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Country Case Study
Republic of Zambia

Primary Reading Programme (PRP):
Improving Access and Quality Education in Basic Schools

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Ministry of Education

Working Document
DRAFT

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Acronyms and abbreviations

ADEA	Association for the Development of Education in Africa
CONFEMEN	Conférence des Ministres de l'Education des pays ayant le Français en partage
MLA	Monitoring Learning Achievement
NESIS	National Education Statistical Information Systems
PASEC	Programme d'Analyse des Systèmes Educatifs des Pays de la CONFEMEN
PRSP	Poverty Reduction Strategy Papers
SACMEQ	Southern Africa Consortium for Monitoring Educational Quality
SAP	Structural Adjustment Programs
UNESCO	United Nations Educational, Scientific and Cultural Organization

1. EXECUTIVE SUMMARY

1. This case study is about the Zambia Primary Reading Programme, which is a success story and is an example of an initiative that places great importance on achieving access and quality learning in Basic Schools. This has been achieved by implementing the following activities:

1.1. Implementation of effective literacy courses

2. It high lights the literacy courses that have been implemented in order to improve the reading and writing levels of our children in schools so that they learn more effectively in all subjects across the curriculum. This is achieved by implementing:

- Zambian New Breakthrough to literacy that uses the 7 local languages to teach initial literacy skills in Grade 1. Oral English 'Pathway 1' is also introduced. About 6,500 teachers have been given a 6- day training for these two courses. There is 1 hour per day for teaching literacy and two 30 minutes periods per week for teaching oral English.
- Step In To English literacy course that builds on the Grade 1 work using familiar materials and methods. Oral English is continued through 'Pathway 2' course. 6,500 teachers will be trained for 7 days by February, 2004. There is 1 hour per day for teaching literacy and half an hour per day for oral English.
- The Read On course which develops reading and writing in English and Zambian languages through a daily literacy hour for Grades 3-4 and a literacy half hour for Grades 5-7. 10,000 teachers will be trained in Read On literacy course by February, 2004.

3. Apart from training, all teachers are equipped with Teachers' Guides and each class is supplied with a kit containing pupils' books and charts.

1.2. Methodologies that contribute to access and quality learning

4. The case study focuses more on how the methods used in the Primary Reading Programme have helped to improve learning in other subjects through:

- Continuous assessment procedures are built into all the literacy courses. It allows a teacher to plan and provide activities that should improve learning.
- Provision of a monitoring system that makes the teachers' lessons transparent. How teachers are always ready to learn and support one another and get external support.

1.3. Inclusiveness

5. Cross cutting issues such as HIV/AIDS, gender and life skills are included in the books that are developed and storybooks that support the literacy courses. Teachers are trained on how to cater for mild cases of Special Education Needs in their classrooms. For example, a child who is partially death should sit in front of the classroom and the teacher should directly look at the child when talking.

1.4. Encouraging results

6. The reading and writing tests were conducted in 1999 before the programme started and were repeated in 2002.

7. The following was the mean performance in Zambian language. Results are according to reading bands (0-24) – How far a grade 1 or 2 learner is expected to read:

Province:	Central	Copperrbelt	Eastern	Luapula	Lusaka	Northern	Northwestern	Southern	Western
1999	2.2	1.7	1.6	1.7	2.7	3.8	3.4	0.8	0.4
2002	12.1	19.7	20.9	17.7	24.1	15.4	14.8	7.2	7.8

8. Results according to reading bands in grade 2 English: (0-24)

1999	4.8
2002	24

9. The results show that in 1999 the best province, North-western, scored 3.8 in Zambian languages but in 2002 scored 14.8.

10. **Generally the reading levels have improved from 30% to 68%**.

1.5. Creation of Zone Education Support Teams

11. The case study also shows how the Primary Reading Programme has contributed to harmonisation of all Ministry of Education activities so that they become coherent by creating an education support system at Zone level (the zone head teacher, Zone In-service Provider and zone subject In-service Provider). Ways have been suggested in which to strengthen the managerial skills of the Zone Education Support Teams so that they will effectively support schools in their zones. A Training Manual has been developed with support from the Primary Reading Programme for training the Zone education Support Teams. Zones and schools have the opportunity to identify and respond to their needs at local level.

1.6. Sustainability of the programme

12. The study also outlines how the Primary Reading Programme will be sustained after DFIDCA has stopped funding. There is already a lot of effort and commitment made by the Ministry to ensure that the literacy courses are successfully implemented:

- This is by capacity building at all levels so that teachers will be trained in literacy courses locally.
- The Ministry's 5 year strategic plan from 2003- 2007 also covers support for activities such as the Primary Reading Programme
- Decentralisation has meant that the Ministry allocates funds to districts where activities are taking place for training, monitoring and supply of materials
- The literacy courses have been implemented in Teacher Training Colleges so that graduating teachers will have acquired skills to enable them teach literacy effectively. In-service training will only support the teachers to improve in teaching/learning methodologies.

1.7. Challenges

13. The case study also outlines some challenges such as:

- Under-staffing in schools
- Coping with over enrolment in schools due to free education from Grades 1-7
- Motivation of teachers who spend extra time working in schools
- Low salaries among teachers

1.8. Conclusion

14. The Primary Reading Programme has managed to roll out the literacy courses from pilot stage to covering the whole country. Many programmes end at pilot stage, but this programme has been very successful. The children are able to read at 2 grades above their expected grades in local Zambian languages and at their appropriate grades in English. There is a lot of support from parents and members of the community because they have seen change in quality of learning by our children. The motivation for all, teachers and parents are the results: reading, writing and better understanding of all subjects of the curriculum.

2. INTRODUCTION

15. Education systems need to focus on achieving access and quality education. The implementation policies of education should suggest ways of having a close look at access and Quality as outcomes of all efforts that are made, such as provision of learning materials and new methodologies of teaching and learning. Measuring how much access and quality have been achieved by any education system should be cardinal.

16. The Primary reading Programme in Zambia is an example of an education system that places great importance on achieving access and quality of education in Basic Schools. The literacy programmes implemented in Basic Schools from Grades 1 to 7 have the following features:

- Child-centred methodologies that build on children's experiences and move their learning from the known to the unknown. The teacher is more of a facilitator of learning and allows children to explore their experiences
- Continuous assessment procedures are built into all the literacy courses to allow a teacher to pause after a short period of time to see the level of performance of learners as whole class, as groups and as individuals. The teacher should then be able to plan and provide activities that should improve the reading and writing levels of children. Always the weakest children should be a priority during the lesson and should be given extra attention in order for them to catch up.
- Provides a monitoring system that makes the teachers' lessons transparent. Teachers are ready to be visited at any time and to share their lesson experiences with other people such as fellow teachers, head-teachers, inspectors and members of the community. Teachers are always open to accept criticism and build on their weaknesses.
- Learners are well guided on the use and care of books, especially exercise books. The exercise books tell a story on how much work has been done by children and how much assistance has been given to individual pupils. An up-dated record of every child's performance in the literacy course is kept and revised after every assessment.

17. The Primary Reading Programme is a success story from which other programmes and projects should learn. It is a programme that started as a pilot with 25 schools but has managed to roll out to all 4 271 schools nation wide with now sustainability and support from the Ministry of Education. Initially it was only supported by a donor, Department for International Development (DFIDCA). Now it is successfully getting support from the Ministry of Education through a five-year Strategic Plan (2003-2007).

18. Here is the success story about the Primary Reading Programme.

3. HISTORY

19. There are 4 000 primary schools in Zambia. Like other African countries, Zambia aims at improving access and providing quality education to all children through a lot of initiatives. One of them is the Primary Reading Programme, which is a success story in the country now.

20. Under Basic Education the primary is divided into 3 levels:

- Lower Basic: Grades 1-4
- Middle Basic: Grades 5-7
- Upper Basic: Grades 8-9

21. The Primary Reading Programme aims at improving reading and writing levels in all primary schools through targeted interventions at every Grade level 1-7. In the new curriculum reform, time to teach literacy courses has been added while the teaching of Zambian language and English language still remain and continue following the Zambia Basic Education course.

22. At the moment the Primary Reading Programme is intended to cover Grades 1-7. At the end of Grade 7 children write examinations, which enable them to enter Grade 8. There are plans to see the reading and writing programme extending to higher Grades.

23. The programme started as a pilot for Grade 1 in 1998 in Northern province with a course Breakthrough to literacy, a course to learn to read and write in a familiar language. This is a course developed by the South African NGO called Molteno. It was piloted in 2 districts, Kasama and Mungwi and involved 25 schools, 50 teachers and 2000 pupils. The pilot was supported by Ireland Aid.

24. In 1999 it was evaluated and was described as ‘A great success’. The literacy levels rose to 64 %. Children in Grade 2 were reading at a level equivalent to Grade 4 or above.

25. However, the course needed to be closely looked at so that it could meet the needs of a Zambian child and work in a Zambian environment. Ministry of education officials such as curriculum specialists and other implementers therefore, looked at it and modifications were made to suit the Zambian needs in 2000. The new Grade 1 literacy course is called **Zambian New Breakthrough to Literacy**.

26. There was demand by the Ministry of Education that similar literacy courses should be developed for other Grade levels. This was a challenge to the Primary Reading Programme. But from 1999 to date this has been very successfully achieved by developing and implementing 3 more courses. Pathway 1 and 2 (Oral courses for Grades 1and 2), Step In To English (literacy course for Grade 2) and the Read On course (an English literacy course for Grades 3-7) for both English and Zambian language.

27. In 2001 another pilot for Step In To English and Read On courses was conducted involving 94 teachers, 104 classes in 5 districts: Chipata, Kasama, Luangwa, Lusaka and Mongu. The results were also very encouraging.

28. In 2002 the Primary Reading Programme was finalising materials for New Breakthrough to Literacy for Grade 1. For Step In To English and Read On finalisation of materials was done in April 2003 before rolling out to every school countrywide in February 2004.

29. The Zambian New Breakthrough to literacy and Pathway 1 (oral course) for Grade 1 were in every school countrywide (4,000 schools) as from February 2003. A total of 9,245 Grade 1 teachers, head-teachers and Ministry of Education officials were trained in New Breakthrough to literacy and were now implementing the course in schools. On the other hand, Step In To English, Pathway 2 and Read On courses for Grades 3-7 were at every zone centre school (800 schools) as from February 2003 and would be implemented countrywide in February 2004.

4. CONTEXT OF DEPARTURE

4.1. Description of context

30. The lower and middle basic school level covers Grades 1-7, while Grades 8-9 is the upper basic school. There has been a lot of achievement for lower and middle basic education programmes supported by the Ministry. Some of these achievements include high enrolment rates, construction and rehabilitation of more classrooms and an increase in the number of teachers. In 2001 there were 5 677 basic schools. Out of these 4 332 are Government, 63 are grant aided, 133 are private 1 149 are community schools. 87 % of the basic schools are located in rural areas.

31. The main purpose of the school system is to improve quality education, but this has not been achieved to the maximum because of many factors such as high pupil: teacher ratio of 49:1, lack of sufficient educational materials and decline in funding for the sector. The HIV/AIDS pandemic has also had a devastating impact on the educational system. The loss of teachers through death and sickness has greatly reduced the pupil: teacher contact hours in the school.

32. The following have been the specific objectives for lower and middle basic education around which the curriculum is formed in order to achieve quality education (Educating Our Future, page 30):

a) To ensure that pupils acquire essential literacy, numeracy and communication skills
b) To enable pupils develop practical skills in one or more relevant areas
c) To nurture an ability, appropriate to the pupils' stage of development, to think reflectively, logically, scientifically and critically
d) To foster healthy living, physical co-ordination and growth
e) To promote positive social behaviour and skills for coping with negative pressures
f) To encourage the formation of socially desirable attitudes
g) To shape the development of a personally held set of civic, moral and spiritual values
h) To further the acquisition of knowledge and understanding of Zambia's democratic and cultural institutions
i) To facilitate the development of each pupil's imaginative, affective and creative qualities.

33. A seven-year Strategic Plan 2003-2007 reviews the goals of basic education in Zambia. The goals focus on (draft strategic plan, page 14)

4.1.1. Access and equity

34. Provide free and compulsory basic education to all children that is responsive to girls, rural children, children with special education needs, the poor, orphans and other vulnerable groups.

35. Develop partnerships at central and district levels with key stakeholders and providers of education that will facilitate the delivery of quality basic education.

36. Develop strategies in co-ordination of other line ministries, local councils and civil society organisations for the provision of early childhood education.

37. Co-ordinate the provision of adult basic education (adult literacy programmes) through formal and informal modes in partnership with University of Zambia, Non Governmental Organisations and other line ministries.

4.1.2. Quality

38. Increase learning achievement in literacy and numeracy skills through initial learning in a local language, and a competency based curriculum for lower basic grades.

39. Develop a system for provision of sufficient learning and teaching resources for delivery of the curriculum.

40. Increase provision in the middle and upper basic grades for productive life skills and improve the overall learning achievement in these skills.

41. Supply all basic schools with adequate numbers of qualified teachers, distributed appropriately by gender.

4.1.3. Administration, financing and management

42. Strengthen the capacity of the District Education Boards to plan, cost, manage and monitor the delivery of educational services in their districts.

4.1.4. HIV/AIDS

43. Develop and support actions aimed at mitigating and reducing the impact of HIV/AIDS in Basic Schools.

44. The President of Zambia announced the Free Basic Education (Grades 1-7) policy in February 2002. All user fees have been abolished from Grades 1-7 and uniforms are not compulsory. Education Boards and Parents Teachers' associations may raise funds through various activities, but no child can be denied access to school on account of costs. This measure is likely to bring about a substantial increase in enrolment in basic schools and reduce the percentage of out of school children, which is about 30 % in the age group of 7-13.

4.2. Specific problems

45. Since 1920, educationalists have argued for the development of initial literacy in the mother tongue in Zambia. Their arguments were supported by the evidence of a large body of research into the development of reading abilities. However, decisions about initial literacy and the languages of education have never been made on educational grounds alone, political considerations, such as the belief that language could play a major role in bringing about national unity, have usually been the final determinants. This has led to language policies which, as recent research makes very clear, have had severely adverse effects upon the education of the majority of primary school pupils in Zambia, crippling their ability to learn effectively.

46. The Primary Reading Programme was created by the Ministry of Education after noticing the following in schools and among the general public:

- After completing primary education children were not able to read fluently or write clearly: many failed examinations because they could not read and understand the instructions

- There were poor reading skills even among secondary school children
- There were unsatisfactory literacy skills in tertiary education: students failing to read and grasp information due to lack of reading skills and poor written expression skills
- Poor reading culture in the country: Generally people are not reading for pleasure and books are not selling
- Only functional literacy skills are evident: people complete forms as need arise: like at hospital, applying for employment, interviews, newspapers, etc…

5. RESEARCH FINDINGS

47. In order to confirm the concerns above a number of research exercises were conducted and these confirmed that reading levels among primary school pupils were poor. These researches included the following:

48. **In 1991 and 1992** an Overseas Development Agency (ODA) funded project commissioned a researcher, Eddie Williams, to look at reading levels in English in primary schools in both Zambia and Malawi. In the case of Zambia, Williams attempted to assess the reading proficiency in English of 452 Grade 3, 4 and 6 pupils in 5 schools (2 urban and 3 rural). He also tested reading levels in the local language in order to ascertain whether children were scoring badly in reading tests due to a language problem- if pupils had low scores in English, but high scores in Cinyanja, it could be inferred that their deficiency was in language ability and not in reading ability.

49. Williams' report reflected that there was inadequate comprehension in English among 85% of Grade 3 pupils, 84 % of Grade 4 pupils and 74 % of Grade 6 pupils. He also reported poor reading in Cinyanja, the local language tested.

50. The study proved that children were reading at two levels below their own grade levels.

51. **1995:** The South African Consortium for Monitoring Educational Quality (SACMEQ). This is a consortium of Ministries of Education located in the Southern Africa Sub-region. It provides research-based policy advice concerning issues that have been identified by key decision-makers, it functions as a co-operative venture based on a strong network of educational planners. It combines research and training components that are linked with institutional capacity building, and the participating Ministries define its future directions.

52. The study conducted by SACMEQ was at grade 6 level of primary education in English. It proved that 25 % of the children tested were able to read at minimum levels, and only 3 % were able to read at desirable level (able to read materials at their level).

53. **1999:** The National Assessment Exercises. This was a study by Examinations Council of Zambia at Grade 5 level. It proved that 25 % were reading at minimum levels and only 3 % were reading at desirable levels.

54. **1999:** The Primary Reading Baseline study. The Baseline Reading Study confirms the findings of other investigations that levels of literacy among Zambian children are exceptionally low. But in two respects the study goes further:

- It show s that the low levels of pupil literacy occur in all grades
- It quantifies these low literacy levels by showing that in general terms the literacy levels of pupils in school are behind-hand by at least two years

55. The study was conducted in 1999 among children in Grades 1-6 in both local languages and English also proved that the children were reading two grade levels below their own level in English and Zambian language.

6. TOWARDS A LANGUAGE POLICY

56. The results from the research findings prompted the Ministry to form the First National Reading Forum, which was to do more research and make recommendations.

57. The Forum took place at Garden House Hotel in Lusaka from November 27th to December 1st, 1995. The terms of reference were outlined as follows (ZNRF, 1995, page 5):

a) To acknowledge and make explicit the extent of poor reading performance amongst pupils in government primary schools

b) To consider the means by which all pupils can acquire a defined basic literacy by the end of the first year of primary school

c) To consider the means by which all pupils can acquire a defined basic literacy in English by the end of the second year of primary school

d) To consider the means by which all pupils can learn to read effectively for study purposes by the end of the lower primary grades, i.e. Grades 1 to 4

e) To discuss how all available resources can be mobilised to form a coherent reading programme strategy for the early grades

f) To consider whether a National Reading Programme can be developed to achieve reading goals.

58. The following were the forum outputs which participants felt they could impact:

a) Mother Tongue Literacy: There was overwhelming consensus that initial literacy should be achieved as quickly as possible in the mother tongue. There was overwhelming support for a Language Experience Approach to initial literacy, of which the Breakthrough course is an example. There was also support for a programme called Write-to-read, which demonstrated the Language Experience Approach in a resource free environment.

b) Literacy in English: The Forum was adamant that the Zambia Basic Education Course (ZBEC) English component was worthwhile and would succeed with time and training. It was agreed that this course should not be altered in any significant way. It was therefore essential that there should be no mismatch between the proposed mother tongue course and ZBEC English course. Otherwise there was a danger that no transfer of skills would occur. Both courses should match in terms of:

    - Methodology: as ZBEC was child-centred, it was essential that a new course should also be. Classroom organisation and task types should be similar in both courses

    - Language content: much of the language content of the L 1 course should be re-cycled in the English course

    - Language itself: equivalencies between the mother tongue and English can be established in terms of phonemes, graphemes and structural item

    It was agreed that the teaching of English be delayed for some time. However, there was no absolute agreement on how long that delay should be. Many participants favoured the introduction of oral English in the third term of Grade 1 or before, while others thought it should wait until Grade 2. The vast majority felt that basic literacy in

English should be achievable by the end of Grade 2 and that whatever structures ensured its achievement ought to be adopted.

c) Integrating Reading Resources: There were many reading resources in schools, which were not used to best effect. There was therefore need to ensure that the resources were integrated into a coherent reading programme.

d) The reading classroom Environment: There was an awareness that the reading classroom required more security to ensure that such things as alphabet friezes, conversation posters and pupils' work could be permanently displayed. The classroom needed to be learner-centred, allowing as much communication as possible to take place.

e) Training and monitoring: Extensive and systematic training at in-service and pre-service levels. It was recommended that teachers from the college should concentrate at lower primary. Some older teachers would not find it easy to make the necessary changes in their teaching styles to facilitate the initial reading programme.

7. THE LANGUAGE POLICY

59. The recommendations made by the Zambia National Reading Forum (1995) would not have been implemented without the support of the National policy on Education.

60. The National policy on Education called 'Educating Our Future' was implemented in May 19996, as the third major educational policy document. The first was the 'Education Reforms' of 1997. Its emphasise was on education as an instrument for personal and national development. The second was 'Focus On Learning' which was implemented in 1992 and emphasised on the mobilisation of resources for the development of school education.

61. 'Educating Our Future' addresses the entire field of formal institutional education, paying particular attention to democratisation, decentralisation and productivity on the one hand, and curriculum relevance and diversification, efficient and cost-effective management, capacity building, cost sharing and revitalised partnerships on the other. Flexibility, pluralism, responsiveness to needs, and the protection of quality are recurrent themes (page ix).

62. The mission of the Ministry of Education is to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, religion, ethnic origin, or any other discriminatory characteristic.

63. The policy recognises that good quality education brings many personal, social, economic and educational benefits. Basic education is the only education that the majority of the children may receive. Two thirds of the children cannot proceed into the upper (Grades 8-9) basic level, while a significant number do not have access to lower and middle basic education and the standards are generally low.

64. In order to improve the quality of education pupils in the lower and middle basic school should be able to read and write clearly, correctly and confidently, inn a Zambian language and in English, and to acquire basic numeracy and problem solving skills. The levels of achievement to be attained should be such that those who leave school are able to function effectively in society, while those who continue in school have and adequate basis for basic education. The Ministry of Education attaches the highest priority to the attainment of this goal (Educating Our Future, page 34).

65. The policy on language of instruction further states that Zambia had almost 30 years experience using English as a medium of instruction from Grade 1 onwards. Children who had very little contact with English outside the school, had been required to learn how to read and write through and in this language which was quite alien to them. This was a major contributory factor to the backwardness in reading shown by many Zambian children.

66. All pupils will therefore be given an opportunity to learn initial basic skills of reading and writing in a local language; where as English will remain as the official medium of instruction. This will also enhance the status of Zambian languages and to integrate the school more meaningfully into the life of local communities. Each child will be required to take a local language from Grade 1 onwards.

67. Therefore, the Primary Reading Programme aims at ensuring that reading and writing levels of pupils in Zambia's lower (Grades 1-4) and middle (Grades 5-7) basic schools improve.

68. The programme has set for itself the ambitious target that by 2005, four-fifths of those attending schools will achieve nationally agreed reading standards in specified Grades.

69. The children will learn to read and write in the first year in their familiar languages (7 Zambian languages used in schools), and then transfer the skills in the second year to learn to read and write in English. These skills will be consolidated in Grades 3-7 when they learn to read and write in both English and Zambian languages.

70. In order to achieve this, there will be quality training for teachers in methodologies of reading and writing and provision of materials.

7.1. How the 7 local languages were selected

71. According to Ohannessian and Kashoki (1978) there is a problem of confusing two quite different, though related, concepts: language and tribe.

72. Because there are 72 tribes in Zambia it is concluded also that there are 72 languages in Zambia. It is usual in linguistic classification to group together languages on the basis of certain properties, such as phonology (sound system) and morphology (word structure) and the degree of vocabulary (the percentage of words) the languages have in common. Languages may also be classified on the basis of whether or not they are mutually understandable.

73. Many of these languages are dialects of the main 7 Zambian languages, which are used in schools for learning. These 7 languages are: Cinyanja, Chitonga, Icibemba, Kiikaonde, Lunda, Luvale and Silozi. These languages are lingua francas in areas where they are spoken and are therefore considered as the language of play, which are familiar to the children. Therefore, when selecting the 7 familiar languages, it was not the language spoken in the home since this varied from home to home. But it is the most common language spoken by the majority of children at school.

8. THE MINISTRY OF EDUCATION STRATEGIC PLAN

74. The Ministry of Education Strategic Plan is a five- year plan meant to address the needs of the Zambian people in the field of education. It has long been recognised that the greatest asset of any country is its human resources. An educated population will be the leading force in the overall development of the country, as well as contributing to a reduction in the poverty levels. Above all education is a basic human right for each individual in society.

75. The Strategic Plan will run from 2003 to 2007. Access and quality are seen as the major challenges facing Zambia in education. The indicators of achievement of the Strategic Plan for the quality output in the Basic Sub-Sector for improved learning achievement are:

a) Efficient decentralised procurement system in place by 2007
b) Pupil: text book ratio of 2:1 achieved for all subjects by 2007
c) Learning achievement levels in Literacy and Numeracy improved from 34% to 50% by 2007
d) Life skills taught in 35% of Middle Basic grades by 20005 and Upper Basic grades by 2007
e) All Basic teachers trained to deliver Basic Education Curriculum Framework by end of 2005
f) Mechanism for recruitment and deployment of teachers to rural areas in place by 2004
g) Overall pupil: Teacher ratio of 45:1 achieved by 2007

76. The primary Reading Programme has managed to improve learning achievement quite significantly in the area of reading and writing as indicated by the Baseline study update of 2002. An analysis of the PRP inputs would suggest that this strategy is fairly sound. The Primary Reading Programme has developed syllabuses for literacy, produced materials to support them and the practical training in the use of these materials, which together have resulted in improved learning achievement.

77. The Primary Reading Programme has also helped to build outstanding capacity at National, Provincial and District levels and is now embarking on doing the same at the level of the zone. This will involve training a Zone Education Support Team (the headteachers, Zone Inset Provider and Subject Inset provider from each zone). The training will enable the team to support reforms at the level of school by strengthening the School Programme of In-service for the Term (SPRINT) system.

78. The forum put in place the following explanations and interventions:

a) **Reason**: Lack of books to read

Solution: Flood schools with books. Book Box Project by Overseas Development Agency (ODA) 1993-1995

Observation: There was no progress to improve the reading levels

b) **Reason**: wrong language policy for initial literacy since 1965

Solution: Change language policy:

- Use familiar language for initial literacy in Grade 1
- Introduce literacy in English in Grade 2

- Improved teaching of reading and writing in Grades 3-7

The language policy changed in May 1996 and was documented in 'Educating Our Future' a Ministry of Education policy document.

9. OBJECTIVES

9.1. General Objectives

79. The following are the general objectives on which quality and curriculum for Basic Education are based:

80. The philosophy of the Ministry of Education is that the education process Centres on a pupil who has an active role to play in developing his or her intellectual and other qualities.

81. The overall goal of Basic Education is to provide each pupil with a solid intellectual, practical and moral foundation that will serve as a basis for a fulfilling life. Hence it will seek to provide a comprehensive programme of study and school activities that will:

- Promote the full and harmonious development of every pupil
- Give some preparation for adult working life
- Serve as a basis for further training
- Lead to the level of competence necessary for proceeding to high school.

82. The Ministry attaches high priority to improvement in the quality of educational provision in Basic schools

83. In order to enhance the effectiveness and quality of Basic education, the Ministry will:

- Promote the development of a curriculum that is comprehensive, balanced, integrated, diversified and relevant to the real needs of both the pupil and society
- Take steps to ensure that it is well understood and taught; and
- Seek evidence that it has been well learnt.

84. The Ministry's first priority for lower and middle Basic education is to ensure pupils master essential literacy and numeracy skills.

85. The Ministry's foremost priority for upper Basic education is the acquisition of pupils of high levels of competence in communication and mathematical skills and in the problem solving ability that is fostered through scientific and practical subjects. Accordingly the curriculum will stress language, mathematics, science and practical subjects.

86. The Ministry will undertake an extensive review of the Grade 8 and 9 curriculum to ensure that it provides a broad and balanced education that caters for a wide spread of pupil ability and includes an increased emphasis on the vocational orientation of all subjects.

87. Officially English will be used as the language of instruction, but the language used for initial literacy in Grades 1-4 will be one that seems best suited to promote meaningful learning by children.

88. A comprehensive programme of school-based pupil assessment and feedback will be an integral part of the teaching and learning process in every school.

89. In order to provide conditions conducive to the more comprehensive and effective education of children, the Ministry will seek to extend the number of hours of actual teaching per week, particularly in Grades 1-4.

90. Within the broad framework of Ministry guidelines, and working closely with parents and communities, each school will provide its pupils with suitable education in sexuality and relationships.

91. Every school will develop a rich and varied programme of extra-curricular activities that would promote the balanced development of its pupils and that will involve every member of teaching staff.

92. All the above general objectives have in one way or another influenced the implementation of the Primary Reading Programme which has attempted very successfully to achieve the objectives by ensuring that children learn to read fluently and write clearly, has ensured that teachers receive adequate training, provision of materials and improved on the classroom environment.

9.2. Specific objectives

93. In order to achieve quality education and achieve the general objectives stated above, the Primary Reading Programme was established in April 1999 in Teacher Education Department (now the Directorate of Teacher Education and Specialised Services). It was to achieve the following specific objectives:

a) Develop an initial literacy course beginning in Grade 1 and lasting approximately one year in a mother tongue (the 7 Zambian languages: Cinyanja, Chitonga, Icibemba, Kiikaonde, Lunda and Luvale). This was probably to occupy all the periods allocated to English and Zambian languages on the timetable.

b) Develop initial reading course in English to cover the first stage of reading in English, probably beginning in the second year and following immediately on the element above. This would last a minimum of one year. The Grade 1 course for Zambia Basic Education Course (ZBEC) could be used as a main resource, but how it would be dovetailed with the Grade 1 work in initial literacy in terms of approach would need working out.

c) Develop an intensive reading component, which would practise language in context-vocabulary expansion and sentence patterns- and in which pupils would develop reading comprehension. This would begin in Grade 2 and continue all the way to Grade 7. It was suggested that the existing ZBEC course would be the main resource for this element.

d) Include a listening to reading element (chiefly listening to stories) where the teacher reads to the pupils. The purpose of this would be to encourage positive attitudes towards reading and to gain pleasure. Big books could form an important component of this element.

e) Include a shared reading element, where a group or a class of the children reads the same book at the same time under the teacher's guidance. This would help children develop strategies for individual reading.

f) Include an extensive reading element in which children would read on their own using supplementary readers. The purpose would be to enhance reading skills and language development. The existing UNICEF supplementary readers and the ODA Book Boxes could form the core of this element.

g) Introduce a Write-a-Book project in each school. This would involve pupils writing books for other pupils. As a method it gives writers a sense of achievement and

purpose while in the process creating appropriate reading material for readers in the same or in the lower grades.

h) Building capacity to maintain, repair and replace consumable materials. Resource Centres should play an active role in this process.

i) Adopt a National plan of action similar to that proposed in annex 3.

94. There would be need for In-service training and pre-service training programmes to train teachers and students in different approaches to reading. There would also be need to monitor the programme. An easily applied but effective method of checking the pupils' reading abilities would need to be developed. This programme would operate from Grades 1 to 7. It might operate using the AIEMS zone co-ordinators, who would keep records of each school

10. THE STRATEGIES

95. The following were the strategies put in place in order to achieve the objectives described above:

10.1. The curriculum

10.1.1. Writing of the curriculum

96. The Ministry of Education defines the school curriculum as a specification of the desired knowledge, competencies, skills, values and attitudes which school children in Zambia need to achieve. The curriculum includes an overall plan of how the schools are to achieve these goals, detailing syllabuses, time tables, recommended text books, examination requirements, and other ministry directives affecting teaching and learning. A simplified definition, used by some educationists, is: The sum total of planned teaching and learning experiences. (The Basic School Curriculum Framework, page 6)

97. Since a school curriculum reflects educational needs of the people and society, it is never static. As society changes also human knowledge is expanding. The need to read fluently and write clearly has become a priority for our children in schools so that they can learn effectively. The essential literacy and numeracy skills refer to:

- The ability to read simple texts such as letters, local language newspapers, books and messages. This ability is an important element in communication.
- The ability to write at a level where the pupil can express thoughts, ideas, events and messages in such a way that other people can understand them. In other words, the ability to write is also closely linked to the ability to communicate: reading and writing are both communication skills.

98. The Ministry has decided that initial literacy shall be taught in a language that is familiar to the learner, since the use of a familiar language greatly facilitates the learning process, for learners as well as for teachers. It is essential for schools to be aware of the importance of the foundation years, Grades 1-4 for laying a solid basis for life-long learning. Grades 1 and 2 are the most difficult and challenging to teach. Unless the child learns to read and write properly during the first two years, learning further up the education scale becomes increasingly difficult and traumatised. Basic literacy skills are clearly a necessary pre-condition for most other types of further learning.

99. Essential numeracy skills refer to the ability to:

- To understand and use numbers from zero up to one million
- To compute using this range of numbers and performing the four basic operations of division, multiplication, addition and subtraction
- To understand and correctly use fractions and percentages
- To be able to measure and understand measurements in space and in volume
- To be able to apply all these skills in typical everyday situations in the home, household and in commercial contexts.

100. The other area of the curriculum is that of forming essential life-protecting values, skills and behaviour patterns which will enable learners to lead a healthy life and sustain their environment.

101. The curriculum further states that literacy is different from learning a language. To be able to read and write is a skill in its own right and should not be subsumed under the heading of 'language'. A literacy lesson is about reading and writing skills, whereas in a language lesson the focus is broadly on communication and understanding in the language concerned, which will include aspects such as oral, aural, comprehension, fluency, culture, grammar, syntax and reading and writing.

102. In order to write a reading and writing course with features recommended above, a team was constituted which comprised the Primary Reading Programme Implementation committee, members of the New Curriculum Reforms Committee, teachers, head-teachers, inspectors, curriculum specialists and lecturers to look at the existing language curriculum for Grades 1-7. The courses that were written had the following features:

- Child-centred methodology
- Carter for different ability groups
- User friendly
- Carter for rural-urban set ups and have
- In built continuous assessment tasks and activities in the teaching/learning materials

103. The vocabulary for Grade 1 initial literacy was based on four themes: the home, the school, the town and the farm. 6 sets of the core vocabulary in each of the 7 Zambian languages were to be completed by the end of the year. There are 9 sentences based on the core vocabulary for each set which children should be able to read and write:

104. For example: Icibemba language: Set 1: mwana (baby); lila (cry);temwa (like); maayo (mother); sopo (soap); taata (father); tii (tea); yaama (uncle); capa (wash); nwa (drink); buuka (wake up)

105. Sentences based on the core vocabulary for set 1:

- **umwana alelila** (The baby is crying)
- umwana **naabuuka** (The baby has woken up)
- umwana **aalitemwa bamaayo** (The child likes mother)
- bamaayo **baleecapa na sopo** (Mother is washing using soap)
- **bataata** balitemwa umwana (Father likes baby)
- **bayama** balitemwa umwana (Uncle likes baby)
- bayaama **balenwa tii** (Uncle is drinking tea)
- bamaayo balitemwa **ukunwa** tii (Mother likes drinking tea)
- umwana **talenwa** tii (The baby is not drinking tea)

106. The key sentences build on one another and children learn a new word or words in each sentence.

107. As the children learn to read and write the core vocabulary and the key sentences then they learn to write and read other sentences of their own and those written by their friends.

108. The literacy course for English has similar core vocabulary based on the "the family, at school, at the station and at the farm".

10.1.2. Classification of the courses

109. The Ministry's policy, Educating Our Future, guided the Primary reading Programme in the development of the literacy courses:

110. *"The Ministry's first priority for lower and middle basic education is to ensure that pupils master essential literacy and numeracy skills"*(No. 5 page 45)

111. *"Officially English will be used as the language of instruction, but the language used for initial literacy learning in Grades 1-4 will be one that seems best suited to promote meaningful learning by children"*(No. 8 page 45)

112. The literacy strategy was to develop five courses based on the curriculum described above but classified according to the appropriate grade level as follows:

- **Zambian New Breakthrough to Literacy**: A course that uses the 7 familiar Zambian languages to teach initial literacy skills in Grade 1. It is taught for an hour everyday.
- **Pathway 1**: A Grade 1 oral language course that provides learners with sufficient English language to support literacy in English in Grade 2. It is taught for half an hour twice a week
- **Step In To English**: A Grade 2 English literacy course that develops literacy skills in English by building on the initial literacy developed though Zambian languages in Grade 1. It is taught for one hour every day
- **Pathway 2**: A Grade 2 oral language course. It teaches oral English language to provide learners with sufficient language to support English literacy. It is taught for half an hour every day
- **Read On course**: A course that develops literacy skills in English and Zambian languages in Grades 3-7. It is taught for an hour every day in Grades 3 and 4 but taught for two and half hours a week in Grades 5 –7

113. NB: The literacy courses introduced do not replace the learning of English and Zambian languages. They are additional subjects time tabled separately from English and Zambian languages (local languages).

10.1.3. Linkages

114. The courses are closely linked in terms of moving from the lower grade level to the next and classroom organisation and methodology and lesson routines are the same. Teachers teach in 4 groups and see one group at a time. The lesson starts in the Teaching Corner where the teacher gives activities to children he/she is not attending to, and the lesson ends with sharing what has been learnt with all children. This makes the teaching of the courses very simple for teachers who handle more than one grade level.

10.1.4. Methodology

115. This involves dividing the class in four ability groups and the teacher teaches only one group at a time of about 12- 20 children. While the teacher attends to one group, the other three groups are given activities at their level of performance, usually from the activity book but sometimes teacher created materials and activities. The lesson is appropriate to the level of the children. The lesson routine has three parts: starting time, teaching time and sharing time.

116. There is a class library in every classroom with about 130 readers supplied with other course materials. These are graded according to red, yellow and green levels.

The readers are used for giving activities, or for reading by children who finish their work.

10.1.5. Time for teaching literacy in the basic school curriculum

117. Zambia is going through rapid change in the education sector so that decentralisation and provision of education for all became central. Therefore a Curriculum Framework Document has been developed. This was developed with input from teachers, parents and private employers and education officials from all corners of life. This document has taken on board the on-going education reforms, especially in the Directorate of Teacher Education and Specialised Services.

118. Therefore, the Primary Reading Programme knowing what the courses would be and for how long they would be taught, it was important to find time in the curriculum so that all courses would fit in without any problem. It was the task of the Primary Reading Programme Implementation committee to sit with the New Curriculum Reform committee to come up with a timetable in which all the new literacy courses and other subjects fitted.

119. The Basic School Curriculum Framework, December, 2000, pages 13-14: the Ministry's policy is to make literacy a specific high profile and prioritised area of the curriculum in Grades 1-7, but particularly in the first 2 Grades: this has led to:

Grade 1 subjects

	Subjects:	**Hours per week:**
1.	Literacy in local language	5
2.	Zambian language	3
3.	Oral English language	1
4.	Numeracy	4
5.	Social Studies	3
6.	Physical Development	3
	Total:	**19**

Grade 2 subjects

	Subjects:	**Hours per week:**
1.	Literacy in English	5
2.	Zambian language	4
3.	English language	2.5
4.	Numeracy	5
5.	Environmental Science	3
6.	Social Studies	3
7.	Physical Development	3
	Total:	**25.5**

Grade 3 and 4 subjects

	Subjects:	**Hours per week**
1.	Literacy : English/ local langs	5
2.	Zambian language	3
3.	English language	3
4.	Mathematics	5
5.	Environmental Science	3
6.	Social Studies	3
7.	Physical Development	3
	Total:	**25**

Grades 5-7 subjects

	Subjects:	**Hours per week**
1.	Literacy in English/ local langs	2.5
2.	Zambian language	4.5
3.	English language	4.5
4.	Mathematics	5
5.	Science, Environmental, Home Economics	4
6.	Social Studies	4
7.	Technology Studies	2
8.	Expressive Arts	2
7.	Physical Development	2
	Total:	**30.5**

120. "Literacy is different from learning a language. To be able to read and write is a skill in its own right and should not be subsumed under the heading of 'language'. A literacy lesson is about reading and writing skills, whereas in a language lesson the focus is broadly on communication and understanding in the language concerned, which will include aspects such as oral, aural, comprehension, fluency, culture, grammar, syntax, reading and writing", page 13-14.

10.2. Basic writing of materials

10.2.1. Procedure for writing

121. The process of writing materials was very thorough so that materials that were produced were of high quality and for the provision of quality education through literacy that enables children to learn more effectively across the curriculum. This in turn would enable school leavers to benefit from the educational, social, economic and democratic opportunities and rights to which literacy helps to give access.

122. For the initial literacy course, which is in the 7 Zambian languages, the writing was first of all done in English language. The core vocabulary and the key sentences were written in English. These were then translated into the 7 local languages. However, the Teacher's Guide on methodologies was written in English with examples

for all the 7 languages. The translation was based on concepts in each language so that it made sense and considered the differences in each society and ensured that materials were relevant to the environment in which children live.

123. The Rainbow readers which support the literacy courses for children's reading were either adapted from English into Zambian languages or written as new stories by Zambian writers. However, the same stories were in both Zambian languages and English.

10.2.2. The writers

124. A team of writers comprised Zambians; teachers, head-teachers, college lecturers, inspectors, curriculum specialists, provincial and district in-service providers based at Resource Centres and consultants with the support from Department for International Development (DFID) and the Ministry of Education. Since teachers were able to speak English, discussions and instructions were in English during the writing workshops, but has the writers worked in groups they gave examples in their local languages and found appropriate vocabulary to use. This was to ensure that the materials were written by Zambians for the Zambian children and were relevant to the environment and society in which the children live. For example, the word 'mtengo' meant 'bush' in one language and it meant 'stick' in another language. Teachers were careful in the way they phrased sentences for children.

10.2.3. Classification of materials

125. The materials were classified according to the following categories:

- **Course materials**
    - Teachers' Guides:

      These are books that provide guidelines to teachers on the literacy methodology. There is one Teachers' Guide for every course. The New Breakthrough to Literacy Teacher's Guide is in English with examples in all the 7 Zambian languages. The rest of the Teacher's Guides were written in English because they were to be used by teachers who understand the English language, and not for pupils.

    - Learners' Activity Books:

      These are pupils' books with activities for the teacher to give to children to do individually, in pairs or groups. The activities in the books are graded and given according to the level or ability of the child. For Grade 1 New Breakthrough course these were written in 7 Zambian languages. But for Grade 2 Step In To English literacy course they were written inn English.

    - Conversation posters:

      These are pictures showing actions by people. Teachers use them to elicit the core vocabulary. 2 posters with 4 different pictures were designed for the literacy in Zambian languages for Grade 1 and literacy in English for Grade 2.

    - Rainbow readers:

      These are readers graded from the simple to most difficult. There is a set of about 130 copies in every classroom. They are part of the class library. In

Grade 1 these are in the 7 Zambian languages, in Grade 2 the same stories were written in English and for Grades 3-7 the sets were written in English and Zambian languages.

- **Training materials:**

126. In addition the Primary Reading Programme developed training materials for in-service and pre-service teachers:

- Training manuals:

  These are booklets containing a 6 days programme for training in New Breakthrough to literacy and guidelines and notes for trainers to use when training teachers. There are also modules developed for literacy and language for colleges for use by the department for Language and Literacy Education. Since Trainers use these, they were written in English.

- Training video:

  A very helpful video showing classroom class room organisation and lesson procedures meant for teachers. The commentary has been made in English.

- Calendars:

  These are made every year to remind teachers in the classrooms the stage they should be at in particular month. The New Breakthrough Journey (methodology) is in English.

10.2.4. Relevance of the materials

127. In order to improve the quality of education, the materials were developed with relevance to the children's environment. The children bring the vocabulary that they use all the time in their communities to school and the teacher helps to build on this vocabulary.

128. The children discuss four themes in local languages in Grade 1: the home, the school, the town and the farm in their familiar local languages.

129. In Grade 2 in literacy the themes are my school, my family, the bus station and the market in English.

130. From Grades 3-7 it is more of guided and free writing about the children's own experiences.

131. Once the reading and writing skills have been achieved in both Zambian languages and English then:

- Children will learn better in other subjects which will help them understand their environment by reading more books and writing about situations they see in their communities
- This will enable most of the children to pass the Grade 7 examinations and there will be a need to create more places in Grades 8-9, eventually 10-12
- This will lead to a literate nation in which people will read more books than before, not only functionally, but also for enjoyment

10.3. Teachers training

10.3.1. In-service training

132. The training for teachers is conducted in English language and the Training Manuals were written in English. However, teachers give examples related to their languages. There is a lot of code switching. When doing practice teaching and demonstrating lessons they use any of the 7 local languages and it is easy to follow and make comments on the lesson.

133. Training takes place at 3 levels: national, province and district.

- November 2001: The Primary Reading Programme implementation team trained 10 national trainers who were involved in the pilot (10)
- December 2001: The 10 New Breakthrough to Literacy teachers trained 10 college lecturers, 10 curriculum specialists and 10 more teachers (40)
- Dec.- Jan. 2002: The team of 50 trained Grade 1 teachers with their head-teachers, In-service providers and inspectors at every zone centre school (800 schools). This Training was conducted at provincial centres in 8 provinces at the same time. The training of teachers from Lusaka province was done immediately by all trainers as a way of standardising the training, before trainers left for the remaining 8 provinces.
- November 2002: The 30 national trainers trained 360 trainers (5 per district: 1 inspector, 1 district in-service provider and 3 New Breakthrough teachers) at national level at 2 venues (180 x 2 venues). The district trainers went back to their districts to train every grade 1 teacher in New Breakthrough to literacy. This completed the roll-out of the first course to all schools countrywide.
- December 2002: The team of national trainers was increased to 70 by adding 20 more teachers from the pilot of Step In To English and Read On courses. These were trained by the national team in the 2 courses.
- Dec 28th .-Feb. 3rd 2003: The 70 trained Lusaka teachers to Standardise training and then were divided into 8 groups and sent to provinces were they conducted training for Step In To English and Read On. Step In To English for grade 2 teachers, head-teachers, in-service providers and inspectors which took 4 days. Read On training for 1 teacher, head-teacher and Zone In-service Provider. The three took away the course books to their schools to go and train the grade 3-7 teachers, school based training (SPRINT: School Programme of In-service for the term).

134. Step In To English and Read On courses will roll-out to every grade 2 and 3-7 respectively country wide in 2004. The 360 district trainers will be trained by national trainers and will go back to their districts to train all grade 2 and 3-7 teachers.

10.3.2. Pre-service training

135. At the end of in-service training, all primary teacher training college principals and literacy and language lecturers are trained in the literacy courses by the national training team. All colleges are supplied with course materials in sufficient quantities for lecturers and student teachers. In addition language and literacy modules for the college and school based years have been produced.

10.4. Implementation plan

136. **1999:** Evaluation of Breakthrough to Literacy in Kasama and Mungwi districts. This was to find out how successful the programme had been. It proved to be 'A great success' in one language, Icibemba, in 2 districts only.

137. **2000:** New Breakthrough to literacy implemented in 21 schools in Lusaka, Luangwa, Chipata and Mongu. Step In To English and oral course written. Read On teachers' course was conceptualised. The pilot was extended to Cinyanja and Silozi to see whether it could score the same results, which it did ; it was now necessary to implement it in all other 5 languages.

138. **2001:** From the lessons learnt from the pilot, revision and translation of New Breakthrough in 7 Zambian languages was done. Printing modules for teacher training. Step In To English course implemented in 46 schools in Lusaka, Luangwa, Chipata, Mongu and Kasama. Read On teachers' guide was written for Grades 3-7 teachers so that the programme would cover lower and middle basic grades. Children should not only be literate in Zambian local languages, but also in English.

139. **2002:** New Breakthrough to Literacy course for grade 1 implemented in one school in every zone countrywide. An evaluation of the programme was again conducted to see whether literacy levels were improving or not. Modules for Teacher Training Colleges were printed for language and literacy. Read On course was implemented in 46 schools in Lusaka, Luangwa, Chipata, Mongu and Kasama on trial basis.

140. **2003:** New Breakthrough to literacy course was implemented in every school countrywide. The programme proved to be a great success so it was now rolled out to every Grade 1 classroom in the country. Step In To English literacy course was implemented in one school in every zone countrywide. The Read On literacy course was expanded to all zone centre schools through school based training (SPRINT). The head-teacher, the Zone In-service Provider and one teacher were trained to train others for Read On course at their schools.

141. **2004:** Step In To English course and Read On courses will be implemented in every school countrywide. Teachers will be trained between November 2003 to January, 2004.

10.5. Assessment

10.5.1. Assessment procedures

142. New Breakthrough to literacy, Pathway, Step In To English and Read On courses all have built-in continuous assessment procedures which allow for continuous monitoring of pupils' progress. Read On course has the Rain bow Reading Ladder which has 5 levels. Materials and teaching strategies are geared to help children progress to the next level.

10.5.2. Monitoring

143. Monitoring is a form of checking on how teachers and students were progressing and to see whether quality education is being achieved. It takes place in form of a visit, discussion and observation of lessons. There is a monitoring instrument designed and found in all Teachers' Guides for literacy courses. Monitoring is usually done at four levels:

- Self monitoring: This is done once a month by each teacher monitoring oneself.
- Peer monitoring: This is done once a term by the teachers visiting one another and observing each others' lessons.
- School monitoring: This is done once a term by the headteachers; or senior teachers.
- Zonal monitoring: This is done once a term by the Zone In-service Co-ordinator by visiting the class and observing a lesson.
- External monitoring: This is done twice a year by provincial, district or national ministry officials who sample schools and observe lessons.

10.6. Members of the community as key stakeholders

144. At the beginning of the programme a lot of sensitisation was made to members of the public so that they understood that the teaching of English language was not being replaced by the teaching of local languages. However, it was a way of moving children from the known to the unknown so that they became confident learners. Therefore, head-teachers explained to all members of the community on the changes to be implemented in order to make the children learn better. The following were the methods used to pass information to the public on the implementation of the literacy courses:

- Radio programmes called 'fastele fastele': The programme discussed problems of reading and writing in schools. How children were completing their basic schools with poor reading and writing skills and what schools could do about it in order to improve. The programme involved teachers, parents, pupils and ministry officials.
- Newspaper articles: Articles were written in the Daily newspaper on reading and writing skills in schools and the public were informed about what the ministry was doing to improve the situation
- Leaflets: These were written to show what the programme had achieved and what remained to be achieved

145. As the programme was implemented, parents were involved in teaching / learning process at the schools. They contributed by:

- Making a follow up on progress made by children. They visited schools to see how their children were reading and writing and were happy about the progress.
- Discussed reading and writing issues with teachers and how they could help at home with home- work.
- Parents read to children and told stories in the classroom.
- Parents were encouraged to write simple books for children.
- Parents listened to children reading and encouraged them.
- Parents attended special days: Parents' Day and Open Days and listened to children reading and saw them write stories.

146. Up to now the parents have continued to support the teachers and children feel happy and encouraged when they see that their parents are involved and informed on what was happening in schools.

10.7. Evaluation as implemented

10.7.1. Tests

147. In October 1999 it was planned that the reading and writing tests would be administered to 8 pupils from each of Grades 1-6 in 2 schools, urban and rural, in every district served by a District Resource Centre. Administration of the tests was entrusted to District Resource Centre Co-ordinators who were trained for their tasks at a one-day workshop held in Lusaka. This training was supplemented by detailed written instructions on school and pupil selection, test procedures and test marking. See annex 4.

148. This process led to 5 424 pupils, 48 from each school, being tested in 113 schools. The actual testing covered all the 9 provinces in the country and 58 districts. Of the pupils tested, 2584 (47.6 %) were recorded as being from rural schools and 2 840 pupils (52.4 %) as from urban schools.

149. The testing was anonymous, each child's response being labelled 'child1', 'child 2', 'child 3', etcetera. To this was added a code number of the school and the district.

150. In administering the tests, the District Resource Centre Co-ordinators were assisted by a teacher who was a fluent speaker of the Zambian language used in the school. The test administrators provided paper for the tests.

10.7.2. Test instruments

151. Each pupil was tested in writing and reading. The tests were first tried in Lusaka schools and modified.

152. For the writing test, pupils were tested in groups according to their grade, first in dictation and then in free writing. The writing test was followed by the reading test.

153. The writing test consisted of two elements, dictation and free writing. The dictation test consisted of a series of single words, followed by sentences, and finally by brief paragraphs.

154. The free writing test was organised as follows:

- pupils in Grade 1 were asked to write their name and the name of their school
- pupils in Grade 2 were asked to write two short sentences about themselves
- pupils in Grade 3 were asked to write at least two sentences about the picture that was presented to them (same picture was used in all schools)
- pupils in Grade 4 were asked to write at least three sentences about the same picture
- pupils in Grade 5 were asked to write at least four sentences about the same picture
- pupils in Grade 6 were asked to write at least five sentences about the same picture

155. There was no writing test in English for Grade1. Writing their name and their name of school counted as the Zambian language writing test. This is because in Grade 1 the pupils were learning to read and write in Zambian language, not in English.

156. **The reading test** was conducted to one pupil at a time. The test administrator gave the pupil the first page of the reading test in a Zambian language and asked that the pupil should start reading and carry on reading until the pupil no longer

read. A pupil who coped adequately with the first page was given the second page of the reading test. There was a time limit of 5 minutes to read.

157. This procedure was repeated for the reading test in English. Grade 1 pupils were not tested in English. The Zambian language tested were Chitonga, Chinyanja, Icibemba, Kiikaonde, Lunda, Luvale and Silozi.

10.7.3. Scoring and interpretation

158. The administrators marked the tests. For the reading test, marking was done on the spot, as the pupil progressed from one item to the next. Dictation and free-writing were marked later.

Table 1 Expected performance bands by grade for a Zambian language and English

159. **Performance bands for Zambian languages**: These are the expected levels of performance in Zambian languages from Grade 1 to 6. The expected scores are for reading, dictation and free-writing. For example a Grade 4 pupil is expected to score a minimum of 36 and maximum 48 in reading:

	Reading	Dictation	Free writing	Writing total	Overall total
Grade 1	0-12	0-8	0-4	0-12	0-24
Grade 2	12-24	8-16	4-8	12-24	24-48
Grade 3	24-36	16-24	8-12	24-36	48-72
Grade 4	36-48	24-32	12-16	36-48	72-96
Grade 5	48-60	32-40	16-20	48-60	96-120
Grade 6	60-72	40-48	20-24	60-72	120-144

160. **Performance bands for English**: These are the expected levels of performance in English from Grade 1 to 6. The expected scores are for reading, dictation and free writing. For example a Grade 4 pupil is expected to score a minimum of 24 and maximum 36 in reading:

Grade 1	Not tested	Not tested	Not tested	Not tested	Not tested
Grade 2	0-12	0-8	0-4	0-12	0-24
Grade 3	12-24	8-16	4-8	12-24	24-48
Grade 4	24-36	16-24	8-12	24-36	48-72
Grade 5	36-48	24-32	12-16	36-48	72-96
Grade 6	48-60	32-40	16-20	48-60	96-120

Table 2 Mean national reading and writing scores by school location

161. These were the results obtained and classified according to rural and urban schools.

	Rural	Urban	Total
English Reading	10.9	13.6	12.3
English Dictation:	5.5	6.9	6.2
English Free Writing	2.2	3.3	2.8
English Total	18.6	24.4	21.3
Zambian language Reading	11.5	13.2	12.4
Zambian Language Dictation	8.4	8.7	8.6
Zambian Language Free Writing	2.0	2.6	2.3
Zambian Language Total	21.8	24.3	23.1

Table 3 Mean national reading and writing scores by gender and school location

162. This was performance classified according to gender in Zambian languages and English:

	Boy		Girl	
	Rural	Urban	Rural	Urban
English Reading	11.9	14.1	10.7	13.0
English Dictation	6.1	7.0	5.0	7.2
English Free Writing	2.4	3.2	2.0	3.5
English Total	20.4	24.4	18.2	24.4
Zambian Language Reading	13.3	14.3	11.1	13.4
Zambian Language Dictation	9.7	9.6	8.1	9.0
Zambian Language Free Writing	2.2	2.6	1.8	2.2
Zambian Language Total	25.2	26.2	21.1	24.5

Table 4 Mean English and Zambian language reading and writing scores by province

163. These were the results obtained by each of the 9 provinces in Zambia in English and Zambian languages:

	Eng. Reading	Eng. Dictation	Eng. Free Writing	Eng. Total
Central	16.3	8.7	3.8	28.9
Copperbelt	14.0	6.6	3.2	23.7
Eastern	11.5	5.6	2.8	19.9
Luapula	10.9	5.7	2.6	19.2
Lusaka	13.8	4.6	4.0	22.4
Northern	12.1	7.5	3.1	22.7
North-Western	11.4	5.4	2.0	18.8
Southern	11.0	4.7	2.0	17.7
Western	13.4	6.8	2.8	23.0
	Zam. Lang. Reading	**Zam. Lang. Dictation**	**Zam. Lang. Free Writing**	**Zam. Lang. Total**
Central	12.3	8.0	1.8	22.9
Copperbelt	11.5	8.3	3.0	21.8
Eastern	10.2	7.6	2.3	20.0
Luapula	13.0	9.0	1.6	23.6
Lusaka	7.7	7.0	4.3	19.0
Northern	15.7	13.2	3.5	32.5
North-Western	13.6	5.8	1.5	20.8
Southern	9.4	4.9	1.1	15.4
Western	16.4	11.6	3.1	31.2

11. PRESENTATION OF THE RESULTS

11.1. 1999 and 2002 results

164. The same reading and writing tests given in 1999 were repeated in 2002. The literacy test was for both English and Zambian languages by curriculum Specialists. District In-service Providers were trained in how to administer the tests to 2 schools in their district, one urban and one rural. The tests were administered in November 1999.

165. In August 2002 this same test was repeated in schools that had received interventions under the Primary Reading programme. This time, however, the test was administered at the end of the second term, one term earlier than the original baseline test. Despite this, the results were astonishing. Below is a summary of results:

- **Grade 1: Test in Zambian languages**

  1999: Learners scored 2.1 out of the expected score band of 0-24 marks

  2002: They scored 16.4, an increase of 780 %

- **Grade 2: Tests in English**

  1999: Learners scored 5.5 out of an expected band of 0-24 marks

  2002: They scored 31.6, an increase of 575 %. Grades 3-5 increases in reading levels range from 165 % to 484 %

166. The tests were conducted in 1999 before the programme started and repeated in 2002:

Mean performance in Zambian languages for grade 1

Province:	Central	Copperrbelt	Eastern	Luapula	Lusaka	Northern	Northwestern	Southern	Western
1999	2.2	1.7	1.6	1.7	2.7	3.8	3.4	0.8	0.4
2002	12.1	19.7	20.9	17.7	24.1	15.4	14.8	7.2	7.8

167. Results in grade 2 in English:

1999	4.8
2002	24

168. The results show that in 1999 the best province, North-western, scored 3.8 in Zambian languages but in 2002 scored 14.8.

11.2. Access

169. Teachers have reported an improvement in pupil attendance since the introduction of New Breakthrough in Grade 1 classes. This is due to the free atmosphere and well-resourced environment that motivate children to come to school and attend lessons. There is no room for boredom since learners are engaged in appropriate activities all the time during the lesson. There is greater emphasis on creativity and pupil participation and children enjoy their successes, a feature accompanied by a sense of enhanced self-esteem.

11.3. Inclusiveness

170. Cross cutting issues such as HIV/AIDS, gender and life skills are included in the books that are developed and storybooks that support the literacy courses. Teachers are trained on how to cater for mild cases of Special Education Needs in their classrooms. For example, a child who is partially deaf should sit in front of the classroom and the teacher should directly look at the child when talking.

11.4. Achievements

171. There is quality learning taking place in the classrooms because of the following that children are able to do:

- Children's use of exercise books is very well organised and correct and good handwriting is always emphasised
- Children are able to cope with the activities that are given according to their level of ability, and the teacher has extra time to help the slow learners catch up with reading.
- There is a lot of collaboration among children as they work in groups, bright children help the weak ones
- There is striking displays of pupils' work and plentiful supply of teaching/learning materials
- Children are able to read fluently and write clearly and will transfer the skills to other subject areas so that they learn effectively across the curriculum

11.5. Costs

11.5.1. Budget

172. From April 1999 the programme has been jointly supported by the Department for International Development (DFIDCA, UK) and the Ministry of Education under the Basic Education Sub-sector Investment (BESSIP). BESSIP is a basket for all donors who put money together for various projects which are under the Ministry of Education.

Enrolment trends for grades 1-7 by gender
(as given in Ministry of Education Strategic plan, 2003 – 2007 page 13)

	1999	2000	2001
Females	767,575	785,679	861,200
Males	835,408	847,613	922,013
Total	1,602,983	1,633,292	1,783,213

(NB: These include figures from community schools. In 2002 there were 1,335 community schools in the country)

11.6. DFIDCA (UK) expenditure

173. DFID support is £10.2 million pounds for a period of 7 years.

174. The following is the expected expenditure for the period 1999 – 2005:

- £4 million: to be spent on training: in-service and pre-service teachers and head-teachers, In-service providers, Ministry officials
- £4 million: to be spent on materials: teachers' guides and learners' activity books, readers conversation posters, flip charts and any other support materials especially for grade 1 New breakthrough to literacy kits
- £2 million is for staff overheads, office equipment, maintenance of vehicles, etc…
- Annual expenditure is a dollar per child: £5 per child for 7 years
- The ratio is 1:2 pupils: 1 book to 2 pupils

175. The following is the cost per pupil per year:

176. 274, 430 Grade 1 pupils: £37 per pupil for 7 years.

Year 1: £5.3 per pupil x 274,430 = £1,454,479

Year 2: £5.3 per pupil x 274,430 = £1,454,479

Year 3: £5.3 per pupil x 274,430 = £1,454,479

Year 4: £5.3 per pupil x 274,430 = £1,454,479

Year 5: £5.3 per pupil x 274,430 = £1,454,479

Year 6: £5.3 per pupil x 274,430 = £1,454,479

Year 7: £5.3 per pupil x 274,430 = £1,454,479

Total: £10,181,353

11.6.1. Ministry of Education expenditure

177. The following was the expenditure from 1999 – 2003 under Basic Education Sub-sector Investment:

- US$ 500,000 for the purchase of Grades 3 and 4 readers
- US$ 1 million for the purchase of Grades 5 and 6 readers
- US$727 thousand for monitoring PRP literacy courses

178. From 2003-2007 in the strategic plan, funds have been allocated to Teacher Education Department for in-service and pre-service activities including the training and monitoring of the literacy courses. From now the programme is phasing into Ministry of Education structures so that by November 2005 it will have full control of the literacy curriculum for schools.

179. The Strategic Plan will again be reviewed at the end of 2007.

12. COMPARISON OF RESULTS OBTAINED WITH SITUATION

180. You will notice that the results in English and Zambian languages showed that children performed better in English than in Zambian languages in reading tests before the programme began. This can be deduced from the results obtained from the baseline study before the programme began in 1999. After the programme was implemented, the children read better in Zambian languages than in English. There was great improvement in both languages after the programme was implemented.

181. From the results presented below, there has been great improvement. Children are reading and writing at expected levels of their grade in Zambian languages and one grade below their expected Grade in English language. This means that a Grade 2 pupil is reading as a Grade 2 in Zambian languages and is reading as a Grade 1 in English. The programme is doing its best to make sure that the children perform even much better.

Mean performance in Zambian languages for grade 1

Province:	Central	Copperrbelt	Eastern	Luapula	Lusaka	Northern	Northwestern	Southern	Western
1999	2.2	1.7	1.6	1.7	2.7	3.8	3.4	0.8	0.4
2002	12.1	19.7	20.9	17.7	24.1	15.4	14.8	7.2	7.8

182. Results in grade 2 in English:

1999	4.8
2002	24

13. SUSTAINABILITY OF THE COURSE AND COST IMPLICATIONS

13.1. Commitment by the Ministry

183. There is a lot of effort already made by the Ministry to implement the literacy courses in schools through the Primary reading Programme, and a lot of effort will be made to sustain it. The standing policy on initial literacy to be in local language is already a commitment: The Ministry of Education, Educating Our Future, National Policy on Education, May, 1996: page 45 No. 8 states:

184. "*Officially English will be used as the language of instruction, but the language used for initial literacy learning in Grades 1-4 will be one that seems best suited to promote meaning full learning by children"*.

185. The vision statement for the Ministry is

186. "*Quality life-long education for all, which is accessible, inclusive, equitable and relevant to individual, national, global needs and value systems"*.

187. The sub-sector goals on increased quality are (page 14):

- Increase learning achievement in literacy and numeracy skills through initial learning in a local language, and a competency-based curriculum for lower basic grades
- Develop a system for provision of sufficient learning and teaching resources for delivery of the curriculum
- Increase provision in the middle and upper basic grades for productive life skills and improve the overall learning achievement in these skills
- Supply all basic schools with adequate numbers of qualified teachers, distributed appropriately by gender

13.2. Capacity building

188. Training for Zone Education Support Teams, District Education Support Teams, Provincial Education Support Teams and National Education Support Teams to manage the literacy courses and train teachers have been put in place.

189. The important thing is that Literacy and Language college lecturers, methods lecturers, School Experienced Co-ordinators, Curriculum Co-ordinators and Principals from all colleges have been trained in the literacy courses so that they could also implement all the courses in the 14 colleges in Zambia for students. Therefore, students who will be graduating from this year 2003, will be ready to teach the literacy courses in schools where they would be posted.

14. CONCLUSION

14.1. Lessons learnt from the experience

14.1.1. Factors for the success of the programme

190. The reading and writing levels are improving among pupils because of the following which have been put in place by the Ministry of Education.

a) Appropriate language policy: the Ministry has put in place a language policy that allows children to read and write initially in their local familiar languages, then they transfer the reading skills in English language. This is the best way of learning because they are moving from the known to unknown. From Grades 3-7 the learning is balanced in both Zambian languages and English.

b) Allocation of time for teaching reading and writing: The curriculum reforms have given priority to literacy and numeracy. Therefore, literacy has been delinked from language and given enough time for teaching. Five hours per week in Grades 1-4 and two and half hours per week in Grades 5-7.

c) Effective training programme: The training of teachers has been imbedded in the Ministry of Education system with trainers at zone level (a cluster of 10 schools), district, province and national levels for in-service training. Colleges are also training the Zambia Teacher Education (ZATEC) students during the one-year college based programme, and when they monitor students in the field during the school based – year.

d) Sensitisation of all stakeholders: all key stakeholders are informed on the implementation of the courses and were working with schools to make the situation improve by visiting schools and sharing the progress made with teachers and children and giving them the support that is required.

e) Attractive classroom environment: this has attracted a lot of children and pupil attendance has improved in schools. Children find a rich-reading environment and are not bored. They are able to find something meaningful to do in school. There are more teaching/learning materials in schools for literacy.

f) Team work among teachers and ministry officials: Teachers are preparing lessons together, there is more co-ordination among teachers in schools than in the past. Ministry of Education officials are also meeting often to review the progress.

14.1.2. Challenges

191. As is expected with any initiative, the implementation of the literacy courses by the Ministry of Education through the Primary Reading Programme has faced some problems.

a) Courses demanding on part of teachers: The teachers have found the literacy courses to be very demanding because the courses were written in such a way that teachers should prepare for their lessons a day before. Once they are not ready for lessons, they are challenged by the learners who are very familiar with routines and could tell whether a teacher was ready or not. This is how normally a teacher is supposed to work. Teachers now see it as part of their routine to prepare lessons.

b) Need to keep an up date of every learner in class: The challenge is that of having an up to date information on how the four groups were performing and individual pupils

by conducting assessment after a short period of time. This enables teachers to help a group or an individual that is not progressing, so that they move to the next stage as well. As the teachers get used to the system this becomes easy and they see it as part of the system of teaching.

c) Teachers need a lot of support from administration: Teachers are trained to be resourceful, they look for old carton boxes from their communities, which they use to make teaching aids. However, sometimes they need some money to buy makers, paper and glue. It is difficult once the headteachers do not supply these or the money. With free education introduced in schools for Grades 1-9, schools are not allowed to levy children. The solution is that there should be more funding or supply of the materials to schools from the Ministry or community.

d) Over enrolment: Because of overenrolment some classrooms are crowded in some schools. There is sometimes little space to accommodate all the children in the Teaching Corner. It could be solved by breaking classrooms with 70-80 pupils into two sessions so that part of the class could come at 7:00 hours a.m. and the other at 10:00 hours a.m.

e) Understaffing in schools: this is a big problem that cannot be solved in a short time because the ministry has been losing teachers through HIV/AIDS. About 200 teachers die every year from the pandemic. Some teachers also go for greener pastures where they get more money. Communities should come in to help so that some Grade 12 graduates should become part time teachers to help and improve the staff shortage, until the situation improves.

f) Low salaries negates teacher morale: Sometimes the morale is low among teachers because of low salaries. In order to help themselves they engage themselves in other ventures that help them get extra money, like teaching in private schools. Sometimes they do not even get the little salaries on time. The Government is trying to improve the salaries, but there is a figure they cannot go beyond because of our poor economy. Things will be better in the time to come.

14.2. General comment

192. The Ministry of Education by implementing the literacy courses through the Primary Reading Programme has raised the quality of education because it has brought effective learning in classrooms. Pupils are learning better in other subjects because they are able to read and write. There is also ample evidence on the ground that the Primary Reading Programme has revolutionised the learning mechanisms in the country, and that the results can only be described as astonishing (DFID/Ministry of Education Review 2001. The Primary Reading Programme has made a significant contribution to the task of transforming teaching cultures in Zambia. This approach can provide a model for the whole curriculum (UNESCO / DANIDA Report 2002).

193. I would like to end by stating that one success is that it is one of the programmes that has succeeded out of the very few other programmes. Many programmes that start as pilots fail to roll-out nation wide and to be sustained. This is exceptional for the Primary Reading Programme and the Ministry should be proud about this.

14.3. Some quotes from teachers and administrators

a) 'After the district training for New Breakthrough to Literacy we have become stronger, we are working as a team and preparation has become easier' (Mrs. Mumpanshya, NBTL teacher, David Ramushu Basic school, Kabwe: 25/02/03)

b) 'The to up training we had in September 2002 for New Breakthrough to Literacy was good for us, now our ZATEC students are receiving sufficient training to enable them teach effectively during the school based year and there after' (Mr. H. M. Ulaya, Litearcy and Language Education, Kitwe Teacher Training College: 27/02/03).

c) 'I have 8 schools but one head-teacher and one teacher from Makululu Community School have been trained and, although too early in term 1, one could see that children can read from the start. I would like it to spread to all my schools' (Mrs. Mukuyamba, Supervisor, Buyantanshi Open Christian Communnity Schools, Kabwe: 25/02/03)

15. ANNEXES

Annex 1: Indicators of access and quality teaching and learning in PRP schools

Annex 2: Report on reading, dictation and free writing test results in sampled schools in Kasama and Chipata: June 2003

Annex 3: The Zambia National reading forum final report and recommendations

Annex 4: Follow-up to the baseline test of October 1999

Annex 5: Monitoring book for the teacher

Annex 1: Indicators of access and quality teaching and learning in PRP schools

Some indicators of quality learning/ teaching in basic schools since the introduction of the initial literacy course, new breakthrough, by the primary reading programme

	Indicators	**Result**
1. Environment	• Neat classrooms • Attractive learning /teaching materials such as sentence makers, phonic flipcharts, readers, learners' activity books • Conducive reading environment: class library, talking walls and stories written by children • Friendly teacher: very welcoming and always prepared for the lesson	• Learners are very free • Improved attendance for lessons- learners not bored • Drop out children coming back to school • Well organised classrooms attract children
2. Approaches and methodologies	• Child-centred • Builds on language children have already acquired in their local languages • Children are encouraged to learn • 4 ability groups • use of phonics, look and say, syllables, whole word • Good handwriting emphasised from the beginning	• Children are very confident • Makes it easier for children to learn to read and write after a short period of being in school • Improved reading/writing and comprehension in all other subjects- thus effective teaching/learning • Improved teachers' teaching competencies
3. Reading abilities	• Group reading, reading in pairs, individual reading, reading with the teacher • Continuous assessment • Helping the weakest children on Day 5	• Collaboration among children
4. Exercise books	• 2 types: story books and activity books • Children guided on use of exercise books • Neatly kept in show pockets by each group • Well organised work: easy to track how much work has been done at end of each stage • Group leaders look after all the books • Teachers check and mark learners' work	• Sense of responsibility created among children • Children encouraged to read and write more because of the good work they see in their exercise books

Some of the factors that hinder quality learning / teaching

	Indicators	Result
1. Environment	• Security: lack of doors and windows in classrooms • Other organisations like churches using classrooms during weekends	• Reading materials stolen or removed, effort by pupils and teachers destroyed
2. Approaches and methodologies	• From Grade 1 children found different approaches in other Grades before the literacy courses were implemented in Grades 2-7	• Children found it difficult to change to traditional methods. that is why the literacy courses from Grade 1-7 need to be similar and build on each other
3. Reading abilities	• Some teachers do not keep proper continuous assessment records of children	• Not giving appropriate activities to ability groups to help them improve
4. Other factors	• Teachers' low salaries • Understaffing	• Low morale among teachers, stop spending extra time in schools to work

Annex 2: Report on reading, dictation and free writing test results in sampled schools in Kasama and Chipata: June 2003

PRIMARY READING PROGRAMME

Reading tests conducted in grade 4 and 6 PRP schools and non PRP schools in Kasama and Chipata: 9th to 13th june, 2003

Purpose

- The purpose for conducting reading tests was to find out how the Grade 4 and 6 children, who had undergone the PRP initial literacy, New Breakthrough course, were performing. To see whether their reading levels were better than those who did not undergo New Breakthrough to literacy in Grade 1.
- To visit classrooms and observe lessons to see indicators of quality learning that has come about because of the introduction of the Primary Reading Programme child centred methodologies and the literacy courses

Sample

Northern province : Kasama/Mungwi districts:

- Tests were conducted in 2 PRP schools: Kasama Basic School and Mwelwa Middle Basic School. These schools were on the pilot in 1998 and pupils started their initial literacy in the familiar language, Icibemba
- Tests were also administered at non PRP schools where children did not have initial literacy, New Breakthrough course: Lukashya Basic school and St. Johns' basic school (Mungwi)
- 8 children, 4 boys and 4 girls were randomly picked by the teachers; 2 pupils from each of the 4 ability groups for Read On course.

Tests

The same tests that were administered in October, 1999 for Baseline study, were the tests given this year during this testing. See attached reading tests.

The team conducting tests comprised the following:

Kasama

- Francs Sampa: Reading Development Officer / A/ Principal education Officer, TED
- Jessiee S. Kalifwasa: Senior teacher, Grade 2: Kasama basic School
- Elizabeth B. Mfula: Class teacher, Ksama Basic school
- Violet B. Nkonde: Senior teacher, Kasama Basic School
- Juanita Mulenga: Provincial in-service Provider, Kasama

Chipata

- Esvah Chizambe: Nation In-service Provider

- Oked Lungu: District In-service Provider
- V. Thole: Provincial In-service Provider
- Z.B. Tembo: Chipata Teachers' College

Results

Total marks

The following were the total marks for the 3 tests that were given:

- **Zambian languages marks**

  Reading: 72

  Dictation: 48

  Free writing : 24

Grade Bands: These are the expected bands of performance for each grade level for Zambian languages

Grade 1	0-24
Grade 2	24-48
Grade 3	48-78
Grade 4	72-96
Grade 5	96-120
Grade 6	120-144

- **English marks**

  Reading : 60

  Dictation : 40

  Free writing : 20

Grade Bands: These are the expected bands of performance for each grade level for English

Grade 1	0
Grade 2	0-24
Grade 3	24-48
Grade 4	48-72
Grade 5	72-96
Grade 6	96-120

- **Kasama**

194. Children in PRP schools performed slightly better than children in non-PRP schools. This is because of the delay in implementing the literacy courses after the pilot year. The delay resulted in children falling back in literacy skills. Now we have almost this tie between PRP and non-PRP schools at Grade 6. The results are better for children who were moving from one literacy course to another.

Grade 6 Non PRP schools

School			Child1 (F)	Child 2 (F)	Child 3(F)	Child 4 (F)	Child 5 (M)	Child 6 (M)	Child 7 (M)	Child 8 (M)	Mean:
Lukashya (Urban)	Icibemba	R	66	69	62	67	65	68	66	63	66
		D	34	31	28	36	30	30	33	29	31.4
		FW	08	14	08	10	03	06	10	03	7.8
		Total	118	114	98	113	98	104	109	95	106
		848									
	Engl.	R	59	58	52	66	47	53	58	54	56
		D	27	25	10	22	20	19	27	18	21
		FW	10	08	06	06	04	04	08	02	06
		Total	96	91	68	94	71		93	74	83
		664									
St. Johns' (Rural)	Icibemba	R	21	34	70	70	72	67	70	60	58
		D	28	26	31		27	35	33	31	30
		FW	10	10	10		08	11	10	09	10
		Total	59	70	111		107	113	113	100	98
		784									
	Engl.	R	20	06	56	45	56	47	47	59	42
		D	22	13	27	14	29	28	26	26	23
		FW	10	05	08	07	07	03	05	08	6.6
		Total	52	24	91	66	92	78	78	93	72
		576									

Grade 6 PRP schools

School:			Child:1 (F)	Child 2: (F)	Child 3:(F)	Child 4: (F)	Child 5: (M)	Child 6:(M)	Child 7:(M)	Child 8: (M)	Mean
Kasama (urban)	Icibemba	R	72	67	66	70	70	62	65	67	67.4
		D	36	38	33	35	30	34	35	34	34.4
		FW	18	19	18	19	18	15	13	19	16.1
		Total:	126	124	117	124	118	111	113	120	119.1
		953									
	English	R	60	59	60	59	60	60	58	59	59.4
		D	29	29	27	26	30	27	29	26	28
		FW	19	13	18	11	11	18	12	13	12.3
		Total:	108	101	105	96	101	105	99	98	91
		728									
Mwelwa (Rural)	Icibemba	R	72	65	68	66	70	72	66	70	69
		D	37	34	35	33	36	35	36	34	35
		FW	19	18	16	19	14	16	16	18	17
		Total:	128	17	129	128	120	123	118	122	110.6
		884									
	Engl.	R	60	48	40	42	44	59	51	52	49.5
		D	29	26	21	25	24	30	26	31	26.5
		FW	11	08	10	09	14	08	11	06	9.6
		Total:	100	82	71	76	82	97	88	89	85.6
		685									

Mean mark: Kasama, Grade 6

The overall results show that the children in PRP schools performed better than those in non-PRP schools in both Zambian languages and English. However, children in Grade 6 were not performing at their expected level, they were one grade below. Their performance is that of Grade 5 instead of Grade 6. This was the result of the delay in following up the literacy courses after the pilot in Kasama. However, because PRP has brought a revolution in the child centred methodologies and has introduced literacy courses, there is a lot of improvement made in reading and writing levels compared to the past Baseline study. Children also performed better in Zambian languages than in English. Grade 6 children in PRP schools scored 80% while those in non-PRP schools scored 71% in Zambian languages. While Grade 6 children in PRP schools scored 74% and those in non-PRP schools 65% in English. Below are the results for Grade 6:

Mean mark	Icibemba	Grade level	English	Grade level
PRP schools	115	5	88.3	5
Non PRP schools	102	5	77.5	5

- **Chipata**

The results below reflect better performance by children in Grade 4 PRP schools compared to those in Grade 4 non-PRP schools. This is because a follow up courses were implemented when children moved from one Grade to another. The results clearly show better performance in reading and writing among children who started with New Breakthrough to literacy who were now in Grade 4 following the Read On course. Although the children in non-PRP schools were now on Read On course, their performance was below those who went through New Breakthrough to literacy and in Grade followed up SITE and Zambian languages that adapted New Breakthrough methodology.

Grade 4 Non PRP schools

School:			Child: 1 (F)	Child 2: (F)	Child 3:(F)	Child 4: (F)	Child 5: (M)	Child 6:(M)	Child 7:(M)	Child 8: (M)	Mean
Kanjala (Urban)	Cinyanja	R	25	08	05	06	01	03	09	02	7.5
		D	15	07	08	08	00	00	02	00	5
		FW	03	02	03	03	00	00	00	00	1.4
		Total:	43	17	16	17	01	03	11	02	13.8
		110									
	English	R	31	11	11	18	03	23	18	04	15
		D	19	05	05	12	03	13	03	00	8
		FW	05	02	00	05	00	02	00	00	2
		Total:	55	18	16	35	06	38	21	04	24
		193									
Nsingo (Rural)	Cinyanja	R	02	25	04	03	04	02	65	16	15
		D	07	03	03	05	04	07	43	09	10
		FW	00	00	00	00	00	00	06	01	0.9
		Total:	09	28	07	08	08	09	114	26	25
		119									
	English	R	18	10	34	22	07	21	47	26	23.1
		D	11	00	07	03	00	13	30	06	9
		FW	00	00	00	00	00	06	06	04	2
		Total:	29	10	41	25	07	40	83	36	34
		271									

Grade 4 PRP schools

School			Child1 (F)	Child 2 (F)	Child 3(F)	Child 4 (F)	Child 5 (M)	Child 6(M)	Child 7(M)	Child 8 (M)	Mean
Chipata (urban)	Cinyanja	R	74	53	51	70	68	70	72	72	66.3
		D	44	44	25	38	39	42	41	37	39
		FW	06	06	05	06	05	04	05	06	5.4
		Total:	124	103	81	114	112	116	118	125	111.6
		893									
	English	R	38	58	42	41	56	32	56	41	46
		D	31	42	28	27	14	14	31	28	27
		FW	06	05	05	05	05	03	05	06	577.4
		Total:	75	105	75	73	75	49	92	75	
		619									
Kazimomwe (Rural)	Cinyanja	R	70	70	29	58	60	67	72	33	57.4
		D	44	45	18	39	45	44	41	33	39
		FW	07	07	00	04	07	07	05	06	5.4
		Total:	121	122	47	102	112	118	118	72	102
		812									
	English	R	32	35	20	26	35	33	25	25	29
		D	30	30	09	19	32	29	21	29	25
		FW	05	05	03	01	05	05	06	07	5
		Total:	67	70	32	46	72	67	52	61	58.4
		467									

Mean mark: Chipata, Grade 4

The marks below show that Grade 4 children in PRP schools were performing one grade above their appropriate level while those in non-PRP schools were performing at Grade 2 level, two grades below what was expected. This meant that children who received New Breakthrough to literacy and continued with PRP literacy courses performed better than those who did not receive New Breakthrough to literacy. Grade 4 children in PRP schools scored 74% while those in non-PRP schools scored 27% in Zambian language, Cinyanja. Grade 4 children in PRP schools scored 57% while those in non-PRP schools scored 24 %. Below are the results obtained.

Mean mark	Cinyanja	Grade level	English	Grade level
PRP schools	107	5	68	4
Non PRP schools	39	2	29	3

Conclusion

The performance shown in the above tables is proof that PRP literacy courses were effective and improving reading and writing levels among children in Zambian schools. This survey was made in 8 schools just to show that literacy levels were improving in schools. When children read fluently and write clearly as shown in PRP schools, then they would learn more effectively in all subjects. A wider survey should be conducted by an independent team to prove the above small scale survey.

Annex 3: The Zambia National reading forum final report and recommendations

Summary of Main recommendations

a) In Zambian primary schools, initial literacy should be achieved as quickly as possible in the child's mother tongue, or nearest local language, irrespective of what medium of instruction is used.

b) The 9-month Breakthrough to Literacy course developed by the Molteno Project in Botswana, Namibia and South Africa should be adapted and developed for two main Zambian languages on a pilot basis. This should not exceed 50 teachers in each of the two language areas, i.e. a total of no more than 100 teachers in 100 Grade 1 classes.

c) While the pilot described in (b) above is in progress, specialists should examine the possibility of either extending this programme to all Grade 1 classes ion the country, or of developing an alternative programme using the language experience principles of the write-to-Read course, which, being heavily phonics based, should incorporate the syllabic method in meaningful contexts.

d) The introduction of English should be delayed for some time, possibly until the beginning of Grade 2, to allow children to gain a foothold in basic literacy in their won language.

e) Basic literacy in English should be achieved by the end of Grade 2.

f) The Zambia Basic Education Course (ZBEC) English Component is adequate to achieve reading objectives in English. It should not be altered in any significant way. There is however, need to redesign the initial stages to ensure a smooth transfer from the proposed Grade 1 initial literacy course.

g) It should be ensured that there is no mismatch between the proposed mother tongue course and the redesigned ZBEC English course in terms of methodology, classroom organisation, task type, or language content. As ZBEC is a child-centred course that emphasises the development of cognitive skills through language, the new mother tongue course should have a similar orientation.

h) There is a need to increase security in the Grade 1 and 2 classrooms to ensure that such things as alphabet friezes, conversation posters, and pupils' work can be permanently displayed.

i) Action should be taken to ensure that the reading classroom is leaner-centred and communicative, with pupils divided into flexible social and ability groups engaged in active task-based learning.

j) Newly trained and highly motivated teachers from the teacher-training colleges should be identified and given responsibility for the Grade 1 and 2 classes.

k) Any initiative in the area of reading should be accompanied by extensive and systematic in-service and pre-service training.

l) The in-service network under construction through the AIEMS initiative should be used to ensure that an ongoing and supportive style of training and monitoring takes place.

m) Reading Centres should be established at the AIEMS Provincial Resource Centres. Each should be staffed by a Provincial Reading Monitor (PRM), who would have responsibility for training and monitoring in the area of reading throughout the province. There should be links between the PRM and Reading Monitors at district, zone and school levels.

n) Reading Monitors should be established at district, zone and school levels to monitor reading levels on an ongoing basis using objective criteria that would allow comparison across schools, districts and provinces. These Reading Monitors (perhaps AIEMS personnel with added responsibility) should be targeted for intensive practical training in the application of the various elements of the National Reading Programme.

o) A National Reading Programme should be adopted that would have the following elements:

- An initial literacy element, beginning in Grade 1 and lasting approximately one year, to develop literacy in a mother tongue. This would probably occupy all the periods allocated to English and the ZL on the timetable, i.e. 9 English plus 6 ZL.

- An initial reading in English element, to cover the first stage of reading in English, probably beginning in the second year and following immediately on the element above. This would last a minimum of one year. The Grade 1 Course for ZBEC could be used as a main resource here, but how it would be dovetailed with the Grade 1 work in initial literacy in terms of approach will need working out.

- An intensive reading component, which would practice language in context – vocabulary expansion and sentence patterns – and in which pupils would develop reading comprehension. This would begin in Grade 2 and continue all the way to Grade 7. It was suggested that the existing ZBEC course would be the main resource for this element.

- A listening to reading element (chiefly listening to stories) where the teacher reads to the pupils. The purpose of this would be to encourage positive attitudes towards reading and to gain pleasure. Big books could form an important component of this element.

- A shared (group) reading element, where a group or a class of children reads the same book at the same time under the teacher's guidance. This would help children develop strategies for individual reading.

- An extensive (self access) reading element, in which children would read on their own using supplementary readers. The purpose would be to enhance reading skills and language development. The existing UNICEF supplementary readers and the ODA Book Boxes could form the core of this element.

- A Write-a-Book Project in each school. This would involve pupils writing books for other pupils. As a method it gives 'writers' a sense of achievement and purpose while in the process creating appropriate reading material for readers in the same or in lower grades.

p) There is need to build capacity to maintain, repair and replace consumable materials. Resource Centres should play an active role in this process.

q) Adopt a national plan of action similar to that proposed in Appendix B.

Annex 4: Follow-up to the baseline test of October 1999

The Primary Reading Programme
Follow-up to the Baseline Test of October 1999
July 2002

Instructions for Administering the Tests

General

The purpose of administering this test is to find out the impact the PRP has had on reading levels in schools since implementation of its courses. This will just be an interim test, a full follow up will be conducted once all 3 PRP courses are operating in all schools nationwide. However it is hoped that the interim results will give us an indication of the success of the programme so far and highlight any areas that require further attention.

You will be required to select two schools in your district in which to carry out this test. These should be selected as follows:

- Kasama and Mungwi districts: 2 of the orignal Pilot schools (one urban one rural) testing one class each in Grades 1-5.
- Mongu, Lusaka, Luangwa and Chipata: 2 NBTL Pilot schools (one urban one rural) testing one class each in Grades 1-3.
- All other districts: 2 Zone Centre (CORE) schools (one urban one rural) testing one Grade 1 class only in each school.

We suggest you select the Zone Centre or Pilot school closest to your centre for the first school, then select a more rural Zone Centre or Pilot school at least 15km from the boma. **This test should be administered in the first two weeks of August before schools close. The completed mark sheets (2,3 and 4, and for pilot Districts 6 7 and 8 below) must be sent to the PRP office to arrive by the last day of August**. This will enable us to distribute the final report to you in November when you arrive for NBTL Trainer Training. You will be given multiple copies to distribute within your districts

In order to conduct this test you will need the following sheets:

- The test instrument (reading and writing) in the appropriate Zambian Language(s) (three pages)
- Mark sheets for the reading tests Zambian Language
- Combined reading and writing test results sheets Zambian Language rural school
- Combined reading and writing test results sheets Zambian Language urban school

In addition the Pilot Districts (Kasama, Mungwi, Lusaka, Luangwa, Mongu and Chipata) will require the following to test Grades 2 and above

- The test instrument (reading and writing) in English (3 pages)
- Mark sheets for the reading tests English Language
- Combined reading and writing test results sheets English Language rural school.
- Combined reading and writing test results sheets English Language urban school.

Administering the tests

a) Meet the head teacher and explain your mission.

b) Select 1 class for every grade you will be testing (Zone Centres Grade 1 only, Mongu, Chipata, Lusaka and Luangwa Pilot schools Grades 1-3 and Kasama, Mungwi Pilot schools Grades 1-5)

c) Select 4 girls and 4 boys at random from that class for testing. (selection should be done as follows: ask the teacher to write a list of all the girls names and another list of all the boys names (or use a register if available). Then ask the teacher to select a number between 4 and 10. If the teacher says, for example, 7 then you should tick every 7th name on the two lists until you have 4 girls and 4 boys)

d) Take them to a quiet room

e) You should provide paper for the writing tests, but learners should bring their own pencils.

f) The writing test should be administered before the reading test.

The writing test

a) Take the randomly selected 8 children from their class to a quiet room or an empty class that has desks for writing.

b) Develop a free atmosphere among the children, mention that it is an exercise that they should not fear about.

c) One teacher should be available to help you.

d) The writing should be done by all 8 pupils at the same time.

e) Provide writing paper to each pupil.

f) (Note there is no writing test in English for Grade 1 pupils)

g) The writing test consists of 2 elements, dictation and free writing.

h) Dictation: this is administered as follows: for single words and sentences read each twice before the pupils write. For paragraphs, read the whole paragraph through the first time, the second time read slowly and pause after meaningful units to allow children to write. Remind children of the need for correct punctuation. Keep up a good pace with the dictation, allow a reasonable time, but do not necessarily wait for all children to finish writing as this may make the test take too long. Continue with the dictation as far through the test as the children can manage. Once all the learners are no longer able to write anything then discontinue the test.

i) Free writing: This test is organised as follows:

- At Grade 1 children are asked to write their name and the name of their school.
- At Grade 2 children are asked to write 2 short sentences about themselves.
- At Grade 3 children are asked to write at least 2 sentences about a picture (You will need to collect the appropriate picture from the ‘Language Poster Set’ Number 7, in advance from your centre or a local school.)
- At Grade 4 Learners should write at least 3 sentences from the same picture.
- At Grade 5 learners should write at least 4 sentences from the same picture.

j) In the tests every grade should start with the first test item. They should then be allowed to progress as far through the test as they can go. For the free writing test from Grades 3-5 it is the same task, but learners are only given 5 minutes to write as much as they can. It is expected that more able learners will be able to write more in the time available).

k) When asking learners to write about themselves you should say the following in order to give them some guidance: "*Write two sentences about yourself. Tell us about your family, or where you live or what things you like doing at home or at school.*" (This should be don in the local Zambian language for the ZL test, and in English for the English test).

l) When asking learners to write about a picture, discuss the picture first. When learners have said enough to give them something to write about tell them to start writing and time them for 5 minutes only. (This should be don in the local Zambian language for the ZL test, and in English for the English test).

m) Collect the answer sheets making sure that the child's number (not name) and whether they are male or female is recorded on the top of each paper. Store them safely in an envelope for marking later.

The reading test

a) Having completed the writing test with a group of 8 children from a particular grade, send all but one out of the class to wait (make sure that they do not go away). If possible a teacher should be on hand to keep an eye on the children and deliver each child to you one by one as you are ready for them.

b) Ask the first child to sit comfortably and explain that you want to see how much they can read in the ZL (and in English), and that they should just carry on reading the test until they get stuck. Only give one page of the test at a time, and only give a second page if the child has coped well with the first page. Explain that the test gets very difficult very quickly and you don't expect them to read it all (emphasise this in particular to the lower grades).

c) Start with the Zambian Language test, and then give the English test, (NOTE Grade 1 children are not tested in English).

d) For the ZL test Allocate the marks as follows:

- **single words**: allocate 1 mark per word read correctly (1/2 a mark can be awarded for a good attempt)

- **sentences**: allocate 2 marks per sentence read entirely correctly. If only a few words are read correctly from the sentence allocate ½ a mark, if at least half the sentence was correct allocate 1 mark and if there was only a slight mistake allocate 1 ½ marks.

- **Paragraphs**: allocate 8 marks for a paragraph read correctly. When allocating marks for paragraphs, use the same model as under b and c above, deducting 1 mark for every word read incorrectly and ½ a mark for slight mistakes.

- **Comprehension questions** based on the last two long paragraphs in the test, should be read by the tester. Children should gain 2 marks for each full and correct answer, they can score 1 mark for a less full answer. We suggest that you read through these first yourself so that you know what type of answers to expect.

- **Mark sheet**: a mark sheet is provided to help you mark the scores of children as they read, this also indicates the total marks allocated to each item on the test.
- **Note: there is a time limit of 5 minutes for this test**. Grade 1 children may finish as much as they can read in less than a minute, but children from higher grades who can read further through the test should not be allowed to read beyond 5 minutes. This is because a non-fluent reader may be able to read the words if given a very long time to do so, but we want to test fluency. A fluent grade 5 pupil could be able to read the entire test in under 5 minutes. If they can not, stop them after 5 minutes and just record the score they have gained up to that point.

e) Mark the English test according to the same criteria, a-e above.

f) Only go as far through the test as the individual child can manage. Don't try to struggle on in the test just because a child is a grade 5 pupil. As soon as they are unable to cope with the text, for example when they fail to read 3 questions in a row, you should stop the test, and add up the child's total score.

g) If you are not a fluent speaker of the language being tested, ensure that you have a teacher from the school who is, to help you administer this section of the test.

h) At this point the child my return to his/her class, and you can start the reading test with the next child.

Marking the writing test

Once you return from the school you will have several writing tests to mark. We would like you to mark them as follows:

Dictation:

- **Words**: allocate 2 marks per word, if the word is misspelt but readable you may allocate 1 or ½ a mark.
- **Sentences**: allocate 4 marks per sentence. Deduct ½ a mark if a word is slightly misspelt, 1 mark if a word is totally incorrect and 1 mark if punctuation is ignored, (½ for missing a capital letter and ½ for a full stop).
- **Paragraphs**: a total of 8 marks is allocated per paragraph. Marks should be deducted for any mistakes in the same way as for sentences, ½ a mark for each punctuation error and 1 mark for any totally incorrect words. If a child does not complete a paragraph, then divide the total marks available accordingly, ie if they have written half the paragraph the total they can score will be 4, and then deduct marks for mistakes as usual.

Free writing:

a) For writing their name and the name of their school children should be marked out of a maximum of 4 marks, 2 for their name and 2 for the name of their school. Deduct marks as above for any errors. We expect the full name so if a child just writes their first name they only score 1 mark. Also they should write the full name of the school.

b) For the two short sentences about themselves allocate 2 marks for each sentence, 1 for the accuracy of the writing, with marks deducted for mistakes as with the dictation exercise. Award the remaining mark for each sentence according to the originality of the content of the sentence.

c) For the writing about the picture the marking system is a little more complicated. Regardless of the grade level of the pupil, you should award marks according to the

amount written in the following way. The first 2 sentences together are allocated 4 marks. Every successive sentence is allocated a further 4 marks up to a total of 5 sentences. Of the 4 marks, 2 marks per sentence should be marked for accuracy in the same way as you marked the dictation exercise. The remaining 2 marks per sentence should be allocated for quality of content. A well-formed creative sentence should receive the full 2 marks, where as a badly formed and very dull sentence or list should get only 1 mark. Thus a child in grade 3 having written a maximum of 2 sentences should expect to gain a total of 4 marks for this exercise, whereas a child who has written 5 sentences should be able to gain a total of 16 marks. See the marks table as follows:

Zambian Languages:

Grade	Reading	Dictation	Free writing	Writing total	TOTAL
1	12	8	4	12	24
2	24	16	8	24	48
3	36	24	12	36	72
4	48	32	16	48	96
5	60	40	20	60	120

Grade bands

Grade 1	0-24
Grade 2	24-48
Grade 3	48-72
Grade 4	72-96
Grade 5	96-120

English:

Grade	Reading	Dictation	Free writing	Writing total	TOTAL
1	0	0	0	0	0
2	12	8	4	12	24
3	24	16	8	24	48
4	36	24	12	36	72
5	48	32	16	48	96

Grade bands

Grade 1	0
Grade 2	0-24
Grade 3	24-48
Grade 4	48-72
Grade 5	72-96

RECORDING INFORMATION AND SENDING TO PRP

Zone Centre schools should have 3 sheets to return (numbers 2,3 and 4) Pilot Schools should have 6 sheets to return, numbers 2,3,4,6,7 and 8) All forms are self-explanatory. There are just two important points to note,

- Please write the name of the Province, District and school on each sheet submitted.
- While we do not ask you to record the names of children tested, it is extremely important that the child numbers remain the same for the tests in English and ZL. Child 1 on one form must be the SAME child as child 1 on the others. **And please remember to mark each child M and F so we know which are girls and which boys.**

In addition please send us the writing samples for our records. Remember completed forms must be returned to the PRP office before the end of August. You should also inform the schools whose classes you tested, of the results they achieved and discuss these on your next monitoring visit. If you have any problems or queries about this task please contact Mr Sampa or Ms Edwards at the PRP office on Lusaka 250309.

Good luck with this task, and many thanks. The information you are supplying is invaluable to help us all assess and improve the implementation of the Primary Reading Programme.

Annex 5: Monitoring book for the teacher

Teacher's passport photo

(NB: affix on inside cover)

MINISTRY OF EDUCATION

PRIMARY READING PROGRAMME

MY LITERACY MONITORING BOOK

New Breakthrough to Literacy
Pathway 1
Step In To English
Pathway 2
Read On

NAME OF TEACHER:---------- TS. NO.----------

FEMALE / MALE:----------

GRADE(S):----------

SCHOOL:----------

DISTRICT:----------

YEAR:----------

PROTECT YOURSELF AGAINST HIV / AIDS

PRACTICE SAFE SEX

MY HIV / AIDS MESSAGE IS ----------

03/05/03

Type of monitoring (tick):
- Self Lesson type:_____
- Peer Grade:

Comment on performance:

Use the following symbols to complete this section of the form: **Tick** = Yes, done correctly, **X** = done incorrectly,**?** = partly done or unknown, **NA** = Not applicable

			?	?	X	NA
PREPARATION	Class organisation	Talking walls contain appropriate vocabulary				
		Tables in 4 groups clearly labeled				
		Teaching station set up appropriately				
		Class library set up appropriately				
	Materials	Looked after by learners				
		Looked after by teacher				
		Literacy materials safely stored in school				
	Lesson preparation	Up to date lesson plans available in class				
		Teacher's resources prepared in advance				
LESSON PROCEDURE	Starting time	Appropriate story, song, rhyme				
		Phonics taught appropriately (if relevant)				
		Learning activities explained clearly				
	Teaching station	Lesson taught using correct methodology/guidance in TG				
		Sufficient emphasis on reading and writing				
		All learners involved, not same few chosen all the time				
	Learning activity groups	Learners know what to do (change over, library,)				
		Learners all busy all the time				
		Learners working collaboratively				
		Learners using exercise books correctly				
		Teacher supervises at appropriate intervals in lesson				
	Sharing time	Work shared appropriately and lessons learned				
		Group leaders clear up all resources in classroom				
MANAGEMENT	Time	Time management well observed throughout the lesson				
	Gender awareness	Girls / boys equally involved in lesson / as group leaders				
		Teacher comments and materials gender neutral				
	Support to individuals	Learners' progress monitored and corrective action taken				
		Day 5 used to effectively				
		Weakest group not too far behind				
		Work set for groups is sufficiently challenging				
	Assessment	Correct assessment procedures followed regularly				
		Learners exercise books marked regularly / appropriately				
	Group leaders	Group leaders clearly identifiable				
		Group leaders working effectively				
	Progress of learners in literacy	Progress of the most able learners satisfactory				
		Progress of the least able learners satisfactory				
		Gap between the top and bottom groups not too wide				
	SEN	Identifying and helping SEN learners				

Action points for the teacher:

A	
B	
C	
D	
E	

Comment by Head and teacher

Comment by Head Teacher	Comment by Teacher

Signature of Head_____ Signature of Teacher_____

Name of monitor:_____ **Position:**_____ **Date:**____

Back cover:

Notes to the teacher:

A. Introduction:

This monitoring book contains forms for monitoring the quality of learning in the classroom. The same forms will be used for monitoring all literacy courses (New Breakthrough to Literacy, Pathway 1 and 2, Step In To English and Read On). The form can also be used for monitoring numeracy and other subjects. There are 60 forms altogether. There is one book for every teacher. Once the book is completed the headteacher will supply another one to you.

B. What is monitoring?

Monitoring is a way of improving and maintaining the quality of your teaching in the school. It is a process that enables you to:

- Reflect on the strengths and weaknesses of tyour teaching and
- Discuss these with other colleagues within or outside the school who can help you improve.

C. How many types of monitoring are there and who monitors?

There are two types of monitoring, internal and external monitoring.

- **INTERNAL MONITORING:** This takes place within your school at three levels:
  - **Self-monitoring**: You will do this once a month for every subject (literacy, numeracy and other subjects).
  - **Peer monitoring**: This when you as teachers monitor each other. It is done once a term
  - **School monitoring**: This is done by the Headteacher, Deputy headteacher, School In-service Provider (SIP) and Senior teachers. All monitors should be familiar with the methodology that can be acquired through **SPRINT**.
- **EXTERNAL MONITORING**: This is monitoring of your school that is conducted by people from outside such as:
  - Zone In-service Providers (ZIPs)
  - District In-service Providers (DIPs)
  - Provincial In-service Providers (PIPs)
  - District and provincial monitors
  - Teacher training college lecturers and
  - Standards officers and other Ministry of Education officials

External monitoring will be done twice a year and at any other time MOE officials and interested parties visit to undertake other programmes at the school.

D. What is monitored?

The following aspects will be monitored:

- Learner progress
- The classroom environment
- Teacher performance, e.g. delivery of lesson and preparation
- School support
- Use and care of resources, e.g. readers and exercise books
- Community involvement

E. Who keeps the monitoring book?

You will keep the monitoring book and it should be available everyday. Any body who wishes to monitor you will use this book.

Please look after this book carefully, do not tear pages as this is the property of the Ministry of Education.

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