



**AN INVESTIGATION INTO THE TYPE OF TRAINING
NEW BREAKTHROUGH TO LITERACY (NBTL) TEACHERS
UNDERGO. THE CASE OF MUMUNI ZONE IN LUSAKA
URBAN DISTRICT**

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BY

PETRONELLA NGAMBO NGUVU

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2004

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BY

PETRONELLA NGAMBO NGUVU (99330687)

**A research report submitted to the Department of Adult Education and
Extension Studies in partial fulfilment for the award of Degree in Adult
Education.**

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DEDICATION

I dedicate this work to my beloved son Joshua Zangi Tembo.

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This research would not have been a success without the support and careful guidance by my research supervisor Mr. A.L. H. Moonga. I wish to thank him sincerely for enabling me to produce such a report.

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LIST OF ACRONYMS

ZNBTL	-	Zambia New Breakthrough to Literacy
NBTL	-	New Breakthrough to Literacy
M.O.E	-	Ministry of Education
CDC	-	Curriculum Development Centre
TED	-	Teacher Education Department
INSET	-	In-service Education and Training
PRP	-	Primary Reading Programme
SIP	-	School INSET Provider
ZIP	-	Zone INSET Provider
DIP	-	District INSET Provider
PIP	-	Provincial INSET Provider
NIP	-	National INSET Provider
NISTCOL	-	National In-service Training College
SHAPE	-	Self-Help Action Plan for Education
ODA	-	Overseas Development Agency
EPSA	-	Education Programme for Southern Africa
AIEMS	-	Action to Improve English, Maths and Science
ZAMSTEP	-	Zambia Mathematics and Science Teacher Education Project

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ABSTRACT

NBTL is a much more recent development in the Ministry of Education in Zambia. The Molteno project, a South Africa non-government organization together with the 1996 policy –“Education our future” influenced the adoption of the New Break through to literacy (NBTL) in the Ministry of Education. This course aimed at introducing initial literacy at Grade 1 through the seven official Zambia languages. (Ministry of Education, 2002). This study therefore sought to investigate the type of training that NBTL teachers of Mununi zone in Lusaka have undergone.

In the literature review, much of the concepts related to the study are revealed. These concepts emphasize the need and demand for teacher development through In-service and pre-service education. Further a brief overview of pre-service and in-service teacher training programme in Zambia is provided. This provides in brief informant on how INSET as well as pre-service education has been provided in Zambia. Finally, the literature review also shows the importance of teaching in local languages by providing justifications for proponents such as Paulo Freire, Antonio Gramsci and Awonyi. In order to collect data, a descriptive research design was used following a baseline set up. Both qualitative and quantitative approaches were used to collect and analyse the data. A sample of 30 respondents was selected purposively to whom the questionnaire and interview techniques were administered.

The research findings revealed a number of issues concerning INSET for NBTL teachers. These findings are analysed by use of percentage tables and narrations. They are also discussed on the basis of the research objectives. In terms of INSET programmes for NBTL teachers, the findings revealed that Chalimbana Teacher Training college, now NISTCOL has been instrumental in providing INSET in NBTL through correspondence in the new Primary Teacher’s Diploma course. The District Resource Centre held a workshop at ZAMISE on NBTL and the Curriculum Development centre (CDC) also organized a workshop on Basic Education School Curriculum. All these including school based workshops have provided training to NBTL teachers. The findings also revealed problems such as inadequate time, over loaded curriculum, language barrier and even

over enrolment as some of the hindrances to the effective implementation of NBTL.

The study therefore made a number of recommendations some of which include the following:

- A proper and careful research must be done in order to identify the real training needs of the NBTL teacher. NBTL teachers as well as INSET planners must be involved in the whole research process.
- The Ministry of Education should try as much as possible to train its teachers on how to write educational materials so that they can contribute to the producing of these materials.
- The government should establish another institution to offer in-service education for teachers, such as NISTCOL.

CHAPTER ONE

1.0 BACKGROUND

In view of the continuous renovation and development of general and pedagogical knowledge, and of the constant change taking place in education systems and the increasingly creative character of pedagogical activities, it does not seem possible to equip the student teacher with knowledge and skills which would be sufficient for his whole professional life. (Greenland, 1983).

Therefore, there is need for governments to have a comprehensive policy to ensure that teacher education is recognised as a continuous co-ordinated process which begins with pre-service preparation and continues throughout the teacher's professional career. In such a system, pre-service and in-service education should be integrated, fostering the concept of life-long learning and the need for recurrent education. (International Conference on Education, UNESCO, 1975). Since independence, the education system in Zambia has undergone a number of innovations and reforms. This has led to increasing demand for pre-service and in-service education and training programmes in the Ministry of Education.

Recently, a new programme was introduced to improve the literacy levels in schools, the Primary Reading Programme (PRP). A lot of research was undertaken by the Ministry of Education to find efficient ways of teaching literacy in schools. Therefore, the Molteno project, a South African Non-

governmental Organization influenced the Ministry of Education in Zambia to adopt the New Breakthrough to Literacy (NBTL) approach. The approach proved to be effective in many South African schools. The New Breakthrough to literacy lays emphasis on the use of Zambian languages as a medium of instruction for all subjects in the first year of primary education. It assumes that literacy skills are easily acquired in a language that one communicates daily. Therefore, once a child acquires these skills in his local language, he/she can easily use the same principles or learn to read and write in any other language such as English (Ministry of Education, 2001).

Some of the special features of NBTL are that; it uses the language experience approach, it uses a learner-centred approach, recognising the learner's own particular experiences and learning needs, and it also allows cooperative learning by promoting and encouraging group work. (Ministry of Education, 2001).

Following the NBTL approach to the Primary Reading Programme (PRP), a few teachers from each school have been selected to teach grade ones with special orientations. Much of these orientations are given by Resource Centres and the School INSET Providers (SIPs) or Zone INSET Providers (ZIPS). (Ministry of Education, 2002).

1.1 Statement of the Problem

Although NBTL is being implemented by a number of teachers in many schools, there is no information or literature about the type of training that these teachers undergo. Therefore, this study sought to investigate the type of training that NBTL teachers of Mumuni Zone in Lusaka have undergone.

1.2 Objectives of the Study

The study was based on the following objectives:

- i. to investigate the problems faced by NBTL teachers in implementing the programme;
- ii. to identify the type of trainings undergone by NBTL teachers; and
- iii. to establish the relevance of the type of training to the teaching of NBTL.

1.3 Purpose of the Study

The aim of the study was to investigate the type of training undergone by NBTL teachers through guidance of the objective listed above.

1.4 Significance of the Study

The research findings, conclusions and recommendations of this study will be beneficial as they will provide an update account of INSET at primary school level in the schools under investigation, INSET policy, strategies employed as well as teachers' attitudes to NBTL. Furthermore, the study will enable the

policy makers in the Ministry of Education and agencies responsible for INSET to review their current priorities and modify their own INSET programmes. Finally, this study will promote the recognition of INSET as a crucial variable in the process of improving the quality of children's learning in the classroom.

1.5 Assumptions of the Study

The study assumed that there were problems in NBTL teaching. It also assumed that there was no serious training organized for NBTL teachers and that the kind of training that NBTL teachers have undergone was not relevant.

1.6 Definition of Terms

Education. According to Good (1973), education is defined as a social process that provides continuous enlargement and enrichment of human experience, enabling individuals to meet and deal with various aspects of the environment affecting their development and activities.

Teacher Education. Teacher education can be explained as efforts to promote by appropriate means, the professional growth and development of workers while on the job. In supervision of teaching, one of the major tasks includes skills and attitudes of institutional staff members to make them more effective on the job (Good, 1973:294).

Language. A language is part of the culture of a people and the chief means by which members of a society communicate. It attaches specific words and

phrases to the most frequent and most important cultural meanings. (Lado, 1964:23).

Teacher. A teacher is the facilitator in the learning process or the acquisition and evoking of knowledge, attitudes, values and skills in a systematic way. (Darkenwald and Merriam, 1982).

INSET Providers. These are teachers who are trained to coordinate teacher education at zone or school level.

Zone. This is a group or cluster of schools under a geographical demarcation within a district that is coordinated by a zone INSET Provider (ZIP).

Teachers' Resource Centres. These are places which provide general facilities for teachers' education such as workshops facilities, exhibitions in which teachers are introduced to new textbooks, teaching materials, equipment, and so on. They also help teacher in their work and give them ideas of the standards being achieved. (Farrant, 1980:367).

1.7 Limitations of the Study

Due to financial and time constraints, the study will be confined to six schools in one zone of Lusaka Urban District.

CHAPTER TWO

1.0 LITERATURE REVIEW

2.1 Introduction

The main aim of this literature review is to reveal relevant research findings including concepts and theories that relate to the study. It therefore discusses the issues of teacher education and training. The review also shows or highlights specific in-service education and training programmes (INSET) including a few pre-service education programmes that were specifically designed in response to some innovations or reforms in the education system in Zambia. The importance of using local languages in teaching literacy is also discussed with the support of basic concepts in adult education propounded by Paulo Freire, Antonio Gramsci, Malcolm Knowles, Henry Giroux and many other adult educators.

This review of literacy should emphasise the need for inquiring into the type of training undergone by New Breakthrough to Literacy (NBTL) teachers.

2.2 Related Concepts

If education is to meet the demands of our time and of the coming decades, the organization content and methods of teacher education must be constantly improved. (Greenland, 1983:1). Faced with the problem of ever-increasing numbers of untrained and unqualified teachers, ministries of Education can be said to have opted for two main strategies, either they have introduced INSET programmes which lead to full certification and which in

respect of their content and/or organizational structure are distinct from the pre-service training courses offered to school-leavers or they have encouraged unqualified teachers to compete for entry to the conventional and pre-service colleges on the same terms as school leaver applicants. (Greenland, 1983:77).

Reducing the number of unqualified teachers is explicitly mentioned as an aim of INSET in many African countries. For instance, the Ministry of Education's 'Reform' document in Zambia (1977) contains detailed references to the initial training of unqualified teachers. Large-scale curriculum change in underdeveloped countries in the sloughing off of structure and content imported from the alien context of Western Europe and North America is a recent, post-independence phenomenon, and each step in the process invariably involves on-the-job training for those involved. In Zambia, including many other African countries, the majority of teachers do not participate in planning or changing the curriculum. As a result, INSET activities are designed to relate the dissemination of new syllabuses and materials to teachers.

According to a survey conducted by the INSET Africa Project, Gambia and Swaziland were the only countries by 1980 who appeared to come close to ensuring that every teacher who was to implement new curriculum materials during the next year actually received some training in how to handle them. Of Gambia's total of 1,370 teachers in 1979, 200 attended one such

dissemination course. (Greenland, 1983). In other countries, however, the survey revealed that INSET courses organized to disseminate new curriculum reached a far smaller proportion of the teachers for whom they were intended. In Zambia, the survey revealed that if the total enrolments at courses run by the different subject sections of the Curriculum Development Centre (CDC) in 1980 were added up, some 1,400 teachers out of a primary teachers force of 20,000 were involved.

This brief overview simply shows that teacher education is recognized in national education policies for many African countries including Zambia. However, the policy documents differ from one country to another in their degree of detail.

Heneveld (1994) reveals that, recent attempts at improving the quality of African Primary education, including those funded by the World Bank, have tended to rely on national educational policy reforms that build on the rich research findings of the last fifteen years which link educational inputs to student achievement. In Zambia for instance, major policy reforms have been carried out that change the language of instruction, the management structure of the educational system, the availability of textbooks and in-service teacher training, or the subjects taught. Training programmes for teacher upgrading and management improvement have been designed and implemented, usually in short residential sessions away from one's work site.

However, the results in terms of effective implementation in the classroom use of new materials, change in teacher behaviour and improvements in academic achievement have been disappointing. (Chelu, et al, 1995).

In Gramsci's view, educational activity has to be conceived within the context of a philosophy or world view. He therefore believes that teacher education should develop an understanding of the teacher's role which stems from a conception of the world and, within it, of the nature and function of the educational process. (Entwistle, 1979).

Gramsci's most obvious relevance of the theory of Praxis for teacher education lies in the philosophy of teaching. On this view, the essentially practice relevant component of teacher education is 'contextually' as distinct from technical theory. Gramsci did not look for improvement of the teaching profession through improvement of the technical pedagogical skills of teachers, rather, he saw virtue in the 'mediocre' practitioner committed to teaching in terms of traditional strategies. According to him what the improvement of teaching required was not better, or different pedagogical skills, but a deeper, or different understanding of teaching as a vocation. Teachers had to be made aware of the nature and philosophical content of their task. In terms of present day teacher education programmes, this would intimate an emphasis upon philosophy, history and sociology of education. But these contextual components of educational theory are precisely those which come under attack as irrelevant for practice, not only

from students and teachers, but also from educational administrators. (Antwistle, 1979).

Pre-service and In-service Teacher Training Programmes in Zambia

According to Mwanakatwe (1968), one of the most difficult problems of educational policy in the post-independence period concerned the development of an appropriate language for instructing pupils in primary schools. The idea of choosing one vernacular or local language, in a country where there is no lingua franca, as a universal language of instruction was discarded. For some reasons, English was thus adopted as a medium of instruction.

- ✦ To avoid misunderstanding in the use of English as a medium of instruction, the new system of teaching known as the New Primary Approach (NPA) was introduced. NPA was based on the English medium (New Peak) course which had been a great success in Kenya. Before introducing this NPA course, the Ministry of Education set up the primary centre at the end of 1968 which was staffed by five language teaching specialists. At first, two specialists were made available by the British Council under the Aid of Commonwealth English Scheme. The staff of the centre were engaged in writing a four-year lower primary course for Zambia, and in training supervisors and teachers in the use of it. NPA course was first introduced in 1966 in Lusaka and later extended to some other parts of the country. Teachers in Lusaka and on the Copperbelt were to be given a fortnight's introductory course, followed by teachers'

meetings throughout the year and regular visits from supervisors. Training colleges were to hold their own courses for teachers in practicing schools. While students in training colleges under a one-year or two-year course were taught the techniques of the NPA course. In addition, teachers from rural areas were admitted to certain training colleges for a special half-year course, and then return to their schools. (Mwanakatwe, 1968).

An English Medium Programme Centre was thus started in Zambia in 1966 to produce school materials with English as a medium of instruction. This was the first curriculum change since independence. Learning in a mother tongue was deemed impracticable in a multi-lingual society. However, a second chance came in November 1969 after Kerr conducted a needs assessment and then recommended the establishment of the Curriculum Development Centre (CDC) with the goal of making education relevant to Zambian needs. The earliest years of CDC are reported to have concentrated on building a sound primary course in all subjects from grade one to grade seven (Zambia Primary Course, ZPC). This task was completed in 1973. (Greenland, 1983:190-191). The ZPC was introduced in 1971 and had not changed upto 1979. the English department at CDC conducted general refresher courses for teachers in seven regions to review and discuss the Zambia primary course while waiting for the Education Reform Report (Page, 195).

All INSET introducing teaches to new curricula was to be jointly handled by CDC, the inspectorate, teachers' colleges, the university and other

professional agencies. However, the biggest responsibility to train teachers for new roles lay with the central inspectorate in the Ministry of Education and Culture. (Chelu, et al, 1995).

Kelly (1999) states that educational policy between 1964 and 1973 stressed quality but the practice stressed quantity. Among the aims, the expansion of teacher training and upgrading of teachers was to be done so as to maintain quality. One of the challenges the Ministry had was how to promote English as a medium of instruction and at the same time promote appreciation for local languages. A two year primary teacher training course had existed prior to 1966, when it was reduced as an emergency measure. In 1969 a two year course for basic teacher training was introduced. In the colonial period, teacher education was an important pre-requisite if the quality was to be improved. (Page, 89-99).

Pre-service training of teachers have been successful in providing the country with a regular supply of qualified teachers. However, they have been handicapped in the accomplishment of their mission by inability to bring the quality of their output to the level they would have desired. (Ministry of Education, 1996:110). In 1992, for instance, Focus on Learning highlighted the following quality – related problems in the colleges; (i) an overloaded and inappropriate curriculum; (ii) promotion of rigid teacher-centred methodology; (iii) an excessively demanding examination system; and (iv) staff with

inadequate or unsuitable educational and professional qualifications and shortage of educational resources of all kinds. (Ministry of Education, 1992).

In Zambia, the Ministry of Education's capacity to offer in-service training programmes is quite limited. In 1994, only 1% of service teachers underwent formal training of one kind or another. It is also very unfortunate that no master plan existed to show the number and categories of teachers requiring in-service training, the nature of their training needs, the needs of the educational system, and the types of programmes that would best meet these needs. (Chelu, et al, 1995). At the same time interventions to improve the quality of education may not have the desired effects, largely because the teachers used those resources effectively for educational purposes. Cases in point are the distribution of materials for the former Zambia Basic Education Course (ZBEC) and the increased number of textbooks and other books for class use. It was discovered that many teachers did not know how to put these materials to effective use. (Heneveld, 1994:3). Therefore, the education policy from then on stated that, "the Ministry will formulate broad guidelines and strategic approaches for the in-service education and training of teachers and will exercise a coordinating role in respect of such training...." (Ministry of Education, 1996).

The planning unit in the Ministry of Education is heavily dependent on donor support, but the government of Zambia is trying to strengthen it by seconding professionally qualified staff to the unit. The Self-Help Action Plan for

Education (SHAPE) and Action to Improve English, Mathematics and Science (AIEMS) projects were offering very valuable in-service courses for teachers at primary and secondary levels. (Chelu, et al, 1995).

In 1970, Chalimbana Teachers College was converted into a National In-service Training College (NISTCOL) and its' status changed. This change was necessitated by:

..the introduction of English as the medium of instruction from the first year of school, as legalised by the Education Act of 1966 which required teachers to have quick but adequate orientation in the curricula and training methods involved in the Zambia primary course.... (NISTCOL, 1989).

NISTCOL has worked hard to fulfil the role as a National In-service College for teachers but its capacity is inadequate to meet the needs of all primary teachers in the country. Besides, NISTCOL has undertaken additional training courses such as training teachers for Namibia, providing upgrading courses for Basic school teachers and so on. Inspectors of schools have for a long time played such a role. (Chelu, et al, 1995)

SHAPE was formed in 1987, with one of its important roles to conduct In-service courses for teachers. These are school-based or zone-based courses mainly using the local teachers to help their fellow teachers in INSET activities. The Educational Programme for Southern Africa (EPSA) also played a role in INSET within and outside Zambia from 1985 to 1993 when it wound up. The purpose of the programme was to provide a range of in-service activities relevant to the identified needs of selected groups of educational

staff within the system, i.e. College Vice Principles, Headteachers, Inspectors and Primary School Teachers (EPSA, 1991).

In 1985, the British Overseas Development Agency (ODA) put in place the *ZAMSTEP (Zambia Mathematics and Science Teacher Education Project)*. A programme intended to improve the teaching of English, Science and Mathematics. Among its terms of reference were:

- "to organize and conduct two-week in-service seminars in each of the long school vacations in order to update and improve the teaching methods and to extend the subject knowledge of serving teachers;
- to organize and conduct shorter seminars during term time;
- to advise the teacher training colleges, NRDC and School of Education of the University of Zambia, regarding the courses offered to science trainee teachers," and so on. (ZAMSTEP, 1988).

At the expiry of ZAMSTEP, a new and even bigger project (AIEMS) was put in place by the ODA. (Chelu, et al, 1995).

The importance of teaching in Local Languages

Recently, the Ministry of Education introduced a new approach to literacy teaching which recognises the importance of using local languages as media of instruction in the first grade of lower primary schooling.

Awonyi (1982) noted that colonial policies in many Third World countries had the greatest impact on the attitudes of the Africans in terms of the teaching of African languages in formal schools. Most of Africans in former British territories despised, and still despise African languages for the following reasons:

...the school system made many to erroneously equate formal education with the ability to speak and write in English only – to match their colonial mentors in all respects.
...The minds of Africans were poisoned as regards teaching and learning of African languages. They were told their languages were uncouth and primitive and could not be considered worthy of scientific analysis and study. An inferiority complex thus set in.... (Awonyi, 1982:65).

Such attitudes are unhealthy and require to be removed from Africans by means of radical education. An alternative starting point to the study of language recognises the significance of Antonio Gramsci's notion that every language contains elements of a conception of the world. It is through language that we come to consciousness and negotiate a sense of identity, since language does not merely reflect reality but plays an active role in constructing it. (Giroux, 1988).

According to Freire (1973) language and power are inextricably intertwined and provide a fundamental dimension of human agency and social transformation. He further argues that language as shaped by specificity of one's own historical and cultural formation, plays an active role in constructing experiences and in organising and legitimating the social

practices. It is the real part of culture which constitutes both a terrain of domination and field of possibility.

This notion is supported by Gramsci (1982:44) who argues that language is both hegemonic and counter hegemonic, instrumental in both silencing the voices of the oppressed and in legitimating oppressive social relations. In universalising particular ideologies, language attempts to subordinate the world of human agency and struggle to the interests of dominant groups. But at the same time, language is viewed as a terrain upon which radical desires, aspirations, dreams and hopes are given meaning through the meaning of the discourse of critique and possibility. Language is therefore very important in the process of acquiring literacy skills. The language teacher therefore needs to be fully aware of these principles and must be well trained and conversant with the language.

The Zambia New Breakthrough to literacy approach is a curriculum change in the ministry which requires that its implementers undergo some form of in-service education and training for it to be effective.

2.3 Conclusion

The literature review has highlighted the major in-service activities that have been underway in Zambia since the colonial period upto the Third Republic. It has also shown briefly the importance of using local languages as a medium of instruction. This justifies the introduction of the New Breakthrough to Literacy (NBTL) approach. However, the type of INSET activities organized for the implementers of this new programme requires to be investigated. This will update the literature about INSET in Zambia.

CHAPTER THREE

2.0 METHODOLOGY

3.1 Research Design

The researcher used a descriptive research design. This followed a baseline set up. To acquire information about the type of training undergone by teachers, the research carried out a formative evaluation. Both qualitative and quantitative approaches were used to collect and analyse data.

3.2 Population

The population in this study included the schools in Lusaka urban's Mumuni Zone, the NBTL teachers, the School INSET Providers, and the Headteachers. The zone is comprised of nine schools. The findings of the research were confined to this group, however, the conclusions and recommendations are generalized to the entire education system and INSET in Zambia.

3.3 Sample and Sampling Procedure

The sample in the study comprised the SIPs, NBTL teachers, and Head teachers from each of the selected schools. Six schools were selected purposively from the zone. This was so as to cut down on the costs of travelling to and from each school.

The size of the sample was as follows:

Table 1: Distribution of sample size according to school

SCHOOL	SCHOOL INSET PROVIDERS	NBTL TEACHERS	HEADTEACHERS
LOTUS	1	3	1
MUMUNI	1	3	1
BURMA	1	3	1
LUSAKASA	1	3	1
CHISENGALUMBWE	1	3	1
ST. PATRICKS	1	3	1
TOTAL	6	18	6

NB: The table indicates that 6 SIPs, 18 NBTL teachers and 6 head teachers were selected purposively. The total sample size will be 30.

3.4 Instrumentation/Data Collection

In order to collect data about the kind of training that NBTL teachers have undergone, the following instruments were employed.

- i) Questionnaire: A semi-structured questionnaire was administered to the NBTL teachers and the School INSET Providers (SIPs).
- ii) Interview Guide: A semi-structured interview was administered to the Headteachers.

3.5 Data Analysis

The researcher used quantitative and qualitative methods of analysing data. Narrations, frequencies and percentage tables and graphs were used to describe and explain the data.

CHAPTER FOUR

4.0 RESEARCH FINDINGS

The research sought to get views of teachers, headteachers as well as those of INSET providers on the type of training undergone by NBTL teachers in Mumuni Zone of Lusaka Urban District. The schools that were visited include Lotus Basic St. Patricks Basic, Burma Basic, Chisengalumbwe Basic, Lusakasa Basic School and Mumuni Basic School. On average, the responses from the targeted population were fairly good, except that in almost all the schools except for Lotus Basic School and Burma Basic School, there were only two NBTL teachers to answer the questionnaires instead of three as planned by the research. Nevertheless, the respondents cooperated very well and they participated in the research project.

The research findings in this paper are analysed according to responses from the headteachers, NBTL teachers and school INSET providers.

4.1 Responses from Headteachers

The study intended to interview 6 headteachers from Mumuni Zone. Successfully, the response was very good in terms of participation. All the Headteachers were ready to participate in the interview. The purpose of the interview was to ascertain whether or not the headteachers as immediate supervisors for NBTL teachers had some knowledge about the type of in – service training programmes that NBTL teachers have undergone. The researcher also sought to get the views of headteachers concerning the relevance of the type of training undergone by NBTL teachers in relation to the implementation of NBTL. The following were some of the findings from the headteachers in the six schools of Mumuni Zone.

4.1.1 **The inception of NBTL**

The responses from all the six headteachers when asked about when NBTL was officially introduced to their school reveal that it was in 2003.

4.1.2 **Criteria for selecting NBTL teachers**

The findings also reveal that for a number of schools, NBTL teachers were chosen on the basis of the perceived performances by the headteachers. This is evidenced by a number of responses from headteachers. For example, some headteachers said the following:

- Committed lower section teachers were picked;
- Hardworking teachers were selected; and
- Committed and active teachers were picked.

However, one of the headteachers argued that the school had to pick the teachers who were handling grade one classes at the time. It can be observed that one of the six headteachers mentioned the issue of ethnicity as a criteria for selecting NBTL teachers as the approach involves use of local languages.

4.1.3 **Orientations on NBTL**

The headteachers were asked whether the NBTL teachers had undergone special training. They responded as follows:

Table 2 – Distribution showing whether or not NBTL teachers have undergone special training

RESPONSE	FREQUENCY	PERCENTAGE
Yes	6	100
No	0	0
Total	6	100

NB: The responses in the table indicate that all (100%) of the NBTL teachers in the zone have undergone some form of special training.

Type of trainings

The headteachers were also asked if they were aware about what type of training the NBTL teachers have undergone. In response a number of them mentioned the "Basic Education School Curriculum Workshop." Others were not very certain and just said it was NBTL, SITE and ROC workshops. The headteachers were also asked to mention how many times they had sent their NBTL teachers for training. Most of them revealed that they did that once, others said twice while one said three times. This indicates that there has not been much trainings for NBTL teachers particularly to reveal the progress of its implementation since its inception.

4.1.4 Views of headteachers on the effectiveness and relevance of the training for NBTL teachers

Almost all the headteachers apart from one who expressed some doubts by saying, "in some cases", revealed that these training programmes have been effective and relevant. They also said the following in support of what they felt;

- teachers are applying the skills effectively;
- good fruits are seen because pupils are able to read and write;
- teachers are more knowledgeable in NBTL; and
- teachers are able to implement what they learnt.

However, some headteachers felt that the programmes were too many for the teacher and had no meaning. They also said the time for implementing NBTL was also not adequate considering the enrolment conditions of schools at present especially after the declaration of a free basic education policy. This indicates that even if some headteachers express satisfaction on the training of NBTL teachers, there is still an issue of time management which seems to be ignored and it affects implementation of the programme.

4.2 Responses from NBTL teachers

A total of 18 questionnaires were distributed and were to be answered by 3 NBTL teachers from each of the six selected schools of Mumuni Zone. The participation was as follows:

Table 3 – Distribution of the number of NBTL teachers who participated in the research according to school and sex

SCHOOL	FEMALE	%	MALE	%	TOTAL	%
Lotus Basic	2	67	1	33	3	100
Burma Basic	3	100	0	0	3	100
Mumuni Basic	2	67	0	0	2	67
Lusakasa Basic	2	67	0	0	2	67
St. Patricks' Basic	2	67	0	0	2	67
Chisengalumbwe Basic	2	67	0	0	2	67
Total	13	72	1	5	14	78

NB: Findings in the table reveals that out of the 18 questionnaires that were distributed to schools only 14 (78%) were answered. Reasons being that some schools only had two classes for NBTL hence only had two teachers to fill the questionnaires. However, Lotus and Burma Basic Schools had three classes. The table further reveals that the majority (72%) of NBTL teachers in

these schools were female while only 5% are male. This indicates an imbalance in the distribution of NBTL teachers by sex in the Mumuni Zone.

Table 4 – Distribution according to pre-service programme undergone

RESPONSES	FREQUENCY	PERCENTAGE
ZPC	4	29
ZBEC	4	36
ZATEC	3	21
OTHER	1	14
Total	14	100

NB: The table reveals that 29% went through ZPC training, 36% went thorough ZBEC training, 21% ZATEC and only 14% did pre – school training.

Table 5 – Distribution according to period of teaching under NBTL approach

YEARS	FREQUENCY	PERCENTAGE
1 – 2	14	100
3 – 4	0	0
5 – 6	0	0
Total	14	100

NB: The findings reveal that all of the NBTL teachers (100%) have taught for a period between 1 to 2 years.

Table 6–Distribution showing whether or not the required NBTL teaching materials are readily available?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	13	93
No	1	7
Total	14	100

NB: Almost all the respondents (93%) said Yes while very few (7%) said no. This indicates that to some extent NBTL has available teaching materials in schools.

Table 7 – Distribution showing whether or not NBTL teachers find it easy to use NBTL materials?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	9	64
No	5	36
Total	14	100

NB: The findings in the table reveal that the majority (64%) of the teachers find it easy to use the NBTL materials. However, the other 36% of the respondents indicate that there is a problem in utilisation of the NBTL materials.

Types of training programmes undergone

The teachers were also asked to mention the types of training they had undergone since they started implementing the NBTL. Their responses revealed that a good number of them had some training in Basic Education Curriculum Programme, while others had just attended some workshops on NBTL and on SITE and ROC.

Table 8 – Distribution according to organisers of NBTL training programmes

RESPONSES	FREQUENCY	PERCENTAGE
District Resource Centre	12	86
Provincial Resource Centre	0	0
Curriculum Development Centre	2	14
Total	14	100

NB: The majority of the respondents were trained by the District Resource Centre while only 14% were trained by CDC.

Table 9 –Distribution showing the effectiveness of NBTL training programmes according to NBTL teachers

RESPONSES	FREQUENCY	PERCENTAGE
Relevant and helpful	7	50
Relevant but not helpful	7	50
Irrelevant and not helpful	0	0
Total	14	100

NB: All the respondents said the programmes were relevant, however, 50% of them said they were not helpful while the other half (50%) said they were helpful.

Asked to give reasons to their responses in table 9, the teachers expressed the following:

- Learners are able to read and write.
- Children from pre – school reject learning NBTL as a result their parents take them away.
- We are reminded of what we are supposed to do.
- Resources are available.
- Not easy to implement.
- Promotes group work and literacy levels are improved.
- Learners don't understand the concepts, only memorise.

Problems faced by teachers in implementing NBTL

The main problems that were raised by the majority of the respondents were that NBTL was too involving yet there was very little time available for implementing it. Others expressed that over enrolment and double class made implementation very difficult. Some teachers also complained that they worked very long hours with too much work but received no incentives. This demotivated them. Still some teacher expressed that language has been a problem in implementing NBTL since a number of pupils with pre – school education background including those from homes where Nyanja is not used

find it very difficult to grasp the skills using Nyanja. The Nyanja used is also different from the language of play. This makes reading a bit complicated. It also indicates that there are a lot of problems which need to be addressed if the NBTL programme is to succeed.

4.3 Responses from School Inset Providers (SIPs)

Six school INSET providers were able to answer the same questionnaire that was administered to the NBTL teachers. Out of the six INSET providers only one was male the rest (5) were females.

Types of NBTL training undergone

The SIPs were asked to mention the types of training programmes they have undergone. In response, a number of them said they did SITE and ROC while the remaining few had done Primary Reading Programme and the Basic School Curriculum Programme.

Table 10 – Distribution according to the organisers of NBTL training programmes

RESPONSFS	FREQUENCY	PERCENTAGE
District Resource Centre (DRC)	4	67
Provincial Resource Centre (PRC)	0	0
Curriculum Development Centre	2	33
Total	6	100

NB: The majority (67%) of the SIPs were trained by the DRC while the remaining 33% were trained by CDC.

Table 11 – Distribution according to the SIPs views concerning the effectiveness of NBTL training programmes

RESPONSES	FREQUENCY	PERCENTAGE
Relevant and helpful	1	17
Relevant but not helpful	5	83
Irrelevant and not helpful	0	0
Total	6	100

NB: The majority 83% of the SIP said the programmes were relevant but unhelpful while 17% said they were relevant and helpful.

Reasons

The SIPs were asked to give reasons to their responses in table 11. They responded as follows:

- The programme is easy to implement.
- There is a problem because programmes keep on changing in our Ministry. It is therefore difficult for effective implementation.
- There is no enough time for us to teach and even to assess what is going on with NBTL teachers.
- There are no incentives.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION, RECOMMENDATION

5.1 Discussion of the findings

The findings are here discussed on the basis of their relationship to the research objectives and the literature reviewed. NBTL is an approach under the Primary Reading Programme (PRP) that uses the language experience approach, and learner centred approach to provide literacy skills to grade one pupils (Ministry of Education, 2001).

Being a new approach to the teaching of literacy in schools, it is no doubt that the majority of teachers are ignorant about how to go about implementing it. This calls for the need for careful in – service training programmes.

Types of NBTL training programmes

According to the findings of chapter 4, it is clear that in – service training for NBTL teachers has been mainly through workshops organised by either the Curriculum Development Centre or the District Resource Centre. As such workshops such as those orienting the teacher on the Primary Reading Programme (PRP), the Basic Education School Curriculum and even on the SITE (Step In To English) and ROC (Read On Course) have been conducted. The SITE and ROC programmes however are not intended for the NBTL teachers but for teachers of grades two to seven. This means that only three programmes, as expressed by the respondents have been running for NBTL teachers, viz; the Basic Education School Curriculum Course, NBTL workshop and Primary Reading Programme. It appears that the main orientations for NBTL teachers were done only once as this was indicated by the responses from the majority of the NBTL teachers. The provision of in – service training on programmes such as NTBL in Zambia has been mainly the role of the District Resource Centres (DRC) as well as the Zone INSET Providers (ZIPs) and the

School INSET Providers (SIPs). The ZIPs and the SIPs have got a role to insure that the programme is being properly implemented. Through discussions and meetings and zone and school level, the ZIPs and SIPs should help the NBTL teachers identify their problem areas in the implementation of the programme and also to come up with solutions to the problems. However, from the findings of this research, it is very clear that this coordinating function of the ZIPs and SIPs has not been effective. In every school, an NBTL key teacher has been trained by the District Resource Centres to guide and coordinate the implementation of NBTL. Some teachers even though most of them did not disclose this apart from one, are *undergoing a primary teachers' diploma by correspondence with NISTCOL. This course also covers much of NBTL work. And since this is a voluntary course, it appears most of the NBTL teachers have not participated in it hence depend only on the knowledge acquired from workshops.*

The implementation of NBTL

NBTL teachers expressed a number of problems they face as they implement NBTL. Most of the problems expressed seem to affect all the schools. For example, the problem of time was expressed even by the SIPs as one of their reasons for failing to coordinate NBTL effectively. As for the NBTL teachers, the time allocated to them is not adequate enough to effectively implement NBTL. None of them related their problems to the lack of or inadequate materials to supplement the teaching of NBTL. This indicates that the planners of this programme have succeeded in providing the necessary knowledge and materials required for the implementation of NBTL. Some problems however seem to be stemming from the communities in which the schools are based and even from the school management. For example, the issue of time is something that does not necessarily require the intervention of the policy makers or trainers but can easily be organised by the school management as long as there is good communication system. The attitudes of the community

towards the use of local languages in formal schools as a medium of instruction has also affected the participation of children of Mumuni Zone in NBTL. Many of the parents have pulled their children out from the government schools because of Nyanja.

Here again, the schools have a responsibility to sensitise these communities through PTA meetings, or even through one to one discussions between teachers and parents. Problems such as over enrolment in schools and poor staffing are policy related issues which in most cases can only be dealt with by the Ministry of Education. The present HIPC conditions given by the donors and IMF have placed the Ministry in an awkward situation such that, even though it has managed to train many teachers, these teachers can not be employed until the Government of Zambia reaches the HIPC completion point. The policy of Free Basic Education to all children has also contributed to the over enrolment of children in government schools. This is because its implementation has not matched with the expansion of schooling facilities and infrastructure. The issues that was raised on the type of Nyanja used in the pupils and teachers books is also cardinal. The research revealed that most of the textbooks being produced are not appropriate for Lusaka children, unless perhaps in Eastern Province. This is because the language used is not the one used by Lusaka children during play. This defeats the whole purpose of introducing literacy skills by use of local languages. Instead of the children learning how to translate what they speak everyday into writing, or being able to read what they already know in their local language, it looks like a totally new language is being used. This in itself indicates symptoms of failure in achieving its own objectives. Just like the Educational Broadcasting Services have done, the Ministry of Education through the Curriculum Development Centre, were supposed to hold workshops with the implementers of the NBTL programme so as to write or produce appropriate reading materials. But as the situation is now, very few teachers, if any,

are involved in the writing of educational materials, let alone, in their evaluation. And in most cases, the teachers who are invited to write or evaluate these books may not even be primary school teachers or NBTL teachers.

Effectiveness and relevance of the training programmes

The principles of NBTL, if well implemented, can prove to be very effective in producing literate children. Language is very important in the process of acquiring literacy skills. Therefore, there is need for the implementers of NBTL to receive some training to enable them teach effectively. The purpose of in – service training is supposed to be to build or develop competences and skills in teachers so that they can be able to teach effectively. The training programmes have been very relevant for the NBTL teachers. This is because the implementation would have been difficult without training since NBTL is new, although the concept is old, and has not been part of the curriculum in the pre – service teacher training courses that most teachers have undergone. Some of the NBTL teachers revealed that the training they have acquired is not enough and they are made to keep on depending on their key – teachers for guidance on how to handle certain classroom situations. As such they feel the orientation they had has not helped them much, and hence would want to be trained more. Despite this, many teachers revealed that a good number of pupils were able to read and write so well. This shows that the training programmes have been effective because teachers are able to use the skills.

5.2 Conclusion

The findings and discussions of this research have revealed the type of training that NBTL teachers undergo. It has highlighted some of the problems that the NBTL teachers face as they implement the programmes. Further the relevance and effectiveness of the training programmes have been discussed. The study has revealed that Chalimbana Teachers' Training, now, NISTCOL has been instrumental

in the provision of in – service training on NBTL through correspondence in the new Primary Teachers, Diploma Course. The District Resource Centre also held a workshop once at ZAMISE to orient the key teachers on the New Breakthrough to Literacy Course (NBTL). The rest of the teachers underwent a training in the Basic Education School Curriculum organised by CDC. The SIPs and the key teachers have also been instrumental in offering some form of in – service training based in schools through school workshops or group meetings. Problems such as time, overloaded curriculum, language barrier and even over enrolment have been highlighted as some of the hindrances to the effectiveness of NBTL in schools. However, many headteachers, SIPs as well as NBTL teachers feel that NBTL has been very useful and the training programmes have succeeded in ensuring effective implementation. The ability by many children to read and write has been pointed out as one effect of the training programme. This is because the success of any programme depends on the knowledge, skills and competences of the persons implementing it.

5.3 **Recommendations**

The in – service training programmes are supposed to be responsive to the training needs of the teachers. Therefore, to improve INSET for NBTL teachers the following recommendations must be put into consideration.

- A proper and careful research must be done which should involve the NBTL teachers together with departments responsible for INSET. This should be in order to identify the real training needs of the NBTL teachers.
- The INSET programmes should be organised in such a manner that they do not overload and confuse a teacher. It is very necessary that having identified the training needs of the teachers, these needs must be prioritised and tackled one by one. It would therefore be of much benefit if workshops were planned to respond to one problem at a time.

- The Ministry of Education should try as much as possible to train its teachers on how to write educational materials to enable them participate in the production of these materials. This is because with their practical experience, they understand the learners better and are most likely to know what contents, language and activities are appropriate for a particular grade.
- Therefore, rather than buying books from private and external publishers, the Ministry should establish its own publishing house and promote its own production of educational materials.
- The Chinyanja NBTL readers published by Longman require to be re – evaluated and even re – edited so that the vocabulary can be suitable for a Lusaka pupil or,
- A different type of reader should be published which should emphasise on the use of the language of play as used in Lusaka.
- After every training programme for NBTL teachers, the trainers should make follow ups to assess whether the skills and knowledge are being well implemented and are to identify grey areas for further training.
- NBTL teachers require to be given some incentives such as allowances and certificates in order to motivate them.
- The Ministry of Education should also avoid making too many changes in the curriculum with a short period of time. Whenever necessary, changes should be based on the general needs of the Zambian learners. They should not be dictated to by the foreigners or donor community. Too many changes affect the quality of the graduates and in the long run they affect the development of the country.
- The Resource Centres, and the Departments responsible for INSET programmes should be staffed with qualified people who should be able to understand the principles of development as well as the role of education in development. They should not be easily corrupted by funds from outside and sacrifice the future of

a child to some donor who is after making some experiments which negatively affect the educational development of the pupils.

- The government should establish another institution to offer in – service education, for teachers, such as NISTCOL. Distance learning should be encouraged.

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APPENDIX A

INTERVIEW SCHEDULE

The questions in this interview are to be answered by the Headteachers.

Research location:

Date of interview:

Time of interview:

1. When was NBTL introduced to this school?
2. How did you select teachers to implement NBTL?
.....
3. Have you undergone any form of training to orient you on how to use NBTL? Yes/No
4. What type of training have you undergone?
.....
5. Where were these trainings organized ?
.....
6. Who were the facilitators?
.....
7. Have your NBTL teachers undergone special trainings? Yes/No
8. What type of trainings have they undergone?
.....
9. How many times have they participated in these trainings?
.....
10. Do you think these trainings have been effective and relevant?
.....
11. Why?

APPENDIX B

QUESTIONNAIRE FOR NBTL TEACHERS AND SCHOOL INSET PROVIDERS (STPs)

The purpose of this questionnaire is to collect information that will help identify the type of training undergone by NBTL teachers. As one of the beneficiaries of INSET, you are kindly requested to share your views by answering the questionnaire. Your answers will be treated with high confidentiality. Do not write your name on the questionnaire. I wish to thank you for your cooperation.

(Tick where appropriate)

1. Sex

Female

Male
2. The pre-service programme you underwent is

ZPC
ZBEC
ZATEC
Other (specify)
3. How long have you been teaching grade ones?

1 – 2 years
3 – 4 years
5 – 6 years
Other (specify)
4. How long have you taught under the new NBTL approach?

1 – 2 years
3 – 4 years
5 – 6 years
5. Are the required NBTL materials readily available?

Yes No
6. Do you find it easy to use NBTL materials?

Yes No

7. Since you started implementing the NBTL, what type of training programmes have you undergone? (specify)
-
-
8. Who organized these programmes?
- District Resource Centre
 Provincial Resource Centre
 Curriculum Development Centre
 Other (specify)
9. These training programmes have been
- Relevant and helpful
 Relevant but not helpful
 Irrelevant and not helpful
10. Give reasons to your response in (9)
-
-
11. State one of your major problems in implementing NBTL?
-
-

We have come to the end of our questionnaire. Thank you very much for your cooperation.

Petronella Ngambo Nguvu
 The University of Zambia
 School of Education
 Department of Adult Education and Extension Studies
 P.O Box 32379
 LUSAKA.

