

Exploring Issues of School Effectiveness and Self-Evaluation at the System and School Levels in the Context of Zanzibar

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Research Rationale

- The quality of education provided in Zanzibar is low.
- The study examines alternative systems to monitor the effectiveness of schooling and accountability of the school system.
- The study also seeks to contribute new evidence to school effectiveness research drawing from the African context.

Research Aim

To investigate the range and extent of school effectiveness and explore the relevance and potential for using value added measures of school effectiveness to enhance the process of secondary school evaluation and self-evaluation in the context of Zanzibar.

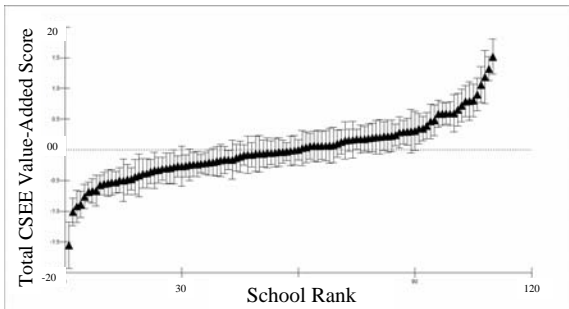
Research Design

- A survey which employs mixed-method (QUAN + QUAL) approach of data collection.
- Conceptually, the study draws on the theoretical models and paradigms of School Effectiveness and School Improvement research (Scheerens, 1992).

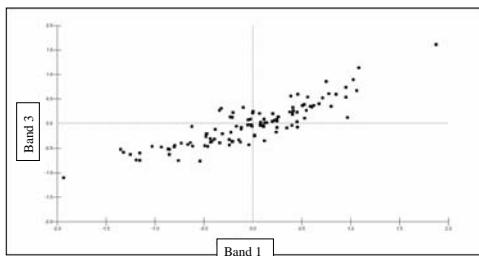


Emerging Findings

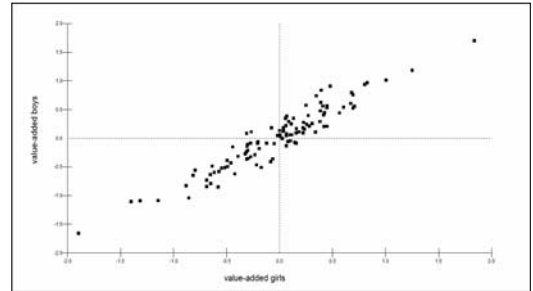
- Significant differences appear to exist between Zanzibar secondary schools in terms of effectiveness.



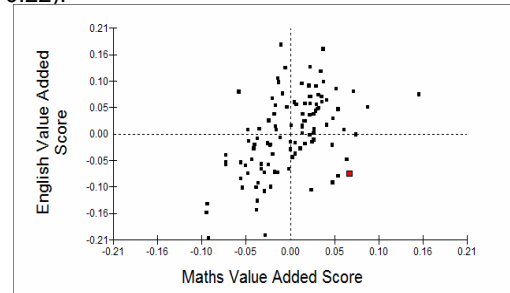
- There is evidence of differential school effectiveness for students of different levels of prior attainments ($r = 0.74$)...



... as well as by gender ($r = 0.91$) across range of student outcomes.



- Zanzibar secondary schools are not consistently effective across various curriculum subject areas ($r = 0.22$).



- Head teachers' views on various school process factors were found to explain further some of the differences in value-added results found between Zanzibar secondary schools.

- Further findings emerged from stakeholders interviews.

Implications for improving policy and practice

- The Ministry of Education should prioritise improving the quality of examinations and assessment systems, in-service training and professional development support programmes to teachers.

- Schools should improve teaching and learning classroom practices so as to promote equitable learning outcomes between different groups of students and at different curriculum subject areas.

- Value-added results of school effectiveness can be used to feedback schools for self-evaluation purposes so as to help improve the quality of education as well as for external evaluation purposes so as to enhance the accountability of the Zanzibar secondary school systems.

Massoud Mohamed Salim

I have been working as Planning Officer in the Ministry of Education and Vocational Training, Zanzibar since 2001. I now have extensive knowledge and experience in educational planning and policy related issues in developing context.

I have also gained experience in designing and conducting large-scale educational research and analysing quantitative methods. I started my PhD at the University of Bristol in 2007 and I am expecting to complete in 2011.

