

## Annex K. Summary of the Early Grade Reading Materials Survey in Zambia



### Geography and Demographics

Size:	752,618 square kilometers (km <sup>2</sup> )
Population:	15 million (2015)
Capital:	Lusaka
Urban:	41% (2015)
Administrative Divisions:	10 provinces
Religion:	75% Protestant 20% Roman Catholic 3% Other 2% None

Source: Central Intelligence Agency (2015).

Note: Population and percentages are rounded.

### Literacy

Projected 2015 Literacy Rates: <sup>a</sup>	Overall	Male	Female	2013 Primary School Age Population (aged 7–13): <sup>a</sup>	2.8 million
Adult (aged >15 years)	63%	71%	56%	2013 Primary GER: <sup>a</sup>	108%, up from 84% in 1999
Youth (aged 15–24 years)	66%	69%	62%	2013 Pre-primary GER: <sup>a</sup>	Data unavailable

Sample EGRA Results <sup>b</sup>	Language:	Bemba	Oral Reading Fluency:	Mean: 7.6 correct words per minute
	When:	2014		Standard deviation: 0.78
	Where:	Nationwide		52% zero scores
	Who:	4,855 P2 students		Reading Comprehension: 82% zero scores

Note: EGRA = Early Grade Reading Assessment; GER = Gross Enrollment Rate; P2 = Primary Grade 2. Percentages are rounded.

<sup>a</sup> Source: UNESCO Institute for Statistics (2015).

<sup>b</sup> Source: RTI International (2015).

### Language

Number of Living Languages: <sup>a</sup> 42		
Main Languages <sup>b</sup>	Estimated Population <sup>c</sup>	Government Recognized Status
English	110,000 (L1) (2003) 1.8 million (L2) (2003)	“Official” language
Bemba	3.8 million (L1)	de facto regional language and LWC

Nyanja	2.2 million (L1)	de facto regional language
Tonga	1.3 million (L1)	de facto regional language
Lozi	612,000 (L1)	de facto regional language
Lunda	225,000 (L1)	de facto regional language
Kaonde	206,000 (L1)	de facto regional language
Luvale	171,000 (L1)	de facto regional language

Note: L1 = first language; L2 = second language; LWC = language of wider communication.

<sup>a</sup> Source: Lewis et al. (2015).

<sup>b</sup> Most languages go by several different names; several languages have the same name. In case of confusion, refer to the *Ethnologue* at [www.ethnologue.com](http://www.ethnologue.com) (Lewis et al., 2015).

<sup>c</sup> Source: Lewis et al. (2015). Unless otherwise noted, the dates for the speaker population estimates are from the 2010 census.

### **Zambia Findings in Brief:**

Out of the 11 countries surveyed, Zambia is second only to Kenya in the number of reading material titles found (i.e., 881). The seven languages of wider communication—Bemba, Kaonde, Lozi, Lunda, Luvale, Nyanja, and Tonga—are represented with the most materials found. Tonga ranks at the top of this list, although Bemba and Nyanja have higher speaker populations.

Data consultants found a large number of narrative supplementary materials and noted that their content is appropriate for early grade reading. This finding is encouraging because it means that local language materials are available beyond what is currently found in classrooms. Many student textbooks were also identified, which may point to an education and publishing sector that has taken seriously the recent policy change recommending local language instruction in early primary grades. Also of note, however, are the total lacks of textbook materials for preschool or kindergarten levels and of decodable readers, with only one title of such material found. Additionally, despite the high numbers of textbooks found, only slightly more than one-third were identified as containing a phonics approach to literacy instruction, which has been shown to be effective by literacy acquisition experts (NICHHD, 2000). Overall, most titles were published in the past 15 years, with almost one-fourth being published since 2011.

A rise in commercial and non-governmental organization–sector publishing has occurred in recent years, likely because of an increased demand for local language materials. Virtually no titles were available for electronic transmission, and price data were very difficult to determine in the majority of cases.

## **1. Language in Education Policy in Zambia**

Article 304, Section 23 of the Constitution of the Republic of Zambia names English as its official language, but adds that “a language, other than English, may be used as a medium of instruction in educational institutions or for legislative, administrative, or judicial purposes, as prescribed.” Zambia’s language in education policy is contained in the Zambia Education Curriculum Framework of 2013, produced by the Ministry of Education, Science, Vocational Training, and Early Education’s Curriculum Development Centre (CDC). This policy, which was officially launched in 2014, recommends the use of familiar Zambian languages as the languages of instruction (LOIs) in preschool and the lower primary grades for Grades 1 through 4, with a

transition to English as the LOI starting in Grade 5 (Zambia Ministry of Education, Science, Vocational Training, and Early Education, 2013). The ideal situation is that this familiar language can be any of the many Zambian languages as long as it is understood by the majority of learners in any particular location. However, in most cases, the languages used are one of seven de facto regional languages—Bemba, Kaonde, Lozi, Lunda, Luvale, Nyanja, and Tonga. To date, a study has not been conducted to determine the level of implementation of the language in education policy or the problems that may have been encountered in the process.

## 2. Data Collection

The data collectors surveyed 881 titles. Most of the titles were encountered in Lusaka. The team contacted booksellers outside of Lusaka, but found that the materials in stock were from Lusaka-based publishers. Nearly half of the titles (403 [46 percent]) were obtained directly from publishers, followed by 215 (24 percent) from libraries.

## 3. Findings

### *A. Availability of Materials for Early Grade Reading in Zambian Languages*

#### **Materials by Language**

In all, 881 titles were surveyed in 21 languages: 18 African languages, one native to the Democratic Republic of the Congo (DRC), and two European (English and Portuguese), as shown in **Table K-1**. Although 836 titles (95 percent) were written in one of the seven regional lingua francas, one language did not dominate the inventory. Tonga had the highest number of titles (168 [19 percent]), and the bottom eight languages had only one title each.

As previously mentioned, although English enjoys official status in Zambia and many materials exist in English, this study focused on African language materials. Materials in English were considered only if they were bilingual with a Zambian language or, in rare cases (eight), were a reference grammar about a Zambian language. The one Portuguese title recorded was part of a multilingual book also written in Nyanja and Luba-Kasai. The vast majority of titles surveyed were monolingual (844 [96 percent]), 33 (four percent) were bilingual, and only four (less than one percent) were written in more than two languages. All the materials were written in Latin-based scripts.

**Table K-1. Languages in Which Materials Were Found in Zambia**

	Language <sup>a</sup>	Language ISO 639-3 Code <sup>b</sup>	Estimated Population of Speakers in Zambia <sup>c</sup>	Titles per Language	Percentage of Titles Surveyed <sup>d</sup>
1	Tonga	toi	1,330,000	168	19.1%
2	Bemba	bem	3,810,000	159	18.0%
3	Nyanja	nya	2,180,000	146	16.6%
4	Lozi	loz	612,000	119	13.5%
5	Kaonde	kqn	206,000	96	10.9%

	Language <sup>a</sup>	Language ISO 639-3 Code <sup>b</sup>	Estimated Population of Speakers in Zambia <sup>c</sup>	Titles per Language	Percentage of Titles Surveyed <sup>d</sup>
6	Luvale	lue	171,000	76	8.6%
7	Lunda	lun	225,000	72	8.1%
8	English	eng	110, 000 (L1) (2003) 1,800,000 (L2) (2003)	44	5.0%
9	Lamba	lam	201,000	18	2.0%
10	Lenje	leh	128,000	4	0.5%
11	Lala-Bisa	leb	353,000	3	0.3%
12	Nkoya	nka	36,200	3	0.3%
13	Tumbuka	tum	366,000	2	0.2%
14	Luyana	lyn	2,880	1	0.1%
15	Mambwe-Lungu	mgr	207,000	1	0.1%
16	Nyamwanga	mwn	140,000	1	0.1%
17	Portuguese	por	Not applicable	1	0.1%
18	Zambian Sign Language	zsl	14,400	1	0.1%
19	Cokwe	cjk	17,700	1	0.1%
20	Luba-Kasai	lua	6,300,000 in native DRC	1	0.1%
21	Soli	sby	34,100	1	0.1%

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

<sup>a</sup> Most languages go by several different names; several languages have the same name. In case of confusion, refer to the *Ethnologue* at [www.ethnologue.com](http://www.ethnologue.com) (Lewis et al., 2015).

<sup>b</sup> ISO 639-3 is a code that aims to define three-letter identifiers for all known human languages (SIL International, 2015).

<sup>c</sup> Source: Lewis et al. (2015). Unless otherwise noted, the speaker population estimates are from the 2010 census.

<sup>d</sup> Due to bilingual titles, the total will surpass 100%.

## Types of Materials

**Table K-2** details the types of materials found by language. Key observations about these materials include the following:

- 281 (32 percent) were literacy textbooks or related materials, and 600 (68 percent) were supplementary, non-textbook titles.
- Of the 281 textbook-related materials, student textbooks were the most common (164 [58 percent]). Student textbooks outnumbered teacher's guides by slightly more than a 2:1 ratio, though this is lower than the average across the 11 countries in the study.
- Of the 600 supplementary titles, narratives were by far the most numerous type (498 [83 percent]).

**Table K-2. Number of Different Types of Materials Found, by Language**

Languages <sup>a</sup>	Student Literacy Textbook	Student Literacy Workbook	Literacy Teacher's Guide	Subtotal	% Total Titles	Narrative	Informational	Reference	Poetry, etc.	Subtotal	Percentage of Total Titles	Total	Percentage of Total Titles
Bemba	27	8	23	58	6.6%	82	13	1	—	96	10.9%	154	17.5%
Bemba/English	—	—	—	0	0.0%	—	1	5	—	5	0.6%	5	0.6%
Cokwe/English	—	—	—	0	0.0%	—	—	1	—	1	0.1%	1	0.1%
<b>English</b>	—	—	1	1	0.1%	—	—	7	—	7	0.8%	8	0.9%
Ganda	1	—	—	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
Kaonde	13	2	2	17	1.9%	73	6	—	—	79	9.0%	96	10.9%
Lala-Bisa/English	—	—	—	0	0.0%	—	—	2	—	2	0.2%	2	0.2%
Lala-Bisa/Lamba/English	—	—	—	0	0.0%	—	—	1	—	1	0.1%	1	0.1%
Lamba	3	—	2	5	0.6%	5	3	—	—	8	0.9%	13	1.5%
Lamba/English	—	—	—	0	0.0%	—	—	4	—	4	0.5%	4	0.5%
Lenje	—	—	—	0	0.0%	2	1	—	—	3	0.3%	3	0.3%
Lenje/English	—	—	—	0	0.0%	—	—	1	—	1	0.1%	1	0.1%
Lozi	27	1	14	42	4.8%	68	8	—	—	76	8.6%	118	13.4%
Lozi/English	—	—	—	0	0.0%	—	—	1	—	1	0.1%	1	0.1%
Luba-Kasai/English	—	—	—	0	0.0%	—	—	1	—	1	0.1%	1	0.1%
Lunda	14	5	3	22	2.5%	46	3	—	—	49	5.6%	71	8.1%
Lunda/English	—	—	—	0	0.0%	—	—	1	—	1	0.1%	1	0.1%
Luvale	14	1	4	19	2.2%	51	4	—	—	55	6.2%	74	8.4%
Luvale/English	—	—	—	0	0.0%	—	—	2	—	2	0.2%	2	0.2%
Luyana/English	—	—	—	0	0.0%	—	—	1	—	1	0.1%	1	0.1%
Mambwe-Lungu/English	—	—	—	0	0.0%	—	—	1	—	1	0.1%	1	0.1%
Nyanja	24	16	15	55	6.2%	74	6	1	1	82	9.3%	137	15.6%
Nyanja/English	—	—	1	1	0.1%	—	1	3	1	5	0.6%	6	0.7%

Languages <sup>a</sup>	Student Literacy Textbook	Student Literacy Workbook	Literacy Teacher's Guide	Subtotal	% Total Titles	Narrative	Informational	Reference	Poetry, etc.	Subtotal	Percentage of Total Titles	Total	Percentage of Total Titles
Nyanja/Tonga/English	—	—	—	0	0.0%	2	—	—	—	2	0.2%	2	0.2%
Nyanja/Portuguese	—	—	—	0	0.0%	—	—	1	—	1	0.1%	1	0.1%
Nkoya	2	1	—	3	0.3%	—	—	—	—	0	0.0%	3	0.3%
Nyamwanga	—	1	—	1	0.1%	—	—	—	—	0	0.0%	1	0.1%
Sign Language/English	—	—	—	0	0.0%	—	—	—	—	0	0.0%	0	0.0%
Soli/English	—	—	—	0	0.0%	—	—	1	—	1	0.1%	1	0.1%
Tonga	37	6	11	54	6.1%	94	12	1	2	109	12.4%	163	18.5%
Tonga/English	—	—	—	0	0.0%	—	—	3	—	3	0.3%	3	0.3%
Tonga/Tumbuka/English	—	—	—	0	0.0%	—	1	1	—	2	0.2%	2	0.2%
Tumbuka	—	—	—	0	0.0%	1	—	—	—	1	0.1%	1	0.1%
Unknown	2	—	—	2	0.2%	—	—	—	—	0	0.0%	2	0.2%
<b>Total</b>	<b>164</b>	<b>41</b>	<b>76</b>	<b>281</b>	<b>31.9%</b>	<b>498</b>	<b>59</b>	<b>39</b>	<b>4</b>	<b>600</b>	<b>68.1%</b>	<b>881</b>	<b>100.0%</b>

Note: Percentages may not sum exactly to 100% because of rounding.

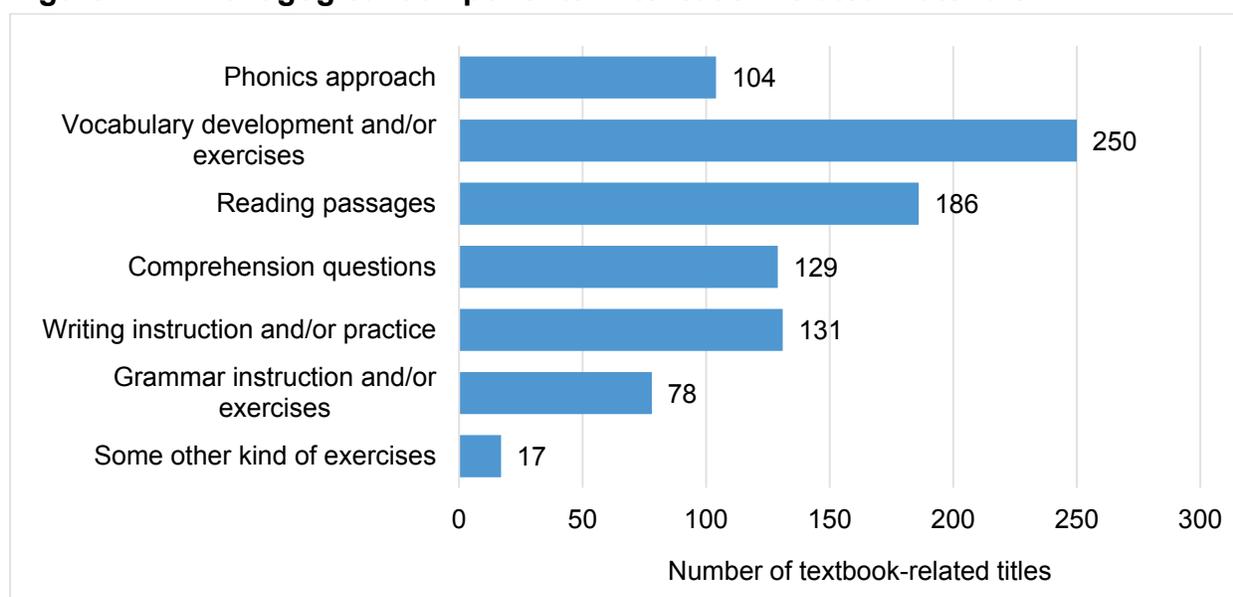
<sup>a</sup> Languages are presented in alphabetical order. Most languages go by several different names; several languages have the same name. In case of confusion, refer to the language International Organization for Standardization (ISO) code and the *Ethnologue* at [www.ethnologue.com](http://www.ethnologue.com).

## B. Usefulness of Available Materials for Early Grade Children

### Pedagogical Components of Textbooks

The data collectors analyzed the 281 textbook-related materials with regard to their pedagogical components (**Figure K-1**). The most common components encountered were vocabulary development and/or exercises, in 250 titles (89 percent), and reading passages in 186 titles (66 percent). Fewer titles, however, contained accompanying comprehension questions (129 titles [46 percent]). The least common component encountered was grammar instruction and/or exercises. Only 104 titles (37 percent) used what could be construed as a phonics approach to reading instruction.<sup>1</sup>

**Figure K-1. Pedagogical components in textbook-related materials**



Note: Multiple responses were possible per title.

### Level

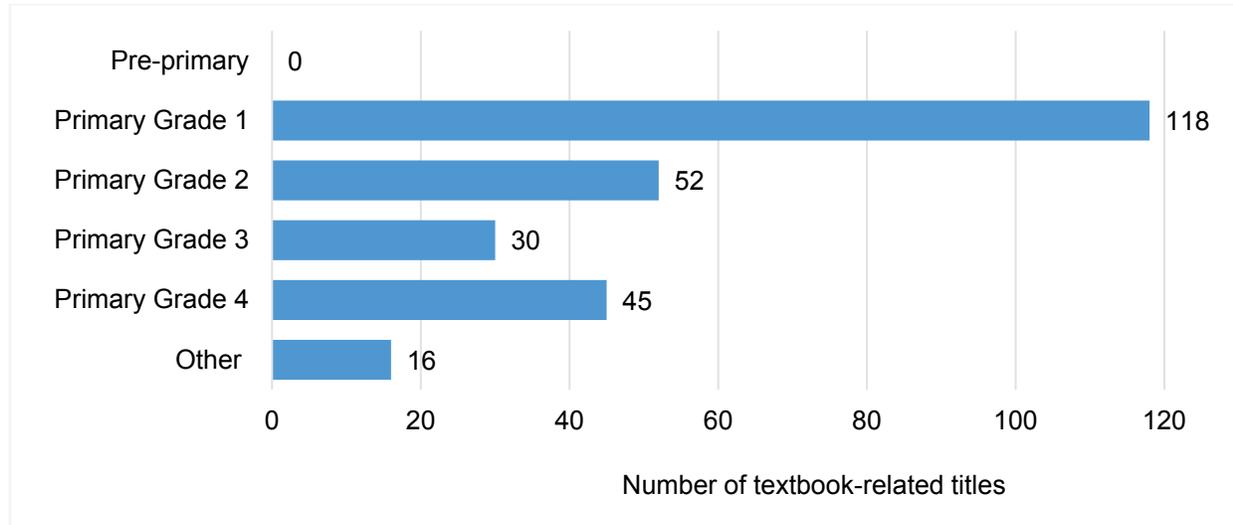
#### *Designated Textbook Levels*

Out of the 281 titles that were textbook-related material, 261 (93 percent) were explicitly labeled for a particular grade level (**Figure K-2**). Out of the 16 titles (six percent) in the “Other” category, 14 (five percent) were from a literacy series published in 2004 that used a color system to identify the textbooks’ relative levels. The highest number of books was found for Primary Grade 1. Although the survey targeted kindergarten through Primary Grade 3 materials, the data collectors included materials that were designated for higher primary grades if they judged them to be potentially useful in lower grades. In this case, the data collectors included 45 titles (16

<sup>1</sup> A “phonics approach” focuses on the connection between the written letters and the sounds they represent in speech. Phonics approaches may include exercises involving sound recognition and manipulation, blending sounds into syllables or words, and segmenting syllables and words into individual sounds.

percent of the textbook-related materials) labeled for Primary Grade 4. However, the data collectors did not find any preschool or kindergarten books, even though they were targeted by the study.

**Figure K-2. Publisher-designated levels for textbook-related materials.**



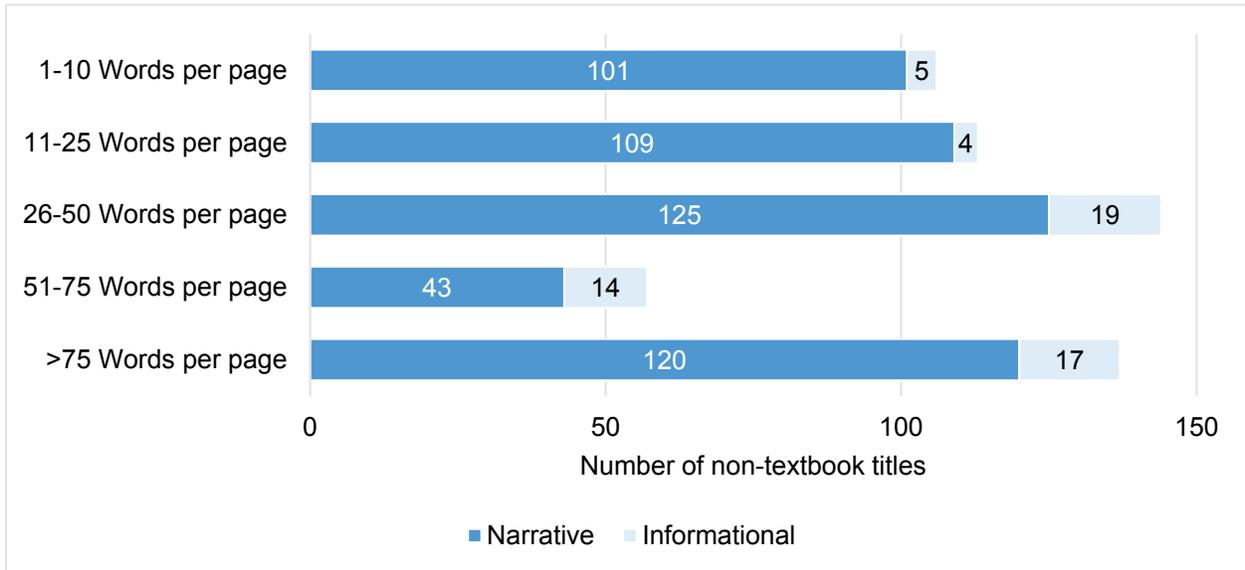
Note: Multiple responses per title were possible.

### *Non-textbook Levels*

Because supplementary materials were not expected to be labeled for a particular grade level in most cases, the data collectors used a count of the maximum words per page (wpp) to serve as an approximate proxy for relative reading difficulty levels. The data collectors performed this count for narrative and informational texts.

As shown in **Figure K-3**, the materials were approximately evenly distributed between the various reading levels. The lowest number of titles was found in the intermediate range of 51–75 wpp, similar to the overall findings of the study. However, the Zambia inventory stands out from that of many other countries in the study with its relatively large number of supplementary titles appropriate for the lowest reading level (1–10 wpp).

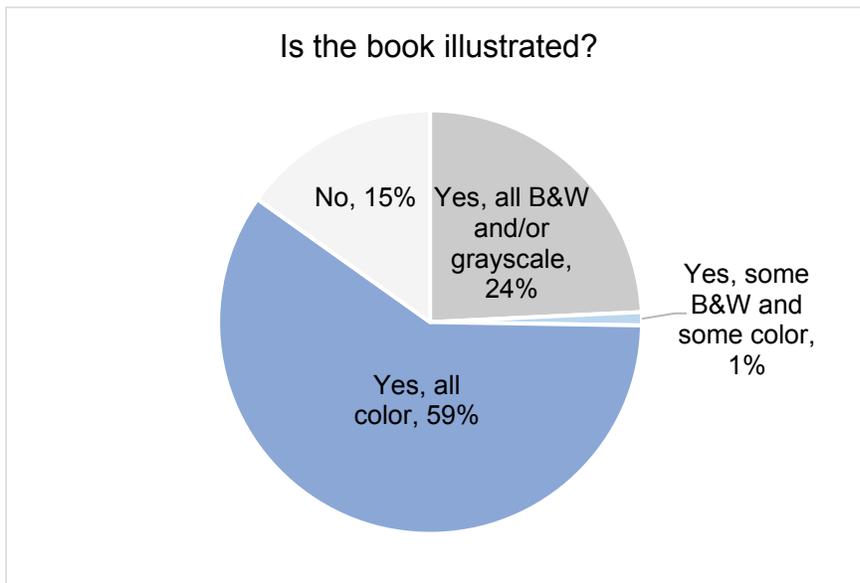
**Figure K-3. Number of narrative and informational non-textbook titles by maximum words per page**



### Illustrations

Of the 881 titles surveyed, most titles (746 [85 percent]) were illustrated, with the majority of them (523 [59 percent]) appearing in all color (see **Figure K-4**).

**Figure K-4. Presence and type of illustrations**



Note: Percentages may not sum to 100% due to rounding.

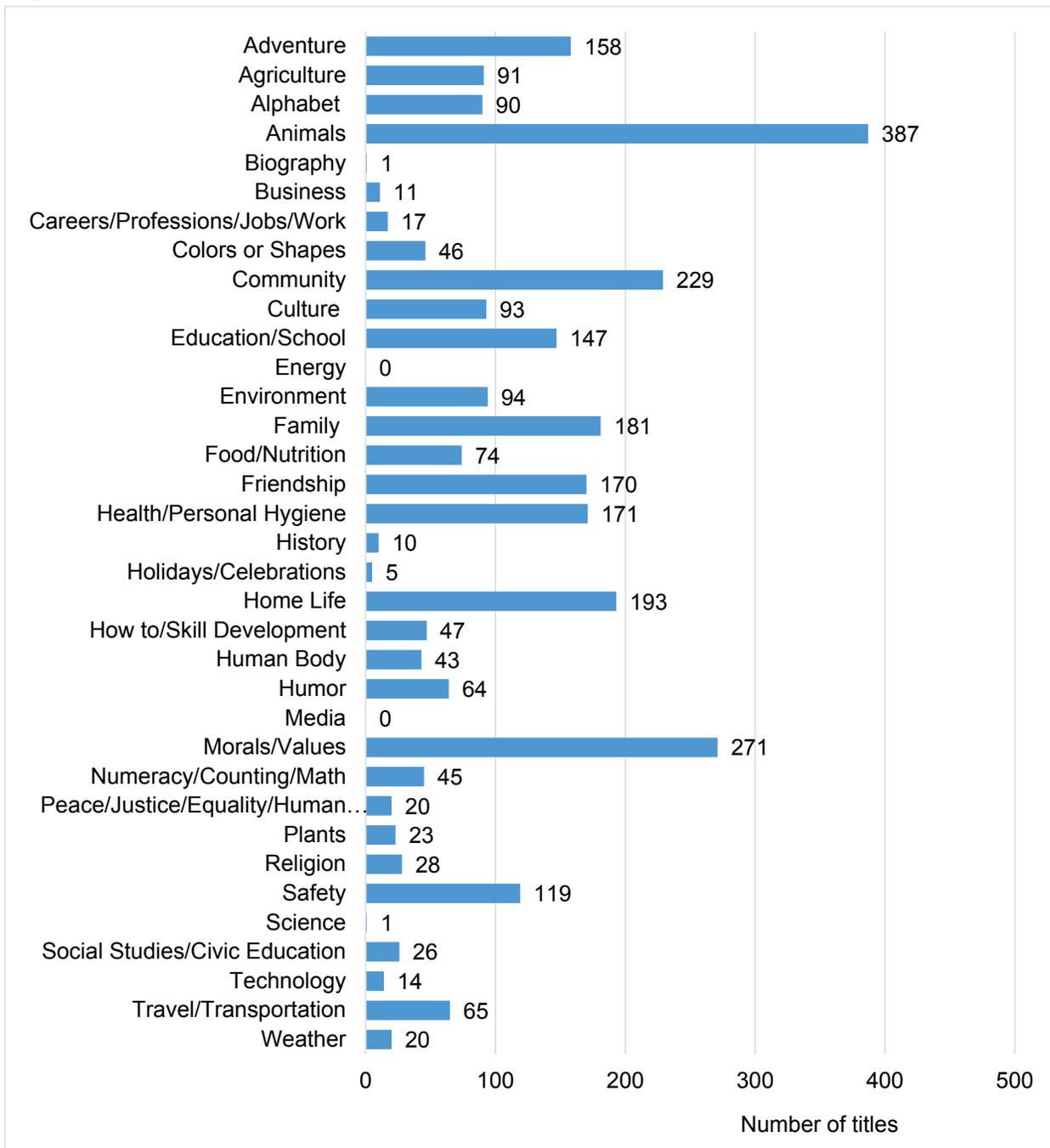
## Content Themes

The data collectors examined 766 of the titles for content themes, excluding teacher’s guides and reference materials. The data collectors skimmed the texts and/or illustrations and checked off the most prominent themes featured from a set list. The data collectors could select any number of themes because no limits were set for the minimum and maximum numbers. The number of titles tagged for each theme is presented in **Figure K-5**.

The most common theme was animals, appearing in 387 titles (51 percent), followed by morals/values (271 [35 percent]), community (229 [30 percent]) and home life (193 [25 percent]). The least number of topics found in the surveyed titles included biography and science (each with 1 title [less than one percent]) and energy and media (with zero titles).

Religious content appeared in only 28 titles (four percent) of the titles surveyed. Of those titles, 25 (three percent) contained references to Christianity and 10 (one percent) to Islam.

**Figure K-5. Content themes**



Note: Multiple responses were possible per title.

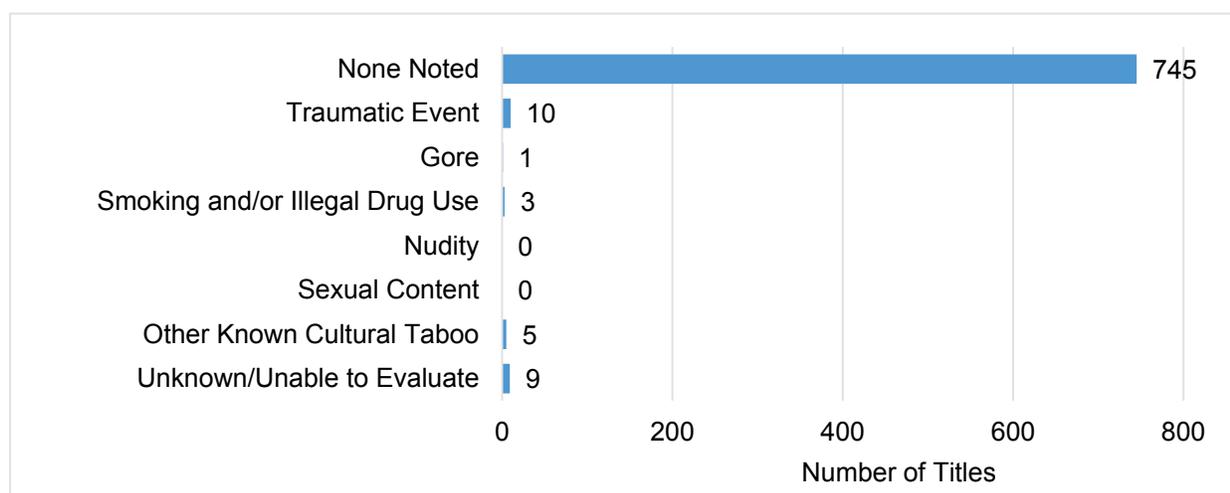
### Content Familiarity and Appropriateness

The data collectors analyzed 758 titles for the familiarity of the content for the target audience (i.e., a typical child who is a native speaker of the language of publication). Teacher’s guides and reference materials were excluded from this item. The data collectors judged 746 titles (98 percent) as containing “very familiar” content and 12 titles (two percent) as containing

“semi-familiar” content. The data collectors did not judge any titles as containing “mostly unfamiliar” content for the target audience.

The data collectors reviewed the illustrations of 766 titles for any potentially sensitive content such as traumatic events, gore, smoking and/or illegal drug use, nudity, sexual content, and other known cultural taboos (**Figure K-6**). The data collectors did not find any potentially sensitive content for the majority of the titles (745 [97 percent]) evaluated for this item. As shown in Figure K-6, the most common type of content flagged for its potentially sensitive nature was traumatic event, which appeared in 10 titles (less than one percent). The data collectors were unable to determine if nine titles (one percent) contained any potentially sensitive content; all of the remaining categories each had five titles or fewer.

**Figure K-6. Potentially sensitive content in the illustrations**



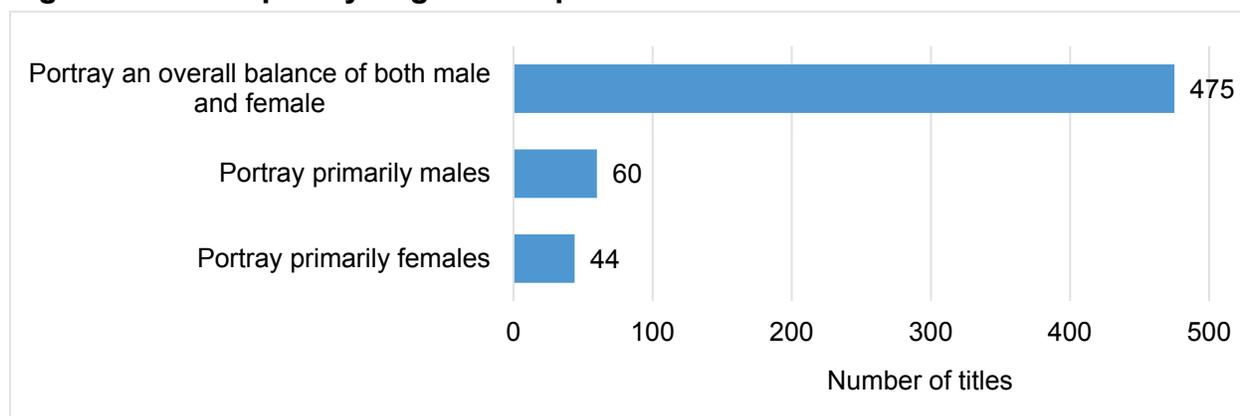
### Frequency and Equality of Representation

The data collectors examined a subset of the materials for frequency and equality according to gender, ethnic or religious group identity, and disability of people represented in the illustrations. The analysis of elements related to equal frequency of representation is based only on illustrated materials in which illustrations depicted humans or anthropomorphized animals or objects. In the case of Zambia, this subset of material contained 695 titles.

#### Gender

Of the 695 titles, the data collectors determined that gender was not apparent in the illustrations in 116 (17 percent) of the titles, thus furthering limiting the subset of titles used to evaluate gender balance and roles. Of the remaining 579 titles, the data collectors judged 475 titles (82 percent) to portray an overall balance of both genders (**Figure K-7**). However, when a title primarily featured one gender, then male characters were slightly more likely to be featured (60 titles [10 percent]) than female characters (44 titles [eight percent]).

**Figure K-7. Frequency of gender representation in the illustrations.**



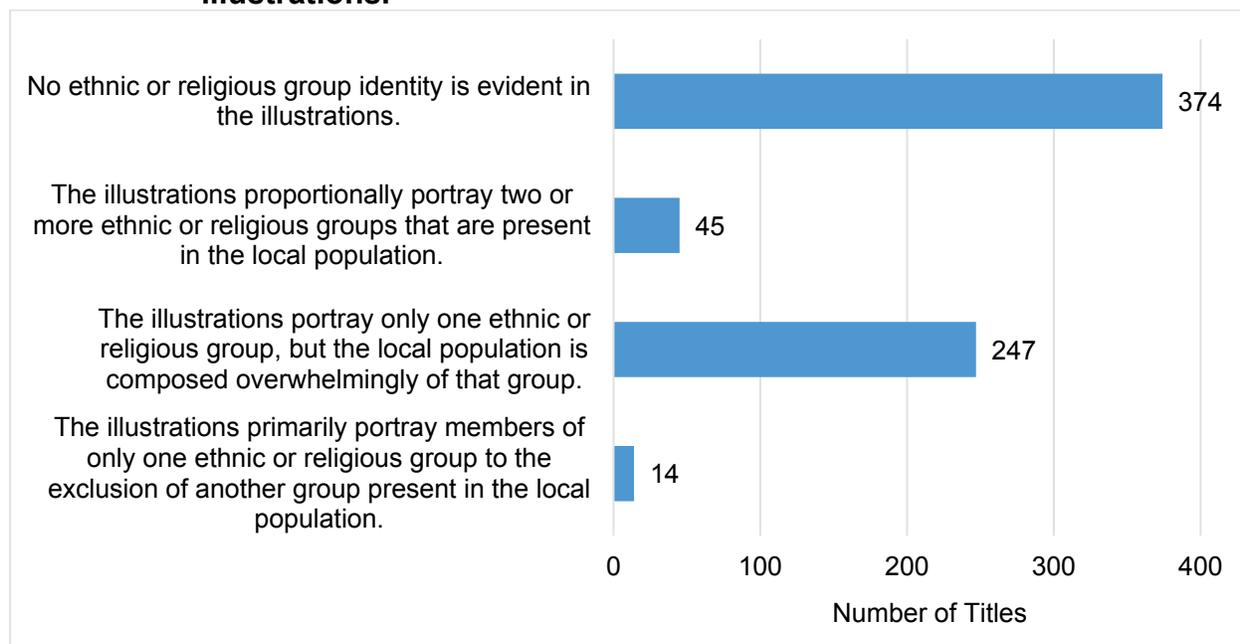
For 543 titles in which gender was apparent, the data collectors judged whether male and female characters were portrayed “with equal skills, knowledge, accomplishments, or roles” and found that in most cases (i.e., 409 [75 percent]) they were. However, in 52 titles (10 percent), the data collectors judged that male and female characters were portrayed unequally. For the remaining 82 titles (15 percent), the data collectors judged that there was an insufficient basis for comparison.

### **Ethnic and Religious Group Identity**

Similarly to gender, the data collectors examined the illustrations of 680 titles for the frequency of representation of different ethnic and/or religious group members, when apparent. Out of those titles, 374 (55 percent) were deemed as not portraying characters with obvious ethnic or religious group identity markers (**Figure K-8**). Of the 306 titles that did, the most common scenario, with 247 titles (81 percent), was when the illustrations were judged to portray exclusively one ethnic or religious group in cases where the target population was composed overwhelmingly of that group. A much smaller number (i.e., 45 [15 percent]) of titles was deemed to portray different groups proportionally to their presence in the population, and only 14 titles (five percent) were judged to portray one group to the exclusion of another group present in the target population.

For the overwhelming majority of titles, the data collectors judged that there was an insufficient basis for comparison of the nature of the portrayal, if any, of ethnic or religious groups in the illustrations. The data collectors were able to evaluate only 51 titles for the question of whether different ethnic or religious groups were depicted “with equal skills, knowledge, accomplishments, or roles.” Of those titles, the data collectors judged that 42 titles (82 percent) portrayed the different groups comparably, versus nine (18 percent) that portrayed them unequally.

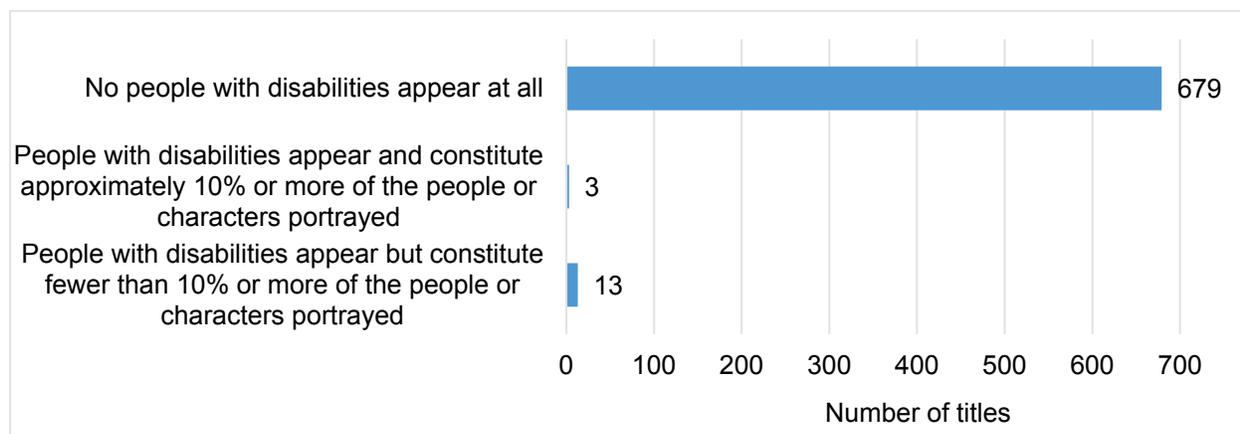
**Figure K-8. Frequency of ethnic/religious group representation in the illustrations.**



**Disability**

The data collectors also examined the illustrations of 695 titles for the frequency of representation of people with disabilities. Overwhelmingly, the surveyed materials lacked any illustrations of people with any type of disability; they appeared in only 16 titles (two percent; **Figure K-9**). Of those 16, the data collectors judged five (31 percent) as portraying people with disabilities “with skills, knowledge, accomplishments, and roles that are typically attributed to those without disabilities.”

**Figure K-9. Frequency of the representation of people with disabilities in the illustrations**



### C. Feasibility of Reusing, Adapting, and Reproducing Available Titles

#### Copyright, Restrictions, and Permissions

The vast majority of titles (i.e., 762 [86 percent]) contained a copyright symbol. Regarding explicit statements about restrictions or permissions for reuse, 376 titles (43 percent) contained an explicit statement along the lines of “All Rights Reserved.” None of the titles contained a statement granting permissions for reuse or were licensed under Creative Commons. The remaining 498 titles (57 percent) did not contain any explicit statements indicating either restrictions or permissions.

#### Medium

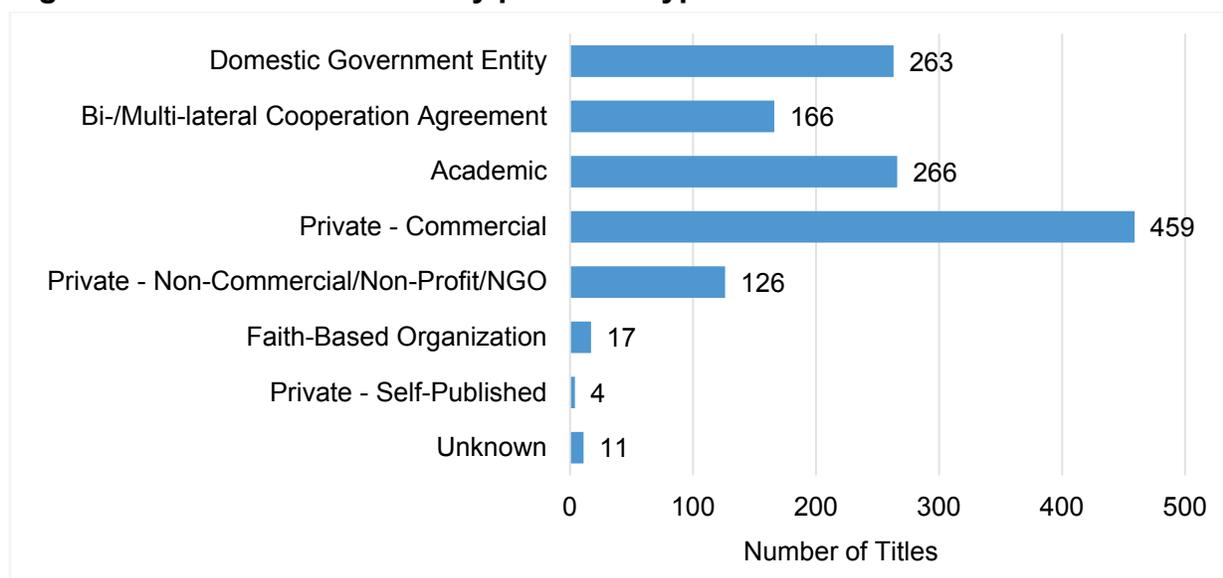
The data collectors surveyed only one soft-copy title (an audio file of songs); they encountered all the other titles in hard copy.

### D. Landscape of the Production of Children’s Reading Materials in Zambian Languages

#### Publisher Types

In Zambia, the private sector constitutes the most productive publisher type in Zambian language materials for early grade reading. That sector is responsible for 459 (52 percent) of the titles surveyed (**Figure K-9**). However, the CDC, nongovernmental organizations (NGOs), and some local cultural associations are also major contributors to materials production. The introduction of Zambian languages as the medium of instruction in the lower primary grades has led to an increase in the number of publishers involved in materials production in these languages.

**Figure K-10. Number of titles by publisher type**

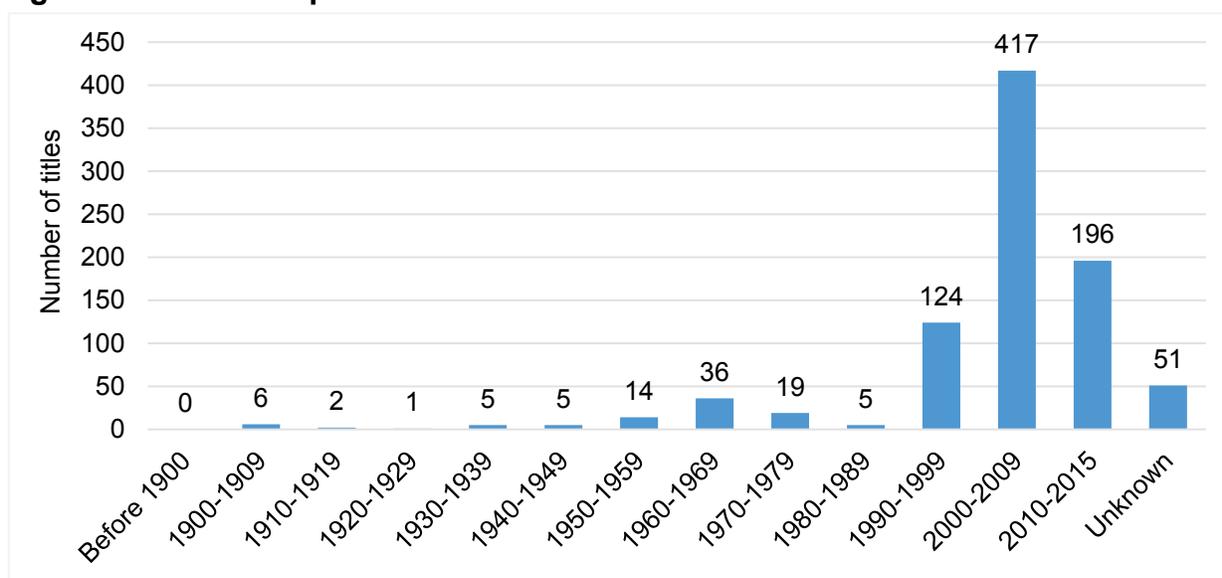


Note: Many titles were produced jointly by two or more organizations; therefore, the number of organizations presented here exceeds the number of titles surveyed. Publishers can also be included under multiple categories.

## Year of Publication

Most of the surveyed materials (613 titles [70 percent]) were published during the past 15 years (**Figure K-11**). The production of materials in the current decade is more or less on pace with that of the previous (196 titles [22 percent] in five years, compared to 417 [47 percent] in 10 years), but unlike in many other countries in the survey, the rate of publication does not appear to be accelerating. The data collectors also inventoried a significant number of titles with publication dates dating back decades to even before national independence. This finding may be the result of the large number of titles found in libraries, where older material is more likely to be retained. In 51 titles (six percent), publishers either did not label their work with publication dates or the books were missing the cover page or front matter.

**Figure K-11. Year of publication.**



## International Standard Book Number

A large majority of the titles (i.e., 723 [82 percent]) contained an International Standard Book Number (ISBN). The presence of an ISBN was not related to the publisher type, but rather to the year of publication, with the older material less likely to have an ISBN and newer material more likely to have an ISBN.

## Price

The data collectors marked the price as being known for only 23 titles (three percent). Most of the books that the data collectors inventoried were from publishers and libraries. The data collectors reported that the publishers were reluctant to divulge price information for fear of competition. In a few situations, the books with marked prices were outdated. Therefore, due to the scarcity of price data, no reliable generalizations can be drawn regarding the price of books.

## 4. Remarks

For the lower primary grades being studied, the data collectors noticed that although there are Zambian language materials available starting for Primary Grade 1, in general, no materials have been developed in the local languages for teaching preschool or kindergarten children. In the past, this level of education has always been in the hands of the private education sector, which has been championing the use of English in preschool. Only recently have efforts been made to bring this sector into government programs, but not much has been done to date, and local language materials for this sector have yet to be developed.

As expected by the Ministry of Education regarding materials used in schools, books were of very good quality in terms of content and adherence to orthographic and dialectal conventions. The CDC provides quality control, inspection, and approval of all materials before they are used in schools. In fact, it is required that all books used in schools bear the inscription that the CDC has approved them for use in schools.

Although materials generally adhered to standardized orthographies, some orthographic variations do exist. The data collectors even found variations in the spelling of language names, such as Citonga, Chitonga, and Tonga. However, these variations come primarily from material produced before Zambia adopted standardized orthographies for its languages in 1977.

Publishing in Zambia is based on creating material for schools. Thus, the tendency is only to publish material in languages that are used as mediums of instruction, and most inventoried material was, in fact, written in one of the seven regional languages of wider communication. However, among these seven languages, there were some discrepancies in the number of publishers publishing in each language. All publishers that were inventoried publish in Bemba, Nyanja, Lozi, and Tonga, but only a few publishers also publish in Kaonde, Lunda, and Luvale. This disparity in publishing is based on the profitability of publishing in a specific language. Because Kaonde, Lunda, and Luvale speakers compose a much smaller portion of the Zambian population, publishers' profits from publishing in these languages are smaller than in publishing material for the more commonly used languages. Although translations are generally available in all languages, in some cases, the CDC has had to publish books in languages for which limited material was available.

Nevertheless, the data collectors did find some books in lesser known languages, , produced by local cultural associations. Although the data collectors surveyed materials in the Lamba and Namwanga languages, they were informed that materials were also being developed for the Lenje and Tumbuka languages. The data collectors also found narratives, dictionaries, and grammar books in old missionary materials that were written in languages with smaller speaker populations, such as Chokwe, Bisa, Mambwe, Tumbuka, Lenje, and Ila.

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