



# CAPOLSA NEWSLETTER

**MISSION:** To promote behavioural and educational research and practice in Sub-Saharan Africa

**VISION:** To become an international centre of excellence in behavioural and educational research and practice

- **Honesty**
- **Excellence**
- **Teamwork**
- **Integrity**
- **Accountability**

## Editorial Letter



The CAPOLSA Team is proud to share with you its second newsletter. It gives me pleasure particularly to share this newsletter because under the ‘features’ column, in this issue we showcase the origins and development of CAPOLSA.

This issue presents the first in the series of articles that shine a light on the journey that CAPOLSA has undertaken from its infancy as a single project to today where it is one of the few centres of excellency at the University of Zambia. I invite you to get on board and enjoy this journey back into history with the CAPOLSA Team. Under this segment we also feature a report on CAPOLSA’s participation in the 16 Days of activism against Gender Based Violence. Check out a collage of the poster campaign that CAPOLSA undertook in raising awareness against GBV.

This issue is unique as it also features one of our CAPOLSA’s children’s stories in one of the official local languages Lozi titled ‘Shakame Ni Seelufoni’.

I take this opportunity to encourage parents, caregivers and children themselves to read and practise reading in the local languages. Still under the recommended reading segment, we are happy to feature a summary of Ellen Banda-Aaku’s Patchwork. Ellen Banda-Aaku is a Zambian award winning writer and you will definitely enjoy this synopsis of her work.

Finally, in our regulars segment we report on a new partnership with DataFirst, at the University of Cape Town. I am excited about our partnership with DataFirst as it opens up an enormous door of opportunity in collaborative research, data collection and data management as well as in capacity building. The segment also features a report on CAPOLSA’s attendance of the 8th Mental Health and Psychosocial Support Forum hosted by Regional Psychosocial Support Initiative (REPSI) in Lusaka. This was an insightful experience and the CAPOLSA Team acquired new knowledge in the area of mental health. The opportunity to interact with key stakeholders in the field, discuss challenges and offer possible solutions was the highlight of the Forum.

We share this newsletter with you and we request you to enjoy reading it. We further invite you to reach out to us, share ideas, partner with us and see how together, we can advance our agenda of being a centre of excellence on educational and behavioural research in Zambia and in the region.

Haatembo Mooya PhD  
Centre Leader, CAPOLSA  
University of Zambia

# REGULARS

## RESEARCH NEWS / PARTNERSHIPS / COLLABORATIONS

DataFirst is a research data service dedicated to giving open access to data from African countries. DataFirst is committed to advancing data access and use for development in Africa. They promote open access to high-quality African microdata and support evidence-informed decision-making through data curation, research, and training. By working with data producers and users, they aim to strengthen data ecosystems across the continent. DataFirst's goal is to make African data more usable, accessible, and impactful.

CAPOLSA looks forward to working together with DataFirst in various areas of research which will result in strengthening data use through collaboration on data hosting and sharing initiatives; building institutional capacity through training,

mentorship, and knowledge exchange between team members; developing joint research outputs, including collaborative studies, publications, and policy briefs, using shared data resources and finally, exploring academic collaboration opportunities through postdoctoral fellowships, researcher exchanges, and joint funding proposals.

CAPOLSA is excited to begin a new year with this established collaboration as it offers great opportunities for CAPOLSA and DataFirst and the University of Zambia and the University of Cape Town. Learn more about DataFirst by visiting their website here: <https://www.datafirst.uct.ac.za/>



Home | About us | Study at UCT | Campus life | Research & Innovation | Internationalisation | Vision 2030 | News & media | Contacts & maps

## DataFirst

Home | Get Data | Deposit Data | Training | Projects & Research | About us | IFLGARD Data Hub

**Building Capacity and Connections: AFLEARN's Foundational Learning Data Management and Analysis Course**

For one week, a diverse group representing 13 African countries

**Building Sustainable Assessment Systems for Improved Learning in Africa**

Millions of children in Africa are unable to acquire age-appropriate skills in reading and mathematics

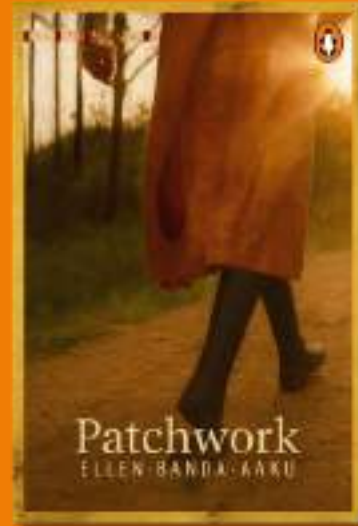
**Rescuing USAID Education Data**

On 7 August 2025, we co-hosted a data rescue event with RDAP and the ICPSR. More than 100 volunteers joined the hackathon.

# RECOMMENDED READINGS

# 1

## PatchWork - Ellen Banda Aaku



“Because if you make a mistake, you patch it. You make the same one again, you patch it. Third time, patch it. And then what do you have? A big messy patchwork that everyone can see. Is that what you want?”

Patchwork by Ellen Banda-Aaku can be described as a coming-of-age novel that traces the fractured childhood and early adulthood of a Zambian girl nicknamed Pumpkin, growing up in Lusaka in the late 1970s and 1980s. Narrated retrospectively in the first person, the novel unfolds as Pumpkin pieces together the emotional and social forces that have shaped her life. The book is divided in two parts.

The first part is told from the perspective of young Pumpkin. Pumpkin is born out of wedlock to Totela, a young woman struggling with alcoholism, instability, and a deep sense of personal failure. Her father, Joseph Sakavungo, is a wealthy and ambitious businessman and politician who keeps his distance, maintaining a separate respectable public family while offering only intermittent support to Pumpkin and her mother. As a result, Pumpkin grows up moving between two contrasting worlds: the precarious, often chaotic space of her mother’s life, and the polished, emotionally distant environment associated with her father’s wealth and status. At the same time, she feels unwanted and neglected by her father. Pumpkin and her mother are supposed to stay hidden, never to be known or associated to Joseph Sikavungo, lest it taints his political career. In one encounter, Pumpkin’s father drives past Pumpkin and her mother in his dark green Mercedes, with his two legitimate children in the backseat. It is one pivotal moment in the novel, as the reader will later discover that young Pumpkin and Adult Pumpkin share the same struggles.

Much of the novel focuses on Pumpkin’s attempt to understand her parents’ choices and the emotional consequences of abandonment, secrecy, and social stigma. She witnesses her mother’s gradual decline and internalises feelings of shame, confusion, and longing for recognition, especially from her father. These early experiences shape Pumpkin’s sense of self and her understanding of love, trust, and belonging.

As the narrative progresses into Pumpkin’s adulthood, which is the second part of the novel, unresolved childhood wounds continue to shape and influence Pumpkin’s relationships and decisions. She struggles with intimacy, self-worth, and the fear of repeating her parents’ mistakes. She is irritable, untrusting, insecure and given to violence. In fact, the second part of the book opens with a fight; Pumpkin and a woman who she suspects is having an affair with her husband. It is later revealed that she had misjudged, having jumped to a conclusion on mere suspicions that lacked any tangible evidence. However, the act of narrating her story becomes a way of confronting the past and making sense of her fragmented identity.

The title Patchwork functions as a central metaphor: Pumpkin’s life, like a quilt, is stitched together from broken pieces—memories, relationships, betrayals, and moments of tenderness. From the quote above, it also shows young Pumpkin’s proclivity towards lies and fabrication. Through this intimate personal story, Banda-Aaku also explores broader social themes such as class divisions, gender expectations, family responsibility and dysfunctionality, and the emotional costs of ambition in postcolonial Zambian society. The novel ultimately presents identity not as something inherited intact, but as something painfully assembled from imperfect parts, through memory and recollection.



# 2

## CAPOLSA children's story "Kalulu and a Cellphone"

Kalulu and a cell phone or Kalulu na Lamyā in bembā is one of the children's stories from the Kalulu story writing competition translated into one of seven local languages by CAPOLSA. This story follows how a cell phone found by a hyena had caused confusion in the animal kingdom due to its mysterious nature and could not be identified even by their leader the elephant. This mystery would soon unravel as the clever rabbit (Kalulu) who knew what it was and how it worked showed up. Kalulu was eventually awarded a medal and a senior position in the animal kingdom due to his knowledge and wit.

We invite parents and guardians and the children themselves to enjoy a reading of CAPOLSA's 'Kalulu and a Cellphone' in SiLozi.

### *Shakame Ni Seelufoni*

Ing'wozwi ki Clive Kawana

(Inyakisisizwe ki Namabanda Mundia)



Zazi leling'wi, mwa naha ya lifolofolo, Sitongwani nazamaya inge abata-bata masapo akuca. Nangile mazazi inge asaci mi tala neimusweli luli. Anze abata, abona nto yebanya mwa bucwani. Sasutelela fakaufi. Sika seo neeli seelufoni yene wezi mwa bucwani. Kono Sitongwani nasazibi kuli nto yeo ki sika mang'i. Anunka-nunka seelufoni kono neisa munki. Ailwaza ka lulimi kono neili busula.

Hailila seelufoni Sitongwani atula kasabo ni kuyemela kwahulenyana. Ngili ni lifolofolo zeng'wi zapelelwa kuziba sika seo. Cwale baisesa sika seo ku Mulena Tou. Mulena abiza lifolofolo kaufela zamwa naha yahae. Ababulelela kuli ukafa situlo sesituna ku folofolo yakaziba sika seo. Shakame ato nanula seelufoni ni kukala kuambola:

"Halo! Halo! Ki na Shakame. Ni mwa paaki Yetana ya Kafue..."

Shakame abulelela lifolofolo zeng'wi kuli ye ki seelufoni ya itusisa mutu ni batu babamwi. Niluna lwakona kuitsisa yona.

Mulena Tou afa Shakame situlo sesituna kabutali bwahae.

Alaba Lipuzo Zetatama

1. Ki sika mang'i sesibuleliwa mwa taba mo?
2. Ki ng'i Sitongwani hanalwaza seelufoni yale?
3. Ki mang'i yanatatuluzi kuli sika seo neeli seelufoni?

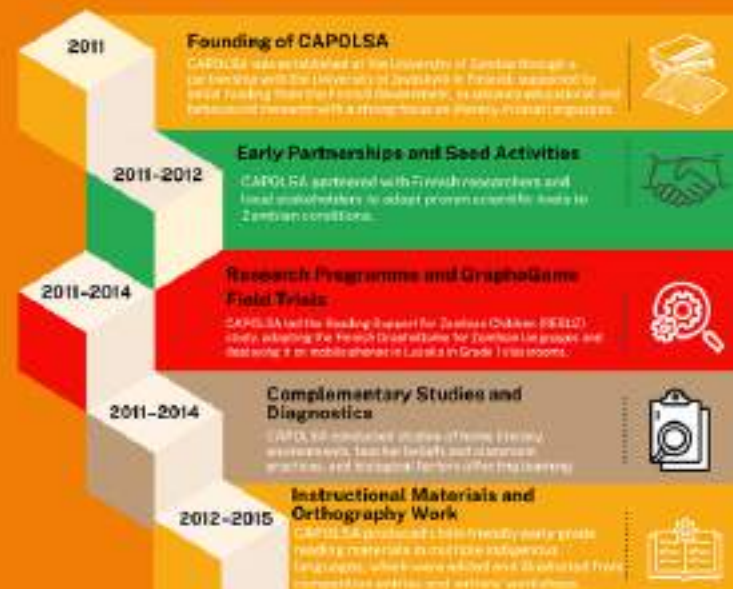


# FEATURES

## CAPOLSA'S ORIGINS AND HISTORY (2011-2015)



Summary of CAPOLSA projects (2011 - 2014)



About CAPOLSA summary

The Centre for Promotion of Literacy in sub-Saharan Africa (CAPOLSA) was established in May 2011 in cooperation with the University of Jyväskylä, Finland, with financial support from the Government of Finland, through its Ministry of Foreign Affairs under the provision of their Higher Education Institutions Institutional Cooperation Instrument (HEI ICI). The vision informing the collaborative relationship with the University of Jyväskylä was to establish CAPOLSA as a research centre that would conduct high quality applied research and disseminate the findings to relevant stakeholders.

In the specialized field of literacy promotion, it was envisaged that the Centre would not only publish research findings but also contribute concretely to evidence-based policy formulation, to the design of instructional materials, and to curriculum development and teacher training. CAPOLSA has been actively involved in promoting the use of the local languages in teaching and learning. Follow the link to learn more about CAPOLSA's early activities. [Click here to watch](#)



# ACTIVITIES UNDERTAKEN BY CAPOLSA 2011-2014

## Materials development - Kalulu Story Writing Competition

CAPOLSA embarked on generating stories that would be disseminated to schools. The *Kalulu Story Writing competition*, was an initiative of the Grapholearning team in 2011. The writing competition attracted more than seven hundred entries in the seven Zambian Languages namely, chiTonga, ciNyanja, iciBemba, kiKaonde, Lunda, Luvale and siLozi. A total of 13 prizes were awarded to the authors of outstanding stories and poems. The prize winning stories and poems underwent a careful editorial process. The featured stories were accompanied by three discussion questions for use by teachers, parents and other literate helpers to assess a child's comprehension of the text and stimulate reflective discussion of the content. The Kalulu Story Writing Competition culminated in 2013 and 2015, into the production of early grade learners in the seven official local languages being Bemba, Nyanja, Lozi, Tonga, Kaonde, Lunda and Luvale.

## Training Workshops for Writers of children's reading materials in Zambian languages

Most of the authors who entered the Kalulu story writing competition were as yet inexperienced with respect to style, story length, content, tone, grammar and ideal orthography for developing stories for children. CAPOLSA engaged experts to provide the writers with techniques on the best ways to create children's books. The training sessions were conducted in the local languages because literacy is easier to promote in the languages that the adults and children alike can most easily relate to.

## Consultative Workshop On Harmonisation of Orthographies for Zambian Languages

In August 2012 CAPOLSA hosted a workshop that brought together Zambian experts in linguistics, education and psychology, who also included first-language speakers of iciBemba, KiKaonde, siLozi, ciNyanja, and ciTonga whose institutional affiliations included the Ministry of Education Curriculum Development Centre (CDC), the University of Zambia (UNZA), the University of Western

Cape (UWC) and the Open Society Initiative for Southern Africa (OSISA). This workshop was necessitated by several questions that were left unanswered from the Ministry of Education (1977) Orthography booklet, (the guiding booklet for writing text in Zambia's local languages) and the massive irregularities in the spelling of most texts. CAPOLSA was motivated to undertake the role of developing guidelines for a more ideal orthography. The workshop was convened by CAPOLSA in Lusaka, under the Chairmanship of Professor Mubanga Kashoki, with a view to developing proposals for harmonization of orthography for seven of the Bantu languages of Zambia.



## Production of Edutainment (audio-visual teaching aids) literacy Songs

CAPOLSA developed some 'edutainment materials for early learners. The songs focused on various literacy areas such as the five vowel sounds shared across all the Zambian Bantu languages. The letters of the local language alphabet. This kind of presentation increased the children's desire to be attracted to mastering the foundations of basic literacy. Catch up on Nyanja basic literacy by following this link: [Click Here](#)

## Development and field-testing of GraphoGame

GraphoGame™ was a computer-mediated online environment for learning letter-sound correspondences developed in Finland by Professor Lyytinen and his colleagues at the University of Jyväskylä. The Reading Support for Zambian children Project (RESUZ) was a separately funded research project designed to assess the feasibility of deploying GraphoGame in poorly serviced government primary schools, and to evaluate scientifically the impact of various modalities of exposure to the game on children's initial literacy learning. CAPOLSA's role was to support the capacity-building function of the project and to assist with the dissemination of the project's findings to relevant audiences, with a view to optimizing the operational implementation of the project's implications for policy development, professional practices and training.

The University of Jyväskylä procured a number of digital tablets specially manufactured at a competitive price to enable web-based (mobile) use of African language versions of GraphoGame™ in African schools. During the months of May-July 2013, these were field-tested as educational resources in a sample of about 20 Lusaka government primary school Grade 1 classes. This was followed by a phase II pilot study and this study had a sample of 8 Lusaka schools, 2 control while 6 were intervention.

## PED-GG study in Eastern Province of Zambia

This study was conducted in September, 2014 in Katete, Chipata and Lundazi districts of the eastern province. The main objective of the study was to introduce GraphoGame to teacher and families in the rural areas. Teachers were trained on how to use the game to teach literacy. The teachers then introduced the game to a randomly selected sample of learners from their classrooms, and the families of these learners. This study was conducted in collaboration with Airtel Zambia, who provided the bundles that were needed to monitor the teachers, learners and families as they played GraphoGame. Read to Succeed (RTS) was also another partner in study. They collected EGRA data for the learners who had been exposed to GraphoGame as they were collecting data for their own study. The study concluded that it was possible to introduce ICT in rural schools.

## All Children Reading Project – Katete District

In 2015, CAPOLSA, with one of its partners, Agora Centre University of Jyväskylä (JYU) submitted a grant application for a pilot project in the Eastern Province of Zambia, Katete district. The purpose of the research project was to determine if ICT could be used by both teachers and learners to improve early grade literacy. CAPOLSA and JYU were awarded the grant. The study was conducted in 2016 in 3 phases: baseline, midline and endline. In between these assessments, two types of intervention were conducted: the GraphoGame intervention with learners and exposure to the GraphoGame teacher training website for the teachers.

## Translation of stories for SAIDE

CAPOLSA was subcontracted by SAIDE to conduct the translation of over 40 stories from English to four (04) Zambian local languages. The activity was conducted in partnership with colleagues from the Department of Arts, Languages and Literary Studies. After translation, the stories were uploaded onto the SAIDE website.



# CONFERENCE PRESENTATIONS (2011-2015)

Serpell, R. & Lyytinen, H. (Chairs) (2012). Reading Support for Zambian children: a multi-faceted applied research project. Symposium convened at 22nd Biennial International Congress of the International Society for the Study of Behavioural Development (ISSBD), Edmonton, Canada: July 2012. Presentations were prepared for this symposium by Chansa-Kabali & Serpell (2012), by Jere-Folotiya & Serpell (2012), and by Munachaka, Lyytinen, Richardson & Kasonde-Ng'andu (2012). Ms. Jere-Folotiya and Mr Munachaka attended the congress and delivered in person the presentations of which they were lead authors.

Serpell, R. & Mpofu, E. (Chairs) (2012). Applications of psychology to human service development in Africa. Symposium at the 30th International Congress of Psychology, Cape Town, South Africa: July, 2012. A joint presentation was prepared for this symposium by Sampa & Yalukanda, Lyytinen, Serpell, Jere-Folotiya, Chansa-Kabali & Munachaka (2012), which was delivered by Mr Sampa and Mr Yalukanda. All five of the PhD students attended the symposium.

Biennial Conference of the Society for Research in Child development (SRCD), Seattle, WA, USA: April 2013. A Poster presentation was made at this conference by Dr. Jere-Folotiya based on her sub-study of the RESUZ Project, entitled "How do the attitudes and practices of teachers influence initial literacy acquisition by first graders in Zambian city schools?"

20th Annual Meeting of the Society for the Scientific Study of Reading (SSSR) held at Yasumoto International Academic Park (YIA), The Chinese University of Hong Kong, 10-13 July, 2013. A presentation was prepared for this symposium by Sampa & Lyytinen (2012), which was delivered by Mr. Sampa.

European Congress of Psychology: Stockholm, Sweden from 9 to 12 July 2013. A poster was prepared and presented at this conference by Dr. Chansa-Kabali, based on her sub-study of the RESUZ Project, focused on contributions of the home environment to children's literacy skill acquisition.

Doclinks summer school, University of Helsinki, Finland: 2-5th July 2013. This programme is an annual event organized by UnIPID network in cooperation with the University of Helsinki. The main purpose of the summer school is to increase understanding and establish better links between African students and European doctoral students and early career researchers. This year's programme brought together about 30 PhD students from around the world. The main focus of this summer school session was "Bridging Research and Policy for Sustainable Development". Dr. Jere-Folotiya participated in the summer school and submitted a report to the Psychology Department.

23rd Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD). East China Normal University, Shanghai, China: 8-12 July 2014. Prof Serpell gave an Invited address at this conference, entitled "Assessing and promoting communicative competence in a multilingual society: language and literacy development in Zambian children," that included details of CAPOLSA's ongoing research programme.

IST-Africa (Information Society in Africa) 2015 Conference: 06 - 08 May 2015, Lilongwe, Malawi. A workshop was convened at this conference by Prof. Heikki Lyytinen. The CAPOLSA delegation presented two papers at the workshop: Mobile solution for better reading instruction in rural Africa by Emma Ojanen, Jacqueline Jere-Folotiya, Christopher Yalukanda, Francis Sampa, Chomba Nshimbi, Maggie Katongo, Mapeenzi Choopa, and Heikki Lyytinen and Gabriel Walubita.

Ensuring sufficient literacy practice with tablet technology in Zambian schools by Gabriel Walubita, Lea Nieminen, Robert Serpell, Emma Ojanen, Heikki Lyytinen, Mapeenzi Choopa, Maggie Katongo, Jacqueline Jere-Folotiya, Christopher Yalukanda and Mwanza Nakawala-Maumbi.

## PAST PEER-REVIEWED PUBLICATIONS OF RESEARCH SUPPORTED BY CAPOLSA (2014-2015):

**1** Ojanen, E., Ronimus, M., Ahonen, T., Chansa-Kabali, T., February, P., Jere-Folotiya, J., Kauppinen, K.-P., Ketonen, R., Pitkänen, M., Ngorosho, D., Puhakka, S., Sampa, F., Walubita, G., Yalukanda, C., Pugh, K., Richardson, U., Serpell, R. & Lyytinen, H. (2015). GraphoGame - A catalyst for multi-level promotion of literacy in diverse contexts. *Frontiers in Psychology*, 6, 671. (Section Educational Psychology - doi: Front. Psychol. doi: 10.3389/fpsyg.2015.00671).

**2** Serpell, R., Jere-Folotiya, J., Chansa-Kabali, T., Munachaka, J., Nakawala-Maumbi, M., Yalukanda, C., Sampa, F. & Lyytinen, H. (in press, 2015). A culturally sensitive approach to promoting initial literacy development in Africa: ongoing and planned research and development at the University of Zambia's Centre for Promotion of Literacy in Sub-Saharan Africa (CAPOLSA). In A. Abubakar & F. van de Vijver (Eds), *Handbook of Applied Developmental Science in Sub-Saharan Africa*. Springer Publishing Company (forthcoming).

**3** Serpell, R. (2014). Promotion of literacy in sub-Saharan Africa: goals and prospects of CAPOLSA at the University of Zambia. *Human Technology*, 10 (1), 23-39.

**4** Jere-Folotiya, J., Chansa-Kabali, T., Munachaka, J.C., Sampa, F., Yalukanda, C., Westerholm, J., Richardson, U., Serpell, R. & Lyytinen, H. (2014). The effect of using a mobile literacy game to improve literacy levels of grade one students in Zambian schools. *Educational Technology Research and Development*, 62, 417-432.

**5** Chansa-Kabali, T., Serpell, R. & Lyytinen, H. (2014). Contextual analysis of home environment factors influencing the acquisition of early reading skills in Zambian families, *Journal of Psychology in Africa*, 24, 410-419.

**6** Chansa-Kabali, T., & Westerholm, J. (2014). The Role of Family on Pathways to Acquiring Early Reading Skills in Lusaka's Low-Income Communities. *Human Technology: An interdisciplinary Journal on Humans in ICT environments*, 10 (1), 5-22.



# ACTIVITIES / COMMEMORATIONS

## REPSSI Symposium

CAPOLSA was privileged to attend the 8th Mental Health and Psychosocial Support Forum hosted by Regional Psychosocial Support Initiative (REPSSI) in Lusaka. This was a three day symposium themed “See us - Amplifying the Voice of Africa’s Children and young people”.

Speaking at the opening of the conference, the President of the Republic of Zambia His Excellency Hakainde Hichilema through his representative Dr Elijah Muchima - the Health Minister called for urgent collective action to address a silent crisis affecting the mental health and wellbeing of Africa’s children and young people .



He said the continent’s nearly 890 million young people face multiple burdens from early pregnancies and HIV to conflict, displacement and climate-induced anxiety. President Hichilema said that Zambia was integrating mental health across health, education and social protection systems as part of the national development agenda. He challenged participants to go beyond discussions and produce a continental action plan to improve mental health outcomes.



And Gigi Gosnell, Chairperson of the REPSSI Regional Board emphasised that children’s voices matter and called for their inclusion in decision-making processes. She noted that meaningful child participation and consultation are essential if stakeholders are to live up to the forum’s theme.

## 16 Days GBV Awareness Campaign

CAPOLSA participated in the 2025 16 days of activism against Gender Based Violence (GBV) campaign whose theme was CAPOLSA took part in the 16 Days of Activism Against Gender-Based Violence (GBV) campaign. The theme was: “UNITE to End Digital Violence against All Women and Girls” focused on technology-facilitated violence—online harassment, cyberstalking, and other digital threats—and on creating safer digital spaces as a core aspect of gender equality.

The campaign ran from November 25 (International Day for the Elimination of Violence against Women) to December 10 (Human Rights Day). The CAPOLSA team conducted a poster campaign and it embodied and reaffirmed its commitment to raising awareness, as the first step towards change.

The aim of the poster campaign was too raise awareness, mobilize action, and foster a safer digital environment for women and girls. CAPOLSA created a visually engaging poster series with targeted messages which were shared across its key online platforms.



# Community & Corporate Social Responsibility (CSR) Initiatives

## Internship Program

As part of our social corporate responsibility, we engaged three students to intern with us for a month. Find their experience below;

My internship at CAPOLSA has been engaging and has proven to be an interesting learning point. I am grateful for the opportunity to intern at the organization, as it has, in a short space of time, broadened my knowledge base. I have been able to sharpen my knowledge of proposal writing, my ability to itemize my tasks and track my progress on tasks, my collaboration skills due to the collaborative atmosphere at the organization, as well as my communication skills, which have also been heightened and adapted from the CAPOLSA team and the value they place in communication. It has been the perfect challenge to close off the year on and has catalysed my further growth and development.

← **George Kapambwe**



**Gift Tembo** →



I had an engaging and transformative experience during my internship at CAPOLSA. The opportunity allowed me to broaden my knowledge base in a short period of time, while sharpening essential skills such as proposal writing, task management, and collaboration. The supportive and communicative atmosphere at CAPOLSA helped me adapt and grow, particularly in appreciating the value of teamwork and effective communication. Each challenge I encountered became a catalyst for my personal and professional development, and I am grateful to the leadership and team for creating such a nurturing environment. This internship has been the perfect way to close off the year, leaving me inspired and motivated to continue building on the growth I have achieved.

I gained quality, hands-on practical learning, especially in grant and proposal writing, which was a treasured experience as I was introduced to the intricacies of developing strong grant proposals. Working with a larger team exposed me to new information and helped me grow positively, particularly in appreciating the beauty and importance of teamwork. I also learned aspects of qualitative research, an area of research I am eager to explore further and gain more practical experience in. I am very grateful to the able leadership and the entire team for their accommodating, supportive and encouraging nature, which created a strong atmosphere of collaboration and teamwork.

← **Grace Kakoma**



# Upcoming Events

## Launch of CAPOLSA as a Centre of Excellence / CAPOLSA's Crystal Jubilee Celebrations



This year is an exciting year as we officially launch CAPOLSA as a Centre of Excellence in the University of Zambia. It is actually more exciting as 2026 is the year that CAPOLSA celebrates its Crystal Jubilee. What better way to celebrate the growth and the milestones that CAPOLSA has achieved since its inception in 2011 than to have a combined event which will see the launch of CAPOLSA as a Centre of Excellence and also the commemoration of 15 years of CAPOLSA.



“Books and all forms of writing are terror to those who wish to suppress the truth”

— Wole Soyinka



Centre for the Promotion of Literacy in Sub Saharan Africa - CAPOLSA

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