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The Achievement of the GPE-LANES Program in Improving Reading Skills in Kiswahili in Kigamboni Municipality Primary Schools

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Article Info

Abstract
The purpose of this study was to assess the achievement of GPE-LANES program in improving Kiswahili reading in standard I and II in Kigamboni Municipal Council. The objectives of this study were; to investigate teachers' classroom skills and knowledge acquired from LANES training on improving reading competence in Kiswahili in standard I & II, to assess the extent at which the knowledge and teaching methods acquired are used in teaching reading in successful and unsuccessful situations, to examine reading improvement in Kiswahili for standard I & II, investigate the challenges that affect teaching practice in improving reading skills in Kiswahili in primary schools in standard I & II as LANE's program was intended. The sample of the study involved head teachers, teachers and pupils from four government primary schools and District Education Officer. The study used questionnaires, interview guides, observation and document review to collect data. The respondents were obtained through purposive and simple random sampling. Data analysis was done through Descriptive Statistics by Statistical Package for Social Studies (SPSS) for quantitative data and Qualitative data was analyzed through thematic data analysis. The findings indicate that GPE-LANES training achieved little in improving reading for standard I and II in Kiswahili, because currently there are few teachers remaining who are teaching standard I and II and attended LANES training. However, pupils in school with teachers who attended LANES training show positive improvements in reading in Kiswahili. The findings also show that Knowledge and skills acquired in GPE-LANES training are working well. This knowledge involves teaching approaches, and phonemic awareness which confirmed to simplify the teaching and learning reading Kiswahili in standard I and II. Besides of little achievement there are a number of challenges which affect teaching practice on improving reading skills in Kiswahili in standard I and II such as overcrowded of classes, few t teachers who attended LANES training, shortages of teaching materials, unfriendly teaching and learning environment, low parents' participation. Generally, the GPE-LANES training added value to reading in Kiswahili in standard I and II in primary schools in Tanzania. The study recommends that the government and other educational stakeholders should involve all teachers in In-service Training, and updating teachers' skills and knowledge regularly in order to achieve more reading improvement in standard I and II.

1. Introduction
Many developing countries have been experiencing the problem of the low rate of literacy and numeracy skills in primary schools. This was revealed through different studies. UNESCO (2013.p.1) [45] findings show that 24 % of all illiterate adults in the world live in sub-Saharan Africa, 12% in East Asia and the Pacific, 6.2% in the Arab States, and 4.6% in Latin America and the Caribbean. It is estimated that only less than 2% live in the remaining regions.

Literacy and Numeracy are very important life skills that every individual seeks to achieve. The proponents of the literacy program believed that reading and writing skills improve individuals' chances of increasing their incomes (Verner, 1996). It is globally believed that children with basic literacy and numeracy skills participate effectively in future learning (UNESCO, 2014).

Different scholars have defined literacy and numeracy but all maintain that literacy and numeracy are the terms referring to reading and arithmetic skills. Tertiary Education Commission of News Zealand (2010) explains that numeracy includes the knowledge and skills needed to apply mathematics to everyday life; that is in family and financial matters: and community tasks. Literacy is the ability to read and write while numeracy is related to knowledge of mathematics, ability to understand and work with numbers (UNESCO, 2014; Roberts, 2005) [40]. Therefore, literacy and numeracy are very important in life.

Uwezo conducted the learning assessment in East Africa Tanzania, Kenya, and Uganda. The report indicated the worsening condition in literacy and numeracy. Only 33% of pupils enrolled had basic grade 2 level skills of literacy and numeracy and a big number of pupils tested did not possess grade 2 level after primary schooling. (UWEZO, 2013) [47].

In Uganda, Uwezo conducted an assessment of literacy and numeracy from 2015-2018. The findings show the decline in literacy level and numeracy in primary school, wherein 2015 39% of children p3-p7 were able to read and comprehend a basic story at p2 level but in 2018 33% of children p3-p7 were able to read and comprehend a basic story at p2 level.

In Tanzania, the problem of literacy and numeracy still exists. However, the study done by Uwezo (2017) shows some improvement in reading (Kiswahili) test from 29% in 2011 to 56% in 2015. Either pupils' performance varies according to the location, economic status of the family, mothers' education. Pupils from the urban area did better than those from rural. Furthermore, there is a big difference in literacy and numeracy performance in one region to another and district to district. This shows that there some other factors influencing the pupils' literacy and numeracy performance. Pupils from wealthy and educated families tend to perform better since their parents cooperate well with their teachers to improve their academic performance compared to the pupils from a poor family. (Uwezo, 2015) [48].

Since Independence Tanzania has employed different initiatives on improving primary education. In the 1970s the government initiated the Primary Education Reform Project (MTUU), UNESCO together with UNICEF and Tanzania government. The program involved all teachers in Tanzania teaching standards one and two, aimed at improving teacher's knowledge and skills in teaching reading to early classes. Particularly, the emphasis of the course was on the correct facilitation of 3Rs which are reading, writing and arithmetic (well known as KKK in Kiswahili that is kusoma, kuandika na kuhesabu). A teacher was allowed to teach standards one and two only if he or she attended the course. (Ngorosho2018) [34]

Another project is the Primary Education Development Program (PEDP). The main objective of the PEDP was to increase the overall gross and enrollment of girls and boys to achieve Universal Primary Education (UPE) by enrolling all the children aged 7-13 into standard 1 by 2005 (URT, 2001). To ensure this the government decided to abolish school fees in primary schools in 2002. This resulted in high enrollment to 80-120 per classroom (UNESCO, 2005) [20].

The objective of the government was all enrolled children to acquire the basic learning skills of literacy that is reading writing and numeracy (URT, 2012). But Uwezo, (2011) in their report shows that many children were unable to read even after completing standard seven. 21% of standard seven children in rural and 13% of standard seven children in urban

were unable to read and write the Standard II text. The expectation was all standard three children would be able to read the simple text in Kiswahili. That is if the pupil cannot read and write it leads to ineffective learning of other subjects as reading competence is the central role in pupils learning at school. The ability to read and understand the instruction is the basic requirement for the success of all other subjects. Although the objective of the primary education is to enable every child to acquire basic skills of literacy and communication (ETP, 2014), the study done by Uwezo in 2015 shows that the expectations of improving reading skills among the primary school are not yet achieved as intended, though it showed some improvement (Uwezo, 2015) [48]. This challenge could be caused by several factors like overcrowded classrooms, teaching methodologies used, low community participation, and shortage of resources (Twaweza, 2011). That is if teachers can use appropriate methods, and there are enough classrooms, teaching resources, and the community participates well, pupils can achieve literacy and numeracy at the end of grade I as expected in the curriculum.

In teaching reading in early grades, the methodology used should be learner-centered and participatory ones, for the learner to be active in the process of learning and demonstrate his or her ability. Pupils 'activities are very important in participatory methods to make it meaningful in their real-life situations. (UNESCO, 2000) Morrow, et al (2011) [32] suggest that one of the best for literacy teaching is the provision of appropriate instruction in basic skills for mastering skills required for learning to read. Similarly, Lovat and Smith, (2003) emphasize that "student achievement can only be enhanced when the nature of pedagogy required is targeted and implemented with rigor, and continuous assessment for outcomes.

The EQUIP and GPE-LANES program are among the effort of the government in improving literacy and numeracy. The objective of EQUIP-Tanzania is to develop training and performance of teachers, to ensure that pupils can read, write and arithmetic (3Rs), develop school leadership, improve the planning and management of education, planning, and administration at district and regional level, involve of the community in education and data collection, information and accountability. (EQUIP-T 2017) [18]

The program conducted a seminar for teachers of Standard I to III, head teachers, and Ward Education Officers for implementation. EQUIP prepared modules to support 3Rs that are reading writing and numeracy and soon after the training, the program started to be implemented using modules to support 3Rs in the trained regions (MOEVT, 2012). However, the assessment done by EQUIP in 2015 shows no improvement in reading Kiswahili due to several factors that interfered with the project. (EQUIP, 2015) [15].

GPE-LANES also aims to improve literacy and numeracy by providing in-service training for teachers for standard 1-2 on appropriate instruction for reading, writing, and numeracy (3Rs) skills for children aged between 5-13 years. This program supported by Global Partnership for Education (GPE) and it aims at promoting the teaching skills in teaching and learning reading, writing and numeracy, education sector planning and management, and community engagement in education

From the above goals, the GPE provides financial and technical support to Tanzania Institute of Education on reviewing the curriculum which also based on improving

literacy and numeracy, hence teachers teaching standard I and II were trained, also books for standard 1-5 have already distributed. At first, LANES conducted the in-service training for teachers based on a new modified curriculum for standard I and II, later for standard III and IV teachers. The total number of 17719 standard I and II teachers from 14 regions were trained. The training involved 2,480 ward education officers and 10,870 head teachers while teachers were trained on teaching approaches for improving learning outcome in literacy and numeracy in their context (URT, 2016)

2. Statement of the Problem
Various studies done in 2010s-2020 on quality of education and performance of the pupils, show the poor reading skills for pupils in primary school to the extent that some standard VII pupils cannot read standard two Kiswahili textbook, this informed by UWEZO (2020), and HakiElimu (2022) [21]. The Government of Tanzania through the Ministry of Education, Science and Technology (MoEST) introduced various programs aiming to improve 3Rs that is reading writing and numeracy, among them is EQUIP-T (Education Quality Improvement Program) and GPE-LANES (Global Partnership for Education program -Literacy and Numeracy Education Support Program.). The objective of EQUIP-Tanzania was to develop training and performance of teachers, to ensure that pupils can read, write and arithmetic (3Rs), develop school leadership, improve the planning and management of education, planning, and administration at district and regional level, the involvement of the community in education and data collection, information and accountability. In EQUIP (2015) [15] evaluation report indicated that there is no improvement in literacy and numeracy particularly in Kiswahili reading.

Also, the Government of Tanzania through MoEST in the Education Policy of 2014 introduced the Competence-based curriculum. TIE revised the primary school curriculum into the competence-based curriculum. This aimed at enabling pupils to increase competence in reading, writing, and simple arithmetic's as well as to enable teachers to use appropriate pedagogical approaches. Alongside revising curriculum, the MoEST in 2014 introduced the GPE-LANES program. The main intention of the program was to provide in-service training for standard I and II on appropriate instruction for reading, writing, and arithmetic (3Rs) skills for children aged between 5-13 years.

Since when the government introduced the Global Partnership for Education program - Literacy and Numeracy Education Support Program (GPE-LANES), there is no clear evidence showing the achievement of LANES in improvement or improvement of reading particularly in Kiswahili in primary School. An evaluation done by Criana et al (2018) [12] did not show clearly how much the program has achieved in improving reading skills. This study explored the achievement of LANES in improving reading skills for Kiswahili in primary schools in Kigamboni Municipality

3. Study Objectives
1. To investigate teachers' classroom skills and knowledge acquired from LANES training on improving reading competence in Kiswahili in standard I &II
2. To assess the extent at which the knowledge and teaching methods acquired are used in teaching reading in successful and unsuccessful situations,
3. To examine reading improvement in Kiswahili for

standard I& II
4. To investigate the challenges that affect teaching practice on improving reading skills in Kiswahili in primary schools in standard I & II as LANE's program was intended

4. Past Literature review
Teaching Skills and Knowledge Acquired From Lanes Training On Improving Reading Skills
The government through the Ministry of Education Science and Technology has executed various programs aimed at improving the development of reading skills among early grade students in Tanzania. Most of the programs were intended to improve teachers' skills in teaching reading for standard I and II. The professionally trained literacy teacher is very important for the success of teaching literacy skills in primary schools. This is because if they have appropriate literacy teaching pedagogy, they can simplify the action of teaching and learning reading, writing, and numeracy (Barton 1997), To succeed in improving reading skills, teachers must possess and be empowered with appropriate knowledge and skills. This means that without qualified teachers with appropriate skills in teaching reading skills in lower classes, reading skills cannot be improved in schools. The Kiswahili reading curriculum offered to pre-service teachers- trainee is generalized it lacks important information on how to teach early reading in Kiswahili in primary school (Bhalalusesa et al, 2011). Grade A teacher's trainee is taught how to teach reading starting with vowels and then adding vowels to different consonants to form syllables, simple words, and finally short sentences. That's why teachers are required to get knowledge on phonemic awareness, phonics and other skills which simplify reading learning hence it can be possible for pupils I to master reading at the end of standard I. Mapunda (2007) [30] argued that the quality of education is normally assessed by focusing on the outcome on what pupils learn and how well they learn it.

Komba (2016) [26] noted that the implementation of a competence-based curriculum will be successful if the teacher is ready and is well understanding the initiatives as they are the ones who implement any education innovation. Therefore, effective implementation of the program in school depends upon the knowledge and skills of teachers equipped in teaching reading Kiswahili as entailed. Teachers teaching reading needed to acquire knowledge on the role of phonemic awareness, phonics, and the related syllabic approach which is good to vowels and consonant sound and other basic skills (Ngorosh2010). This related to the training conducted by GPE-LANES where teachers were introduced to phonemic awareness and other instruction strategies which are appropriate for teaching reading in early grade

The Extent at Which the Knowledge and Teaching Methods Acquired In Teaching Reading Working In Successful and Unsuccessful Situations
Literacy teaching is a problem in many countries because pupil attainment in literacy is not assured and many children completed primary schooling unable to lead. Department of Education and Training (2010). the literacy teaching lies between two sides, the proponent of the whole language approach and skill-based approach. The whole language approach is built on the foundation of constructivist theory and they believe that literacy teaching must be contextual while the skill-based approach believes that during literacy

teaching teacher have to break down the reading and writing in small parts that are easily learnable by pupils such as phonics phonemic awareness and spelling. Morrow, Gambrell, Duke, and Nero (2011,) [32] identify ten characteristics of best practice for literacy instruction as follows;

- A classroom should show the image which motivates literacy: Teacher should create an environment that helps literacy learning
- A teacher should provide a set of charts with five core skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension) to promote independent learning.
- Students learn when they read for authentic meaning-making purposes: for pleasure.to be informed and to perform a task.
- The school daily; routine should include time for self-selected reading;
- To help the student to have exposure with high-quality literature across a wide range of storybooks to build a love for reading and achieve the literacy standards.
- The teacher should use varieties of texts in one topic to widen their knowledge, and help them to connect concept and increase vocabulary;
- A classroom should reflect and encourage community participation;
- A balanced teacher-student discussion helps to build lifelong learners;
- Students need special to use technologies that connect and expend concept
- Differentiate instruction based on student assessments to accommodate the needs of individual students (Morrow *et al*.,2011) [32]

Teaching reading in early grades the methodology used should be learner-centered and participatory ones, for learners to be active in process of a learning and demonstrate his or her ability. Pupils 'activities are very important in participatory methods to make it meaningful in the real-life situation. Roskos *et al*. (2003) [41] analyze literacy teaching strategies that are; rich-teacher talk-teachers create an environment where every pupil talks like a discussion in groups and pair by using cognitively challenging content and responding to pupils talk. Other are storybook reading, alphabet activities, support to emergent writing, shared books experience, integrate content-focused activities, and phonemic awareness. Phonemic awareness and letter knowledge are the first skills needed for standard I and II to master reading ability (Ehri, 2004) [16]. Phonemic awareness builds the foundation for the pupils in reading development. Phonemic awareness is the ability to hear and use phonemes, which are the smallest part of a spoken language. These are the elements of language that allow differentiation of meaning in specific words. The children's age of two or three is important to understand phonemic and letters because before children learn to read, they must understand sounds that are paired with letters as the same as the sound of speech they hear. (Tankersley,2003) [44], it accounts for 50% of child reading ability at the end of standard I (Snow, Burns and Griffin,1998) [42]. In the area where the phonemic and letter knowledge is not understood, pupils will have reading difficulties, and reading development will be poor.
Makunja (2016) [29] showed that for effective new curriculum

implementation to occur, there should be teacher's orientations and training appropriate, teaching and learning resources and adequate classrooms, in our context only one teacher from each class (standard I-IV) attended the training with the concept that those who have attended the training will teach the rest. For such a case, it is obvious that the possibility of Kiswahili teachers lacks the necessary approach. But the implementation of any curriculum or innovations may face with different challenges that may hinder the intended achievement (Van den Akker 2003) [49] that is also possible for the implementation of GPE LANES innovations in teaching for improving reading in standard I and II to face with challenges that it may be the barrier for implementation of the program as intended or expected. This study intended to assess to which extent the skills and best practice acquired in training are employed in teaching and learning process in developing reading skills in Kiswahili in standard I and II

Reading Improvement in Kiswahili for Standard I& II
Jerusalem, Joshua and Lavy (1998) [2] conducted their study on the impact of the evaluation of an in-service teacher training program which looked at the training impact on student's reading (Hebrew language skills) and achievement in mathematics, found that training teachers help to improve students' scores in non-religious school, but not in religious school. Quinn(2011) [39] conduct the study in Irish on literacy and numeracy for learning, claims that ineffective in the improvement of numeracy and literacy is due to different factors including irrelevance of range of issues concerning the content and implementation of the primary curriculum, lack of clearer stamen of the learning outcomes that we expect for children at each stage of the primary years, ineffective teaching and learning approaches and strategies that can be used by consistently in the teaching numeracy and literacy skills across all area of the curriculum and insufficient time and resources to ensure that all children develop satisfactory literacy and numeracy skills.
In Uganda Uwezo conducted the assessment on literacy and numeracy from 2015-2018, the findings show the decline in literacy level and numeracy in primary school, wherein 2015 39% of children of p3-p7 were able to read and comprehend a basic story at p2 level but the percentage decrease in 2018 to 33% children of p3-p7 were able to read and comprehend a basic story at p2 level.
Tanzania the problem of literacy and numeracy is not yet solved. However, the study done by The Learning assessment report of Uwezo 2017 shows some improvement in reading (Kiswahili) test from 29% in 2011 to 56% in 2015. Either pupil's performance varies according to the location, economic status of the family, mothers' education. Pupils from the urban area did better than those from rural. Furthermore, there is a bit different in literacy and numeracy performance in one region to another and district to district. This shows that some other factors influence the pupil's performance in literacy and numeracy performance. Pupils from the wealthy and educated family tend to perform better than those from poor and uneducated family due to the cooperation between the parents and the teachers, Uwezo (2015) [48]. Similarly, EQUIP-T (2015) [15] reported that only about 12% in standard III pupils have acquired standard II levels skills in a crucial area of the Kiswahili curriculum, 24% of standard III pupils reported to have acquired emerging standard II levels skills and 60% of standard III

pupils have not yet acquired standard II emerging skills. The same to Anney, Mmasa, and Ndunguru (2016) findings show that almost 55% of pupils in standard II and three cannot proficiently read, write, and numeracy of the curriculum level. These findings indicate that the success of the program in improving reading skills is not assured. Hence request for research to understand if LANES have other strategies which will help the program to achieve the intended expectation despite the challenges mentioned by other programs which have been obstacles in reading improvements

Challenges That Affect Teaching Practice on Improving Reading in Kiswahili in Standard I & II as Lane's Program Intended
Teachers are facing many challenges when teaching reading in primary schools. The study was done by Chisholm, (2011) [7] in South Africa find that teachers facing a shortage of textbooks, infrastructure, and lack of equity in the distribution of resources. Also, O'Connor, J., &Geiger (2009) [36] inform on the challenge encounter educators in South Africa where mention the workload, large class lack of parental support, and practical training for teachers.
Soko (2014) [43] indicated that teachers face many challenges in their work that are interactional, environmental, and professional role challenges. The most problematic experienced is a large number of pupils per class and scarcity of teaching and learning resources. UWEZO (2011) [46] informed that a large number of pupils in primary school hinder the pupils to perform to their level. Krueger (2002) [28] informed that smaller classes allow the teacher to pass to every pupil in the classroom and enough time is used to deal with pupils needs
Mosha (2011) [33] has indicated the factor affecting education in the country as contextual factors and input factors, According to Mosha (2011) [33], environmental factors include political, economic, legal demographic, cultural, and international conditions. Input factors include poor institutional leadership, poor funding for the education sector, and inadequate teaching and learning infrastructure, shortage of teachers with literacy teaching skills and curriculum problems. Global Monitoring Report. (2005) [20] they support that schools with shortage teachers, textbooks and learning material perform ineffectively. This means in order school to do well should have adequate qualified teacher, textbooks, learning materials, classrooms, and appropriate ratio of teacher per students
Makunja (2016) [29] showed that for effective new curriculum implementation to occur, there should be teacher's orientations and training appropriate, teaching and learning resources and adequate classrooms but teachers are teaching in overcrowded classes, only one teacher from each class

attended the training with the concept that those who have attended the training will teach the rest. For such a case, it is obvious that the possibility of teachers teaching standard I and II to lack necessary approach skills especially those taught by their fellow teachers who attended the training, therefore it requires the research to assess the extent to which GPE-LANES has achieved in reading improvement in this context.

5. Study Methodology
The study employed a mixed-methods approach, integrating both qualitative and quantitative methodologies to ensure comprehensive data collection and analysis. The qualitative component focused on understanding respondents' experiences and perspectives through interviews, observation, and document review, while the quantitative component utilized descriptive statistics to analyze data from questionnaires and reading tests. A descriptive research design was adopted, allowing the researcher to explore and interpret both numerical and non-numerical data, providing a holistic view of the achievement of the LANES program in enhancing reading skills among Standard I and II pupils in public primary schools. The research was conducted in Kigamboni Municipality, Dar es Salaam, an area identified for low literacy and numeracy competencies, and where in-service LANES training had been implemented. The target population included teachers, head teachers, pupils, and one district education officer. The sample comprised 177 participants selected using both purposive and random sampling techniques purposive for educational officers, head teachers, and teachers, and simple random sampling for pupils. Data collection tools included questionnaires, face-to-face interviews, classroom observation, document review, and reading tests. The use of these tools was guided by the need to gather views, opinions, and performance data regarding the LANES program. Quantitative data were analyzed using SPSS for descriptive statistics, while qualitative data were analyzed thematically, offering both statistical insights and deeper contextual understanding of the program's effectiveness in improving early-grade reading skills.

6. Presentation of the Findings and Discussion
6.1. Teachers' Response on Classroom Skills and Knowledge Acquired From LANES Training on Improving Reading Competence in Kiswahili in Standard I &II
6.1.1. LANES Training Attendance
The table 1 below shows the distribution of the respondents of teachers on attending the LANES training

Table 1: Responses of teachers on LANES in-service training attendance

Acceptance		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	25.0	25.0	25.0
	No	12	75.0	75.0	100.0
	Total	16	100.0	100.0	

Source: Field Data 2025

Age of Teachers Respondents
The table 1 show that only 4 teachers out of 16, (25%) of teachers attended the LANES training are currently teaching standard I and II, while 12 out of 16 (75 %) are currently not teaching standard I and II. This result indicates that are only

few pupils who taught by teachers with knowledge and appropriate approach taught by LANES. Such result implies little achievement of LANES in improving reading in Kiswahili.

6.1.2. The Age of Respondent Teachers
The table 2 shows the age distribution of Respondent teachers.

Table 2: Age Distribution of Respondents

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
	20-30	1	6.3	6.3	6.3
	31-40	10	62.5	62.5	68.8
Valid	41-50	3	18.8	18.8	87.5
	Above 50	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

Source: Field data 2025

From the table 2 the age of the majority teachers teaching standard I and II were between 31 years and above which were 15 (93.8%). Teachers aged between 20-30 years was 1(6.3%), teachers with age between 31-40 years were 10(62.5%), teachers with age between 41-50 were 3 (18.8%) and teachers with age above 50 were 2(12, 5%). This result implies that majority of the teachers teaching standard I and II currently were young teachers. This was different from other studies which show the age of teachers teaching standard I and II were above forty years of age and therefor even the findings of current study could be different from other study (Hamis. M 2017) [22].

6.1.3. Age Vs Time Been Teaching Standard I or II

Table 3: Distribution of age vs experience in teaching standard I and II

Age		Time been teaching standard I or II			Total
		1-3 years	4-9years	10 and above	
	20-30	1	0	0	1
	31-40	7	3	0	10
	41-50	3	0	0	3
	Above 50	0	0	2	2
Total		11	3	2	16

Source: Field data 2025

Findings in table 3 show that there were only 7 teachers out of 16 aged between 31- 40 with experience of 1-3 years. Three (3) were aged between 31- 40 years but with experience of 4-9 years. Another group were 3 teachers aged between 41-50 years with experience of 1-3 years, and teachers aged 50 years and above were 2 with experience of 10 years and above. These findings imply that many teachers currently teaching standard I and II were not attended the LANES training which conducted in 2014.
When asked one head teacher, why they located teachers to teach standard I and II who did not attended LANES training he answered as follows:

In my school, two teachers attended the training, but by now one teacher is retired and another one was out of the system because of the fake certificate. Therefore, there were no trained teachers teaching standard I and II in my school. Therefore, I located any teacher with enough experience but also by now we locate young teachers with the assistance of experienced teachers so that they can get experience

Four teachers (4) 25% out of 16 teachers responded to attended the training. 12 (75%) out of 16 teachers teaching standard I and II confirm that they did not attend the LANES training. This finding indicates that majority of teachers teaching standard I and II has little knowledge from LANES training, because they were not attended, only few teachers attended training were still teaching because of some reasons like retirement and fake certificate and transfer.
When asked one head teacher his views on LANES training for teachers teaching standard I and II he answers as follows:

Two teachers teaching standard I and II were attended the training and when came back I told them to present to others who did not attend and they were doing well in teaching standard I and II but for unfortunately one teacher among them got transfer therefore we remain with one teacher. Actually, they are doing well and the one remained tried to assist her fellow teachers teaching standard I and II. Moreover, in my school teacher teaching standard I and II have a tendency of discussing first together before prepare the lessons. This helped all teachers teaching this class to get some knowledge especially phoneme awareness.

DEO also said that

In my district 66 out 634 teachers were attended the training and when they came back, I instructed the heads of school to prepare at least one day for them to present to their fellow teachers what they learn in order every teacher to understand what was going on"

6.2. The Extent at Which the Knowledge and Teaching Methods Acquired From Lanes Training In Teaching Reading Working In Successful and Unsuccessful Situation
In order to understand the extent at which the knowledge and teaching methods acquired from LANES training working, respondents' teachers were given the questionnaire to fill. The result was as the table 4 indicates

Table 4: Response of teachers at which extent LANES teaching methods help pupils learning reading easily Kiswahili

Level of improvement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	3	18.8	50.0	50.0
	Moderate	3	18.8	50.0	100.0
	Total	6	37.5	100.0	
No reply		10	62.5		
Total		16	100.0		

Source: Field data 2025

Table 4 indicates the results on response of teachers on the question asked the extent at which LANES teaching methods helps pupils learning reading easily. 10(62.5%) out of 16 did not answer the question while 6 (37.5%) out of 16 respondents reacted on this question.3 (18.8%) very high, 3(18.8%) moderate. Hence 6(37.5%) who answered the question affirm that LANES training has improved reading in Kiswahili but 10 (62.5%) they did not confirm if LANES help to improve reading or not.

This result demonstrate that LANES achieved little on improving reading for reason that were only few teachers who practice the knowledge acquired from training but for those attended confirm to improve reading as the approaches when applied pupils learned reading easily

When interviewed one head teacher on the extent the LANES training help to improve reading, the following were his answers:

Actually, they improved reading due to their approaches of using learner centered methods and teaching reading basing on phonemes and phonics in school with teachers attended training because standard one learns sounds of all alphabet when the pupil able to recognize sound of each letter became easy to read syllable and later a word and short sentences (said head teacher school A)

But asked the head teacher of school B the same question this were his reply:

For myself I don't understand if LANES help in improving reading because currently, we don't have teachers who attended the LANES training. However, the number of pupils who cannot read is small Compared to number of pupils who were un able to read in few years ago

Table 5: Teaching methods used by teachers in the classroom

	Teaching methods	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Songs, teaching reading using letters' sounds cards, charts and drama	3	18.8	18.8	18.8
	Question and answer, songs, teaching reading using traditional methods	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

Source: Field data 2020

The table 5 above shows the findings on the methods used by the teachers in teaching reading in standard I and II in government schools, the result indicates that 3 (18.8 %) teachers out of 16 who responded on the question asked on the methods used in teaching reading, they used LANES teaching

methods which based on letters sounds as the important key in teaching reading in standard I and II.13 (81.3) indicate that they using traditional methods which do no relay on teaching reading based on sounds of letters. (start with vowels and then adding vowel to letter to make syllable).

6.4. The Reading Improvement in Kiswahili for Standard I& II As A Result Of LANES Training
In order to understand the reading improvement in Kiswahili

for standard I and II, the researcher decided to conduct a test for standard I and II as is believed that if the curriculum is effective at the end of standard I pupils would be able to read. The test conducted were orally and in written (see appendix IV)

6.4.1. STD I Reading Test Result
The test conducted were intended to assess the reading competence acquired. (see appendix IV test 1&2). Data analyzed according the competence tested to the number of correct scores per number of pupils

Ability to pronounce vowels
The table 6 shows the result of the test given to standard I on vowels sound pronunciation

Table 6: Vowel sound pronunciations

No. of correct sound		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Five sounds correctly	84	100.0	100.0	100.0

Source: Field data

The result from table 6 shows all 84 standard I pupils tested were able to read vowel correctly.

Pupils' competences in reading syllables

Table 7: Results on Pupils' Syllable Reading Competences

	No. correct syllables	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all syllables correctly	49	58.3	58.3	58.3
	7-9	9	10.7	10.7	69.0
	5-6	16	19.0	19.0	88.1
	1-4	10	11.9	11.9	100.0
	Total	84	100.0	100.0	

Source: Field data

The table 7 indicates the research findings, that 49(58.3%) out of 84 standard I pupils were able to read all presented syllables correctly, 9(10.7%) were able to read 7-9 syllables, 16(19.0%) were able to read 5-6 syllables, 10 (11.9%) were able to read 1-4 syllables correctly

Pupils' Ability on Reading Words

Table 8: Result on reading words

	No. reading scores	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all words correctly	50	59.5	59.5	59.5
	7-9 correctly	13	15.5	15.5	75.0
	5-6 words correctly	12	14.3	14.3	89.3
	1-4 correctly	9	10.7	10.7	100.0
	Total	84	100.0	100.0	

Source: Field data

The table above show that 50(59.5%) out of 84 managed to read all familiar words, 13(15.5%) had ability to read 7-9,12(14.3%) was able to read 5-6 and 9(10.7%) of the assed pupils were able to read 1-4 words. However, no pupil who failed to read any word

6.4.2. Standard II Reading Test Results
Pupils of standard II were also tested to assess their ability of reading in Kiswahili and both orally and written were used.

The test includes reading letters sounds, familiar words, unfamiliar words and comprehension.

The Ability of Pupils in Reading letters sounds
The assessment of reading letters sounds was very important since once the pupil able to read/pronounce sound of each letter, it became easily for her or him to read syllables and words

Table 9: The Results on the Ability of Reading Letters Sound

	Scores	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All 25 letters	13	18.1	18.1	18.1
	15-20 letters	24	33.3	33.3	51.4
	10-14 letters	20	27.8	27.8	79.2
	below 10	15	20.8	20.8	100.0
	Total	72	100.0	100.0	

Source: Field data 2020

The Table 9 indicates that only 13 (18.1%) out of 72 were able to read all 25 letters' sounds correctly, 24(33.3%) read 15-20 letters' sounds, 20 (27.8%) read 10-14 letters sounds and 15(20%) managed to read 10 and below letters sounds

The Ability of Pupils' in Reading Familiar Words
The ability of pupils in reading familiar words was tested as reading word is the foundation to reading in general

The result of the test was shown in the Table 10

Table 10: Ability of Pupils' in Reading Familiar words

	Scores	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 words	60	83.3	83.3	83.3
	7-9 words	7	9.7	9.7	93.1
	5-6 words	1	1.4	1.4	94.4
	1-4 words	4	5.6	5.6	100.0
	Total	72	100.0	100.0	

Source: Field data

The result findings indicated in the table 10 shows that 60(83.3%) out of 72 were able to read all 10 familiar words provided 7(9.7%) were able to read 7-9 words 1(8.3%) read 5-6 and 4 (5.6%) read 1-4 words.

Ability of Pupils in reading unfamiliar words
Pupils were tested also in reading unfamiliar words as this helped the researcher to understand their competence and fluency in reading

Table 4:9 shows the results on ability of pupils in reading   unfamiliar words

Table 11: Ability of Pupils in reading Un-familiar words

	Scores	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 words	49	68.1	68.1	68.1
	7-9 words	15	20.8	20.8	88.9
	5-6 words	3	4.2	4.2	93.1
	1-4 words	5	6.9	6.9	100.0
	Total	72	100.0	100.0	

Source: Field data

The data shown in the table 11 were the results of the test given tom standard II pupils to examine their ability in reading unfamiliar words.
49(68.1%) out of 72 managed to read all 10 un-familiar words while 15(20.8%) read7-9 wards, 3(4.2%) were able to read 5-6 words and 5(6.9%) managed to read 1-4 words

Ability of Pupils in Comprehension
Comprehension is another important area of reading, where pupils at school taught how to read for comprehension. This study provided comprehension test to pupils of standard I and II in order to examine their ability, as among the area which can confirm the successful or un successful of the LANES training.

Table 12: The result on Ability of Pupils in Comprehension

	Scores	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All five question	34	47.2	47.2	47.2
	4	17	23.6	23.6	70.8
	3	14	19.4	19.4	90.3
	2-1	4	5.6	5.6	95.8
	0	3	4.2	4.2	100.0
	Total	72	100.0	100.0	

Source: Field data

The results from 12 shows that 34(47.7%) out of 72 managed get all five questions 17(23.6%) scored 4, 14(19.4%) scored 3, (5.6%) scored 2-1 and 3(4.2%) scored.

Observational guide Results
Teachers also were observed when teaching in the classrooms. The concentration was on presentation of the lesson in all stages of lesson, teaching aids and teaching and learning methods used. 16 teachers were observed during teaching where by 11 (68.75%) teachers performed very well 3(18.75%) were ranked good and 2(12.5%) were satisfactory. The result indicate that majority of teacher are well qualified

and they performed well despite of big number of pupils in the classroom.

6.6 The Challenges That Affect Teaching Practice on Improving Reading Skills in Kiswahili in Primary Schools
The researcher tried to explore the challenges that affect teaching practice on improving reading in Kiswahili in primary schools. The table 13 shows the teachers' views on challenges affect teaching practice in improving reading in Kiswahili.

Table 13: Teachers' Perception on Challenges Facing Teachers in Teaching Reading Kiswahili

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of phonemic awareness, overcrowded classrooms	2	12.5	12.5	12.5
	Overcrowded of classrooms, un friendly teaching and learning environment, lack of in-service training	11	68.8	68.8	81.3
	Overcrowded of classrooms, poor parent participation,	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

Source: Field data, 2020

The findings from the table 13 above show that 2(12.5%) out of 16 report that lack of phonemic awareness and overcrowded classrooms were the major problem to teacher in teaching reading in lower classes, Moreover 11(68.8%), claim on overcrowded classrooms, un friendly teaching and learning environment, lack of in service training as the most challenges faced by teachers in teaching Kiswahili reading in standard II and II and 3(18.8%) shows that overcrowded classrooms and poor parent participation were the challenges hindering the teaching and learning Kiswahili reading improvement.
This indicate that despite of other factors but also the GPE-LANES in-service training conducted was not sufficient to

provide positive effect on improving Kiswahili leading reading because only few teachers attended and among of them already retired.
The head teacher of school B also says the following on challenges faced by teachers.

Shortage of classrooms is the big challenge of this school, the ratio of classroom per pupils is 1:90 1:120 for standard II and II. For this situation it is very hard work to teach reading and beside of this also there is no any teachers who attended LANES training after the attended once, one retired and another left the job after being understood of having form four fake certificate.

6. Conclusion

The study concluded that the GPE-LANES training program significantly enhanced teachers' capacity to teach Kiswahili reading effectively, particularly through the application of phonemic awareness and participatory, learner-centered teaching methods, which simplify reading acquisition by helping pupils recognize letter sounds and syllables. Teachers who underwent the LANES training demonstrated improved instructional practices that positively influenced pupils' reading fluency and comprehension, as evidenced by better performance among pupils taught by trained teachers. However, a major setback was the limited number of teachers who actually received the training, with most Standard I and II teachers lacking phonemic knowledge and relying on outdated, teacher-centered methods that hinder learner engagement and growth. Despite efforts by District and Ward Education Officers to offer brief seminars, these failed to cover the essential content required for effective literacy instruction. The scarcity of instructional materials, such as textbooks and teaching guides, and the rare use of teaching aids further compounded the challenges. Additionally, overcrowded classrooms, low teacher motivation, inadequate parental involvement, lack of school meals, and a general shortage of trained teachers were identified as significant obstacles to achieving the intended outcomes of the LANES initiative. Overall, the study highlights the need for widespread and inclusive teacher training, improved resource allocation, and stronger community support to fully realize the program's potential in enhancing early-grade Kiswahili reading skills in government primary schools.

7. Recommendations and conclusion

To improve Kiswahili reading among primary school pupils, it is essential that in-service training is provided to all teachers, enabling them to acquire effective teaching approaches, including phonemic awareness, which is fundamental for developing early reading skills. The current disparity in training among teachers has led to inconsistent instructional quality, disadvantaging many learners. Equipping all teachers with the necessary skills through comprehensive professional development programs will ensure uniformity in teaching methods and boost learners' reading proficiency. Additionally, the government must address the challenge of overcrowded classrooms by increasing the number of classrooms in primary schools, thereby creating a more conducive learning environment where teachers can attend to individual pupil needs effectively. Furthermore, adequate provision of teaching and learning materials, especially Kiswahili textbooks and related instructional aids, should be prioritized by the Ministry of Education, Science and Technology to ensure teachers have the resources needed to implement modern pedagogical strategies. Equally important is the role of parents in their children's education; therefore, community sensitization programs should be conducted to educate parents on the importance of supporting their children's learning at home and actively participating in school activities. Parental involvement not only motivates pupils but also enhances collaboration between schools and families, contributing significantly to improved learning outcomes.

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