

**An Evaluation of the Implementation of the Localized
Curriculum in Selected Primary Schools in Mwansabombwe
District, Zambia**

by

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Zimbabwe Open University in partial fulfillment of the requirements for the
award of the degree of Master of Education in Educational Management

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AUTHOR'S DECLARATION


I, **Moreblessing Ng'onomo**, do hereby solemnly declare that this dissertation represents my own work, except where otherwise acknowledged and that it has never been previously submitted for a degree at the University of Zambia or any other university.

Signed: 

Date: 21st October, 2016

APPROVAL

This dissertation of **Moreblessing Ng'onomo** is hereby approved as fulfilling the requirements for the award of the degree of Master of Education in Educational Management by the University of Zambia.

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ABSTRACT

Schools are traditionally established as the main meeting platforms for awareness, education, training and capacity building in the local communities, and as such, are highly regarded and respected. They are situated and integrated in nearly all local communities. They are thus perfectly suited to reach, draw on and provide capacity building to the communities. Zambia recently introduced a new curriculum aspect named localized curriculum, which makes up 20% of the curriculum.

The purpose of the study is to evaluate implementation of the localized curriculum in selected primary schools in Mwanabombwe district of Zambia. The main research objectives were to: to find out challenges encountered in the implementation of the localized curriculum in Mwanabombwe district, to investigate the views of pupils and stakeholders in Mwanabombwe district on the utilization of skills learned at school under the localized curriculum and to find out possible practical measures and policies in place enhancing the implementation of the localized curriculum in Mwanabombwe district.

This study used a descriptive research design and qualitative research methods. The study evaluated the implementation of the localized curriculum in Mwanabombwe district, using checklist, interview guide, questionnaire method and observation of a number of classroom activities in the Mwanabombwe District. It was observed that social learning interactions took place in the implementation of the localized curriculum. In particular the researcher was interested to know, how the different aspects of the localized curriculum enabled social learning at different levels.

This research drew on a number of associated research projects that were carried out in southern Africa and beyond. In his research, Namafe (2008) stated that a great need to institutionalize increased participation of Zambian Basic Schools and their local communities in sustainable development of the country in order to alleviate poverty and achieve equitable development. Hogan (2008) researching in a different context, argued that contextualization of the curriculum allowed for indigenous knowledge to come in to the classroom, stating that 'Weakening of the frames provided the opportunity of closer relationships to give space for knowledge other than teacher selected knowledge or book knowledge to enter the classroom.' In this study the researcher found that a number of challenges were encountered in the effort to implement the localized curriculum in three schools. These challenges had been major impediments in implementing the localized curriculum in the three selected schools.

Pupils and stakeholders had also aired their views regarding the utilization of the skills learned from the localized curriculum. The stakeholders had indicated that the skills had helped the pupils to find employment, preserve culture and also utilization of the local resources.

The measures to be implemented were also given to the researcher. Most of the pupils expressed concern in the implementation of the localized curriculum; they indicate that they were shortages of learning materials, inadequate teachers, need for extension of time given to practical subjects and poor infrastructure are major hindrances to localized curriculum implementation. The key recommendation of the study were that; Community

Studies should be an examinable subject, also syllabi should be designed at zonal resource centers by teachers and resource persons from the community. In addition to this, allowance to motivate resource persons should be available. Training of community leaders in Community Studies should be as well be encouraged.

DEDICATION

This dissertation is dedicated

To my children Mable, Alfred and Ellison for being there for me during the period of studying.

My late father Ellison Ng'onomo whose encouragement taught me perseverance, zeal for education and above all taught me to work hard in life.

My mother Juliana Chimwe for the support she gave me during the period of study and has been my model in my life because of her hard work.

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The teachers, pupils, parents and the entire community of Mbereshi, Chilindi and Citrus primary schools are appreciated for allowing me to conduct a research with their help. The Ministry of General Education at District and Provincial level are appreciated also for allowing me to conduct my research in the schools. And finally I would like to thank my fellow M.Ed. students of 2016 for being more than just classmates. For all the interactions that took place from the day we met, I shall always cherish every moment we spent together.

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ACRONYMS AND ABBREVIATIONS

CPD	Continuous Professional Development.
DEBS	District Education Board Secretary
DESO	District Education Standard Officer
EEP	Environmental Education Program.
ESD	Education for sustainable development
ESO GI	Education Standards Officer Inspection General
ESO SP	Education Standards Officer Special Education
GRZ	Government Republic of Zambia
LC	Localized Curriculum
LCS	Local Curriculum Subject
MoE	Ministry of Education
NPE	National Policy on Environment
NQF	Namibia Qualification Framework
PEO	Provincial Education Office
PESO	Provincial Education Standards
SADC REEP	Southern African Development Community's Regional

CHAPTER ONE

INTRODUCTION

Overview

The following chapter presents the background of the study, statement of the problem, the theoretical framework objectives, research questions, significance and the delimitation of the study. Also the chapter has the operation definition of key terms that have been used in the research.

1.1. Background of the study

Before colonial rule in Zambia, education for people throughout the country was relatively informal type of education in the sense that children learned from parents or their elders to acquire the practical skills needed for survival such as cultivating fields, weaving cloths, building houses, cooking and catching fish. These are examples of the skills which had been learned by children without formal instructions the reason being that education involved the passing on of a cultural heritage, values, traditions, languages and skills from one generation to the next. (Taylor and Mulhall, 1997).

In addition to the above, the role of education and learning western science and scientific knowledge is still holding a hegemonic position when looking at educational and developmental initiatives. Indigenous culture and indigenous knowledge were for a long time ignored from educational discourses and have been characterized as old-fashioned, not scientific and not relevant. However, increasingly there are calls that more attention should be paid to indigenous views. The Zambian government took a step into this direction and integrated the new "Localized Curriculum" into the formal school curriculum. Knowledge, and specifically local knowledge, can be an essential tool in creating sustainable development, decreasing poverty and increasing self-respect.

Therefore the revised curriculum is from early education to higher education; its features are Grade one to four which will use local languages as medium of instruction - two tier system of education; one that is academic and another which is skills oriented.

The Zambian education policy of 1996 (Educating our Future) has more control over the curriculum of state schools, and renews emphasis on 'teacher quality'. There are moves towards reading localism across public services, and the idea of civic activism is influencing

the ways in which public services relate to the communities they operate within. The education policy also present an opportunity for the development of a form of teacher professionalism that meets the complex and multiple needs of contemporary society, and a more localized and engaged education system. The curriculum requires teachers to be curriculum designers as well as work with local stakeholders to elicit the knowledge resources held in local communities, (Taylor and Mulhall, 1997).

1.2. Statement of the problem

The Localized curriculum focuses on traditional skills and participation of local communities in school learning activities. Since the introduction of Community Studies, little seems to be known about how schools and local communities are implementing this important learning area. In the preface to the Guidelines for the Development of the Localized Curriculum in Zambia (Ministry of Education, 2005), the then Permanent Secretary of the Zambian Ministry of Education stated that the purpose of the Educating Our Future (1996) policy was ‘to use the Ministry’s and local resources more efficiently in order to improve access to basic education and fulfill the Ministry’s vision to provide *quality* and *relevant* basic education to all Zambian children’ (Ministry of Education, 2005) ; emphasis added).

In this regard, the study aimed at evaluating the implementation of the localized curriculum in selected Primary schools in Mwansabombwe district.

1.3. Aim of the study

The aim of this study was to evaluate the implementation of the localized curriculum, in selected schools in Mwansabombwe district of Zambia.

1.4. Objectives

The objectives that guided this study were to;

1. find out challenges that where encountered in the implementation of the localized curriculum in Mwansabombwe district.
2. investigate the views of pupils and stakeholders in Mwansabombwe district on the utilization of skills learned at school under the localized curriculum.
3. find out practical measures and policies that were in place to enhance the implementation of the localized curriculum in Mwansabombwe district.

1.5. Research questions

The following research questions guided this study:

1. What challenges were encountered in implementing the localized curriculum in Mwansabombwe District?
2. What were the views of pupils and stakeholders in Mwansabombwe district on the utilization of skills learned at school under the localized curriculum?
3. What were the measures that were in place to enhance the implementation of the localized curriculum in Mwansabombwe district?

1.6. Theoretical framework

This study was supported by the situated learning theory which was formulated by Lave and Wenger, (1991) with its key concepts, content, context and community of practice was then discussed to show how learning of Localized Curriculum is situated both inside and outside the classroom as a social setting.

Lave and Wenger's theory is related to the focus of this study in that it emphasizes the need for the teachers to actively involve students in learning where knowledge and skills are learned in real-life situations. They view knowledge as being co-produced between the teacher, learners and other materials in the learning environment and the learner is seen as an active contributor to knowledge production. This theory therefore, offers a radical critique of cognitive theories of learning, emphasizing the rational aspects of learning within communities of practice in contrast to the individualist assumption of conventional theories that treat learning as discrete and decontextualized activity (Hardley et al, 2006).

The theory is therefore likely to help the teachers' understand how to teach the localized curriculum in the classroom. Furthermore, the theory gives some insights to the teachers on the new ways of teaching where learning itself is seen as an activity and not a process of giving out factual knowledge like the practice is in the traditionally public school classroom. (Borko and Putnam, 2000). Learning is thus, located squarely in the process of participation. This kind of rethinking about learning is what makes Lave and Wenger's theory different from what other theorists (Greeno, 1989; Brown, Collins and Dugluid, 1989) who also developed situated learning. These theorists see learning as the transfer of knowledge from the teacher to students which comprise abstract and decontextualized formal concepts. The

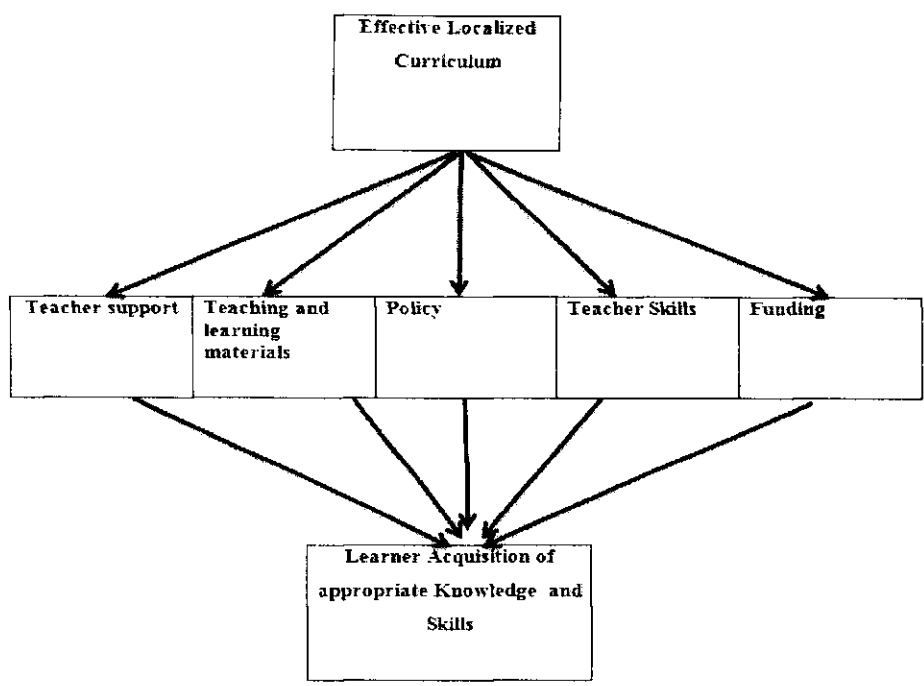
activity and context in which this learning takes place are regarded as merely ancillary to learning.

Lave and Wenger (1991) argued that in situated learning, knowledge is learned in the real life situations that reflect how knowledge is obtained and applied in everyday situations. Billet (1996) state that; when students are engaged in learning that is situated in circumstances which are real, they are motivated to learn because they are exposed to authentic activities where they benefit knowledge wise from those who are more knowledgeable than they are. Moreland (1994) contended that authentic activities were ideal in learning of localized curriculum because they have real world significance that allows pupils to construct knowledge using their previous experiences fusing it with the teacher’s knowledge.

1.7 Conceptual Framework

The researcher claims that ‘implementation of the localized curriculum’ is related to teaching materials, lack of funding, teacher resistance and policy. This is so because policy, teaching materials, lack of funding and teacher resistance influence the effective implementation of the localized curriculum. For example lack of teaching materials to teach practical subjects in schools is a challenge to teach life skills subject. Also effective localized curriculum alongside teacher support leads to Learner Acquisition of appropriate Knowledge and Skills. The figure below clearly illustrates this relationship.

Figure 1.1: Conceptual Framework



In reference to figure 1.1, an effective localized curriculum is dependent on teacher support, teaching and learning materials, policy, and teacher skills and funding. If all these are in place then there will be learners' acquisition of appropriate Knowledge and skills.

1.8. Significance of the study

This study may provide policy makers in the Ministry of General Education with effective measures to respond to the challenges of the localized curriculum implementation in Mwanasabombwe district.

This study may also provide information to various stakeholders like Non-Governmental Organizations and Donors in partnership with the Ministry of General and Higher Education regarding the success and failures of the localized curriculum implementation in Mwanasabombwe district.

The study may further enhance the understanding of the localized curriculum in the district among the community, pupils, teachers and various stake holders.

The study may also promote an entrepreneurship culture in basic schools and might be useful in evaluating curriculum relevance in preparing pupils to be job creators rather than job seekers in Mwanasabombwe District.

1.9. Delimitation

The study was limited to three (3) primary schools in Mwanasabombwe district. The choice of Mwanasabombwe district did not however, make any districts less important in terms of evaluating the implementation of the localized curriculum.

1.10. Operational definition of key terms

Localization: to modify the curriculum to the local needs of the people in the community, for example by engaging practical subjects in the curriculum such as Fishing.

Implementation: To successfully put in place the localized curriculum and schools been able to teach within the framework of the localized curriculum

Curriculum: A framework having the content of what should be learnt in schools and what should not be taught to the pupils.

Evaluate: To review the extent to which the localized curriculum is implemented in Mwansabombwe district.

Summary

This chapter outlined the background of the study, statement of the problem, the theoretical framework, objectives, research questions, significance and the delimitation of the study. Also the chapter presented the operation definition of the key terms that will be used in the research.

CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter contains a review of existing and related literature on the localized curriculum. It also contains a discussion on the integration of projects carried out in other countries as reported by different researchers and authors and then focuses on the Zambian situation.

2.1. Definition of Curriculum Localization

Localization has been defined by Taylor (2004: 45) as “...freedom for schools or local education authorities to adapt a curriculum to local conditions,” and “...relating the content of the curriculum and the processes of teaching and learning to the local environment”. The flexibility in adapting the programme of education for students to local conditions, often away from the capital city and urban population centers is a direct response to traditional curriculum design, which Taylor (2004: 46) has described as “...too full, rigid, inflexible and irrelevant to lives of learners” This idea of relevance is critical to the understanding of localization and the policy planners who have been active promoters. Taking into account the cultural and socio-economic realities (UNESCO, 2002) of local populations when designing educational content is critical in engaging these students in the learning process. A crucial failing of educational systems, worldwide has been their lack of relevance to the lives of learners. The lack of relevance weakens the mentioned connection and bond between communities, learners, and schools; and thus damages educational outcomes through decreased student, community, and teacher engagement in the learning process.

2.2. Overview of Policy Change

In outlining the overview of policy change in the Ministry of General Education, it is imperative to mention that. National Policy on Education, Educating Our Future (1996) articulated the desire to link the schools and communities to strengthen the bonds. In addition to this, the Guidelines for the Development of the Localized Curriculum in Zambia (GRZ/MoE, 2005); expresses the intention that teaching in basic schools should be relevant to the learners. On the other hand, teachers Curriculum Manual (CDC, 2001) gave guidelines for cooperation between schools and local communities. And the Zambian Basic Education Syllabus describes Community Studies as a new learning area to be implemented through a localized curriculum (MoE, 2003).

2.3 Social Learning

As mentioned above, there is no clear statement of learning theory underpinning the localized curriculum, although it seems to be based on a number of assumptions about learning, as described above. In this section the researcher discussed social learning theory, as it seems to reflect many of the assumptions alluded to above in the discussion on the introduction of localized curriculum into the Zambian education system in the latest phase of educational reform.

Woodhill (2002) cited in Glasser, (2007) described social learning as a “process by which society democratically adapts its core institutions to cope with social and ecological change in ways that will optimize the collective well-being of the current and future generations.”

Social learning, understood as a collaborative reframing process involving multiple interest. Groups or stakeholders, is located in the multitude of actions, experiences, interactions and social situations of everyday life (Vandenabeele and Wildermersrch, 1998, as cited in Wals, 2004). Wals (2004) wrote that “... social learning theory recognizes the existence of collective learning goals and the need for creating the right conditions for stimulating the learning of individuals”. In other words, social and individual learning are intricately linked.

Hence, social learning can be viewed as an initially created purposeful learning process that hinges on the presence of the ‘other’ or others. Social learning can, however, also take place in everyday life where intention and purpose may be less clear, as explained by Smith (1994) in his studies of local learning. The life-world of those involved in a social learning process can be both prohibitive and conducive to the learning that takes place. (Wals, 2004). Life world here refers to the conglomerate of experiences, contexts and interpretations people live by, of which they are part of and to which they contribute. Wals (2004) argued that: in social learning the interactions between people are viewed as possibilities or opportunities for meaningful learning. The motivation to participate in a social learning process is not always naturally present, but does play a critical role. Much depends on the collective goals shared by those engaged in the process” Wenger (1998), in discussing what matters in learning and as to the nature of knowledge and knowing, mentioned four premises that summaries learning, each of which the researcher discussed in a little more detail below:

We are social beings. Far from being trivially true, this fact is the central aspect of learning.

Wals (2007, in citing Keen *et al.*, (2005,) stated that “social learning is often referred to as a way of organizing individuals, organisations, communities and networks, that is particularly

fruitful in creating a more reflexive, resilient, flexible, adaptive and indeed, ultimately more sustainable world". Teaching localized curriculum is based on the notion that learners learn better through interactive activities, such as group work, project activities undertaken/ given to pairs and contextualized in engagement with everyday issues or questions. 2. Knowledge is a matter of competence with respect to valued enterprises; such as, singing, discovering scientific facts, fixing machines, writing poetry, being convivial, and growing up as a boy or girl, and so forth. Localized curriculum assumes that learning will be centered on such 'valued enterprises' as valued by the local community. 3. Knowing is a matter of participating in the pursuit of such enterprises, that is, of active engagement in the world. In the quest to providing education that is relevant to the local community and addressing socio-ecological issues of interest to communities, the school develops a curriculum in close collaboration with the community members, giving the community a voice on what they would like to be taught within the school. This process as put by Wals (2007), "through facilitated social learning, knowledge, values, and actions competence can be developed in harmony to increase an individual's, group's or a networks' possibilities to participate more fully and effectively in the resolution of emerging personal, organisational and societal issues." 4. Meaning – our ability to experience the world and our engagement with it as meaningful – is ultimately what learning is to produce. Hogan (2008) called this 'contextualization' and she explained how a process of contextualizing a curriculum brought local socio-political environmental issues into the classroom so that children could experience their engagement with these issues as meaningful. She explained that penetration of such issues into formal education "...provides openings for students to get insights and knowledge and social skills needed for their engagement in concrete actions with their communities for the environment" (Hogan, 2008).

As in the Zambian context, the work of Hogan (2008) undertaken in Tanzania, shows that engagement with local curriculum or 'contextualization' as Hogan calls it is a new practice in many southern African countries. In Zambia, much of the teaching is still framed by the Basic Education Curriculum Framework which is subject based, and which largely uses *traditional transmission approaches to learning. Education reforms have recently introduced the Learning Area framework and new assumptions for curriculum which require different methods of teaching.*

As mentioned, environmental education approaches that favour social and situational approaches to learning (or contextualization as Hogan calls it) are often in tension with the

more dominant transmissive approaches to teaching, or what Freire called 'banking approaches'. As mentioned by Jickling and Wals (2003) that, new approaches to education within the contextualized, social and situated learning framework involve processes where knowledge and understanding are co-constructed within a social context, and "... new learning is shaped by prior knowledge and diverging cultural perspectives" (Jickling & Wals, 2003). Along the same lines, Hogan (2008) stated that "contextualization necessitated a change in pedagogy to more learner-centered, discovery methods". As much as the Government of the Republic of Zambia has proclaimed the use of the new syllabus, much of the country is still using the Subject Area older basic education curriculum for examination purposes. This is because the central government has not established a data base for storing continuous assessment results for the children to be culminated at the end of the year, when they write their National Examinations. As a result, teachers are, as yet, not as concerned about how the localized curriculum contributes to the final examinations as they may be. This situation is, therefore likely to create the kind of tension referred to by Jickling and Wals

A number of southern African researchers have been engaged in trying to understand the meaning of contextualizing curriculum through social and situated approaches to learning.

All report on how they have engaged with similar tensions to those described above, but few provide a framework for observing social learning processes within localized curriculum contexts. The researcher discussed their findings before proposing a framework that may be useful to gain further insight into how such pedagogical processes took place in the kinds of transforming curriculum environments that were discussed.

2.4. Social Learning Research in Southern African Curriculum Contexts

In an introduction to the 2008 edition of the *Southern African Journal of Environmental Education*, Lotz-Sisitka journal editor, stated that the journal tackles a "critical issue being debated across the world today, namely the question of educational quality and relevance".

She described how the Southern African Development Community's Regional Environmental Education Programme (SADC REEP) commissioned a research programme to explore the relationship between environment and sustainability education and educational quality and relevance. In this section the researcher drew on some of the studies that had been undertaken in this research programme, as they focused on social and situated approaches to learning such as those explained by Wals (2007; Jickling & Wals, 2003; Glasser, 2007) in

Southern African curriculum contexts. What made them more relevant to this study is that they are engaged with processes of localizing curriculum.

The first study that was discussed is a study undertaken by Namafe (2008), whose research was located in Zambia, and which seeks to institutionalize increased participation of Zambian primary Schools and their local communities in sustainable development of the country in order to alleviate poverty and achieve equitable development. “Our research approach to engaging basic schools in sustainable development was premised on the fundamental idea that such schools were often surrounded by friendly opportunities of all types and such schools merely need to identify and access innovatively through their identified strength” (*Ibid*). He adopted a ‘strengths model’ in supporting schools to ‘actually develop themselves under the agency of their strength’. Working through a participatory approach, and involving teachers, parents and learners, Namafe and his research colleagues encouraged communities to identify a number of strengths that they as community wanted to develop, and then to turn these into strategic implementation plans for the school, which formed the basis of the localized curriculum activities. One such example included a learning and development programme on indigenous *Lozi* herbs and foods which included a range of activities such as all teachers contributing knowledge on indigenous herbs and foods from their learning areas or subjects, developing a display of *Lozi* food and herbs and developing a curio shop selling these foods and herbs at the school, inviting researchers to help the school develop additional uses of traditional herbs and foods etc. (Namafe, 2008). This study provided useful insight on *how to engage communities, parents and learners* to begin and work together on a process of localized curriculum development.

In another SADC REEP, linked study on localized (or contextualized curriculum) – Hogan (2008) referred to a similar process of bringing local socio- political environmental issues into the classroom. She not unlike Namafe (2008) consulted parents, learners, villagers and teachers to identify ways of contextualizing and localizing a module of the formal curriculum. Her research found that allowing local issues such as the control of forest logging, or the marketing of mushrooms into formal education curriculum provided openings for students to “... get the ‘insight and knowledge’ and ‘social skills’ needed for their engagement in ‘concrete action’ with their communities for the environment...” . Hogan’s study provided useful findings on *what happens when curriculum is localized or contextualized*. The main findings from her study were that contextualization improved and provided relevance of education because;

- It broke through traditional frames/barriers between teachers and students, students and elders and community and teachers.
- It Allowed formal education to take place outside the classroom,
- It Necessitated a change in pedagogy to more learner- centered discovery methods,
- Allowed indigenous knowledge to come into the classroom,
- Stimulated creativity and increased confidence, and
- Brought local socio-political environmental issues into the classroom.

Other researchers such as Ramsarup (2005) had undertaken a case study research on contextualizing environmental discourse within the national curriculum statement context in the South African context. This study focused more on the way in which teachers' contextualize national curricula, rather than on the process of localizing curriculum as such.

An interesting finding of the study, however, was that teachers and environmental education NGOs, *tended to localize the curriculum differently according to their interpretations* of environmental aspects of the curriculum. The teacher in the case study localized the curriculum to focus on the poverty related issues of the learners, while the environmental NGO tended to focus more on the social-ecological or environmental aspects of the local context.

These studies, while providing useful insight into some of the processes involved with localizing curriculum, did not address *how the learning took place* in a localized curriculum process, although Hogan's (2008) study, and Ramsarup's (2005) study both indicated that active learning approaches were important, and also that there was a need to engage different voices and perspectives on issues in the localized curriculum process.

In this study, the researcher focused mainly on *how the learning took place*, using a social learning research framework to guide the Researcher's observations, but the researcher also tried to go further in finding out how the introduction of localized curriculum could provide communities with a source of livelihoods. As explained in Chapter 1, Mwansabobwe district primary schools are situated on the outskirts of the Luapula wetland, and the area is prone to heavy flooding. Due to the above-mentioned issue, food is scarce and most of the members of the community live on handouts provided by charity organisations (such as churches and relief agencies). Though fishing is the main source of their income, the community has also embarked on growing crops such as cassava, maize and millet on small scales.

With this in mind, the researcher looked at how teaching localized curriculum through Community Studies provided a platform to address these socio-ecological challenges through social learning processes. In Zambia, the issue of how fostering ESD is enhancing quality and relevance with the education system is currently the subject of research, as indicated above in the brief summary of Namafe's (2008) research. In his paper, Namafe (2008) noted that basic schools in Zambia remain largely untouched by cutting-edge developments in the field of Environmental Education and Education for Sustainable Development.

However, this research was more concerned with the teaching process (pedagogy) that took place in the classroom with regards to the social learning assumptions that underlie much of the localized curriculum. To investigate this, the researcher drew on a social learning framework described by Wals (2007). Previous social learning research has shown that community involvement in children's education is seen by educationalists as a valuable contribution to the relevance of education in the lives of the learners (Hogan, 2008).

In addition, Glasser (2007) discussed how co-learning supports the penetration of existing knowledge, supports the generation of new knowledge and novel strategies for addressing real-world problems. As the government of Zambia, through the Ministry of Education, strives to address issues related to poverty and lifelong learning, the introduction of the local curriculum presents an opportunity for the school/communities to address these issues, (Namafe, 2008). In discussing the 'strengths model' within ESD, Namafe (2008) mentioned that in this approach (strength model), every discipline and every teacher can contribute to sustainability education. He explained a methodological process that is similar in some ways to the social learning process described by Wals (2007), but his approach differs to Wals's in that he emphasizes focusing on community strengths in the orientation phase of the social learning process. Hogan's (2008) research on the other hand, points to the importance of learner centered approaches, and engagement with different types of knowledge (including indigenous knowledge) in processes of de-framing and re-framing (although she does not use Wals's 2007 categories) to explain this.

For this reason, relevance of curriculum content is a crucial dimension of quality education. The promotion of localized curricula is a way of encouraging such relevance in very different local, cultural and socio-economic contexts. It is an important component of the decentralization of education, governance and management. Thus, the localization of the curriculum can allow learning to become more meaningful and relevant. It supports policy

formulation and standard setting for reform of the curriculum and the impact of this on teacher skills and knowledge. Localization involved the use of local materials both as the subject and object of instruction. Localization also involved making the local culture an integral part of the curriculum.

However, there are a number of constraints in the devolution of responsibility for curricula to local levels, including lack of local technical expertise and material resources, fear of the unknown and resistance to change among teachers and local educators. These constraints are often managed through: Developing a curriculum framework, including a clear set of curriculum standards, at the central level; Ensuring compliance with these standards in local and school developed curriculum, either through paper-based accreditation or endorsement processes or through supervision and monitoring processes (or both); Providing training of local and school based curriculum developers; and ensuring clear and open communication exists between central and localized authorities, (Thesia, 2012). In this regard, schools are traditionally established as the main meeting platforms for awareness, education, training and capacity building in the local communities, and as such, are highly regarded and respected. They are situated and integrated in nearly all local communities. They were thus perfectly suited to reach, draw on and provided capacity building to the communities. Zambia recently introduced a new curriculum aspect named localized curriculum, which made up 20% of the curriculum. This curriculum area encouraged schools to address issues of sustainable development that were locally relevant through this curriculum component, but it was not clear what kind of learning emerges from this curriculum aspect.

2.5. International Perspective on the Challenges of Curriculum Implementation

2.5.1. Namibia

The greatest challenge to the process of localizing Vocational Education and Training curricula in Namibia is a preference by practitioners and educators for a more scientific, academic, general and standardized vocational education and training. The traditional paradigm of education and training is characterized by an overemphasis of high general academic secondary school requirements for access to training and qualifications and instructor based delivery and assessment methods and techniques, as against a focus on work-related competences that are essentially contextual and relevant to the local socio-economic and geographical and physical setting. The nature of local industry is based on the utilization

and processing of locally available resources and the Namibia Qualification Framework pursues the development of a diverse range of standards and qualifications as long as they meet all the guidelines and requirements of the NQF and the different NQF level descriptors. However, the difficulty of determining local skills needs and distinguishing between local and national needs and the complexities involved in the implementation of a more flexible NQF results in curriculum centralization and a “one for all” approach, (Tomskey,2007).

2.5.2. Indonesia

The primary change in the 1994 curriculum reform was the inclusion of the local curriculum subject (LCS) as an independent subject that takes more than 20 % of the curriculum. However, LCS implementation was problematic. LCS tends to alienate learners’ experiences, because local was not singular, rural was plural, and district had different beliefs, perceptions, values, norms, and skills. Thus it is difficult to decide the LCS as the most “local” for all. The new curriculum applies “unity in policy and diversity in practice”. The minimum standard of competency was centralized (unity in policy) and the curriculum content, methods and assessment procedure are decentralized (diversity in practice). This new curriculum attempts to deal with the overcrowded curriculum through integration, reduction of instructional time and decentralization of content, methods, and assessment procedures. It can be said that in the new curriculum – except the competency and exit performance standard – everything is localized at school or district levels. (Ross and Gray 1996).

2.5.3. Israel

The Ministry of Education encourages school autonomy, in order to improve the quality of education provided by the school. The basic assumption was that the school staff was capable of developing and formalizing an educational approach, and can then formulate a school-based curriculum by adapting teaching and learning methods to local conditions. (Golby et al, 1975). Greater school autonomy has had a positive impact on teachers’ motivation and sense of commitment and on schools’ achievement orientation, but only 4% of the variance in the effectiveness between autonomous and less autonomous schools could be explained by school based management.

The pupils themselves had to be allowed a great deal of initiative and involvement in planning their studies, while maintaining dialogue with their peers, teachers, parents and

experts. The school schedule was largely based on allocating units of flexible time, where different pupils were occupied with different subjects or fields. The school was free to structure these units in accordance with the various characteristics of pupils. The only constraint on the school's autonomy in organizing class schedule was that for each pupil, the time during six school years is allocated on the basis of disciplines, where each one has a relative proportion (Golby et al 1975). This proportion can be expressed by teaching each discipline separately and/or by interdisciplinary teaching, which combines the methods of different approaches.

2.5.4. Argentina

the changes in the secondary curriculum around 1998 allowed each province to produce their curriculum designs. A provision was made in the timetables to further allow each school to allocate some 10% of the available teaching hours to an "Institutional Option" subject, to be defined at school level, (Ghosh, 1992). The experience had not increased any relevance of the content taught to students, in part because of the small proportion of time allocated for the institutional option, and also because schools had tried to make use of the already existing teachers, as they had no freedom to hire teachers at school level.

2.6. The Process of Curriculum Localization

Technically speaking, localization was the process of adapting and relating the content of the curriculum and the process of teaching and learning to local condition, environment, and resources. Meanwhile, contextualization was the process of presenting lesson in meaningful and relevant context based on previous experiences and real-life situations. In commonality, both adhere in making the lesson flexible, fit, creative, relevant, meaningful, and adaptive to students' level of understanding and instructional needs, (Lotz-Sisitka, 2002).

The concept of localization and contextualization fell on the idea that students learned best when experiences in the classroom had meanings and relevance in their lives. Things students did and associated with them was the learning that lasted forever. Applying the rule for learning by doing, applied learning, and manipulative learning was also a must in executing localization and contextualization in teaching. If students were put in an actual learning environment letting them to manipulate, relate, and adapt to various learning opportunities and resources available within the locality or community, profound learning would be assured and realized. It helped teachers and students comprehend concepts by relating and

presenting lesson on the context of prevailing local environment, culture, and resources. Hence, lessons were becoming more real-life, customized, and appropriated.

Additionally, and crucially, the desire for policy experts to create homogenous solutions for problems that remained, in essence, individual in nature due to the individualized responsibility for implementation, was a fertile ground for failure. As each individual teaching context was different, attention was to be given to the individuals tasked with localization, the teachers and community members who were charged with these additional responsibilities. Furthermore, it was important that any plan or strategy for innovation or curriculum development was open to change in order to fit the local context. It was also important that teachers can commit to the innovation in their own time- frame...Forcing teachers to commit to innovation or change that would cause them to become hostile to the change. Critical attention was to be paid to those individuals who were tasked with implementation; their ability to change and adapt to this new localization policy was paramount. These individuals had to internalize this change, and be willing and open to take on the additional responsibilities, or the process would be stalled. How, exactly, this change must take place must be further investigated, (Hawes and Stephen, 1990).

As mentioned above, it was in the sphere of the localized curriculum that WWF-CEZ Project sought to make an impact on the education system in Zambia by engaging children and parents in activities linked to CBNRM and sustainable development issues and priorities. As described, this trajectory was part of the most recent educational reform in Zambia, and aimed to improve the relevance of primary education.

In 2005 the *Zambian Curriculum* was reviewed and a key shift was made from a content driven curriculum to an outcome based curriculum. In this change, a new curriculum of six learning areas had been formulated. One of the learning areas was Community Studies (MoE, 2005). Community Studies was a new learning area which was meant to accommodate the teaching and learning of various activities in the communities. Such teaching and learning was intended to include mental based activities related to the social, cultural, economic, political and biophysical background and experiences of people in each area. The introduction of the Localized Curriculum signified a shift in the development and delivery of education in *Zambian schools*.

Lotz-Sisitka (2002) discussed how curriculum scholars such as Grundy (1987), Combleth (1991) and Doll (1993) had formulated critiques of instrumentalist discourses of curriculum

such as those proposed by Tyler (1949). Lotz-Sisitka (2002) proposed that curriculum was a process of deliberating what counts in society that was worth including in formal education systems, and a process of teaching and learning that is influenced by many factors including local conditions, children's and teachers' cultures and histories and other socio-cultural, socio-contextual and socio-ecological factors. Curriculum was best seen, not as a blueprint to be followed, but as a contextualized social process (Lotz-Sisitka, 2002). This was given new meaning in the case of the Localized Curriculum, where the communities surrounding a school were to be part of the process of deciding what areas of concern needed to be addressed within the Localized Curriculum and its learning area of Community Studies.

The purpose of introducing a localized curriculum as a component of the core national curriculum was to enhance the relevance of the curriculum MoE, (1996). The intention was that parents, pupils and the local community in general, should feel that formal education was strongly linked to their day-to-day life. Localized curriculum was an important vehicle for training children in life skills and practices in environmental management and sustainable natural resource use, (WWF-Zambia, 2005).

Additionally, localization of the curriculum was about developing the kind of teaching and learning that would bring about benefits to the local community, by developing knowledge, skills, values, positive attitudes and competences in the learners that contributed to the social, cultural and economic development of that community.

Smith (1994) writing about what he called 'local education' explained that localized learning most often involved development of praxis or 'informed, committed action' and drawing on Dewey (1966) who argued that the chief business of educators was to enable people to share in a common life. He stated that local education involved grounding practice and knowledge in local life, and that it also involved forms of reasoning that can be described as 'practical reasoning'. Practical reasoning did not have a pre-determined end worked out in advance, but rather started with a situation or a question which people considered in relation to what they thought matters or was needed to improve the situation or their quality of life. The end point of practical reasoning came through deliberations with others in which knowledge of a situation was considered, revised, re-developed and new solutions were sought.

Bauman (2001) in his consideration of political, social, and epistemological influences on education, described the social function of institutions of learning as being crucial sites for developing values that were necessary for human well-being and social integration, but he did

not explain how this was to be done. In this study the researcher hoped to understand how the localized curriculum would contribute to such processes. The new learning area, Community, seemed to offer a potential site for understanding some of the local epistemological, political, social and socio-ecological influences on education, as it aimed to develop knowledge, skills, positive attitudes and values of learners within a locality for individual and community sustainable development. It also aimed at strengthening the bond of partnership between the community, the school and the Ministry of Education, and sought to empower the beneficiaries (learners and community members) with skills to enable them contribute to sustainable development in their communities (MoE, 2006).

From this it is possible to see that localized curriculum was an approach to learning that responded to local needs, which allowed pupils to learn more about, and build capacity for responding to natural resource and environmental issues that directly affected them.

As mentioned above, the content of the localized curriculum was decided in a consultative process between local communities, represented by Localized Curriculum Committees, the local schools and the District Education Board Secretary (DEBS) were to include any subject that the local community saw as important in the education of their children. Community Studies, as a learning area, appreciated the fact that communities around schools had their own way of life and imparting knowledge, positive attitudes, values and skills in the children, according to their cultures and traditions discussing quality as relevant, (MoE, 1996). Hawes and Stephen (1990) mentioned that: Education must be rooted in a society and a culture which learners could comprehend.

An alien education was both unproductive and psychologically disturbing, often leading to a dangerous form of half learning where children could answer questions on the content yet do not fully understand what they were being asked or why they were answering, because it had little connection with their daily lives and experiences. Vygotsky also addressed this question in his work on learning when he argued for educational approaches that facilitate meaning through building links between school knowledge (abstract concepts) and everyday knowledge (references and experiences from the life world and experience of children), (Daniels et al, 2007). This was also supported by the guidelines for developing localized curriculum in Zambia, a Ministry of Education document which stated that; the purpose in introducing a localized curriculum as Component of the core national curriculum is to enhance the relevance of the curriculum, (MoE, 2005).

Many of the local skills, particularly those related to behavior and survival, were passed on from generation to generation as part of a cultural socialization (social learning) process. Community Studies involved developing locally relevant skills that complements and extends those aspects of traditional education that a child acquires from the parents. It is therefore not to be confused with traditional education that children received at home. (Donoghue and Neluvhalani, 2002).

Furthermore, Donoghue and Neluvhalani, (2002) stated that, localized curriculum or working with indigenous knowledge in curriculum contexts was not the same as drawing on indigenous knowledge in the everyday live, and that these two processes should not be conflated. They argued instead for “inter–epistemological dialogue between traditional or everyday –and scientific or institutional knowledge (Donoghue& Neluvhalani, 2002). Drawing on these perspectives, it could be said that localization of the curriculum is about developing the kind of teaching and learning that would bring about benefits to the local community, by developing knowledge, skills and competences in the learners that would contribute to economic and social development of that community through engaging different types of knowledge in relation to each other indigenous knowledge (as practiced in communities) and scientific knowledge (as represented in school textbooks); local knowledge and broader perspectives that could shed new light on the local knowledge and experience.

By involving parents and community members in the education of children in this way, the school allowed participatory approaches and flexibility for the parents to use the familiar language and practices suitable to them and the learners, while teachers could draw on broader educational concepts and knowledge available in and through the school system. The localized curriculum also included both traditional and other methods of teaching used in everyday teaching in schools.

Teachers should not compromise the concept and content of the lesson just for the sake of making contextualized and localized version of it. Learning standards and competencies should always precede contextualization and localization. In some instances, localization and contextualization defeat the goals of the lessons due to concepts and contents that were overtly localized and contextualized, resulting to mislead and overdo lesson.

Nonetheless, teachers should be adaptive and creative in using localization and contextualization in teaching. Such principles were made and adapted in the academe to make

the curriculum responds, conforms, reflects, and be flexible to the needs of the learners, especially the 21st century learners who need to be holistically and skillfully developed.

Summary

The literature reviewed information related to the evaluation of the implementation of the localized curriculum in selected primary schools in Mwansabombwe District, Zambia. The literature first looked at the challenges encountered in the implementation of the localized curriculum. International views regarding the challenges faced in implementing the localized curriculum were drawn from Namibia, Israel, Indonesia and Argentina. Thereafter the literature reviewed the process of localizing the curriculum. Through further analysis, the researcher was able to identify that these studies did not provide in-depth perspectives on how social learning processes occur in localized curriculum contexts, and the researcher was able to identify a potentially useful framework for observing social learning processes as provided by Wals (2007). In the next chapter the researcher discusses the research methodology and methods and provides further insight into the analytical framework developed, that drew on Wals' (2007) work, as discussed above.

CHAPTER THREE

METHODOLOGY OF THE STUDY

Overview

In this chapter the researcher discusses the methods that were employed in the collection of data in the field; the researcher further outlines the types of data that she used, the research instruments, sampling and the sample size are also explained in this chapter. The Researcher will look at: qualitative research, research design, and target population of the study, sample population, reliability and validity, data collection procedures, data analysis and the ethical considerations of the study.

3.1. Qualitative Research

Hornby, (2000), described a qualitative approach as “a systematic subjective approach used to describe life experiences and situations to give them meaning”. Parahoo (1997) stated that qualitative research focuses on the experiences of people as well as stressing uniqueness of the individual. Mampuru, (2001) referred to qualitative research as “a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live”. Researchers use qualitative approach to explore the behavior, perspectives, experiences and feelings of people and emphasize the understanding of these elements. Researchers who use this approach adopt a person-centered holistic and humanistic perspective to understand human lived experiences without focusing on the specific concepts, (Field and Morse, 1996). The researcher focused on the experiences from the participants’ perspective. In order to achieve the emic perspective, the researcher was involved and immersed in the study. The researcher’s participation in the study added to the uniqueness of data collection and analysis.

Complete objectivity is impossible and qualitative methodology is not completely precise because human beings do not always act logically or predictably (Holloway & Wheeler 2002). The rationale for using a qualitative approach in this research explored and described the opinion of community members, Pupils and Teachers on the implementation of the localized curriculum in Mwanasabombwe district. A qualitative approach was appropriate to capture the opinions of the respondents regarding the study.

3.2. Research Design

A research design is a blueprint of the research and describes the methods used for collection, measurement and analysis of data. According to Kerlinger (1986), research design is the plan and structure of investigation so conceived as to obtain answers to research questions. The plan is overall scheme or program of the research. It includes what the investigator will do from writing hypothesis and their operational implications to the final analysis of data. A research design expresses both the structure of the research problem and the plan of investigation used to obtain empirical evidence on the relations of the problem. This study used a descriptive research design. Descriptive research is marked by a clear statement of the problem, specific hypothesis and detailed information needs, (Malhotra, 1999).

3.3. Target Population

The target population of this study was 30000. Mwanabombwe District has 22 Schools having 14,750 pupils, (MOE, 2016). The population has been escalating in the district leading to a high population growth in the district. Therefore this had invited a number of stakeholders who had interest in the localization of the curriculum. For this reason, the researcher had a diversity of a population to get the sample population targeting all pupils, all teachers, PESOs, DESOs in Mwanabombwe district.

3.4. Sample Population of the Study

In view of meeting the objectives of the study, the sample population of the study was 50 respondents. The 50 respondents were randomly selected. The composition of this sample was as follows; 10 community members who were selected from the local community, these were selected on the basis that they are the people on the ground who see if the pupils really use the skills they learn from school. 10 pupils were selected because are the ones who implement the skills obtained from the localized curriculum, 20 teachers were also selected on the basis of being the ones who impart skills in the learners. These, five (5) officials from DEBS (Education Standards Officers, District Education Standards Officer and the District Resource Center Coordinator) were engaged because they were the ones who monitored the implementation of the localized curriculum in Mwanabombwe district. Five (5) officials from the PESO's office (Senior Education Standards Officers) were selected as well because they were the ones who influenced policy changes in the Ministry of General education.

Table 3.1. Distribution of the Sample Size

Category	Number of participants
Community members	10
Pupils	10
Teachers	20
Officials from DEBS	5
Officials from PEO	5
Total	50

3.5. Sample Procedure

Purposive sampling was used to arrive at the sample of the research under discussion. According to this method, which belongs to the category of non-probability sampling techniques, sample members were selected on the basis of their knowledge and expertise regarding a research subject Simuchimba, (2005). The researcher made contact with potential respondents with the use of telephone and text messages for the participation of the research. The process continued until 50 respondents willingly to participate were reached. The researcher decided to use purposive sampling because one of the major benefits of purposive sampling was the wide range of sampling techniques that could be used across such qualitative research designs; purposive sampling techniques that range from homogeneous sampling through to critical case sampling, expert sampling, and more. In this study, the sample members who were selected had special relationship with the phenomenon under investigation, sufficient and relevant work experience in the field of education.

3.6. Research Instruments

The study employed a number of instruments that were used to collect the required types of data for the research data. The following are the instruments that were used to gather information.

3.6.1. Check List Guide

Checklist methods are one of the methods of quantifying usability method by usability inspection. Checklists so often used for quantifying usability in design development at present. (Bishop, 1985). However, checklist methods have some problems regarding quantifying usability. First problem, the differences of the results come up by the difference

of usability evaluator. Second problem, the right evaluation by checklists is hard if the checklist does not coincide with the tasks of evaluated products. Thus the researcher aimed at proposing the usability checklist corresponding to task flows as a way of solution of current problems because it is versatile and easy quantifying usability method by checklist. For this reason the researcher was able to get primary information regarding the implementation of the localized curriculum.

3.6.2. Document Analysis

Documents are traditionally referred to as paper records but increasingly, the term has incorporated electronic records of various kinds (Irwin, 2001). The Researcher reviewed and analyzed eight different documents that had a close relationship to my topic under study. The role of this data was to give me background information, a historical perspective to the issues of concern. The documents included the National Policy on Environment (NPE) and the Ministry of Education Policy on Education (Educating our Future), Teachers Curriculum Manual, Basic Education Curriculum Framework, Mwansabobwe District Basic School Localized Curriculum syllabus (see Table 3.1 below for a full list of the documents analysed). As discussed by Cohen, Manion and Morrison (2007), these documents enabled me to reach inaccessible person or subjects. The researcher worked with these documents as they were written by skilled professionals and contained more useful information and insights than those written by relatively uniformed amateurs (ibid: 201). Other documents that were analysed included teachers planning documents (e.g. lesson plans); materials used by the learners; and learner workbooks or other forms of learners work. The researcher looked for evidence of environmental discourse in the documents and social learning processes. These documents were written 'live' and 'in situ', catching the dynamic situation at the time of writing (Ibid). This however enabled the researcher to collect information on the curriculum content for localized curriculum, the teachers lesson plans enabled the researcher to know how often teachers in the selected schools teach practical subjects in line with localized curriculum.

3.6.3. Interview Guide

Interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation, (Taylor, 2005). The researcher asked participants, staff, and others associated with a program about their experiences and expectations related to the

implementation of the localized curriculum, the thoughts they had concerning program operations, processes, and outcomes, and about any changes they perceive in themselves as a result of their involvement in the program. Interview guide will however be used as an instrument for interviews. An interview guide is a draft of questions which remind or guides the researcher during the interview. (Schulze, 2002). An interview guide was used so as to collect data or information that could not be collected through the use of questionnaires for it is flexible and allowed participants to participate in the study and, since it uses personal interview, it allowed the researcher to explore the topic under study for it was sensitive. Therefore, an interview guide helped the researcher to be remembering on what to do so as not to get out of topic. In this study, the research instrument proved to be useful as the participants provided the researcher with their experiences, knowledge, opinions and observations on the implementation of the localized curriculum.

3.6.4. Questionnaires for Teachers, Pupils and DEBS

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. (Hoepfl, 1997). Questionnaires for PEO, DEBS, teachers and pupils were prepared, they were used because they had advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data on the implementation of the localized curriculum. The questionnaires were particularly used to collect information from pupils regarding the challenges pupils themselves faced in learning the content from the localized curriculum. Also the questionnaires were also cardinal in providing the information on how the localized curriculum had benefited the leaners in their local community.

On the other hand the questionnaire for the teachers where used to collect views of teachers on the challenges faced in their schools in implementing the localized curriculum. The questionnaire for teachers further gave an opportunity to the teachers to suggest measures that could be implemented effectively towards implementing the localized curriculum in the district.

The questionnaire for the PEO was used to collect information from the Provincial Education Office regarding challenges that might be faced by Mwansabombwe district in implementing the Localized Curriculum, also the questionnaire for the PEO was used to collect

recommendations that can be suggested to the district in order for them to improve the implementation of practical subjects in the schools.

3.6. Reliability and Validity

Validity in research is concerned with the accuracy and truthfulness of scientific findings. A valid study should demonstrate what actually exists and a valid instrument or measure should actually measure what it is supposed to measure. On the other hand Reliability is concerned with the consistency, stability and repeatability of the informant's accounts as well as the investigators' ability to collect and record information accurately. It refers to the ability of a research method to yield consistently the same results over repeated testing periods, (Taylor, 2005). Reliability was ensured by test-retest reliability which involved administering the same questionnaire to the same group of test-takers under the same conditions on two different occasions and correlating the scores to ensure that data collected is reliable. Schumacher (1993), suggests that using a combination of methods allows the researcher to achieve the best of each method while simultaneously overcoming the deficiencies of each method. He further suggests that triangulation offers researchers several important opportunities, including increased confidence in results, the potential to create new methods and the opportunity to provide an enriched explanation of the research problem. Thus the researcher employed manifold data-collection measures such as: a questionnaire, semi structured interviews, document analysis and field notes with some audio recordings

3.7. Data collection Procedure

For the purposes of this research, in depth interviews were conducted by the researcher. In depth interviews are personal and unstructured interviews, whose aim is to identify participant's emotions, feelings, and opinions regarding a particular research subject. The main advantage of personal interviews is that they made the researcher to have personal and direct contact with the interviewees, as well as eliminate non-response rates, but interviewers need to have developed the necessary skills to successfully carry an interview. What is more, unstructured interviews offer flexibility in terms of the flow of the interview, thereby leaving room for the generation of conclusions that will not initially mean to be derived regarding a research subject. However, there is the risk that the interview may deviate from the pre-specified research aims and objectives. (Taylor, 2005)

The data for this research were collected using a questionnaire. The Questionnaire was created using suitable questions modified from related research and individual questions

formed by the researcher. The survey was comprised of questions, which were related to the participant's perception regarding localized curriculum implementation. The researchers assured confidentiality of their questionnaire since the identities were not important. The researchers also understood that people's consciousness may also affect their honesty and effectiveness in answering the survey, and so, the researcher gave people the option of being anonymous. Participants were given time to respond and then the researchers collected the questionnaires the next day. There were no incentives offered for participating in the research. Next, the researchers planned the questions that they would be asking to the interview. The researcher interviewed certain number of students in the population regarding localized curriculum implementation.

3.8. Data Analysis

The data collected was analyzed qualitatively. The questionnaires were treated according to the objective of the study. Tables, graphs and pie charts were used to help interpret the data according to the issues analyzed. Qualitative summaries were also generated for open ended responses. Content analysis was used to analyze data which was gathered from personal interviews. The researcher gathered data which was categorized in themes and sub-themes, so as to be able to be comparable. A main advantage of content analysis is that it helps in data collected being reduced and simplified, while at the same time producing results that may then be measured using qualitative techniques. Moreover, content analysis gives the ability to researchers to structure the qualitative data collected in a way that satisfies the accomplishment of research objectives. However, human error is highly involved in content analysis, since there is the risk for the researcher to misinterpret the data gathered, thereby generating false and unreliable conclusions.

3.9. Ethical Considerations

Ethical measures are principles which the researcher should bind herself with in conducting her research Schulze (, 2000). In this study, the researcher followed the following research ethics:

3.10. Permission to Conduct the Research

In order to conduct research at an institution such as a university or school, approval for conducting the research should be obtained before any data is collected McMillan and Schumacher (1993). In this study, the researcher first sought permission from the District

Education Board Secretary to conduct research from Mbereshi, Chilindi and Citrus Primary schools. (See appendix 12)

3.10.1. Informed Consent

Participants should be given enough information pertaining to the study before data collection Schulze (2002). The participants were given adequate information on the aims of the research, the procedures that would be followed, the possible advantages and disadvantages for the participants, the credibility of the researcher and the way in which the results were to be used. This enabled participants to make an informed decision on whether they wanted to participate in the research or not. No form of deception was used to ensure the participation of the participants.

3.10.2. Confidentiality and anonymity

A researcher has to be responsible at all times and be vigilant, mindful and sensitive to human dignity, (Gay, 1996). This was supported by McMillan and Schumacher (1997) who stressed that information on participants should be regarded as confidential unless otherwise agreed on through informed consent. Therefore the researcher ensured that all the information that was provided by the respondents was used for the research purpose only and was not disclosed to any other individuals.

Summary

The researcher used a qualitative, descriptive design. The questionnaires had both closed and open-ended questions. The sample characteristics included community members, pupils, teachers DEBS and PEOS. Anonymity, self-determination and confidentiality were ensured during administration of the questionnaires and report writing. Questionnaires were distributed to subjects to ensure validity. Reliability and validity were further increased by pre-testing the questionnaire. In this chapter the researcher described the research methodology, including the population, sample, data collection instruments as well as strategies used to ensure the ethical standards, reliability and validity of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Overview

In this chapter, the researcher presented the findings of the research which were: the challenges that were faced in implementing the localized curriculum, the views of the people of Mwansabombwe district on the implementation of the localized curriculum and some of the measures that can enhance the implementation of the localized curriculum. It must be indicated that the respondents had to answer all these research questions through the methods of collecting data presented in chapter 3. The information is presented in Tables, Charts and Figures in a summarized way.

4.1. Demographic Characteristics of Respondents

Table 4.1 shows the selected respondents in the study area, the information came from the questionnaires that were given to the respondents.

Table 4.1: Sex ratio of the respondents in the study area

Participants	Male	Female	Sampled population
Community members	5	5	10
Pupils	5	5	10
Teachers	10	10	20
Officials from DEBS	3	2	5
Officials from PEO	2	3	5
Total	25	25	50

Table 4.1 indicates the sex of the respondents in the study area, from the information provided in the table the males were equal to the females, 25 males and 25 females were selected.

Table 4.2 Age distribution of the respondents

Age distribution	Sampled Population
Below 20	15
20-40	25
40-Above	10
Total	50

Table 4.2 indicates that, the large group of the population in the study area lies between 20 to 40 years.

Table 4.3 Level of education of the respondents in the study area

Age distribution	Sampled Population
Did not go to school	3
Still Schooling	10
G.C.E	3
Certificate and Diploma	12
Degree	9
Master and above	10
Total	50

In reference to Table 4.3, 3 respondents in the study area did not go to school, 10 were still schooling (primary school pupils) 3 respondents had the general certificate of education, 3 respondents hold the secondary school certificate only 9 have university degrees and 10 have master’s degree in the sampled population of Mwansabombwe district.

4.2. The challenges encountered in implementing the localized curriculum in Mwansabombwe district

The researcher had asked the selected schools to list the challenges that they faced in implementing the localized curriculum. This question was asked through the administering of questionnaires. It must be mentioned that each school had given their own reasons why they found it a challenge to implement the localized curriculum at their schools. After collecting

the questionnaires from the schools, the researcher consolidated the challenges faced by all the three schools and it was found that the schools faced the same challenges despite variations being indicated from school to school. The table below shows the challenges that the three schools had given in relation to the number of teachers that had mentioned the similar challenge in the questionnaire.

Figure 4.1: Challenges encountered by teachers in implementing the localized curriculum in Mwanasabombwe District

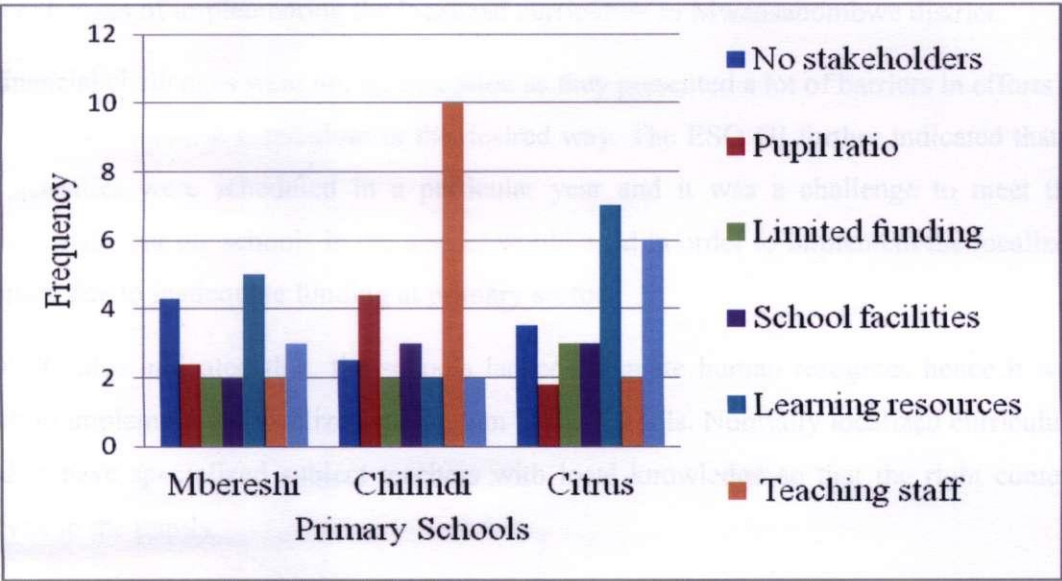


Figure 4.1 presents the challenges encountered in implementing the localized curriculum, these challenges were presented by the teachers from the three schools that were visited these were, Mbereshi, Chilindi, and Citrus primary schools. The challenges presented included, No Stake holders, Pupil ratio, Limited Funding, School facilities, Learning Resources, Teaching Staff and adequate infrastructure. The challenges were varying from school to school because of inequality of resources among them. As observed the most challenging issue that was mentioned by teachers from Chilindi Primary was that of Teaching Staff that was not enough.

4.2.1. The Challenges Presented by the DEBS Office in Implementing the Localized Curriculum

The Researcher also visited the DEBS office and the ESO GI made mention that the teachers in the selected schools did not have any efficient time management technique, in that the teaching of life skills was not given adequate time so that the pupils were provided with the adequate information regarding local knowledge which was a key theme on localized curriculum.

The ESO Special Education at the DEBs office further expressed concern in the manner in which the School administrators handled the localized curriculum programme in primary schools of Mwanabombwe district. School administrators normally did not report the progress of the localized Curriculum implementation to the district office; hence it became difficult for the district to come up with appropriate measures.

In reference to the records they had for the schools in the district the ESO GI indicated that, lack of systematic Continuous Professional Development programs in the schools contributed to the challenges of implementing the localized curriculum in Mwanabombwe district.

Also financial challenges were not an exception as they presented a lot of barriers in efforts to implement the localized curriculum in the desired way. The ESO GI further indicated that a lot of activities were scheduled in a particular year and it was a challenge to meet the financial needs that the schools in the district would need in order to implement the localized curriculum due to inadequate funding at primary sector.

The DESO also indicated that, the schools lacked adequate human resources hence it was difficult to implement the localized curriculum in the schools. Normally localized curriculum needed to have specialized subject teachers with local knowledge so that the right content was given to the pupils.

4.2.2. Challenges presented by the PEO's Office in implementing the Localized Curriculum

The Provincial Education Office (PEO) was visited by the researcher and the above challenges were presented to the researcher. These included poor conditions of service, most of the teachers in rural schools do not have. Adding the fact that the schools are in the rural set up, some of the teachers were not accommodated properly and this demotivates the teachers in the rural set up to engage in localized learning in their schools.

In addition, SESO Social Sciences from the PEO's office also indicated that the localized curriculum needed infrastructure as well to carry out lessons. For example some practical subjects would require indoor space in carrying out the lessons. Reflecting on the visit that the Researcher had to the three basic schools it was seen by the researcher that the schools really needed more infrastructures in conducting the community studies.

He further showed concern on the higher learning institutions that they were few of them that offered community studies to teachers. As a matter of concern Localized curriculum

depended on the local knowledge of the people who had the skills and knowledge of the local community.

4.3. Views of pupils and stakeholders in Mwanabombwe District on the utilization of skills learned at school under the Localized Curriculum.

The pupils from the three schools through focus group discussion, when asked how the introduction of the localized curriculum has helped them in their communities had indicated that, they had learnt a lot of things through the localized curriculum. In each school the researcher had a Focus Group discussion with the pupils and different reasons from them were brought out in regard to how the localized curriculum had helped them in the communities. (Pupil 1) (Pp 1) from Mbereshi Primary stated that:

The implementation of localized curriculum can help learners get a self-employed job after acquiring the skills and act responsibly to the needs and expectations of the society.

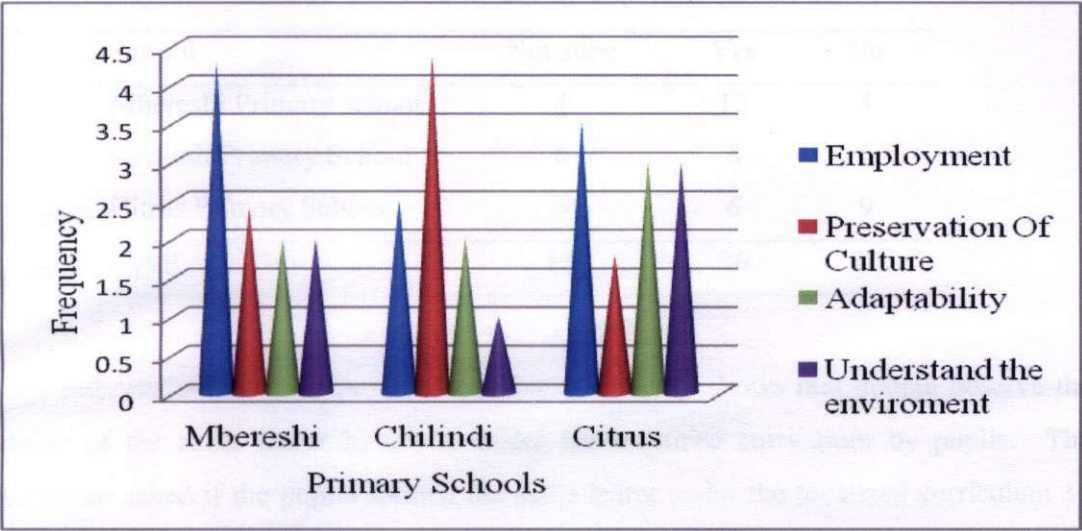
The ESO G 1 (ESO 1) was very particular in responding to the views learnt from localized curriculum in the district. The ESO 1 in the questionnaire stated that;

The teacher needs to actively show the learners how different subject areas influence their lives, particularly the employment sector and in developing a sense of responsibility; the contents of the curriculum should provide learners with skills that will enable them find employment in society. The curriculum content is therefore relevant when the content consists of skills such as wood work, gardening or agriculture, home management and other practical subjects which will help learners get a self-employed job after acquiring the skills and act responsibly to the needs and expectations of the society.

The teachers from Mbereshi Primary School indicated that participating in the localized curriculum activities, learners were given opportunities to contribute to the sustainable development of their communities through interactions with local people, livelihood practices and environmental issues. This interaction enhanced a sense of ownership and shared responsibilities among the parents, school and the learners.

The figure below summarized the benefits that the pupils had seen from learning the localized curriculum.

Figure 4.2: Benefits that the pupils had gotten from learning the localized curriculum.



It was imperative to promote community studies in most rural areas of Zambia. This was because they offered a benefit to a large number of families. The figure 4.2 above indicates that the pupils were able to find employment in the local communities they come from. For example most pupils were able to make brooms, chairs, tables, fishing nets and many other items from the locally available resources in the district. Community studies in the area had made it possible in preserving culture for the local people, because pupils were able to restore broken cultural pieces that where forgotten. Through learning what their fathers used to learn and passing the knowledge to the next generation. Thus the implementation of the localized curriculum has brought a lot of joy to some section of the community because they saw their cultures been revived through local based learning that installed indigenous knowledge to the pupils.

Adaptability was not an exception. Most of the pupils in the local area were able to adjust themselves to changing needs of the society because of their involvement in community studies.

The Researcher was further interested to know the thoughts of the teachers from the three Schools, regarding the application of the skills by pupils learnt from the localized curriculum. Thus researcher asked the teachers if the skills learnt in school under localized curriculum benefited the pupils in their local communities. The table below shows the responses.

Table 4.4: Responses from teachers on the skills learnt in school under localized curriculum

School	Not sure	Yes	No
Mbereshi Primary school	4	12	4
Chilindi Primary School	6	8	6
Citrus Primary School	5	6	9
Total	15	26	19

From the information that was provided in table 4.4 clearly shows that people observe the application of the skills learnt in school under the localized curriculum by pupils. The teachers when asked if the pupils applied the skills learnt under the localized curriculum 15 teachers said that they knew nothing if the pupils were applying the skills they learnt from a localized curriculum. 26 teachers indicated that the skills that the pupils learn in school were applied in the community they come from. Still giving reference to the table above, 19 people indicated that they do not see the application of the skills that the pupils learned from the localized curriculum in the area.

4.4. Possible practical measures and policies in place enhancing the implementation of localized curriculum in the district

The district education board was however visited in the quest to find out the practical measures and policies put in place to enhance effective implementation of the localized curriculum. However in particular the DESO was interviewed on the issues regarding the measures that were put in place to enhance the effectiveness of the implementation of the localized curriculum among the selected schools in the district, he indicated that, there was need for curriculum integration, Refocusing of school subjects, Improvement in instructional materials, Evaluating the policies, engaging the community in the implementation process and accountability.

4.4.1. The Views from the Pupils on the measures to be put in place on the implementation of the localized curriculum.

In ensuring that the researcher had a broad base to get the measures on how localized curriculum can be implemented, pupils in the three schools were organized by the researcher and the pupils from all the three schools had similar opinions on what should be done in order to effectively implement the localized curriculum.

Five Pupils were picked from each school to respond to the questions on the measures to be put in place for the implementation of the localized curriculum. For Mbereshi Primary school, 4 pupils indicated that there was no learning materials, 3 pupils mentioned that there were inadequate teachers, while 2 pupils indicated that there is no adequate infrastructure in the school where to learn from. The head teacher (HT 1) from Chilindi had indicated that the parents can help in effectively implementing the localized curriculum and when interviewed on this matter he stated that:

"It seems that the role of the parents is a significant factor that influences the localized curriculum. Parents define the scope and focus of the 'curriculum content', and this, combined with teachers knowledge and experience and the way teachers see their roles, largely determines what is learned, and what learners can learn. Teachers appear to be allowing parents to take up this role, and even go so far as to describe parents as 'curriculum developers', although teachers remain in a key role of structuring the learning through the kinds of questions they ask, and through the 4 pupils from Chilindi Primary school had to indicate that there was need for learning way the lessons are structured. Teachers also bring in 'new knowledge' particularly the environmental issues / environmental management knowledge."

On the other hand materials as well. Equally 1 pupil had indicated that there was need for infrastructure development. 3 pupils had further mentioned that there was urgent need for adequate teachers in the school and 2 pupils equally had mentioned that there was need for more time when learning practical subjects in school.

Five pupils from Citrus indicate that there is need for more learning materials; two pupils stated that there was need for improvement in infrastructure at their school. Four pupils indicated that, there is need for more teachers to teach practical subjects at Citrus primary school. Five pupils indicated there was need for more time to be given for practical subjects.

One of the local community members (C1) of Mbereshi who happened to be present during the time of the focus group discussion with teachers had purported that;

'Enhancing the quality of educational delivery is the ultimate goal and rationale behind curriculum localization and the localization of schooling materials. A crucial dimension of quality education is that of relevance of curricular content; the diversity of local (sub national), cultural, and socio-economic realities.'

4.4.2. Views from teachers on the measures to be put in place in enhancing the localized curriculum.

The teachers when visited at the three schools in the district, a lot of varying views were collected regarding the effective measures to be put in place in the district in ensuring

effective delivery of effective curriculum. These included learning materials, which are not adequate. As observed from the table above, 10 teachers from Citrus primary school indicated that there is need for learning materials. 7 teachers from Mbereshi Primary indicated the same reason as well. From Chilindi only 4 teachers had to indicate that there is need for learning materials in schools.

Table 4.4: Views from teachers on the measures to be put in place in enhancing the localized curriculum.

	Citrus Primary	Mbereshi Primary	Chilindi Primary
Learning materials	10	7	4
Capacity building	8	3	12
Motivation	4	6	3
Raise awareness	3	7	4
Materials for the stakeholders	2	8	7
Total	27	31	30

Table 4.4 shows the measures that had to be implemented in enhancing the localized curriculum. The key measures include providing learning materials to the pupils so that learners easily acquire the skills required. In addition to this, capacity building among the teachers was also one of the measures that were stressed. In addition, motivation was seen as a matter of concern to the teachers in implementing the localized curriculum. Raise awareness and materials for stakeholders the stakeholders were key factors that were also brought up by the teachers.

Summary

In summary the researcher, looked at the challenges encountered in implementing the localized curriculum in Mwanabombwe district, like financial challenges which were not an exception as they presented a lot of barriers in efforts to implement the localized curriculum in the desired way. Also the researcher found that a lot of activities were scheduled in a particular year and it was a challenge to meet the financial needs that the schools in the district would need in order to implement the localized curriculum. In addition to this the schools lacked adequate human resources hence it was difficult to implement the localized curriculum without adequate human resources in the schools. The researcher further looked at

the benefits that the pupils had seen from learning the localized curriculum, for example, most of the pupils in the local area were able to adjust themselves to changing needs of the society because of their involvement in community studies and were able to find employment. The researcher further presented views from pupils, teachers, DEBS and PEO on the measures to be put in place in enhancing the localized curriculum. The key measures included learning, capacity Building, motivation, Raise awareness and materials for the stakeholders.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Overview

In discussing the research findings reported in Chapter 4 in more detail in this chapter, the researcher draws on Wals, (2007), who argued that learning in the context of sustainability is not only open-minded and transformative, but also it is found in the life's world of people and the encounters they have with each other. It is these 'encounters' that provide possibilities or opportunities for meaningful learning as they can—however, not automatically—lead to both (constructive) dissonance and increased social cohesion.

5.1. The challenges encountered in implementing the localized curriculum in Mwansabombwe District.

The Pupils, teachers and the DEBS office gave their views on the challenges faced in implementing the localized curriculum.

According to the teachers, they indicated that there were no Stakeholders. The teachers in the selected schools had mentioned that they lack stakeholders to work with in implementing the localized curriculum. In particular the need for Non-Governmental Organization was a major emphasis among others.

Pupil ration, limited funding, school facilities, learning resources, teaching staff and adequate infrastructure. The challenges were varying from school to school because of inequality of resources among them and geographical location. As observed the most challenging issue that was mentioned by teachers from Chilindi Primary was that of Teaching Staff that was not enough

As indicated in chapter four, unavailability of school facilities and equipment, like classrooms, libraries, resource centers, offices, desks, schools halls and others was also a matter of concern in the district. The fact that the education sector was under-funded by the government means that the availability and quality of facilities in learning institutions was affected negatively. It was observed that in most schools in Zambia with an exception of the newly built, infrastructure was in a deplorable condition. In Most cases Mbereshi, Chilindi and Citrus primary schools had inadequate classroom accommodation, which gave rise to double or triple shift in order to give all eligible children an opportunity to learn. Meanwhile,

some schools, especially in Mwansabombwe, had no buildings at all. Furniture was also inadequate in most schools and in some cases the seats and desks were tattered or totally absent. However, the face of infrastructure had improved in some schools with the help of donor funding such as 'sector pool'. Mbereshi was under heavy rehabilitation in order to improve the learning infrastructure.

In such situations in Mwansabombwe district teacher effectiveness in delivering localized curriculum had been hampered and it becomes almost impossible for the teacher to render individual pupil attention because of large numbers of pupils in classes (over enrolment). This kind of situation in Mwansabombwe made it very difficult for curriculum implementers to carry out their roles effectively.

In chapter four, the researcher presented the DESO's view on the challenges faced by the schools in implementing the localized curriculum; He indicated that the schools lacked adequate human resources. Thus Quality and quantity of teaching staff to meet the expectations of pupils and the society was another impediment among the three schools in implementing the localized curriculum. Teachers in Mwansabombwe district were the most important human resource in curriculum implementation since they were the ones who adopted and implemented the ideas and aspirations of the designers. This implied that success of the curriculum depended on the teachers.

For this reason, Mwansabombwe required sufficient supply of trained teachers if the implementation of the curriculum was to be effective. In Zambia, however, learning institutions have been for a long time experiencing a shortage of the teaching staff and the rural areas were the most affected since teachers shun those areas.

Teacher- pupil ratio was too high in the three schools visited; untrained teachers and community members are involved. When a school had no enough teachers, the few that were there were overstretched/overloaded; hence they were overworked which in turn affected their capacity to teach effectively. In the case of high schools, for example, where there is specialization in terms of teaching subjects, some subjects were not offered in certain schools even though they appeared in the curriculum because trained teachers in the respective subjects were not available.

Such hindrances are also found in higher institutions of learning. A good example was the University of Zambia where curriculum Development Studies was offered as an elective

instead of a compulsory course in the school of Education due to shortage of trained staff in the subject area. Okello and Kagoire, (1996) say, "The quality of education of a country largely depends on the quality of teachers." In other words, the quality of education was as good as the quality of the teacher. If the quality of teachers was poor, the quality of education will be poor. What this meant therefore was that the quality of teachers would determine the effectiveness of curriculum implementation.

In the three schools visited, the poor conditions of service for teachers were another challenge. These included, poor salaries, no housing and generally poor conditions of service also demoralized the teachers who resort to engage in private commercial enterprises to supplement meager salaries. If various education policies and programmes were to be effectively implemented, teachers ought to be adequately trained and motivated. After pre-service training which provided a foundation for professional service, teachers needed to keep abreast with new developments in the system through in-service training.

Poor time management by school administrators and teachers was another factor. Curriculum implementation was also hindered by what went on in learning institutions. Pupils' learning time was mismanaged by administrators and the class teacher. In most schools, a lot of time was taken up by activities such as assemblies, meetings held by visiting government officials, health talks, variety shows held during lesson time and learners were either sent away or asked to stay away from school, unplanned holidays such as when a teacher dies, teachers' day, women's day, mother's day and many other unforeseen eventualities that took place at the expense of learners.

When it came to classroom time management, the class teacher was the main player. A teacher who was not time conscious was not disciplined and a drawback in as far as curriculum implementation was concerned. For instance, a teacher of English who went to class five [5] minutes late for each lesson in a particular class every day, will have lost 25minutes at the end of the week. That was a lot of learners time which was wasted and would derail the implementation of the curriculum .Since curriculum developers took time into consideration when developing the curriculum. This therefore implied that the practical subjects were not given enough time for preparations.

However, curriculum implementers in Mwansabombwe district (teachers, head teachers, standard officers and others) were faced with barriers which hindered the successful

implementation of the curriculum. One of the barriers was lack of teaching and learning materials. As indicated by the responses from teachers and pupils in chapter four, this was one of the key challenges that was stressed that it hindered the enhancement of implementing the localized curriculum. The other challenge was same parents stated demanding to be paid at the end of the lesson taught.

5.2. Views on the utilization of skills learned at school under localized curriculum.

In accordance to the views of teachers and the DESO from the DEBS office in Mwanabombwe district, the curriculum content was answering the need of employment. Most of the pupils in the area were able to find employment after acquiring skills in various aspects thus most of them were able to be employers on themselves.

As it can be observed from chapter four, community studies also in the area had made it possible in preserving culture for the local people. Through community studies pupils were able to restore broken cultural pieces that were forgotten. It was done through learning what their forefathers used to learn and passing the knowledge to the next generation. For instance, the special dance done during Mutomboko ceremony ought to be passed on to the young generation. Thus the implementation of the localized curriculum had brought a lot of joy to some section of the community because they saw their cultures being revived through local based learning that instilled indigenous knowledge to the pupils. In addition, most of the pupils from the local community were able to adjust themselves to changing needs of the society because of their involvement in community studies.

By participating in the localized curriculum activities, learners at one of the schools were given opportunities to contribute to the sustainable development of their communities through interactions with local people, livelihood practices and environmental issues. This interaction enhanced a sense of ownership and shared responsibilities among the parents, school and the learners. This was in line with the expectations of the localized curriculum, (MoE 2005). Through these interactions (as reported in chapter 4), the parents and teachers were able to teach the learners relevant skills, positive attitudes and values, as reflected by this statement from a teacher interview.

The other point emphasized by the respondents was the realization that in the common event that children do not proceed to levels that can qualify them for formal employment, localized curriculum graduates will “find their feet” in life. This seems to imply that the localized curriculum was providing the necessary practical skills and knowledge for participating in

local livelihood systems. As indicated in chapter 4, knowledge of environmental issues and risks both contributes to localized practices, but also expands localized knowledge and practices into a wider sphere, giving learners a broader life experience and knowledge than that which was only applicable to the local.

As noted in chapter 1, and in chapter 4, it was customary for the people in Mwansabombwe district to rear goats. This could be expected to improve their economic status, but traditional practices of keeping these animals for prestige and not translating them into other forms of wealth defeats the purpose for poverty reduction. It was seen that the introduction of localized curriculum provided a component for marketing. Thus the community and learners were able to venture into selling fish and goats in the district, a situation that they were not aware of, providing new avenues for practice in the community.

This began to show the potential of the localized curriculum to complement or extend traditional empiricist and abstracted or ‘encapsulated’ forms of learning in schools which tend to focus more on transfer of content or abstract concepts, and less on practice-centered knowledge and experiential development, a dimension of learning that had long been valued in environmental education.

During a localized curriculum lesson learners were taught the scientific reasons surrounding Fish management, but at the same time had observed their parents/guardians and were therefore exposed to practical knowledge.

The lesson the researcher observed during the field work indicated the teacher building the linkages between the institutional knowledge of fishing to practices found in the community.

Other examples of acquisition of life skills learning were also found in the localized curriculum at Mbereshi Primary School, as reported in interview data collected where the parents said that they taught the children to make cooking sticks, stools, and canoes which were used when fishing. The mixing of epistemologies in localized curriculum development appeared to be providing for the re-appropriation of rich heritage of indigenous knowledge which had ‘intrinsic efficiency and efficacy’ to complement ‘the western framework’ and to once again provide ‘cultural reference points’ in tackling the issue of sustainable development and human poverty Odora as cited in Hogan,(2008).

5.3. Measures in place enhancing the implementation of localized curriculum in the district

In discussing the measures that should be put in place to implement the localized curriculum, the DEBS stated that there was need for curriculum integration, the emerging trend towards knowledge production and problem solving was interdisciplinary, seeing life as an integrated whole with no distinctive compartments as reflected by various disciplines of knowledge. The DEBS saw curriculum integration as a model for effectively addressing the issues discussed earlier. Integration here refers to the holistic view and treatment of issues related to intelligence, maturity, personal and social development of the learner for survival purposes and economic development of the nation as opposed to the compartmentalized subject-based form of instruction. Gay, (1996) indicated that, this approach recognizes that, the learner was part of a community and that learning should take into account everyday experiences of learners. Therefore, School life among the three schools should thus be integrated with community life and that of the individual learner. This perspective does not undermine the contribution of academic subjects in provision of knowledge, but rather advocates flexible use of knowledge beyond superficial understanding of isolated events. Thus curriculum integration organizes education to a more manageable and relevant approach. To achieve the goals of curriculum integration, organizing elements have been identified. These elements encompass life challenges and issues facing Zambia as a nation and member of the global village.

The other measure that the DEBS office mentioned was that, there was need to refocus the subject in school. Therefore for the localized curriculum to be effectively implemented there was need to refocus the subjects. Thus the school subjects within the current school system do not adequately address most of these problems and challenges. Hence they have to be refocused, by placing them with those within the social context. In doing this, two major strategies were identified, namely curriculum aspects and learning areas, Curriculum aspects highlight the life challenges and contexts in which the learner was expected to function as an individual and a member of the society. Learning areas indicated body of knowledge necessary to equip the learners with competencies necessary to address the life challenges. The curriculum aspects and learning areas were juxtaposed to identify competencies to be promoted in different contexts.

The DEBS also indicated that there was need for community participation. However, disregard the researcher observing that the local community was given the opportunity to participate in curriculum planning, development and implementation in the schools The DEBS still stressed the need for involvement of the local community. The researcher in the three schools observed that the localized curriculum was developed in collaboration with the parents and teachers. It was for this reason that parents became actively involved in the teaching process of the curriculum. During the development of the Localized Curriculum the teachers facilitated the processes while the parents selected topics to be taught, like carving, animal husbandry, fishing and gardening. The learners were consulted. Through the teaching of localized curriculum, learners got local knowledge from parents. It was not clear from the data what role parents played in evaluating the localized curriculum, but the documents stated that, the local community, school managers and teachers will also monitor the achievement of the learning outcomes by the learners. All in all following the emphasis of the DEBS on involving the community in implementation of the localized curriculum, the three schools had to put more in the involvement of the local community in the implementation of the localized curriculum.

The DEBS further stated that there was need to evaluate the school programmes and the learning programmes of its learners. Parents, head teachers, teachers and community leaders would participate in developing the localized curriculum, from the initial planning stage right through to the implementation and evaluation.

On the other hand, teachers had their own thoughts on the measures to be implemented in localized curriculum. They had stated that they needed more learning and teaching materials. Teachers were known to sacrifice their own resources in the effort to provide teaching and learning materials to the pupils in teaching of the localized curriculum.

Provision of capacity building programs among the schools in Mwansabombwe district was seen to be one of the cornerstones of effectively implementing the localized curriculum. Workshops had to be conducted among the schools in the district on how the localized curriculum could be effectively implemented. More skills had to be taught among the teachers on how to effectively implement the curriculum in the district.

Teachers in the three schools further expressed concern on the issue of incentives. Teachers stated that there was need for them to be motivated in the effort to implement the localized

curriculum, teachers went long hours teaching the localized curriculum content and the need for them to be motivated became a key factor in implementing the localized curriculum.

Some teachers also mentioned that there was need for awareness of the program to some teachers and community members. However, the Ministry of General Education should find ways in which to sensitize to the public and some teachers who seemed not to know anything regarding the localized curriculum in the district.

Summary

In this chapter, the researcher focused on the premise to discuss the data that was presented in chapter Four. The researcher in this chapter looked at the challenges encountered in implementing the localized curriculum in Mwanabombwe district. Also views on the utilization of skills learned at school under localized curriculum were discussed. The researcher further looked at the measures put in place to enhance the implementation of localized curriculum in the district.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

Overview

The following chapter presents the conclusion and the recommendation of the study. The conclusion and recommendation is drawn from the findings of the study in this dissertation.

6.1. Conclusions

6.1.1. Challenges encountered during the implementation of community studies

From the findings of the research, the challenges for the implementation of the localized curriculum was that they were tightly bound into the theme of curriculum localization and its related increases in autonomy both at the individual teacher level and at the broader school level, was the issue of additional responsibility being transferred from the traditionally centralized educational hierarchy to these local levels, reversing situations in which there was “...usually little freedom for schools or local education authorities to adapt this curriculum to local conditions”

Actual implementation was seldom simple or effective. Admittedly, such practice depends a great deal on the capacity and interest of individual teachers, since national education systems seem rarely able to support the development of such abilities on a large scale. Often, the actual individuals charged with the implementation of reform were not those consulted in policy formulation.

Other critical failings have been seen in the implementation of localization policy. These failings have largely pointed to: “...Lack of competent staff...lack of funding; resistance from teachers; Constraints of university entrance exams in addition to a “...failure to involve key stakeholders... (And)...the inadequate preparation of principals and teachers for curriculum change

On the other hand it had been learnt and found that learning in school through localized curriculum was relevant and meaningful to the children’s everyday lives and needs, the interaction between child and school will become a more active and enriching experience, rather than a passive, tiring, or alienating experience for the child.

6.1.2. Utilization of skills learnt by pupils during community studies.

The pupils in the area were able to find employment after acquiring skills in various aspects thus most of them were able to be employers on themselves.

Community Studies also in the area had made it possible in preserving culture for the local people. It was done through learning what their forefathers used to learn and passing the knowledge to the next generation. For instance, the special dance done during Mutomboko ceremony ought to be passed on to the young generation through local based learning that in stole indigenous knowledge to the pupils. In addition, most of the pupils from the local community were able to adjust themselves to changing needs of the society because of their involvement in community studies.

Learners were given opportunities to contribute to the sustainable development of their communities through interactions with local people, livelihood practices and environmental issues. The interaction enhanced a sense of ownership and shared responsibilities among the parents, school and the learners. This was in line with the expectations of the localized curriculum, (MoE 2005). Through these interactions parents and teachers were able to teach the learners relevant skills, positive attitudes and values such as making mats, stools, growing ipwa, cooking chikanda and making fishing nets.

This seems to imply that the localized curriculum was providing the necessary practical skills and knowledge for participating in local livelihood systems. The introduction of localized curriculum provided a component for marketing. Thus the community and learners were able to venture into selling fish and goats in the district, a situation that they were not aware of, providing new avenues for practice in the community. The parents said that they taught the children to make cooking sticks, stools, and canoes which were used when fishing. The mixing of epistemologies in localized curriculum development appeared to be providing for the re-appropriation of rich heritage of indigenous knowledge which had 'intrinsic efficiency and efficacy' to complement 'the western framework' and to once again provide 'cultural reference points' in tackling the issue of sustainable development and human poverty

It was suggested that contextualization of teaching and learning can strengthen the links between the learning environments of school, home and community. This can be achieved by building on pupils' experiences from outside the school and providing additional experience within the school program. This process was enhanced through the use of metaphors and analogies, which allowed children to integrate their own learning experiences.

Thus, a logical progression in the decentralization, or “localization,” of this vital area of educational delivery, namely, of school curricula was seen. In giving schools additional autonomy and subsequent responsibility that decentralization demands, and increasing, or strengthening, the link between local communities and school curricula, we can predict that schooling outcomes will be reasonably improved (while, of course, understanding that this is just one, albeit crucial, link in a long chain of needed school reforms in the developing world).

This desire for developing nations to preserve their cultures, while modernizing and integrating with the global economy, was seen as a common factor behind the localization of segments of national school curricula. There has been, “...a preoccupation with developing curricula fostering respect for, and preservation of, cultural traditions and indigenous values and ways of life.

6.1.3. Measures put in place to ensure the effectiveness of implementing localized curriculum

According to the Provincial Education Office of Luapula Province response on the measures to be enforced in ensuring that the localized curriculum was effectively implemented was that the school subjects within the current school system do not adequately address most of these problems and challenges. Hence they had to be refocused, by placing them within the social context. In doing this, two major strategies have been identified, namely curriculum aspects and learning areas. Curriculum aspects highlight the life challenges and contexts in which the learner was expected to function as an individual and a member of the society. Learning areas indicated body of knowledge necessary to equip the learners with competencies necessary to address the life challenges. The curriculum aspects and learning areas were to identify competencies to be promoted in different contexts.

As reflected in the discussions above, through the localized curriculum the local community was given the opportunity to participate in curriculum planning, development and implementation.

It was also found that a number of challenges are encountered in the effort to implement the localized curriculum in the three schools. These challenges had been major impediments in implementing the localized curriculum in the three selected schools.

The pupils and stakeholders had also aired their views regarding the utilization of the skills learned from the localized curriculum. The stake holders had indicated that the skills have helped the pupils find employment, preserve culture and also utilization of the localized curriculum.

The measures to be implemented were also given to the researcher. Most of the pupils expressed concern in the implementation of the localized curriculum; they had to indicate that, learning materials, adequate teachers, extension of time given to practical subjects and infrastructure improvement.

6.2. Recommendations

The key recommendations of the study were that;

- 1) Community Studies should be examined and assessed regularly by the DEBS office. This was because the researcher observed that the three schools that were visited recorded no monitoring from the DEBS and this made the researcher conclude that; it was the same reason why the teachers in three schools were reluctant to teach localized curriculum.
- 2) The syllabi should be designed at zonal resource centers by teachers and resource persons from the community so that they have a right content to teach the pupils in the schools and so that it suits the local needs and demands of the society.
- 3) In addition, allowance to motivate resource persons should be available. The teachers also in the schools visited have to be motivated. They go for long hours teaching the localized curriculum content to the pupils without any incentive and at times teachers sacrifice their own resources in the effort to teach the pupils.
- 4) Training of community leaders in community Studies should be encouraged, because teachers in the rural areas had indicated that they were at times helped by the local community members to teach the localized curriculum in the school. Thus, it was important for the local community to be empowered through training and sensitizing them.

6.3. Suggestion for further research

The researcher observed that most schools in Mwansabombwe district are not implementing the localized curriculum as indicated in the Zambia Basic Education Syllabi. Therefore, other researchers should look at the factors affecting the implementation of the localized curriculum in primary schools.

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Appendix 1

INTERVIEW SCHEDULE FOR SCHOOL IN-SERVICE TEACHERS

GRADE 5 TEACHERS

Name of Respondent:

1. Sex:

2. Briefly describe how the Localized Curriculum was developed at Mbereshi Basic School

3. What is the direct participation of the local people in the Localized Curriculum if so?

When and how?

4. What roles are the parents, teachers and learners playing in selecting the topics to

Include in the Localized Curriculum?

5. What role do the district officers (DESO) have in the Localized Curriculum?

6. What are the current environmental problems experienced in Mwansabombwe?

7. Are these problems being addressed through teaching Localized Curriculum, if so how?

8. Is the introduction of LC improving the quality of education/ quality of life, if so how?

9. Is the Localized Curriculum developed in your school addressing sustainable Environmental and Natural Resources Management? How?

Appendix 2

INTERVIEW SCHEDULE FOR GRADE 5/LOCALISED CURRICULUM FOCAL POINT PERSON

Name of Respondent:

1. Sex:
2. Briefly describe how the Localized Curriculum was developed at Mbereshi Basic School:
3. What is the direct participation of the local people in the Localized curriculum if so, when and how?
4. What roles are the parents, teachers and learners playing in selecting the topics to include in the Localized Curriculum?
5. What role do the district officers (DESO) have in the Localized Curriculum?
6. What are the current environmental problems experienced in Mwansabombwe District?
7. Are these problems being addressed through teaching Localized Curriculum, if so how?
8. Is the introduction of LC improving the quality of education/ quality of life, if so how?
9. Is the Localized Curriculum developed in your school addressing sustainable environmental and Natural Resources Management? How?

Thank you

Appendix 3: Consent Form

CONSENT FORM

I hereby agree to participate in an interview with Miss Moreblessing Ng'onomo. I understand that she will be inquiring about the different aspects of learning and the roles of the teachers and parents in implementing the Localized Curriculum.

Name: _____ Date: _____

Signed: _____ Date: _____

Appendix 4

INTERVIEW SCHEDULE FOR GRADE FIVE TEACHER

Name of Respondent: _____

1. Sex: _____
2. What are the current environmental problems experienced in Mwansabombwe district they can observe in their homesteads?
3. Are these problems been addressed through learning activities Localized Curriculum, if so how?
4. Are there any local skills, knowledge or ideas of addressing environmental issues shared by the teachers? When, how?
5. What are the parents/teachers teaching them in Localized Curriculum?
6. Is the introduction of LC of relevance to your life in Mwansabombwe District, if so how?
7. What roles do you play in the teaching / learning of Localized Curriculum? *Children*
8. What role do parents play in selecting the topic to include in the Localized curriculum?

Appendix 5

INTERVIEW SCHEDULE FOR GRADE FIVE LEARNERS

Name of Respondent: _____

1. Sex: _____

2. What are the current environmental problems experienced in Mwansabombwe district they can observe in their homesteads?

3. Are these problems being addressed through learning activities of Localized Curriculum? If so how?

4. Are there any local skills, knowledge or ideas of addressing environmental issues shared by the teachers? When, how?

5. What are the parents/teachers teaching them in Localized Curriculum?

6. Is the introduction of LC of relevance to your life in Mwansabobwe District area, if so how?

7. What roles do you play in the teaching / learning of Localized Curriculum?

Appendix 6

QUESTIONNAIRE FOR TEACHERS

THE ZIMBABWE OPEN UNIVERSITY IN CONJUNCTION WITH THE UNIVERSITY OF ZAMBIA

An evaluation of the implementation of the localized curriculum in selected Primary Schools in Mwansabombwe District, Zambia.

Dear Respondent,

I am undertaking a research on the implementation of the localized curriculum in selected primary schools in Mwansabombwe District of Zambia to see my completion of my postgraduate studies. I write to ask for your input regarding the implementation of the localized curriculum in selected Primary Schools in Mwansabombwe District. All the information that you will provide will be used for education purposes. I highly assure you of confidentiality on any single response you will provide to me.

Thank you in anticipation.

Date:

Instructions

Please circle, tick, and write the appropriate answer where you are required to do so.

Personal Details;

Name of Respondent.....

Occupation.....

PART A: DEMOGRAPHIC INFORMATION

1. what is your gender status?: (i) Male ☐ (ii) Female ☐

2. How old are you? A. Below 15 years ☐
 B. 15-25 years ☐
 C. 25-35 years ☐
 D. above 35 years ☐

3. What is your current Level of Education? A. Primary school ☐
 B. Secondary School ☐
 C. Tertiary ☐
 D. None ☐

Please fill in the table below by way of using a tick alongside the qualification you are currently holding?

Level of education	Tick
Never went to school	
General certificate in education	
Secondary school certificate	
Diploma	
Degree	
Master's degree or Above	

4. what is your Occupation: Formal

Informal

Part B: Challenges encountered in the implementation of the localized curriculum in the District

6. What are some of the challenges do you encounter in implementing the localized curriculum?

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.....

7. What could be the root cause of the challenges you have mentioned above?

8. Are there any Organizations or stakeholders that promote the implementation of the localized curriculum in Mwansabombwe District?

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Part C: Views on the utilization of skills learned at school under localized curriculum

9. What are your views in regard to the utilization of skills learned at school under localized curriculum?

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10. Do you think it is necessary to have a localized curriculum? Yes No

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11. What could be the reasons for your answer above?

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12. Is there any evident scenario to purport that the pupils are using the skills they get in school. In particular those that drop out of school at grade seven?

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.....

**Part D: Practical measures and policies in place enhancing the implementation of
localized curriculum in the district.**

13. Is the localized curriculum being implemented at your school successfully?

Yes No

14. What do you think would be done in order to improve the implementation of the localized curriculum?

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15. Are there any policies that are in place that promote the implementation of the curriculum?

Yes No

16. If you answered yes in the above question, mention those policies that promote the implementation of the localized curriculum?

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17. If your answer was No in question 15, kindly suggest those policies that you think can enhance the implementation of the localized curriculum.

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18. Kindly suggest recommendations to the community, pupils, teachers and the government in implementing the localized curriculum

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The End

I thank you for your time.

Appendix 7

CHECKLIST

On An Evaluation of the Implementation of the Localized Curriculum in Selected Primary Schools in Mwansabombwe District, Zambia

	NO	YES
Is the localized curriculum implemented?		
Do teachers plan for lessons and record their work done?		
Are practical subjects taught in the selected schools?		
Do pupils who drop out of school use the skills obtained through the localized curriculum?		
Is there any commitment shown by Teachers in implementing the localized curriculum?		
Are there any stakeholders partnering with schools in implementing the localized curriculum?		
Are there any challenges faced in implementing the localized curriculum?		

Appendix 8

INTERVIEW GUIDE FOR DESO

An Evaluation of the Implementation of the Localized Curriculum in Selected Primary schools in Mwansabombwe District, Zambia

1. What do you understand by the term curriculum localization?
2. Do you think the localized curriculum is being implemented successfully?
3. What are the challenges encountered in implementing the localized curriculum in Mwansabombwe district?
4. Are the skills learnt in school under localized curriculum implemented successfully by the pupils?
5. What are the possible practical measures and policies in place enhancing the implementation of localized curriculum in the district?
6. Are there any community members that help in implementing the localized curriculum?
7. What is the government doing in promoting the implementation of the localized curriculum?

The End

Appendix 9

QUESTIONNAIRE FOR DESO

ZIMBABWE OPEN UNIVERSITY/UNIVERSITY OF ZAMBIA

An evaluation of the implementation of the localized curriculum in selected Primary Schools in Mwansabombwe District, Zambia.

Dear Respondent,

I am undertaking a research on the implementation of the localized curriculum in selected primary schools in Mwansabombwe District of Zambia to see my completion of my postgraduate studies. I write to ask for your input regarding the implementation of the localized curriculum in selected Primary Schools in Mwansabombwe District. All the information that you will provide will be used for education purposes. I highly assure you of confidentiality on any single response you will provide to me.

Thank you in anticipation.

Instructions

Please circle, tick, and write the appropriate answer where you are required to do so.

Personal Details;

Date.....

Name of Respondent.....

Occupation.....

Part A: DEMOGRAPHIC INFORMATION

1. What is your gender status? (i) Male ☐ (ii) Female ☐

Part B: What challenges are encountered in the implementation of the localized curriculum in the District?

2. What challenges do schools face in teaching practical subjects?

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3. What could be the challenges faced at district level in implementing the Localized curriculum?

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Part C: Views in regard to the utilization of skills learned at school under localized curriculum

4. In which way are the skills learnt in the schools utilized in the respective communities of Mwansabombwe district?

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5. What could be the reasons for your answer above?

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6. Do pupils who drop out of school utilize the skills they learn from school?

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Part D: Practical measures and policies in place enhancing the implementation of localized curriculum in the district.

7. Are there any policies that are in place that promote the implementation of practical subjects in the schools of Mwansabombwe District?

Yes No

8. If you answered yes in the above question, mention those particular policies that promote the implementation of Localized?

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9. What recommendations can you give to the schools in order for them to have an effective implementation of the curriculum?

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The End

I thank you for your time.

Appendix 10

QUESTIONNAIRE FOR PUPILS

ZIMBABWE OPEN UNIVERSITY/UNIVERSITY OF ZAMBIA

An evaluation of the implementation of the localized curriculum in selected Primary Schools in Mwansabombwe District, Zambia.

Dear Respondent,

I am undertaking a research on the implementation of the localized curriculum in selected primary schools in Mwansabombwe District of Zambia to see my completion of my postgraduate studies. I write to ask for your input regarding the implementation of the localized curriculum in selected Primary Schools in Mwansabombwe District. All the information that you will provide will be used for education purposes. I highly assure you of confidentiality on any single response you will provide to me.

Thank you in anticipation.

Instructions

Please circle, tick, and write the appropriate answer where you are required to do so.

Personal Details

Date.....

Name of Respondent.....

Occupation.....

Part A: DEMOGRAPHIC INFORMATION

1. What is your gender status?: (i) Male ☐ (ii) Female ☐

2. How old are you?

A. Below 15 years	<input type="checkbox"/>
B. 15-25 years	<input type="checkbox"/>
C. 25-35 years	<input type="checkbox"/>
D. above 35 years	<input type="checkbox"/>

3. What is your current Level of Education?

- A. Primary school
B. Secondary School
C. Tertiary
D. None

1000000

4. Please fill in the table below by way of using a tick alongside the credentials you are currently holding?

Level of education	Tick
Never went to school	
General certificate in education	
Secondary school certificate	
Diploma	
Degree	
Master's degree or Above	

5. What is your occupation: Formal

7

Informal

11

Part B: Challenges encountered in the implementation of the localized curriculum in the District

6. What are some of the challenges do you encounter in Learning Practical subjects?

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7. What could be the reasons for the challenges?

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Part C: Views in regard to the utilization of skills learned at school under localized curriculum

8. Do you find the skills you learn from practical subjects?

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9. Do you think it is necessary to have practical subjects in school? Yes No

10. What could be the reasons for your answer above?

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11. a. Do you know of your friends who have dropt put school? Yes No

 b. If yes above how do they use the skills in the community? Please explain below

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Part D: Practical measures and policies in place enhancing the implementation of localized curriculum in the district.

12. Are practical subjects implemented successfully in your school?

Yes No

13. What do you think would be done in order to improve the implementation of practical subjects

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14. Are there any policies that are in place that promote the implementation of practical subjects?

Yes No

15. If you answered yes in the above question, mention those policies that promote the implementation of Practical subjects?

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16. If your answer was NO in question 15, kindly suggest those policies that you think can enhance the implementation of the Practical subjects?

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17. Kindly suggest recommendations to the community to the school in order for them to improve the implementation of practical subjects in your school.

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The End

I thank you for your time.

QUESTIONNAIRE FOR SESOS AND PESOS

An evaluation of the implementation of the localized curriculum in selected Primary Schools in Mwansabombwe District, Zambia.

I am undertaking a research on the implementation of the localized curriculum in selected primary schools in Mwansabombwe District of Zambia to see my completion of my postgraduate studies. I write to ask for your input regarding the implementation of the localized curriculum in selected Primary Schools in Mwansabombwe District. All the information that you will provide will be used for education purposes. I highly assure you of confidentiality on any single response you will provide to me.

Thank you in anticipation.

Please circle, tick, and write the appropriate answer where you are required to do so.

Date.....

Name of Respondent.....

Occupation.....

1. What is your gender status?	(i) Male	(ii) Female
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2. How old are you? A. Below 15 years ☐

B. 15-25 years ☐

C. 25-35 years ☐

D. Above 35 years ☐

3. What is your current Level of Education?
- A. Primary school ☐
- B. Secondary School ☐
- C. Tertiary ☐
- D. None ☐

Please fill in the table below by way of using a tick alongside the credentials you are currently holding?

Level of education	Tick
Never went to school	
General certificate in education	
Secondary school certificate	
Diploma	
Degree	
Master's degree or Above	

4. What is your Occupation? Formal
- Informal

Part B: Challenges encountered in the implementation of the localized curriculum in the District

5. Being at the Provincial Education Office, what challenges might be faced by Mwanabombwe district in implementing the Localized Curriculum?

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6. What could be the reasons for the challenges in the district?

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7. Are there any efforts that are made by the schools in efforts to successfully implement the localized curriculum?

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Part C: Views in regard to the utilization of skills learned at school under localized curriculum

8. Having rolled out the localized curriculum to the schools, in particular Mwansabombwe district. How do the pupils utilize the skills learned under the localized curriculum?

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9. What could be the reasons for your answer above?

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Part D: Practical measures and policies in place enhancing the implementation of localized curriculum in the district.

10. What could be some indicators to show that the implementing of the localized curriculum is successful?

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11. What do you think would be done in order to improve the implementation of the localized curriculum?

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12. What recommendation can you suggest to the district in order for them to improve the implementation of practical subjects in the schools?

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The End

I thank you for your time.