

**AN EVALUATION OF THE IMPLEMENTATION OF KANSANSHI
EDUCATIONAL QUALITY IMPROVEMENT PROGRAMME (KanEQulP) ON
LITERACY LEVELS OF PRIMARY SCHOOL PUPILS IN SOLWEZI DISTRICT**

BY

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**A Dissertation Submitted in partial fulfilment of the Requirements of the award
of Master of Education Degree in Language and Literacy**

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DECLARATION

I, Buumba Stella Banda, hereby declare that the work presented in this dissertation, for the award of Master of Education in Language and Literacy at the University of Zambia, represents my own work and has not been presented either wholly or in part for any other Master of Education in Language and Literacy Degree, Diploma or other qualifications at this or another University.

I further declare that all the sources I have quoted have been indicated and acknowledged by means of complete references.

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APPROVAL

This dissertation by _____ is hereby approved as fulfilling the requirements for the award of the degree of Master of Education in Language and Literacy by the University of Zambia.

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ABSTRACT

The purpose of the study was to evaluate the implementation of Kansanshi Educational Quality Improvement Programme (KanEQuIP)'s interventions mainly on the improvement of the literacy levels among primary school pupils in Solwezi District. Specific objectives of the study were to; compare the learner performance in literacy before and after KanEQuIP's interventions, establish the interventions put in place by KanEQuIP to improve literacy levels among learners in selected primary schools in Solwezi District, to assess the implementation of the interventions put in place by KanEQuIP to improve literacy levels among learners in selected primary schools in Solwezi District and to establish the views teachers have on the implementation of KanEQuIP's intervention in the teaching of literacy. In order to achieve the study objectives, a sample of 18 was purposively drawn from four (4) primary schools in which 4 were head teachers, 12 teachers, 1 District Education board secretary (DEBS) and 1 programme coordinator from Kansanshi Education Foundation. Data was collected through interviews (DEBS officer and KanEQuIP coordinator), focus group discussions (Teachers), document analysis (KanEQuIP monthly reports) and non-participant observation (KanEQuIP activities in schools). Data was analysed through thematic approach which revealed emerging themes from the study. The findings of the study revealed that literacy levels increased after the educational interventions were instituted in 2013 from 26% to 44%, in 2015 at 45%, in 2016 at 46% and in 2017 at 47.5% respectively. The study also found that the educational interventions to improve literacy skills were supply of both teaching and learning materials, facilitating of Continuous Professional Development, provision of school based administrative instructions, supporting of early childhood education, supporting of extra-curricular activities and community mobilization for education and literacy support. The study find out that the views of the teachers on the implementation of the educational interventions as improved; reading and writing skills, academic performance in other school subjects, school attendance and classroom infrastructure. Other views established in the study were; lack of finances to construct universal literacy centers, inadequacy of appropriate reading material, and lack of qualified teachers in literacy, low participation by parents in school activities and over enrolment. The study recommended re-training of teachers in literacy, pumping financial resource in the teaching of literacy and promotion of literacy sensitization campaigns.

Key words: Literacy, literacy programme, primary education, interventional support, evolution.

DEDICATION

My mother Atalia Miyanda Moono-Banda, all this while I was complaining about having nothing, when in a mother like you, I have everything I could ever ask for. My daughter, Bibusa Miyanda, you are a blessing in my life. I love you to the galaxies and beyond.

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TABLE OF CONTENTS

COPYRIGHT.....	i
DECLARATION	ii
APPROVAL	iii
ABSTRACT.....	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
LIST OF FIGURES	xiii
LIST OF TABLES	xiv
LIST OF APPENDICE.....	xv
ACRONYMS.....	xvi
OPERATION DEFINITIONS OF TERMS.....	xviii
 CHAPTER ONE: INTRODUCTION	 1
1.1 Overview	1
1.2 Background information to the Study	1
1.3 Statement of the Problem.....	7
1.4 Purpose of the Study	8
1.5 The main objective	8
1.6 Specific objectives.....	8
1.7 Research questions:	8
1.8 Significance of the Study	9
1.9 Theoretical Framework of the study	9
9.1.1 Context evaluation.....	10
1.9.2 Input/Impact evaluation	11
1.9.3 Process evaluation	11
1.9.4 Product evaluation.....	12
1.10 Delimitations of the Study	12
1.11 Limitations of the study	13
 CHAPTER TWO: RELATED LITERATURE REVIEW	 14
2.1 Introduction.....	14
2.2 Global Studies on Literacy.....	14
2.3 African Studies on Literacy	17
2.4 Zambian Studies on Literacy	18

2.5. Synthesis of Related Literature.....	24
2.6. Summary of the Literature Review	25
CHAPTER THREE: METHODOLOGY	26
3.1 Introduction.....	26
3.2 Research Design	26
3.3 Study Site	27
3.4 Target Population	27
3.5 Sample Size.....	27
3.5.1 Demographic Characteristics of the Participants	28
3.6 Sampling Procedure	30
3.7 Research Instruments	30
3.7.1 Semi-Structured Interview Guide.....	31
3.7.2 Focus Group Discussion	31
3.7.3 Non-Participant Observation	31
3.7.4 Document Analysis	32
3.8 Data Quality Assurance	32
3.9 Data Collection Procedure	32
3.10 Data Analysis.....	33
3.11 Ethical Considerations	34
3.12 Summary of the Chapter	34
CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS	35
4.1 Introduction.....	35
4.2 How were learners performing in literacy before and after KanEQuIP interventions?.....	35
4.2.1 Presence of educational interventions support by KanEQuIP	35
4.2.2 How learners were performing in literacy before KanEQuIP interventions.....	36
4.3 What were the educational Interventions put in place by KanEQuIP to improve literacy levels in primary schools in Solwezi district?	38
4.3.1 Responses from KanEQuIP Education Coordinator	39
4.3.2 Response from District Education Board Secretary Representative (DEBS).....	39

4.3.3 Responses from Head Teachers and Teachers	40
4.4 How were the interventions put in place by KanEQuIP Implemented in the primary schools.....	41
4.4.1 Findings from KanEQuIP Education Coordinator and Document Analysis.....	41
4.4.2 Responses from Head Teachers.....	45
4.5 What were the views of teachers on the Implementation of KanEQuIP Interventions	45
4.5.1 Response from representative of the District Education Board Secretary (DEBS).....	46
4.5.2 Responses from Head Teachers and Teachers	46
4.6 Summary of the Chapter	47
CHAPTER FIVE: DISCUSSION OF FINDINGS.....	49
5.1 Introduction.....	49
5.2 Performance of Learners in Literacy Before and After KanEQuIP's Educational Interventions	49
5.3 Types of Educational Interventions Implemented by KanEQuIP in Primary Schools in Solwezi District.....	50
5.4 How the Educational Interventions were implemented	55
5.5 Views of the Teachers on the Implementation of the Educational Interventions	59
5.6 Summary of the Chapter	63
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	65
6.1. Introduction.....	65
6.2. Conclusion	65
6.3 Recommendations	67
6.4 Recommendations for Future Studies	68
REFERENCES	69
APPENDICES.....	73

LIST OF FIGURES

Figure 1.1: Stufflebeam’s CIPP Model (1971).....	10
Figure 4.1 Statistics on Literacy Levels.....	38
Figure 4.2. One of the schools receiving teaching and learning materials (left) teachers collecting textbooks at Kansanshi Foundation institute for their respective schools (Right).....	42
Figure 4.3. Teachers doing group work (left) Teachers during CPD reviewing lesson plans they had developed (right).....	42
Figure 4.4. A group photo of Head Teachers and senior teachers at the end of training.....	43
Figure 4.5. Some of the ECED teachers in training (left) and part of the ECED class (right).....	44
Figure 4.6 School pupils participating in cross country during inter school’s competition.....	44

LIST OF TABLES

Table 1: Trends for mean performance by Province.....	3
Table 3.1: Participants' Gender.....	28
Table 3. 2: Participants' Age.....	28
Table 3 3: Participants' Qualifications.....	29
Table 3. 4: Teachers' number of years in service.....	29

LIST OF APPENDICE

Appendix A: Permit Letter	73
Appendix B: Ethical Clearance	74
Appendix C: Permission Letter	75
Appendix D: Consent Form	76
Appendix E: Consent by participant	77
Appendix E: Interview Guide for Officer from Debs Office	79
Appendix F: Interview Guide for KanEQuIP Programme Coordinator	80
Appendix G: Focus Group Discussion for Teachers	81
Appendix H: Research Permission	82

ACRONYMS

DEBS	District Education Board Secretary
CPD	Continuous Professional Development
KanEQuIP	Kansanshi Educational Quality Improvement Programme
NBTL	New Breakthrough to Literacy
PRP	Primary Reading Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
FGD	Focus group discussion
FQM	First Quantum Minerals
EGRA	Early Grade Reading Assessment
SITE	Step In To English
SACMEQ	Southern African Consortium for Monitoring Education Quality
ECEC	Early childhood Education Centre.

OPERATION DEFINITIONS OF TERMS

Literacy: The ability to read and write.

Literacy Programme: A plan to develop reading and writing skills in learners.

Primary Education: A whole range of educational activities taking place in various settings.

Illiteracy: limitation or inability to read and write

Interventional support: Measures that can be used to ameliorate the situation in the teaching and learning classroom.

Evaluation: The collection of, analysis and interpretation of information about any aspect of a programme.

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents the nature of the study by bringing out the background information, statement of the problem, purpose of the study, objectives, research questions, significance of the study, delimitation of the study, limitations of the study, operational definitions of terms used and theoretical framework that will inform the study.

1.2 Background information to the Study

The situation of low literacy levels in Zambia can be traced back to precolonial times when the country was called Northern Rhodesia. This was the same period which gave birth to formal education. At the inception of formal education in Northern Rhodesia, the Phelps-Stokes Commission of 1922 endorsed the view that the use of indigenous languages should occupy a central place in the education offered to the natives. The year 1927 saw the endorsement of four major indigenous languages; as below Bemba, Lozi, Nyanja and Tonga to be used in African schools (Kashoki in Olabimtan 1982 (ed.)). Views recorded through the years maintained the practice of the use of indigenous languages in African schools.

UNESCO called a meeting in 1961 in Addis Ababa whose agenda was educational policy designed to meet the special needs of emerging independent African countries. The idea of the mother tongue as the logical vehicle for acquiring basic educational skills was not altered. A year after Zambia's independence, the field of education saw a shift from the earlier practice of using indigenous Zambian languages as medium of instruction for at least the first four years of primary education. Before 1965, English was the only medium of instruction from primary school through to university implying that basic literacy was also taught in English. This meant that children were taught how to read and write in a language that they were not familiar with (Kelly, 2000). This was a challenge as children had to learn both the language and the skill to read and write at the same time.

After thirty years of using English as medium of instruction, the literacy levels were still not satisfactory (MoE, 1996). This problem in the area of literacy among school

going children prompted the Zambian government to put in a number of interventions in initial literacy instruction. In 1999, the Ministry of Education introduced the Primary Reading Programme (PRP) as an initiative to improve literacy levels among Zambian school-going children. The main aim for PRP was the improvement of reading and writing levels in all primary schools through the targeted interventions from Grade 1 to 7. This was to be achieved through a new national language policy of giving initial literacy instructions beginning with a familiar local language before the introduction of the English language in Grade 2. At that time the assumption was that Zambia had a predominant local language in a given area, an aspect which urbanization has changed currently

PRP proved to be a success because it saw the production of New Breakthrough to Literacy (NBTL). This was a course and method that helped children learn to read fluently and write easily as well as accurately in their local language (Kalindi 2005; Matafwali, 2005; Mwanza, 2011). NBTL was tailed by Step In To English (SITE), a literacy course which was intended to enable learners to read and write fluently and accurately in English in Grade 2. PRP was meant to enable learners to build on skills developed in the Zambian language course in Grade1 (MOE 2002). Pathway (Oral English Course) 1 and 2 was used alongside NBTL and SITE. It was a teacher's guide for oral competence in English to equip learners with enough oral vocabulary in English in readiness for the Read On Literacy Course which was offered from Grade3 to 7 (MOE, 2002; MOE, 2001).

The Ministry of Education attached great importance to the attainment of literacy as it reflected in the policy document which stipulates that: 'The aim of the curriculum for the lower and middle basic classes (Grades 1-7) is to enable pupils to read and write clearly, correctly and confidently in a Zambian language and in English' (MoE, 1996: 34). These expectations were dissatisfied because despite the efforts put in place to improve the literacy situation in the country, subsequent studies and results consistently showed that overall, the reading levels among Zambian children were still lower than the set standard in Zambian language and English (MoE 2006, 2008, Matafwali, 2010).

The differences in literacy levels were a source of great concern to the Zambian government especially the Ministry of Education. This was chiefly because one

cannot succeed in learning content subjects without knowing how to read and write in that language. Literacy is a complex set of abilities which are needed to understand and use the dominant symbol systems of a culture for personal and community development (Matafwali, 2010; Mubanga, 2010). The government identified literacy as a vehicle for attaining the Millennium Development Goal (MDG) number two (2) of achieving Universal Primary Education by 2015 (MESVTEE, 2013).

In the quest to attain the Millennium Development Goal number two (2), on Universal Primary Education by 2015, the Zambian government through the Ministry of Education increased access to schooling for its citizens. However, despite making positive strides in access to schooling, empirical evidence indicates that students' literacy achievement is still very low (World Bank, 2006; Nkamba & Kanyika, 1998; SACMEQ; 1998; Tambulukani & Bus, 2012). Some studies, (Tambulakani & Bus, 2012) which have been carried out in Zambia and given as examples have revealed that learners' reading and writing levels are low. For example, a Grade Five National Assessment Survey conducted in 2006 and 2008 reported learning achievements below 40% and to be specific 35.3% in English and 39.4% in Zambian languages (National Institute of Literacy, 2008).

Recent studies such as the Grade 5 National Assessment Survey and the Early Grade Reading Assessment Survey (EGRA) which were conducted in 2010 also revealed poor reading and writing abilities among learners as only 24% of those tested were able to read. Further, the Southern Africa Consortium for Monitoring Education Quality (SACMEQ, III), after testing Grade 6 learners also revealed that only 27.4 % were only able to read at basic competence level (MESVTEE, 2013).

Results from surveys carried out by Ministry of Education showed that the mean performance in English reading at Grade 5 level in 1999 and 2006 were somewhat the same with **33.2** percent in 1999, **33.4** percent in 2001, **33.9** percent in 2003 and **34.5** percent in 2006. In Zambian language, the mean performance was **37.79** percent in 2006 compared to **35.53** percent in 2003 (MOE, 2006). The low literacy levels focused at national level were further translated to show the mean literacy levels in all the provinces across the country (See Table 1).

Table 2: Trends for mean performance by Province.

Province	English % mark				Zambian lang. % mark			
	1999	2001	2003	2006	1999	2001	2003	2006
Northern	32.2	31.3	32.89	32.81	39.1	38.7	33.79	40.35
Luapula	32.9	35.11	31.22	31.76	38.8	40.48	35.37	42.62
Southern	30.4	34.77	33.33	33.12	-	34.17	29.6	36.91
Eastern	30.8	33.34	31.8	33.66	-	34.95	31.51	36.83
C/Belt*	33.6	33.68	32.21	36.13	-	-	-	-
N/Western*	32	29.36	36.55	30.71	-	-	-	-
Central*	32.	32.26	35.54	34.55	-	-	-	-
Western	35	32.28	34.27	36.29	43.3	39.22	37.19	40.89
Lusaka*	38.5	37.43	37.55	40.32	-	-	23.94	30.00
Total Zambia	33.2	33.43	33.93	34.50	-	-	35.53	37.79

*There was no Zambian language testing

Source: Zambia's National Assessment Survey-2006

Similarly, Kanyika *et al* (2008) re-counted that the general mean performance by province at Grade 5 level for reading in English was **35.3** percent, and **39.4** percent in Zambian languages with trifling progresses. This disclosed a clear case of lack of progress in pupils' performance when compared to the 2006 survey results which stood at **34.50** percent in English and **37.79** percent in Zambian languages. North Western Province mean literacy levels both in the 2006 and 2013 surveys stood at **30.71** percent and **33.2**percent, respectively. It is however clear that the literacy levels for the province were very low compared to the national mean. In 2013 and 2014, for instance, Kansanshi Mines, a subsidiary of First Quantum Minerals

(FQM), through Kansanshi Foundation's Education Quality Improvement Program (KanEQuIP) and the District Education Board Secretary's (DEBS) office of Solwezi District, conducted a literacy and numeracy survey in 20 government schools in the district. The Purpose of this assessment was to find out the causes of low literacy levels, address them and change the quality of education being provided in these schools. This was to be achieved through the following objectives:

- promote Continuous Professional Development (CPD) for teachers
- focus on education leadership and management development for school leaders
- distribute instructional resources support
- promote school based literacy and communication support
- mobilize community early childhood education and development in terms of infrastructure and sports.

The results from the survey conducted by KanEQuIP indicated that literacy levels in these schools were still undesirable. Instead of an increase in percentage, a decrease from 33.2 percent to 24 percent was recorded (KanEQuIP research finding, 2013 & 2014) (Table 2).

2013 RANKING OF SCHOOLS

Rank	School	Location	School Type	% Literate
1.	Solwezi Primary	Urban	Government	66.7%
2.	Kikombe Primary	Urban	Government	62.5%
3.	Kandemba			57.9%
4.	Tumvwananai	Urban	Government	45.8%
5.	Mushitala	Urban	Government	45.8%
6.	Kimasala	Urban	Government	36.0%
7.	Muyoya	Urban	Community	35.3%
8.	Kimakolwe		Community	33.3%
9.	Chamuta	Urban	Community	33.3%
10.	Kyapatala	Peri-urban	Community	33.3%
11.	Kimiteto	Peri-urban	Government	29.2%
12.	Kimale	Urban	Government	27.8%
13.	Rodwell Mwepu	Urban	Government	25.0%
14.	Kandundu			22.2%
15.	Makole			22.2%
16.	Kapijimpanga	Rural	Government	20.8%
17.	Kyalalankuba	Peri-urban	Community	16.7%
18.	Mbonge	Rural	Government	14.3%
19.	Kifubwa	Rural	Government	12.5%
20.	Kabwela	Rural	Community	0%

Source: KanEQuIP Report

The results from the survey conducted by KanEQuIP indicated that literacy levels in these schools were still undesirable. Instead of an increase in percentage, a decrease from 33.2 percent to 24 percent was recorded (KanEQuIP research finding, 2013 & 2014) (Table 2).

The importance of literacy cannot be over emphasized. Literacy in many countries is regarded as a human right, a tool for personal empowerment and educational opportunities depend on literacy (UNESCO, 2014). Since educational opportunities depend on literacy, reading is a foundational skill for learning across subject areas. Children who are able to read have no problems in learning content subjects as well as numeracy. They also become independent learners for life. However, if children fail to learn to read in the early grades, they fall behind and are likely to drop out of school (MESVTEE, 2013). Further, the Zambian government attaches great value to reading because literacy is at the heart of basic education for all and is essential for eradicating poverty, reducing child mortality, curbing population growth and achieving gender equality and ensuring sustainable development, peace and democracy (MOE, 1996).

However, empirical evidence shows that low literacy levels are still prevalent in the country despite a number of interventions. Most interventions are spearheaded by the government though help from international partners and agencies. Consequently, most studies to evaluate the interventions focus on government programmes with insignificant attention paid toward the evaluation of interventions implemented by private stakeholders. This study therefore was an assessment of interventions implemented by a private stakeholder, Kansanshi Educational Quality Improvement Programme (KanEQuIP). The interventions aimed at improving literacy levels among primary school going children in Solwezi District.

1.3 Statement of the Problem

The Zambian government in collaboration with other private agencies has come up strategies aimed at enhancing literacy skills especially at the lower primary level such as the Primary Reading Programme with the New Breakthrough To Literacy as its major component (MoE, 1996; Kelly, 2000). Despite these efforts however, studies (Mubanga, 2015; Mwanza, 2011; SACMEQ 2010; Tambulukani, 2002; Tambulukani & Bus, 2012) have consistently shown that literacy levels among Zambian children remain low. KanEQuIP came up with a number of interventions to enhance quality of education in Primary schools in Solwezi District. However, it is not known whether or not the interventions implemented by KanEQuIP are yielding

the intended goals in the schools they support; thus presenting a research knowledge gap for this study in Solwezi District.

1.4 Purpose of the Study

The purpose of the study was to assess the implementation of KanEquIP's interventions mainly the improvement of the literacy levels among primary school pupils in Solwezi District.

1.5 The main objective

To establish whether or not the interventions put in place by KanEquIP to improve literacy levels among learners in selected primary schools in Solwezi District is achieving the intended goals.

1.6 Specific objectives

- i. To compare the learner performance in literacy before and after KanEquIP's intervention
- ii. To establish the interventions put in place by KanEquIP to improve literacy levels among learners in selected primary schools in Solwezi District
- iii. To assess the implementation of the interventions put in place by KanEquIP to improve literacy levels among learners in selected primary schools in Solwezi District
- iv. To establish the views teachers, have on the implementation of KanEquIP's intervention in the teaching of literacy.

1.7 Research questions:

- i. How were learners performing in literacy before and after KanEquIP's intervention?
- ii. What were the interventions put in place by KanEquIP to improve literacy levels among learners in selected primary schools in Solwezi District?
- iii. How were the interventions put in place by KanEquIP to improve literacy levels among pupils in selected primary schools in Solwezi District implemented?

- iv. What were the views of teachers on the implementation of KanEQuIP's intervention in the teaching of literacy?

1.8 Significance of the Study

It is hoped that the findings of this study may be used to provide insight on how to improve literacy levels in all primary schools. In addition, the findings of this study may help the DEBS to roll out this programme to other schools in the district. This evaluation may inform program developers and policy makers on the successes and failures of the programme based on the interventions made available in the education system. Furthermore, the findings from the study may lead to adopting best teaching strategies that may possibly boost acquisition of literacy skills among learners and the general populace. Moreover, the findings may add value to the existing literature, make recommendations and provide valuable information for future academic research because other researchers might build on the knowledge gaps and limitations of the current study.

1.9 Theoretical Framework of the study

This study was designed to evaluate the educational interventions implemented by KanEQuIP on literacy levels of primary school pupils in Solwezi district. Programme evaluation is the systematic assessment of the processes and/or outcomes of programme with the intent of furthering its development and improvement. It also looks at the context and the impact of the programme. As such it is collaborative process in which the evaluator works closely with programme staff to craft and implement an evaluation design that is responsive to the needs of the programme, (Rossi et al, 2004).

The study was anchored on governing management evaluation model propounded by Stufflebeam's CIPP Model (1971). The theory holds that the basic idea of the management evaluation approach is that the evaluator's job is to provide information to management to help them in making decisions about programmes, products and services that they offer to people and communities. Ogula (2002:35) states that "the rationale of the management oriented evaluation approach is that evaluation data are essential component of good decision making". The context evaluation, input evaluation, process evaluation and product evaluation (CIPP model) as proposed by

Stufflebeam is quoted by Mulenga who observed that “evaluation is the process of delineating, obtaining and providing useful information for judging decision providing useful information for judging decision alternatives.” (Mulenga 2005:12). This means that there are more than a few aspects that a programme evaluation can address but the implementation of educational interventions by KanEQuIP was evaluated in four aspects; context, input, process and product as propounded in Stufflebeam’s’ evaluation models as in Figure 1.1 below.

Therefore, the applicability of this theory to the current study is based on the assumption that the Stufflebeam’s’ management model that has a number of components which it addresses when applied to programme evaluation in schools. For example, a school is like a basic open system that includes input, process and output. Stufflebeam adds that context, includes input and process, and relabels output with the term product. It is important to note that the CIPP model components are typically viewed as separate forms of evaluation, but they can also be viewed as steps or stages in a comprehensive evaluation (Stufflebeam, 1971).

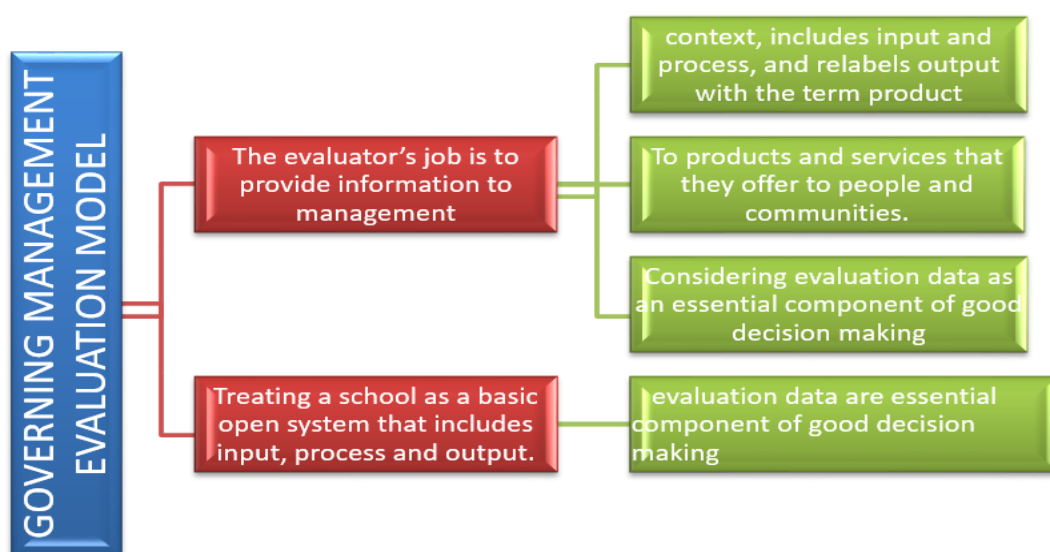


Figure 2.1: Stufflebeam’s CIPP Model (1971)

9.1.1 Context evaluation

This is where the programme is assessed according to its goals and objectives. For the objectives to be effective the objectives of the programme need to be stated clearly, (Stufflebeam, 1971). KanEQuIP had goals and objectives stated in their

programme guide and the community members had been encouraged to read and get familiar with them. The first thing that is done in this type of evaluation is to identify the goals and objectives of the programme. Then establish whether these are achieved by taking the product or outcomes and the process into consideration.

There are several advantages of evaluating programme. Programme evaluation adds knowledge to the existing programme which leads to improvement. Scriven (1967) suggests that formative evaluation is intended to foster development and improvement within an ongoing activity. Therefore, evaluation is key in whatever programme is going on. That is why Duffy et al (2009:4) states that, “learning from existing evaluation is key to the development of new framework.” The idea has been strengthened further by Ndler (1979) added that programmes that evaluation are managed without evaluation for a long period of time are likely to be decrepit.

1.9.2 Input/Impact evaluation

Impact evaluation determines whether the programme has brought about change. The impact, or programme effect, refers to a change in the target population that has been brought about by the programme (Rossi et al, 2004). That is, a change that would not have occurred if the programme had not happened. In this study to find out about the change the programme has brought about, in this study, to find out about the change the programme has brought about, the literacy levels of learners in primary schools of Solwezi district from the previous survey were reviewed. These statistics gave picture to the programme implementers of the literacy levels in the district before being exposed to the educational interventions. The idea was to find out the literacy levels before KanEQuIP’s interventions. This helped to see if the programme was bringing about change in the primary schools in the district.

1.9.3 Process evaluation

Process evaluation are what are known as “formative”. That is, the enquiries carried out are designed to provide information to guide programme improvement (Rossi et al, 2004). This aspect of evaluation examines whether the programme was carried out as planned. This involves creating list of indicators that need to be measured, depending on the aims of the programme. The results will help to identify the

strengths and weaknesses of the programme, and where improvements may be made. Mkandawire (2012:7) states that:

process evaluation has to do with examining how a programme is being implemented, monitoring how the programme is performing, auditing the programme to make sure it is following required legal and ethical guidelines, and identifying defects in the procedural design or in the implementation of the programme. It is here that evaluators provide information about what is actually occurring in the programme.

Doing so helps the evaluator to identify the strengths and weaknesses of the programme. The process evaluation of the educational interventions on literacy levels of primary school pupils in Solwezi district included looking at how the interventions were being implemented and what other activities were conducted.

1.9.4 Product evaluation

This where the outcomes are measured to see if the programme was successful. Measuring change in outcomes is probably the most common form of evaluation as it provides information as to whether the programme or intervention has actually made a difference. Other researchers refer to its outcome evaluation, (Mkandawire, 2012). In this study, teachers, who re the policy implementers stated their views on the implementation of KanEquIP interventions on the literacy levels of primary school pupils in Solwezi district.

The reason for using the CIPP management evaluation model is to enable management of KanEquIP literacy programme and other stakeholders involved in the provision of literacy programmes in the ministry of general education and the community at large see what can be done differently in order to improve literacy levels in the District.

1.10 Delimitations of the Study

The scope of the study was limited to primary schools that receive support from KanEquIP in Solwezi District.

1.11 Limitations of the study

Msabila and Nalaila (2013) postulate that limitations of a study include potential challenges anticipated or faced by the researcher. Likewise, this study could not be conducted without limitations. Therefore, since the participants sampled for this research were only 18 in Solwezi District of North-Western Province, the number of participants in the study was small compared to the target population of the province and the nation at large. Therefore, the findings of this study will not be generalized to other public secondary schools in other Districts and Zambia at large. But the study does give a picture of what could happen when interventions of this nature are implemented by an organization such as KanEQuIP.

CHAPTER TWO: RELATED LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature which was deemed relevant to the current study. Reviewing related literature helps in understanding previous works which in turn helps the researcher to develop a significant problem which provides further knowledge in the field (Kombo and Tromp, 2006). Therefore, this literature review will be used by the researcher as a tool to identify gaps that exist in the studies conducted by others concerning interventions on literacy. The literature was reviewed across three contexts; global, continental and local.

2.2 Global Studies on Literacy

Approaches that are thought to be effective in supporting literacy development have widely been researched. Examples to cite can be the National Reading Panel, 2000; Rose, 2009 and Rowe, 2005. In these studies, the issues identified as being key to obtaining reading skills were systematic phonics, word recognition, fluency, comprehension, vocabulary, oral language skills and working memory. The aforementioned studies were insightful to the current study as they brought out issues pertaining to phonics, word recognition, fluency, comprehension, vocabulary, oral language skills and working memory which are vital and predictors of literacy skills among school going children.

Studies cited above also extensively researched effective approaches to supporting reading development. These studies highlighted the importance of systematic phonics, word recognition, fluency, comprehension, vocabulary, oral language skills and working memory which are key to the acquisition of reading skills and this has been recognized as a holistic approach to high quality reading instruction which is facilitated by the availability of both teaching and learning materials (Rose, 2009). However, in his review, 'What works for pupils with literacy difficulties', Greg Brooks notes that although good classroom teaching is the bedrock of effective practice, most research suggests that children falling behind their peers need more help than the classroom normally provides. This help requires coordinated effort and training through continuous professional development or tutorials with the knowledgeable others (Brooks, 2007).

While access to print in story book reading may facilitate literacy acquisition, it has been suggested that how adults read to the child is also important (Morrow *et al*, 1990). Further, Teresa *et al* (2000) also state that a child who begins to read at an early stage in life also quickly develops an ability to make associations between abstract concepts and think through various situations in a logical manner. This in some way allows the development of critical thinking and decision-making skills later in life. While the fact that access to print in story book reading may facilitate literacy acquisition, it was not known whether or not access to print in story book reading may facilitate literacy acquisition among Zambian children particularly in Solwezi District.

Many scholars have agreed to the fact that adult education plays a key role in literacy growth (Mason & Allen, 1986; Marrow, 1990; Marrow *et al*, 1990). Marrow *et al*, (1990) state that language and social interaction between a parent (older sibling) and a child during shared book experiences may help developing language skills, familiarizing the child with conventions of print and serving as a model of reading. In order to facilitate and spearhead these reading skills, it is cardinal for teachers to provide books to children because these (books) are the building blocks for a better future. Not only do books offer humanity a great platform upon which to understand the world we live in but also nourish imagination, empower and comfort those who appreciate and indeed fuel on ever-increasing love for learning. One to one interaction with a child can stimulate a young person's reading skills, language acquisition and literacy development in general. The current study draws a lot of insight from Marrow *et al*, (1990)'s study, however, the two are different as the current study concentrated on the implementation of educational interventions on literacy levels of primary school pupils in Solwezi District engineered by the private sector aimed at improving the quality of education as opposed to the earlier study.

Marrow *et al* (1990) also argue that the quality and quantity of interactions, not just the presence of reading materials and a story time routine, shape early reading development. They further state that reading to young ones early, indeed helps to lay a foundation for effective language learning. In fact, reading to them as some people do in the form of bed-time stories in early childhood, helps them learn to associate the sounds that they hear and letters which they see on a page. Reading some good

material containing well-structured sentences, a wide vocabulary and correct words is one way in which children learn how to replicate words. According to Yopp (1995) any good writing results from reading a great deal, as well as continuously practicing writing. Quality, quantity and good writing results, as mentioned by the above studies of Marrow *et al*, (1990) and Yopp (1995), were seen and considered to be factors that could help improve reading development among children in schools. While this was true for the aforementioned studies, it was not known whether the same factors were evident in the Zambian scenario, hence the need for the current study to be conducted in Solwezi District.

Another study by Borko *et al* (1988) reported that teacher knowledge in teaching literacy skills is very important if effective teaching is to take place. Teachers who have knowledge in a particular subject area are likely to carry out the teaching task effectively. Further, Borko *et al* (1988) maintained that student teachers who had strong subject knowledge are likely to plan lessons well and were more responsive to the needs of particular groups of pupils. Grossman, Wilson & Shulman (1989) also found that student teachers with specialist knowledge tended to teach it in a way which encouraged children to develop complex conceptual structures on their own. It is however, worth mentioning that although many studies indicated that teacher knowledge was important for effective teaching of literacy, because this knowledge cannot be facilitated to the learners if teachers were not trained adequately in that teaching area. While adequate teacher training affects how well teachers prepare for lessons. It is not known whether the case is the same for Zambia especially among teachers in primary schools that receive support from KanEQuIP in Solwezi district.

A study done by Lyon (1999) stated that due to the vast knowledge on the importance of teaching phonological awareness to children learning initial literacy, teacher preparation programmes should ensure that teachers possess the foundational knowledge necessary for providing early systematic reading instructions. If a teacher has to teach effectively, they need to possess the necessary knowledge in literacy. Lyon (1999) reported that teacher preparation and professional programmes must develop preparation programmes to foster the necessary content and pedagogical expertise at both pre-service and in-service levels in order for them to deliver effectively. Teacher preparation and professional programmes were considered to be

very vital in the facilitation of reading skills. While teacher preparation and professional programmes proved to be working in the facilitation of reading elsewhere, what was not known was whether teacher preparation and professional programmes could work in the similar manner even in the Zambian context among primary school going children.

2.3 African Studies on Literacy

A study conducted by Duhaze (2014) in Nigeria, Ghana and Senegal wanted to find out whether training teachers in using scientific research on phonological awareness and letter names to resolve reading difficulties for students had an effect on learners. Some teachers were trained in using scientific research while others were not but were exposed to learners in the same grade but different classes. The findings showed that the training of teachers had an impact on pupils. The results obtained suggested that the training of teachers from the three West African countries had a measurable impact on learners. Learners who were taught by the teachers who had undergone the training improved in their reading levels. The current study benefited from the study conducted by Duhaze on the importance of training teachers involved in the teaching of literacy.

Further, Holmes, Reid and Dowker (2012) conducted a study on Early intervention to prevent long-term literacy difficulties; the case of Catch Up Literacy and the findings reported here indicated that Catch Up Literacy, an intervention targeted to children's specific strengths and weaknesses in reading, when implemented in schools in the UK, can lead to substantial improvements and that those improvements are sustained. Further, Children who received Catch Up Literacy intervention made two and a half times as much gain over time as would be expected of typically low achieving children on the basis of the passage of time alone. This is particularly striking as the participating children were selected because they were struggling to learn to read, as such, they would have been expected to make less progress than typically achieving children. Such gains suggest that there is little neurological 'wrong' with most of the participating children but rather their reading ability has been impaired for some other reason; possibly contextual or socio-economic factors. Furthermore, the findings also suggest that features of the intervention, over and above the amount of individual attention, play a critical role –

since the children given the Catch Up Literacy intervention made significantly more progress than those who were given equal time on other literacy intervention. While the current study drew insight from Holmes, Reid and Dowkers' (2012) study, the two were at variance because the current study looked at educational interventions to improve literacy while the earlier study concentrated on early intervention to prevent long-term literacy difficulties.

2.4 Zambian Studies on Literacy

A 1995 study in Zambia conducted under the auspices of SACMEQ (Southern and Eastern Africa Consortium for Monitoring Educational Quality) found that only 25% of Grade 6 pupils could read at a minimum level of proficiency and only 3% at a specified desirable level (Ministry of Education 1995). Among several plausible explanations for this catastrophe—lack of reading material at home and in the surroundings, absence of or failing preschool education, scarcity of books, a whole-language method that did not pay systematic attention to phonics, up to 80 pupils per classroom, and loss of teachers because of HIV/AIDS—a major contributory factor to the delay in reading shown by Zambian children was believed to be initial reading in and through English, a language that is unfamiliar to the majority of the children (Williams 1993; Kelly 1995; Ministry of Education 1996; Williams and Mchazime 1999; Tambulukani *et al.* 2001; Sampa 2003; Heugh 2006).

To tackle this situation that compromises the quality of education being offered at primary school level in Zambia, a new language policy provides for the introduction of reading in Grade One in a Zambian language (Ministry of Education 1996). The New Breakthrough to Literacy (NBTL) approach uses one of seven officially recognized indigenous languages as the medium of instruction; these are Bemba, Nyanja, Kaonde, Lozi, Lunda, Luvale, and Tonga, which all belong to the Bantu language group (Banda 1998).

Geographically proximate languages tend to have similarities (Holden 2002). It is estimated, for example, that the two most used Zambian languages, Bemba and Nyanja, have 47% of their vocabulary in common (Kashoki 1990). There are however many variations even in basic words like man [in Bemba and Nyanja: *umwaume* and *mwamuna*], girl [*umwanakashi* and *mkazi*] and hands [*amaboko* and

manja], as well as in prefixes—the most prominent grammatical characteristic of Bantu languages. It was therefore decided to instruct beginning reading skills in all seven Zambian languages. However, English remains the medium of instruction in Zambia and a reading course in English—Step in to English (SITE)—follows in Grade 2. With this, frantic efforts were put in place to promote the use of one of the seven officially recognized indigenous languages as the medium of instruction; Bemba, Nyanja, Kaonde, Lozi, Lunda, Luvale, and Tonga, which all belong to the Bantu language group. This motivated and compelled the dire need to investigate the outcome of the interventions implemented by Kansanshi Educational Quality Improvement Programme (KanEQuIP) in Solwezi District pupils' acquisition of literacy skills.

Phonemic and phonological awareness knowledge is also very critical to a teacher because these skills are a foundation for building reading skills (MoE, 2013). This necessitated a number of studies to be conducted in trying to respond to the demands of the general populace in the country. For example, a study done by Tambulukani and Bus (2011) *Linguistic Diversity: A Contributory Factor to Reading Problems in Zambian Schools*, revealed that the lack of information in familiarity with the language of teaching is blamed on illiteracy rates beyond 40% among people who live in nations in Africa or Asia in which dozens of languages are spoken. For a critical test of the importance of familiarity with the language in which initial reading is practiced, the Zambian situation was taken as a natural experiment and tested the effects of a fit between the local language spoken in the homes and playground and the language officially designated as language of instruction.

Further, the study selected 12 state-funded primary schools from three districts likely to differ in match between children's language and language of instruction. From each school the study considered and took at random 10 high and 10 low achievers, in all 240 pupils, and tested them after 18 months of instruction. Pupils make more progress in word reading fluency in a Zambian language and English when basic reading skills are practiced in the children's most familiar Zambian language. Research into other facets of reading instruction is required to balance various possibilities for increasing efficacy of reading instruction. The current study is different from Tambulukani's study in the sense that this study evaluated the

implementation of educational interventions on literacy levels on primary school pupils as implemented by a private sector organization in Solwezi District while Tambulukani's study looked at state-funded primary schools from three districts likely to differ in match between children's language and language of instruction.

A study by Banda, Mostert and Wikan (2012) on the language of education policy implementation, practice and learning outcomes was conducted in three countries namely; Zambia, Namibia and Norway. The report and conclusions were that; the language policy differs substantially in the three countries. During this period, in Zambia the language of instruction was English from Grade 1. However, since the Education Act of 1996 states that the language for initial literacy is one of the seven official Zambian languages, the English was offered only for initial literacy during the daily literacy hour. The rest of the subjects in schools were taught in English throughout the education system. In Norway there was a different language policy for immigrant minorities and for the indigenous population, the Sami people. The latter has Sami as language of instruction and as language for initial literacy in primary and lower secondary schools.

For immigrant minorities Norwegian was the language of instruction and also the language of initial literacy. However, they are entitled to special tuition and some mother tongue instruction, bilingual subject instruction or both. In Namibia the language of instruction and language of initial literacy was mother tongue at the lower primary level. English was the official language; and it was introduced as a subject in lower primary. Grade 4 was seen as a transitional year after which English is the medium of instruction for all subjects. Even though the language policies differ some of the challenges are the same. The main problems are that learners cannot read, speak or comprehend the official language on an acceptable level and many learners are functionally illiterate.

A study by Mkandawire (2012) who evaluated the Neganega literacy programme in Mazabuka District of the Southern Province of Zambia revealed that the programme faced a number of challenges outstanding among them was lack of funding ventures to meet its aims, goals and objectives. In Kenya, as reported by Farrell (2007) the funding was done in good faith as most schools benefitted from the venture as it supported the development of literacy in schools in terms. The programme was

teaching different literacy and life skills such as income-generation and critical thinking skills with a spirit of self-sustainability.

Further, the study revealed that the literacy programmes also sensitized and modified performance among learners and the community on various issues affecting their lives and suggested means of addressing those issues leading to the achievement of literacy skills. Further, Farrell (2007) also reported that parents in Kenya were very willing to offer their support to schools in order to promote literacy facilities for their children to benefit from the teaching and learning in schools. This was done through the formation of community groups of parents as a way of getting involved in school activities. The role parents' play in this project in support for their children's literacy could be another research agenda to be undertaken.

The findings also revealed that the programme was performing well because of a number of factors; firstly, the aims and objectives of the programme were relevant to peoples' lives as they were addressing the needs and aspirations of the community. Secondly, the benefits of the programme were immediately visible within the community and lastly, the inception, development and implementation of the programme involved all the stakeholders in the community. Further, the study reported that stories, games, reading to children, pretending to read and write, household and community prints supported the development of emergent literacy.

This study also drew insight from a study that was carried out by Chisenga (2013). It was an evaluation of the literacy programme offered by the church. It was case of selected Jehovah's Witness congregations in chongwe district. The study aimed at establishing whether the literacy programme conducted by Jehovah's witnesses was achieving its aims and objectives. It also looked at the methods and materials the facilitators used when teaching in order to meet the goals of the literacy programme. In addition, it established the literacy level of the learners before they were exposed to the literacy classes.

The study found that the graduates of the literacy programme conducted by Jehovah's witnesses were able to read the Bible and any other literature in cinyanja. The researcher their findings highlighted that the lack of pens and exercise books may have been contributing factor to low writing skills among the graduates of this

programme as they seemed to doing more reading than writing. The literacy providers of this particular programme required appropriate training so that they were exposed to effective adult literacy teaching methods. The syllabic technique the facilitators used was found to be very effective as many learners were able to break through to literacy. Lack of furniture and designated classroom may have been problem. This was challenges there were lot of schools operating without furniture like learners from community schools were learning to read and write under tree. It is not known if these results are what is pertaining to KanEQuIP educational interventions in primary schools of Solwezi district.

Further, Mubanga (2015) also conducted a study on differential effects of child-characteristics on early literacy and numeracy skill-attainment at selected low and high-performing schools in the Northern province of Zambia and the findings showed that phonemic awareness came out as the most problematic variable as it could not significantly be predicted by any background variable. This suggests serious challenges as far as the teaching of literacy is concerned. Since research strongly points to phonemic awareness as one of the strong predictors of early literacy, this research has also revealed that some of the poor reading levels being experienced in Zambia are more closely connected to the neglect of applying phonemic awareness skills in schools.

Further, Zambian teachers seem not to have adequate knowledge and methods of teaching and materials for phonemic awareness skills to young learners. Furthermore, the study revealed that low and high performing schools had different strengths and weaknesses in terms of their influence on children's literacy and numeracy performance. For example, it was noted that school attendance increased and high performing schools performed better on reading and writing and mathematics number-sense, while low performing schools performed better on mathematics number-facts.

Furthermore, there were marked differences with child characteristics and home factors and how they also influenced outcome variables. The information availed by Mubanga's (2015) study was educative and provided direction to the current study as it highlighted the most important components such as phonemic awareness which promotes literacy skills. It was from this basis that the current study was hinged as it

focused more on educational interventions of literacy in schools especially in Solwezi District.

In trying to appreciate studies done in Zambia, another study by Mwanza-Kabaghe (2015) which concentrated on preschool, executive functions and oral language as predictors of literacy and numeracy skills in first grade reported that pupils who went to preschool did not outperform pupils who did not go to preschool in first grade. On the contrary, they performed worse than those that never went to preschool. Children with preschool had a head start in alphabetic skills compared to children without preschool in the first grade but on all other literacy and numeracy tests, there were no effects in favour of children who went to preschool. In terms of executive functions, the study revealed that executive functions do predict literacy and numeracy skills.

Specifically, working memory and inhibitory control predict literacy and numeracy skills over and above other executive functions. However, preschool did not promote executive functions. But, it was established that executive functions are better predictors of numeracy than literacy. The study further revealed that oral language is important for performance in literacy skills. The study revealed that linguistic diversity may explain delays of children who attend preschool in the first grade. Children are taught in English in preschool but in a local language, Nyanja, when they proceed to the first grade.

Further, non-Nyanja speakers speak another language at home, learn English in preschool and need to learn a third language, Nyanja, in first grade. The current study was guided well by the aforementioned study as it brought out pertinent issues to do with executive functions and oral language as predictors of literacy and numeracy skills. However, the current study only concentrated on primary schools as opposed to the reviewed study which looked preschools by invoking on three domains such as executive functions, language and numeracy.

Another study done by Ndeleki (2015) focused on teachers' perceptions on the use of local languages as Medium of Instruction from Grades 1-4 in selected private schools of Lusaka. The findings of the study revealed that there was an emerging line divide between what could be termed as "local language private schools" and "English language private schools". The private schools that have applied the new

language policy of using the local language as the Medium of Instruction are the ones referred to as “local language private schools” and the ones that are still using English as Medium of Instruction as “English language private schools”. Fears expressed were that this may have a serious implication on enrolment later in that one of the so called English language private schools may have an influx of learners enrolling while the so called local language private schools may have fewer pupils enrolling.

Further, the study established that the stratification was influenced by several factors such as the community in which a school is located, the status attributed to a certain language and the attitude by teachers and stakeholders. The study further revealed that schools located in Lusaka urban opted for English as Medium of Instruction because it is the language commonly used in the homes of the children who are mostly foreigners and the elite Zambians. Peri urban schools were in favour of Nyanja as Medium of Instruction because it is their language of play. The study noted that while English was out rightly preferred to be Medium of Instruction by urban private schools, the peri urban private schools chose Nyanja but claimed that there was need to employ code switching as Medium of Instruction. The fears to let go of English as expressed by the sub urban private schools could have emanated from the notion that anything with a local tug is considered inferior in Zambia. Besides, the use of local languages is taken as an indication that one is less educated while those who use English, on the other hand, enjoy a favourable status as is it considered to be the language of the elite and the educated. The current study took a different direction by focusing only on the educational interventions to help improve literacy among children in Solwezi District unlike Ndeleki (2015) in her study which was conducted on teachers’ perceptions on the use of local languages as Medium of Instruction from Grades 1-4 in selected private schools of Lusaka.

2.5. Synthesis of Related Literature

The aforesaid reviewed literature related to the study from a number of countries which set a stage for the current study in that it clearly demonstrated that no country would ever attain its objectives of adopting the reading knowledge and skills through the teaching and learning of literacy aimed at providing quality education to the 21st century teachers and pupils in the absence of qualified teachers, appropriate

educational materials, adequate funding, suitable school infrastructure and community participation.

Although many studies world over have clearly shown the importance of having literate people in education, no clear documentation of comprehensible literature was found by the researcher on the types of educational interventions to improve literacy levels of school going children, how the interventions were implemented and what views teachers have on the kind of interventions. Thus this study evaluated the literacy levels through the educational interventions implemented by Kansanshi Mine through Kansanshi Educational Quality Improvement Programme (KanEQuIP) in Solwezi District.

2.6. Summary of the Literature Review

This chapter discussed the literature review. It began by reviewing studies done at global level. This was followed by studies conducted within Africa and Zambia. From the review, it was observed that at global, African and Zambian levels, the importance of teaching and learning of literacy cannot be over emphasized. This was clearly demonstrated by the various findings that had been highlighted in this chapter. It was also observed in Zambia, particularly Solwezi District, that studies in the teaching and learning of literacy had been inadequate thereby creating a research knowledge gap that the current study intended to address. The next chapter discusses the methodology employed in this study.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The previous chapter gave a review of some related literature on literacy levels from Global, Africa and Zambian contexts. The current chapter presents the methodology used in the study which includes the research design, and population, sample size and sampling techniques. The chapter further explains the research instruments, data quality assurance as well as data collection and analysis procedures. The last section looks at ethical considerations.

3.2 Research Design

Kothari (2004) defines a research design as the conceptual structure within which research is constituted. It provides the blue print for the collection, measurement and analysis of data. Further, Kombo and Tromp (2006) define a research design as a glue-like structure that holds all the elements in a research project together. Similarly, Yin (1994:19) describes research design as “an action plan for getting from here to there”. Yin adds that research design as a “blueprint: of the research dealing with at least four problems: which questions to study, what data is relevant, what data to collect, and how to analysed data it helps to collect data that is relevant (Banda, 2008:66). Based on this literature, it is important that every research has a design. Therefore, this study employed qualitative research design. Bogda and Talor (1984:9) holds that, “qualitative research aims at producing people’s own written or spoken words and observes behavior and directs itself at setting individuals holistically. In this manner, researchers who use qualitative methods seek to collect data from respondents in their natural setting thereby attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them by using a holistic perspective which preserves the complexities of human behaviour. This approach was appropriate for this study because it sought to solicit information and assess the successes and failures of interventional support implemented by KanEQuIP on literacy levels of primary school pupils in Solwezi district.

3.3 Study Site

Msabila and Nalaila (2013), state that there are various factors that can influence the researcher's choice of study area among them are the nature and incidence of the problem, research time frame, and data accessibility, client's interest and instructions, resource availability, and goals and objectives of the study. These factors influenced the choice of this study, especially the goals and objectives and for the reason that the programme being evaluated was being implemented only in Solwezi. Therefore, the study was conducted in Solwezi District of North-Western, Zambia at Kansanshi Foundation. KanEQuIP covers a total of 27 schools in Solwezi urban, peri-urban and rural areas. The programme reaches out to 27,000 school going children out of the district total of 76,300, a representation of 35% of the total enrolment.

3.4 Target Population

Population is defined as any group of individuals that has one or more characteristics in common and that are of interest to the researcher (Best & Kahn 2006). White (2003:56) also defines a population as "a universe of units from which the sample is to be selected". This means that a target population is a specific group of things necessary for a particular project. In this study, the target population consisted of all the primary schools, all primary school teachers and pupils in Solwezi District.

3.5 Sample Size

Sandeloski (1995) states that in determining the sample size in qualitative research, there is no specific formula. Leedy (2005) further states that a sample is a subset of a population. However, the researcher can use his or her own personal judgment and experience to determine the sample size. The study involved four (4) primary schools from which 4 Head Teachers, 12 teachers, 1 District Education Board Secretary and 1 programme coordinator from Kansanshi Foundation were selected, giving the total of 18.

3.5.1 Demographic Characteristics of the Participants

Participants in the study were asked to state their gender and the information gathered was presented in the tables below.

Table 3.1: Participants' Gender

Participants	
Gender	Frequency
Male	2
Female	16
Total	18

Table 3.1 shows participants who were drawn from four primary schools by gender. Out of 18 participants who participated in the study 2 were male and 16 were female. Which means that there were more female teachers than male teachers in the sampled primary schools. The participants stated their age range as shown in the table 3.2.

Table 3. 2: Participants' Age

Age range	Frequency
20-30	4
31-40	8
41-50	6
Total	18

The table indicates that, 4 out of the 18 participants were in the age range 20-30 while the majority of the sample size were those in the age range 31-40. The table further indicates that 6 of the participants were in the age range of 41-50.

Qualifications as of the teachers sampled were s indicated in the table 3.3:

Table 3 3: Participants' Qualifications.

Qualification	Frequency	
Master	1	
Degree	4	
Diploma	10	
Certificate	3	
Total	18	

From the table 3.3, 1 participant had a qualification of a postgraduate degree while 4 had bachelor's degrees, 10 participants had teacher's diplomas and 3 had a primary teacher's certificate. Teachers stated how long they had been in the service of teaching as in the table below,

Table 3. 4: Teachers' number of years in service.

Years in service	Frequency
1-5	2
6-10	4
11-15	3
16-20	1
21-30	2
Total	12

The table above shows that out of 12 participants, 2 had been in service for a maximum of 5 years, while 4 had been in service for the period 6 to 10 years. 3 of the teachers had been in service between the period 11-15 years and only 1 had served between the ranges of 16-20. 2 among the teachers had served for at least between 21-30years.

3.6 Sampling Procedure

Purposive sampling was used in the study. Purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study (Kothari, 2005). The main goal of purposive sample is to focus on particular characteristics of population that are of interest which will best enable the researcher to answer their research questions. It is choice the purpose of which varies depending on the type of purposive sampling technique that is used. For example, this study used the homogeneous sampling technique, meaning that units were selected based on their having similar characteristics because such characteristics are of particular interest to the researcher. This was done by getting a list of primary schools that receive support from KanEQuIP and conducting a raffle draw to come up with only four primary schools. Simple random sampling technique was also used to come up with the 12 teachers who were sampled to participate in the focus group discussion. The Head Teachers, Officer from DEBS and the programme coordinator from Kansanshi Foundation were selected by deliberate sampling technique which involves deliberate selection of particular units of the universe for constituting a sample which represents the universe. The researcher used this technique because only a group of people believed to be reliable for the study were targeted. (Kombo & Tromp, 2006)

3.7 Research Instruments

In order to obtain data from respondents, the researcher used the following instruments: a semi-structured interview guide for focus group discussion for teachers, interview guide for an officer from DEBS, one officer from KanEQuIP, observation checklist for the observation of KanEQuIP activities, and document analysis for analyzing data from of KanEQuIP monthly reports.

3.7.1 Semi-Structured Interview Guide

Interviews are questions asked orally (Kombo and Tromp, 2006). One to one interviews were used to collect data from the DEBS on the basis that qualitative inquiry usually produces in-depth data. It is from the thick description that the researcher was able to understand the teaching and learning of literacy in primary schools in Solwezi District. Kombo and Tromp (2006) state that semi-structured interviews are based on the use of an interview guide which is a list of questions or topics to be covered by the interview. Semi-structured interviews are flexible because they consist of both open and closed-ended questions. They are important because they gather in-depth information which gives the researcher a complete and detailed understanding from open ended questions. Therefore, using semi-structured interviews enabled the researcher to get first-hand information from the officers about the teaching and learning of literacy skills holistically.

3.7.2 Focus Group Discussion

Focus Group Discussion (FGD) method is designed to obtain information on participants' experiences on a defined area of interest (Kombo and Tromp, 2006). Focus group discussion was used in this study to collect data from teachers. The rationale for choosing the FGD for teachers was to help them feel comfortable to express their opinions in the presence of their colleagues who in this regard helped to create a natural environment for them. Due to this, the researcher decided to categorise them into focused groups as the only way to solicit information as they would socialize and interact amongst themselves in a natural manner. According to Black (1999), a focus group discussion is a group discussion of 5-12 persons guided by a facilitator during which members talk freely and spontaneously about a certain topic. The purpose of focus group discussion was to obtain in-depth information on concepts and ideas of the interventions being implemented by KanEQuIP.

3.7.3 Non-Participant Observation

The researcher also employed the non-participant observation technique to collect data. Observations are of different types, there is non-participant observation (simple observation), participant observation and hidden observation. In order to witness and

capture what goes on during the Continuous Professional Development meetings as they took place in a natural setting, the researcher used non-participant observation. This is the recording of the events as observed by an outsider (Ngoma, 2006). The observation took place when officials from KanEQuIP facilitated these meetings at Kansanshi Foundation.

3.7.4 Document Analysis

Document review was used to collect data for the research questions especially the one that stipulates the aims and goals of the educational programme offered by KanEQuIP. Mkandawire (2012:29) observes that document review is good method of collecting secondary data when answering research questions. It provides useful check on information that is already in existence relating to your study. In this study, KanEQuIP monthly reports for the educational programme and other materials published by the foundation were collected and reviewed.

3.8 Data Quality Assurance

Kothari (2004) defines validity as “the extent to which differences found with a measuring instrument reflect true differences among those tested.” He further explains that a reliable instrument is one that yields results that are consistent. In addition, multiple uses of data collection strategies and data sources or triangulation were used by the researcher in order to obtain a more complete picture of what was being studied and for substantiation of information. In this study the issues of validity of instruments used for data collection were addressed through conducting a pilot study. Also, the validity and reliability of the data collected was assured by applying the “*epoche principle*” which meant reporting “*verbatim*” the actual words as they came from the participants through *indenting*.

3.9 Data Collection Procedure

As stated earlier, the study used qualitative methods of research to focus on the subjective reality, and ideas of both the researcher and the researched during the study. Data collection is the gathering of specific information aimed at proving and refuting some facts on how a researcher collects data and with what instruments (Kasonde-Ng'andu, 2013). Therefore, in trying to follow the data collection

procedure, an introductory letter was sought from the University of Zambia to allow the researcher to go for data collection, and written permission was sought from the District Education Board Secretary (DEBS) of Solwezi District. At the school level, the researcher sought verbal permission from Head Teachers of respective schools to use their facilities before proceeding with data collection. Permission was verbal because written permission was already granted by the DEBS who is the overall in charge of schools in the district. When permission was granted, focus group discussions among teachers were conducted, thereafter semi-structured interviews were carried out with Head Teachers and the KanEQuIP coordinator individually. Permission was also sought from the coordinator to carry out non participant observations during the activities carried out at Kansanshi Foundation.

However, before collecting data from the participants, the aim of study was thoroughly explained to them and assurance was given that data collected was purely for academic purposes. During data collection, a voice recorder was used to record the conversations to capture the opinions and views of the participants in order to help the researcher with data analysis. When this was done, the researcher then categorized the statements and summarized them in narrative form. Key statements were quoted and thereafter a report was written on each of the 4 Head Teachers interviewed as well as the officer from the DEBS and the coordinator for KanEQuIP. A report was also written about the Focus Group Discussions in selected primary schools.

3.10 Data Analysis

Lewis and Michel (1995) hold that data analysis is done in different ways depending on the instruments used to collect data and how the researcher wanted the information presented. For example, quantitative data is usually analysed using some software and is presented in numbers, tables and percentages while qualitative data is usually analysed and presented using themes, trends and similarity of data. In this qualitative study, data was analysed using thematic approach where similar themes and trends were categorised under the same theme but presented in line with the research questions. Themes were identified from the interviews, lesson observations with an aim of using them in the description of the phenomenon being studied. (Gall et al., 1996)

3.11 Ethical Considerations

Ethical issues were upheld in the study. First and foremost, a clearance letter was obtained from the Directorate of Research and Graduate Studies (DRGS) and the researcher sought consent from the University of Zambia relevant authorities, District Education Board Secretary (DEBS) for Solwezi District, coordinator of KanEQUIP, Head Teachers from the respective primary schools and participants to find out whether or not they were willing to participate in the study. Furthermore, the researcher assured the participants that names and personal details would not be revealed or published and that data collected would be kept confidential and only be used for academic research purposes. Names of schools and participants were not used in the presentation of data to ensure anonymity. The researcher had also ensured that participation by the teachers was voluntary. This was done by explaining to them the procedure, relevance and purpose of the study.

Ultimately, the researcher had to take full responsibility for the study and any unforeseen consequences it could attract. All the mentioned activities were done in order to ensure that the rights of the participants were respected and their dignity as human beings was safeguarded.

3.12 Summary of the Chapter

The purpose of this chapter was to describe the methods used in the collection and analysis of data. Some of the research components described in the chapter are research design, sampling procedures, research instruments, design, sampling procedures, research instruments, data collection and analysis approach. A research design has been described as a structure that holds all elements of research together. It is evident that the research design used for this study was qualitative. Purposive sampling procedure was used to select the sites and participants. The participants in the study were drawn from four schools. Two schools were situated in the township while the other two were away from the township of Solwezi district. The other participant was one of the education officers. The instruments for collecting data were interview guides, CPD observation guide, document analysis and focus group discussion guide. The chapter also discussed that data was analysed thematically by way of grouping related data under one theme.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings of the study that were collected through in-depth interviews, focus group discussions, non-participant observations and document review. Massive qualitative data collected from interviews, activity observation and picture description or cartoons needs to be organized into patterns if the essence of that data is to be revealed Patton (1990). Therefore, the findings are presented according to the research questions of the study as presented in chapter one as follows:

1. How were learners performing in literacy before and after KanEquIP's intervention?
2. What were the interventions put in place by KanEquIP to improve literacy levels among learners in selected primary schools in Solwezi District?
3. How were the interventions put in place by KanEquIP to improve literacy levels among pupils in selected primary schools in Solwezi District implemented?
4. What were the views of teachers on the implementation of KanEquIP's intervention in the teaching of literacy?

4.2 How were learners performing in literacy before and after KanEquIP interventions?

The data to answer this research question was mainly collected through interviews and document analysis techniques. Below are the findings as presented in parts:

4.2.1 Presence of educational interventions support by KanEquIP

When the participants were asked whether or they were aware of the presence of educational interventions supports by KanEquIP in four selected primary schools among other schools, they admitted having the knowledge of KanEquIP in trying to improve the literacy skills among primary school-going children. In view of this, the representative of the DEBS stated that:

Literacy skills are ingredients for early childhood education which is very vital to the development of children as it provides them with a concrete foundation which prepares them for school hence we accept, the introduction of the interventional support programmes to boost literacy levels in primary schools around the District.

4.2.2 How learners were performing in literacy before KanEQuIP interventions

The findings on this question were that in December, 2013 the results from the literacy monitoring survey of 418 learners in grades one, three, five and 8 in 20 schools. (15 KanEQuIP programme schools and 5 non- programme schools) were assessed in various dimensions of literacy. Overall literacy in the assessed schools stood at 33.3 percent (139 of 417 learners) with 80 percent of the literate learners (111 of 139) being in KanEQuIP schools. There however did not appear to be differences in the literacy of learners from programme schools compared to these from non-programme schools.

Assessment for 2014 took place in October. For the first time, the learners were also assessed in numeracy. October monthly report states that:

In order to monitor the impact of KanEQuIP, Kansanshi Foundation sponsors government to carry out literacy assessment of selected grades in schools for all the KanEQuIP schools plus 5 comparator schools. Government has the trained assessors to carry out this work.

November 2014, processing of the 2014 literacy and numeracy assessment survey of data continued. Verification of data that was captured was done. The preliminary analysis before completion in December to which results were to be disseminated showed slight improvement in literacy levels in KanEQuIP supported schools than schools that were not supported by the mine.

January, 2015 reports on the second assessment of literacy and first in assessment in numeracy conducted in October 2014. The purpose of the assessment was to monitor change in the quality of education in KanEQuIP schools. The survey comprised 20 KanEQuIP programme schools plus 5 comparator schools. Sample size was 1110

which included Grades 1, 3, 5, and 8 learners in selected schools. This was to make the findings comparable to Solwezi DEBS assessment of literacy conducted in 2012 and KanEQuIP survey in 2013. Characteristics of this sample were that out of the 1110 learners that were assessed, 10 per grade of grade 1, 3, 5, and 8. Grade 8 where only assessed in literacy. 434 of the learners were boys and 426 were girls with gender of the rest not indicated. 620 of the learners were from urban schools and 490 were from rural schools. 870 learners from KanEQuIP schools and 240 from non-KanEQuIP schools.

The findings from the assessment survey showed literacy in Kansanshi supported schools went up from 24 percent in 2013 to 44 percent in 2014. The 3 top schools in 2014 achieved overall literacy levels of 83 percent, 82 percent and 73 percent compared to 67 percent, 63 percent and 58 percent in 2013.

January 2016 KanEQuIP continued to design and sponsor annual literacy and numeracy surveys conducted by Solwezi DEBS office. In October 2015, survey was conducted under similar conditions as in October 2014. The quality of education was measured through literacy and numeracy. Mine supported schools continued to show positive change in literacy than schools not supported by the mine.

January 2017, even though mine sponsored schools continued to show improvement in term of literacy and numeracy, the change was not significant. This standing prompted Kansanshi foundation to call for multi stakeholder education meeting in February 2018. The meeting specified the following:

- a. Competency of teachers in methodology and content depth, absenteeism among other issues that concern the teacher
- b. Supervision at school level, what should be supervised, by who and with what tools? How does one determine that the supervision is working?
- c. Clear performance standard; what are going to be standards of the learner performance?
- d. Assessment/Data management; what data analysis should be done, by who, how often, how should it be disseminated, how often and how should the analysis be used?

Through the analysis of monthly reports, the researcher collected data showing the performance of learners in literacy before and after the KanEQuIP's interventions in government primary schools in Solwezi District which have been summarised in figure 4.2.3 below. The figure shows that there was a sharp increase in literacy levels from 2012 based on the baseline data which was at 26% before KanEQuIP instituted the educational interventions in four among other primary schools in Solwezi District. When the educational interventions were instituted by KanEQuIP in 2013, followed by an evaluation in 2014, data obtained indicated that literacy levels increased from 26% to 44%. The increase in literacy continued sharply in 2015 at 45%, in 2016 it was at 46% and further in 2017 at 47.5%.

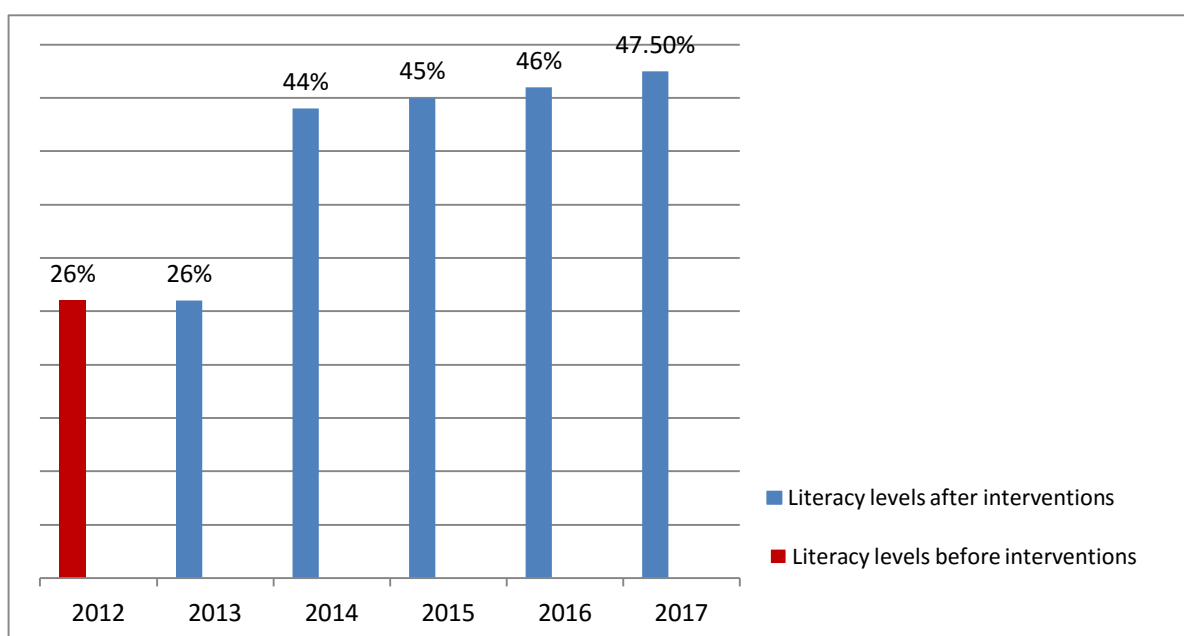


Figure 4.1 Statistics on Literacy Levels.

4.3 What were the educational Interventions put in place by KanEQuIP to improve literacy levels in primary schools in Solwezi district?

Data to answer this research question was mainly collected through interviews, focus group discussions and observation techniques. Below are the findings as presented in parts according to respondent's and the technique. The following were the responses from the three categories of participants:

4.3.1 Responses from KanEQuIP Education Coordinator

It was imperative to interview the education coordinator because he is the in charge of all educational activities in the district concerned with KanEQuIP, in his response he outlined the following educational interventions;

- Supply of both teaching and learning materials to primary schools
- Facilitating of continuous professional development among teachers handling such classes
- Provision of school based administrative instructions.
- Supporting of early childhood education
- Supporting of extra-curriculum activities such as spelling competition, debate and sports.
- Community mobilization for education and literacy support.

He added that the programme has introduced another intervention as at January 2018 which is the school feeding programme. In his explanation, he said that:

Supplementary feeding started in 12 selected schools, 6000 pupils in the selected KanEQuIP programme schools will receive the supplementary feed every school day. 12 teachers from the selected schools have been oriented on how to prepare the supplementary feed and keep records. Schools with larger number of enrollment get feed for Grades 1-4 while schools with small number get feed for Grades 1-7.

4.3.2 Response from District Education Board Secretary Representative (DEBS)

The initial plan was to interview the DEBS but was out of the office on attending to other duties. Someone else was appointed to stand in. The DEBS representative made the following submissions as the educational interventions which were put in place by KanEQuIP. she said the educational interventions received in primary schools in the district include included; the construction of supportive and accommodative infrastructure for early childhood learners, distribution of available

funds channeled towards education ventures, supply of teaching and learning materials equitably and classroom furniture. In her response, she also stated that:

Providing quality education to our children is not an easy venture. It has been very challenging on the part of government to meet all the needs of the learners in primary schools. About 20 primary schools in the district have received teaching and learning materials, classroom furniture, infrastructure to support early childhood education and financial support towards other extra-curricular activities.

4.3.3 Responses from Head Teachers and Teachers

Head teachers and teachers reported that there were number of educational interventions that KanEQuIP had introduced in primary schools in Solwezi District to help improve the quality of education and literacy skills in children. The teachers said that the educational intervention support included; teachers attending monthly Continuous Professional Development meetings during school terms, receiving computers to enhance the teaching of Information and communications technology (ICT) subjects, teaching and learning materials, sports equipment, and construction of classroom blocks, iPads for early ECDE classes, conventional desks and Tutu desks. One Head Teacher in an interview said that:

The school has a new classroom block as opposed to the initial stage. This facilitates the learning of our children as they all get accommodated in classes because previously, we never had enough classrooms to cater for our children which was a major challenge on our side as administrators. Therefore, the construction of a new classroom block has contributed much to the improvement in literacy as most of our children tend to concentrate and are motivated to come to school.

In addition, one teacher had this to say:

The Continuous Professional Development (CPD) meetings sponsored by *ba* Kansanshi is really helping us *mwandini* as far as literacy

improvement is concerned. This happens every month. As teachers we learn a lot by sharing different know-how of literacy and in our schools. In sharing, we come to know of things which we did not know and they change the approaches that we use to delivery lessons in class thereby helping the children learn and improve in literacy and other subjects.

4.4 How were the interventions put in place by KanEQuIP Implemented in the primary schools

Data to answer this research question was obtained from interviews, focus group discussion, document analysis and observation of activities. The Education coordinator and the Head Teachers during the one to one interviews were asked to state how the educational interventions by KanEQuIP to improve literacy levels among learners in primary schools were implemented. Teachers stated their responses during focus group discussions. The researcher also observed some activities. The following were the findings:

4.4.1 Findings from KanEQuIP Education Coordinator and Document Analysis

The stated that KanEQuIP was giving support to 28 schools in and around Solwezi town benefiting more than 30,000 primary school pupils. The support is still centered on the programme's focus areas being; early childhood education and development, learning resource support, raising the quality of teaching, promoting results-focused instructional leadership, school-based literacy and communication support including sports.

The March 2017 monthly report states that since 2013, KanEQuIP had distributed 41,000 textbooks in English, Mathematics, Science and Creative and Technology Studies to schools in and around Solwezi District.

During activity observation, the researcher also witnessed the handing over of teaching and learning materials to the respective schools.

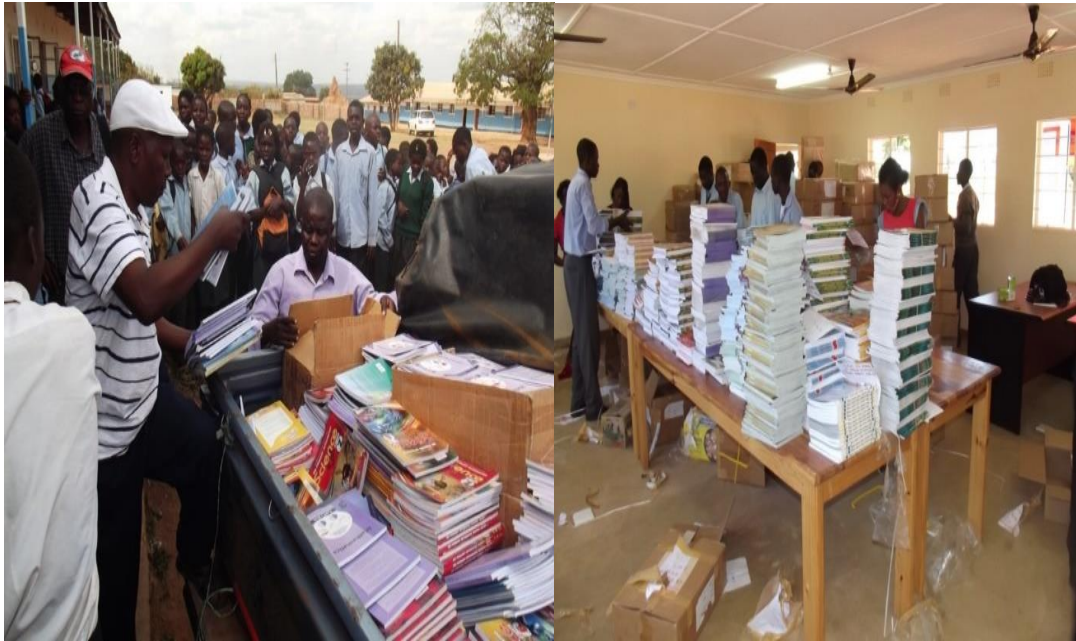


Figure 4.2. One of the schools receiving teaching and learning materials (left) teachers collecting textbooks at Kansanshi Foundation institute for their respective schools (Right).

Source: KanEQuIP monthly report (March 2017)

The monthly reports also stated that KanEQuIP has facilitated CPD to more than 300 teachers on learner centered and active learning methodologies. The CPD meetings take place every month of the school term. The researcher observed these activities take place for term at Kansanshi foundation institute. The pictures below show teachers during the KanEQuIP sponsored CPD meetings.



Figure 4.3. Teachers doing group work (left) Teachers during CPD reviewing lesson plans they had developed (right).

Source: KanEQuIP monthly report (August 2016)

The picture below shows part of the 100 head teachers, deputy heads and senior teachers in the District who have been trained on results-focused educational leadership and this has a bearing on the organisation of Continuous Professional Development (CPD) which include themes on the teaching of literacy.



Figure 4.4. A group photo of Head Teachers and senior teachers at the end of training.

Source: KanEQuIP monthly report (May 2015)

KanEQuIP has also built and equipped 2 model ECED centers and trained 7 ECED teachers in modern ECED methodologies. Currently KanEQuIP is piloting e-learning at one of the primary schools in the district. The benefits of e-learning is that the content of the lessons is tailored to be relevant to the learner's needs. The learners are not under pressure to catch up with the rest of the class, revision of the content is easy.



Figure 4.5. Some of the ECED teachers in training (left) and part of the ECED class (right).

Source: KanEQuIP monthly report (April 2014)

KanEQuIP has also re-introduced competitive sports in local schools. The sports activities include football, netball, cross country and other track and field events. Inter-school competition in debate, spelling, quiz and storytelling are also among the activities that have been introduced. It is obvious knowledge that such inter-school competition in debate, spelling, quiz and storytelling create a very fertile ground for learners to practice literacy skills and this may be a plus to the intervention.



Figure 4.6 School pupils participating in cross country during inter schools competition.

Source: KanEQuIP monthly reports

4.4.2 Responses from Head Teachers

Being the people in charge of schools, the head teachers were interviewed individually. During the interview session, question was asked on how KanEQuIP interventions were being implemented in their respective schools. They stated that they had been receiving support such as sponsored CPD meetings for teachers, various teaching and learning materials for both ECEC and the primary section. The schools had also seen improved learner friendly infrastructure because KanEQuIP had built at least a classroom block and play grounds for ECEC. One Head Teacher said that:

KanEQuIP is greatly alleviating the burden of providing quality education to our children. My school has received a total of 1,010 text books, 61 iPads, 700 desks, and a 1by 3 classroom block for ECEC including an equipped playground.

4.5 What were the views of teachers on the Implementation of KanEQuIP Interventions

Findings to answer this question were mainly obtained from interviews and focus group discussions. The KanEQuIP coordinator was not asked to state his views on the implementation of the programme but he raised some points during the interview that answered the question. Responses were as follows;

4.5.1 Responses from KanEQuIP Education Coordinator

The coordinator's views on the implementation of educational intervention support of KanEQuIP where that the educational intervention support benefited the primary schools in Solwezi District. In his own words he said that one way is by:

Bringing different families of children together where they can share ideas which sends a message to the community that all children are valued and welcome in schools, makes them feel less isolated and imparts them with daily living skills.

He further stated that "Our education interventions are proactive in nature as we try by all means to break the shell of poverty and vulnerability in the community in which our initiative has been rolled out." This can confirm that it has benefitted the

community and children to realize their potential in reading and writing skills and such initiatives should be encouraged by both the Government and private sector.

4.5.1 Response from representative of the District Education Board Secretary (DEBS)

The representative of DEBS was interviewed as one of the key education policy makers in the district. The information obtained from the DEBS was of great value in giving direction to the study. The DEBS reported that the interventions helped in improving performance in other subjects, increased levels of reading and writing as well as improved school attendance. She also expressed the view that the educational interventions made the transition of children from Grade1 to Grade 2 possible without difficulties. In addition, she made the following remarks:

Since the introduction of the educational intervention support in primary schools especially the ECED section, the Grade 1 enrolment has been overwhelming because children are made to proceed in the same school to Grade 1. This has worked excellently especially in my district and most of the stakeholders are happy with the progress made so far and this calls for continuity.

4.5.2 Responses from Head Teachers and Teachers

Being the implementers of educational policies at school and classroom levels, Head Teachers and teachers were also considered as key informants in this study because they had daily interactions with children during teaching and learning sessions. Thus, it was important and suitable to hear their views on the implementation of the educational interventions support implemented by KanEQuIP in the primary schools. Data gathered from the said participants was that the interventions equipped children with reading and writing skills, encouraged school attendance and improved performance in other school subjects as well as community awareness. In addition, they said that the interventions provided the much needed opportunities to develop children's language, social, physical and cognitive abilities. They explained that these domains were developed when children were learning together, sharing ideas, playing and learning from each other as they come from different environments. It

was during focus group discussion that a teacher made the following remarks in addition to what other teachers had said.

Because of these interventions, children in our schools are able to learn pre-skills in different subjects which act as a foundation before entering grade one. This helps them to breakthrough in reading and writing and further help them become literate in the future.

The teachers were also quick to mention that despite receiving this kind of support, the appropriate teaching and learning materials were still inadequate due to the high numbers of children in the classrooms. The schools still lacked universal literacy centers because of the meagre resources the schools generated. In addition, the teachers stated that most of them did not possess sufficient knowledge on the teaching of literacy and were not qualified in that field. During the discussion, another teacher said;

Madam, *ba* Kansanshi are really trying their best with teaching us different methods of teaching and giving us books to use but most of us don't have much information on how to teach literacy because we were not taught at college. And even the books we are given, we don't know how to use them because they don't come with teacher's guides.

4.6 Summary of the Chapter

The study found that there were a number of educational interventions implemented by KanEQuIP to improve literacy skills among children in the selected primary schools in Solwezi District. The study also found a number of those educational interventions such as; supply of both teaching and learning materials to primary schools and training of Head Teachers and senior teachers in results-focused educational leadership. Facilitating of Continuous Professional Development among teachers handling such classes, provision of school based administrative instructions, supporting of early childhood education, supporting of extra-curriculum activities such as spelling, debate and sports, and community mobilization for education and literacy support. The views of teachers on the implementation of literacy interventions were that; the schools still lacked finances to construct universal literacy centers, inadequacy of appropriate teaching and learning materials, and lack

of qualified teachers in literacy, lack of sufficient information on literacy and lack of enough classroom space.

The previous chapter endeavoured to present the findings of this study in more coherent manner through qualitative techniques. In the next chapter, the foregoing findings of the study will be discussed in relation to the reviewed relevant literature with regard to literacy skills among children in primary school.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the findings related to the evolution of the implementation of KanEQuIP educational interventions on literacy levels of primary school pupils in Solwezi district. The discussion of the findings of the findings is presented under sub-headings which have been derived from the study objectives as presented in chapter one: As way of reminder, the objectives are as follows:

- i. To establish how learners were performing in literacy before and after KanEQuIP's intervention.
- ii. To establish the interventions put in place by KanEQuIP to improve literacy levels among learners in selected primary schools in Solwezi District.
- iii. To assess the implementation of the interventions put in place by KanEQuIP to improve literacy levels among learners in selected primary schools in Solwezi District
- iv. To establish the views teachers have on the implementation of KanEQuIP's intervention in the teaching of literacy.

5.2 Performance of Learners in Literacy Before and After KanEQuIP's Educational Interventions

The purpose of reviewing the performance of learners in literacy before and after KanEQuIP's educational interventions was to know whether the educational interventions were making change in the learners or not. The study revealed that before the educational interventions were implemented in the selected primary schools in Solwezi district, literacy levels did not improve from 2012 based on the baseline data which was at 26%. However, after the educational interventions were implemented by KanEQuIP in 2013 which was followed by an assessment in October 2014, data obtained indicated that literacy levels increased from 26% to 44%.

The increase in literacy continued sharply in 2015 at 45%, in 2016 the increase was at 46% and in 2017 at 47.5%. Based on the obtained literacy in the selected primary schools, it was evident that the educational interventions implemented by KanEQuIP

worked according to the programme's intended objectives. The findings on the literacy levels in the selected primary schools according to Kansanshi Foundation Education Monthly Report (2015) showed that literacy levels changed slightly upon the implementation of the educational interventions by the mining company from a range of 26 to 47.5%. Although there could be other variables at play to influence this improvement, the study can make an assumption that the intervention played a part in the upward changes. Based on data obtained in the selected primary schools, the emerging impact may have been as a result of the educational interventions implemented by KanEQuIP.

This stride speaks volumes to other organizations and government to come up with similar or even better educational interventions that are proactive implement them in other primary schools countrywide. The findings gathered from the four primary schools in the study acted as a litmus test for future educational interventions to be earmarked in schools.

5.3 Types of Educational Interventions Implemented by KanEQuIP in Primary Schools in Solwezi District

The study found that one among the types of education interventions implemented by the KanEQuIP in primary schools was the supply of both teaching and learning materials. This finding confirms Rose's (2009) suggestion that the acquisition of reading skills were necessitated by the availability of teaching and learning materials in schools. This implies that the supply of both teaching and learning materials acted as an ingredient for a better understanding and smooth delivery of the concepts of literacy. Lack of reading materials and even prescribed reading and recommended reading have been cited in other studies (see related literature review chapter) as reasons causing low literacy levels; meaning that this intervention did have a notable effect on the improvement of literacy and education delivery in general in these sampled schools. Therefore, for the teaching and learning of literacy to thrive in schools, priority should be placed on financing educational interventions that include teaching and learning materials in order to support its smooth delivery in schools.

The study also revealed that one among other educational interventions that KanEQuIP had put in place to improve literacy was the facilitation of Continuous

Professional Development (CPD) among teachers who handled classes of literacy and especially primary classes. The findings of Brooks (2007) vehemently state that the acquisition or learning of literacy skills by pupils could be made possible by well-coordinated efforts and training through continuous professional development or tutorials with the knowledgeable others. This implies that continuous professional development programmes are very cardinal in as far as development of teachers' skills is concerned. It is also important to help non-governmental organizations by training facilitators and show appreciation for cooperate social investment in the communities.

CPD was proposed and used as a strategy in improving literacy and the quality of education among pupils in schools owing to its power of bringing teachers together in sharing the commonalities and differences of their profession. It also provided room for improvement as the teachers looked forward to modifying their teaching skills in order to improve the learning abilities of their pupils with respect to literacy. Consequently, CPDs were considered as an engine that propels the unity of purpose among teachers as they review their strengths and weaknesses and work towards improvement for the good of the profession and pupils as they would be destined for better teaching and learning methods. However, the effectiveness of CPDs is largely dependent on effective planning on the part of the teachers and school management.

The study further showed that another possible educational intervention was the supporting of early childhood education through the provision of funding for the purchase of all the necessary requisites that would make it possible for the teaching and learning of literacy skills among pupils who are in pre-grade. This finding contrasted with the education policy document frame work of (2015) which reported that despite the frantic efforts made by the government through the Ministry of General Education to speed up the implementation of literacy skills in schools, the implementation has been dragging due to lack of funds. This shows that in terms of prioritizing education in terms of funding, KanEQuIP had done good implementation under their supervision in schools that they're giving support to.

The aforementioned came to light when teachers revealed that KanEQuIP was consistent in funding the schools and this had necessitated the acquiring of appropriate equipment needed to facilitate most of the schools' teaching and learning

activities in early childhood education. Similarly, the Government of the Republic of Zambia through the Ministry of General Education is therefore required to employ similar educational interventions in public schools to help improve literacy levels among school going children for the betterment of the nations' education system. In addition, the trend of adequately funding the education system towards the promotion of literacy skills makes the administration of schools more stable and promotes the uplifting of the teachers' and pupils' educational rights to accessing life-long skills imbedded in literacy. Priority should be given to the promotion of providing quality education, teaching and learning of literacy in other public schools by making funds readily available in schools for the procurement of the required necessities.

This study also revealed that monitoring and evaluation were among other educational interventions implemented by KanEQuIP in Solwezi to improve literacy levels among pupils in the visited schools. Monitoring was done regularly in order to superintend how the implementation of the educational interventions for literacy improvement was done. Monitoring of the implementation of literacy interventions was carried out by the programme coordinator and other programme officers who had managed to effectively monitor the literacy activities in the schools under their control. In the schools that the researcher visited, the Head Teachers and the DEBS representative also stated that they have been monitoring the implementation of the educational interventions in the schools which is an important aspect because it gives insight to the progress of the programme after people have made reflections. In the same vain, Nalwimba (2009)'s study revealed that having forms of monitoring of early childhood education institutions by the Ministry of General Education in the quest to promote serious implementation of literacy skills among the learners is just s important. Therefore, it was taken that the information from school managers and Ministry of General Education officials was absolutely true because the participants whom the researcher interacted with were monitored.

The other educational intervention put in place by KanEQuIP in primary schools for the improvement of literacy skills among pupils was the promotion of language of instruction. This was based on the assumption that teaching as an art of communication requires a language that learners can easily understand and

appreciate. To this effect, Sadowski (2006) argued that children learn best when their mother tongue is being used in the teaching and learning process because it provides the foundation for literacy and numeracy development among others.

Findings of this study indicated that there was use of local language in all the Early Childhood Education Centres as well as in the early grades of primary education in order to promote the development of literacy skills as reported by the majority of participants. In the schools under investigation, it was also noted that English was dominating as most of the instructions were issued in the second language. Matafwali and Munsaka (2011) also established that the language of instruction in Early Childhood Education Centres of Zambia was English. The reason that could be advanced for the dominance of English as a medium of instruction in urban Early Childhood Education Centres was the nature of the society being multilingual. Therefore, it was deduced that the choice of language of instruction to a larger extent was influenced by the location of the Early Childhood Education Centres in the district and the sociolinguistic factors that influence it.

The study also found that the suitable school infrastructure was attributed to be one of the educational interventions which were put in place by KanEQuIP to improve literacy levels among pupils in the sampled schools. It was found that in all the schools visited, the infrastructure that was built by KanEQuIP was suitable for all pupils and had promoted a conducive teaching and learning environment. On the contrary, Nkosha and Mwanza (2009) in their study found that most of the school infrastructure was in a deplorable state which required rehabilitation for it to be user friendly. However, this study established that all the Early Childhood Education Centers were using conventional desks that were suitable for learners. School administrators also came up with more initiatives to modify the desks because the same desks were being used by other older pupils who needed such desks. The study further revealed that there were suitable toilets for pre-school children which were designed for that particular age group. Due to age appropriate infrastructure, pre-school children were learning in a conducive environment suitable for the undertaking of educational activities to take place.

This study found that if the quality of literacy skills were to improve and be sustained in the district, there was need to intensify teachers' in-service programmes.

It was noted that teachers were required to go for specialized training in early childhood education in order to improve their professional competencies. Barnett (2004) also carried out a study and observed that university graduate teachers with specialized training in Early Childhood Education lead to better outcomes for young children. Other studies correspondingly made similar observations that good practitioner knowledge and rich pedagogy are developed through strong, effective initial teacher training and ongoing professional development (Hattie 2003, 2005; Kennedy, 2001). To this effect, the study noted the need for both public and private local universities in Zambia to introduce specialized courses in early childhood education to respond to the public need for such training. This was so because there was an outcry from the DEBS' office that many were willing to undertake advanced courses in early childhood education but the challenge was sponsorship as most of the public and private local universities were exorbitant in educational fees.

Additionally, the study further found out that school-community partnership was another educational intervention that helped improve literacy skills among pupils in the schools sampled in the study. Such school-community partnership would benefit pupils' acquisition of literacy skills at an early age. Community engagement in educational provision increases awareness of their children's educational needs. For example, there was an improvement that was noted in the area of school infrastructure which was mainly improved by the full involvement of the community.

A series of studies also established community participation as one of the key factors to determine school effectiveness in Sub-Saharan Africa (Heneveld and Crag, 1996; The World Bank, 1999; and Kendall, 2007). These studies noted that if community partnership is given the desired attention, it would create a strong sense of ownership of school property among the community members thereby reducing cases of vandalism and theft. It was further revealed that introducing Early Childhood Education Centers in public primary schools by the government was a step in the right direction as it was seen to lead to increasing access to early childhood education that would in turn promote a good foundation for the acquisition of literacy skills among pupils in schools.

5.4 How the Educational Interventions were implemented

KanEQuIP supplies both teaching and learning materials to primary school schools within their catchment area. Once in school, the teachers lend out the materials to individual learners for period that is agreed upon by teachers in respective schools. This facility acts as class and school library because most schools do not have the muscle to support the running of libraries. During lessons, learners get to use the books as individuals and sometimes in groups. Learners are also given reading books to go and read with their parents or guardians. Parents are asked to append their signatures for the work done during homework. They are also encouraged to give comments on the reading experience with the children. The teacher checks the learner's books the next day to assess the performance. This in turn lets the teacher know if the learner is improving or not. If at all it was noticed that child was not doing well, supplementary work was given to the learner to facilitate the practice when the child is at home.

Apart from the class readers, KanEQuIP also provided reading materials for extensive reading. The learners were allowed to take these books to their homes as they also became their personal copies. This is in line with Robertson and Salt (1997).

It is not enough to simply teach children to read, we have to give them something worth reading. Something that will stretch their imaginations- something that will help them make sense out of their own lives and encourage them to reach out towards people whose lives and encourage them to reach out towards people whose lives are quite different from their own.

This does not only refer to the children but to any learner of literacy. Having the reading materials as personal copies and going home with them is an advantage not only to the learners but also to other members of the family especially children. Research shows that reading and writing can emerge in children just like oral language in the presence of a lot of reading materials. Therefore if children are guided properly they can make use of these books.

The study found that the educational interventions helped in the improvement of academic performance through having constant communication between school and home environments among the pupils in the schools under investigation. Equally, Mkandawire (2012) reported that the literacy programmes sensitized and modified the performance among learners in the achievement of literacy skills. This was explained on the basis that constant communication between the school and home environment was a booster of school attendance that facilitated positive academic performance because most parents were kept abreast with their children's activities while in school. The bilateral tie between the school and the community also kept both parties informed about the undertakings of the school activities. This was an indication that the parents and guardian's contribution were greatly valuable in the provision of literacy skills to the children at home when a child was given home work. The strategy made it easier for teachers to evaluate pupils' performance based on a sound relationship between teachers and parents which was mutually achieved when relevant information was made available for them to utilize. So far, this initiative had been yielding positive results and possibly built trust between the two parties and should therefore be recommended for future education endeavours.

Going forward, group work is also encouraged. The learners work together and help each other with reading skills. Where one learner is unable to identify sound, the other comes in to help. KanEQuIP encourages teachers to give homework to learners so that they can go and practice with their parents or guardians. This is also another way in which the programme has been implemented. This finding is strengthened by the fact that MoE (2015) says that the main focus of the introduction of literacy skills in schools was to be able to weave different groupings together for the common cause as they learn through sharing of concepts of literacy. This was so because the education interventions were proactive in nature as they tried by all means to break the shell of poverty and vulnerability in the community in which this initiative was rolled out. This confirms that the initiative had benefitted the community and children to realize their potential in reading and writing skills. Therefore, such initiatives should be encouraged and be enforced by both Government and the private sector.

The study found that the implementation of this educational intervention improved class attendance in addition to reading skills. Similarly, the findings of Mubanga (2015) reported and noted that better literacy levels in schools increased school attendance. This finding was reported in high performing schools because they performed better on reading and writing and mathematics number-sense, while low performing schools performed better on mathematics number-facts. This was so because so many interventions were made readily available for use by pupils. As such, most pupils and teachers were motivated and encouraged to spend time with others including school materials which in turn enhanced and improved school attendance. This was argued on the premise that school attendance could only be improved if all the teaching and learning requisites were made readily and accessible by the pupils. By the same token, the educational interventions facilitated the pupils' development of literacy skills including knowledge and values in other subjects.

This achievement could also be attributed to the likely warm relations that children shared with their parents and guardians especially that they were involved in the running of school affairs and the children's homework. This initiative was a cause for the community to encourage children about the importance of schooling because naturally children were obedient to their parents and would want to make every effort to impress their parents in any way possible. Subsequently, it is imperative for the Government to make the public schools attractive by supplying them with all that was desirable to motivate both teachers and pupils for the improvement of literacy levels among the school going children.

The implementation of the reading programme and homework policy made the transition of children possible from Grade 1 to Grade 2 without difficulties. This entailed that introduction of these interventions in schools led to overwhelming enrolments in Grade One since children proceeded to the next grade at the same school with. This achievement was reported to have impressed the stakeholders in the district and attested to the progress recorded. This initiative by KanEQuIP to implement the reported educational interventions should be emulated by all well-meaning partners in the Ministry of General Education. This initiative should be continued and rolled out to other sectors of education.

The study further established that the educational interventions provided the much needed opportunities to develop children's language, social, physical and cognitive abilities. Ndeleki (2015) also found that the learning of local languages and English as the only language used for instruction in schools helped learners to develop their language in a social context. Ndeleki further said that these domains are developed when children learn together, share ideas, play and learn from each other as they come from diverse environments. In this instance, one teacher made a remark that the implementation of group work for the learners enabled children in the schools to learn pre-skills in different subjects which acted as a foundation for Grade 1 and Grade 2. This helped them to breakthrough in reading and writing and further helped them become literate as they prepared for challenges in their educational endeavours in future.

The educational interventions designed by KanEQuIP in the four selected primary schools in Solwezi District were also implemented through involvement of members of the community. The study revealed that the educational interventions were implemented in the primary schools in the District by bringing different families of children together where they could share ideas. This in turn sent a message to the community that all children were valued and welcome in schools thereby making them feel less isolated. This initiative also helped in equipping the children with not only literacy skills but also survival skills for their entire span of life.

Teachers in each and every school that receive the teaching and learning materials from KanEQuIP also receive support to facilitate Continuous Professional Development (CPD) every month of the school term. This is through the collaboration of teachers, through the use of lesson study groups which are said to increase learner achievement and decreases teacher isolation. It is with this in mind that the lesson study approach was used by KanEQuIP in order to build capacity in the teachers in the schools. Lesson study on the usual follows eight (8) steps of activities which forms cycle (Chiew & Lim, 2005).

Lesson study is an approach which uses the problem solving approach. Therefore, it is very important in this approach to define the problem that will motivate and direct the work of the lesson study group. This enables teachers to highlight the challenges encountered during their teaching career. The problems identified will vary from

general to specific; others may have to deal with ministry of General Education directives, curriculum and assessment issues.

5.5 Views of the Teachers on the Implementation of the Educational Interventions

The teacher participants expressed their views on the implementation of the educational interventions put in place by KanEQuIP. To this effect, the study established that there was still a notable shortage of trained teachers to facilitate the teaching and learning process of literacy. A global report done in Canada on ICTs and Education Indicators (2006) also revealed that lack of trained teachers in reading, numeracy and literacy in schools compromises the teaching standards. The report further revealed that this challenge was not only in schools but also affected universities and colleges. This came to light when the teachers reported that the challenge was necessitated by lack of training in the teaching of literacy when they were in college. In addition, the teachers supposed that the teaching of literacy was arduous hence it demanded extra attention.

The study indicated that teachers claimed that the teaching of literacy required adequate human resource in order to have an individualized education plan because some of the pupils seemed to lag behind in their acquisition of literacy skills. For example, the study found that very few teachers were qualified in the teaching and learning of literacy, just like the findings of Nkosha and Mwanza (2009) who reported that inadequate number teachers due to lack of qualification compromised the quality of basic education provided by rural community and regular schools.

Consequently, most of the teachers in the schools did not have much knowledge to facilitate the teaching of literacy skills among the pupils which made their teaching questionable. However, despite the fact that the previously mentioned report was done by Nkosha and Mwanza in Northern Province, its findings and recommendations were insightful and applicable to this study. In other words, there is need to incorporate literacy components in the teacher training curriculum so that would-be teachers graduate with the knowledge of teaching literacy. In this manner, the schools would receive teachers who are knowledgeable in the study area. This would also help to do away with the discrepancy.

The results of the study also indicated lack of adequate funding from government to support the teaching and learning of literacy skills even though private partners such as KanEQuIP were trying to alleviate the burden. Mkandawire (2012) reported similar findings in his study. However, the findings from the two studies were divergent from the observation made by Farrell (2007) that the Kenyan government was consistent and in the forefront of providing support in terms of funds to smoothen and facilitate the introduction of literacy skills in schools. This shows that in terms of prioritizing literacy education, Kenya was doing well as opposed to Zambia which seemed not to adequately fund the education system especially towards the promotion of literacy skills.

The aforementioned came to light when teachers revealed that there was lack of and inconsistency in funding of schools and this had created a shortage in the equipment needed to facilitate most of the school's teaching and learning activities. In view of the erratic funding, both the Government and KanEQuIP had fueled slow development of school projects and other demands such as procurement of school teaching and learning equipment such as text books, chalks, computers, internet, computer ink and the construction of modern laboratories to support the teaching and learning of literacy skills among pupils in schools. This was the case because KanEQuIP funded projects on their own terms. The trend of inadequate funding to the education sector with regard to promoting literacy education made the managing of schools unstable which in turn deprived teachers and pupils of their educational right to accessing life-long skills imbedded in literacy. Hence, government should prioritize the promotion of literacy education by making funds readily available in schools for procurement of the much needed teaching and learning materials.

The study's results further revealed that there was a negative attitude from parents toward the promotion of literacy skills despite the community sensitization carried out by KanEQuIP. This came to light when teachers reported that from the onset of teaching and learning literacy in schools, some parents had been having a negative attitude towards supporting some initiatives. Parents and the community had the belief that it was not a useful skill because their children would be employed by the mines in the area regardless of their education level.

However, this finding contradicts the findings of Farrell (2007) that parents in Kenya were very willing to offer their support to schools in order to promote literacy and appropriate facilities for their children to benefit from the teaching and learning process. This initiative included other stakeholders such as Government, Non-governmental Organizations and other agencies. This demonstrates how much the parents in the cited country attached value to the education of their children unlike with the findings of this study in which some parents received the teaching and learning of literacy with negative attitudes. This was because the subject demanded more effort than what parents could offer. Teachers attested to this when they attended Parent Teacher Association meetings (PTA) and discovered that the teaching and learning of literacy skills in question was received with mixed feelings. Most of the parents were not in support owing to the fact that they could not afford to spare any extra money to purchase whatever the subject demanded whenever need arose, hence they failed to cooperate.

The findings from the study further revealed that teachers at the four selected primary schools bemoaned the lack of teaching and learning materials such as textbooks, story books that were relevant to the Zambian child as well as other relevant materials. The teachers added that despite KanEQuIP making frantic efforts in supplying the schools with teaching and learning materials, some of the books were too abstract and did not come with teachers' guides. This finding was in line with Mubanga (2015) whose findings indicated that unsupportive school literacy curriculum due to lack of teaching and learning materials such as text books and other facilities compromised the standards of teaching and learning as it made its objectives futile. The absence of these materials in schools made it hard for teaching and learning to be meaningful. This was so because for meaningful teaching and learning of literacy to occur, it ought to be accompanied and supported by the required teaching and learning materials as well as other facilities.

Text books and other facilities are the finest ingredients of the teaching and learning process which when blended together produce worthwhile results. Therefore, it is essential that all things being equal, necessities are sourced or else the teaching and learning process would be inactive and baseless. The teachers and pupils would lack reference material during tasks. This implies that, for quality education to be

achieved, it requires the availability and use of appropriate textbooks and other educational materials in that particular domain. Without such aids, the effective teaching and learning of literacy would be tempered with. The ministry of General Education and its cooperating partners need to source the necessary teaching and learning materials for primary schools in order that the teaching and learning of literacy is made meaningful. This is because suitable materials enable pupils to learn at their own pace, acquire and apply knowledge and have teachers assess their progress.

Lack of information to facilitate and support the teaching and learning of literacy was another challenge which was revealed by the study's findings. This came to light when the teachers reported that the challenge was aggravated by the manner in which the schools were administered without the involvement of parents due to lack of information and communication system. But KanEQuIP had taken the initiative to sensitize the surrounding community which did not have the much needed knowledge and skills due to lack of valuable information to take part in the involvement facet. This would help reduce children's illiteracy levels.

Tambulukani and Bus (2011) carried out a study on Linguistic Diversity: A Contributory Factor to Reading Problems in Zambian Schools and revealed that there was lack of information in familiarity with the language of teaching as this was blamed for illiteracy levels that most parents had. However, despite the fact that the above-mentioned study was done countrywide, its findings and recommendations were insightful and applicable to this study. In other words, knowledgeable parents play a part in the teaching and learning process of pupils when they are brought on board.

The results of the study also indicated lack of transport to schools as another challenge which impedes parents from being involved in school programmes. This came to light when teachers reported that there was lack of transport for parents as they claimed to have come from far flung areas in the communities. In view of this, lack of transport among parents had fueled the slow development of school projects and other issues such as the lack of parental involvement in their children's academic affairs like checking on their homework.

However, this finding was in conflict with the observation made by Nkosha and Mwanza (2009) that promotion of literacy in the community schools helped in strengthening relationships between schools and surrounding communities; and pupils did not have to travel long distances to schools because of the availability of early childhood education centers and transportation was made readily available for easy movements by the locals. This situation of not involving parents due to lack of transport in schools makes the administration of schools unstable. Therefore, this would deprive Head Teachers, teachers, parents and learners of their educational rights to accessing long-life skills and knowledge imbedded in the school-community partnership.

The interpretation of the teachers' views revealed the numerous challenges that surround the teaching and learning of literacy skills despite receiving support from KanEQuIP. The study also found that teachers and pupils faced challenges of overcrowding in classes which had been ignited by an increase in population because of mining activities in the district. This finding was novel knowledge specifically for this study as it had not been reported in the literature interrogated. Overcrowding was not conducive because it had a lot of negative effects as most of the pupils were delayed by their friends who were not acquainted with the knowledge and skills of literacy. The overcrowding in classes was coupled with a high teacher-learner ratio because the classes had more than the required number of learners as opposed to the number of teachers to teach the subject. Furthermore, time factor was also mentioned in passing. It was viewed by teachers as being a major hindrance in their delivering of literacy skills because the individualized learning style demanded by the subject was impossible due to limited time.

5.6 Summary of the Chapter

The study found that there were educational interventions implemented by KanEQuIP to support the improvement of literacy skills among school going children in the district at the four sampled primary schools. A number of the educational interventions implemented were; supply of both teaching and learning materials to primary schools; facilitating of Continuous Professional Development among teachers handling such classes; provision of school based administrative instruction; supporting of early childhood education; supporting of extra-curriculum

activities such as spelling, debate and sports; and community mobilization for education and literacy support.

The educational interventions were implemented in community and government run primary schools through various class and outside class activities for both teachers and learners. The teachers had views on implementation of the interventions. Some of the views expressed were that interventions brought about; improved academic performance, increased school attendance, improved classroom infrastructure, improved reading skills, awareness, and writing skills.

The teachers also mentioned some of the challenges hindering the improvement of literacy among school going children despite receiving support from KanEQuIP. Among the mentioned challenges were; lack of finances to construct universal literacy centers, inadequate appropriate teaching and learning materials, lack of transport to reach all literacy centers, lack of qualified teachers in literacy, unfavourable infrastructure, low participation by parents in school activities and over enrolment, long distances from home to school, lack of sufficient information on literacy, lack of enough classroom space and negative attitudes of parents. The chapter also endeavoured to discuss the findings of the study in relation to the reviewed relevant literature across the globe, Africa and Zambian context with regard to literacy skills among children in primary schools.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

The previous chapter discussed the findings on the educational interventions as implemented by KanEQuIP to improve literacy levels among primary school going children in Solwezi District. Therefore, this chapter presents conclusions of the study in form of a summary and recommendations in line with the research questions.

6.2. Conclusion

The study revealed that before the educational interventions were implemented in the selected primary schools in Solwezi district, literacy levels did not improve from 2012 based on the baseline data which was at 26%. However, after the educational interventions were implemented by KanEQuIP in 2013 which was followed by an assessment in October 2014, data obtained indicated that literacy levels increased from 26% to 44%.

The increase in literacy continued sharply in 2015 at 45%, in 2016 the increase was at 46% and in 2017 at 47.5%. Based on the obtained literacy in the selected primary schools, it was evident that the educational interventions implemented by KanEQuIP worked according to the programme's intended objectives. The findings on the literacy levels in the selected primary schools according to Kansanshi Foundation Education Monthly Report (2015) showed that literacy levels changed slightly upon the implementation of the educational interventions by the mining company from a range of 26 to 47.5%.

The study found that one among the types of education interventions implemented by the KanEQuIP in primary schools was the supply of both teaching and learning materials. This finding confirms Rose's (2009) suggestion that the acquisition of reading skills were necessitated by the availability of teaching and learning materials in schools. This implies that the supply of both teaching and learning materials acted as an ingredient for a better understanding and smooth delivery of the concepts of literacy.

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The Zambian government in collaboration with various cooperating partners is doing everything possible to actualize the dream of providing quality early childhood education through the promotion of the teaching and learning of literacy skills for all in line with the national policy on education (MOE, 1996). The findings of the study revealed that even though the provision of quality literacy is still faced with numerous challenges, the sector is now being treated as an integral component of the national school system as the Ministry of General Education has shown commitment toward delivering quality early childhood education through the teaching and learning of literacy at different levels by way of deploying qualified preschool teachers and devising a standard curriculum.

On the other hand, the study also established several challenges that still impede the provision of quality early childhood education through the teaching and learning of literacy skills in both public and private primary schools in Solwezi District. Among the impedes were, failure by the Ministry of General Education to supply suitable pupils' and teachers' books and other teaching and learning materials to Early

Childhood Education centers as well as lower primary schools. Lack of funding had also affected effective monitoring and evaluation in the district as well as lack of facilities that had compromised play activities in the centers for children to acquire literacy skills and knowledge.

The study has further shown that even though the Zambian government is seemingly committed to increasing access to quality literacy through early childhood education in all places of the country, access to quality early childhood education in Solwezi District still remains a serious challenge for most vulnerable children owing to shortage of pre-school places in all the public and private primary schools. This was based on the evidence from the reviewed literature and findings of the study which revealed that there was need for public primary schools to develop and strengthen community participation if all primary schools in the district were to provide quality education and increase access to early childhood education. The study also found that there was need for both public and private universities to design a specialized training course in early childhood education so as to enable preschool and primary school teachers to undergo specialized training.

6.3 Recommendations

Based on the findings, discussions and conclusions contained in this study, the following summative recommendations were made to all interested stakeholders in the Ministry of General Education and the private sector.

The Ministry of General Education should deploy suitably qualified teachers to all Early Childhood Education centers in the district in order to promote the development of literacy skills.

New classrooms should be built specifically for Early Childhood Education in all the public primary schools in order to increase number of pre-school places to cater for public demand in the domain of literacy.

School authorities should develop and strengthen community participation in the provision of early childhood education to ensure availability of local resources and improvement of school infrastructure to provide a platform for the teaching and learning of literacy skills among learners.

6.4 Recommendations for Future Studies

The next study should endeavour to establish factors affecting the status of literacy in pre-school and primary schools in Zambia.

There is also need to conduct a comparative study on the implementation of literacy interventions between government and private schools in Zambia.

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APPENDICES

Appendix A: Permit Letter



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PO Box 32379
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Fax: +260-1-292702

=====

Date: 31/01/2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. Buumba S. Banda Computer number..... is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully,

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
31 JAN 2018
SCHOOL OF EDUCATION
PO BOX 32379, LUSAKA

Emmy Moozi (Dr)

ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS

Appendix B: Ethical Clearance



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drgrs.unza.zm | Website: www.unza.zm

Approval of Study

12th February, 2019

REF. NO. HSSREC: 2018-JUNE-020

Ms. Buumba S. Banda
C/O University of Zambia
P.O Box 32379
LUSAKA

Dear Ms. Banda,

RE: "AN EVALUATION OF LITERACY INTERVENTIONS IMPLEMENTED BY KANSANSHI MINES IN FOUR SELECTED PRIMARY SCHOOLS IN SOLWEZI DISTRICT"

Reference is made to your request for waiver of ethical approval of the study. The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB has approved your study. This follows the National Research Ethics Council granting exemption from sanctions.

Noting that you conducted research prior to getting approval, in future ensure that you submit an application for ethical approval from any research ethics committee and you MUST WAIT for a response before conducting research. You can use this letter as evidence of approval of your study.

Yours faithfully,

Dr. Jason Mwanza

BA, MSoc, Sc., PhD

CHAIRPERSON

THE UNIVERSITY OF ZAMBIA HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE IRB

cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies
Senior Administrative Officer (Affiliation), Directorate of Research and Graduate Studies

Excellence in Teaching, Research and Community Service

Appendix C: Permission Letter

All correspondences should be addressed to
The District Education Board Secretary
TEL: 08821647 / 08821457

Email: sobezidebs@gmail.com

REPUBLIC



OF ZAMBIA

In reply please quote:

TS/803929

No.....

MINISTRY OF GENERAL EDUCATION

DISTRICT EDUCATION BOARD SECRETARY (DEBS)

Your Ref:

Our Ref:



13th March, 2018

To Whom it May Concern

Dear Sir/Madam,

RE: FIELD WORK FOR MASTERS/PhD STUDENT

The above matter refers.

Please allow the bearer of this letter Ms Buumba Stella Banda who is a duly registered student at the University of Zambia, School of Education to conduct a field work at your school.

Kindly assist her in any way possible.

Yours sincerely

14 MAR 2018

Febby Manda Kilele
District Education Board Secretary
SOLWEZI DISTRICT.

Scanned by CamScanner

Appendix D: Consent Form

THE UNIVERSITY OF ZAMBIA

DIRECTORETE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCE EDUCATION

Dear Participants,

REF: REQUEST FOR CONSENT TO BE A RESEARCH PARTICIPANT

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Language and Literacy. I am here to request for your consent to be one of the participants the research am conducting entitled; **“An Evaluation of the Implementation of Kansanshi Educational Quality Improvement Programme (KanEQuIP) on Literacy Levels of Primary Schools in Solwezi District.”** This will help me come up with information on the educational interventions implemented by KanEQuIP.

Be assured that the information you will share with me will be confidential and will only be used for academic purposes.

Your consent to this request will greatly be appreciated.

Yours Faithfully,

..... (Sign)

Buumba Stella Banda– Researcher/Student

Appendix E: Consent by participant

THE UNIVERSITY OF ZAMBIA

DIRECTORETE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCE EDUCATION

Appendix D: Interview Guide for Head teachers

Dear Participants,

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Language and Literacy. I am conducting a research entitled, **“An Evaluation of the Implementation of Kansanshi Educational Quality Improvement Programme (KanEQuIP) on Literacy Levels of Primary Schools in Solwezi District.”** Kindly feel free, open and honest in your responses as all answers you give will be confidential. However, should you feel at any point of the study like during interview that you cannot continue, you are free to withdraw.

Date of Interview : _____ Term: _____

Gender : _____ Qualification: _____

NB : Responses should be expanded on a separate sheet to accommodate as much information.

(a) Type of support KanEQuIP is giving

- i. What type of support is KanEQuIP giving to your school?
- ii. Does the support include the provision of teaching and learning materials?
- iii. In your view, explain if this support contributes to the development of literacy

(b) Quantities and Appropriateness of teaching and learning materials

- i. What kind of teaching and learning materials are given to your school?

- ii. Explain if you think the materials you are given are appropriate for the learners?
 - iii. How useful are the materials to the teachers and the learners?
- (c) Literacy levels before and after KanEquIP's interventions
- i. Explain the literacy levels before and after KanEquIP's interventions in your school.

Appendix E: Interview Guide for Officer from Debs Office

Dear Participants,

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Language and Literacy. I am conducting a research entitled, **“An Evaluation of the Implementation of Kansanshi Educational Quality Improvement Programme (KanEQuIP) on Literacy Levels of Primary Schools in Solwezi District.”** Kindly feel free, open and honest in your responses as all answers you give will be confidential. However, should you feel at any point of the study like during interview that you cannot continue, you are free to withdraw.

Date of Interview : _____ Term: _____

Gender : _____ Qualification: _____

NB : Responses should be expanded on a separate sheet to accommodate as much information.

(a) Type of support KanEQuIP is giving

- i. What type of support is KanEQuIP is giving to schools in the district?
- ii. Does the support include the provision of teaching and learning materials?
- iii. In your view, explain if this support contributes to the development of literacy

(b) Quantities and Appropriateness of teaching and learning materials

- i. What kind of teaching and learning materials are schools receiving?
- ii. Explain if you think the materials KanEQuIP is giving is appropriate for the learners?
- iii. How useful are the materials to the teachers and the learners?

(c) Literacy levels before and after KanEQuIP's interventions

- i. Explain the literacy levels before and after KanEQuIP's interventions in the schools that receive the support.

Appendix F: Interview Guide for KanEquIP Programme Coordinator

I would like to have a discussion with you on the support that KanEquIP is giving to primary schools in the Solwezi District. Be rest assured that, there is no right or wrong answer. Please freely share your true feelings and opinions with me on this topic. The discussion will be kept confidential. Please feel free to participate. However, should you feel at any point of the study like during discussion that you cannot continue, you are free to withdraw.

Date of Interview : _____

Term: _____

Gender : _____

Qualification: _____

NB : Reponses should be expanded on a separate sheet to accommodate as much information.

(a) Type of support KanEquIP is giving

- i. What type of support is KanEquIP giving to schools in the district?
- ii. Does the support include the provision of teaching and learning materials?

(b) Quantities and Appropriateness of teaching and learning materials

- i. What kind of teaching and learning materials does KanEquIP give to schools they are supporting?
- ii. Explain if you think the materials that are given to schools are appropriate for the learners and teachers?

(c) Literacy levels before and after KanEquIP's interventions

- i. Explain the literacy levels before and after KanEquIP's interventions in the schools that receive the support.

Appendix G: Focus Group Discussion for Teachers

I would like to have a discussion with you on the support that KanEquIP is giving to primary schools in the Solwezi District. Be rest assured that, there is no right or wrong answer. Please freely share your true feelings and opinions with me on this topic. The discussion will be kept confidential. Please feel free to participate. However, should you feel at any point of the study like during discussion that you cannot continue, you are free to withdraw.

Date of Interview : _____ Term: _____

NB : Responses should be expanded on a separate sheet to accommodate as much information.

(a) Type of support KanEquIP is giving

- i. What type of support is KanEquIP is giving to your school?
- ii. Does the support include the provision of teaching and learning materials?
- iii. In your view, explain if this support contributes to the development of literacy

(b) Quantities and Appropriateness of teaching and learning materials

- i. What kind of teaching and learning materials are given to your school?
- ii. Explain if you think the materials you are given are appropriate for the learners?
- iii. How useful are the materials to the teachers and the learners?

(c) Literacy levels before and after KanEquIP's interventions

- i. Explain the literacy levels before and after KanEquIP's interventions in your school.

Appendix H: Research Permission

KANSANSHI MINING PLC

A COMPANY OWNED BY



VAT No: 10165738-13

P.O. Box 110385 Solwezi Zambia Solwezi – DR Congo Road Telephone: 260 2 658 000

Facsimile: 260 8 821 889: kansanshi@fqml.com

15th December, 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH PERMISSION

This serves to confirm that the bearer, Buumba Banda, had our permission to undertake research on our Kansanshi Education Quality Improvement Programme (KanEQulP) in partial fulfillment of the requirements for her study for a Masters degree.

Yours Faithfully

Onward S. Mandebvu, Ph.D.

Head of Education

Kansanshi Foundation