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USAID EDUCATION DATA ACTIVITY LANGUAGE MAPPING EXERCISE REPORT

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ACRONYMS

AMELP	Activity Monitoring, Evaluation, and Learning Plan
ADRCC	Assistant District Resource Center Coordinators
CPD	Continuing Professional Development
DEC	Development Experience Clearinghouse
DESO	District Education Standard Officers
DDL	Development Data Library
DRCC	District Resource Center Coordinators
ECE	Early Childhood Education
ECZ	Examinations Council of Zambia
EdDataII	Education Data for Decision Making
EGRA	Early Grade Reading Assessment
ESO	Education Standards Officers
GRZ	Government of the Republic of Zambia
IT	Information Technologies
IRB	Institutional Review Board
Lol	Language of Instruction
Mol	Medium of Instruction
MT	Master Trainer
M&E	Monitoring and Evaluation
MoGE	Ministry of General Education
MSI	Management Systems International
OBE	Outcome-Based Education
ORF	Oral Reading Fluency
PEO	Provincial Education Officers

PLP	Primary Literacy Program
PRP	Primary Reading Program
RTS	Read to Succeed
SESO	Senior Education Standard Officers
SPO	Senior Planning Officers
SSME	Snapshot for School Management Effectiveness
STTA	Short-Term Technical Assistance
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
TOCOR	Task Order Contracting Officer's Representative
TTL	Time to Learn
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

The USAID Education Data activity began implementation in April 2018, to provide education assessment, data management, and research and evaluation services in support of the forthcoming USAID *Let's Read, Zambia* activity that targets Eastern, Muchinga, North-Western, Western, and Southern Provinces. The USAID Education Data activity also aims to strengthen the capacity of the Examination Council of Zambia (ECZ) and the Ministry of General Education (MoGE) to track and collect data to improve learning outcomes in Zambia. The activity is funded by USAID/Zambia in support of MoGE.

Zambia is a multilingual society. Therefore, the Government of Zambia (GRZ) has designated seven languages (Chitonga, Cinyanja, Ibibemba, Kiikaonde, Lunda, Luvale, Silozi) as language of instruction (LoI) in primary schools, based on widely spoken languages in the province. The Education Data activity conducted a language mapping exercise from May to November of 2018 in three phases in the five *Let's Read, Zambia* target provinces to ascertain the predominant LoI within government run public or community schools in each district. The main objectives of the exercise included development of a detailed database to function as a sampling frame where schools in each province are identified by LoI, type, and location of school. With this information, schools can be sampled for Early Grade Assessments (EGRA) and EGRA instruments designed in the appropriate language(s) for each province. Also, since the existing database at MoGE is outdated, the exercise can provide updates to improve MoGE's data and strengthen implementation of early grade reading programming in future. The exercise has mapped a total of 4,626 government run public or community primary schools in the 58 school districts located within the 5 provinces. Of this, 2,030 schools (43 percent) have an early childhood education (ECE) program. Schools in each province use one GRZ-designated LoI except in North-Western Province, where three designated LoIs are used in addition to English in three schools.

INTRODUCTION

USAID’s Education Data activity), started in April 2018, provides education assessment, data management, and research and evaluation services in support of the forthcoming USAID *Let’s Read, Zambia* activity. The USAID Education Data activity will strengthen the capacity of the Examination Council of Zambia (ECZ) and the Ministry of General Education (MoGE) to track and collect data to improve learning outcomes in Zambia.

EGRA

EGRA is an individually administered oral assessment of foundational skills for literacy acquisition in early grades. It is used as a diagnostic tool to measure student progress in reading (Sorensen, 2015). USAID developed EGRA as an international assessment tool through its Education Data for Decision Making (EdDatall) in collaboration with RTI in 2006, based on the five pillars of reading proposed in 2000 by the National Reading Panel.

The goal of *Let’s Read, Zambia*¹ is to improve the ability of Grade 2 learners to read at grade level, as measured by Early Grade Reading Assessment (EGRA). *Let’s Read, Zambia* targets five provinces: Eastern, Muchinga, North-Western, Western, and Southern. The Education Data activity, in close collaboration with MoGE and ECZ, is tasked to complete two EGRAs – a baseline in 2018 and a midline in 2020 – for children in Grade 2 in the target provinces. The EGRA data are expected to demonstrate whether and to what extent *Let’s Read, Zambia* is improving the ability of Grade 2 learners to read at grade level. The EGRAs will be conducted in a sample of government-run public and community primary schools in the five provinces.

Zambia is a multilingual society and so the Government of the Republic of Zambia (GRZ) has designated seven languages – Chitonga, Cinyanja, Icibemba, Kiikaonde, Lunda, Luvale, and Silozi – as official languages of instruction (Lol). The EGRAs will be conducted in the seven GRZ-designated Lols as well as in English language for an oral module to assess the reading skills of Grade 2 learners in the five provinces.

¹ Let’s Read, Zambia will support the GRZ’s Primary Literacy Program, which seeks to improve reading outcomes for approximately 1.4 million children attending public and community schools from pre-primary through Grade 3. Let’s Read, Zambia is also aligned with Goal One of the USAID Global Education Strategy: “Improving Reading Levels for 100 Million [primary-school]” learners. This activity directly supports the USAID/Zambia 2011-2018 CDCS Development Objective (DO) No. 3, “Human Capital Improved,” and under that DO, the Intermediate Result (IR) “Educational Achievement in Math and Reading Improved.” The activity responds directly to Sub-Intermediate Result (SIR) 3.1.2 “Public and Community School Performance Improved” and contributes to the achievement of SIR 3.1.1 “Ministry of Education Systems Strengthened” (FedBiz Site, USAID Request for Proposals (RFP) Number 72061118R00001 for Let’s Read, Zambia Activity, March 2018).

PURPOSE OF LANGUAGE MAPPING

The MoGE currently uses an official database of schools that specifies the Lol, but it is outdated on Lol or school type, and contains non-operational community schools. Therefore, the Education Data activity team was tasked by USAID to conduct a Language Mapping Exercise in the five target provinces where Let's Read, Zambia will be implemented.

The objective of this exercise is to develop a detailed database that can function as a sampling frame; where schools in each province are identified by Lol, type, and location of school such that schools can be sampled for EGRA, and EGRA instruments in the appropriate language(s) can be designed for each province. During EGRAs, the Education Data activity will also document where students in sampled schools are not learning to read in the GRZ-designated language for their school. Additionally, this database can help MoGE to improve its data and strengthen implementation of early grade reading programming in future.

BACKGROUND

Zambia is a multilingual society with seven official languages (Chitonga, Cinyanja, Icibemba, Kiikaonde, Lunda, Luvale, and Silozi) and up to 73 dialects. All of the languages belong to the Bantu taxonomic group and share a strong core of grammatical and lexical commonalities (Serpell, 2014). Nonetheless, the choice of Lol in Zambia remains a great challenge.

Since 1996, changes in language policies have prompted changes in curriculum and instruction, which have ultimately affected student learning and resulted in low reading levels. In response, the GRZ undertook major reforms in language policy. The 1996 policy changes prescribe that initial reading skills in Grade 1 should be taught in a familiar language spoken in the area, and that literacy in Zambian languages should be a mandatory part of national examinations. In order to promote initial literacy in familiar languages, Zambia has implemented two major literacy programs: 1) The Primary Reading Program (PRP) from 1999 to 2013 and 2) the Primary Literacy Program (PLP) from 2013 to date. The PRP was designed to enable children to learn to read and write in the first year of school in the familiar language and then transition in the second year to learn to read and write in English. While PRP did not select all the familiar languages spoken across Zambia, it designated the seven official languages as Lols for children to learn to read and write. These are currently used as Lols in the five target provinces.

In 2013, the PRP was revised, and was transitioned into the current Primary Literacy Program (PLP). The PLP promotes the use of the seven Lols from Grades 1 - 4. The Education Act of 2011 emphasized the need to extend the knowledge and values of Early Childhood Education (ECE) curriculum to tertiary education. Therefore, since January 2014, all learners from pre-school to Grade 4 learn to read and write in one of the seven designated Lols (Table 1); English remains the official Lol from Grade 5 through tertiary schooling.

Table 1. GRZ Designated Languages of Instruction in Target Provinces

Province	Language of Instruction
Southern	Chitonga
Eastern	Cinyanja
Muchinga	Icibemba
North-Western	Lunda, Luvala, Kiikaonde
Western	Silozi

Source: MoGE, 2017

METHODOLOGY

The Education Data activity team employed a phased approach involving document reviews and field level data verification to conduct the Language Mapping Exercise.

PHASE 1

This first phase included desk reviews of official school data – school name, Education Management Information System (EMIS) code, district and province name, and Lol – obtained from the MoGE headquarters and was conducted in mid-May 2018. The Education Data activity team also reviewed statistical bulletins collected from the Zambia 2010 Census of Population and Housing, obtained from Central Statistics Office. Based on all the above information, the Education Data activity developed an initial Excel database listing all the schools with their location, EMIS codes, presence of ECE, and demographic data. The initial database contained a total of 4,823 government run public or community primary schools out of which 1,995 offered early childhood education (ECE). These schools were located in 567 school zones in the 52 districts across the five provinces.

PHASE 2

In this phase carried out in June 2018, the Education Data activity team conducted field verification of the above database. This was done at two levels: 1) communication with district officials to verify information for the 4,823 schools, and 2) conducting 41 key informant interviews between June 3 to 7, 2018, in the five target provinces to verify the database. The number of interviewees is shown in Table 2 and their contact details are provided in Annex A.

The Education Data activity requested assistance from the MoGE Directorate of Planning and Information to facilitate the exercise. The senior education standards' officer from the Directorate joined the team and conducted the verification in Eastern and Southern Provinces. The Education Data activity senior EGRA/M&E specialist visited North-Western and Western Provinces, and the project manager/team lead visited Muchinga Province.

The key informant interviews were conducted in all five provincial headquarters, with district officials in a randomly selected two districts (one rural and one urban) in each province, and with a few school officials that were referred to the Education Data activity team by the interviewed district officials. In the five target provinces, the team interviewed a total of 21 education officers at provincial level that included Provincial Education Officers (PEO), Senior Education Standard Officers (SESO), Senior Planning Officers

(SPO), statisticians and provincial resource center coordinators. In the randomly selected districts in each province, the team aimed to interview the District Education Standard Officers (DESO), Education Standards Officers (ESO_Admin), Education Standards Officers (ESO_General Inspection), District Resource Center Coordinators (DRCC), and Assistant District Resource Center Coordinators (ADRCC). There were 12 district officials available for interviews during the field visit. The Education Data activity team also interviewed any available zonal in-service coordinator and school in-service coordinators. Only two zonal level officials were available during the visit, and they suggested that six to ten schools in their zones may require more verification. Therefore, within the short duration of the field visit, the Education Data activity team interviewed six school in-service coordinators or senior teachers that were available during the visit (Table 2; Annex A).

Table 1: Number of Officials Interviewed for Language Mapping Exercise

Province	Number of Persons Interviewed					
	Provincial Office	District	Zone/School	Total	Male	Female
Southern	2	3	1	6	5	1
Eastern	3	2	1	6	3	3
Muchinga	5	2	4	11	5	6
North-Western	5	0	1	6	5	1
Western	6	5	1	12	7	5
Grand Total	21	12	8	41	25	16

All the key informant interviews were carried out using the questionnaire shown in Annex B. The interviews were crucial for the exercise since some provincial and district offices did not have up to date information about school data (e.g. North-Western Province). Therefore, qualitative information was needed to explore languages spoken and used in the primary schools in the area. In some cases, such as North-Western Province, officials at district level who could have provided information about schools were not available at the time of the visit and could not be reached by phone, so no official at district level was interviewed there. Based on this field verification, the database was updated to include 4,738 schools operating in 567 zones located in 58 districts across the five provinces.

PHASE 3

In November 2018 during the EGRA baseline carried out by the Education Data activity, an in-depth field verification was conducted in all the 58 districts and in 816 schools sampled for the baseline in the five provinces. The verification involved gathering information from the head teachers in the 816 schools using a structured questionnaire. The distribution of the sampled schools is shown in Table 3. Based on this information, the database was updated to include 4,626 schools operating in 593 zones in 58 school districts. Thus the database was finalized for the exercise. The number of zones increased from the initial 567 zones to 593 zones since some districts have recently re-mapped the zones for manageability.

Table 3: Number of Schools for In-depth Verification During 2018 EGRA Baseline

Province	Language of Instruction	Number of Schools
Southern	Chitonga	156
Eastern	Cinyanja	150
Muchinga	Icibemba	90
North-Western	Kiikaonde	85
	Lunda	82
	Luvale	88
Western	Silozi	165
Total		816

Source: EDA, EGRA Baseline, 2018

LIMITATIONS

This exercise is not intended to be a school census or audit. The Education Data activity team relied on secondary data sources (EMIS data and key informant interviews) and school level verification in over 800 schools to verify Lol at the school level.

The first level of field verification was carried out in June 2018 over a period of four days, so the number of interviews was limited to only those that were present at the provincial, district, and school levels at the time. Some key informants at the provincial and district levels were not available during the field visits due to prior commitments. Since the exercise required the interviewees to provide a list of schools and also verify the list compiled by the Education Data activity team based on the Census Bulletins, in person interviews were required for the exercise. The Education Data Activity continued to conduct some phone interviews in September 2018 to update the database.

In addition, school-level information on head teachers' names and contact details could not be gathered for all the schools during the field visits since they were not available at provincial levels; those that were available were often outdated. The information gathered during the EGRA baseline was limited to the 816 schools sampled for the assessment.

FINDINGS

This mapping report examines the languages used in schools for reading instruction in order to verify the extent to which schools are using the GRZ-designated Lol.

PROVINCIAL PROFILES

Finding 1: The Education Data activity verified final database constructed using the language mapping exercise shows a total of 4,626 government run public or community primary schools operating in the five provinces. But there are differences in the number of schools and districts in each province between the MoGE databases and the Education Data activity field verified data.

During the desk reviews carried out in Phase I of the exercise, the Education Data activity team listed a total of 4,823 schools (Grades 1 to 7) operating in the five target provinces (Table 4). These schools were

shown to operate in 52 districts serving 914,974 Grade 1 to 4 learners. There were more government run public schools than community schools in each of the five provinces. Among these 4,823 schools, only 1,995 schools implement early childhood education (ECE) in the five target provinces since the MoGE is currently implementing ECE only in selected GRZ primary schools with good classroom infrastructure.

Table 4: Summary Data from Ministry of Education Statistical Bulletins: Number of Districts, Schools, Learners, Teachers, and Book to Pupil Ratios, by Provinces

Province	# of Districts	# Schools		Total # Schools	# Schools with ECE	# Learners Grade 1-4			# of Teachers Grade 1-7			Book to Pupil Ratio
		Public	Community			Boys	Girls	Total	Male	Female	Total	
Southern	13	1,072	276	1,348	960	119,824	122,157	241,981	4,869	5,082	9,951	1:04
Eastern	9	879	304	1,183	469	112,402	122,538	234,940	3,604	2,884	6,488	2:09
Muchinga	7	483	233	716	110	68,130	66,238	134,368	2,352	1,694	4,046	1:04
North-Western	9	545	159	704	149	71,539	72,454	143,993	2,357	2,164	4,521	1:04
Western	14	608	264	872	307	79,608	80,084	159,692	3,115	2,938	6,053	1:05
Total	52	3,587	1,236	4,823	1,995	451,503	463,471	914,974	16,297	14,762	31,059	

Source: Zambia 2016 Education Statistical Bulletin (MoGE, 2017)

On the other hand, the field verification carried out in June 2018 by the Education Data activity, based on the information from provincial and district level officials, showed a total of 4,738 schools (Table 5). According to provincial officials, there are several reasons for the variations from the MoGE data, including that some community schools no longer exist, some districts have been moved from one province to another (e.g. the case of Chama, which was moved from Muchinga to Eastern Province), and some primary schools have been upgraded to secondary schools. Recent redistricting has created new districts in some provinces. For example, there are now 11 districts in the North-Western Province and 14 districts in the Eastern Province, bringing the total districts to 62 in the 5 provinces, but the newly demarcated districts in the two provinces are still operating under the old administrative structures. Therefore, we used 58 districts for this report.

Table 5. Summary of Education Data Activity Language of Instruction by Province and District, as Verified in June 2018

Province	Language of Instruction	# of Districts	Total # Schools	# Schools, By School Type				# Schools, by Location	
				Public	Public+ECE	Community	Community+ECE	Urban	Rural
Southern	Chitonga	13	1,158	142	639	160	217	333	825
Eastern	Cinyanja	10	1,263	456	518	214	75	164	1,099
Muchinga	Icibemba	6	550	307	85	158	0	22	636
North-Western	Kiikaonde	5	395	250	71	72	2	87	308
	Lunda	5	205	105	39	61	0	6	196
	Luvale	4	208	115	44	47	2	5	203
	English	.	3	3	3	0	0	0	3

Western	Siloz	15	959	475	283	152	49	123	836
Total		58	4,738	1,850	1,679	864	345	740	4,106

Source: USAID Education Data Activity, November 2018.

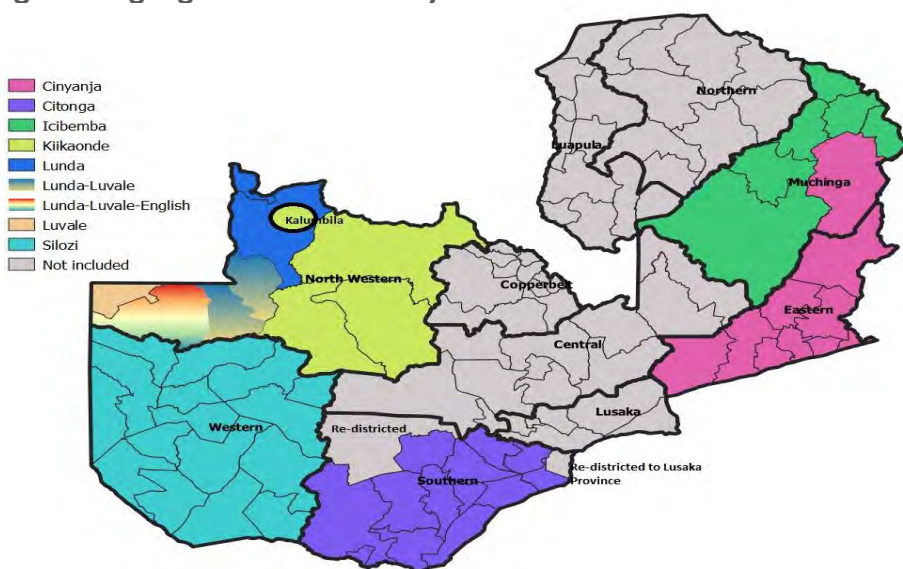
The in-depth verification carried out during the EGRA baseline in November 2018 in all the districts and in 816 schools showed further deviation from the MoGE data obtained in May 2018, with a total of 4,626 schools operating in 58 school districts (Table 6). Of these 4,626 schools, 2,030 schools (43 percent) offer ECE. The district level officials suggested that the variations across the several databases is due to closing of some community schools that no longer exist, and due to some primary schools being upgraded to secondary schools.

Table 6: Number of Districts and Schools by School type, Language of Instruction and Location, by Province, as Verified by EDA in November 2018

Province	Language of Instruction	# of Districts	Total # Schools	# Schools, By School Type				# Schools, by Location	
				Public	Public+ECE	Community	Community+ECE	Urban	Rural
Southern	Chitonga	13	1,118	147	594	160	217	323	791
Eastern	Cinyanja	10	1,238	414	535	214	75	161	1,077
Muchinga	Icibemba	6	525	307	85	133	0	21	504
North-Western	Kiikaonde	5	337	165	99	60	12	61	276
	Lunda	5	205	104	39	61	0	8	198
	Luvale	4	211	117	44	48	2	5	206
	English	.	3	3	0	0	0	0	3
Western	Siloz	15	989	476	281	184	47	115	874
Total		58	4,626	1,733	1,677	861	353	694	3,929

Source: USAID Education Data Activity, November 2018.

Fig. 1. Language of Instruction by Districts in the Five Provinces



Source: Language Mapping Exercise, 2018

Finding 2: Except in North-Western Province, only one GRZ designated Lol is used in the other four provinces.

Based on the database of 4,626 schools classified by Lol and districts in each province that was verified in November 2018, other than in the North-Western Province where three Lols are used, only one Lol is used in each of the other four provinces (Table 4, Figure 1; Also see Annex 3 for the complete list of schools with verified Lols). It is also to be noted that three schools (Sachiseya, Dichawanga, and Chozu Primary Schools) in North-Western Province choose to teach in English instead of any of the seven GRZ-designated languages for political reasons.

SOUTHERN PROVINCE

The Education Data activity -verified data shows that there are 13 school districts in Southern Province. The province has 1,117 government run public or community schools. Of these, 811 schools (72.6 percent) offer ECE. Most of the schools (70.8 percent) operate in rural areas.

Finding 3: Chitonga, the GRZ-designated Lol, is a widely spoken language in the province, although other languages are also spoken by some of the population. Not all teachers are fluent in the Lol.

The Lol in Southern Province is Chitonga, which is widely spoken in the province. The interviews with the provincial officials, however, revealed that in some districts, other languages are also commonly spoken in communities, especially in three districts, Livingstone, Kazungula, and Namwala. In Livingstone, Silozi is also spoken; in Kazungula, Toka-leya is also spoken; and in Namwala, Tonga-Ila is also spoken. Nonetheless, teachers and the administration use the GRZ-designated official Lol, Chitonga. Some learners could therefore experience reading challenges and may lag behind their peers since they speak a different language than the Lol. In fact, students in Kazungula and Namwala Districts have the lowest performance in the province. They tend to display difficulty in learning in the first term of Grade 1. Most teachers in these districts are also not fluent in Chitonga, while all materials used to learn to read and write are in that language. The book-to-pupil ratio for the province is 1:4. Sufficient learning and teaching materials have not been supplied to schools, especially for literacy.

EASTERN PROVINCE

The Education Data activity verified data shows that there are ten school districts in Eastern Province. The province has 1,238 government run public or community schools. Of this, 610 schools (49.2 percent) offer ECE. Most of the schools (87 percent) operate in rural areas.

Finding 4: Cinyanja, the GRZ-designated Lol, is a widely spoken language in the province, although other languages are also spoken by some of the population. This is the only province that has locally developed standardized early grade reading assessments (EGRAs) in Cinyanja, which are administered by standards officers.

Cinyanja is the official Lol in Eastern Province and is spoken by the majority, although there are different languages used at home such as Chewa, Senga, Tumbuka, Nsenga, and Kunda. The Cinyanja language is a root for many other Zambian languages and therefore it does not belong to any tribe or ethnic grouping; it is generally accepted as the Lol across Eastern Province. However, in Lundazi and Mambwe Districts,

where Tumbuka is the local language, it is possible to find learners who are not conversant in Cinyanja. Therefore, literacy development is likely to take longer and may require more work on the part of the teachers. In such cases, teachers need to translate certain words for pupils. For example, the word “dog” is “*galu*” in Chinyanja but “*nchebe*” in Tumbuka.

All schools use materials recommended by the Curriculum Development Center in the GRZ-designated language. However, in most cases the teaching and learning materials are inadequate. The book to pupil ratio is 1:5, and sufficient learning and teaching materials have not been supplied to schools (especially in the local languages). Schools recognize that Cinyanja is the GRZ designated Lol, but teachers may use other local languages spoken in the province to explain certain difficult words in Cinyanja. In addition, Eastern Province is the only province that has locally developed standardized early grade reading assessments (EGRAs), which are administered by standards officers.

MUCHINGA PROVINCE

The Education Data activity verified data shows that there are six districts in Muchinga. The province has 525 government run public or community-run schools. Of these, 85 schools (16.2 percent) offer ECE. Most of the schools (96 percent) operate in rural areas.

Finding 5: Icibemba, the GRZ-designated Lol, is the most widely spoken language in the province, although other languages are also spoken by some of the population. The ability of Grade 2 teachers to teach in Icibemba is very good.

In all six districts, Icibemba is used as the Lol. In Chinsali, Mpika, and Shiwangandu Districts, Icibemba is the language spoken at home by most learners; it is the most widely spoken language in the province. Although learners in the remaining districts used Icibemba as the Lol, the most widely spoken languages at home are different (e.g. learners use Namwanga in Nakonde district).

The introduction of new districts by the government in order to promote decentralization has influenced changes to Lol policy. Some schools have adopted new Lol to belong to new districts. For example, although Icibemba is the widely spoken language in Chilubanama, Lundu, and Mwinichapeta communities in Chama District, Cinyanja is now used as the Lol since the district has moved into the Eastern Province. These schools previously belonged to Chinsali District where Icibemba was the Lol.

The ability of Grade 2 teachers to teach in Icibemba was reported to be very good by district level officials and head teachers interviewed in the sampled schools for the EGRA baseline. The schools tend to ensure that teachers who speak the provincial language teach Grade 2 and undergo orientation at zone centers in Primary Literacy Programme (PLP) methodology. Out of 2,312 teachers for Grades 1 to 4, only a few who are posted to understaffed schools may not speak Icibemba. This is primarily because of a teacher shortage, where a head teacher may have to allocate any available teacher to teach Grade 2, regardless of that teacher’s language fluency. All schools in the province are reported to use materials that have been recommended by the Curriculum Development Center in the GRZ-designated language. However, the book to pupil ratio is 1:4 for all subjects including reading, and sufficient learning and teaching materials have not been supplied to schools, especially in the Lol.

NORTH-WESTERN PROVINCE

The Education Data activity verified data shows that there are 14 districts in the North-Western Province. The province has 754 government run public or community schools. Of these, 196 schools (22.1 percent) offer ECE. Most of the schools (94.3 percent) operate in rural areas.

Finding 6: Three GRZ-designated Lols – Lunda, Luvale, and Kiikaonde – are used in the province. Also, English is used as a Lol in three schools. Other languages are also spoken by some of the population.

Three GRZ-designated Lols are used in the schools in the province: Lunda in 205 schools, Luvale in 209 schools, and Kiikaonde in 337 schools. There are some districts, such as Kapombo, Manyinga, and Zambezi, where within the same district, the schools use two different Lols. For example, schools in Zambezi District use two GRZ-designated Lols – Lunda and Luvale. Lunda is used on the East Bank of the Zambezi River while Luvale is used on the West Bank. Although the population speaks Lunda on the East Bank, there are three schools – Sachiseya, Dichawanga, and Chozu GRZ-run primary schools – where neither Lunda nor Luvale is used as a Lol; instead they teach in English. English is used as a neutral language in order to avoid conflicts between the Lunda and the Luvale tribes. In the Kabompo District, 51 schools teach in Luvale while 6 use Lunda. In Manyinga District, out of the 46 primary schools, 9 use Lunda as a Lol and the rest use Luvale.

Additionally, the Lol in North-Western Province could present a challenge to the local languages. For instance, in Lalafuta and Mufumbwe Districts, learners speak Lozi, but they are taught in Kiikaonde. In Solwezi District, Icibemba is becoming a widely spoken language instead of Kiikaonde, which is the Lol. At Kikombe Primary School, Icibemba is widely spoken, and parents have said they do not want their children to be forced to learn in Kiikaonde in class. Despite this parental concern, Kiikaonde remains the Lol in Solwezi and Mufumbwe Districts.

All materials used to learn to read and write are in Lunda, Luvale, and Kiikaonde, except for the three schools that use English as the Lol. In these schools, although literacy materials are in GRZ-designated Lols, teachers have to use outdated English literacy materials. Sometimes they use Lunda books by translating the lessons into English. In most cases, the teaching and learning materials (including literacy materials) are inadequate. The book-to-pupil ratio is 1:4 (Table 3), and sufficient learning and teaching materials have not been supplied to schools.

WESTERN PROVINCE

The Education Data activity verified data shows that there are 15 districts in the Western Province. The province has 989 government run public or community schools. Of these, 329 schools (33.3 percent) offer ECE. Most of the schools (88.4 percent) operate in rural areas.

Finding 7: Silozi, the GRZ-designated Lol, is the most widely spoken language in the province, although other languages are also spoken by some of the population. Not all teachers are competent to teach in the designated Lol.

Silozi is a GRZ-designated Lol for the Western Province for Grades 1 to 4. All schools in the province adhere to this practice. There are some communities that do not speak Silozi, but the schools still use

this language. Even though these communities have not expressed concern, teaching in a language the community does not speak may have literacy implications.

The challenges in the province as reported by the key informants include inadequate staffing especially in remote locations and overcrowded classrooms for grades 1 to 4. Teachers assigned to over-crowded classes are limited in their ability to pay individual attention to learners during PLP lessons. In addition, some of the teachers are not competent in Silozi, and this could affect their performance. They may code switch from one language to another while teaching. The teaching and reading materials for literacy are in Silozi, but the teaching and learning materials are inadequate and the book-to-pupil ratio is 1:4.

CONCLUSIONS

This language mapping report examines the languages used in schools for reading instruction in order to verify the extent to which schools are using the GRZ-designated Lol. All schools are found to be adhering to the designated Lol (except in three schools in the North-Western Province where English is used), even though there are several communities that speak languages other than the designated Lol. Teaching and reading materials in the designated Lol are inadequate. Major conclusions from the exercise that are to be considered for EGRAs include the following:

1. Eastern Province and North-Western Province need special attention during EGRAs since there could be schools where the Lol could be different from the widely spoken languages in the communities or in the home. Previous studies found that learners failed to answer comprehension questions, because the local vocabulary is different from the vocabulary in the Lol. According to the Read to Succeed (2013:18) baseline survey, out of 2,024 Grade 2 learners that assessed in oral reading, only 11 percent were able to read some words. There is mother tongue interference in learning to read and write in the designated languages.
2. Similarly, additional attention is needed in several districts, such as Kazungula District in Southern Province and all districts in North-Western Province, where some teachers have been compelled to teach reading in languages with which they are not familiar. These teachers may read and write words incorrectly in the classroom. Some teachers may have difficulties in letter-sound correspondence, even though they teach early grades.
3. In secondary schools, learning one of the languages that are designated by the GRZ as official Lols is optional. Therefore, some teachers who are less likely to be exposed to the GRZ-designated languages in their secondary school education may find it challenging to teach in a GRZ-designated language, and may code switch from English to a Zambian language.
4. The methodology for learning to read and write under the PLP requires students to learn the vowels, consonants, and syllables and form sentences in the designated Lol. But if the Lol is not the child's familiar language, learners could be less likely to acquire reading fluency.
5. According to provincial officials, about two-thirds of teachers need continuing professional development in teaching letter sounds, primarily through school-based training and coaching.
6. Ability and competency to teach reading in the designated Lol is noted to vary among teachers. For example, in Western Province, while some teachers are knowledgeable and fluent in Silozi, others are not.

7. Student absenteeism is rampant in all the provinces. For example, during the rainy season, some schools in Barotse Plains of Nakaywe in Mongu District are affected by floods; students are expected to migrate to schools on higher land. But when students do not have any family members to stay with in these areas, they do not attend school at all during that period. Also, many families pull students out of school during some seasons to pick caterpillars and help with farming. Teacher absenteeism also contributes to poor learner performance. Even with quality reading instruction, low contact time affects reading outcomes.

RECOMMENDATIONS

Some factors may affect a learner's ability to read, write, and comprehend fluently. Therefore, the sample selection of schools for EGRA must consider the conditions identified by this exercise:

- **Assign an identifier for sampled schools based on designated Lol.** The identifiers should help identify whether Lol in a school is the same as the widely spoken languages in communities or at home, or whether Lol is different from the widely spoken languages in communities or home languages.
- **Consider proportionate sampling of schools by school type and presence of ECE to include schools with ECE programs.** Currently, there are few schools with ECE in some target provinces. A random sample of schools from all the provinces and only by school type (government run public or community schools) for EGRA could potentially exclude schools with ECE in the sample. Therefore, sampling should be done based on a sampling frame disaggregated by school type and presence of ECE, i.e. consider public plus ECE, community-run plus ECE, public without ECE, and community schools without ECE.
- **Record the teacher's mother tongue.** Identify languages spoken by the Grade 2 teachers during EGRA data collection and compare it with the designated Lol.

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ANNEX A: INDIVIDUALS INTERVIEWED DURING THE LANGUAGE MAPPING EXERCISES

No	Name	Sex	Position	Station	District	Province
1	Kachigo Manda	M	SESO L	PEO	Chipata	Eastern
2	Agness Ngoma	F	PRRC	PEO	Lundazi	Eastern
3	Margaret Mapata Mwanza	F	PRCC	PEO	Chipata	Eastern
4	Charles Himoonga	M	DRCC	DEBS	Chipata	Eastern
5	Agness Changaya	F	DRCC	DEBS	Lundazi	Eastern
6	Leonard Banda	M	SIC	Munga primary	Chipata	Eastern
7	Saint Sikanyiti	M	SESO L	PEO	Choma	Southern
8	Vine Michelo	M	PRCC	PEO	Choma	Southern
9	Mweemba Wesley	M	DRCC	DEBS	Livingstone	Southern
10	Muyunda Kumoyo	M	SIC	Mulwani primary	Livingstone	Southern
11	Silvia Mulenga	F	DRCC	DEBS	Kazungula	Southern
12	Jimmy Muyunda Kweleka	M	DRCC	DEBS	Namwala	Southern
13	Ruth Zulu	F	PEO	PEO	Chinsali	Muchinga
14	Kondwani Nyirenda	M	PESO	PEO	Chinsali	Muchinga
15	Chomba Antony	M	Ass. Planner	PEO	Chinsali	Muchinga
16	Fauster Kangwa	F	SESO L	PEO	Chinsali	Muchinga
17	Mukonde Justine	M	PRCC_P	PEO	Chinsali	Muchinga
18	Susan K. Milombe	F	DEBS	DEBS	Chinsali	Muchinga
19	Phiri Gibson	M	ESO-GI	DEBS	Chinsali	Muchinga
20	Kaonga Frank	M	HT	Lubwa Primary	Chinsali	Muchinga
21	Maimbo Kingsley	M	ZIC	Lubwa Primary	Chinsali	Muchinga
22	Margret Mutambo	F	HT	Nabuluma primary	Chinsali	Muchinga
23	Mildred Nakawala	F	D-HT	Nabuluma primary	Chinsali	Muchinga
24	Gladys Malambo	F	SEO-G	PEO	Mongu	Western
25	Mihupulo Yumei	M	SESO L	PEO	Mongu	Western
26	Kachana Kachana	M	EO-TED	PEO	Mongu	Western
27	Wakala Harriet	F	Statistician	PEO	Mongu	Western
28	Stephen Chishiko	M	PEO	PEO	Mongu	Western
29	Mwanambuyu Christine	M	SESO ODL	PEO	Mongu	Western
30	Rex Katandu	M	DPO	Mongu	Mongu	Western
31	Shadreck Sifaya	M	Statistician	Mongu	Mongu	Western

32	Chiteta Nyambe	F	DRCC	Mongu	Mongu	Western
33	Sibeso Kahanda	F	ESO-GI	Mongu	Mongu	Western
34	Trudy Hamoomba	F	ESO-ODL	Mongu	Mongu	Western
35	Kwalombota Nawa	M	HT	Kanyoyo primary	Mongu	Western
36	Peter Kaimana	M	EO-TED	PEO	Solwezi	North- Western
37	Grace Mwiya	F	SES Lang.	PEO	Solwezi	North- Western
38	Luwaya Humphrey	M	SPO	PEO	Solwezi	North- Western
39	Sinda Vengi	M	PEO	PEO	Solwezi	North- Western
40	Kanema B	M	SES G&C	PEO	Solwezi	North- Western
41	Mukanda E	M	HT	Lalafuta primary	Mufumbwe	North- Western

Key: Provincial Education Officers (PEO); Senior Education Standard Officers (SES); Senior Planning Officers (SPO); Provincial Resource Center Coordinators (PRCC); District Education Standard Officers (DESO); Education Standards Officers (ESO); District Resource Center Coordinators (DRCC); Assistant District Resource Center Coordinators (ADRCC); Head Teachers (HT)

ANNEX B: LANGUAGE MAPPING QUESTIONNAIRE

INTERVIEW QUESTIONS

Province:			
District:			
Zone:			
School:		ECCDE (Tick):	
EMIS#:			
Name(s) of respondents (s):		Position (s):	M/F
Name of interviewer			
Date of interview			

Instructions

1. Pay courtesy call on provincial education officer to introduce yourself and explain the task.
2. At the province, district, zone, or school, request officers or teachers whom you can interview about local languages of instruction.
3. Introduce yourself to the interviewees and explain the task and why it is important.
4. Assure interviewees about confidentiality of information they will give and anonymity and seek their consent.
5. Listen attentively and write their responses. Ask questions to prompt them.
6. Ask for the latest list of primary schools – GRZ and community run – with EMIS numbers and a list of schools offering early childhood education.
7. Thank the interviewees.

Questions

1. What is the official language of instruction from Grades 1-4 in school(s)?
 1. Chinyanja 2. Chitonga 3. Ibibemba 4. Kiikaonde 5. Lunda 6. Luvale 7. Silozi 8. Other (Specify: (mark all that apply))
2. Apart from the GRZ-designated language (s) of instruction, what are the two most commonly used languages for communication in the
 Province

District

3. How do you rate the ability of Grade 2 teachers to read and write in local language used for “reading” instruction?
 Excellent Very good Good Fair Poor

4. Are there schools that use a local language of reading instruction different from the GRZ designated language?

Yes No

5. If yes to 4, How many?

6. Ask for a list of primary schools with EMIS codes. Let them identify schools that use different languages apart from the GRZ-designated languages.

7. On the same list, indicate schools that offer Early Childhood Education.

Thank the respondents.

**ANNEX C: SCHOOLS BY LANGUAGE OF INSTRUCTION AND OTHER LANGUAGES SPOKEN
IN THE PROVINCE (IN ATTACHED EXCEL FILE)**

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