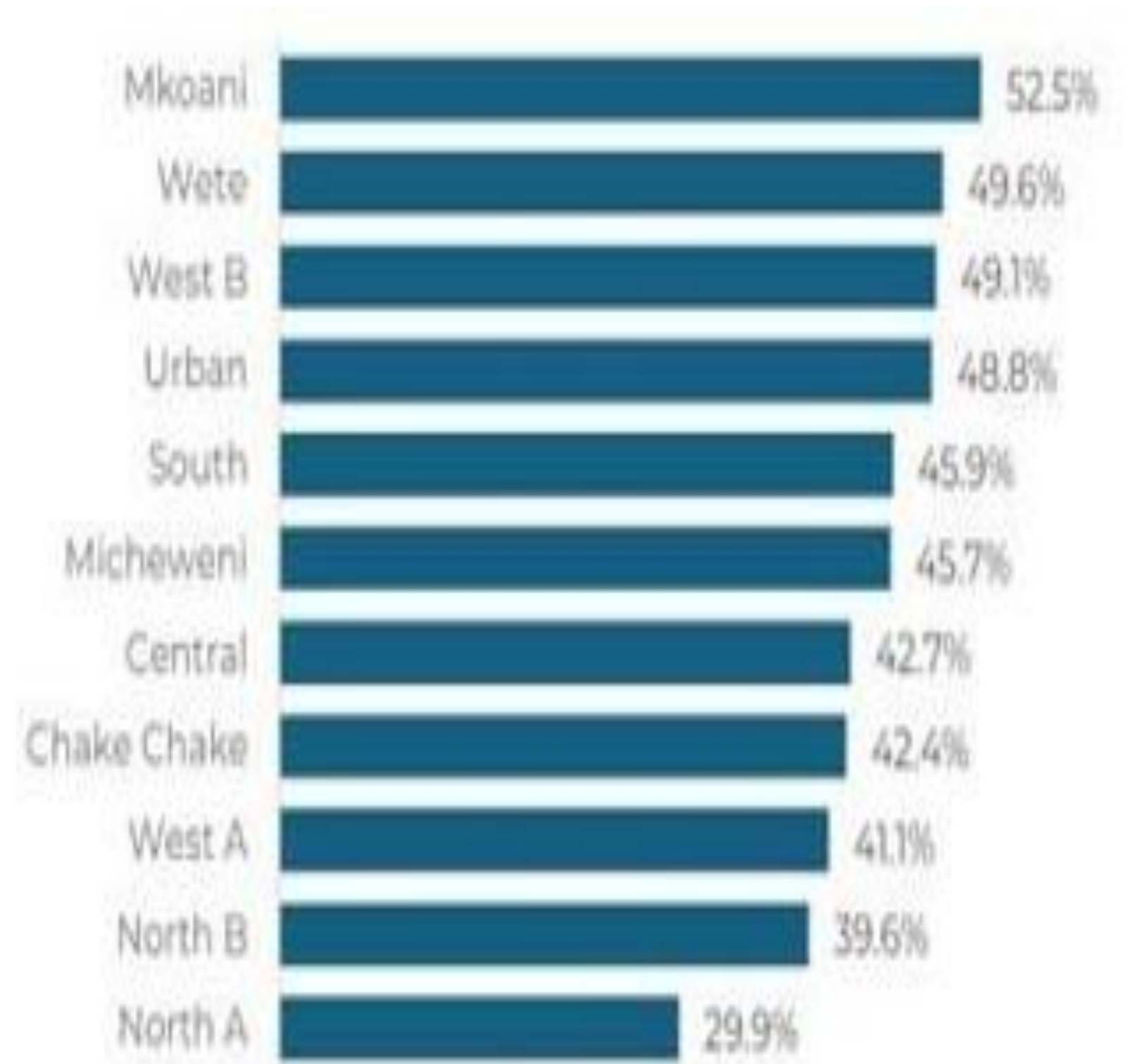
Skills	Total Students	Boys	Boys (%)	Girls	Girls (%)
Reading	967	589	60.91%	378	39.09%
Writing	917	579	63.14%	338	36.86%
Arithmetic	1,321	712	53.90%	609	46.10%
Total	3,205	1,880	58.66%	1,325	41.34%

Gender Variations

Overall Average Performance in Each Skill



Performance by District



Learning Environment Findings



Basic infrastructure exists

Basic infrastructure such as desks, chairs, and access to water for hygiene were in place.



Strong collaboration

Strong collaboration among school leadership, teachers, and parents, a positive factor for children's learning.



Overcrowded classrooms

Limiting teachers' ability to give individual attention, with weaker learners most affected



Shortage of teaching and learning materials

shortages in core textbooks and supplementary materials, such as exercise books for practice, storybooks for reading

Recommendations

01



Continuous teacher training in phonics

02



Learner-centred instruction

03



Remedial support for struggling learners

04



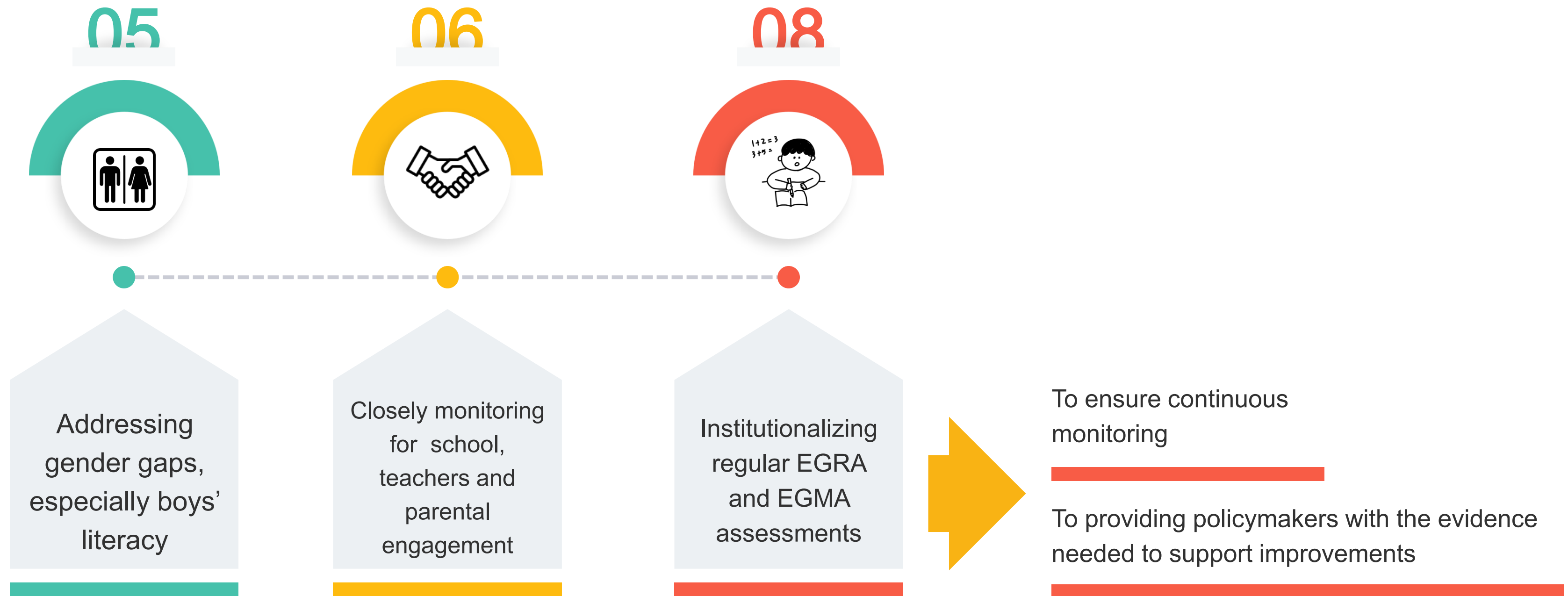
Investment in teaching and learning materials

05



Addressing gender gaps, especially boys' literacy

Recommendations





THANK YOU

FOR LISTENING