GLOBAL BOOK ALLIANCE

Supply Chain Analysis

Zambia

July 1, 2021

RIGHTS AND PERMISSIONS

Cover photo by Chando Mapoma, USAID.

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LIST OF ACRONYMS AND ABBREVIATIONS

CAPOLSA	Centre for the Promotion of Literacy in Sub-Saharan Africa
CDC	Curriculum Development Centre
DEBS	District Education Board Secretary
DFID	Department for International Development (UK Aid)
EDC	Education Development Center
ECE	Early Childhood Education
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ERMs	Essential Reading Materials
ESSP	Education and Skills Sector Plan
GBA	Global Book Alliance
GBAIA	Global Book Alliance in Action
GBF	Global Book Fund
GIS	Geographic Information System
GPE	Global Partnership for Education
JICA	Japan International Cooperation Agency
KKF	Kenneth Kaunda Foundation
MoGE	Ministry of General Education
MoHE	Ministry of Higher Education
MoE	Ministry of Education
NGO	Non-Governmental Organization
SCA	Supply Chain Analysis
TLM	Teaching and Learning Materials
VAT	Value-Added Tax
ZEEP	Zambia Education Enhancement Program
ZEPH	Zambia Education Publishing House
ZLS	Zambia Library Services

ACKNOWLEDGMENTS

EXECUTIVE SUMMARY AND HIGH-LEVEL RECOMMENDATIONS

This Book Supply Chain Analysis (SCA) for Zambia was conducted on behalf of the Global Book Alliance (GBA) by the USAID Global Book Alliance in Action (GBAIA) project. For the purposes of the analysis, the *book supply chain* is defined as a six-phase process:

1. Planning and Forecasting
2. Title Development
3. Publishing and Printing
4. Procurement and Purchasing
5. Distribution Management
6. Active Use

FIGURE 1. THE SIX PHASES OF THE BOOK SUPPLY CHAIN

STRENGTHENING THE
ENTIRE BOOK CHAIN

Planning & Forecasting

Title Development

Active Use

Publishing & Printing

Distribution Management

Procurement & Purchasing

There are many different definitions of **essential reading materials**, and what is considered *essential* at one stage of learning will be less so for another. For the purposes of this report, we use the following terms and definitions, per USAID guidance:

Decodable, leveled, and **supplementary readers** (collectively described as **essential readers**) are all required elements for reading acquisition, but each plays a different role.

- ❯ **Decodable readers** are reading materials in which all words are consistent with the letters and corresponding phonemes that the reader has been taught. These readers are sequenced in accordance with the order in which letters are taught in the school curriculum, and progressively increase in difficulty.

- ❯ **Leveled readers** are a set of books organized by level of difficulty, based on the complexity of the words, sentences, content, and other factors.

- ❯ **Supplementary readers** are those used for reading practice; they may not be decodable or leveled, and they do not tie directly to the school curriculum.[1]

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1   Definitions are adapted from USAID, *2020 Compendium of Standard PIRS for Education Programming.*

The Book Supply Chain Analysis for Zambia focused on the supply of essential reading materials that children in primary school grades 1–4 need for successful literacy. The SCA was commissioned to inform the work of the GBA as well as that of the Zambian Ministry of General Education (MoGE), USAID/Zambia, and other key development partners in the country.

A team of GBAIA researchers conducted the SCA primarily virtually, because of the COVID-19 crisis, from July 2020 through August 2020. After desk research, the research team interviewed and gathered information from stakeholders including ministries of the government of the Republic of Zambia, donors and their implementing partners, publishers, printers, distributors, primary school staff, and civil society groups.

Zambia has a dearth of essential reading materials in local languages; deficits in funding, late payments from the MoGE, and unpredictable tenders characterize its publishing industry. A vicious cycle of low demand and supply—due to a lack of reading culture and lack of money for books in low-income Zambian households, which comprise more than half the population—is the primary factor behind this lack (see page 4). Recent financial scandals in the book publishing and education sectors have left stakeholders in both the private publishing sector and the MoGE cautious and mistrustful. Planning and forecasting for materials are marred by lack of current enrollment data and a growing population, which contribute to the high pupil-to-textbook ratio of approximately 5 pupils to 1 textbook. There are virtually no existing materials for students with disabilities. The overall textbook procurement

system has vacillated between a centralized and decentralized model. Last-mile distribution has proved problematic, with books often languishing at the MoGE's district offices.

On a positive note, the Zambian Ministry of Education is working with the World Bank to update textbook procurement guidelines and improve last-mile distribution. These efforts, though focused on textbooks, should have a positive overall effect on local publishing; hopefully they will lead to more publishing of readers as well, as any money flowing to publishers consistently will strengthen their business and allow them to expand their capabilities and publishing list. Community efforts to create reading materials for children proliferate in Zambia and can be expanded on. With some funding, local writers and illustrators could be trained, supporting the creation of a healthy, thriving publishing industry.

High-Level Recommendations

1. The GBA should support the Zambian MoGE to establish a coordination group, such as a National Book Council, in order to create national policies for books, rebuild trust and collaboration between the MoGE and the private publishers, promote books and reading, and support efforts to create consistent and predictable funding for books. This council should be built within the MoGE and supported by outside partners.

   The 2019 Continental Framework on Book and Reading Policy Formulation in Africa states that "national book development councils, whose governance, management and programs are representative and inclusive of both public and private sectors, remain the ideal institutions to coordinate book sector development at national levels."[2]

   The idea of a National Book Council has been discussed but never enacted in Zambia, due to lack of funding and perhaps lack of will. In 1980, a draft constitution was developed for a Zambia National Book Development Council. In 1982, a UNESCO technical report outlined the development of an administrative plan for such a council, including precise instructions for budgets and membership. It describes the reasons for creating such a council: "To systematically co-ordinate, plan and ensure accelerated national book writing, production, distribution and reading by both the old and the young, not only in the formal education system but more enduringly outside it."[3] The 1996 *Educating our Future: National Policy on Education, Zambia* document repeats this call for the creation of a book council.

2. The GBA recommends developing a national book policy and implementation plan. No such policy has been formally worked on since the above-mentioned 1996 document. As this report will demonstrate, the book business in Zambia is fragmented and divided; a national book policy would outline the overall relationships between the public and private sectors and allow the many stakeholders to cooperate on the common goal of bringing books to children.

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2   *ADEA/AUC/GBA Continental Framework on Book and Reading Policy Formulation in Africa,* 24.

3   Djoleto, Zambia National Council for Book Development.

It should emphasize the need for essential reading materials, including adapted versions for children with disabilities. As with the National Book Council, the book policy should be developed within the MoGE and supported by outside partners.

3. In order to stimulate the demand for books that is so critical in Zambia, the GBA should encourage stakeholders in the Zambian book publishing community (publishers, donors, government) to collaborate on developing a plan and an Advanced Market Commitment to provide all learners in grades 1–4 with 50 essential readers per classroom in the seven official local languages over the next three to five years. A market analysis should be done to determine potential open market sales, as part of a larger survey on overall demand for books. Donors should work together as an education group to discuss needs and collaborate on building a book supply chain for essential readers. Backlists of both Zambia Education Publishing House (ZEPH) and private publishers should be evaluated for titles that could be updated and reprinted. Publishers should present to the donor education group for funding. This is both a short-term and a long-term plan: It addresses an immediate need for essential reading materials, and the capacity-building needs of publishers to begin developing a thriving publishing market for children's books, with skilled authors and illustrators.[4]

Supply and Demand

The Global Book Fund (GBF) Feasibility Study[5] pointed to a fundamental distortion in supply and demand for books in low-income countries: " . . . lack of awareness of the value of reading books in supporting early literacy . . . inhibits demand from teachers, parents, and ministries of education. This in turn results in inadequate funding (or in many countries no funding at all) for reading books as well as textbooks." The low demand for reading books means that publishers are hesitant to publish for the market. Authorship capacity, as well as overall publishing capacity, of these books remains limited. It is this vicious cycle that the GBA is committed to addressing, through interventions that target market-shaping forces.

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4   See Annex 1 for plan details and estimated preliminary costs.

5   A Global Fund Feasibility Study was commissioned in 2015 and completed by Results for Development Institute. It was part of an analysis for creating a potential fund; in the long run, however, an alliance was created instead.

SUMMARY OF RECOMMENDATIONS BY BOOK SUPPLY CHAIN PHASE

Planning and Forecasting

GBA recommends the following:

1. That donors, including all those participating in the GBA through the existing Cooperating Partners Coordinating Committee, partner with the World Bank in its efforts to strengthen the MoGE's planning capacity for books. If donor partners can collaborate with the MoGE to plan for both books and funding sources, publishers can better plan for consistent, predictable publications. Donors could serve as advocates, perhaps with an education financing consultant sitting within the MoGE.

2. That the MoGE, with support from GBA donors and partner institutions, redouble its efforts to improve school enrollment and language data collection processes, reducing delays and improving accuracy to ensure current enrollment information and to project for population growth. The data should also be connected to budgeting and procurement processes for books. The MoGE is currently working with the World Bank on geographic information system mapping, and the GBA should encourage and support this effort.

3. That the EMIS system be upgraded to include accurate projections of enrollment. A 2011 report published by USAID, with a particular focus on Zambia, could serve as a base for the application of best practices (EQUIP2, Lessons Learned in Education, Education Management Information Systems, by Marcia Bernbaum, Ph.D. and Kurt Moses).

4. That the MoGE ensure school enrollment and language data are used to plan not only for textbooks but also for essential reading materials, and that its education budget include a protected line item for essential reading materials. In concert with the recommendations here and with proper funding, this step will ensure that private and state publishers also develop essential reading materials, not just textbooks.

5. That the GBA partners encourage and support the Zambian government's efforts to strengthen its fiscal protections and transparency in light of recent embezzlement scandals, so that donors feel comfortable funding measures in the education sector. In the past, there was more use of pooled funding, which allowed for more systemic-level change but also made funds more difficult to track and protect. Donors have largely moved to project-based funding to better protect their money. Strengthening anti-corruption measures and transparent accounting of donor funds will be needed to shift back to any kind of basket funding.

Title Development

GBA recommends the following:

1. That the MoGE, with support from GBA partners, expand the development of alternative story creation methods (Book Dash, African Storybook, etc.) in local communities with Creative Commons CC BY licensing, to allow for immediate printing and distribution, and subsequent commercial use by publishers as well. Stories could be based on local oral folktales and stories.

2. That the MoGE put intentional thought and funding into the development of leveled readers, and that they be fully specified in its national book policy.

3. That GBA partners support capacity-building for teachers (as well as any other community members who express interest) as writers and illustrators and introduce SIL LEAD and BLOOM (or similar) trainings to create decodable and leveled readers. This could be done with individual publishers and ZEPH, through the mechanism described in our Stakeholder Collaboration Plan.

All interventions should target the seven local languages plus English, with the latter being treated as a second language.

Publishing and Printing

GBA recommends the following:

1. That GBA partners support capacity-building trainings for local publishers to develop leveled and decodable readers. As seen in the Title Development section, this should include training for all publishers in BLOOM or similar software, and can also include a thorough review of existing reading books with an eye toward adjusting and assigning levels. In support of the GBA, the GBAIA has produced training modules for these purposes.

2. That the GBA address any impediments to timely payment by MoGE to publishers, supporting the MoGE accounting department in its attempts to instill new fiscal transparency measures.

3. That the GBA further research the advantages and disadvantages of local and international printing—and establish policy guidelines on possibly abolishing duty taxes and value-added tax on printing inputs, as well as subsidies for local printers—to strengthen local printing industries while reducing book costs.

4. That the government and donors exclude postbox companies (publishing companies that emerge only during a tender) from government and international tenders, in order to support local publishers.

5. That GBA partners support and fund development of materials for learners with disabilities (Braille and sign language videos).

Procurement and Purchasing

GBA recommends the following:

1. That the GBA support and follow up on MoGE's work on procurement reform, and encourage the inclusion of a protected budget line for essential reading materials. As noted in the GBF Feasibility Study, the GBA could provide guidance on hybrid procurement models, including the development of decentralized selection with centralized procurement, where school orders are consolidated by MoGE and provided to publishers so they can plan print runs. This pooled procurement will lead to lower book costs. The GBA should provide training to all stakeholders on aspects of an international bidding process.

2. That GBA donors support pooling funds for Advanced Market Commitments.

Distribution Management

GBA recommends the following:

1. That donors support and continue the work of GBA partner World Bank in its work with the MoGE to improve last-mile distribution from the District Education Board Secretary to schools.

2. That donors support and continue the work of GBA partner World Bank in its work with the MoGE to strengthen the monitoring system, and to institute a Track and Trace mechanism. If the provision of school-based incentives is seen as a solution, consider providing this funding, perhaps beginning in most rural areas.

3. That the MoGE and the Booksellers and Publishers Association of Zambia ensure that distribution is accurately budgeted as part of the publishers' costs and that publishers have the responsibility to deliver to schools.

4. That the GBA further research the benefits and failings of the former bookseller system, to consider reinstating bookseller distribution (while ensuring that publishers receive payment for books). This will strengthen bookshops in local areas and contribute to building a reading culture.

Active Use

GBA recommends the following:

1. That the GBA support MoGE efforts to integrate reading materials, other than textbooks, and more reading activities into the classroom. This may require advocating for changing the class schedule to ensure it includes this time. The 2014 curriculum documents point out this need as well and can be used as a reference.

2. That the MoGE should ensure students are allowed to take home books—textbooks but most critically, essential reading materials.

3. That the MoGE, with support from GBA partners, train teachers and parents on the use and importance of essential reading materials. This should include teacher training in preservice training, as well as messaging and support to illiterate parents on the ways they can still support their children.

4. That GBA partners consider a long-term plan to raise awareness of the importance of books, through the development of book fairs and festivals, literary awards, writing competitions, national book days, activities such as community story times, Kamishibai (Japanese storytelling technique using small wooden theaters and illustrated books) performances, and drama and art programs. The focus of these investments is to stimulate demand for books, through evidence-based, long-range advocacy, and the involvement of both government and communities. It should be noted that these activities, in isolation, do not show proven effects on the development of literacy skills, and thus should accompany evidence-based strategies to support regular use of books to support literacy, including those highlighted in the other recommendations in this section.

5. That the MoGE develop after-school reading clinics, with targeted interventions, such as individual tutoring in phonics, and less formal activities designed to encourage reading for leisure. Obviously, more books will be needed to make these clinics effective.

6. That the GBA partners support efforts to build and stock libraries, including classroom, community, provincial (and eventually district), and mobile libraries. The government should allocate higher budgets to libraries. Libraries should be made accessible for learners with disabilities. Children should be allowed to take books home from libraries. Books should be carefully selected for children based on levels, language, etc.

INTRODUCTION

This report documents the findings of a book supply chain analysis (SCA) conducted by the Global Book Alliance (GBA) in Zambia in 2020. The GBA analyzed the supply chain for essential reading materials (ERMs) and textbooks for children in primary grades 1 to 4, drawing evidence from the wider system where implications are relevant.

The report takes as a starting point the research and evidence on the role of high-quality texts and materials in reading skills acquisition. This includes the necessity of ensuring that children have access to level-appropriate and language-appropriate materials, in sufficient quantity, and at the appropriate time in the school year, and that teachers and parents understand and support the use of these materials for literacy acquisition.

High-quality texts and a range of reading materials are key elements required to foster reading skills acquisition for all students.[6] To ensure that every student learns to read, not only are textbooks required, but every student must also have access to ERMs in local languages. Per USAID guidance,[7] a copy of every decodable text, whether packaged together in one textbook per learner or in a set of readers, should be provided to each learner in all grade 1 classrooms and should always be available to grade 2 learners. For higher grades, decodables are only a required part of this package if assessment data demonstrate that children's reading levels are so low as to indicate a need for such material. For leveled readers, when a complete set of leveled paragraphs and stories are bound together in one book, each learner should have a copy of the compilation. If materials are provided in sets of books, no more than three students per classroom should share a set. A set of leveled readers should include no fewer than one book per week of the school year. Supplementary readers can be provided at the classroom level. Sets should include no fewer than one supplementary book per week during the school year.

As has been found in other studies,[8] in Zambia most available data and evidence on teaching and learning materials (TLMs) for primary students learning to read is about textbooks. There is a dearth of information and data related to ERMs because there is little production or distribution of these types of texts for the school system at large. In the case of Zambia, which has among the lowest primary school reading outcomes in the region, this reflects gaps in the supply chain itself for these critically important teaching and learning materials. The findings in Zambia are also consistent with previous findings that demonstrate a lack of awareness among governments, parents, and teachers of the important role of ERMs in children's literacy acquisition, which drives low demand, and thus low supply of books in general.[9]

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6   Results for Development Institute, *Global Book Fund Feasibility Study.*

7   USAID, *2019 Education Reporting Guidance*.

8   Results for Development Institute, *Global Book Fund Feasibility Study.*

9   Ibid.

The report identifies strengths and weaknesses in each link of the Zambian book supply chain and provides recommendations to ensure that learners can access sufficient, appropriate, high-quality reading materials in order to improve reading outcomes in Zambia.

Methodology

To conduct the analysis of the Zambian book supply chain, the GBA team spent 20 working days conducting key informant interviews and surveys by virtual conference calls and face-to-face meetings with participants when possible, as well as secondary research and qualitative data collection exercises. The GBA researchers also carried out desk research before and after the virtual data collection. (The original plan called for in-person meetings; the COVID-19 crisis caused them to be held virtually.)

The team of two international and one local consultant held 41 stakeholder meetings with key actors in the sector including ministry representatives, Head Teachers, donor personnel, implementing partners, publishers, authors, illustrators, printers, and distributors. More details on the methodology, the protocols, the sources, and the topics covered can be found in Annexes 3 and 4.

CONTEXTUAL DRIVERS OF THE TEACHING AND LEARNING MATERIALS CHALLENGE

Scale of the Teaching and Learning Materials Challenge

The Global Book Fund (GBF) Feasibility Study Final Report establishes that for primary school students, the minimum standard is 5 textbooks and 42 non-textbook reading books per student per year.

During its 2019 Zambia country program evaluation, the Global Partnership for Education (GPE) determined that the textbook-to-pupil ratio for English and math at the primary level was 1:4 in 2016, while at the secondary level it was 2:7 for English textbooks and 1:6 for math.[10]

A 2016 World Bank report on the pupil-to-book ratio in Zambian schools put it slightly differently, stating that "[a]veraging urban and rural ratios, five primary school students share less than 1 textbook for each subject."[11]

The 2018 *Zambian Educational Statistical Bulletin* lists a textbook-to-pupil ratio for Zambian language materials at the primary level as 2:7.[12]

The 2018 Early Grade Reading Assessment (EGRA) report points specifically to the lack of ERMs: "58.75 percent of learners reported that there are no other reading materials available at home for them to read. The scarcity of books and reading materials at school and at home highlights the limited opportunities that learners in Zambia have to adequately practice reading."[13]

These ratios and percentages are far below best practices for book availability, which are based on a 1:1 ratio.

Contextual Drivers

Demographics, Geography, Climate

Zambia is a southern Sub-Saharan African country with borders on eight countries: Angola, Tanzania, Zimbabwe, Namibia, the Democratic Republic of Congo, Mozambique, Malawi, and Botswana. Although landlocked, Zambia collaborates with these neighboring countries for the use of international and regional trade routes, with the ports of Beira and Nacala in Mozambique and Dar es Salaam in Tanzania, as well as Durban and Richards Bay in South Africa, commonly used for transporting goods.

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10   *Summative GPE Country Program Evaluation*, 153.

11   Ibid.

12   Republic of Zambia, *Zambia Educational Statistical Bulletin*.

13   USAID, *2018 EGRA Baseline Report*, 34.

Zambia's climate is tropical, although temperatures are generally moderate, because of high altitudes. The rainy season lasts from November to April, with a peak in January. Book distribution, especially to remote rural areas, tends to be more challenging during the rainy season.

The geographical area of Zambia is 752,600 sq km,[14] and it has a population of 17.35 million people, with a population density of 23.3 people per sq km. Its annual population growth rate was at 2.9 in 2018; this presents challenges for the educational system, which struggles to keep pace with increased enrollments. Although a majority of its population (58%) resides in rural areas, urban population growth is 4.2%, due to a move away from agriculture and into services (although about half of all Zambians work in agriculture, and most of the poor [80%] in Zambia are farmers).[15]

Zambia's Human Development Index world ranking is 143 out of 189 countries. Zambia plans to address the lack of opportunities that this ranking indicates with its Seventh National Development Plan (2017–2021), which puts Zambia on course to upper-middle-income status, through a focus on diversified inclusive economic growth, sustainable development, increased competitiveness and innovation, and strengthened governance mechanisms and institutional capacity.[16]

Zambia's gross national income is US $3,582,[17] with the lowest quintile earning about US $50/month. The price of a book is out of reach for the most impoverished Zambians, which leads to low demand.

Educational System

The education sector in Zambia is composed of two ministries: The Ministry of General Education (MoGE) and the Ministry of Higher Education (MoHE). Policy for both is guided by the 2017–2021 Education and Skills Sector Plan (ESSP), a sector-specific plan for education included in the Seventh National Development Plan, which governs planning and budgets. The GPE, which provided guidance to the ministries for its development, states that the plan is of high quality, although it notes that its implementation has been marred by delays and conflicts within the two ministries.

UNICEF reports that Zambia invested 15.3% of its total government expenditures on the educational system in 2019, down from 20% in 2015.[18]

The formal educational system includes early childhood education (ECE) for children from 3 to 6 years old; primary level, grades 1–7, for children from 7 to 13 years old; secondary level from grades 8 to 12 (14–18 years old); and tertiary level. There is also an informal educational system composed of community schools, which are funded by individual communities, as well as private and church schools, and Interactive Radio Instruction Centres for distance learning.

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14   World Bank, *Data Bank, Country Profile, Zambia.*

15   World Bank, *Project Appraisal Document.*

16   Ibid.

17   United Nations Development Programme, *Human Development Reports.*

18   UNICEF, *Zambia Education Budget Brief 2019.*

The ESSP sets out its mission as "designed to re-establish education as the key catalyst for national development over the plan period and to help the country attain its long-term development vision."[19] It notes that it has its foundation in three earlier key policy documents:

1. the Educating our Future Policy (1996);

2. the Technical Education and Vocational and TEVET (Skills Development) Policy (1998); and

3. the Science, Technology and Innovation Policy (1996).

The ESSP lists the following major challenges for the Zambian educational system:

❯ Poor learning outcomes

❯ Enrolments lagging behind population growth

❯ Poor access in rural areas

❯ Inequitable distribution of resources (teachers, TLMs, grants, etc.)

❯ Internal inefficiency (repetition, dropouts, completion rates)

❯ Lack of effective management, including pedagogical oversight at all levels

❯ Teacher-student contact time is deficient

❯ Inadequate funding of non-salary activities/inputs

❯ Low access rates to higher education[20]

The Educational Statistical Bulletin 2019[21] lists the following statistics:

	Total	Primary (G1-7)	Secondary (G8-12)
Enrollment	4,300,999	3,382,087	918,912
Teachers	114,801	80,919	33,882
Classrooms		59,056	13,560

The *Educational Statistical Bulletin* lists an average of 41–42 learners per classroom in both primary and secondary. It states that the survival rate (defined as "the percentage of pupils enrolled in grade 1 during the current school year who are expected to reach the higher grade"[22] is 100.2% to grade 5 and 73.1% to grade 9, showing a high rate of dropout between grades 5 and 9. For these 909,781 students who dropped out in 2019 before grade 9, lack of books was undoubtedly a factor.

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19 Republic of Zambia (The Ministry of General Education and The Ministry of Higher Education). *Education and Skills Sector Plan*, 2.

20 Ibid.

21 Republic of *Zambia, Zambia Educational Statistical Bulletin 2019*.

22 Ibid.

Curriculum and Language of Instruction Policy

From the early days of independence until the late 1990s, English was the only language of instruction in Zambian schools. In 2000, Zambia instituted its Zambia New Breakthrough to Literacy program. Zambia New Breakthrough to Literacy was a significant advance, in that it stipulated that students learn in one of the seven zonal Zambian languages for one year before transitioning to English. However, its actual impact on student results was mixed. The approach did not always emphasize the use of phonics-based instruction in the early grades, and quickly phased out the use of the languages students used and understood the best.[23] Increasingly, the Zambian MoGE recognizes research that shows that a late-exit transition bilingual model, where children transition to a second language after at least four years of instruction in the mother tongue, is optimal for literacy development.[24] As observed by Bostor Mwendende, principal curriculum specialist for languages in Zambia, "It is . . . a fallacy or unrealistic, in our situation, to expect children to develop long lasting literacy and numeracy skills after learning through the medium of their home language for only one year. The switch to English is too early for the full benefit of literacy to accrue and be useful as the foundation for L2 literacy. A familiar language should be used as a medium of instruction for at least four or more years for the child's cognitive development as well as consolidation of literacy."[25]

In 2013, Zambia undertook an extensive revision of its curriculum, after consulting teachers, parents, learners, civic leaders, and politicians. The resulting competency-based Zambia Education Curriculum Framework, 2013, developed by a number of scholars and practitioners, requires that students be taught content in one of the seven local languages through grade 4, with English taught as a second language starting in grade 2. In grade 5, the teaching of content transitions to English. It is notable that many educators in Zambia feel that these seven languages do not represent all Zambian communities and that in fact, the languages of instruction should be expanded (although outside of the seven, few other languages have been standardized). In addition, the historic preference for English makes it difficult to find teachers with sufficient literacy in the local languages to teach them.

The National Literacy Framework (see Annex 9) calls for an explicit, synthetic phonics approach to teaching reading, as opposed to the previous whole language approach.

As a necessary companion to the new curriculum, tenders were issued for all new textbooks in the seven Zambian languages for grades 1–4, and in English for grades 5 and higher. The curriculum was planned to be rolled out in phases, with Phase 1 comprising ECE (preschool) and grades 1, 5, 8, and 10.

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23   Mwendende, *Language-in-Education Policy Strategy*, 8.
     UNICEF, Zambia. *Impact of Language Policy and Practice*.
     Ouane and Glanz, eds., *Optimising Learning, Education and Publishing*

24   Ouane and Glanz, *Optimising Learning, Education and Publishing*.

25   Mwendende, *Language-in-Education Policy Strategy,* 8.

As detailed later in this report, the rollout of the curriculum and accompanying TLMs was delayed for at least a year by a lawsuit brought by publishers against the MoGE. As of the writing of this report, all books in all languages have been procured except for in grade 4.

The former director of curriculum and standards, Ms. Cecilia Sakala, explained to this research team that insufficient teacher training has also hampered curriculum implementation. As a result, the midterm assessment of the curriculum (which is supposed to be evaluated every 10 years) is not yet complete at the time of this report.

Although the National Literacy Framework (developed by the MoGE with the support of USAID, through the Read to Succeed project) clearly emphasizes the importance of providing appropriate reading materials, the MoGE's procurement process has to now included only textbooks, and not ERMs.

Corruption

Zambia's Transparency International *Corruption Perceptions Index* is 113/198,[26] indicating a high level of perceived corruption. Stakeholders consider government accountability and transparency to be low, and a number of public scandals in recent years involved misconduct and misappropriation by government officials. In one of the largest, in 2018, after allegations that US $4.7 million in donor funds had been embezzled by ministry officials, several large donors, including the UK, Ireland, Finland, and Sweden withheld US $34 million in aid to Zambia's education and social welfare sectors.[27] The Zambian ministries involved included the Ministry of Education (MoE), whose officials were accused of diverting funds into shell companies.[28] Along with a similar scandal in 2009 involving the Ministry of Health, this caused donors to withdraw support. According to Mr. Nsama, chief accountant for the MoGE, the ministry has established new accounting measures and controls to ensure fiscal transparency, and these efforts will need to be encouraged and watched carefully so that donors can be comfortable funding books, which will then allow for a better functioning book chain overall.

Transportation Infrastructure

To encourage investment and development, Zambia has embarked in recent years on major road infrastructure projects, including Link Zambia 8,000 (implemented in 2012) and Pave 2,000, to improve and pave its roads. Implemented by the government's Road Development Agency, Link Zambia 8,000, budgeted at approximately US $31.4 billion, aims to build 8,000 km of roads. Funded by China, another project costing US $800 million was enacted in 2017 to upgrade roads in the Copperbelt and Lusaka provinces.

The World Bank found that lack of communication and funding, rather than transportation problems, were the problems most correlated to textbook availability. The MoGE is currently working with the World Bank on a Trace and Track program.

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26   Transparency International, *Corruption Perceptions Index*.

27   Reuters, *Britain Urges Zambia to Fight Corruption*.

28   BBC, *UK Suspends Funding*.

Mr. Constantine Mupinde of Zambia Library Services confirmed that the ministry has the vehicles and the possibility of reaching even the District Education Boards (DEBS) in the most remote areas.

The World Bank's recent study on last-mile distribution found that schools' distance from the DEBS office is not a factor in distribution (although other interviewees did mention difficulty getting books to schools during the rainy season.)

Electricity

Thirty-one percent of Zambians have access to electricity. Sixty-seven percent of urban populations have access, while only 4% of rural populations do. The Zambian government has a goal of providing electricity to all Zambians by 2030. Power Africa and USAID Zambia provided US $2 million in 2016 to scale up solar power programs, and the United States Trade and Development Agency has provided feasibility funding for geothermal and wind generation programs, as well as micro-grids.[29] The lack of electricity, especially in rural areas, prevents full adoption of information and communications technology resources, and prevents children from reading books at home.

Connectivity

According to the World Bank, only 14.3% of the Zambian population uses the Internet, and a 2020 report found that "last mile connectivity remains a gap, preventing greater use of digital systems in more sparsely populated areas where access to services and markets is more limited."[30]

Although 44.6% of the population 15 years and older owns a mobile phone, only 13.2% owns a smartphone,[31] which can cost US $60 or more. This lack of connectivity, along with the low percentage of the rural population's having access to electricity, hampers efforts to develop and encourage the use of digital reading materials. Particularly in light of the COVID-19 crisis, this has had an impact on availability of distance learning.

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29   USAID Power Africa, Zambia, 2017.

30   World Bank. *Accelerating Digital Transformation in Zambia.* 2020.

31   Ibid.

BOOK SUPPLY CHAIN ANALYSIS

Supply Chain Overview: Six Strategic Phases

The Zambian book SCA examines the six strategic links in any book supply chain. An effective book supply chain requires accurate forecasting and planning, high-quality title development in languages and formats children can use and understand, access to those titles by publishers and printers, a functioning distribution system to deliver books, and appropriate knowledge and support to ensure use and build a population of active readers. Each phase is summarized with discussion, findings, and recommendations. Sources are found in Annexes 5 and 6.

Figure 2 highlights the major challenges and breakdowns in the book supply chain and their interrelated nature.

FIGURE 2. PHASES OF, ACTORS AND ACTIONS IN, AND BREAKS IN THE ZAMBIA BOOK SUPPLY CHAIN.

ZAMBIA BOOK SUPPLY CHAIN

KEY:
- PHASES
- ACTORS AND ACTIONS
- BREAKS IN THE SUPPLY CHAIN
- **ERM** ESSENTIAL READING MATERIALS

Planning & Forecasting
- No MoGE budget for ERM
- EMIS does not project for population growth and future enrollments
- **MoGE** plans and forecasts for textbooks only.
- Reliance on **Donor** funding makes planning unpredictable.

Title Development
- No consistent funding for ERM
- Lack of reading culture and thus low demand for books
- **Publishers** do not develop ERM titles as the MoGE does not fund them.
- **ZEPH** has some limited titles but no money to print.

Active Use
- Inadequate supply of ERM
- ERM not available for purchase or use
- Schools and homes without books
- **Schools** have extremely limited ERM.
- **Teachers** lack ERM for classrooms and training in their use.
- **Parents** lack guidance and ERMs to support children's literacy.
- **Children** do not have the books needed to learn to read.

Publishing & Printing
- Lack of market/demand and incentive
- Tension - market-based textbooks provision vs. State monopoly
- Corruption scandals have prevented donor pooled funding
- Tax structure limits competitiveness of local publishers and printers
- **Publishers** suffer from lack of funding and late payments.
- **Local printers** have difficulty competing with imported products.

Distribution Management
- Books do not make it from District offices to schools
- No track and trace
- **MoGE** delivers only to DEBS offices
- **Head Teachers and school-level actors** do not have the funds to get books from DEBS office

Procurement and Purchasing
- Lack of protected ERM budget line for ERM
- Procurement system lacks transparency
- Corruption/donor mistrust of government processes
- Provision of books dominated by donors
- **Publishers:** Delays in payment up to 4 years.
- 0.2% of the **GOZ's** education expenditure for textbooks..

SCA Phase I: Planning and Forecasting

Planning and forecasting is recurring/cyclical work carried out by governments and publishers to assess need and demand for books, and to arrange for the financial and material resources to meet that demand. In order to do this, ministries of education need timely information not only on enrollment, but on projected enrollment and realistic estimates of book wastage over time. Publishers must plan for, and be prepared to respond to, demand from ministries and schools, as well as parents who may purchase books for their children's reading practice. For an MoE, the collection, management, analysis, and use of data on book needs/demand and provision is integral to education planning. For the publishers, it is market research. For both, accurate and timely data collection is of key importance for a functioning book supply chain.

In Zambia, all estimating and forecasting data are currently focused on providing textbooks, rather than ERMs.

Estimating Demand

As described to the research team by Mr. Louis Mwansa, MoGE director of planning and implementation, enrollment data from an annual school census, including a pupil-to-textbook ratio, are collected in March. Head Teachers provide school data manually to their DEBS office, which sends it to MoGE headquarters. The data are consolidated and validated at the provincial level, then processed through an education management information system (EMIS), to which stakeholders from both schools and districts can log on. An annual *Education Statistic Bulletin* is published the following March (taking into account changes in enrollment throughout the year)—approximately one year after data submission. Once textbook needs for all Zambian schools are determined, the MoGE develops a project plan for an estimation of resources. Both the ministry and private publishers depend on the *Education Statistic Bulletin* to project quantities of textbooks needed.

Forecasting

UNICEF reports that Zambia invested 15.3% of its total government expenditures on the educational system in 2019, the lowest level in five years due to recent austerity measures. It goes on to recommend that:

> "With the reduction in fiscal space, the Government firstly needs to explore areas where efficiencies could be gained with the available resources. One area that is a potential for greater efficiency gains is that of textbook procurement and distribution. The lack of adequate textbooks continues to be a huge obstacle in implementing the revised curriculum and improving learning outcomes at all levels of the education system. The Government needs to review the current textbook management system, particularly procurement and distribution. Furthermore, the Government needs to explore a more cost-effective way of providing learning materials - such as building the capacities of Provincial and District Resource Centres to develop and distribute low-cost textbooks/handouts to help improve learner book ratios."[32]

32   UNICEF, *Zambia Education Budget Brief 2019*.

In 2013, the MoGE dedicated only 0.2% of its overall education budget to TLMs,[33] with 90% of the overall education budget going to emoluments. In 2018, only $278,000 was allocated to TLMs (out of a total education budget of $458,743,000). Although it is difficult to accurately assess budgets, given varied presentations within and among ministries of education, it is clear that this number is insufficient, amounting to less than seven cents per child enrolled in Zambian schools.

The World Bank Zambia Education Enhancement Program (ZEEP) project focuses on developing the capacity of the MoGE for the forecasting and planning of textbooks. In its Project Appraisal Document, it states, "The advanced approach will (a) improve quantification of textbook requirements from the school level to the subnational and national level, (b) improve the quality of review and identification of book titles most appropriate for local contexts."[34]

The World Bank project also funds the upgrade of the central EMIS (including collecting enrollment data within the EMIS at the DEBS level) and to complete Global Positioning System (GPS) school-mapping activities.

Mr. Mupuwaliywa Mupuwaliywa of the World Bank notes that it is working with the MoGE on standardizing procedures for a five-year book procurement cycle.

GBA Findings: Planning and Forecasting/Strengths

> An EMIS exists and a census is conducted annually. The MoGE is working with the World Bank to fine-tune and improve the system, including geographic information system (GIS) mapping.

GBA Findings: Planning and Forecasting/Weaknesses

> Although a system is in place to gather data, it is often outdated, and the system does not project for population growth and future enrollments.

> Insufficient funding for books means they must be funded by donors. This prevents consistent and predictable forecasting for tenders.

GBA Recommendations: Planning and Forecasting

GBA recommends:

> That the MoGE, with support from GBA donors and partner institutions, redouble its efforts to improve school enrollment and language data collection processes, reducing the delays and improving the accuracy to ensure enrollment information is current and projects for population growth. The data should also be connected to budgeting and procurement processes for books. The MoGE is currently working with the World Bank on GIS mapping, and the GBA should encourage and support this effort.

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33   World Bank Group, *Education Public Expenditure Review*.

34   World Bank, *Project Appraisal Document*, 57.

- That the EMIS system be upgraded to include accurate projections of enrollment. A 2011 report published by USAID, with a particular focus on Zambia, could serve as a base for the application of best practices (EQUIP2, Lessons Learned in Education, Education Management Information Systems, by Marcia Bernbaum, Ph.D. and Kurt Moses).

- That the MoGE ensure that school enrollment and language data are used to plan for both textbook and ERMs needs, and that its education budget include a protected line item for ERMs. In concert with the recommendations here and with proper funding, this step will ensure that both private and state publishers develop ERMs, not just textbooks.

- That donors, including all those participating in the GBA, through the existing Cooperating Partners Coordinating Committee, partner with the World Bank in its efforts to strengthen the MoGE's planning capacity for books. If donor partners can collaborate with the MoGE to plan for both books and funding sources, publishers can better plan for consistent, predictable publications. Donors could serve as advocates, perhaps with an education financing consultant sitting within the MoGE.

- That the GBA partners encourage and support the Zambian government's efforts to strengthen its fiscal protections and transparency in light of recent embezzlement scandals, so that donors are comfortable funding the education sector. In the past, there was more use of pooled funding, which allowed for more systemic-level change but also made funds more difficult to track and protect. Donors have largely moved to project-based funding to better protect their money. Strengthening anti-corruption measures and transparent accounting of donor funds will be needed to shift back to any kind of basket funding.

SCA Phase II: Title Development

Title development refers to the creation of texts and books intended to support acquisition of reading skills in languages children use and understand. The process of title development begins once an author has been selected (or in some cases, a complete manuscript has been chosen for publication) and continues until the final PDFs of the book are sent to the printer. It is a process that calls on the skills of pedagogical experts, writers, editors, graphic designers, illustrators, proofreaders, page layout specialists, and others. The function of title development for Essential Reading Materials can be carried out by publishers, whether state or private, and as is often the case in developing countries, by donors and non-governmental organizations (NGOs), who step in to provide these materials where they do not exist.

In Zambia, reading materials are created by the many NGOs and donors working in the country, as well as by private publishers, which will be discussed in this section. Textbook publishing will be discussed in the next section.

The Writing of Essential Reading Materials

All the stakeholders interviewed for this report agreed about the grave lack of all types of children's books (both for reading practice and for reading pleasure) in Zambia. They lament the absence of a reading culture, and the resulting low demand for books in general. The 2018 EGRA report stated that in a study of grade 2 learners, almost half had no reading materials at home, and 37% reported they had never been read to at home.[35]

The lack of reading materials of any type is closely linked to this lack of demand, but also to the MoGE's curriculum and procurement processes. The curriculum should include time allocated to reading activities, and the procurement process should include a protected budget for ERMs. These failures lead to the following: Private publishers in Zambia, who suffer financially because of unpredictable tenders and late payments by the government, focus on publishing textbooks to the exclusion of ERMs, which have no clear market and no structural funding. They are reluctant to publish in the lesser used local languages, as the market is not sufficient.

A 2016 USAID report, *Survey of Children's Reading Materials in African Languages in Eleven Languages*,[36] lists 600 titles other than textbooks for children, spread across 21 Zambian languages, as seen in the table on page 22.[37]

Although the report does not list ages or grade levels, it stressed that the majority were at the level of first words, first sentences, and first paragraphs. Most are narrative rather than informational in genre. The researchers found only one instance of a decodable reader, and there is no record of leveled readers, either in the report or stemming from our interviews with stakeholders (although given the USAID survey's analyses, an assessment of existing materials and the assigning of more precise leveling guidelines might result in a limited number of leveled readers, though clearly more titles are needed). Even for Tonga, the language with the most existing books, the number is insufficient for the development of reading skills.

Researchers for the survey located most of the existing titles in libraries and at publishers (as opposed to schools or bookstores).

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35   USAID, *2018 EGRA Baseline Report*.

36   DERP research project by RTI, implemented by the blueTree Group.

37   DERP research project by RTI, implemented by the blueTree Group. The table includes both textbooks and other reading materials.

Language[a]	Language ISO 639-3 Code[b]	Estimated Population of Speakers in Zambia[c]	Titles per Language	Percentage of Title Surveyed[d]
1. Tonga	toi	1,330,000	168	19.1%
2. Bemba	bem	3,810,000	159	18.0%
3. Nyanja	nya	2,180,000	146	16.6%
4. Lozi	loz	612,000	119	13.5%
5. Kaonde	kqn	206,000	96	10.9%
6. Luvale	lue	171,000	76	8.6%
7. Lunda	lun	225,000	72	8.1%
8. English	eng	110,000 (L1) (2003) 1,800,000 (L2) (2003)	44	5.0%
9. Lamba	lam	201,000	18	2.0%
10. Lenje	leh	128,000	4	0.5%
11. Lala-Bisa	leb	353,000	3	0.3%
12. Nkoya	nka	36,200	3	0.3%
13. Tumbuka	tum	366,000	2	0.2%
14. Luyana	lyn	2,880	1	0.1%
15. Mambwe-Lunga	mgr	207,000	1	0.1%
16. Nyamwanga	mwn	140,000	1	0.1%
17. Portuguese	por	Not applicable	1	0.1%
18. Zambian Sign Language	zsi	14,400	1	0.1%
19. Cokwe	cjk	17,700	1	0.1%
20. Luba-Kasai	lua	6,300,000 in native DRC	1	0.1%
21. Soli	sby	34,100	1	0.1%

NOTE: DRC = Democratic Republic of the Congo; ISO = International Organization of Standardization; L1 = first language; L2 = second language

a Most languages go by different names, several languages have the same name. In case of confusion, refer to the *Ethnologue* at www.ethnologue.com (Lewis et al., 2015).

b ISO 693-3 is a code that aims to define three-letter identifiers for all known human languages (SIL International, 2015).

c Source Levels et al (2015), Unless otherwise noted, the speaker population estimates are from the 2010 census.

d Due to bilingual titles, the total will surpass 100%.

A 2018 EGRA report noted that "Local language readers are largely absent from classrooms. Overall, only 12 percent of learners reported having a local language reader, and 9 percent of learners reported having an English reader."[38]

There have been promising developments recently in the private publishing sector, the donor sector, and at the MoE:

- Cambridge University Press is translating a series of readers (Rainbow Reading) into local Zambian languages. Gadsden Publishing will be the distributor in a recently developed partnership. Several other publishers are also working on translations of readers published outside of Zambia into local languages. (It should be noted that translated readers are not suitable for reading instruction, as the scope and sequence don't follow any given frequency analysis in the language.)

- Pearson Education has trained teachers to write materials, as well as sourced generic materials and translated them.

- Maiden Publishing developed 15 books in local languages as part of the Read to Succeed project (copyrighted by Maiden).

- Maiden Publishing also partnered with the University of Zambia and the University of Jyväskylä in Finland on a project called Centre for Promotion of Literacy in Sub-Saharan Africa (CAPOLSA). CAPOLSA issued a Request for Proposals for writers, held a competition, and published the winning stories through Maiden.

- Ms. Cecilia Sakala, former director of the Standards and Curriculum Department of the MoGE, stated that once the current phase of procuring core textbooks based on the 2014 curriculum revision is complete, the ministry would like to issue tenders for literacy books. The MoGE and the World Bank are currently working with local NGOs to train teachers and parents to create reading materials.

- Zambia Education Publishing House (ZEPH), which will be discussed in detail in the Publishing section, has a number of fully developed and ready-to-print storybooks in local languages and is working on updating and revising older titles.

- UNICEF has modified readers and play materials from the NGO Pratham in India as part of its Catchup pilot project for literacy and numeracy, in collaboration with the MoGE.

- A current USAID project, Let's Read, has developed print and digital storybooks as part of its literacy package.

- All stakeholders in Zambia agreed that although capacity and availability of writers and illustrators is low, because of the low demand for books, there is great potential among teachers to become writers and editors of children's books, given proper training and support. The recent projects among all sectors are proof of this capacity. What is lacking is predictable,

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38   USAID, *2018 EGRA Baseline Report*, 46.

sustainable funding. In our overall recommendations, we suggest as a first step the evaluation and review of all currently available materials, to assess future needs.

GBA Findings: Title Development/Strengths

- There are a number of small current ERM publishing projects among private publishers as well as donors.
- There is great potential among teachers to become writers and editors of children's books, given proper training and support.
- ZEPH has a large number of titles, copyrighted by the government, that could be updated and republished.

GBA Findings: Title Development/Weaknesses

- Publishers focus on textbooks to the exclusion of ERMs.
- Zambia has a notable absence of a reading culture, and thus low demand for books.
- Books are too expensive for low-income households (more than 58% of Zambia's population).
- There is no consistent funding for ERMs.

GBA Recommendations: Title Development

GBA recommends the following:

- That the MoGE needs to plan and prepare for providing diverse sets of titles and book types to all classrooms, and needs to fund and catalyze that work.
- That the MoGE, with support from GBA partners, expand the development of alternative story creation methods (Book Dash, African Storybook, etc.) in local communities with Creative Commons CC BY licensing, to allow for immediate printing and distribution, and subsequent commercial use by publishers as well. Stories could be based on local oral folktales and stories.
- That the MoGE put intentional thought and funding into the development of leveled readers, and that they be fully specified in its national book policy.
- That GBA partners support capacity-building for teachers (as well as any other community members who express interest) as writers and illustrators and introduce SIL LEAD and BLOOM (or similar) trainings to create decodable and leveled readers. This could be done with individual publishers and ZEPH, through the mechanism described in our Stakeholder Collaboration Plan.

All interventions should target the seven local languages plus English, with the latter being treated as a second language.

SCA Phase III: Publishing and Printing

Publishing generally encompasses the contracting of authors, and all the steps of title development described in the previous section (writing, editing, illustrating, graphic design, and page makeup). It also includes the ownership, licensing, and marketing of intellectual property. In the case of a private sector publisher, publishing is a for-profit business. Where state publishing exists, the MoE staff generally creates the curriculum and accompanying textbooks.

Printing refers to the manufacturing process, whereby the final pdf is transformed into a printed, bound book by means of ink, paper and a printing press, and then binding equipment. Sometimes private publishers have their own printing press, but more often, they contract out the printing. In the case of a state publisher, books may be printed by a state printer, or tendered out to a private printer.

Publishing

Developing textbooks in Zambia is split between a small number of private publishers and the MoE's Curriculum Development Centre (CDC) with its parastatal publisher, ZEPH. In the past, ZEPH generated much of the content of Zambian textbooks. The tension between monopolized, state-controlled publishing and an open, competitive market of private publishers continues to play out in Zambia. (See the Table on page 37 in the Purchasing section for a basic description of these book provision models.) The current trend appears to be toward a hybrid, decentralized, public-private partnership, with the CDC setting the curriculum and evaluation standards and private publishers supplying the textbooks, but with ZEPH playing an increasingly important role. These processes will be defined in the MoGE's Book Procurement and Management Guidelines, which is being developed with the support of the World Bank at the time of this report.

History of Private and State Publishing in Zambia

Early publishing in Zambia was characterized, as in much of Anglophone Africa, by the dominance of large British publishing houses such as Longman, Macmillan, Oxford University Press, and Heinemann. In 1966, the Kenneth Kaunda Foundation (KKF) was established as a parastatal publishing company, followed by the establishment of two parastatal printers, Times-Printpak Zambia Limited and Zambia Printing Company. As described by Mr. Vitalicy Chifwepa, senior lecturer at the University of Zambia:

> "The creation of the KKF also brought with it a monopoly in the publishing of educational materials. Although there were multinational corporations at the time (e.g. Longman, Heinemann, and Oxford University Press), these could not compete with the KKF because the KKF was given the mandate to be almost the sole supplier and producer of educational materials. The Curriculum Development Centre was also created to be in charge of the preparation, testing and revision of manuscripts for schools. The Centre submitted the manuscripts to KKF for publication and the Ministry bought the materials from the KKF.
>
> Since the Ministry of Education was a sure and major buyer of these materials, the competitors in educational publishing could not survive..."[39]

Faced with a government publishing monopoly, the international publishing companies largely pulled out. Throughout the 1980s, the government struggled to provide educational materials under a system dominated by the KKF, and an environment characterized in a UNESCO report by "high printing costs, unsatisfactory institutional arrangements for allocating school textbooks, which backfire on the country's main publisher, and a very restricted and monopolistic distribution structure..."[40]

In 1991, with the advent of a democratic, multiparty political system in Zambia—and after the 1988 publication of the World Bank's book sector studies, which recommended a market-based textbook provision scheme—textbook publishing was liberalized in Zambia. In 1996, after a series of seminars and roundtables with stakeholders from across the book world, the government published a National Book Policy as part of its Educating Our Future National Policy on Education (see Annex 2). It describes a competitive, open market for textbook publishing:

> "The responsibilities of the private publishers include book development, production, marketing and distribution while the responsibilities of the Ministry of General Education include coordination, regulation, and approval of all educational materials going into schools; and encouraging the growth of the local book industry in Zambia."[41]

During this period, the international companies returned to Zambia, local publishers began to emerge, and the KKF was rebranded as ZEPH. A 2000 article by Chris Chirwa[42] mentions 10 textbook publishers, besides ZEPH. In the 1990s, the MoE held workshops with stakeholders and published a document, *Policy guidelines and strategies for the provision and utilization of instructional materials for schools and colleges under a liberalised set-up in Zambia*, and produced (in 2003) Procurement Guidelines and a Manual of Procedures for textbook development.

By 2009, however, a review commissioned by the European Union of Zambia's decentralized textbook procurement process concluded that "the system has drifted from a rational structure into a more

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39   Stringer, ed., *Book Chain in Anglophone Africa*, 94.

40   Djoleto, *Zambia National Council for Book Development*, 6.

41   Republic of Zambia, *Report of the Committee on Education, Science and Technology*, 6.

42   Chirwa, *Book Publishing Liberalisation*.

or less functioning, but loose system."[43] It lists challenges such as an underresourced and virtually powerless Educational Materials Unit; the DEBS overstepping its facilitation role to direct procurement; ineffective and poorly supported school materials selection committees; a spontaneous and inefficient procurement system characterized by absence of guidelines, delays, and corruption; and a porous, non-rigorous and non-transparent textbook evaluation system with an open-ended list and no restriction on the number of titles, so all manuscripts were approved. The report went on to make extensive recommendations, warning that if not corrected, the system could revert to the former state publishing model, in an attempt to regain control of textbook provision. It suggested that this would happen to the detriment of the development of a thriving publishing industry.[44] We will discuss further developments in the book provision system in the Purchasing section.

Current State of Zambian Textbook Publishing

The 2014 curriculum revision has driven Zambian textbook publishing in recent years. After a consultative process with all stakeholders that culminated in a national symposium, a series of documents was formalized, including a curriculum framework, syllabi, and other educational documentation. The curriculum framework "provides guidelines on the preferred type of education that the nation has chosen. The Framework spells out learning areas for ECE, primary, secondary, adult literacy and colleges of education. It also provides information from which syllabi are developed and consequently education materials are developed and published for distribution in schools."[45]

The Purchasing section of this report provides more details on the rollout of the 2014 curriculum.

In 2015, a parliamentary committee was convened to study the management and mandate of the MoGE and the MoHE, including the function of textbook publishing and distribution. As stated in its subsequent report,[46] the Booksellers and Publishers Association of Zambia recommended that the ministry drop the practice of centralized procurement, and instead provide money to schools, which can select their own books based on their learners' needs.

The World Bank has supported the MoGE through its ZEEP program. The overall goal of ZEEP is to "improve the quality of teaching and learning in mathematics and science in targeted primary and secondary schools and to increase equitable access to secondary education."[47] One objective is to provide science and mathematics textbooks to approximately 1.3 million students in primary and secondary schools in order to achieve a 1:1 pupil-to-textbook ratio.[48]

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43   Bontoux and Musonda, *Decentralized Textbooks Procurement and Distribution*, 6.

44   Ibid.

45   Republic of Zambia, *Report of the Committee on Education, Science and Technology*, 6.

46   Republic of Zambia, *Report of the Committee on Education, Science and Technology*.

47   World Bank, *Project Appraisal Document*, 2.

48   Ibid.

The MoGE is working closely with the World Bank on updating its book procurement and management guidelines, a collaboration that is discussed in more detail in the Purchasing section of this report. For a pilot of the guidelines, the MoGE successfully procured mathematics and science books for grades 5 and 8 in 2019–2020 from three publishers (Oxford University Press, Grey Matter, and Headway). It is also training experienced teachers to be authors of TLMs, with a goal of training 40 teachers in July 2019 to June 2020.

Despite the stated policy advocating a free, competitive book market, the ministry's involvement in content development remains; publishers feel this gives an unfair advantage to CDC-developed content, complaining that if authors are CDC staff members, their books will be automatically approved. Publishers also point to possible conflicts of interests when a CDC writer is both an author and an evaluator (although the CDC states that if a writer is on the CDC staff, they are prohibited from participating in evaluations). The 2015 parliamentary report recommended the CDC limit itself to writing curricula and syllabi and evaluating textbooks, which should all be created by private publishers. It allowed, however, for CDC writers to fill the gap if there is a subject for which no books exist. For the 2014 curriculum, the CDC created and ZEPH published all literacy books in local languages for grades 1–4.[49] Private publishers were reluctant to create these for all languages, due to the small size of the market for some of them; the CDC then decided to publish for all seven languages at once, rather than divide them between the CDC and private publishers.

It should also be noted that in some cases, private publishers employ CDC staff to write their books (the CDC staff members are then prohibited from participating in evaluations in this case as well). For the World Bank math and science textbooks, Headway used CDC staff as writers. According to the CDC, there is no clear restriction against this, although it prefers that publishers find their own authors. The larger international publishers tend to train teachers to write, in order to form their own writing pools.

The future role of ZEPH is in flux. Many decision-makers in the ministry have a strong desire to recapitalize and re-engineer it so that it can play a larger role in the content development of textbooks. We will analyze this further in the Purchasing section.

A publisher wishing to take part in a government tender process must be a registered member of the Booksellers and Publishers Association of Zambia, which lists 15 members. Mr. Anson Banda, director of the association, was interviewed for this report along with representatives of these publishers:

- ❯ Oxford University Press
- ❯ Pearson Education[50]
- ❯ Maiden Publishing

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49   Hong, Cao, and Mupuwaliywa, *Impact of Financial Incentives.*

50   At the publication time of this report, Pearson Education has pulled out of Zambia, leaving its titles to be distributed by an agency managed by Mr. Zulu Mabvuto, its former country manager.

- Bookworld
- Grey Matter/Longhorn
- Gadsden Publishing
- East Africa Books
- Bookhut
- ZEPH

Six other publishers are registered with the association but are generally only active when a tender is advertised:

- MK Publishers
- Headway
- Unza Press
- Zebra
- New Horizon
- Marvel

In 2010, UK-based Macmillan Publishers was revealed to have bribed officials of the World Bank in South Sudan in an unsuccessful attempt to win a book tender. It was fined US $17.7 million by the UK's Serious Fraud Office and banned from participating in World Bank tenders for three years. Subsequent investigations by the Serious Fraud Office into similar corruption risks in Rwanda, Uganda, and Zambia concluded that public tenders by these national governments "were susceptible to improper relationships being formed and corruption taking place," and that it was "impossible to be sure that the awards of tenders to the company in the three jurisdictions were not accompanied by a corrupt relationship."[51]

In Zambia, the scandal has scarred stakeholders of the publishing industry, who are mistrustful of the system and wary of potential corruption during textbook bids. They remain upset by the controversy surrounding the 2014 curriculum revision implementation and feel that the system works against them.

Along with the concerns expressed above, the overarching themes that emerged during conversations with textbook publishers are these:

Competition

Small local publishers say they can't survive in textbook publishing because of competition from international publishers. They complain of facing unfair competition from ZEPH, because of its status as a parastatal (although they acknowledge that ZEPH is currently weak, from lack of funding, and thus not able to fully compete). They also speak of postbox companies (publishing companies that emerge from

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51   Arnott, *Macmillan Pays Out Record £11M.*

nowhere during an international tender; Headway is cited as an example) preventing well-established, local Zambian publishers to win contracts. While some publishers stated they depend on donor projects, they also stressed that donors and NGOs often create their own materials, instead of working with and supporting the local publishing industry.

MoGE Payment

Timely payment from the government is a significant issue, with publishers reporting outstanding payments from 2016. One reported that for a five-year-old tender, they received 40% of the payment in 2020. They say they have serious cash flow difficulties, as they are paying interest on loans to cover their costs. Some had to lay off staff as a result. They express some despair at their lack of options: Their situation is financially unbearable, but they have no choice. They must trust and work with the government, hoping it will ultimately pay. They hope for better planning, clearer guidance, and more consistent funding and payment from the MoGE.

Corruption

Publishers are generally wary and bitter about corruption, feeling it is rampant throughout a system characterized by nepotism, vested interests, and an overall absence of transparency. The lack of payment seems an indication: Since the tenders are donor-funded, money has clearly been allocated to pay for the books; however, in the recent past, the money has not reached its intended beneficiary. Donors have reported that the CDC has approached them about partnering with specific publishers, which indicates a lack of the impartiality necessary to a fair, competitive system. It has been reported that the CDC has approached publishers about holding workshops at their own cost, with an implication that it would not select their books if they failed to do so.

In addition, and as a result, the 2018 financial scandals caused many international donors to pull out of the education sector in Zambia, and the publishing sector has since languished without substantial donor funding.

In summary, textbooks are the only clear and potentially profitable market for Zambian publishers. Textbook publishers have suffered from a lack of funding due to unpredictable and inconsistent tenders. The book industry in Zambia remains frail, and it lacks qualified writers and illustrators. Publishers such as Oxford train talented teachers to create content, and mainly execute their illustrations and graphic design in South Africa. Until there is a solid, consistent market for textbooks which can then allow publishers to also develop ERMs, as their funding will be more robust, the author and illustrator pool will remain limited. This is linked to the ever-present cycle of low demand and low supply . . . once demand is stimulated and the needs for published materials are greater, the pool of trained authors and illustrators will begin to grow to meet the need. For the moment, the emphasis on textbooks is a leading factor behind the involvement of donors in TLM development, in order to fill the gap.

The tension between a market-based, multiple choice textbook provision approach and a return to state monopoly—as well as the tensions between international and local, indigenous publishers—form the background of current policy discussions at the Zambian MoGE, as they do in many African countries. The outcome of these discussions will have a serious impact on Zambian publishing in the future.

Donor TLM Materials Development

During the past 10 years, GPE[52] and UNICEF[53] reports listed these major donor-funded initiatives including TLM development:

- ❯ UNICEF and Room to Read, Reading and Writing Instruction Programme, 2014
- ❯ USAID, Time to Learn (2012–2017)
- ❯ USAID, Read to Succeed (2012–2017)
- ❯ Japan International Cooperation Agency (JICA), Project for Improvement of Pedagogical Content Knowledge (IPeCK): Linking Pre-Service and In-Service Education (2016–2019).

Several current donor projects involve the development of TLMs:

USAID's Let's Read project, which targets 4,600 Zambian schools, creates packages of teacher and learner materials in local languages with teacher's guides, storybooks, and flashcards. The package has a strand of digitalized reading materials on tablets, and audio recordings of folktales. The next round of materials will focus on synthetic phonics.

UNICEF's reading package in local languages, based on Pratham materials, includes both teachers' guides and assessment materials.

JICA works with the Zambian Directorate of National Science Center to develop textbooks (in English) for grades 5–7, based on the new curriculum. Although the Embassy of Japan's Ministry of Foreign Affairs has not yet granted approval, Mr. Nyambe Nambayo of JICA states that he is optimistic, given that it is the only current project under analysis. JICA will engage local teachers to develop the content, and the books will be published either through a tender to local publishers or by the MoGE. It intends to implement a Track and Trace mechanism for delivery.

The World Bank, as mentioned previously, has procured science and mathematics textbooks (in English) for grades 5 and 8 and is planning more procurements.

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52   *Summative GPE country program evaluation.*

53   UNICEF. *Impact of Language Policy and Practice.*

Production of Books for Learners with Disabilities

The World Health Organization reports that 15% of Zambians have a disability.[54] The 2011 Ministry of Health National Eye Health Strategic Plan of 2007—2011 found 120,000 people who are blind in Zambia, with around 6,700 children under the age of 15 who are blind.[55] (It is possible that these estimates are underestimated.)

Zambian educational policy advocates access for all. Nonetheless, Dr. Bostor Mwendende of the CDC confirmed that only a few books in Braille are available in Zambia, and a few talking books and sign language videos for the people who are deaf. Most were bought by schools or donated by NGOs. Ms. Cecilia Sakala stated that Zambia has the capacity, both human and equipment, to create both Braille and sign language videos, but it lacks the funding to do so. This area clearly needs substantial funding and support.

A current USAID project, Let's Read, is implementing a pilot study to develop materials for students who are hearing impaired. A national book policy could incorporate requirements for such materials in order to stimulate their development. Systematic financing through the government for procurement of resources like these for schools would grow the market and perhaps result in them being more routinely and regularly available.

Printing and Binding

Publishers in Zambia, as elsewhere, do not have in-house printing capacity (with a few exceptions), but outsource their printing. There appears to be significant capacity for printing in Zambia, both by government printers and by local, private companies. However, a tax system has crippled the printing industry by imposing duty taxes (0%–25%) and value-added tax (VAT) (16%) on raw materials such as paper, machinery, and ink, but not on printed books. Private publishers such as Pearson tend to print in Tanzania or South Africa, rather than use local printers, as there is such a substantial price difference. The government uses its own Government Printer for all of its printing.

Printers say they bring in trainers when they buy new equipment, or hire experienced press operators from outside of Zambia.

Printers import paper in bulk from India, China, South Africa, or Europe and tend to keep large quantities in their warehouses. They thus can print with short lead times, responding quickly to demand, although they may suffer losses due to price fluctuations (paper in 2020 costs 20% less than in 2019).

For this report, two government printers were interviewed: the printing unit of ZEPH, whose core responsibility is to print educational materials for the MoGE; and the Government Printing Department, which is part of the Ministry of Works and Supply, and has a mandate to print all documents for all

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54   World Health Organization and World Bank, *World Report on Disability* 2011.

55   Akakandelwa and Munsanje, *Provision of Learning and Teaching Materials*.

ministries. The relationship between the two is unclear (although they appear to be independent of each other). Mr. Lewis Mwila, of the Ministry of Works and Supply, states that in the future, these two printers may be merged for increased capacity.

The Government Printing Department has just invested in new equipment, including a Monostar 6500 Web Press, and has been training staff to use it. It hopes to further invest, depending on funding, in more equipment. At the moment, it has no capacity for perfect binding or saddle stitching. With the proper finishing equipment, it also hopes to develop two new market segments besides printing ministry documents: the domestic private sector and foreign markets.

ZEPH suffers from a long period of insufficient funding and the lack of a good strategic plan. The equipment is not well maintained from lack of resources, and it is unclear if staff has received training over the last years.

Zambia has several private printers, including the following:

Printech offers services such as book printing, packaging, printing posters, brochures, annual reports, and calendars. It has 68 staff members. Its press operators come from South Africa, Philippines, and Zimbabwe and train local Zambian staff members. It does offset printing and has both 102.4 and 74.4 size machines. It also offers perfect binding and saddle-stitching services. Printech has a UNESCO contract to print 55,000 grade 5 books, 55,000 grade 12 books, and 60,000 grade 7 books.

Proprint has the following equipment: SM 102.6 (2x), SM 102.2, SM 74.4 and 4 x SM 74.1, saddle stitch, and an automatic perfect binder. It has a long-term agreement with UNICEF to produce books and reading materials.

UNZA Press is an old university press that was converted into a private enterprise in 2010. It has 15 staff members. Eighty-five percent of its work is from the public and private universities. Services include exam printing, books, journals, magazines, and posters. If it has too much work, it outsources the work to ZEPH. UNZA recently purchased an SM 74.5 (A2 size). It has a Muller Martini and a hand-feed perfect binder for finishing.

Zambia Daily Mail is a government-owned facility that publishes a national newspaper. It also does commercial printing and some government printing. It does not print books. It has the following equipment: SM 74.4, saddle stitch, and hand-feed perfect binding machine.

Bookhut has an SM 74.5 and an SM 102.2, perfect binding and saddle stitching machines.

GBA Findings: Publishing and Printing/Strengths

❯ A 2014 curriculum revision that prioritized Zambian languages has been largely implemented, with new textbooks procured for all but grade 4, though teacher training for the new materials was not completed at the time of the report.

- The MoGE is working closely with the World Bank on updating its book procurement and management guidelines, and recently piloted the guidelines with the procurement of science and mathematics books for grades 5 and 8. It is planning future textbook procurements.

- Publishers such as Pearson and Oxford train talented teachers to create content.

- Zambia appears to have significant capacity for printing, both by government printers and by several local, private companies (although the government printers lack binding equipment, which leaves them ill-equipped to create books).

> A 102 size press is generally used to print books, as it allows a print run of 32 pages at a time, whereas a 74 size press allows only 16 pages per print run.

GBA Findings: Publishing and Printing/Weaknesses

- Textbook publishers suffer from a lack of funding due to unpredictable and inconsistent tenders and late payments by the government.

- The book industry in Zambia remains frail and lacking in qualified writers and illustrators, due in large part to the vicious cycle of low supply and demand described throughout this report.

- There is ongoing tension between a market-based, multiple choice textbook provision approach and a return to state monopoly.

- There are tensions between international publishers and local, indigenous publishers.

- Corruption scandals and indications of a lack of impartiality have caused mistrust between publishers and the government.

- A tax system that imposes duty taxes and VAT on raw materials such as paper, machinery, and ink, but not on printed books, is crippling the printing industry.

GBA Recommendations: Publishing and Printing

GBA recommends:

- That GBA partners support capacity-building trainings for local publishers to develop leveled and decodable readers. As seen in the Title Development section, this should include training for all publishers in BLOOM or similar software, and can also include a thorough review of existing reading books with an eye toward adjusting and assigning levels. In support of the GBA, the Global Book Alliance in Action (GBAIA) has produced training modules that could be used for these purposes.

- That the GBA support the MoGE efforts to address any impediments to timely payment by MoGE to publishers, supporting the MoGE accounting department in its attempts to instill new fiscal transparency measures.

❯ That the GBA further research the advantages and disadvantages of local and international printing—and establish policy guidelines on possibly abolishing duty taxes and VAT on printing inputs, as well as subsidies for local printers—to strengthen local printing industries while reducing book costs.

❯ That donors exclude postbox companies from government and international tenders by vetting that they have published in Zambia in the past and are established in the system, in order to support local publishers.

❯ That GBA partners support and fund development of materials and assistive technology for learners with disabilities (Braille and sign language videos).

SCA Phase IV: Procurement and Purchasing

Procurement and Purchasing is the acquisition of books and texts to support reading acquisition. In the education sector, the largest procurer of books is often the government, which will select vendors, establish payment terms, negotiate contracts for per unit and print run prices for reading materials, and pay vendors. Purchasing may also involve non-standard financing models, such as the use of Advanced Market Commitments or purchasing consortia. Individual teachers, families, and students are also book consumers and may purchase books depending on their ability to pay for them.

Government Procurement Policy

Government Budgeting and Expenditure on Books

UNICEF reports that Zambia invests 15.3% of its total government expenditures on the educational system, down from a high of 20.2% in 2015. In its education budget, 76% is dedicated to the MoGE; 90% of overall expenditures go toward personal emoluments, leaving little for other educational expenses, such as TLMs.[56] As noted earlier, in 2013, only 0.2% of overall education expenditures were dedicated to textbooks.[57] In 2018, the MoGE received only $278,000 for TLMs.

Terms of Payment

Official MoE terms of payment for books dictate a 20% advance payment for starting delivery of materials, with the final 80% payment made on completion of delivery. However, publishers report payment delays of up to four years.

Decentralized School Ordering History

As noted above, the official National Book Policy of 1996 allows for choice at the school level. The 2009 European Union book chain evaluation found that although in theory, school materials selection committees—composed of Head Teachers, senior teachers, section heads, teachers, and the Parent-

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56   UNICEF, *Zambia Education Budget Brief 2019*.

57   World Bank Group, *Education Public Expenditure Review*.

Teacher Association—were charged with selecting books, in practice the choice was made at the DEBS, with schools merely finalizing the orders.

While school choice was eliminated during the 2014 curriculum rollout, Ms. Cecilia Sakala confirmed in our conversations that schools are required to have a textbook selection committee, which will be responsible for selecting books in the future.

Import tax and VAT

As mentioned previously, Zambia imposes 0%–25% duty taxes and 16% VAT on raw materials such as paper, machinery, and ink, but not on printed books, which impedes the growth of the local printing industry.

National Book Policy and the 2014 Curriculum Book Tenders

According to Ms. Cecilia Sakala, former director of standards and curriculum for the MoE, the 2014 curriculum was rolled out in phases, with Phase 1 comprising grades 1, 5, 8, and 10. Procurement of the Phase 1 books was hampered by a subsequent lawsuit by the Booksellers and Publishers Association of Zambia. After the tender had been floated and books evaluated and approved, three Zambian publishers complained of unfair competition when the contracts were awarded to international publishing companies. The government prevailed in the suit and points out that the companies in question were registered in Zambia. However, the lawsuit delayed the curriculum rollout for other grades by at least a year, preventing its full, timely implementation and the procurement of materials to accompany it. As of the writing of this report, the MoGE has still not procured books for grade 4, and the grade 3 textbooks are marooned at a port in Tanzania due to transportation problems.

The MoGE is working closely with the World Bank to update its book procurement and management guidelines through its project, ZEEP. At the time of this report, the documents were not yet final and available. The following observations are taken from our interviews with Mr. Mupuwaliywa Mupuwaliywa of the World Bank and Ms. Cecilia Sakala, as well as a review of the 2015 parliamentary report and the World Bank's initial Project Appraisal Document, and will be confirmed once we review the final procurement documents.

As seen in the previous section on Textbook Publishing, the procurement process in Zambia has vacillated over the years between centralized and decentralized models.

Centralized Model	Decentralized Model	Hybrid Model
Government, usually through a ministry or agency will, for instance, develop and approve book manuscripts, procure publishing and printing services, then acquire and distribute the books to the schools without involving local districts or the private sector.	Government and private sector have separate, defined roles to ensure efficient book provision. Government can, for example, evaluate and approve manuscripts and books to be used, procure publishing and printing, and then assign schools and local government districts the job of acquiring the books for their students.	Incorporates elements of the two methods described. For example, the government may choose to centralize orders from schools or districts, and then deal directly with publishers, printers, or their agents. Distribution and delivery would be made through the private sector (i) by publishers to district education offices and from there to schools; (ii) by distributors and/or booksellers directly to schools; or (iii) from publishers through booksellers for purchase by parents or delivery to schools. For example, one can have centralized production but decentralized printing and acquisition, as in Sudan, which is totally state monopolistic. Or one can have private production and centralized acquisition, as in Mongolia.[58]

Tony Read, one of the leaders in developing the feasibility study for the GBA, defines the decentralized model thus: "The creation of an approved list of textbooks from which schools may select the titles that they want is the basis of almost all decentralized competitive textbook systems."

The 1996 Zambian Book Policy documents adhere to this system for textbook procurement, in which the MoGE sets the curriculum and criteria, and evaluates and approves the textbooks submitted by private publishers, who take on the primary role of developing the content. The Green Book lists all CDC's approved and recommended TLMs from which schools may select their texts.

It appears that this decentralized system was abandoned during the rollout of the 2014 curriculum. The ministry chose one book per subject, thus eliminating choice for schools. The GPE described the process enacted for the 2013 textbook procurements:

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58   Richard A. B. Crabbe, and Mary Nyingi with Helen Abadzi, The World Bank. *Textbook Development in Low Income Countries: A Guide for Policy and Practice.* 2014.

> "Prior to 2013, textbooks were acquired through a decentralized process by which Education Boards separately purchased the TLMs required by the syllabus. Following the introduction of the new curriculum, the MoGE began purchasing and distributing materials from MoGE headquarters based on central data on school needs, in part because of a lack of funding and procurement capacity at the district level."[59]

The 2015 parliamentary report states this:

> "The stakeholders contended that the centralised buying system was not fair and was not transparent. They lamented that the system hampered the progressive development of the local publishing industry. This was because most publishers relied on publishing of school books for a large part of their business. Therefore, unsuccessful bidders would always struggle to raise funds for future projects . . . Teachers complain they have no say in book selection from an approved list, as they did under a decentralized system. . . . A concern was raised that the centralised book procurement system was hampering the reading culture in the country. This stemmed from the fact that only one book was approved per grade per subject meaning that teachers and pupils had no variety of reference materials to choose from as they had to stick to the approved text. Under the decentralised system, schools were able to choose books from more than one publisher."[60]

The report concludes, "The current centralised book procurement system was introduced as a temporary measure which was necessitated by the introduction of the new curriculum. Your Committee recommends that the Ministry of General Education should revert to the decentralised system of book procurement and delivery and concentrate on delivering books to difficult to reach areas."[61]

World Bank ZEEP Project

As part of its Project Appraisal Document for ZEEP, the World Bank analyzed the 2014 procurement process and also found that, contrary to Zambia's stated book policies, "the national program applies a centralized, supply driven planning and procurement approach . . . "[62] and that "The MoGE wants to shift to an approach that combines decentralized planning and central procurement."[63]

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59   *Summative GPE Country Program Evaluation, 2019*

60   Republic of Zambia, *Report of the Committee on Education, Science and Technology*, 10.

61   Ibid, 13.

62   World Bank. *Project Appraisal Document*.

63   Ibid, 57.

The World Bank appraisal document called for activities to improve procurement, one being this:

> "to improve the CDC process for reviewing books so that only the best, and a limited number of titles, are chosen for each grade and subject. The result would be to prequalify a list of books by publishers, using more stringent evaluation criteria based on comparable parameters, to maintain comparability in the selection and to introduce competition in price. The third is to improve the bidding and evaluation systems. The objective of related interventions would be to approve no fewer than three book titles for each grade and subject. On this basis, publishers with approved books would compete for contracts on an item basis, in a procurement process premised on [a] framework contract basis. This would result in one book being approved per grade per subject."[64]

Mr. Mupuwaliywa Mupuwaliywa of the World Bank clarified the last statement by saying that the one best book per subject per grade would be referred to as the core textbook and placed on the Approved list, while the other three or four would be listed as Recommended, allowing schools to choose them if they preferred.

Ms. Cecilia Sakala spoke to this research team about the development of a hybrid approach to textbook procurement. Until it is possible to analyze the procurement documents in development, it is not clear what the hybrid approach will consist of, but the statement from the World Bank appraisal document seems to describe it, with its emphasis on a combination of "decentralized planning and central procurement."

The World Bank piloted this procurement mechanism during its 2019 tender for grades 5 and 8 science and mathematics textbooks. As noted previously, textbooks from three publishers were selected, and at the writing of this report, contracts are being signed. Ms. Cecilia Sakala noted that this procurement went very smoothly. The MoGE and the World Bank debriefed the publishers, who she says displayed very little discontent throughout the process. She credited the very thorough and transparent model, with a rigorous process of evaluation by a ZEEP-trained pool of evaluators, which clarified for publishers the criteria for approval or disqualification.

Mr. Mupuwaliywa Mupuwaliywa of the World Bank concurred and felt that the new guidelines reduced conflicts with publishers, although he noted that publishers were used to not having deadlines, so some tried to sneak books in after the bid's closing date.

It should be noted that publishers reported more mixed reactions, stating that the World Bank procurement process was "odd," that "unknown publishers were selected," and that "the approved books were limited to only three." One of the three selected publishers, Headway, used CDC writers. One publisher also claimed that no one had approached the World Bank directly to ask questions, because they were warned by the MoGE that they would be blacklisted if they did. It is difficult to determine what part of this is rumor and what part is lack of understanding of an international bidding process, but it does indicate that more clear communication about international tenders is in order.

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64   Ibid, 57.

Although the donor-funded procurements are a short-term solution, a reliance on donors and project-based funding prevents consistent and structured planning in the long term. Once the financial needs and quantities of textbooks have been determined, the MoGE must, because of funding deficits, reach out to partners to help finance the procurement of textbooks. The need for absolute funding is critical to the provision of books: Funding by donors is unpredictable, and therefore publishers are unable to plan for development of materials. A carefully planned procurement process, based on committed funds, would allow publishers to create their own publishing plan, allowing for a reasonable timeframe for development, production, and printing of materials. It should also address the lack of demand for ERMs, by including them in the procurement plan and assuring publishers of a market for them.

A return to the pooled basket funding previously seen in Zambia would alleviate this inconsistency and unpredictably of funding and should be considered.

The World Bank is wrapping up the grades 5 and 8 procurement and is planning for a larger one soon.

Pull Toward Centralization

The director of procurement at MoGE explained to us that its procurement department takes the World Bank documents and compares them to its own, but that it must follow the procurement rules of Zambia. As noted, the textbook procurement documents are in development. Our interviews with stakeholders within the ministry revealed a desire among many to return to a more centralized model of content development, which runs counter to the official World Bank/MoGE documents described to us. Although there have been attempts to privatize ZEPH over the years, it remains a division of the MoGE and is exempt from taxation. Former General Education Minister David Mabumba was apparently the strongest advocate for a centralized model, and announced in June 2019 the government's intent to revamp ZEPH so that "education materials can be printed locally. Mr. Mabumba says this is because the Government wants to do away with the importation of books from abroad."[65]

Ms. Cecilia Sakala confirmed in our interviews that the MoE wants to reengineer ZEPH so that it becomes viable, saying that "in an ideal situation, most materials would be created by ZEPH." Other voices in the MoGE confirmed this view. They made it clear they were not expressing an official ministry position, and that a return to monopoly publishing would be a policy decision made at upper levels of government (pointing to electricity and telecommunications as other parastatal agencies under discussion). However, as far as they were concerned, they would prefer to see ZEPH recapitalized and strengthened, and perhaps attributed a quota of all tenders, with some types of books reserved for ZEPH and some for others (they defined this as a "hybrid" model).

There appears to be a mistrust among ministry officials of private publishers, who are seen as capitalist and profit-seeking at the expense of quality. The problems surrounding the 2014 tender seem to have cemented this argument. Books were considered to be of unacceptable quality and were not delivered

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65   ZNBC, *Government to Revamp ZEPH.*

on time. (This is a common complaint among proponents of a state publishing system, who advocate for a return to monopoly publishing in order to theoretically control quality.)

As noted, the full curriculum rollout was delayed because of accusations by publishers of unfair competition and corruption.

As a final note, the current senior editor of ZEPH, Mr. Emmanuel Sakawa, stated that his goal is to foster the relationship with local private publishers. He sees the role of ZEPH as providing literacy books more than textbooks, believes the system also needs private sector publishers, and would like to see both private and public sectors united and equally dedicated to creating quality materials for children.

Informal CDC Approval

According to Ms. Cecilia Sakala, there is another, less formal way to approve books. She explains, "When the CDC is not procuring for revised curriculum, publishers can walk in to the CDC when they have materials to sell, and pay a fee for evaluation. The Center will evaluate and approve and then these books are listed in the Green Book." Donors have reported, however, that the process is not clear: they have been discouraged from obtaining informal approval, and have been asked to have materials reviewed multiple times (with the explanation that the original CDC review team was not the correct one).

Open Market

According to Mr. Anson Banda, director of the Booksellers and Publishers Association of Zambia, the open market provides an alternative to public tenders for private publishers, who can work with booksellers who each specialize in a particular province or provinces. Booksellers visit schools and take orders, which the publisher will deliver. Private schools, Zambia Open Community Schools, teachers, and parents are all buyers in the open market, which to some extent fills a gap left by the low pupil-to-book ratio caused by insufficient ministry funding. According to Mr. Shreejee Nayee of Bookworld, which functions as both a publisher and a bookseller, parents constitute 95% of their market, with high-income parents buying entire sets of textbooks at the beginning of the year. Publishers also can sell to NGOs and organizations such as Education Development Center (EDC) and World Vision.

GBA Findings: Procurement and Purchasing/Strengths

- The MoGE is working with the World Bank ZEEP program to update and streamline its procurement policies, including increasing transparency and accountability. Its piloting of the procurement guidelines led to a successful procurement of science and math textbooks for grades 5 and 8.

GBA Findings: Procurement and Purchasing/Weaknesses

- Stakeholders complain that the current procurement system is not transparent and is possibly corrupt. These accusations led to a 2015 lawsuit against the MoGE, which delayed the rollout of the new curriculum.

- Publishers report delays in payments of up to four years.
- Only 0.2% of the government's overall expenditure for education is dedicated to textbooks and none to ERMs.
- Zambia imposes duty taxes and VAT on raw materials such as paper, machinery, and ink, but not on printed books, which impedes the growth of the local printing industry, as it raises the cost of local printing.

GBA Recommendations: Procurement and Purchasing

GBA recommends:

- That the GBA support and follow up on MoGE's work on procurement reform and encourage the inclusion of a protected budget line for ERMs.
- As noted in the GBF Feasibility Study, the GBA could provide guidance on hybrid procurement models, including the development of decentralized selection with centralized procurement, where MoGE consolidates school orders and provides them to publishers so they can plan print runs. This pooled procurement will lead to lower book costs.
- The GBA should provide training to all stakeholders on all aspects of an international bidding process.
- That GBA's donor partners support pooling funds for Advanced Market Commitments.

SCA Phase V: Distribution Management

Distribution management encompasses the organization, oversight, and activities involved in moving books from the point of origination to the point where learners access them, and includes packaging, inventory, warehousing, and logistics.

Even when challenges related to title development and procurement have been addressed, books may not make it to the classrooms and the children they are intended to benefit. This can happen for a myriad of reasons, including challenging conditions of climate and geography, inadequate transportation infrastructure, unrealistic distribution budgets and timelines, corruption in the supply chain, and more.

Book Distribution in Zambia

There is little consistent and nationwide information available on distribution of ERMs in Zambia (which might be improved if some of this report's recommendations are implemented). The current distribution system for textbooks calls for delivery from the MoGE's main warehouse in Lusaka to the Provincial Education Office, and then to the DEBSs. Distribution schedules and funding sources are built into publisher contracts as delivery terms by the Procurement and Standards departments of the MoGE.

Once a DEBS has received the books for its district, it is theoretically responsible for delivering them to schools within its district. In practice, the DEBS office merely informs the schools that books are available, so that schools pick up the books themselves. Textbook availability is often conveyed by phone or on a WhatsApp forum for Head Teachers. Communication is sometimes limited, however, to a notice placed at the DEBS office or to an informal announcement at an unrelated meeting. Each school is obliged to find its own transport to collect the books, signing for them on a ledger maintained at the DEBS office.

The 2015 parliamentary report stated that there are multiple delays in the process of getting books from the central warehouse to schools. Textbooks are often stuck at the DEBS office, because of insufficient funding for transport, as well as a lack of transparency and communication between the DEBS and schools. In a recent study on last-mile delivery,[66] the World Bank found that the system primarily fails at the levels of the DEBS, with many textbooks languishing in storage at the district level. It concluded that a combination of financial incentives to schools to pick up books, as well as better and more transparent communications, were key to improving the distribution phase of the book supply chain.

Mr. Mupuwaliywa Mupuwaliywa affirmed that the World Bank is also supporting the MoGE in developing a pilot of a Track and Trace project in all schools in 14 districts within 10 provinces. An electronic system will be developed to track books from the central warehouse to schools. It will include delivery confirmation by the school, with signoffs by parent and student reps.

Past System of Booksellers

In the past, registered booksellers were responsible for delivery of books from publishers to schools. There were many reported problems with this system, including accusations that booksellers collected payment from the MoGE but failed to pay publishers. There were also issues around inaccurate zoning, as well as problems with the monopoly that the zoning system, by its nature, created. The system was eventually abandoned. The 2015 parliamentary report called for a return to it, pointing out that its breakdown had led to the closure of bookstores, and urged the government to "ensure that all the significant players, including book publishers and book sellers, are part of the distribution chain as a way of creating employment and empowering citizens. The inclusion of book sellers will no doubt lead to the reopening of bookshops that have closed around the country and lead to an improved reading culture and ultimately more literate citizens."[67] The 2009 European Union book chain analysis similarly recommended repairing and streamlining the previous distribution process, while elevating booksellers to become real partners in the book distribution chain.[68]

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66   Hong, Cao, and Mupuwaliywa, *Impact of Financial Incentives.*

67   Republic of Zambia, Report of the Committee on Education, Science and Technology, 11.

68   Bontoux and Musonda, *Decentralized Textbooks Procurement and Distribution.*

Seasonal Challenges and Hard-to-Reach Schools

The most difficult time to reach out to schools is the rainy season from November to April, especially for remote, hard-to-reach schools. The USAID Let's Read project team chose to distribute books during central trainings. The current COVID-19 crisis has prevented that from happening. Mr. Constantine Mupinde of Zambia Library Services cites past help from UNICEF with book transportation. He states that the ministry has appropriate vehicles and, with funding for fuel and lodging and an officer, should be able to get to even the most rural schools, implying that seasonal challenges and school locations are not a determining factor in book transportation.

GBA Findings: Distribution Management/Strengths

❯ Recent MoGE studies funded by the World Bank suggest ways to improve last-mile delivery, including improved communication and financial incentives given to schools.

GBA Findings: Distribution Management/Weaknesses

❯ Books generally are distributed to the DEBS office but do not make it to the schools, because of lack of communication and funding for transportation. A recent World Bank survey found that only 44% of schools reported receiving their grade 2 textbooks for the 2015 curriculum revision.[69]

GBA Recommendations: Distribution Management

GBA recommends:

❯ That donors support and continue the work of GBA partner World Bank in its work with the MoGE to improve last-mile distribution from the DEBS to schools.

❯ That donors support strengthening of the monitoring system and institution of a Track and Trace mechanism. If the provision of school-based incentives is seen as a solution, consider providing this funding, perhaps beginning in most rural areas.

❯ That the MoGE and the Booksellers and Publishers Association of Zambia ensure accurately budgeting distribution as part of publisher costs.

❯ That the GBA further research the benefits and failings of the former bookseller system, to consider reinstating bookseller distribution (while ensuring that publishers receive payment for books). This will strengthen bookshops in local areas and thus contribute to building a reading culture.

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69   Hong, Cao, and Mupuwaliywa, *Impact of Financial Incentives*.

SCA Phase VI: Active Use

Active use refers to the effective use of books by learners, their teachers, and children's family members and caregivers. Children's development of reading skills hinges on the effective use of books in classrooms and homes, and is directly affected by an adequate provision of essential reading materials.

Factors that impact book use, both in and outside of school, are therefore essential considerations in analyzing the book chain. Evidence has shown that teachers and families often do not know of the importance of reading practice and how to support it effectively. Further, unstable book supplies and penalties for book damage can lead teachers to restrict access to books, and delays in distribution mean that teacher trainings occur without any of the materials teachers will use in the classroom.

Use of Essential Reading Materials

The 2018 EGRA report found that over half of all learners in Zambia had no access to reading materials at home. In addition, it found that "only 57 percent of learners reported that someone reads to them at home sometimes, while only 7 percent reported that someone reads to them daily. Further, 36.9 percent of learners admitted to never reading out loud, and 36.64 percent reported that they were never read to at home."[70]

Insufficient teacher training has hampered the implementation of an effective early-grade curriculum, and although the National Literacy Framework emphasizes the importance of providing appropriate reading materials, the MoGE's procurement process has to now included only textbooks, and not ERMs. In schools, the few books that do exist are often left locked up in the Head Teachers' office to protect and maintain them. Children do not have the easy access they need to develop healthy reading habits. To address this, in 2014 to 2016 UNICEF assisted Zambia Library Services with a training program in all provinces except the Northern and Central Provinces, aimed at helping teachers understand how to use and maintain ERMs in a classroom library for grades 1–4. In a cascade model starting at the provincial level, continuing to the DEBS and then to individual schools and teachers, the program trained early-grade teachers and ECE teachers in 8 out of 10 provinces.

Given the well-established need for children to regularly read and be read to in order to develop literacy, the lack of quality reading materials both at home and in schools, combined with insufficient teacher training, poses serious problems for Zambia's learners. It will be critical for the MoGE, with the support of GBA partners, to address this supply and demand deficiency moving forward.

> **The Zambian National Literacy Framework states: "A commitment to reading includes the availability of reading resources. Libraries are just one important step toward providing adequate resources to support literacy. In order to create an enabling environment for reading it is important that schools promote the importance of caring for and keeping a wide variety of reading material."**

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70   USAID, *2018 EGRA Baseline Report*, 40.

For the moment, Zambian educators address the lack of materials in creative ways. Representatives of the DEBS and Head Teachers in Southern and Western Provinces report that they engage teachers and parents in story creation, encouraging them to write down the folktales they have been telling their children, to provide them with reading materials based on familiar stories. They create reading trees, and place placards around their courtyards. Although they do not have enough space for a dedicated library, they create classroom libraries with the few donated books they have. The principal education officer for early childhood education for the MoGE, Ms. Evelyn Simfukwe, also stresses the importance of parental and community engagement. She encourages community members to make teaching and play materials using local resources, and to engage in storytelling activities. While these are admirable efforts, they are clearly difficult to build to a sustainable scale.

Past Projects Targeting Use

The 2018 EGRA report noted a couple of recent projects aimed at encouraging active use and the development of a reading culture in Zambia, and recommended they be expanded upon:

"The USAID-funded Read to Succeed activity in Zambia implemented community-level awareness campaigns to improve parental and community involvement in schools and provide support to learners (RTI International 2015).

Save the Children's Literacy Boost project included reading fairs and activities to support parents reading with their children that proved effective (Save the Children 2012)."[71]

Libraries

Libraries can play a critical role in improving the reading culture in Zambia. The 2018 EGRA study found that "Having a school library is a significant predictor of higher (literacy) scores. Learners in schools with a library scored 7.243 cwpm (correct words per minute) higher than learners in schools without a library, likely because school libraries could provide resources for learners to continue their learning in between classes and outside school. . . . But, 86 percent of schools did not have a library, and in 5 percent of the schools, learners did not use the library even if it was present. In Zambia, most schools in rural areas do not have libraries."[72]

For this report, researchers spoke to Mr. Constantine Mupinde, senior librarian of Zambia Library Services, as well as Ms. Jane Meyers, founder of the nonprofit Lubuto Libraries, and Ms. Monica Mulenga and Ms. Caroline Chimba, reading coordinator and country director of Book Bus, a small mobile library. It should be noted that most of the books in these libraries are in English.

Zambia Library Services (ZLS) is an autonomous body within the MoE, with the general mandate of bettering Zambia's reading culture. It has libraries in each province and is working on establishing libraries at the district level. ZLS collaborates closely with Book Aid International, a UK-based

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71   USAID, 2018 *EGRA Baseline Report*, xvii.

72   USAID, *2018 EGRA Baseline Report*, xv.

organization that donates books to public libraries. Each provincial library has a children's corner dedicated to reading and play materials.

Mr. Constantine Mupinde notes that many students prefer to use books in the comfort of their own classroom, and ZLS encourages the creation of classroom libraries. He identifies the greatest need in Zambia as getting books to rural, hard-to-reach areas.

Lubuto Library Partners is a nonprofit organization based in California, supported by individual donors as well as agencies, organizations, and foundations such as USAID, Comic Relief, John Templeton Foundation, and Pepfar. Lubuto has three open-access libraries, two in Lusaka, and one in Southern Province. It serves as public libraries, targeting the most vulnerable populations. Its main library in Lusaka receives 2,500 visits a week. Lubuto focuses on high-quality literature, and most of its collection is in English, including books published in South Africa, and books purchased through a library supply company in California. Activities at Lubuto Libraries include story time, computer lessons, sign language story time, a drama program, and an art program.

The Book Bus is a mobile library service that distributes books to schools and libraries. It is registered as a charity in the UK and is privately funded.

The Book Bus is based in Kitwe, where it works with about 5,000 children in 20 schools. It has a program to support teachers on teaching reading to children. The main focus of the Book Bus is on grades 4–5, when children are transitioning from learning in local languages to using English as a medium of instruction. The primary goal of the Book Bus is to engage children in a text-rich environment, providing volunteers to help children in one-on-one reading sessions, as well as read-aloud sessions using local titles.

Access to Books: Receiving and Checking

Books are sent from the central ministry warehouse in Lusaka to the provincial offices and then to the DEBS office. Data on the receiving and checking of ERMs are not available. For textbooks, schools pick up books at the DEBS, signing off on a ledger to confirm receipt. *As mentioned elsewhere in this report, many times, neither textbooks nor ERMs reach the school level.*

Book Maintenance

As noted, books are often locked up in the Head Teacher's office in an attempt to maintain them, not allowing for their active use.

GBA Findings: Active Use/Strengths

- ❯ In some areas and programs, parents and teachers are engaged in creative ways to develop reading materials for their children.
- ❯ Library services provide access to books and can be expanded.

GBA Findings: Active Use/Weaknesses

- There are very few supplementary readers and virtually no decodable or leveled readers in homes and schools.

- Children are not read to at home.

- Teachers are insufficiently trained in EGR and in the use of books.

- The few ERMs that are in schools tend to be locked up by the Head Teacher for protection.

GBA Recommendations: Active Use

GBA recommends:

- That the GBA support MoGE efforts to integrate reading materials, other than textbooks, and more reading activities into the classroom. This may require advocating for changing the class schedule to ensure it includes this time. The 2014 curriculum documents point out this need as well and can be used as a reference.

- That the MoGE ensure students are allowed to take home books—their textbooks but most critically, other reading materials.

- That the MoGE, with support from GBA partners, train teachers and parents on the use and importance of ERMs. This should include teacher training in preservice training, as well as messaging and support to illiterate parents on the ways they can still support their children.

- That GBA partners consider a long-term plan to raise awareness of the importance of books, by creating book fairs and festivals, literary awards, writing competitions, national book days, activities such as community story times, Kamishibai (a Japanese storytelling technique using small wooden theaters and illustrated books) performances, and drama and art programs. The focus of these investments is to stimulate demand for books through evidence-based, long-range advocacy and both government and community involvement. These activities, in isolation, are not proven to develop literacy skills; thus they should accompany evidence-based strategies that support regularly using books to support literacy, such as the other recommendations in this section.

- That the MoGE develop after-school reading clinics with targeted interventions, such as individual tutoring in phonics, and less formal activities designed to encourage reading for leisure. Obviously, more books will be needed to make these clinics effective.

- That the GBA partners support efforts to build and stock libraries, including classroom, community, provincial (and eventually district), and mobile libraries. The government should allocate higher budgets to libraries. Libraries should be accessible to learners with disabilities. Children should be allowed to take books home from libraries. Books should be carefully selected for children based on levels, language, etc.

CONCLUSION

The intermediate proposals made throughout this report lead us to the following general conclusions:

- ❯ There are engaged and passionate actors at all points of the book supply chain in Zambia. Stakeholders are united in their desire to overcome the problems of the past. They are committed to change and are the key to repairing the mistrust of recent years.

- ❯ In all its problems and potential, the Zambian book provision system represents many such systems in Africa. This report has focused on a way forward that allows the staunch stakeholders to develop common solutions to the lack of children's reading materials. Transparency and collaboration will be paramount in this effort, which depends on the will of ministry officials, publishers, teachers, and all others in the book supply chain. Through a display of collective engagement by all, donors can feel confident and return to funding the book sector, and stakeholders in the book supply chain can deliver high-quality books to Zambian children within a system that is consistent and sustainable.

As first steps to address the issue of supply and demand, we recommend that the GBA reach out to donors to get buy-in for the plan proposed in Annex 1. This could start as a series of casual meetings with counterparts at the World Bank, the European Union, Department for International Development (UK Aid) (DFID), and others to assess interest and potential financial commitment, and hopefully lead to pooled funding to finance the development of reading materials.

A market analysis for school grades 1–4 and for open market book sales should be conducted. Existing titles of private publishers and ZEPH should be evaluated to create a matrix of titles that can be updated and/or reprinted.

Meetings should also be held with the Booksellers and Publishers Association of Zambia as well as ZEPH to assess their needs for training and resources.

The newly announced partnership between USAID and the Learning Systems Institute at Florida State University for preservice training of primary school teachers can also be leveraged. As seen in the October 15, 2020, press release,[73] the project includes the development of textbooks for early-grade reading. Reaching out to leaders of this initiative to offer some training on GBA and our research could be a good step toward bringing them into the collaborative effort, encouraging them to look at the Zambian publishing community as partners in their programming.

Other good first steps would be to develop activities for community education and engagement to help build a reading culture in Zambia. We recommend reaching out to Ms. Jane Meyers of the Lubuto Libraries and Mr. Constantine Mupinde of Zambia Library Services to gather ideas and collaborate on their excellent activities.

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73   Wellock, Bill. *USAID-Florida State University Partnership Set to Boost Teacher Training Systems in Zambia.* Florida State University News. October 15, 2020.

Ultimately, the problems of the book chain in Zambia result from a vicious circle of low supply and demand, and point to a need for absolute funding and a protected education budget that includes line items for both textbooks and ERMs in order to stimulate both. Only a collaboration by all education stakeholders can address this. As we wrote in the high-level recommendations at the beginning of this report, we recommend the GBA serve as a catalyst for a large-scale effort, involving all these stakeholders, to formulate book policies and coordination groups, and to provide consistent and predictable funding for books, both textbooks and ERMs. The hope is that the short-term plan to provide 50 books in local languages per classroom will develop into solid, sustainable efforts on the part of all.

ANNEX 1: PUBLISHING PLAN FOR ESSENTIAL READING MATERIALS

Principles and Overall Objectives

1. **Encourage stakeholders** in the Zambian book publishing community (publishers, donors, government) to collaborate on developing a plan to provide all learners in grades 1—4 with 50 books (essential readers) per classroom in seven local languages over the next 10 years. Publishers present to donor education group for funding.

2. **Support the development** of the local publishing community, building a thriving community of writers, illustrators, and publishers to improve the reading culture and availability of books in Zambia. Investment in building local publishing capacity should be intentional and strong. GBA interventions should be careful to support and not inadvertently undermine local publishers.

3. **Engage the Booksellers and Publishers Association** of Zambia and ZEPH in creation and implementation of plan.

Steps and Specific Objectives

The following is a preliminary plan and cost estimate. Solid market analysis will be needed to determine actual costs based on Zambia prices, actual enrollments at each grade, quantity breakdown over seven languages, book durability, etc. Market analysis will also determine how many books publishers can expect to sell in the open market.

> ❯ Conduct a market analysis for school grades 1—4 and the open market. Evaluate existing titles of private publishers and ZEPH to create a matrix of titles that could be updated and/or reprinted, and develop new titles.

> **Enrollment grades 1—4: 2,079,452**

> To achieve the recommended 50 non-textbook reading books per student per year, consider the following:

> » Each student needs 50 books per year, so, at an absolute minimum, 200 titles must be provided across four grade levels.

> » Assume approximately 500,000 students per year at each of grades 1—4. Assume an average of 50 students per classroom = 10,000 classrooms at each grade level x 4 = 40,000 classrooms.

See Table below, reprinted from *Good Stories Don't Grow on Trees: A Guide to Effective Costing of Storybooks in the Global South*,[74] for details of costs.

Cost Driver	Cost
Royalty	10 percent of net sales up to 10,000 copies 12.5 percent of net sales exceeding 10,000 copies
Illustrator's fee	$1,113 per full-colour book title
Editorial fee	$22 per page
Translation fee	$668 per title
Translation review	$223 per title
Proofreading	$111 per title
Design and layout	$1,103 per title
Typesetting	$780 per title
Pre-press review	$446 per title

Sub-Saharan Publishers includes overhead costs of ten percent in the amount given for each individual line item. Overhead covers staff time, warehousing, delivery costs, and other expenses.

» .Developing and producing one 32-page, 4-color title costs approximately US $5,000 excluding author royalties. Printing and distributing 10,000 copies of one title costs US $6,000/title (50 cents per book printing, 10 cents distribution).

TOTAL APPROXIMATE COST: US $11,000 per title

If all new titles are developed:

» 10,000 copies of 50 titles for one grade will cost approximately: US $550,000 x 4 grade levels = US $2.2 million.

» Print additional (TBD) copies for libraries, out-of-school children: 222,436,[75] NGOs, and community centers, etc.

❯ Training provided for all publishers and ZEPH: writing, editing, translating, illustrating, graphic design and page layout, proofreading.

❯ Each individual publisher creates its own publishing plan, based on above needs and a market analysis of open market sales; a group of publishers and printers works together and presents to donors.

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74 Butcher, Neil, Lisbeth Levey, and Kirsty Von Gogh. *Good Stories Don't Grow on Trees: A Guide to Effective Costing of Storybooks in the Global South.* (Neil Butcher and Associates, Early Literacy Network, January 2019), 22.

75 Republic of Zambia, *Zambia 2018 Education Statistics Bulletin.*

❯ Publishing plans and submitted samples approved by donors.

❯ As an Advance Market Commitment, donors pay for training workshops and all title development (excluding royalties), production and associated printing costs, with the requirement that books be distributed free of charge to schools, libraries, etc., and that digital copies be made available online, with Creative Commons CC BY open license, on GDL.[76]

❯ Publishers retain rights to printed books and can sell in the open market for profit. Royalties are paid from sales.

❯ CDC must approve all texts and add to Supplemental List of Green Book.

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76   See Tanzania Children's Book Project for a previous model, referenced in Annex 3: Case Study of the GBF Feasibility Study. Also Save the Children Rwanda book development model.

ANNEX 2: EDUCATING OUR FUTURE: NATIONAL POLICY ON EDUCATION (CHAPTER 9) 1996

Essential Supports for Educational Provision

Books and Educational Materials

Quality educational provision requires the supply of books, writing materials and educational items in sufficient quantity to meet the needs of all students. The availability and use of these have a positive effect on student learning. In their absence, learning occurs only with difficulty.

The current situation in schools is that, although the position is better than it was five years ago, the supplies of educational materials are generally inadequate for needs. The improvement has been achieved through the channeling of increased local and donor resources to this area. Shortfalls remain, however, because of the immensity of the problem that developed throughout several years of inadequate budgetary allocation for the development and procurement of educational materials. The problems are compounded by the underdeveloped state of the book and educational materials industries in Zambia.

The Book Industry

The development of books for school use should be the responsibility of publishers. Preferably, a publisher should develop a book at own risk, in response to a perceived market need, and should sell it through the normal marketing mechanisms. Increasingly this is happening, though book development and production are still so underdeveloped that only a small fraction of the schools' needs are being met in this way. An alternative approach would be for the Ministry, through the Curriculum Development Centre, to develop a book in collaboration with a publisher. The advantage of this approach is that the Ministry is satisfied from an early stage that the book will be suitable for school use, while the publisher is assured of a market. The disadvantage is that it tends to bestow a privileged status on the book and contributes to the undesirable situation of "one book per course."

In keeping with Zambia's espousal of an open and free market economy, the Ministry wishes to see the establishment of a fully liberalized school-book industry where publishers assume responsibility for book initiation, development, production and marketing. In the normal course, this responsibility will fall to private publishers, but where these fail to provide, or where special need arises, the Ministry will initiate and develop course textbooks and teachers' guides/manuals. Moreover, because of its special interest and competence, the Ministry will initiate, develop, publish, and distribute course syllabi and supplementary materials.

There should be a choice of books available on the market in each subject and grade, and schools should be able to purchase their choice of books from local booksellers. Because public resources are used for these purchases, textbooks for use in government and aided schools would require Ministry approval. However, this aspect of public accountability should not inhibit the development of a flourishing Zambian publishing industry. In order to encourage the development of such an industry the Ministry will provide Zambian publishers with information concerning its educational book requirements, as well as information on the school curriculum and syllabuses. It will also support the publishing industry's efforts to abolish tariffs on the importation of printing inputs and equipment for book production.

In the past, the Curriculum Development Centre, working on its own or with donor assistance, developed many of the textbooks used in Zambia's schools. More recently, the Centre has commissioned the private development of textbooks, the subsequent publishing being attended to through a tendering process. This development has stimulated teachers and others to write books and other educational materials. The Ministry will strongly encourage developments in this direction.

The market for school texts is so large that this feature tends to dominate all other aspects of the book publishing industry. But regard should also be had for the needs of all other users of printed materials, whether for educational, technical or leisure purposes. A National Book Development Council would ensure that such needs are protected, while at the same time promoting the development of a local publishing industry.

Other Educational Materials

The Ministry of Education acknowledges that there are shortcomings in procedures for the purchase and supply of educational materials. When materials are ordered, purchased and distributed from the centre, according to an analysis of needs from centralized planning data, they do not always match actual school requirements and may not reach schools in time for use in their teaching programmes. With the decentralization of the education system, procurement will also be decentralized. Education Boards will be directly responsible for procuring the equipment and materials required by the syllabus, as specified by the Curriculum Development Centre. In the interim, before Boards are established for all schools and districts, a modified form of decentralized procurement will operate: a school will select educational materials from approved lists provided by the Curriculum Development Centre, according to the school's own identification of needs. The materials will be ordered through the District Education Officer, against the school's vote for student requisites. This arrangement will not affect the school's right to purchase materials (and books) directly from suppliers, using Parent-Teacher Association or other funds.

Libraries in Education

Information is important in the life of an individual or organization. So also is knowledge that opens up new horizons and develops imagination and creative powers. Equally important is leisure which accounts for a substantial part of every person's life. All are catered for in books and libraries. More

than a century and a half ago it was said that "the true university of these days is a collection of books", while even earlier it was said that "without books God is silent, justice dormant, natural science at a stand, philosophy lame, letters dumb, and all things involved in utter darkness". Libraries hold resources that can help everybody to improve their lives. Within a school, a library is an indispensable resource, which at the same time establishes an environment for continued learning outside the classroom.

Current Situation

Library facilities in Zambia are scarce, at both institutional and public levels:

- Although almost all primary schools have recently received small book collections there are no libraries in government primary schools;

- Approximately 800 schools have collections of 250 library books loaned by the Zambia Library Services, each collection serving 500 to 1,000 pupils and 12 to 20 teachers;

- Most secondary schools have no libraries, and very few have trained librarians;

- Libraries in teacher training colleges are stocked with inappropriate books and are not well organized;

- There are six provincial libraries with at least 10,000 books each;

- 16 branch libraries, each with at least 3,000 books, have been established in district council offices, secondary school library buildings or other premises.

Context for a Policy on Libraries in Education

The almost total absence of libraries in schools, and their marginalization in colleges, means that education tends to become equated with the contents of the textbook or with what the teacher expounds. Pupils and students have little more to which they can have recourse. Cut off as they are from the wisdom of the world, their education is narrow and restricted. They are unable to develop a taste for reading or to improve themselves through reading. Ambitious plans to have students take charge of their own learning and to foster a desire to continue learning throughout life must come to nothing, in the absence of libraries and sufficient reading materials.

Within the formal school setting, libraries appear to have direct educational benefits. Research shows that levels of reading ability among Zambia's primary school children are dangerously low. The development of reading skills and the formation of reading habits are heavily dependent on the availability of suitable and varied reading materials. Hence, it is no surprise that research also shows that the presence and active use of a school library boost pupil reading achievement.

Further, the virtual impossibility of developing a reading culture in the absence of libraries has retarded the development of both local authorship and the Zambian publishing industry. It has also severely curtailed individual possibilities for the constructive and enjoyable use of leisure time.

Finally, there is the important issue of the retention of hard-won literacy skills which are easily lost, particularly by primary school leavers. It is significant that in a nearby country those who had completed full primary education constituted the majority of participants in literacy classes. If fragile literacy skills are to be preserved, they must be nurtured and exercised. This points to the need for widespread dissemination of suitable reading materials, especially in rural areas. The availability of such materials should be of particular value in raising the literacy levels of women and girls.

These facts and considerations underline the importance of providing a policy framework to guide the provision of libraries in Zambia's schools and colleges.

Essential Supports for Educational Provision

Books and Educational Materials

Policy

- The Ministry of Education will work together with publishers and suppliers to ensure the supply of textbooks and other educational materials for use in schools.
- The Ministry will encourage the development of a strong and competitive local book industry.

Strategies

- The Ministry will liberalize the 'textbook industry' by committing to publishers' responsibility for initiating, developing, producing and marketing books for school use.
- Recognizing the need for a body that will promote the widespread development and use of books throughout the country, the Ministry will create a Book Development Council.
- The Ministry will seek the removal of tariffs on raw materials and equipment, imported for the purpose of producing educational materials and books for schools and colleges.
- The Ministry will encourage and support teachers in the writing of books for the education system and in the development of other educational materials.

Libraries in Education

Policy

- The Ministry of Education will seek to make books and other literature more easily available in order to promote open learning and literacy.
- The Ministry will promote the concept of the library as an essential learning resource in all of its schools and colleges.

Strategies

❯ The Ministry will include an appropriately stocked, adequately funded and properly staffed library as part of the standard facility to be provided at every school and college.

❯ Recognizing the responsibility of the Zambia Library Services (ZLS) to support a literacy and reading culture throughout the country, the Ministry will:

  » improve funding to enable ZLS to increase access to reading materials in rural areas, and

  » facilitate it in establishing more public libraries.

❯ Acknowledging the importance of the library services provided to schools, the Ministry will revitalize the School Library Service, with priority being given to the establishment of book collections at basic schools.

❯ The Ministry will recruit and seek to retain the services of appropriately qualified librarians for its colleges and high schools.

ANNEX 3: RESEARCH PURPOSE AND RESEARCH QUESTIONS

The purpose of the GBA's book SCA is to ascertain the strengths and weaknesses of the book supply chain in each of the countries visited, to provide an analysis of the particular country, and to contribute to global understanding of the challenges facing book supply chains in developing countries. These challenges are not the same in any two countries but by investigating eight countries diverse in size, geography, and culture, the GBAIA research will shed light on common challenges that the appropriate stakeholders can addressed.

Outcomes from the research will be recommendations for Zambia to strengthen its supply chains and, at the end of the GBAIA research, guidelines to enable stakeholders—governments, donors, IPs, United Nations agencies, and NGOs—to investigate any national book supply chain issues and identify opportunities for improvement. The findings of all SCAs can be used to present options and inform decisions for strategies with quantifiable indicators of achievable outcomes.

Using a project framework that had been agreed on and designed by the GBAIA team, with material input from the GBA Steering Committee and USAID, the following research methodology was planned.

Methodology

The methodology used to gather information included consultations and interviews with a full range of stakeholders.[77] Because of the COVID-19 crisis, researchers could not travel to Zambia. During the first week of interviews, a local Zambian consultant held face-to-face meetings in Lusaka, carrying her laptop and connecting by Skype to two researchers in the United States and the Netherlands. When COVID-19 numbers began to rise in Zambia, the interviews were held over Zoom, with the local consultant participating virtually as well for safety reasons.

The GBAIA team for Malawi had prepared a list of 276 questions in 48 categories, each representing a key element of the functions that are carried out in the book supply chain; these same questions were used as the basis for interviews in Zambia.

The research did not use questionnaires. The Malawi team had produced protocols that listed the questions to be asked during interviews; the Zambian team used the same.[78] Interviews lasted for approximately one hour, and most interviews were attended by all three team members, all taking notes. Notes were reviewed by the lead writer and placed on a Sharepoint site.

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77   For details of sources of information and people interviewed see Annexes 5 and 6.

78   See Annex 4: Research Instruments and Methodology.

ANNEX 4: RESEARCH INSTRUMENTS AND METHODOLOGY

The method of collecting information was through consultation and interviews with a range of stakeholders, listed in Annex 6.

The Zambia GBAIA team used the list prepared for Malawi, which contained 276 specific and general questions covering 48 categories:

1. Economics Statistics & Politics
2. Infrastructure
3. Connectivity
4. Government Policies and Practice
5. Financing Books
6. Languages for Reading and Writing
7. Teachers
8. Reading Assessment
9. Estimating Demand
10. Costing Books
11. School Ordering
12. Income Sources for Publishers
13. Government Expenditure on Books
14. Plan Cash Flow
15. Give Each Title a Progress Timeline
16. Write Manuscript and Draw Illustrations
17. Survey of Reading Materials
18. Market Map
19. Investigate Local Digital Publishing
20. Publishing Human Resources
21. Obtain, Adapt & Translate Foreign Titles
22. Piracy Assessment
23. Import Foreign Published Books Directly
24. Government Procurement Policy
25. Procurement Methods
26. Writing Procurement Documents
27. Book Selection
28. Use Contract as Set out in the Procurement Document
29. Editing
30. Designing & Illustrating
31. Copyright
32. Proofing & Piloting
33. Preparing Camera Ready Copy Files
34. Printing
35. Packing & Labelling
36. Insurance
37. Customs Clearances
38. Warehousing
39. Logistics
40. Tracking Consignments
41. Delivery
42. To Book and Stationery Shops, Stores and Market Outlets
43. Receiving and Checking
44. Sorting, Maintenance and Storage
45. Replenishment
46. Classroom Distribution
47. Use in Classroom
48. Home Use of Book

Protocols

Each interview began with an introduction to the GBA and the GBAIA project, followed by introductions to research team members. During the Cambodia SCA, the team drew up guidelines for conducting interviews, which were followed during the Zambia research. Interviews were tractable and conducted in a manner to encourage probing and further inquiry. In general, they included the following overall questions:

- What happens in theory?
- What happens in fact?
- What are the things that are working well?
- What are the bottlenecks?
- What is the timeline for these links?

ANNEX 5: LIST OF INTERVIEWEES IN CHRONOLOGICAL ORDER

	ORGANIZATION	INDIVIDUAL	DATE
1	Maiden Publishing	Ms. Christine Kasonde, Managing Director	July 17
2	Booksellers and Publishers Association of Zambia	Mr. Anson Banda, President	July 17
3	Oxford University Press	Mr. Anson Banda, Director	July 17
4	Printech	Mr. Michael Adonis, Operations Manager	July 20
5	Book World (publisher/ bookshop)	Mr. Shreejee Nayee, Operations Manager	July 20
6	Grey Matter Limited/ Longhorn (publisher/bookshop)	Mr. Santosh Sanverdekar, Operations Manager	July 21
		Mr. Amaey Hardas, Managing Director	July 21
7	University of Zambia Press (Publisher/Printer)	Mr. Mutale, Print	July 21
8	Zambia Daily Mail	Mr. Milimo Maambo, Advertising Manager	July 22
9	Proprint	Mr. Reddy, General Manager	July 22
10	ZEPH	Mr. Zimba, Director	July 22
		Mr. Monze, Works Manager	July 22
11	AWN Multitrade (Bookstore)	Mr. Ngulube Aaron, Director	July 23
12	Pearson Zambia/Longman	Mr. Mabvuto Zulu, Country Manager	July 23
13	Fay Gadsden Publishers/ Bookshop	Ms. Fay Gadsden, Director	July 27
	Zambia National Education Coalition (ZANEC)	Mr. Hamusunga, Director	July 27
14	East African Educational Publishers/Zaken	Mr. Elijah Chimbongwe, Manager	July 28
15	Book Hut (publisher/bookshop)	Mr. Patel	July 28
16	Zambia Library Services	Mr. Constantine Mupinde, Acting Chief Librarian	July 29
17	World Bank	Mr. Mupuwaliywa Mupuwaliywa	July 29

	ORGANIZATION	INDIVIDUAL	DATE
18	Zebra Publishing and Divine Creativity Publishing	Mr. James Dimba, Manager	July 30
19	Irish Embassy	Ms. Miyanda Kwambwa	July 30
20	The Book Bus	Ms. Monica Mulenga, Country Director	July 31
		Ms. Caroline Chimba	July 31
21	European Union	Ms. Karolina Lagiewka	July 31
22	JICA	Mr. Nyambe Nambayo	Aug. 4
23	EDC	Mr. Lancelot Mutale, Deputy Chief of Party	Aug. 4
		Ms. Maureen Simunchembu, Head of Reading	Aug. 4
24	UNESCO	Mr. Sikayile, Project Coordinator for CAPED (Capacity Development for Education)	Aug. 5
		Mr. Mwelu, Program Officer for Curriculum, Teacher Education and Materials Development	Aug. 5
25	DFID	Ms. Leah Gaffney, Social Development Advisor	Aug. 5
26	DEBS, Western Province	Ms. Irene Lisimba, DEBS Mongu District	Aug. 10
27	Kanyonyo Primary School/ Western Province	Mr. Kwalombota Nawa, Head Teacher	Aug. 10
28	DEBS, Chikankatata	Mr. Hameja	Aug. 10
29	Kamunza Primary School/ Southern Province	Mr. Hakachaba, Head Teacher	Aug. 10
30	MoGE	Mr. Felix Nsama, Chief Accountant	Aug. 12
31	MoGE	Ms. Cecilia Sakala, Standards and Curriculum Director	Aug. 12
32	MoGE	Mr. Sinfukwe, Principal Education Officer, Early Childhood Education	Aug. 12

	ORGANIZATION	INDIVIDUAL	DATE
33	MoGE	Ms. Yvonne Chuulu, Director, Distance and General Education	Aug. 12
	MoGE	Mr. Inutu Kalumyana, Principal Education Officer, Distance and General Education	Aug. 12
34	UNICEF	Mr. Gibson Nchimunya, Education Officer	Aug. 13
		Ms. Luonde Cholwe	Aug. 13
35	Lubuto Library	Ms. Nancy Myers, Director	Aug. 13
36	VVOB (Flemish Association for Development Cooperation and Technical Assistance) Education for Development	Mr. Nico, Director	Aug. 13
37	MoGE	Mr. Louis Mwansa, Director, Planning	Aug. 14
38	MoGE	Mr. Racheal Mushanga, Procurement	Aug. 14
39	Ministry of Works and Supply, Government Printers	Dr. Chiwele, Director	Aug. 17
40	ZEPH	Mr. Emmanuel Sakawa, Acting Publishing Manager/Senior Editor	Aug. 17
41	CDC	Dr. Jack Chishala, Principal Curriculum Specialist	Aug. 18
42	CDC	Dr. Bostor Mwendende, Principal Curriculum Specialist, Languages	Aug. 18

ANNEX 6: LIST OF INTERVIEWEES BY PHASE

ORGANIZATION	INDIVIDUAL
PLANNING AND FORECASTING	
DEBS, Western Province	Ms. Irene Lisimba, DEBS Mongu District
Kanyonyo Primary School/Western Province	Mr. Kwalombota Nawa, Head Teacher
DEBS, Chikankatata	Mr. Hameja
Kamunza Primary School/Southern Province	Mr. Hakachaba, Head Teacher
MoGE	Mr. Louis Mwansa, Director, Planning and Implementation
MoGE	Mr. Felix Nsama, Chief Accountant
World Bank	Mr. Mupuwaliywa Mupuwaliywa
TITLE DEVELOPMENT	
Fay Gadsden Publishers/Bookshop	Ms. Fay Gadsden, Director
Pearson Zambia/Longman	Mr. Mabvuto Zulu, Country Manager
Maiden Publishing	Ms. Christine Kasonde, Managing Director
MoGE	Ms. Cecilia Sakala, Standards and Curriculum Director
UNICEF	Mr. Gibson Nchimunya, Ms. Luonde Cholwe
ZEPH	Mr. Emmanuel Sakawa, Acting Publishing Manager/ Senior Editor
EDC	Mr. Lancelot Mutale, Deputy Chief of Party; Ms. Maureen, Head of Reading
PUBLISHING AND PRINTING	
Maiden Publishing	Ms. Christine Kasonde, Managing Director
Booksellers and Publishers Association of Zambia	Mr. Anson Banda, President
Oxford University Press	Mr. Anson Banda, Director
Book World (publisher/bookshop)	Mr. Shreejee Nayee (Operations Manager)
Grey Matter Limited/Longhorn (publisher/ bookshop)	Mr. Santosh Sanverdekar, Op Manager
AWN Multitrade (Bookstore)	Mr. Ngulube Aaron, Director

ORGANIZATION	INDIVIDUAL
Pearson Zambia/Longman	Mr. Mabvuto Zulu, Country Manager
Fay Gadsden Publishers/Bookshop	Ms. Fay Gadsden, Director
East African Educational Publishers/ Zaken	Mr. Elijah Chimbongwe, Manager
Book Hut (publisher/bookshop)	Mr. Patel
Zebra Publishing and Divine Creativity Publishing	Mr. James Dimba, Manager
CDC	Dr. Jack Chishala, Principal Curriculum Specialist
CDC	Dr. Bostor Mwendende, Principal Curriculum Specialist, Languages
Printech	Mr. Michael Adonis, Operations Manager
University of Zambia Press (Publisher/Printer)	Mr. Mutale, Print
Zambia Daily Mail	Mr. Milimo Maambo, Advertising Manager
Proprint	Mr. Reddy, General Manager
Ministry of Works and Supply, Government Printers	Dr. Chiwele, Director
ZEPH	Mr. Zimba, Director
ZEPH	Mr. Monze, Works Manager
World Bank	Mr. Mupuwaliywa Mupuwaliywa
Irish Embassy	Ms. Miyanda Kwambwa
European Union	Ms. Karolina Lagiewka
JICA	Mr. Nyambe Nambayo
EDC	Mr. Lancelot Mutale, Ms. Maureen, Head of Reading
UNESCO	Mr. Sikayile, Project Coordinator for CAPED (Capacity Development for Education), Mr. Mwelu, Program Officer for Curriculum, Teacher Education and Materials Development
DFID	Ms. Leah Gaffney, Social Development Advisor
UNICEF	Mr. Gibson Nchimunya, Ms. Luonde Cholwe
VVOB (Flemish Association for Development Cooperation and Technical Assistance) Education for Development	Mr. Nico, Director
Zambia National Education Coalition (ZANEC)	Mr. Hamusunga, Director

ORGANIZATION	INDIVIDUAL
PURCHASING	
MoGE	Mr. Racheal Mushanga, Director, Procurement
CDC	Dr. Jack Chishala, Principal Curriculum Specialist
CDC	Dr. Bostor Mwendende, Principal Curriculum Specialist, Languages
World Bank	Mr. Mupuwaliywa Mupuwaliywa
MoGE	Ms. Cecilia Sakala, Director, Standards and Curriculum
Booksellers and Publishers Association of Zambia	Mr. Anson Banda, President
DISTRIBUTION MANAGEMENT	
World Bank	Mr. Mupuwaliywa Mupuwaliywa
MoGE	Mr. Louis Mwansa, Director, Planning and Implementation
DEBS, Western Province	Ms. Irene Lisimba, DEBS Mongu District
DEBS, Chikankatata	Mr. Hameja
ACTIVE USE	
Zambia Library Services	Mr. Constantine Mupinde, Acting Chief Librarian
MoGE	Ms. Sinfukwe, Principal Education Officer, Early Childhood Education
Lubuto Library	Ms. Nancy Myers, Director
The Book Bus	Ms. Monica Mulenga, Country Director; Ms. Caroline Chimba
MoGE	Ms. Yvonne Chuulu, Director, Distance and General Education
MoGE	Mr. Inutu Kalumyana, Principal Education Officer, Distance and General Education

ANNEX 7: PROJECT BACKGROUND

The Global Book Alliance

The lack of access to quality and appropriate materials provides an insurmountable barrier to learning, resulting in over 600 million children and adolescents who are not learning the basics of reading and mathematics. In part, this is because 40% of young learners cannot access an education in a language they understand—because either the learning materials are not available in their schools or communities or the books simply do not exist in those languages.

To help address the issues around this lack of materials, the GBA[79] has been established to provide research, support, and training to various stakeholders. A partnership of donor agencies, multilateral institutions, and civil society organizations, the GBA was established in 2018 to bring together global education partners to end illiteracy through a coordinated effort that addresses the challenge of the growing book gap.

In order to support the GBA, the USAID GBAIA project is a two-year initiative (2019–2021) that works with the members of the GBA as well as with ministries of education, education partners, the private sector, and diverse other stakeholders to improve national book supply chains through identifying, promoting, and supporting innovations, best practices, and policies that will change the way books are created, procured, and provided.

As part of the research carried out under GBAIA, book SCAs are being conducted in eight countries to identify country-specific strengths and challenges related to book provision, and to enhance the global knowledge base around promising practices across the book supply chain.

The SCAs are conducted by a team of international and national experts who meet with a range of stakeholders, including staff in ministries of education and other government agencies, suppliers of books to kindergarten and primary school children, NGOs, and other private sector actors such as transport companies. The SCA research consists of background data gathering and desk research followed by approximately two to three weeks of in-country meetings and subsequent follow-up with recommendations and report writing. Research will be followed by activities that build stakeholder capacity to implement steps to improve book supply chain functions in the respective countries.

The Zambia SCA research was conducted in July and August 2020 as outlined in this report.

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79   https://globalbookalliance.org/

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ANNEX 9: ZAMBIA NATIONAL LITERACY FRAMEWORK 2013

Republic of Zambia
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

NATIONAL LITERACY FRAMEWORK
(NLF)

CURRICULUM DEVELOPMENT CENTRE
MARCH 2013

Contents

Preface

The purpose of the Zambian National Literacy Framework is to establish a set of guidelines for teaching and learning literacy in all Zambian schools. Zambia has had experience with traditional teacher directed methodologies as well as the more participatory Primary Reading Programme. The curriculum has moved out of the whole language approach. Beginning 2014, the Ministry of Education decided to use an approach that synthesizes reading instruction based on explicit lessons in key competency areas; direct instruction of letter sounds and daily instruction that offers learners the opportunity to practice reading, writing, speaking and listening in the local language. Instruction in the local language at the foundation stage will support learners as they progress toward English. This recognizes Zambia as a multi-lingual society, where the use of local languages and English co-exist as part of formal and informal communication. Therefore, while initial literacy will be provided in local languages, learners will also be introduced to oral English and later transition to reading and writing in English.

This document is destined for all those involved in the development of literacy for primary schools in Zambia. Authors of primary texts, publishers, writers and illustrators will use this framework to develop materials literacy courses. Finally, we hope that teachers will share this approach to teaching literacy with parents, communities and school organizations. The road to reading begins early in life and with parents as partners in education. Children develop early language skills from home and continue to build upon them as they enter school. The document gathers together the underlying foundation of literacy instruction from home to classrooms; pre-school to Grade 7.

The Zambian primary literacy curriculum piloted in 2013 and introduced in 2014 starts with pre-school and Grade 1. Each year, the curriculum is phased in from Grade 1 to Grade 7 from 2013 to 2020.

Literacy, we believe, requires an eclectic approach on the part of the teachers, where instruction builds a compendium of abilities where learners think creatively and critically. It requires teacher preparation based on a wide range of knowledge, skills and values. This process requires support at all levels of Zambian society.

Hon. John Phiri, (Dr.)
Minister

Ministry of Education, Science, Vocational Training and Early Education

Acknowledgements

Acronyms

CDC	Curriculum Development Centre
CPD	Continuous Porfessional Development
EFA	Education for All
EGR	Early Grade reading
EGRA	Early Grade Reading Assessment
MDG	Millinium Development Goals
NELP	National Early Literacy Panel
NLF	National Literacy Frameowk
PA	Phonemic Awareness
PLP	Primary Literacy Programme
SACMEQ	Southern African Consortium for Monitoring Education Quality
TESS	Teacher Education and Specialized Services
USAID	United States Agency for International Development

Introduction

The National Literacy Framework (NLF) has been developed in Zambia for the first time in order to provide a strategy for literacy instruction. The Framework has been developed to guide the education community towards a national approach for the development of literacy skills. Literacy is key to achieving success in school and beyond and quality literacy instruction at the earliest years is integral to retention and achievement in later grades[1]. The framework aims to address those learners who have historically met barriers to learning by introducing a system that includes all children whether in community schools or public schools.

The purpose of this framework is to put literacy on the national agenda. It aims to clarify curriculum expectations and promote reading. The purpose of the framework is to ensure that learners attain skills sufficient to enable them to excel and compete on a regional and international scale.

This National Literacy Framework is based on the principles that:

1. Every learner has the right to a quality education
2. All learners, with appropriate support, can be taught to read and write
3. Reading is a foundation skill for all learning
4. Learners have the right to learn to read in one of Zambia's seven local languages

Importance of Literacy

Literacy as defined by the Zambian National Curriculum is the ability to read and write so as to understand and communicate effectively, while language instruction, concentrates on listening and speaking. Thus Zambia has produced two documents that guide instruction, one a Language Curriculum of Instruction and the other, a Literacy Curriculum. Taken together, they serve to outline the

> **MDG 2: Achieve Universal Primary Education**
>
> ***Target 2.A:*** *Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling*
>
> ***Target 3.A:*** *Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015*

skills and knowledge necessary for a literate primary school graduate. Literacy is key to successful learning at school and it is an element for active participation in social, economic, cultural and political life. It is a basic tool for achieving the United Nations' Education for All (EFA) campaign and Millennium Development Goals (MDGs) by 2015.[2] Most importantly it provides benefits to the individual as well as society. People with higher degrees of literacy are more likely to complete their education and to obtain higher paying jobs. Increases in literacy lead to higher self-esteem and a willingness to participate in community groups. It is in the best interest of the individual and society to

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[1] Gove, A. & Cvelich, P. (2011). *Early Reading: Igniting Education for All. A report by the Early Grade Learning Community of Practice. Revised Edition.* Research Triangle Park, NC: Research Triangle Institute.

[2] http://www.undp.org.zm/joomla/attachments/052_compressed%201.pdf

provide support to developing literacy[3]. We know that quality early learning is linked to positive school achievement and that these outcomes are associated with later adult productivity[4] Research has linked reading with school success[5]

Why Focus on Early Grade Reading (EGR)?

While access to schooling in low-income countries has increased dramatically following the EFA campaign and the establishment of the MDG goals, evidence indicates that student achievement is very low (World Bank, 2006) Results from Early Grade Reading Assessments (EGRA) in low-income countries show that presently, very few children can read at grade level.

Reading is a foundational skill for learning across subject areas. Children who learn to read can then *read to learn* science, social studies, math, literature, vocational subjects, and all other content areas. They can become independent learners for life. However, if children are not successful in learning to read in the early primary grades, they fall further and further behind and are likely to drop out of school. They are not likely to become independent learners.

Unlike learning to speak a language, learning to read is not a naturally-developing skill; it requires an adaptation of the brain to be able to recognize letters and words (Wolf, 2007). Carefully planned instruction is necessary; reading must be taught as a subject in schools; and time on task is essential if students are to develop the cognitive processes to become fluent readers.

Scholars in reading acquisition in multiple languages (Chiappe et al., 2002; Sprenger-Charolles, 2004); Adadzi, 2006; Linan-Thompson and Vaughn, 2007) have found that learning to decode print---that is, breaking apart or "sounding out" written words into letter sounds---can be done in almost any alphabetic language and requires five key skills, which have been endorsed by the US National Reading Panel (2000).

Skills	Descriptions
Phonemic awareness	Ability to "hear" sounds and manipulate them orally, e.g., put sounds together, break words apart into sounds, identify rhyming words, identify likenesses and differences in spoken words
Phonics	Ability to put written letters and their sounds together
Oral reading fluency	Ability to read orally with accuracy, speed and expression

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[3] National Institute for Literacy (2008): Scientific Synthesis of Early Literacy Development and implication for inteventions, Report of the National Litrecy Panel (NELP)
[4] Strickland, D & Riley-Ayers, Early Literacy: Policy and Practice in the Preschool Years, National Institute for Early Education Research (NIEER) at Rutgers University, April 2006.
[5] Hart, B., & Risley, T.R. (1995). Meaningful Differences in the Everyday Experience of Young American children. Baltimore, MD: Paul H. Brookes Publishing Co.

Vocabulary	Ability to understand the meaning of words and use them orally and in writing
Comprehension	Ability to understand the meaning of what is read or heard

These five reading skills form the basis of daily reading instruction in effective instructional programs.

The emphasis on "early" in reading instruction is key; evidence indicates that if strong foundational reading skills are not acquired early, the gaps in reading ability and achievement grow larger over time. Stanovich (1986) called this the "Matthew Effect" in learning to read. The Matthew Effect is shown in the following graph:

Why early? Matthew Effect in reading

Children below a certain level by the end of Grade 1, stay behind forever, and the gap widens
And, if they cannot read, they fall behind in everything else
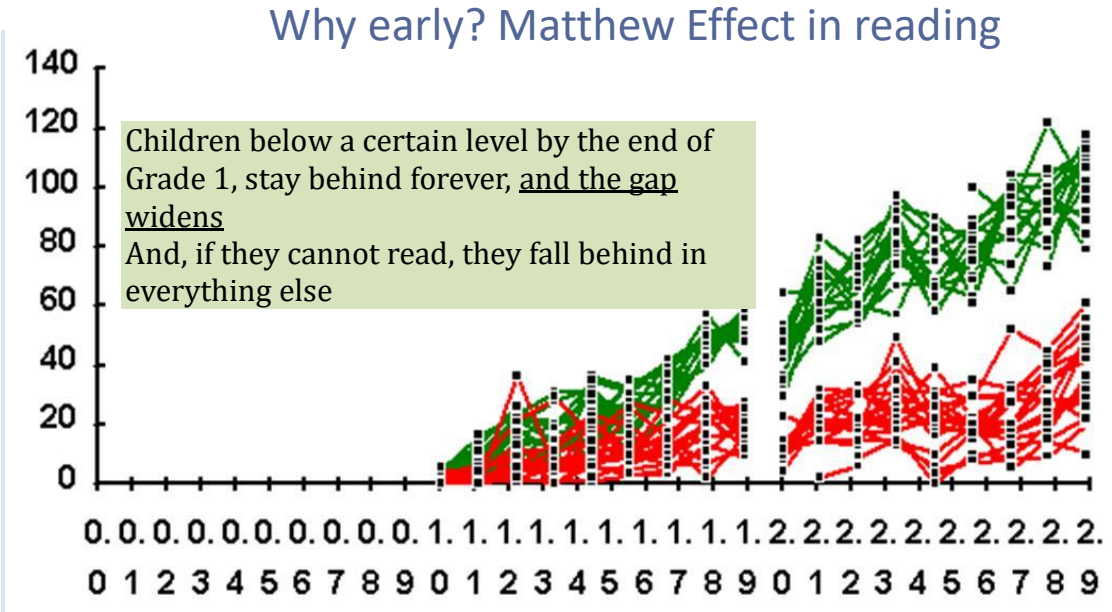
Children who fall behind in learning to read typically become entangled in a cycle of failure. Low performing readers read less, and as a consequence, they do not gain vocabulary, background knowledge, and information about how reading material is structured. Children below a certain level by the end of Grade 1 are more likely to stay behind, and the gap widens. If they cannot read, they are more likely to fall behind in other subjects, repeat grades, or drop out. Therefore, it is important that children learn to read within the first few years of schooling; once they learn foundational skills, they can focus on more complex comprehension strategies and interactions with texts across subjects (Gove & Cvelich, 2011)

For many children in primary school, the language of instruction has traditionally been a different language from the one spoken in their homes. However, research shows that children learn best in their mother tongue, with a gradual transition to bilingual education. Moreover, research shows children's ability to learn a second language (e.g., an international language) does not suffer by first learning to read in their mother tongue; literacy in one's mother tongue develops the foundational cognitive and linguistic structures for learning additional languages more easily (Kosenen, 2005; UNESCO, 2011).

Challenges to literacy instruction

Despite the importance of establishing a functional system for quality literacy instruction, there are specific challenges that may hamper implementation. Any one of these challenges is enough to diminish effectiveness and a combination of these challenges is certain to tear away at the capacity of a functional structure. There is a need to equip student teachers in colleges of education, with the skills and knowledge necessary to teach literacy in primary schools. This preparation should be strengthened through continuous professional development (CPD) through school-based programs.

Many Zambian schools have no access to reading materials. A commitment to reading includes the availability of reading resources. Libraries are just one important step toward providing adequate resources to support literacy. In order to create an enabling environment for reading it is important that schools promote the importance of caring for and keeping a wide variety of reading material. This begins with local communities. Communities can generate reading materials by codifying the wealth of oral information.

Contact time between teachers and learners has been limited. Time on task – the amount of time teachers and learners are engaged in learning – is reduced due to poor lesson planning and absenteeism. The majority of early grade instruction should be dedicated to literacy instruction. Using every hour of the school day through detailed planning and expanding the amount of time during the day will begin to address the amount of time available to learners. Planning for extra-curricular activities that engage learners in reading practice is an additional solution to provide extra learning time.

The classroom environment in many schools, provide limited opportunities to support literacy. Desks, boards, seating and storage are just some examples and these can hinder the development of literacy if they are not available in the classroom. School management teams are encouraged to develop initiatives that will provide the basic requirements important for teaching literacy.

For some time, Zambia has been using English as the medium of instruction to the disadvantage of most learners. Reading instruction is dependent on building upon a learner's knowledge of vocabulary and grammar structures from his spoken language. "When the language is familiar, it builds on existing knowledge and enables learners to express themselves and engage in discussion – thereby participating in their own learning."[6] As school success depends on developing one's mastery of language, children's first language is important for their overall language and cognitive development as well as their academic achievement.[7]

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[6] Sampa, F.K., Laying a Solid Foundation for learning; Developing Essential Literacy Skills in the Early Grades, 2008, presentation.
[7] Enhancing Learning of Children From Diverse Language Background: Mother Tongue-Based Bilingual or Multilingual Education in the Early Years, UNESCO, Ball, J, 2011

Literacy Situation in Zambia

Zambia's aim is to increase the number of learners reading proficiently in the earliest grades. Concerns about limited reading and writing abilities in the primary and secondary grades were supported by the results from the South African Consortium for Measuring Education Quality (SACMEQ III, 2010.) Civil society and others soon pointed to the absence of a strong reading culture, where parents and children do not engage in reading as a pastime as the underlying reason for learners' poor performance on literacy assessments. In fact, there may be several reasons why learners are doing poorly. Dedicated training in literacy instruction during teacher pre-service, a curriculum focused on literacy instruction and continued support to teach reading through in-service training, a focus on developing primary language skills as well as parental and community support around reading instruction may constitute some areas where we have faltered. Many findings support the opinion that Zambian children are not gaining basic literacy skills. The baseline study of the Zambian Primary Reading Programme conducted in 1999 noted that among grade 1-6 learners that were tested, the majority of children that attempted to read, read at two grades below grade level in English and three grades below grade level in their own Zambian language. The Grade 5 National Assessment Survey for 2006 and 2008 reflected learning achievements below 40% in English and Zambian Languages (35.3 and 39.4 respectively) and this number has been stagnating since 1999. The Grade 5 National Assessment Survey and the EGRA survey, both from 2010 have shown poor reading and writing abilities among learners. The South African Consortium for Monitoring Education Quality (SACMEQ III)[8] noted that among Grade 6 learners that were tested in reading, 27.4% were able to read at a basic competency level.[9] Clearly this is an indicator that the Zambian education sector should create the environment necessary to increase learner achievement in literacy. The Primary Literacy Programme attempts to address some of these weaknesses.

It is in light of the low achievement results that the Ministry of Education Science, Vocational Training and Early Education (MESVTEE) has taken steps to improve the situation. According to the National Policy on Education, "Educating Our Future," (1996, p34) "A fundamental aim of the curriculum for lower and middle basic classes is to enable pupils to read and write clearly, correctly and confidently, in a Zambian language and in English and to acquire basic numeracy and problem solving skills. However learning to read and write in English should begin after learners have the acquired basic skills in the local language."

Low literacy levels in primary schools can be solved by scaffolding learning through instruction in local languages. This, together with a well-defined literacy teaching programme will improve results. The rationale for teaching in a local language is rooted in scientific research which supports developing a learner's language abilities – vocabulary, intrinsic knowledge of grammar rules, and uses of the his or her language, in order to develop reading and writing skills. The speed and ease at which a learner can do this in his own language far surpasses that at which a learner can in a foreign language. Additionally, learning to read hinges upon a child's confidence to learn and understand. There are far more

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[8] SACMEQ uses eight levels of competency; Levels 1-3:Pre-reading, Emergent, Basic, which are below competent and Levels 4-8 Reading for Meaning, Interpretive, Inferential, Analytical and Critical, which state a level of competence.
[9] Early Reading: Igniting Education for All: A Report by the Early Grade Learning Community of Practice, RTI, 2010

opportunities to do so in a local language. The composite knowledge of how one reads is then available to learners to use when learning new languages.

While many factors affect education quality, the language of classroom instruction fundamentally impacts whether a child is able to read and learn. "This is because learning in one's first language is 'essential for the initial teaching of reading.' Children arrive on the first day of school with thousands of oral vocabulary words and considerable phonemic awareness in their mother tongue, but are unable to use and build upong their skills. Dismissing this prior knowledge, and trying to teach children to read in a language they are not accustomed to hearing or speaking,makes the teaching of reading difficult, especially in under-resourced schools in developing countries."[10]

Strategy toward a Language Policy

To support early literacy and later, English literacy instruction, MOESVTEE will introduce instruction in a local language so as to build a learners arsenal for learning read in additional languages as well as general learning.

Grade	Subject	Language of instruction
1	All	*Local language*
2	All	*Local Language*
	English	*Term 1; introduced as a subject, oral language* *Term 2; subject, oral language* *Term 3; subject, oral language, introducing literacy taught in English/Local Language*
3	All	*Local Language*
	English	*Subject, literacy taught in English/local language*
4	All	*Local Language*
	English	*Subject, literacy taught in the English/local language*
5	All	*English as the language of instruction*
	Local Language	*Subject*

What Are the Goals of the Primary Literacy Programme?

Guided by this National Literacy framework, learners will be able to exhibit the following competencies by the end of their primary education:

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[10] Dutcher and Tucker, 1997. The use of First and Second Languages in Education: A review of Educational Experience. Prepared for the World Bank, Pacific Islands Discussion Paper Series.

Grade	Competencies
1	− *Show skills of reading initial sounds i.e. letters, syllables and word.* − *Demonstrate basic skills in reading and writing common words and simple sentences.*
2	− *Demonstrate basic skills in reading and writing short paragraphs* − *Show understanding of short written text*
3	− *Writing legibly and neatly in script and cursive forms.* − *Communicating in speech in different situations.*

4	− *Demonstrate basic skills and knowledge to:*
	  o *Retell a read story*
	  o *Punctuate simple sentences and short paragraphs*
	  o *Describe various activities, objects, places, actions and simple processes.*

5	− *Demonstrate skills and knowledge to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing at this level.* − *Demonstrate ability to read with steady and clear comprehension.*
6	− *Demonstrate skills and knowledge to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing at this level.* − *Demonstrate ability to read with steady and clear comprehension.*
7	− *Demonstrate high level skills, knowledge and values in a Zambian Language to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing.* − *Demonstrate high level skills, knowledge and values by integrating life skills in academic and challenges in life while at this level and the other levels.*

Teaching Early Grades Literacy and Language

Based on this Framework, an Approach to Early Grade Literacy in Grades 1-7 was designed. This approach incorporates the nine components of reading presented by the Framework as important to successful readers: 1) Pre-reading and pre-writing, 2) Sounds -- Phonemic Awareness; 3) Phonics; 4) Words; 5) Sentences; 6) Comprehension; 7) Writing; 8) Punctuation; and 9) Fluency. Taken together these components will build a learners ability to read, write, speak and listen – all necessary for literacy competencies.

In the first term of the first year, teachers will concentrate on developing Pre-reading and pre-writing Skills. This means that teachers will dedicate time to reading to students, conducting *Read Alouds*, and guiding learners to write in response to reading and speaking. This stage will have as its objectives, developing a sense of the written word, introducing new vocabulary, identifying patterns in each

language and an overall greater facility with one's local language. In terms 2 and 3 of year one, literacy instruction will transition to teaching letter sounds, sound blends and syllables in a progression to teaching the components of language. Teaching pre-reading skills and teaching sounds through both phonemic awareness and phonics should be taught daily as a foundation for building reading skills. A direct instruction, synthetic approach to teaching phonics, in which learners are taught letter sounds in a sequence of most frequently used sounds in their language characterizes the first year of instruction. Blending known letters to form syllables, syllables to form words and words to form sentences will form the progression of literacy instruction. Literacy instruction will be based on providing opportunities for children to practice reading common words in sentences and increasing their oral reading fluency. Throughout this phase, teachers will continue to read to learners as learners acquire basic reading skills. It is suggested that phonemic awareness (defined as the ability to listen to, recognize and manipulate the sounds of the oral language) and phonics (sound/letter relationships) be taught every day in the initial stage following pre-reading and pre-writing. After all the initial sounds in a particular language have been taught, phonemic awareness and phonics should be used for review and remediation as needed, until children can decode new words with ease. At this point, learners will acquire skills to combine vowel sounds and consonant sounds to form syllables; combine vowel sounds and syllables to form words and use the words to form sentences and read them.

Since the goal of the Primary Literacy Programme (PLP) for Zambia is for learners to be able to read simple sentences by the end of Grade 1, sounds will be taught systematically while insuring that all learners acquire the knowledge before moving to the next lesson. (For the schedule of letter sounds frequencies, see appendix.)

Approach to Teaching Early Grade Reading

The approach to teaching literacy follows internationally recognized methods that include teaching the component skills that are required for reading and writing. *In almost every alphabetical language in which print can be decoded into sounds, being able to read well requires a grasp of five basic skills… phonemic awareness, phonics, fluency, vocabulary and comprehension. (Jiminez and O'Shanahan Juan, 2008)* This points to the fact that literacy broadly encompasses a combination of abilities, which when integrated by the learner, make for an effectively literate individual.

Reading Skills

Effective reading instruction is based on using both macro and micro approaches. At once, teaching explicit skills and dissecting the language to its basic elements. In order to teach reading, teachers and learners must become familiar with the practice of reading: Teachers must read all types of text, including books and short pieces of writing. Teachers must talk about what they read and draw learners in to what they are reading and what they are thinking by asking questions. This step precedes skill building and endures while building knowledge of component skills including;

Phonemic awareness

Phonemic Awareness

Phonemic Awareness (PA) is the knowledge that words are made up of different sounds and that these sounds can be put together to make words. Therefore, we can call it "sound awareness". Sound awareness is important to teach reading and writing. It is a listening skill. Teachers should recognize that phonemic awareness is a means rather than an end, important only in helping learners understand and use the alphabet to read and write[11]

Phonics

In the new literacy instructional techniques, teachers will teach letter sounds. Referring to letter names will be eliminated so as not to confuse the sound of the letter name with the letter sound.

Fluency

Fluency is the effortless, automatic ability to read words in connected text. A fluent reader reads with expression and appropriate inflection, Fluent reading means a learner is reading text accurately and at a sufficient pace so that comprehension is not impeded. Learners should be taught explicitly to read fluently. Fluency instruction means attention to four elements: accuracy, rate, prosody, and meaning.

Comprehension

Comprehension is what separates simple decoding of text from actual reading. Being able to derive meaning from the words and the concepts they convey is the reason we read. However, explicit formal instruction in a variety of comprehension techniques has been shown to be highly effective at helping learners improve their reading comprehension. Comprehension begins for emergent readers when they are read to repeatedly. They learn the flow and structure of stories (beginning, middle and end) and the patterns of an unfolding plot.

Vocabulary

In order to develop vocabulary learners should understand (receptive) and use (expressive) words to acquire and convey meaning. Vocabulary knowledge is a key component of reading comprehension.

Writing

Writing is a key component of literacy instruction. Learners should be encouraged to write freely in the initial stages – drawing pictures, shapes and approximating spellings. Teachers should be trained to recognize that there are different stages of writing; emerging, pictorial, pre-communicative, semi-phonetic, phonetic, transitional, traditional, and encourage children to move gradually from one stage to the next.

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[11] Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, National Reading Panel, Executive Summary, 2000

Punctuation

As learners begin to use simple words and translate oral words into written words, they will develop the need to use punctuation. Punctuation follows a general progression, for example, margins, capital and small letters, full stop, question marks, commas, exclamation marks.

Oral Language Development

Developing oral language vocabulary contributes significantly [12] to literacy. Additionally, research shows that early vocabulary acquisition, or the number of words a child has in their working vocabulary greatly impacts reading success or difficulties[13] and that this further impacts success in school. Given the broad differences among families that are touched by the Government of Zambia's literacy framework, teachers have a responsibility to increase children's oral language.

Conclusions

It is hoped that the National Literacy Framework will be a useful tool. It is a basis for improving learner achievements in reading and writing and diminishing the delay learners have experienced when acquiring literacy skills. *It is important to lay a solid foundation for literacy … because the trajectory of a child's reading progress at the end of the first grade holds fairly steady during the course of primary school: A poor reader in frist grade continues to be a poor reader in fourth grade: Just as a good reader in first grade continues to be a good reader in fourth grade – unless instruction is improved. (Juel 1998)* This concerted effort will, in the end promote quicker and easier attainment of literacy skills. Gathering the best practices from the international reading community, together with a multi-leveled efforts and a realization that literacy is crucial to improving education in Zambia, we believe that progress will be made.

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[12] Timothy Shanahan, Ph.D., and Christopher J. Lonigan, Ph.D.,edit. Early Childhood Literacy: The National Early Literacy Panel and Beyond, available from Brookes Publishing Co., National Early Literacy Panel (NELP).
[13] Hart, B., & Risley, T.R. (1995). Meaningful Differences in the Everyday Experience of Young American Children. Baltimore, MD: Paul H. Brookes Publishing Co.

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Appendices

Appendix I: **Framework for Literacy Instruction for grades 1-4**
TEACHING LITERACY CONTENT FOR EARLY GRADES

SN	COMPONENT	SKILLS/KNOWLEDGE TO TEACH
1	**Pre-reading**	• Listening to stories • Participating in discussion • Talking about reading material • Identifying parts of a book, a text (article, story card) or a poem • Identifying reasons for reading • Direction - Left to right eye movement, top - down • Good reading habits for beginners • Visual discrimination • Read/ interpret pictures, • Oral activities – story telling, song, rhyme, tongue twisters
2	**Sounds**	**Phonemic Awareness:** • segment words into syllables • Identify initial, middle and end sounds • Delete sounds (initial, middle and end) **Phonics:** • Identify letter sounds, • Identify sounds represented by a combination of letters (e.g. nd, nkw, nkhw) • Identify syllables, • Form syllables • Form words using phonemes and syllables • Blend letter sounds, • Combine syllables to form words, • Identify words differentiated by vowel length
3	**Words**	• Word formation using letters and syllables
4	**Sentences**	• Construct sentences of varying difficulty • Knowledge of word boundary
5	**Comprehension**	• Identify and express the main idea of a piece of writing • Locate details in a passage • Identify and recall in chronological order a series of events in a passage or story • Deduce the meaning of unfamiliar words • Draw inferences from written material • Describe the feelings, qualities and motives of a character in a story
6	**Writing**	• Ability to draw different shapes of letters • Ability to form letters • Ability to relate sounds and words to written conventions • Ability to spell words • Ability to write legibly (Handwriting) • Ability to manipulate fingers and hands (Fine motor skills) • Sitting Posture when writing including holding a pencil • Ability to write freely or with guidance to communicate ideas
7	**Punctuation**	• Using proper layout -- indentations, spacing, stanza form for songs and poetry • Using capital letter properly : first word in a sentence and proper names • Ability to identify and use punctuation marks to express different thoughts and feelings in reading and writing.
8	**Fluency**	• Ability to read words in rapid succession • Ability to read a series of sounds in succession • Reading at a pace sufficient for comprehension • Reading with expression to convey meaning • Ability to read according to different texts
		•

Appendix II: Scope and Sequennce Chart for Early Grades literacy contents

The Zambia National Literacy Framework is a guiding document for literacy instruction. It lays out the educational objectives for each stage of literacy acquisition, the expectations for those teaching reading skills and the expectations for those engaged in learning. A learner may enter at any point along the scale of literacy ability and should be accepted as having the needs established at that stage. The teacher should take into consideration that grade and age play a limited role in instruction and that learners come to school with a set of abilities, not necessarily matched to their grade level.

SN	COMPONENT	KNOWLEDGE/SKILLS			
		Foundation	Early Primary	Lower Primary	
		GRADE 1	GRADE 2	GRADE 3	GRADE 4
	PRE-READING	1. Listens to and appreciates stories 2. Plays games to practice left to right eye movement and top-down 3. Reads/interprets pictures 4. Carry out a variety of visual discrimination exercises involving letters, shapes and objects 5. Tell stories, sing, repeat rhymes 6. Good reading habits			
	SOUNDS	Phonemic Awareness 1. Identifies different sounds in a particular language 2. Manipulates different sounds 3. Distinguishes different sounds			
		Phonics 1. Combines letters to form syllables and words 2. Blends sounds represented by more than one letter	1. Blends sounds represented by more than one letter		
	WORDS	1. Builds words from syllables 2. Uses Word boundaries to recognize words	1. Expands vocabulary through classroom reading and talk 2. Acquires 100 new vocabulary and spelling words	1. Acquires 200 new vocabulary and spelling words	1. Acquires 200 new vocabulary and spelling words

		3. Uses known words and attempts at spelling words to communicate ideas. 4. Recognizes simple words			
SENTENCES	1. Constructs simple sentences using words 2. Constructs complex sentences using words and phrases	1. Constructs compound sentences 2. Constructs complex sentences and phrases	1. Use sentences to build paragraphs; introductory sentence, closing sentence, etc.	1.Perfects use of sentences to build paragraphs; introductory sentence, closing sentence, etc.
READING	• Reads pictures • Reads own writing • Tracks across a page while a reader (teacher) reads • Reads short text containing familiar one and two syllable words with picture support • Asks questions about stories • Can retell stories in own words	• Reads own writing • Able to decode text containing all sounds and blends contained in local language • Reads stories with one and two syllable words • Reads books with several short sentences (5-10) per page • Can summarize stories using only key ideas	• Reads own writing fluently • Can summarize longer stories of 10-50 pages • Reads aloud • Reads silently	• Reads aloud • Reads silently • Thinks critically about characters and setting
COMPREHENSION	• Identifies and express the main idea of a piece of writing • Locates details in a passage • Identifies characters in a story • With help can identify the setting	• Identifies and recall in chronological order a series of events in a passage or story • Identifies and express the main idea of a piece of writing • Locates details in a passage • Introduced to the difference between fact and opinion	• Deduces the meaning of unfamiliar words • Identifies and express the main idea of a piece of writing • Locates details in a passage • Can differentiate between fact and opinion	• Draws inferences from written material • Describes the feelings, qualities and motives of a character in a story • Identifies and express the main idea of a piece of writing • Locates details in a passage
HANDWRITING	1. Demonstrates correct posture when writing. 2. Holds pencil correctly. 3. Copies shapes and patterns correctly.	1. Write words legibly in manuscript form. 2. Spaces words so as to differentiate one word from another	1. Write words legibly in manuscript form	1. Write words legibly in manuscript form and introduces cursive (d, h, l, m, n).

		4. Copies different shapes of letters correctly. 5. Writes words legibly in manuscript form.			

APPENDIX III: Illustration of Aproach to Teaching Early Grade Reading

I-II. Phonemic Awareness & Phonics

1. Teach the vowels first: /a/, /e/, /i/, /e/, /u/   Use a key picture for each (drawing).

2. Teach one frequently-used consonant at a time in conjunction with the vowels:
    [mM]   ma me mi mo mu
    Phonemic awareness - Start with /ma/ /me / /mi/ /mo/ /mu/, then ask, "What is the sound you hear at the beginning of /ma/?"
    Learners respond, "/m/."

3. Blend sounds /a/, /e/, /i/, /e/, /u/ and syllables /ma/ /me / /mi/ /mo/ /mu/ to form words:
    mama, uma, mu

4. Review all above but change order, eg, /mu/ /me/ /a/ /mi/ /u/ etc. using flash cards or the chalkboard. Write letters.

5. Repeat with another common consonant:
[k K] ka ke ki ko ku
Words: ku, koma, ake, ka (+more)
 [t T]   ta te ti to tu
tama, ikata, tata, teta, atate, moto, kuti (+more)

Appendix IV: Weekly Schedule

LUNDA	Term 1 - Weekly Schedule		LUNDA		
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Pre-reading	Pre-reading	Pre-reading	Pre-reading	Pre-reading
Week 2	Letter sound **a A**	Letter sound **e E**	Letter sound **i I**	Letter sound **o O**	Letter sound **u U**
Week 3	Introduce letter sound **n N**	Revise letter sound **n N**	Introduce letter sound **k K**	Revise letter sound **k K**	Revise work done **n N, k K**
Week 4	Introduce letter sound **m M**	Revise letter sound **m M**	Introduce letter sound **h H**	Revise letter sound **h H**	Revise work done **m M,h H,**
Week 5	Introduce letter sound **w W**	Revise letter sound **w W**	Revise work done **n,k, m,h,w**	Assessment and Remediation	
Week 6	Introduce letter sound **t T**	Revise letter sound **t T**	Introduce letter sound **y Y**	Revise letter sound **y Y**	Revise work done **t T, y Y**
Week 7	Introduce letter sound **ñ Ñ**	Revise letter sound **ñ Ñ**	Introduce letter sound **d D**	Revise letter sound **d D**	Revise work done **ñ Ñ, d D**
Week 8	Introduce letter sound **p P**	Revise letter sound **p P**	Introduce letter sound **z Z**	Revise letter sound **p P**	Revise work done **p P,z Z**
Week 9	Introduce letter sound **f F**	Revise letter sound **f F**	Introduce letter sound **s S**	Revise letter sound **s S**	Revise work done **f F, s S**
Week 10	Introduce letter sound **v V**	Revise letter sound **v V**	Revise work done **p,z,f ,s,v**	Assessment and Remediation	
Week 11	Introduce letter sound **j J**	Revise letter sound **jJ**	Introduce letter sound **b B**	Revise letter sound **b B**	Revise work done **j J,b B**
Week 12	Introduce letter sound **l L**	Revise letter sound **l L**	Introduce letter sound **ch CH**	Revise letter sound **ch,CH**	Revise work done **l L, ch CH**
Week 13	End of Term Assessment, **22 sounds**				

LUNDA	Term 2 - Weekly Schedule LUNDA				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Introduce letter sound **nd ND**	Revise letter sound **nd ND**	Introduce letter sound **nk NK**	Revise letter sound **nk NK**	Revise **nd ND ,nk NK**
Week 2	Introduce letter sound **nj NJ**	Revise letter sound **nj NJ**	Introduce letter sound **nz NZ**	Revise letter sound **nz NZ**	Revise **nj NJ ,nz NZ**

Week 3	Introduce letter sound **nv NV**	Revise letter sound **nv NV**	Introduce letter sound **nf NF**	Revise letter sound **nf NF**	Revise **nv NV, nf NF**
Week 4	Introduce letter sound **nw NW**	Revise letter sound **nw NW**	Introduce letter sound **ny NY**	Revise letter sound **ny NY**	Revise work done **nw NW, ny NY**
Week 5	Introduce letter sound **ng NG**	Revise letter sound **ng NG**	Revise work **nd, nk, nj, nz ,nv,nf nw,ny,ng**	Assessment and Remediation	
Week 6	Introduce letter sound **mb MB**	Revise letter sound **mb MB**	Introduce letter sound **mp MP**	Revise letter sound **mp MP**	Revise work done **mb MB, mp MP**
Week 7	Introduce letter sound **ns NS**	Revise letter sound **ns NS**	Introduce letter sound **nt NT**	Revise letter sound **nt NT**	Revise **ns NS, nt NT**
Week 8	Introduce letter sound **mw MW**	Revise letter sound **mw MW**	Introduce letter sound **fw FW**	Revise letter sound **fw FW**	Revise **mw MW ,fw FW**
Week 9	Introduce letter sound **kw KW**	Revise letter sound **kw KW**	Introduce letter sound **sh SH**	Revise letter sound **sh SH**	Revise **kw KW sh SH**
Week 10	Introduce letter sound **sw SW**	Revise letter sound **sw SW**	Revise **sw, mb, mp, ns, nt, mw ,fw,kw ,sh**	Assessment and Remediation	
Week 11	Introduce letter sound **bw BW**	Revise letter sound **bw BW**	Introduce letter sound **zw ZW**	Revise letter sound **bw BW,zw ZW**	Revise work done **bw BW ,zw ZW**
Week 12	Introduce letter sound **pw PW**	Revise letter sound **pw PW**	Introduce letter sound **zh ZH**	Revise letter sound **pw PW, zh ZH**	Revise work done **pw PW, zh ZH**
Week 13	End of Term Assessment, **22 sound blends**				

LUNDA	Term 3 - Weekly Schedule LUNDA				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Introduce letter sound tw TW	Revise letter sound tw TW	Introduce letter sound hw HW	Revise letter sound hw ,HW	Revise work done tw TW,hw HW
Week 2	Introduce letter sound ñw ÑW	Revise letter sound ñw ÑW	Introduce letter sound vw VW	Revise letter sound vw VW	Revise work done ñw ÑW,vw VW
Week 3	Introduce letter sound lw LW	Revise letter sound lw LW	Introduce letter sound nl NL	Revise letter sound nl NL	Revise work done lw LW,nl NL
Week 4	Introduce letter sound mbw MBW	Revise letter sound mbw MBW	Introduce letter sound mpw MPW	Revise letter sound mpw MPW	Revise work done mbw MBW mpw MPW

Week 5	Introduce letter sound nvw NVW	Revise letter sound nvw NVW	Revise work done nvw NVW	Assessment and Remediation	
Week 6	Introduce letter sound nsw NSW	Revise letter sound nsw NSW	Introduce letter sound ntw NTW	Revise letter sound ntw NTW	Revise work done nsw NSW ,ntw NTW
Week 7	Introduce letter sound nkw NKW	Revise letter sound nkw,NKW	Introduce letter sound nch NCH	Revise letter sound nch NCH	Revise work done nkw NKW ,nch NCH
Week 8	Introduce letter sound nfw NFW	Revise letter sound nfw NFW	Introduce letter sound nzw NZW	Revise letter sound nzw NZW	Revise work done nfw NFW
Week 9	Introduce letter sound nzh NZH	Revise letter sound nzh NZH	Introduce letter sound ndw NDW	Revise letter sound ndw NDW	Revise work done nzh NZH,ndw NDW,
Week 10	Introduce letter sound nsh NSH	Revise letter sound nsh NSH	Revise work done	Assessment and Remediation	
Week 11	Introduce letter sound 64	Revise letter sound 65	Introduce letter sound 66	Revise letter sound 66	Revise work done
Week 12	Introduce letter sound 67	Revise letter sound 67	Introduce letter sound 68	Revise letter sound 68	Revise work done
Week 13	End of Term Assessment**18 sound blends**				
LUVALE: Themu 1 – Walo waChalumingo hichalumingo *Note: for Friday revisions, select which sounds to revise					
	Mande	**Chivali**	**Chitatu**	**Chiwana**	**Chitanu**
Week 1	Pre-reading	Pre-reading	Pre-reading	Pre-reading	Pre-reading
Week 2	Letter sound **a A**	Letter sound **e E**	Letter sound **i I**	Letter sound **oO**	Letter sound **u U**
Week 3	Introduce letter sound **n N**	Revise letter **n N**	Introduce letter sound **k K**	Revise letter sound **k K**	*Revise work done **a, e, i, o, u, n, k**
Week 4	Introduce letter sound **kh KH**	Revise letter sound **kh KH**	Introduce letter sound **m M**	Revise letter sound **m M**	Revise **a, e, i, o, u, n, k, kh, m**
Week 5	Introduce letter sound **l L**	Revise letter sound **l L**	Revise **a, e, i, o, u, n, k, kh, m, l**	Assessment and Remediation **a, e, i, o, u, n, k, kh, m, l**	
Week 6	Introduce letter sound **h H**	Revise letter sound **h H**	Introduce letter sound **w W**	Revise letter sound **w W**	Revise **a, e, i, o, u, n, k, kh, m, h, w**
Week 7	Introduce letter sound **t T**	Revise letter sound **t T**	Introduce letter sound **th TH**	Revise letter sound **th TH**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th**
Week 8	Introduce letter sound **v V**	Revise letter sound **v V**	Introduce letter sound **y Y**	Revise letter sound **a, e,i o,u, n, k, kh, m, h, w, t, th**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y**
Week 9	Introduce letter sound **ny NY**	Revise letter sound **ny NY**	Introduce letter sound **s S**	Revise letter sound **s S**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s**

Week 10	Introduce letter sound **ng** **NG**	Revise letter sound **ng** **NG**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng**	Assessment and Remediation **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng**	
Week 11	Introduce letter sound **j** **J**	Revise letter sound **j J**	Introduce letter sound **nj** **NJ**	Revise letter sound **nj NJ**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj**
Week 12	Introduce letter sound **ch** **CH**	Revise letter sound **ch** **CH**	Introduce letter sound **mb** **MB**	Revise letter sound **mb MB**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb**
Week 13	End of Term Assessment **(use EGRA tasks)** **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb;** 23 sounds (blends and letters)				

LUVALE Term 2 - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound **p** **P**	Revise letter sound **p P**	Introduce letter sound **ph PH**	Revise letter sound **ph PH**	Revise **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb**
Week 2	Introduce letter sound **z Z**	Revise letter sound **z Z**	Introduce letter sound **nd ND**	Revise letter sound **nd ND**	Revise **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd**
Week 3	Introduce letter sound **f** **F**	Revise letter sound **f F**	Introduce letter sound **sh SH**	Revise letter sound **sh SH**	Revise **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh**
Week 4	Introduce letter sound **fw** **FW**	Revise letter sound **fw FW**	Introduce letter sound **kw KW**	Revise letter sound **kw KW**	Revise **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw**
Week 5	Introduce letter sound **lw** **LW**	Revise letter sound **lw LW**	Revise **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, lw**	Assessment and Remediation **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw**	
Week 6	Introduce letter sound **mw** **MW**	Revise letter sound **mw MW**	Introduce letter sound **nw NW**	Revise letter sound **nw NW**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, lw, mw, nw**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7	Introduce letter sound **pw PW**	Revise letter sound **pw PW**	Introduce letter sound **sw SW**	Revise letter sound **sw SW**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, pw, sw**
Week 8	Introduce letter sound **tw TW**	Revise letter sound **tw TW**	Introduce letter sound **vw VW**	Revise letter sound **vw VW**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw**
Week 9	Introduce letter sound **zw ZW**	Revise letter sound **zw ZW**	Introduce letter sound **hw HW**	Revise letter sound **hw HW**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw**
Week 10	Introduce letter sound **hy HY**	Revise letter sound **hy HY**	Revise **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy**	Assessment and Remediation **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy**	
Week 11	Introduce letter sound **ly LY**	Revise letter sound **ly LY**	Introduce letter sound **my MY**	Revise letter sound **my MY**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my**
Week 12	Introduce letter sound **py PY**	Revise letter sound **py PY**	Introduce letter sound **vy VY**	Revise letter sound **vy VY**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy**
Week 13	End of Term Assessment **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy ly, my, py, vy, , 22 sounds**				

LUVALE Term 3 - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound **mbw MBW**	Revise letter sound **mbw MBW**	Introduce letter sound **ngw NGW**	Revise letter sound **ngw NGW**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh,**

					fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw
Week 2	Introduce letter sound **phy** **PHY**	Revise letter sound **phy** **PHY**	Introduce letter sound **mby** **MBY**	Revise letter sound **mby** **MBY**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby**
Week 3	Introduce letter sound **mpy** **MPY**	Revise letter sound **mpy** **MPY**	Introduce letter sound **ndw** **NDW**	Revise letter sound **ndw** **NDW**	Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby, mpy, ndw**
Week 4	Introduce letter sound **phw** **PHW**	Revise letter sound **phw** **PHW**	Consolidate (i) **Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading (ii) **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing		Revise work done **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby, mpy, ndw, phw**
Week 5	Consolidate i. **Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading ii. **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing			Assessment and Remediation	
Week 6	Consolidate i. **Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading ii. **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing				Revise work done
Week 7	Consolidate i. **Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading ii. **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing				Revise work done
Week 8	Consolidate i. **Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading ii. **Writing skills:** continue to use sounds, blends and syllables for independent writing and guided writing				Revise work done
Week 9	Consolidate				Revise work done

	i. **Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **ii.** **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing				
Week 10	Consolidate i. **Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading ii. **Writing skills:** continue to use sounds, blends and syllables for independent writing and guided writing			Assessment and Remediation	
Week 11	Consolidate i. **Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading ii. **Writing skills:** continue to use sounds, blends and syllables for independent writing and guided writing				Revise work done
Week 12	Consolidate i. **Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading ii. **Writing skills:** continue to use sounds, blends and syllables for independent writing and guided writing				Revise work done
Week 13	End of Term Assessment **a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby, mpy, ndw, phw; Reading skills, Writing skills, 7 sounds**				

Kiikaonde Term 1 - Weekly Schedule

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Pre-reading	Pre-reading	Pre-reading	Pre-reading	Pre-reading
Week 2	Sound **a A**	Sound **e E**	Sound **i I**	Sound **o O**	Sound **u U**
Week 3	Introduce sound **l L**	Revise sound **l L**	Introduce sound **k K**	Revise sound **k K**	Revise **a e i o u aa ee ii oo uu ll kk**
Week 4	Introduce sound **n N**	Revise sound **n N**	Introduce sound **b B**	Revise sound **b B**	Revise **a e i o u aa ee ii oo uu nN bB**
Week 5	Introduce sound **s S**	Revise sound **s S**	Revise **a e i o u aa ee ii oo uu nN bB sS**	Assessment and Remediation **aA eE iI oO uU aa ee ii oo uu lL kK nK bB sS**	
Week 6	Introduce sound **m M**	Revise sound **m M**	Introduce sound **t T**	Revise sound **t T**	Revise work done **a e i o u aa ee ii oo uu sS mM tT**
Week 7	Introduce sound **p P**	Revise sound **p P**	Introduce sound **w W**	Revise sound **w W**	Revise work done **a e i o u aa ee ii oo uu pP wW**
Week 8	Introduce sound **y Y**	Revise sound **y Y**	Introduce sound **h H**	Revise sound **h H**	Revise work done **a e i o u aa ee ii oo uu yY hH**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 9	Introduce sound j J	Revise sound j J	Introduce sound f F	Revise sound f F	Revise work done a e i o u aa ee ii oo uu jJ fF
Week 10	Introduce sound d D	Revise sound d D	Revise a e i o u aa ee ii oo uu jJ fF dD	Assessment and Remediation a e i o u aa ee ii oo uu kw KW ky KY	
Week 11	Introduce sound v V	Revise sound v V	Introduce sound ñ Ñ	Revise sound ñ Ñ	Revise work done a e i o u aa ee ii oo uu vV ñÑ
Week 12	Introduce sound lw LW	Revise sound lw LW	Introduce sound ly LY	Revise sound ly LY	Revise work done a e i o u aa ee ii oo uu lw LW ly LY
Week 13	End of Term Assessment a e i o u aa ee ii oo uu iL kK nN bB sS mM tT pP wW yY hH jJ fF dD vV ñÑ zZ lw LW ly LY 21 letter sounds and 2 sound blends				

KIIKAONDE Term 2 - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce sound kw KW	Revise sound kw KW	Introduce sound ky KY	Revise sound ky KY	Revise a e i o u aa ee ii oo uu kw KW ky KY
Week 2	Introduce sound ch CH	Revise sound ch CH	Introduce sound nd ND	Revise sound nd ND	Revise a e i o u aa ee ii oo uu Ng NG nj NJ
Week 3	Introduce sound ng ND	Revise sound ng ND	Introduce sound nj NJ	Revise sound nj NJ	Revise work done a ei o u aa ee ii oo uu Nj NJ nk NK ns NS
Week 4	Introduce sound nk NK	Revise sound nk NK	Introduce sound ns NS	Revise sound ns NS	Revise a e i o u aa ee ii oo uu Nj NJ nk NK ns NS
Week 5	Introduce sound ny NY	Revise sound ny NY	Revise work done a e i o u aa ee ii oo uu ns NS ny NY	Assessment and Remediation a e i o u aa ee ii oo uu Kw KW ky KY ch CH nd ND ng NG nj NJ nk NK ns NS ny NY	
Week 6	Introduce sound nw NW	Revise sound nw NW	Introduce sound nz NZ	Revise sound nz NZ	Revise work done a e i o u aa ee ii oo uu Nw NW nz NZ
Week 7	Introduce sound bb BB	Revise sound bb BB	Introduce sound bw BW	Revise sound bw BW	Revise work done a e i o u aa ee ii oo uu bb BB mb MB

Week 8	Introduce sound **by BY**	Revise sound **by BY**	Introduce sound **mb MB**	Revise sound **mb MB**	Revise work done **a e i o u aa ee ii oo uu by BY mb MB**
Week 9	Introduce letter sound **mf MF**	Revise letter sound **mf MF**	Introduce letter sound **mm MM**	Revise letter sound **mm MM**	Revise **a e i o u aa ee ii uu mf MF mm MM**
Week 10	Introduce sound **mv MV**	Revise sound **mv MV**	Revise **a e i o u aa ee ii oo uu Mm MM mV MV mf MF**	Assessment and Remediation **a e i o u aa ee ii oo uu Nw NW nz NZ bb BB bw Bw by BY mb MB mf MF mm MM mv MV**	
Week 11	Introduce sound **mw MW**	Revise sound **mw MW**	Introduce sound **mp MP**	Revise sound **mp MP**	Revise **a e i o u aa ee ii oo uu Mw MW mp MP**
Week 12	Introduce sound **my MY**	Revise sound **my MY**	Introduce sound **tw TW**	Revise sound **tw TW**	Revise **a e i o u aa ee ii oo uu My MY tw TW**
Week 13	End of Term Assessment **a e i o u aa ee ii oo uu kw KW ky KY ch CH nd ND by BY ng NG nj NJ nk NK ns NS ny NY nw NW nz NZ bb BB bw BW mb MB MF MF mm MMmv MV mw MW mp MP my MY tw TW.** **21 sounds**				

KIIKAONDE Term 3 - Weekly Schedule

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Introduce sound **pw PW**	Revise sound **pw PW**	Introduce sound **py PY**	Revise sound **py PY**	Revise work done **a e i o u aa ee ii oo uu Pw PW py PY**
Week 2	Introduce sound **sw SW**	Revise sound **sw SW**	Introduce sound **fw FW**	Revise sound **fw FW**	Revise work done **a e i o u aa ee ii oo uu sw SW fw FW**
Week 3	Introduce sound **fy FY**	Revise sound **fy FY**	Introduce sound **vy VY**	Revise sound **vy VY**	Revise work done **a e i o u aa ee ii oo uu fy Fy vy VY**
Week 4	Introduce sound **vw VW**	Revise sound **vw VW**	Introduce sound **ñw ÑW**	Revise sound **ñw ÑW**	Revise work done **a e I o u aa ee ii oo uu vw VW ñw ÑW**
Week 5	Introduce sound **zh ZH**	Revise sound	Revise **a ei o u**	Assessment and Remediation	

		zh ZH	aa ee ii oo uu ñw ÑW zh ZH vw VW	a e i o u aa ee ii oo uu pw PW py PY sw SW fw FW fy fY vy VY vw VW ñw ÑW
Week 6	Introduce sound **zw ZW**	Revise sound **zw ZW**	Introduce sound **nn NN**	Revise sound **nn NN**	Revise **a e i o u aa ee ii oo uu zw ZW nn NN**
Week 7	Introduce sound **nch NCH**	Revise sound **nch NHC**	Introduce sound **ndw NDW**	Revise sound **ndw NDW**	Revise **a e i o u aa ee ii oo uu nch NCH ndw NDW**
Week 8	Introduce sound **ngw NGW**	Revise sound **ngw NGW**	Introduce sound **ngy NGY**	Revise sound **ngy NGY**	Revise work done **a e io u aa ee ii oo uu ngw NGW ngy NGY**
Week 9	Introduce sound **nkw NKW**	Revise sound **nkw NKW**	Introduce sound **nky NKY mpw MPW**	Revise sound **nky NKY mpw MPW**	Revise work done **a e i o u aa ee ii oo uu nkw NKW nky NKY MPW**
Week 10	Introduce sound **nny NNY nzw NZW**	Revise sound **nny NNY nzw NZW**	Revise **a e i o u aa ee ii oo uu nny NNY nzw NZW**	Assessment and Remediation **a e i o u aa ee ii oo uu zw ZW nn NN nch NCH ndw NDW ngw NGW ngy NGY nkw NKW nky NKY mpw MPW nny NNY nzw NZW**	
Week 11	Introduce sound **nsh NSH mby MBY**	Revise sound **nsh NSH mby MBY**	Introduce sound **nsw NSW mmy MMY**	Revise sound **nsw NSW mmy MMY**	Revise work done **a e i o u aa ee ii oo uu mby MBY nsh NSH nsw NSW mmy MMY**
Week 12	Introduce letter sound **ntw NTW mpy MPY**	Revise letter sound **ntw NTW mpy MPY**	Introduce letter sound **nzh NZH mvw MVW**	Revise letter sound **nzh NZH mvw MVW**	Revise work done **a e i o u aa ee ii oo uu ntw NTW mpy MPY nzh NZH mvw MVW**
Week 13	End of Term Assessment **a e i o u aa ee ii oo uu pw PW py PY sw SW fw FW fy FY vy VY vw VW ñw ÑW zh ZH zw ZW nn NN nch NCH ndw NDW ngw NGW ngy NGY nkw NKW nky NKY mpw MPW nny NNY nzw NZW nsh NSH mby MBY mmy MMY nsw NSW ntw mpy MPY nzh NZH mvw MVW** **28 sounds**				
CHITONGA Term 1 - Weekly Schedule					
	Mumuvwulo	**Mulibwabili**	**Mulibwatatu**	**Mulibwane**	**Mulibwasanu**
Week 1	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing
Week 2	Letter sound 1 **a A**	Letter sound 2 **e E**	Letter sound 3 **i I**	Letter sound 4 **o O**	Letter sound 5 **u U**

	Mumuvwulo	Mulibwabili	Mulibwatatu	Mulibwane	Mulibwasanu
Week 3	Introduce letter sound **nN**	Revise letter sound **nN**	Introduce letter sound **kK**	Revise letter sound **Kk**	Revise work done **a,e,I,o,u nN,kK**
Week 4	Introduce letter sound **lL**	Revise letter sound **lL**	Introduce letter sound **mM**	Revise letter sound **mM**	Revise work done **a,e,I,o,u Nn,kk, lL, Mm**,
Week 5	Introduce letter sound **bB**	Revise letter sound **bB**	Revise work done **bB**	Assessment and Remediation	
Week 6	Introduce letter sound **wW**	Revise letter sound **wW**	Introduce letter sound **yY**	Revise letter sound **yY**	Revise work done **a,e,I,o,u,Nn,kk,IL,Ww,yY**
Week 7	Introduce letter sound **tT**	Revise letter sound **tT**	Introduce letter sound **sS**	Revise letter sound **sS**	Revise work done **a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss**
Week 8	Introduce letter sound **zZ**	Revise letter sound **Zz**	Introduce letter sound **dD**	Revise letter sound **Dd**	Revise work done **a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ**
Week 9	Introduce letter sound **Cc**	Revise letter sound **cC**	Introduce letter sound **Gg**	Revise letter sound **gG**	Revise work done **a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg**
Week 10	Introduce letter sound **pP**	Revise letter sound **Pp**	Revise work done **pP**	Assessment and Remediation	
Week 11	Introduce letter sound **Jj**	Revise letter sound **jJ**	Introduce letter sound **bb**	Revise letter sound **bb**	Revise work done **a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb**
Week 12	Introduce letter sound **vV**	Revise letter sound **vV**	Introduce letter sound **fF**	Revise letter sound **fF**	Revise work done **a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv**
Week 13	End of Term Assessment, **23 sounds**				
CHITONGA Term 2 - Weekly Schedule					
	Mumuvwulo	**Mulibwabili**	**Mulibwatatu**	**Mulibwane**	**Mulibwasanu**
Week 1	Introduce letter sound **kk**	Revise letter sound **kk**	Introduce letter sound **cc**	Revise letter sound **cc**	Revise work done **a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc**
Week 2	Introduce letter sound **hH**	Revise letter sound **hH**	Introduce letter sound **η**	Revise letter sound **η**	Revise work done **a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss**

				Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η
Week 3	Introduce letter sound **hh**	Revise letter sound **hh**	Introduce letter sound **nk**	Revise letter sound **nk**	Revise work done a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk
Week 4	Introduce letter sound **nw**	Revise letter sound **nw**	Introduce letter sound **ny**	Revise letter sound **ny**	Revise work done **nw,** a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk
Week 5	Introduce letter sound **nt**	Revise letter sound **nt**	Revise work done **nt**	Assessment and Remediation	
Week 6	Introduce letter sound **ns**	Revise letter sound **ns**	Introduce letter sound **nz**	Revise letter sound **nz**	Revise work done a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz
Week 7	Introduce letter sound **nd**	Revise letter sound **nd**	Introduce letter sound **nc**	Revise letter sound **nc**	Revise work done a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc
Week 8	Introduce letter sound **ng**	Revise letter sound **ng**	Introduce letter sound **nj**	Revise letter sound **nj**	Revise work done a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc,ng,nj
Week 9	Introduce letter sound **mb**	Revise letter sound **mb**	Introduce letter sound **mw**	Revise letter sound **mw**	Revise work done a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc mb.mw
Week 10	Introduce letter sound **my,**	Revise letter sound **my**	Revise work done **my**	Assessment and Remediation	
Week 11	Introduce letter sound **vw**	Revise letter sound **vw**	Introduce letter sound **by**	Revise letter sound **by**	Revise work done a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv

	Mumuvwulo	Mulibwabli	Mulibwatatu	Mulibwane	Mulibwasanu
					kk,Cc Hh,η hh,nk,nw ns,nz nd,nc mb.mw vw, by
Week 12	Introduce letter sound **vw**	Revise letter sound **vw**	Introduce letter sound **ty**	Revise letter sound **ty**	Revise work done **a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc mb.mw vw, by vw,ty**
Week 13	End of Term Assessment, **21 sounds**				

CHITONGA Term 3 - Weekly Schedule

	Mumuvwulo	Mulibwabli	Mulibwatatu	Mulibwane	Mulibwasanu
Week 1	Introduce letter sound **sw**	Revise letter sound **sw**	Introduce letter sound **sy**	Revise letter sound **sy**	Revise work done **a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy**
Week 2	Introduce letter sound **zw**	Revise letter sound **zw**	Introduce letter sound **zy**	Revise letter sound **zy**	Revise work done **a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy**
Week 3	Introduce letter sound **dw**	Revise letter sound **dw**	Introduce letter sound **dy**	Revise letter sound **dy**	Revise work done **a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy**
Week 4	Introduce letter sound **gw**	Revise letter sound **gw**	Introduce letter sound **pw**	Revise letter sound **pw**	Revise work done **a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw**
Week 5	Introduce letter sound **py**	Revise letter sound **py**	Revise work done **py**	Assessment and Remediation	
Week 6	Introduce letter sound **jw**	Revise letter sound **jw**	Introduce letter sound **vw**	Revise letter sound **vw**	Revise work **a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc,**

					Gg,Jj,bb Ff, Vv kk,Cc Hh,ŋ hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw
Week 7	Introduce letter sound **fw**	Revise letter sound **fw**	Introduce letter sound **nkw**	Revise letter sound **nkw**	Revise work **a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,ŋ hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw,fw,nkw**
Week 8	Introduce letter sound **nyw**	Revise letter sound **nyw**	Introduce letter sound **ntw**	Revise letter sound **ntw**	Revise work done **a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,ŋ hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw,fw,nkw nyw,ntw**
Week 9	Introduce letter sound **nsw**	Introduce letter sound **nty**	Introduce letter sound **nsy**	Revise letter sound **nsw,nsy nty**	Revise work done **a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,ŋ hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw,fw,nkw nyw,ntw nsw,nty nsy**
Week 10	Introduce letter sound **nzw**	Introduce letter sound **nzy**	Revise work done **nzw,nzy**	Assessment and Remediation	
Week 11	Introduce letter sound **ndw**	Introduce letter sound **ndy**	Introduce letter sound **ngw**	Revise letter sound, **ndy, ndw ngw**	Revise work done **a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,ŋ hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw,fw,nkw nyw,ntw nsw,nty nsy ndw,ndy ngw**
Week 12	Introduce letter sound **mbw**	Revise letter sound **mby**	Introduce letter sound **mvw**	Revise letter sound **mvw ,mby, mbw**	Revise work done, **a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,ŋ hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw**

					jw vw,fw,nkw nyw,ntw nsw,nty nsy ndw,ndy ngw mvw, mby, mbw
Week 13	**End of Term Assessment** 25 sounds				

	Lolemba	**Laciwiri**	**Lacitatu**	**Lacinai**	**Lacisanu**
Week 1	Pre-reading/ writing	Pre-reading/ writing	Pre-reading/writing	Pre-reading /writing	Pre-reading/writing
Week 2	Letter sound **aA**	Letter sound **eE**	Letter sound **iI**	Letter sound **o O**	Letter sound **u U**
Week 3	Introduce letter sound **kK**	Revise letter sound **kK**	Introduce letter sound **mM**	Revise letter sound **mM**	Revise work done **a,e,I,o,u,k,m**
Week 4	Introduce letter sound **tT**	Revise letter sound **tT**	Introduce letter sound **bB**	Revise letter sound **bB**	Revise work done **a,e,I,o,u,k,m,t,b,**
Week 5	Introduce letter sound **nN**	Revise letter sound **nN**	Revise work done **a,e,I,o,u,k,m,t,b,n**	Assessment and Remediation	
Week 6	Introduce letter sound **lL**	Revise letter sound **lL**	Introduce letter sound **pP**	Revise letter sound **pP**	Revise work done **a,e,I,o,u,k,m,t,b,n,l,p**
Week 7	Introduce letter sound **cC**	Revise letter sound **cC**	Introduce letter sound **wW**	Revise letter sound **wW**	Revise work done **a,e,I,o,u,k,m,t,b,n,l,p,c,w**
Week 8	Introduce letter sound **fF**	Revise letter sound **fF**	Introduce letter sound **dD**	Revise letter sound **dD**	Revise work done **a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d**
Week 9	Introduce letter sound **sS**	Revise letter sound **sS**	Introduce letter sound **gG**	Revise letter sound **gG**	Revise work done **a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g**
Week 10	Introduce letter sound **jJ**	Revise letter sound **jJ**	Revise **a,e,i,o,u,k,m, t,b,n,l,p,c,w,f,d,s,g,j**	Assessment and Remediation	
Week 11	Introduce letter sound **zZ**	Revise letter sound **zZ**	Introduce letter sound **vV**	Revise letter sound **vV**	Revise work done **a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g, j,z,v**
Week 12	Introduce letter sound **yY**	Revise letter sound **yY**	Introduce letter sound **rR**	Revise letter sound **rR**	Revise **a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r**
Week 13	End of Term Assessment **22 sounds**				
CINYANJA Term 2 - Weekly Schedule					

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound **mw**	Revise letter sound **mw**	Introduce letter sound **mb**	Revise letter sound **mb**	Revise **a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,sgj,z,v,y,r,mw,mb**
Week 2	Introduce letter sound **nd**	Revise letter sound **nd**	Introduce letter sound **kh**	Revise letter sound **kh**	Revise **a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh**
Week 3	Introduce letter sound **dz**	Revise letter sound **dz**	Introduce letter sound **ph**	Revise letter sound **ph**	Revise **a,e,I,o,u, k,m,t,b,n,l, p,c,w,f,d,c,g,j,z,v,y,r,nd,kh,dz,ph**
Week 4	Introduce letter sound **ts**	Revise letter sound **ts**	Introduce letter sound **mt**	Revise letter sound **mt**	Revise **a,e,I,o,u, k,m,t,b,n, l,p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz, ph,ts,mt**
Week 5	Introduce letter sound **kw**	Revise letter sound **kw**	Revise **a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd, kh,dz,ph,ts,mt,kw**	Assessment and Remediation	
Week 6	Introduce letter sound **dw**	Revise letter sound **dw**	Introduce letter sound **mp**	Revise letter sound **mp**	Revise work done **a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g, j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,dw,mp**
Week 7	Introduce letter sound **ny**	Revise letter sound **ny**	Introduce letter sound **mv**	Revise letter sound **mv**	Revise work done **a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g, j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,dw,mp,ny,mv**
Week 8	Introduce letter sound **mk**	Revise letter sound **mk**	Introduce letter sound **nj**	Revise letter sound nj	Revise work done **a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g, j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,mw,mp,ny,nv,mk.nj**
Week 9	Introduce letter sound **ch**	Revise letter sound **ch**	Introduce letter sound **th**	Revise letter sound **th**	Revise **a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,mw,mp,ny,nv,mk,nj,ch,th**

Week 10	Introduce letter sound **ng**	Revise letter sound **ng**	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd, kh,dz,ph,ts,mt,kw,dw,mp,ny,nv,mk ,nj,ch,th,ng	Assessment and Remediation	
Week 11	Introduce letter sound **bw**	Revise letter sound **bw**	Introduce letter sound **ns**	Revise letter sound **ns**	Revise a,e,i,o,u, k,m,t,b,n,l, p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,p h,ts,mt,kw,dw,mp,ny,mv,mk,nj, ch,th,ng,bw,ns
Week 12	Introduce letter sound **ml**	Revise letter sound **ml**	Introduce letter sound **dy**	Revise letter sound **dy**	Revise a,e,I,o,u, k,m,t,b,n,l, p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,p h,ts,mt,kw,dw,mp,ny,mv,mk,nj, ch,th,ng,bw,ns,ml,dy
Week 13	End of Term Assessment **22 sounds**				
CINYANJA	Term 3 - Weekly Schedule				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Introduce letter sound **gw**	Revise letter sound **gw**	Introduce letter sound **mf**	Revise letter sound **mf**	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,mv,mk,nj,ch,th,ng,bw,ns,ml,dy ,gw,mf
Week 2	Introduce letter sound **ms**	Revise letter sound **ms**	Introduce letter sound **oo**	Revise letter sound **oo**	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,mv,mk,nj,ch,th,ng,bw,ns,ml,dy ,gw,mf,ms,oo
Week 3	Introduce letter sound **ii**	Revise letter sound **ii**	Introduce letter sound **uu**	Revise letter sound **uu**	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,mv,mk,nj,ch,th,ng,bw,ns,ml,dy ,gw,mf,ms,oo,ii,uu
Week 4	Introduce letter sound **nkh**	Revise letter sound **nkh**	Introduce letter sound **mph**	Revise letter sound **mph**	Revise work done a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,

				z,v,y,r,nd,kh,dz,ph,ts,mt,kw,dw,mp,ny,mv,mk,nj,ch,th,ng,bw,ns,ml,dy,gw,mf,ms,oo,ii,uu,nkh,mph.
Week 5	Introduce letter sound **nth**	Revise letter sound **nth**	Revise **a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,sg, j, z, v, y, r, nd, kh, dz, ph, ts, mt, kw, dw, mp, ny, mv, mk, nj, ch, th, ng, bw, ns, ml, dy, gw, mf, ms, oo,ii,uu,nkh,mph,nth**	Assessment and Remediation
Week 6	Introduce letter sound nch	Revise letter sound nch	Introduce letter sound ngw	Revise letter sound ngw	Revise work done a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j, z,v,y,r,nd,kh,dz,ph,ts,mt,kw,dw,mp,ny,mv,mk,nj,ch,th,ng,bw,ns,ml, dy,gw,mf,ms,oo,ii,uu,nkh,mph,nth,nch,ngw.
Week 7	Introduce letter sound **mny**	Revise letter sound **mny**	Introduce letter sound **mts**	Revise letter sound **mts**	Revise **a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,mv,mk,nj,ch,th,ng,bw,ns,ml,dy ,gw,mf,ms,oo,ii,uu,nkh,mph,nth ,nch,ngw,mny,mts**
Week 8	Introduce letter sound **mdz**	Revise letter sound **mdz**	Introduce letter sound **mkw**	Revise letter sound **mkw**	Revise **a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,w,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,mv,mk,nj,ch,th,ng,bw,ns,ml,dy ,gw,mf,ms,oo,ii,uu,nkh,mph,nth ,nch,ngw,mny,mts,mdz,mkw**
Week 9	Introduce letter sound **thy**	Revise letter sound **thy**	Introduce letter sound **phw**	Revise letter sound **phw**	Revise **a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,mv,mk,nj,ch,th,ng**,bw,ns,ml,dy, gw,mf,ms,oo,ii,uu,nkh,mph,nth, nch,ngw,mny,mts,mdz,mkw,thy ,phw

Week 10	Introduce letter sound **mtsw**	Revise letter sound **mtsw**	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,sg,j,z,v,y,r,nd,kh,dz,phts,mt,kw,dw,mp,ny,mv,mk, nj,ch,th,ng,bw,ns,ml,dy,gw,mf,msoo,ii,uu,nkh,mph,nthnch,ngw,mny, mts,mdz,mkw,thy,phw, **mtsw**	Assessment and Remediation	
Week 11	Introduce letter sound **mphw**	Revise letter sound **mphw**	Introduce letter sound **nkhw**	Revise letter sound **nkhw**	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,mv,mk,nj,ch,th,ng,bw,ns,ml,dy ,gw,mf,ms,oo,ii,uu, nkh,mph,nth,nch,ngw,mny,mts, mdz,mkw,thy,phw,mtsw,mphw, **nkhw**
Week 12	Introduce letter sound **mnkhw**	Revise letter sound **mnkhw**	**Reading skills:** use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** use sounds, blends and syllables for independent and guided writing	Revise letter sound **mphw, nkhw, mnkhw**	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, mw,mb,ndkh,dz,ph,ts,mt,kw,dw,mp,ny,mv,mk,nj,ch,th,ng,bw, ns,ml,dy,gw,mf,ms,oo,ii,uu,nkh, mph,nth,ngw,mny,mts,mdz,mkw,thy,phw,mtsw,mphw,nkhw,mnkhw
Week 13	End of Term Assessment **21 sounds**				
ICIBEMBA	Term 1 - Weekly Schedule				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing
Week 2	Letter sound **a A**	Letter sound **e E**	Letter sound **i I**	Letter sound **o O**	Letter sound **u U**
Week 3	Introduce letter sound **nN**	Revise letter sound **nN**	Introduce letter sound **bB**	Revise letter sound **bB**	Revise work done **nN bB**
Week 4	Introduce letter sound **mM**	Revise letter sound **mM**	Introduce letter sound **kK**	Revise letter sound **kK**	Revise work done **mM kK**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 5	Introduce letter sound **lL**	Revise letter sound **lL**	Revise work done (**all sounds taught**)	Assessment and Remediation	
Week 6	Introduce letter sound **pP**	Revise letter sound **pP**	Introduce letter sound **cC**	Revise letter sound **cC**	Revise work done **p c**
Week 7	Introduce letter sound **tT**	Revise letter sound **tT**	Introduce letter sound **sS**	Revise letter sound **sS**	Revise work done **t s**
Week 8	Introduce letter sound **fF**	Revise letter sound **fF**	Introduce letter sound **wW**	Revise letter sound **wW**	Revise work done **f w**
Week 9	Introduce letter sound **yY**	Revise letter sound **yY**	Introduce letter sound **jJ**	Revise letter sound **jJ**	Revise work done **y j**
Week 10	Introduce letter sound **ŋ ŋ**	Revise letter sound **ŋ ŋ**	Revise work done(**select from all sounds taught**)	Assessment and Remediation	
Week 11	Introduce letter sound **ch**	Revise letter sound **ch**	Introduce letter sound **sh**	Revise letter sound **sh**	Revise work done **ch sh**
Week 12	Introduce letter sound **bw**	Revise letter sound **bw**	Introduce letter sound **mw**	Revise letter sound **mw**	Revise work done **bw mw**
Week 13	End of Term Assessment **(all the work covered),** 23 sounds				
ICIBEMBA Term 2 - Weekly Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Introduce letter sound **kw**	Revise letter sound **kw**	Introduce letter sound **fw**	Revise letter sound **fw**	Revise work done **kw fw**
Week 2	Introduce letter sound **mb**	Revise letter sound **mb**	Introduce letter sound **mf**	Revise letter sound **mf**	Revise work done **mb mf**
Week 3	Introduce letter sound **nk**	Revise letter sound **nk**	Introduce letter sound **lw**	Revise letter sound **lw**	Revise work done **nk lw**
Week 4	Introduce letter sound **mp**	Revise letter sound **mp**	Introduce letter sound **nt**	Revise letter sound **nt**	Revise work done **mp nt**
Week 5	Introduce letter sound **nc**	Revise letter sound **nc**	Revise work done (**select from all sounds taught**)	Assessment and Remediation	
Week 6	Introduce letter sound **nd**	Revise letter sound **nd**	Introduce letter sound **tw**	Revise letter sound **tw**	Revise work done **nd tw**

Week 7	Introduce letter sound **ns**	Revise letter sound **ns**	Introduce letter sound **nj**	Revise letter sound **nj**	Revise work done **ns nj**
Week 8	Introduce letter sound **ng**	Revise letter sound **ng**	Introduce letter sound **fy**	Revise letter sound **fy**	Revise work done **ng fy**
Week 9	Introduce letter sound **pw**	Revise letter sound **pw**	Introduce letter sound **ny**	Revise letter sound **ny**	Revise work done **pw ny**
Week 10	Introduce letter sound **mbw**	Revise letter sound **mbw**	Revise work done (**select from all sounds taught**)	Assessment and Remediation	
Week 11	Introduce letter sound **nkw**	Revise letter sound **nkw**	Introduce letter sound **nsh**	Revise letter sound **nsh**	Revise work done **mbw nsh**
Week 12	Introduce letter sound **mfw**	Revise letter sound **mfw**	Introduce letter sound **ndw**	Revise letter sound **ndw**	Revise work done **mfw ndw**
Week 13	End of Term Assessment (**all the work covered**), **22 sounds**				
ICIBEMBA Term 3 - Weekly Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Introduce letter sound **ntw**	Revise letter sound **ntw**	Introduce letter sound **mfy**	Revise letter sound **mfy**	Revise work done **ntw mfy**
Week 2	Introduce letter sound **nsw**	Revise letter sound **nsw**	Introduce letter sound **mby**	Revise letter sound **mby**	Revise work done **nsw mby**
Week 3	Introduce letter sound **mpw**	Revise letter sound **mpw**	Introduce letter sound **ndy**	Revise letter sound **ndy**	Revise work done **mpw ndy**
Week 4	Introduce letter sound **ngw**	Revise letter sound **mpy**	Revise **ntw mfy**	Revise **nsw mby**	Revise work done **ntw, mfy, nsw, mby**
Week 5	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	Assessment and Remediation **ntw, mfy, nsw, mby reading and writing**	

		independent and guided writing			
Week 6	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	Revise work done
Week 7	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	Revise work done
Week 8	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	Revise work done

	Monday	Tuesday	Wednesday	Thursday	Friday
		syllables for independent and guided writing			
Week 9	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	Revise work done
Week 10	Introduce letter sound 63	Revise letter sound 63	Revise work done	Assessment and Remediation	
Week 11	Introduce letter sound 64	Revise letter sound 65	Introduce letter sound 66	Revise letter sound 66	Revise work done
Week 12	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** continue to use sounds, blends and syllables for independent and guided writing	Revise work done
Week 13	End of Term Assessment, **7 sounds, reading and writing**				
Silozi Term 1 - Weekly Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pre-reading	Pre-reading	Pre-reading	Pre-reading	Pre-reading
Week 2	Letter sound **a A**	Letter sound **eE**	Letter sound **iI**	Letter sound **o O**	Letter sound **u U**
Week 3	Introduce letter sound **l L**	Revise letter sound **l L**	Introduce letter sound **n N**	Revise letter sound **n N**	Revise work done (**all the vowels and sounds l L, n N**)
Week 4	Introduce letter sound **b B**	Revise letter sound **b B**	Introduce letter sound **k K**	Revise letter sound **k K**	Revise work done (**all the vowels and sounds b B, k K**)
Week 5	Introduce letter sound **m M**	Revise letter sound **m M**	Revise work done(**all the vowels and sound m M**)	Assessment and Remediation **(all the vowels and sounds b B, k K, l L, n N, m M)**	
Week 6	Introduce letter sound **t T**	Revise letter sound **t T**	Introduce letter sound **s S**	Revise letter sound **s S**	Revise work done (**all the vowels and sounds t T, s S**)
Week 7	Introduce letter sound **z Z**	Revise letter sound **z Z**	Introduce letter sound **w W**	Revise letter sound **w W**	Revise work done (**all the vowels and sounds z Z, w W**)
Week 8	Introduce letter sound **y Y**	Revise letter sound **y Y**	Introduce letter sound **h H**	Revise letter sound **h H**	Revise work done(**all the vowels and sounds y Y, h H**)
Week 9	Introduce letter sound **p P**	Revise letter sound **p P**	Introduce letter sound **f F**	Revise letter sound **f F**	Revise work done (**all the vowels and sounds p P, f F**)
Week 10	Introduce letter sound **ny NY**	Revise letter sound **ny NY**	Revise work done (**all the vowels and sound ny NY**)	Assessment and Remediation **(all the vowels and sounds t T, s S, z Z, w W, y Y, h H, p P, f F, ny NY)**	
Week 11	Introduce letter sound **ñ Ñ**	Revise letter sound **ñ Ñ**	Introduce letter sound **c C**	Revise letter sound **c C**	Revise work done (**all the vowels and sounds ñ Ñ, c C**)
Week 12	Introduce letter sound **sh SH**	Revise letter sound **sh SH**	Introduce letter sound **ng NG**	Revise letter sound **ng NG**	Revise work done (**all the vowels and sounds sh SH, ng NG**)
Week 13	End of Term Assessment (**all the vowels and sounds b B, k K, l L, n N, m M t T, s S, z Z, w W, y Y, h H, p P, f F, ny NY sh SH, ng NG,), 23 sounds**				
SILOZI Term 2 - Weekly Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Introduce letter sound **ch CH**	Revise letter sound **ch CH**	Introduce letter sound **aa AA**	Revise letter sound **aa AA**	Revise work done (**all the vowels and sounds ch CH, aa AA**)
Week 2	Introduce letter sound **ee EE**	Revise letter sound **ee EE**	Introduce letter sound **ii II**	Revise letter sound **ii II**	Revise work done (**all short and long vowel sounds ee EE, ii II**)
Week 3	Introduce letter sound **oo OO**	Revise letter sound **oo OO**	Introduce letter sound **uu UU**	Revise letter sound **uu UU**	Revise work done (**all short and long vowel sounds oo OO, uu UU**)

Week 4	Introduce letter sound **nk NK**	Revise letter sound **nk NK**	Introduce letter sound **nt NT**	Revise letter sound **nt NT**	Revise work done (**all the vowels and sounds nk NK, nt NT**)
Week 5	Introduce letter sound **ns NS**	Revise letter sound **ns NS**	Revise work done (**all the vowels and sound ns NS**)	Assessment and Remediation (**all the vowels and sounds ch CH, aa AA ee EE, ii II ,nk oo OO, uu UU,NK, nt NT, ns NS**)	
Week 6	Introduce letter sound **nz NZ**	Revise letter sound **nz NZ**	Introduce letter sound **nw NW**	Revise letter sound **nw NW**	Revise work done (**all the vowels and sounds nz NZ, nw NW**)
Week 7	Introduce letter sound **nd ND**	Revise letter sound **nd ND**	Introduce letter sound **nc NC**	Revise letter sound **nc NC**	Revise work done (**all the vowels and sounds nd ND, nc NC**)
Week 8	Introduce letter sound **nj NJ**	Revise letter sound **nj NJ**	Introduce letter sound **mb MB**	Revise letter sound **mb MB**	Revise work done (**all the vowels and sounds nj NJ, mb MB**)
Week 9	Introduce letter sound **mpw MPW**	Revise letter sound **mpw MPW**	Introduce letter sound **lw LW**	Revise letter sound **lw LW**	Revise work done (**all the vowels and sounds mpw MPW, lw LW**)
Week 10	Introduce letter sound **bw BW**	Revise letter sound **bw BW**	Revise work done(**all the vowels and sound bw BW**)	Assessment and Remediation (**all the vowels and sounds nz NZ, nw NW, nd ND, nc NC, nj NJ, mb MB mpw MPW, lw LW**)	
Week 11	Introduce letter sound **kw KW**	Revise letter sound **kw KW**	Introduce letter sound **mw MW**	Revise letter sound **mw MW**	Revise work done (**all the vowels and sounds kw KW, mw MW**)
Week 12	Introduce letter sound **zw ZW**	Revise letter sound **zw ZW**	Introduce letter sound **yw YW**	Revise letter sound **yw YW**	Revise work done (**all the vowels and sounds zw ZW, yw YW**)
Week 13	End of Term Assessment (**all the vowels and sounds ch CH, aa AA ee EE, ii II ,nk oo OO, uu UU,NK, nt NT, ns NS, nz NZ, nw NW, nd ND, nc NC, nj NJ, mb MB mpw MPW, lw LW, kw KW, mw MW, zw ZW, yw YW**), **22 sounds**				
SILOZI Term 3 - Weekly Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Introduce letter sound **hw HW**	Revise letter sound **hw HW**	Introduce letter sound **pw PW**	Revise letter sound **pw PW**	Revise work done (**all the vowels and sounds hw HW, pw PW**)
Week 2	Introduce letter sound **fw FW**	Revise letter sound **fw FW**	Introduce letter sound **cw CW**	Revise letter sound **cw CW**	Revise work done (**all the vowels and sounds fw FW, cw CW**)
Week 3	Introduce letter sound **shw SHW**	Revise letter sound **shw SHW**	Introduce letter sound **ngw NGW**	Revise letter sound **ngw NGW**	Revise work done (**all the vowels and sounds shw SHW, ngw NGW**)
Week 4	Introduce letter sound **by BY**	Revise letter sound **by BY**	Introduce letter sound **ly LY**	Revise letter sound **ly LY**	Revise work done (**all the vowels and sounds by BY, ly LY**)

Week 5	Introduce letter sound **my MY**	Revise letter sound **my MY**	Revise work done **(all vowels and my MY)**	Assessment and Remediation **(all the vowels and sounds hw HW, pw PW, fw FW, cw CW shw SHW, ngw NGW,BY, ly LY)**	
Week 6	Introduce letter sound **py PY**	Revise letter sound **py PY**	Introduce letter sound **nkw NKW**	Revise letter sound **nkw NKW**	Revise work done **(all the vowels and sounds py PY, nkw NKW)**
Week 7	Introduce letter sound **ntw NTW**	Revise letter sound **ntw NTW**	Introduce letter sound **nsw NSW**	Revise letter sound **nsw NSW**	Revise work done **(all the vowels and sounds ntw NTW, nsw NSW)**
Week 8	Introduce letter sound **ndw NDW**	Revise letter sound **ndw NDW**	Introduce letter sound **ncw NCW**	Revise letter sound **ncw NCW**	Revise work done **(all the vowels and sounds ndw NDW, ncw NCW)**
Week 9	Introduce letter sound **nzw NZW**	Revise letter sound **nzw NZW**	Introduce letter sound **mbw MBW**	Revise letter sound **mbw MBW**	Revise work done **(all the vowels and sounds nzw NZW, mbw MBW)**
Week 10	Introduce letter sound **mby MBY**	Revise letter sound **mby MBY**	Revise work done **(all the vowels and sound mby MBY)**	Assessment and Remediation **(all the vowels and sounds hw HW, pw PW, fw FW, cw CW shw SHW, ngw NGW,BY, ly LY py PY, nkw NKW ntw NTW, nsw NSW ndw NDW, ncw NCW nzw NZW, mbw MBW mby MBY)**	
Week 11	Introduce letter sound **mpy MPY**	Revise letter sound **mpy MPY**	**Reading skills:** Use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** Use sounds, blends and syllables for independent and guided writing	**Reading skills:** use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** use sounds, blends and syllables for independent and guided writing	Revise work done **(all the vowels and sounds mpy MPY)**
Week 12	**Reading skills:** use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** use sounds, blends and syllables for independent and guided writing	**Reading skills:** use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** use sounds, blends and syllables for	**Reading skills:** use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** use sounds, blends and syllables for independent and guided writing	**Reading skills:** use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** use sounds, blends and syllables for independent and guided writing	Revise work done

		independent and guided writing			
Week 13	End of Term Assessment **(all the vowels and sounds hw HW, pw PW, fw FW, cw CW shw SHW, ngw NGW,BY, ly LY py PY, nkw NKW ntw NTW, nsw NSW ndw NDW, ncw NCW nzw NZW, mbw MBW mby MBY),** 19 sounds				