

Baseline study on the state of ECE in Solwezi District that informed Kansanshi Mine's Education Quality Improvement Programme: One year six months on.



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Southern Africa Regional ECD Conference

28th -30th March 2023

Introduction

- The purpose of the study was to assess the state of ECE services in Solwezi District
- through aspects affecting quality education such as teacher availability and qualifications, classroom arrangement, teaching and learning materials,
- infrastructure, water and sanitation, playgrounds/indoor space, teacher pupil interaction and instructional leadership in schools.



Introduction continued

- This was done to inform interventions to be taken by Kansanshi Mine's Education Quality Improvement Programme at ECE level.



Study objectives

1. Assess the state of ECE with regards to Teacher and classroom characteristics.

2. Assess the availability of ECE teaching and learning resources in schools.

3. Evaluate the state of existing infrastructure, water and sanitation, playgrounds and indoor spaces.

4. Establish the extent to which ECE teachers use the learning through play methodology.

5. Establish the number of schools that conduct school readiness tests and have records to show .

6. Assess the extent of parental involvement in ECE

7. Establish the extent to which head teachers practiced the critical dimensions of ECE instructional leadership in their schools

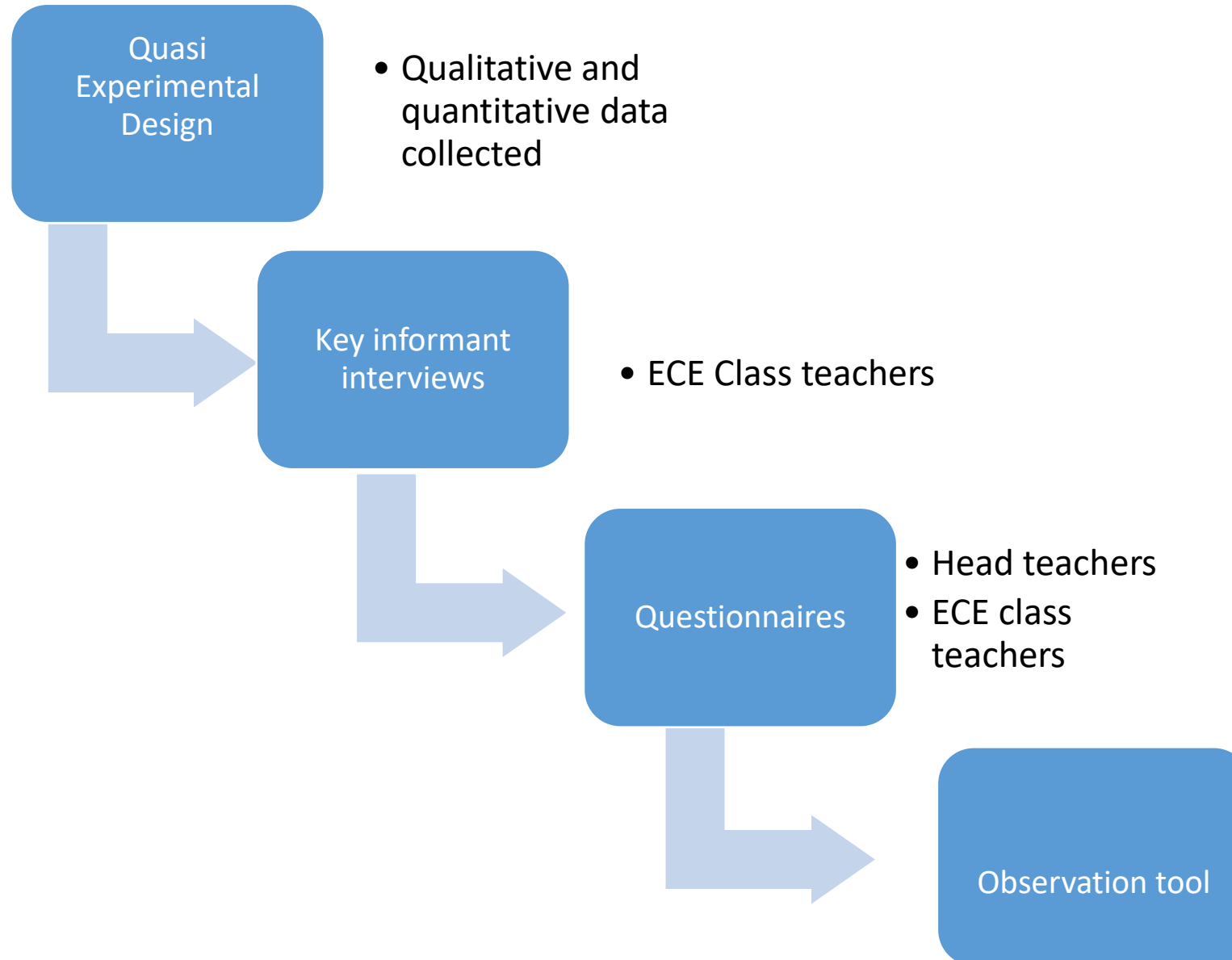
A circular inset showing a wooden surface with a purple binder clip and two silver paper clips. The text "Data Collection" is written in white, rounded font.

Data Collection

How was the data
collected?



Methodology



Methodology Cont'd

Study participants	Total	Sampling method
School Head Teachers	27	Purposive sampling
ECE classroom teachers	27	Purposive sampling



**What did
we find?**



OBT: 1

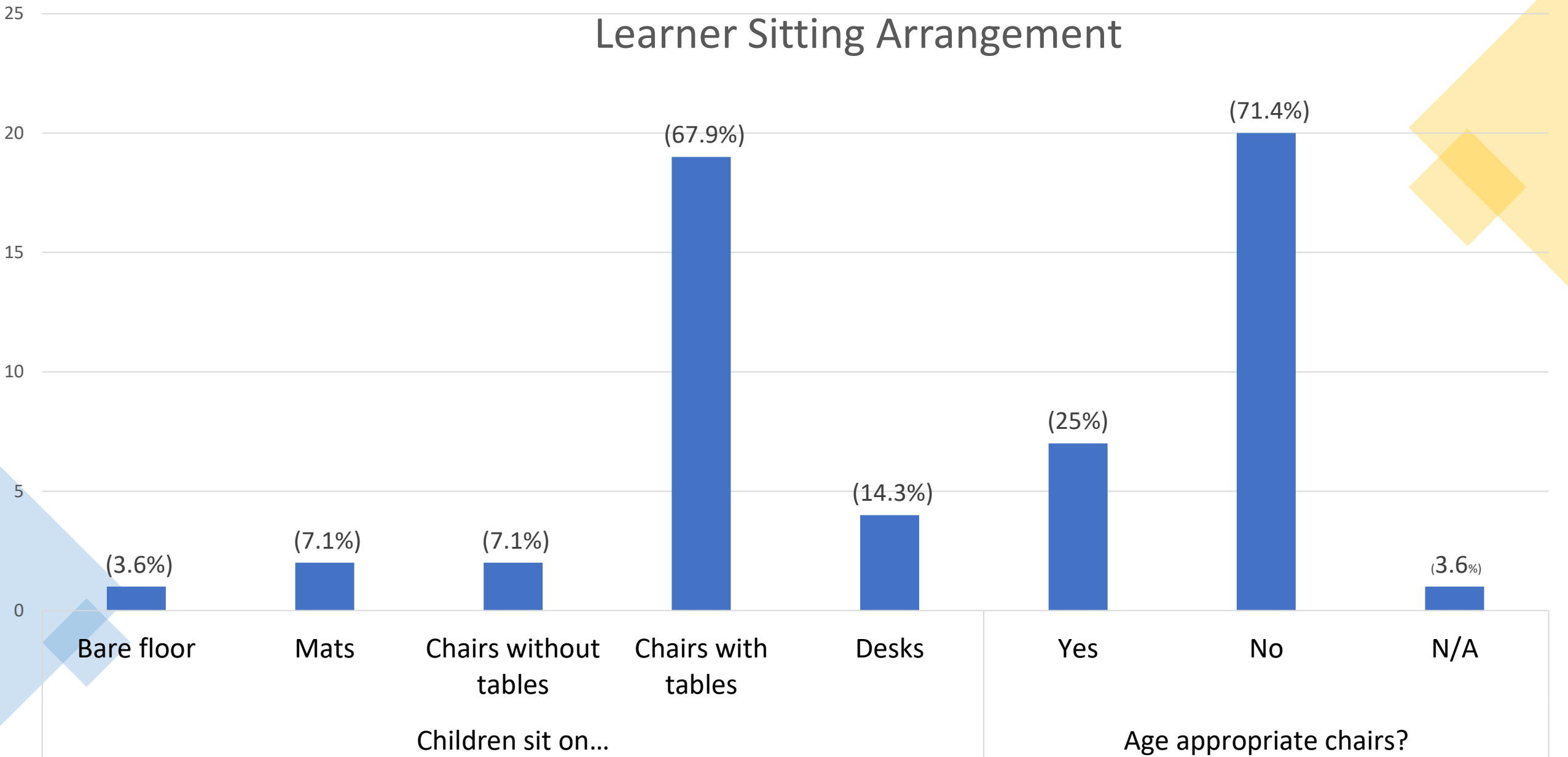
Teacher and classroom
characteristics

Teacher characteristics

No.	Variable	Findings
1	Teaching experience	2-18 years
2	Teaching at ECE level	3 month -8 years
3	Training in ECE	56% (44% not trained)
4	Qualification	Diploma (48%) Certificate (41%) Bachelor's degrees (11%)

Classroom characteristics

Learner Sitting Arrangement



TIME SPENT IN SCHOOL

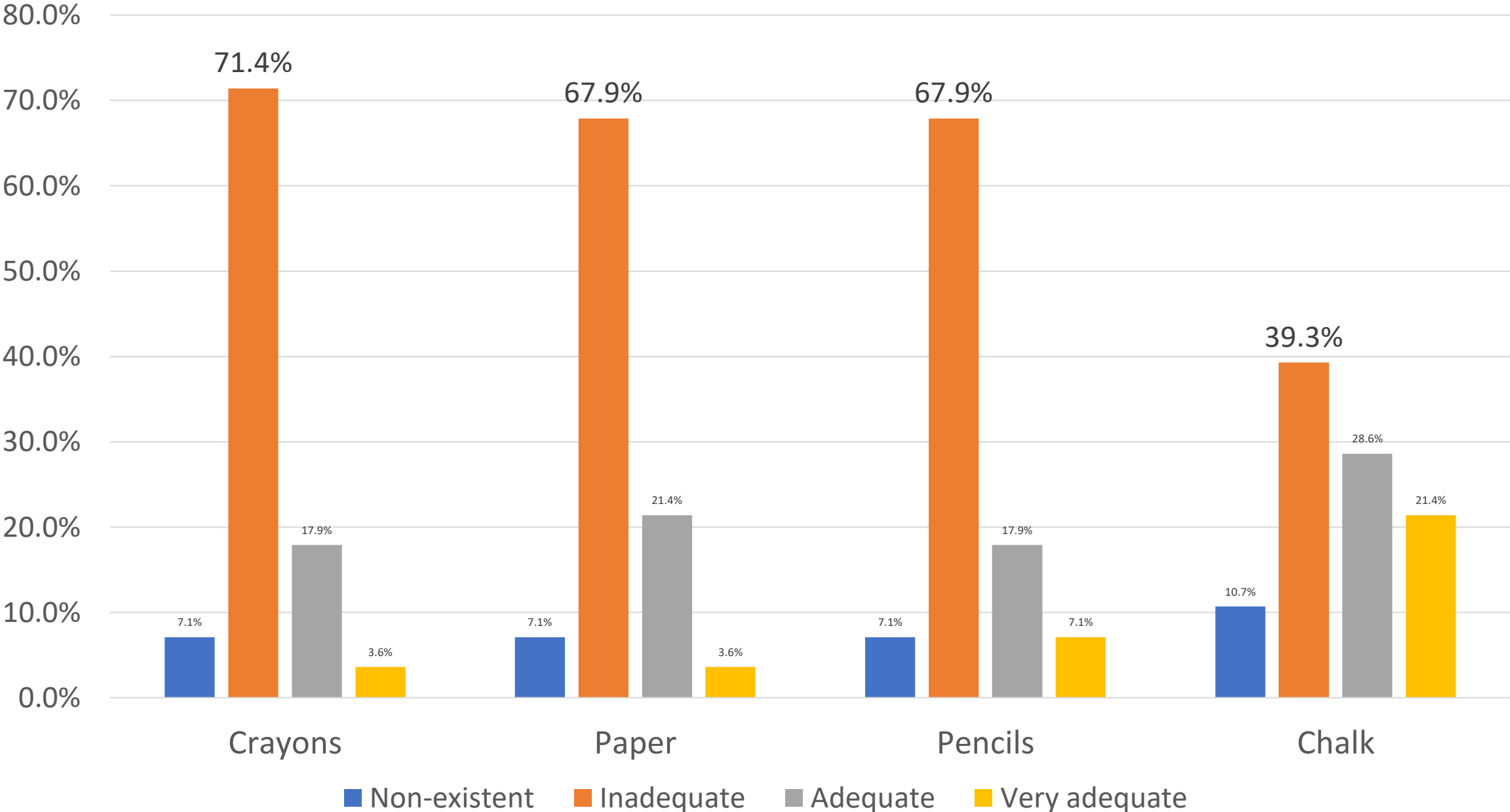




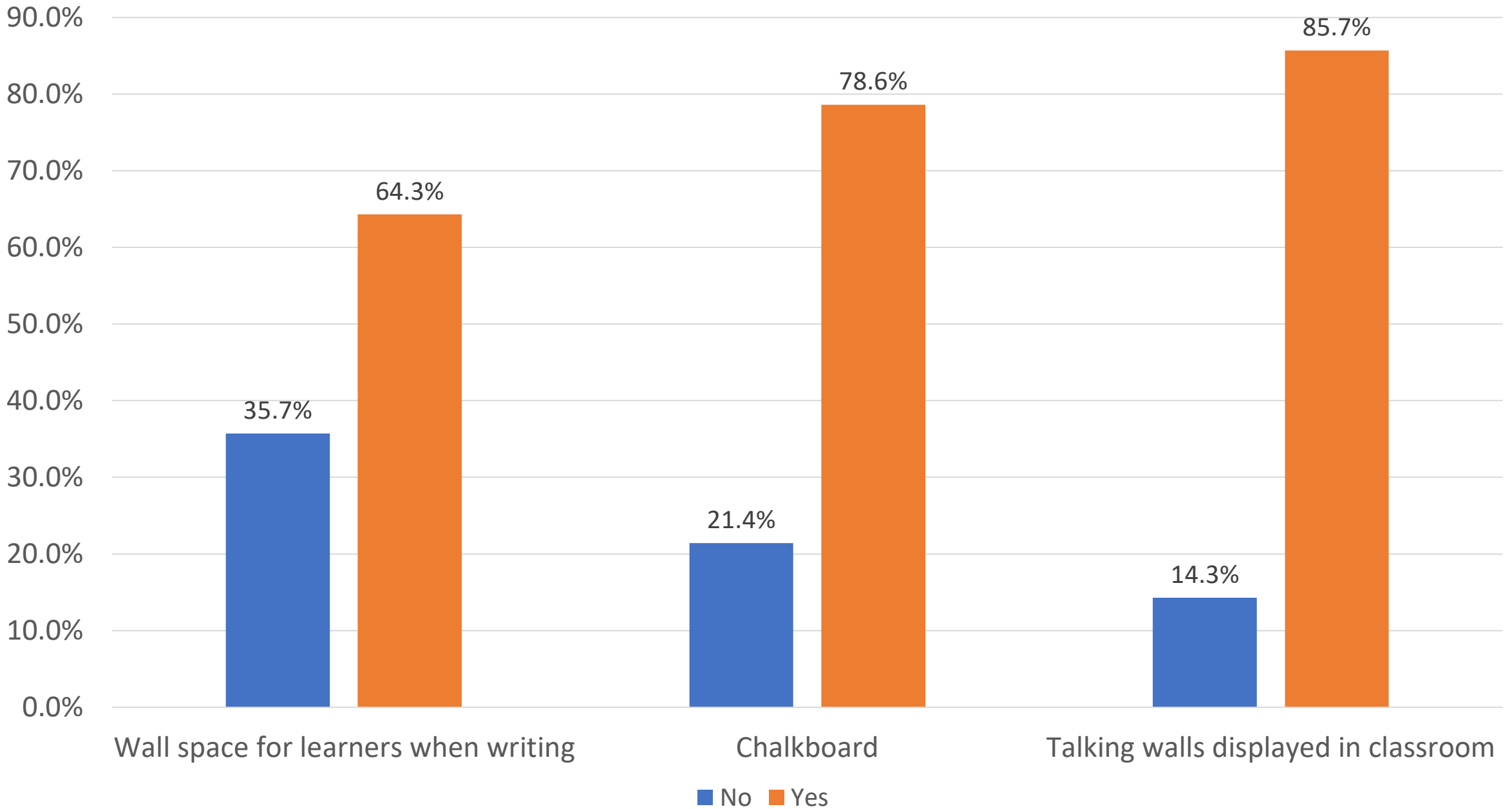
OBT:2

ECE Teaching and
Learning Materials in
the Schools.

Are the Materials Adequate?



Does that classroom have the following...?





OBT:3

Teaching Methods Used
and Preferred (Learning
through Play).

Method Used	Percentage	Preferred
Group work	52%	37%
Individual	41%	15%
discussion	26%	
Play	19%	15%
Demonstration		19%



OBT: 4

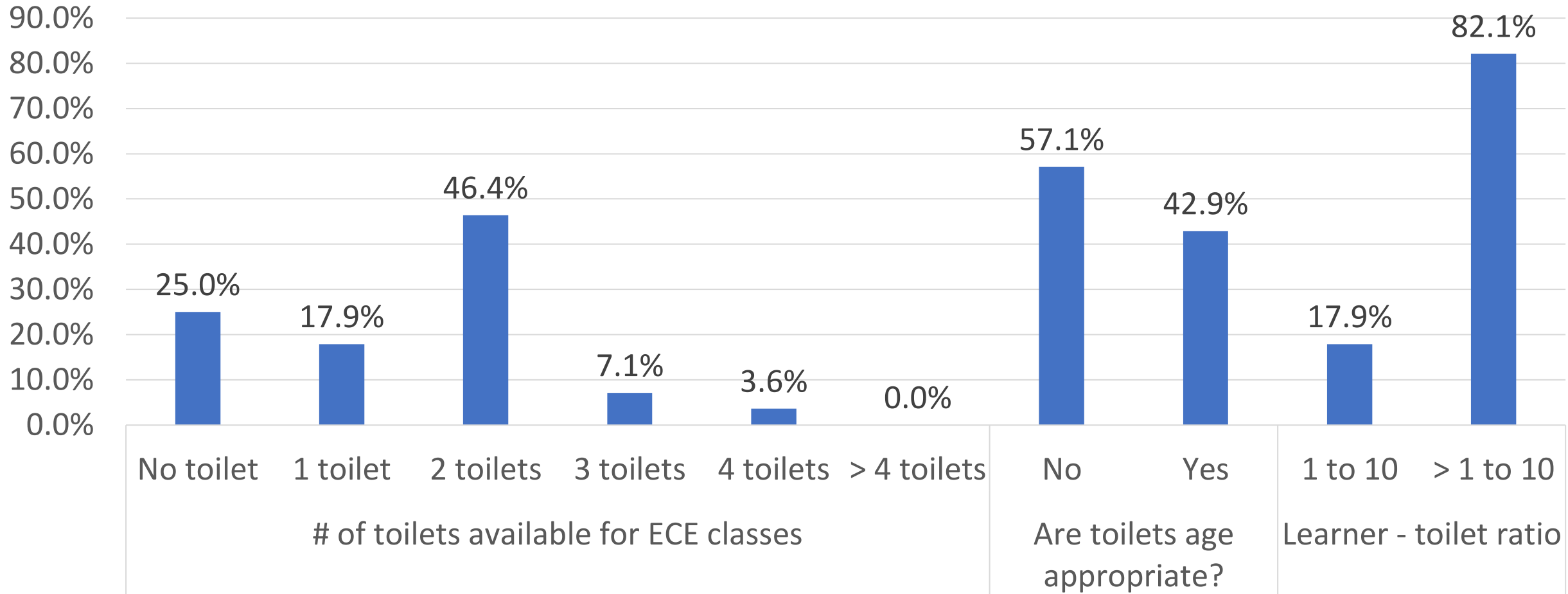
Existing infrastructure, water
and sanitation, playgrounds
and indoor spaces

EXISTING INFRASTRUCTURE VARIABLES

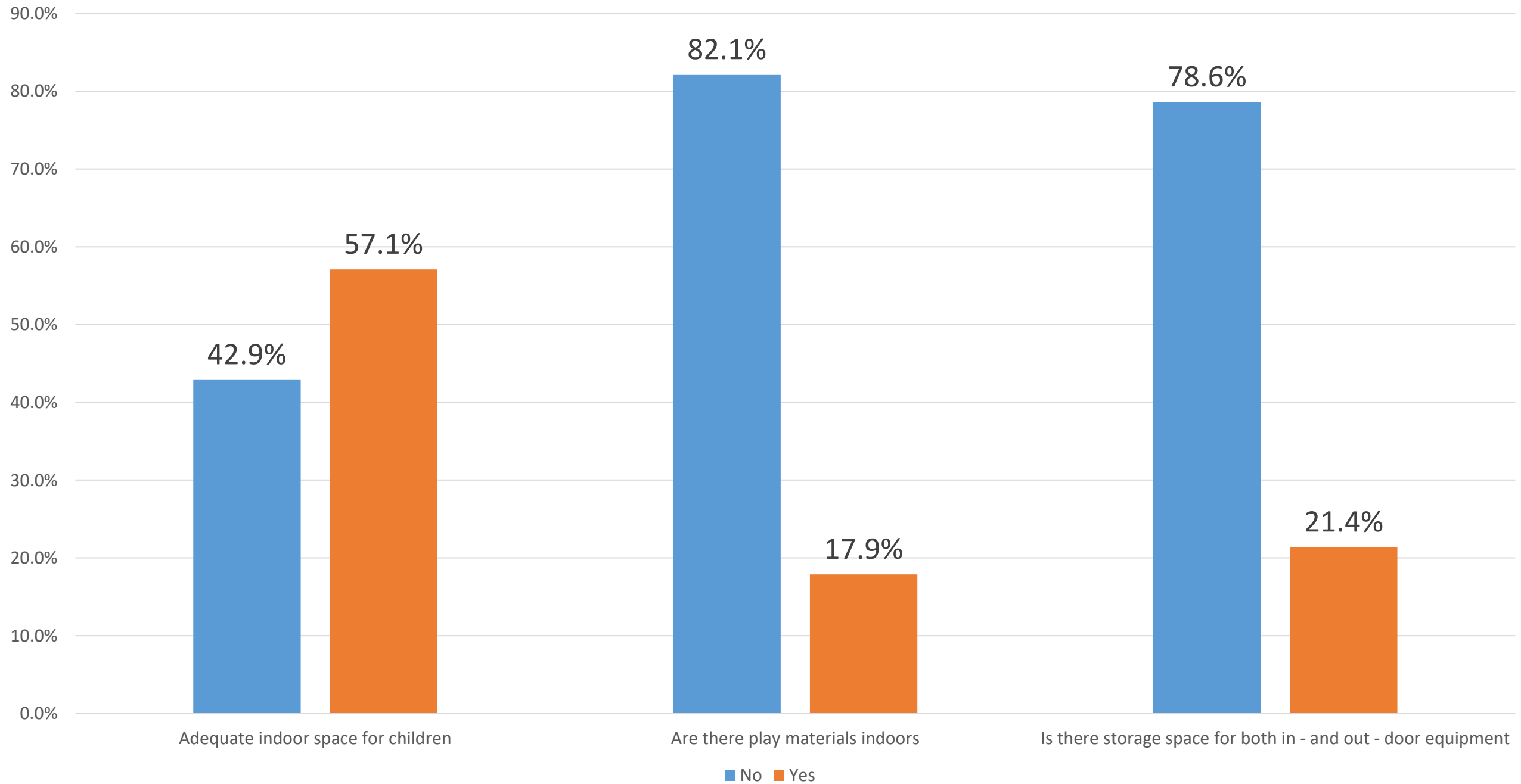
Class had four walls	89.3%	1 open sides 1 learn under a tree
Concrete floors	71%	1 had tiles 2 were sandy
	Good	Poor
Classroom lighting	71.4%	28.6%
Ventilation	85.7%	14.3%
Tidiness	67.8%	28.6%
Cateres for SEN	17.9%	82.1%

Water and Sanitation in ECE Centres

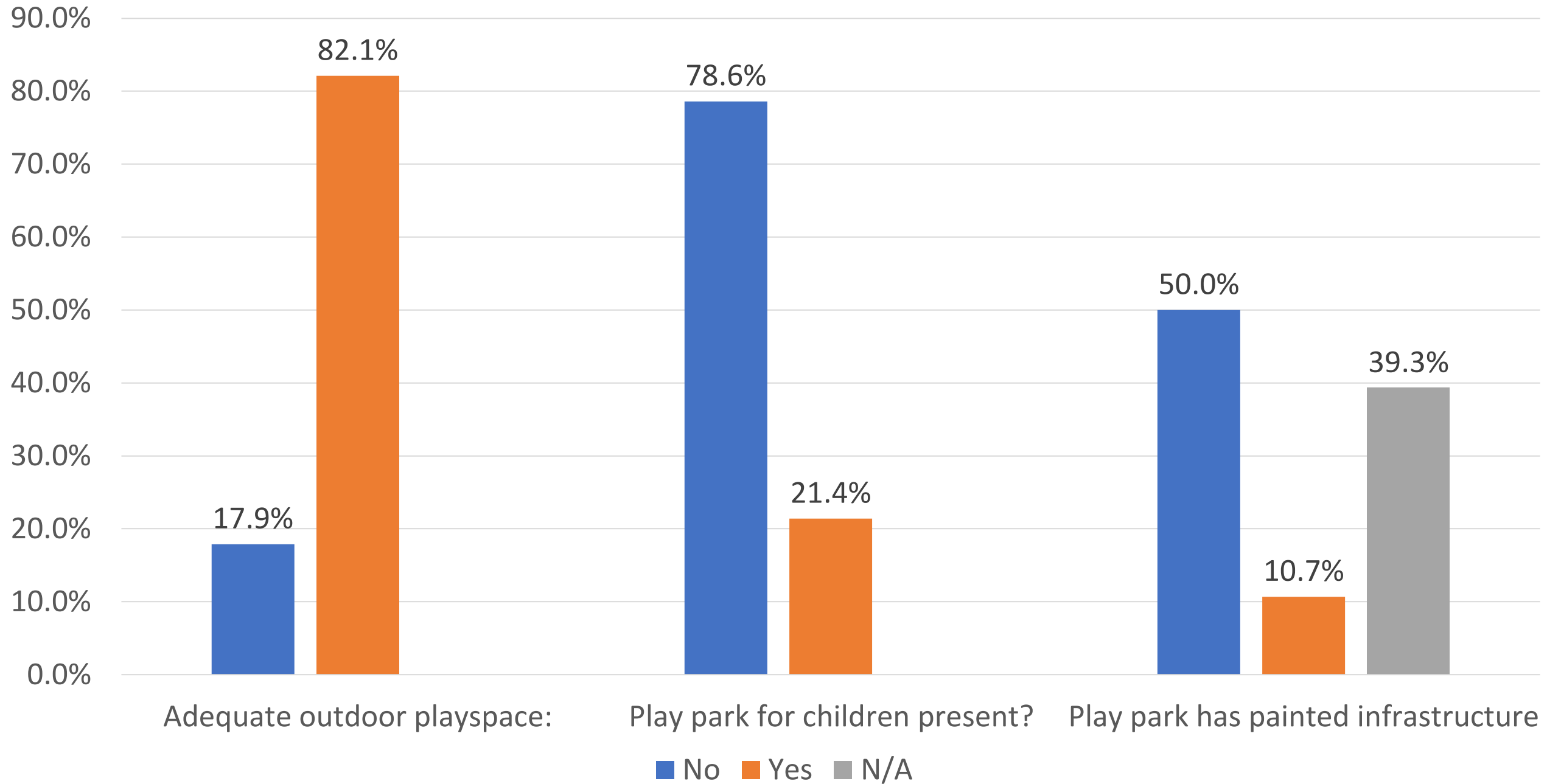
Toilet facilities



Indoor Space and Storage



Outdoor Play Equipment





OBT: 5

Conduciveness of the
Teaching and learning
environment

Conduciveness of the Teaching and Learning Environment

Not Conducive	Reason Given	%
74%	Small classrooms	26
	Double sessions	19
	lack of materials	81
	No resting place	79
	No Shelves/storage space	79
	No toilet facilities	48
	No classroom/Learning under a tree	
	No play park	89
	Rough floor	
Conducive	Reason Given	%
26%	Enough toilets	11
	Enough classroom space	48
	More than 1 teacher in class	0.08
	Teaching and learning Aids	
	Teaching and learning materials	
	Play park	11



OBT: 6

Extent of parental
involvement in ECE

Fully Involved (7%)

- ask questions about their children's performance
- requested to observe lessons from time to time
- paid fees on time
- helped with homework
- Need for improved transition strategy of staff
- Dressed children neatly
- showed up for open days

Partially Involved (41%)

- helped children with homework
- paid school fees
- showed up on open days and when there was a problem

Not Involved (48%)

- May show up on some open days,
- fees paid in the first term and getting follow up fees was a problem
- they might not shown up when requested by the school



Conclusion

- Teachers not trained in ECE (at least 44%)
- Majority teaching at this level have diplomas (48) and certificates (41)
- Teachers are using traditional ways of teaching instead of the Learning Through Play Methodology which is recommended at ECE level
- Lack of teaching and learning resources in schools
- Greater monitoring of classroom processes needed by MOGE

- Age appropriate furniture is a big problem as in most schools
- Infrastructure is strained as no ECE classrooms were built after annexing ECE to primary schools
- Sanitation is a problem as some schools do not have toilets designated for ECE learners.
- School readiness tests are done in schools. However, there is a general lack of proper record keeping.
- Parents are not fully involved in their children's education
- There is a general agreement that instructional leadership and instructional practices are good, yet observations on the ground suggest otherwise.



Recommendations

Recommendations

- Provide training and mentorship to support ECE teachers implement play-based methods in ECE classrooms
- Refurbish Existing ECE classrooms that are big enough to accommodate ECE children and where possible build ECE classrooms and play parks for schools.
- Provide opportunities for production of teaching and learning materials using available local resources.
- Enhance community and parental participation in Early Childhood Education and development programmes.

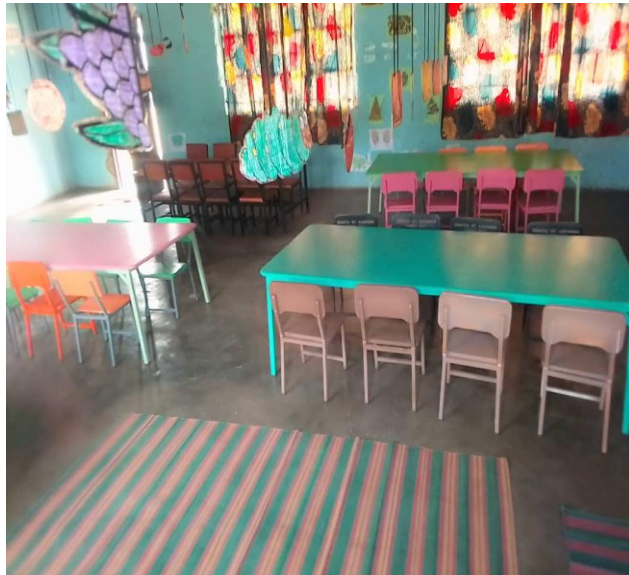


What has been done one year six months on

- 56 teachers were enrolled for a 2 year in service course on play based methodology and production of teaching and learning materials using local resources



Materials produced during workshops



Refurbishing of ECE classrooms

Before



After



Community sensitization meetings





Thank you!
Zikomo!
Twasanta mwane! 😊