

Textbooks and Learning Materials Program Zambia

Grant No.: RLA-A-00-05-00073-00

Annual Report

Submitted to:

United States Agency for International Development
African Education Initiative
1300 Pennsylvania Avenue, NW
Washington, DC 20523

Submitted by:

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AFRICA EDUCATION INITIATIVE
Textbooks and Learning Materials Program
Quarterly & Annual Report
Submitted to Freeman Daniels, USAID TLMP CTO

Name of MSI	Mississippi Consortium for International Development (a consortium of Jackson State University, Alcorn State University, Mississippi Valley State University and Tougaloo College)
Grant Number	RLA – A-00-05-00073-00
Country	Zambia
Partners	Ministry of Education in Zambia USAID/Zambia
Date Submitted	October 31, 2008
Report Covering: x Annual Report	October 1, 2007 – September 30, 2008 Indicate Year Covered - (Due Oct 31 each year): <u>Year 3</u>
<input type="checkbox"/> Q'ly or Semi-Annual* Reporting Period	<input type="checkbox"/> Oct 1-Dec 31 (Due Jan 31) <input type="checkbox"/> Jan 1-Mar 31 (Due April 30) (Semi-Annual) <input type="checkbox"/> Apr 1-Jun 30 (Due July 31)
Submitted by	Vivian Taylor
Title	Project Director
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Section 1: Accomplishments *(expected to be up to 2 pages—enter into this form)*

1.1 List the Major Tasks Accomplished this Period

Use this area to report on accomplishments during the reporting period. Indicate who, what, where. Here you may wish to talk about status of material design, field testing, evaluation, distribution, teacher training in TLM use, and overall successes. You may also wish to report on project indicators that you have customized to measure progress. (Note that section 4B is for capturing quantitative outputs.)

- In August 2008, MCID requested and was granted a no-cost extension through March 2009.
- MCID is finalizing plans to contract Dr. Biki Minyuku as an external evaluator. His tentative plans are to travel to Zambia in mid-November. The details of the evaluation will be included in the next report. See Attachment 1 for Dr. Minyuku's curriculum vita.
- Grade 4 Learners Math Textbooks and the Teachers' Guide have been approved, printed and distributed to the nine Provinces in Zambia.
- The official hand-over ceremony of the Grade 4 and 5 books took place June 9, 2008 at Libala Basic School in Lusaka. The Guests of Honor included the Permanent Secretary, Mrs. Lillian E. L. Kapulu; Mrs. Melissa Williams, USAID Mission Director; and Dr. Ally Mack, MCID's Executive Director and Dean of the Division of International Studies at Jackson State University.

- Distribution of books to provinces was a collaborative effort of MoE and MCID/Zambia from June 9 to July 10, 2008. MoE and EQUIP2 handled the initial monitoring process.
- Mr. Lazarous Mutale, MoE staff and textbook writer, and Mrs. Martha Lukanga, MCID staff, traveled to Central Province July 27-30 and September 14-17, 2008 to determine whether Grade 4 mathematics materials were received in schools and were in use. They visited schools from Samfya District: Kasoma Bangweulu, Lubende, and Mabumba Basic Schools; Mansa District: Kaole Basic School; Milenge District: Kafwanka Basic School; and Serenje District: Miseshi, Kamwala and Chimupati Basic Schools. They found that some of the schools did not receive the books or the CDs, but the teachers and administrators were aware of them. All of the schools' administrators promised to correct this oversight. The evaluators suggested that MoE continue monitoring the distribution and usage of books. See the findings and recommendations in the report in Attachment 2 of this report.
- Grade 5 books were approved, and at the time of this report, the printing is near completion at New Horizons. Distribution is scheduled for November 2008. The MoE completed the distribution plan with MCID's assistance (Attachment 3). The MoE and MCID will monitor distribution and use of Grade 5 TLMs in the schools, along with the Grade 4 materials.
- CDs with Grade 5 materials (4800 copies) are in Zambia and will be distributed with the Grade 5 materials.
- Eighty Thousand (80,000) Grade 4 and Grade 5 posters were fully developed, approved by all parties, and printed. The total number of posters printed is as follows: Grade 4 -- 39,600 posters (3300 sets – 12 posters in a set); and Grade 5 -- 40,400 posters (2525 sets – 16 posters in a set). These posters will be ready for delivery in October and will be distributed with the Grade 5 TLMs. The MOE will involve selected schools in Central Province, Luapula Province, Copperbelt Province and Southern Province respectively to participate in the monitoring and evaluation process. (See Attachment 4)
- Two Grade 5 TOT workshops were held in Ndola, February 25-27 and in Lusaka, March 3-5, 2008. One hundred sixty-six (166) attendees participated with the purpose of orientating Provincial Resource Centre Coordinators, District Resource Centre Coordinators, Zonal In-Service Coordinators, and College Lecturers on using the Grade 5 pupils' mathematics textbook and the Teacher's Guide. Trained participants will provide further training to Grade 5 mathematics teachers in their provinces and districts.
- Dr. Ally Mack, Dr. Vivian Taylor, Mutinta Mweembe, and Martha M. Lukanga from MCID attended the Africa Regional Education Workshop, organized by USAID and hosted in Ethiopia, April 13-18, 2008. Mutinta Mweembe did a power point presentation on "Local Writers: Training of Writers Process in Zambia."

- Drs. Ally Mack and Vivian Taylor participated in the USAID Symposium in Washington, DC on September 16-17, 2008. The symposium was designed to share program success stories and to convince key stakeholders, policymakers and White House representatives of the need, importance and value of reinvesting in the program for continuation beyond the current funding cycle. (See attached agenda – Attachment 5)

Travel

- Dr. Vivian Taylor traveled to Zambia, January 19-25, 2008 to meet the Chief Curriculum Specialist, Ms. Mutinta Mweembe; the Permanent Secretary at the Ministry of Education; the representatives from the University of Zambia; Mr. Rick Henning, USAID Education Officer; and the MCID staff. She also visited schools in Lusaka and Livingstone where she met teachers, administrators and students.
- Dr. Ally Mack, Dr. Vivian Taylor, Mutinta Mweembe, and Martha M. Lukanga from MCID Traveled to Ethiopia to participate at the Africa Regional Education Workshop, April 13-18, 2008.
- In June, 2008 Drs. Ally Mack and Vivian Taylor visited Zambia to attend the official hand-over ceremony.

Information Sharing Related to the Program

- The MCID/TLMP newsletter, *Nkhani Yabwino!*, was printed and distributed in Zambia and the USA. (See Attachment 6)
- Dr. Vivian Taylor and Dr. Linda Channell presented the TLM Program at the Annual JSU International Conference held on April 7-11, 2008 with the theme “Peace Through Understanding.”
- The Permanent Secretary has stated she will post materials on the Ministry of Education website.
- MCID compiled documents and pictures for Dr. Misty Sailor, Program Director at the University of Texas at San Antonio. Dr. Sailor will develop a video legacy piece dedicated to all six TLM Programs sponsored by USAID.
- MCID continues to raise awareness of the program through donations of pencils (and other school supplies). In addition, the Greater Mount Calvary Baptist Church in Jackson, Mississippi has donated over \$600 to Jacaranda Basic School in Lusaka, Zambia.

1.2 List the Major Tasks Anticipated for the Next Period

Use this area to report on plans for the upcoming reporting period. Indicate who, what, where. You may wish to talk about status of material design, field testing, evaluation, distribution, teacher training in TLM use, and overall successes.

- The Posters will be ready for delivery in October 2008. MCID will assist the MoE in monitoring the distribution of these TLMs along with the Grade 5 books to be delivered in November 2008. The CDs are complete and will be distributed along with the TLMs mentioned.
- MCID will continue to monitor Grade 4 books in October and November, and the posters and Grade 5 in November.
- Plans are underway for the external evaluation of the project. Tentatively, Dr. Biki Minyuku, will review all documentation in October and visit Zambia for one week in November. MCID staff will arrange all meetings, including numerous meetings with MoE staff, writing teams, USAID Mission, and site visits to schools, to name a few.
- MCID is preparing to officially close the project office down. Although the Grant has been extended through March 2009, MCID had funds sufficient for two months of operation in Zambia. MCID staff is cooperative, flexible, and working to finalize all program and administrative matters in the next few months.

1.3 Problems and Challenges Encountered or Anticipated

Describe challenges that you have faced during implementation.

Describe solutions that you have implemented or plan to implement to address the challenges you face.

A. During the Grade 4 TLM distribution process, there were instances of trucks breaking down or delays.

A. This was to be expected and the MoE addressed each situation with expediency.

 MCID was informed that funds were allocated to EQUIP2 through USAID in Zambia. The MoE should work with the Mission to propose how these funds should be utilized. A new truck may be one use, but all options should be explored.

B. There were staff turnovers at the MoE over the past year.

B. The MoE, the key partner in this project, has maintained professionalism at all times. Though staff turnover is inevitable, the Permanent Secretary reacted each time to ensure that MCID had access and support necessary for the project.

Section 2: Institutional Capacity Building *(expected to be 1 page--enter into this form)*

2.1 MSI Institutional Capacity Building Activity this Period

List institutional capacity building activities for increased skills. (Example areas are: textbook design, management of printing bids and contracts, financial management.) Also note how the increased capacity has proved beneficial with applications.

The bidding process, beginning with Grade 4 TLMs, was an institutional capacity building exercise for MCID. As discussed in the first quarter report for this year, the bid solicitation document was developed in close partnership with USAID/Zambia and the Ministry of Education in order to first comply with USAID policy, but also to include or address the issues the MoE has in place for standards. MCID has experience in bidding large single pieces of equipment or services; however, this was the first time MCID procured a mass-produced item (i.e., 256,000 units) in conjunction with an in-country company. With the assistance of an external bid committee for transparency and consistency, and the MoE attorney and procurement specialists from USAID and MoE, this activity was a success.

2.2 Partner Institutional Capacity Building Activity this Period

List similar capacity building activities with others, including direct partners, MOE, printers, and others you may have worked with. Also note how new skills have been applied.

Field-testing and the extent of its use in this project was a new technique for the Ministry of Education in Zambia and teachers and administrators at the school level. Workshops were designed and conducted for teachers and administrators on Grade 4 and 5 TLMs separately. Following this training, teachers began to use the draft materials in the classroom. Their instruction methods were based upon the teacher training received. Site visits conducted by MCID and MoE staff and consultants allowed observation of the usage along with interviews, focus groups and questionnaires. Though field-testing is a known concept, it is rarely followed through to this extent and the feedback is not always reflected in the final project. This successful implementation has raised the standard in Zambia for future publishers. This project and its field-testing format ensured that the instructional materials reflected the actual needs of the teachers and students using the materials.

2.3 List Any Lessons Learned from Institutional Capacity Building Activities

Time must always be factored in to a much greater extent than one expects. The bidding process was more time consuming than even predicted by the Zambian partners. The revisions of the Grade 5 materials delayed the final submission for printing and therefore resulted in the need for a no-cost extension.

2.4 Sustainability: List Developments/Activities
Discuss efforts designed to sustain the host country's ability to produce textbooks after the TLMP has ended. For example, apart from a transfer of skills above, explain how new public/private partnerships could be sustained after the project ends.
This project has made possible the authorship of new books by trained indigenous writers, and enabled MoE to expand the existing partnership and seek funding through other grant solicitations.

Section 3: Partnerships <i>(expected to be 1 page--enter into this form)</i>	
3.1 New Partnerships Formed	
Briefly describe the nature of the partnership and include partner(s)' name, address, telephone, email, and contact person.	
None for this reporting period.	
3.2 Describe type of partnership (i.e. public, private, NGOs, educational, institutional, committee or other) and any in-kind or financial contributions of the partner(s).	
None for this reporting period.	
3.3 Verification	
How can the partnership information be verified?	
Contact info (if applicable)	
Name/title/company	
Email & telephone	

MISSISSIPPI CONSORTIUM FOR INTERNATIONAL DEVELOPMENT / ZAMBIA
ANNUAL TLMP REPORT – Year 3 – 2007 - 2008

SECTION 4A: PUBLICATION & UTILIZATION - Publications List

Check if no change since last quarter (do not complete form)

Key for Publication Status: D= Design Completed, F=Field Tested, P=Printed, D=Distribution in Process or Completed
Key for Types of Material: T=Textbooks, SW=Student Workbooks, SRB=Supplementary Reading Books, TM=Teacher Manuals, and O=Other
*Indicate whether or not a report was produced following an evaluation or an assessment of a TLM(s). Indicate number of evaluations or assessments.

Item No.	TLM Title	Grade Level	Subject (s):	Language	Type of TLM (use key)	HIV/AIDS Relevant Y/N	Gender Relevant Y/N	Target # to be Printed	Pub. Status (use key)	# of schools to receive TLM	Ratio of TLM to Pupil	*Evaluation Report Completed
1	Enjoy Basic Mathematics: 4 th Grade Pupils' Books	4	Math	English	T	Y	Y	251,000	Printing and distribution are completed.	4619; 72 teacher resource centers	1 to 2	Yes
2	Enjoy Basic Mathematics 4 th Grade Teachers' Guide	4	Math	English	TM	Y	Y	5,000	Printing and distribution are completed.	44619; 72 teacher resource centers	1 per teacher	Yes
3	Enjoy Basic Mathematics: 4 th Grade Math CDs	4	Math	English	O	Y	Y	4,900	Duplication and distribution are completed.	4619; 72 teacher resource centers	* 1 per school and teacher resource center	Yes

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Item No.	TLM Title	Grade Level	Subject:	Language	Type of TLM (use key)	HIV/AIDS Relevant Y/N	Gender Relevant Y/N	Target # to be Printed	Pub. Status (use key)	# of schools to receive TLM	Ratio of TLM to Pupil	*Evaluation Report Completed
4	Poster Set for Enjoy Basic Mathematics 4 th Grade	4	Math	English	O	Y	Y	39,600 (3300 sets of 12)	D, F, Printing complete in October 2008	3228; 72 teacher resource centers	* 1 set per selected school & teacher resource center	No
5	Enjoy Basic Mathematics 5 th Grade Math Pupils' Book	5	Math	English	T	Y	Y	251,000	D, F, Printing complete in October 2008	4619; 72 teacher resource centers	1 to 2	No
6	Enjoy Basic Mathematics 5 th Grade Teacher Guide	5	Math	English	TM	Y	Y	5,000	D, F, Printing complete in October 2008	4619; 72 teacher resource centers	1 per teacher	No
7	Enjoy Basic Mathematics: 5 th Grade Math CDs	5	Math	English	O	Y	Y	4,900	Duplication completed. Will be distributed with Grade 5 TLMs and posters	4619; 72 teacher resource centers	* 1 set per selected school & teacher resource center	No
8	Poster Set for Enjoy Basic Mathematics 5 th Grade	5	Math	English	O	Y	Y	40,400 (2525 sets of 16)	D, F, Printing complete in October 2008	2453; 72 teacher resource centers	* 1 set per selected school & teacher resource center	No
TOTAL NUMBER OF TLMs BOOKS TO BE PRINTED: 300,800 4 th grade and 300,800 5 th grade TLMs – TOTAL 601,600												

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SECTION 4B: PUBLICATION & UTILIZATION - Outputs						
<input type="checkbox"/> Check if no change since last quarter (do not complete form)						
*Printing Costs per TLMs = The printing amount divided by the # of materials.						
Indicator	Before 9/1/07	Qtr 1 Year 3 (9/1-12/31 07)	Qtr 2 Year 3 (1/1-3/31,08)	Qtr 3 Year 3 (4/1-6/30, 08)	Qtr 4 Year 3 (7/1-9/30,08)	Annual Report Cumulative Total
# of TLM prototypes produced (item drafted, approved, but yet to be printed)	2 (4 th grade pupil, teacher books)		6 (5 th grade pupil, teacher, CD; 4 th and 5 th grade poster sets)			8 *
# of TLMs Printed		260,900 (251,000 pupil 4 th grade texts; 5000 teachers manuals; 4900 CDs)			4900 CDs Grade 5 materials	265,800 (grade 4 TLMs and Grade 5 CDs)
# of TLMs Distributed			260,900			260,900 4 th grade TLMS
# of Teachers Trained	278		166	125 (by MoE)		569
Printing Costs Per TLM*		Grade 4 Pupil - \$1.55 each; Grade 4 Teachers Manual - \$3.50 each; Grade 4 CD - \$.90 each			** see notes below	

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Comments:

- * 4th grade pupil math (251,000)
- 4th grade teacher math (5000)
- 4th grade CD (4900)
- 4th grade poster (39,600)
- 5th grade pupil math (251,000)
- 5th grade teacher math (5000)
- 5th grade CD (4900)
- 5th grade poster (40,400)

Grade 5 Materials – NOT YET COMPLETE OR DELIVERED

- 5th grade pupil math (251,000) \$1.72 each
- 5th grade teacher math (5000) \$1.75 each
- 5th grade CD (4900) \$.84 each

Posters – Printing not yet complete as of 9/30/2008

- 4th grade poster (39,600) \$2.10 each
- 5th grade poster (40,400) \$2.10 each

ATTACHMENTS

ATTACHMENT 1

CURRICULUM VITA
DR. BIKI MINYUKU
EXTERNAL EVALUATOR

Little 'Black' Book Bio

'Ngwenya mesaba ya le matini ... Kwena ya matlhakanoke magetleng' ... Juluka!
Biki Samuel Victor Minyuku: Born 8 November 1950 in Alexandra Township, GP, RSA

Front-end Educational Issues:

- *Lower Primary:* Mashashane L.P. School, LP [Sub A-STD II], 1958-1961
- *Higher Primary:* Morwasethula H. P. School, LP [STD III-VI], 1962-65 {1st Cls}
- *Secondary School Education:* Magandangele S.Sch, LP [Form I-II] 66-68 {JI}
- *High School Education:* Tshebela High School, LP [Form IV-V] 1969-70 {M2}
- *University Education:* UNIN, LP [B.A. (SW): Majors: Psy, Soc & SW] 1971-73
- *Post Graduate Educ:* University of Cardiff, UK: M. Sc. [Econ]: Pers. Mgt. 78-79
- *Further Post Graduate Education:* La Salle University, USA: MBA, 1983-85
- *Cont. Post Grad. Educ:* Union Graduate/Interact Institutes, OHIO/PA, USA:
PhD [Social Systems Sciences: Interactive Management & Planning Systems], 1994

Work and Service Related Issues:

- ❖ **Variously Worked as Store Manager [1974]; Personnel/Training Officer/Advisor; Director; Executive Director; Planning & Development Director; Registrar; CEO & CAO; Vice Chancellor & Principal at Greatermans' Checkers Stores, Motorola, Malcomess & Shell [RSA:1974-80]; Logan CDC, PHNS, NDA & MOCS [USA 1985-94]; UNIN, TRC & UNIN [RSA:1995-2001].**
- ❖ **Lectured in Personnel Management; Management & International Relations at UCT [1980-83: Turnured], RSA; Temple University [1986-87: Adjunct] & the University Museum of the University of Pennsylvania [1988-93: Adjunct], USA.**
- ❖ **Variously Served in Positions of Trust and Privilege as Manager; Director; Executive Director; Chief Executive Officer & Chief Accounting Officer; Vice Chancellor & Principal; Commissioner; Secretary of the Commission in the public, academic and private sectors as variously outlined in the 1st & 2nd bullets above; at the Truth and Reconciliation Commission of South Africa [1996-99]; the Ministerial Commission to Transform Defense Intelligence and the Khampepe Commission of Inquiry [2005].**
- ❖ **Variously Served as a Catalytic Transformative Change & Development Facilitator; Programme/Project Manager/Evaluator; Commissioner & Secretary of the Commission at Rendezvous Consultants; The Ministerial Commission to Transform Defense Intelligence; DOJCD [2002-05]; Kgwetlho (Pty) Ltd; The Khampepe Commission on the Mandate & Location of the DSO; DPSA; DPK (Pty) Ltd [USA:2005-08]; the NPA/UNICEF & the NPA/UNODC [2006 to date].**

Memorable Catalytic Change Facilitation Prides and Experiences of a Life Time

...Life-long Learning; one of the Founder Members of BMF [RSA] & the PCAAM [USA]; Developer of the Micro Enterprise Development Programme & Project Pathways [USA]; Strategic Management; Principled Leadership; Vice Chairperson, ANC-RPC, USA; Vice Chancellor, UNIN, RSA; CEO & CAO of the TRC of SA; Transforming the Criminal Justice System, RSA; Split-Summative Evaluation of the MCID-TELP Programme; Organizing & Facilitation of the 1st & 2nd Gender Justice in Africa Colloquia [Benoni & Addis Ababa]; the Continental Africa Prosecutors Association Conference [Luanda] & the Global Interfaith Dialogue [CTICC]; the 365 Days Programme & National Action Plan towards Gender Justice; Blessings of Marriage ...

Prepared/Presented by **Biki S. V. Minyuku, B.A (S.W.); M. Sc. (Econ.); MBA; PhD**
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ATTACHMENT 2

REPORT ON THE MONITORING AND POST EVALUATION
OF (MCID) TLMP GRADE 4 MATHEMATICS MATERIALS
17 SEPTEMBER, 2008

REPORT ON THE MONITORING AND POST EVALUATION OF (MCID) TLMP
GRADE 4 MATHEMATICS MATERIALS IN
LUAPULA PROVINCE

COMPILED BY:

Lazarous Mutale, Mathematics Curriculum Specialist (CDC)

Martha M. Lukanga, Programme Coordinator (MCID)

17 September, 2008

REPORT ON THE MONITORING AND EVALUATION OF GRADE 4 MATHEMATICS MATERIALS IN LUAPULA PROVINCE

1 Background

Textbooks and Learning Materials for Grade 4 mathematics were officially handed over to the Ministry of Education on Monday, 9 June 2008 by United States Agency for International Development (USAID) and Mississippi Consortium for International Development (MCID).

The Ministry of Education and MCID drew up a distribution plan on how books were to be handed over to the Provinces. The distribution was as per schedule below.

Item No.	Collecting Province	Date	Remarks
1	a) Northern Province b) North Western Province	Monday, 9 June 2008	
2	a) Western Province b) Southern Province	Monday, 16 June 2008	
3	a) Eastern Province b) Central Province	Monday, 23 June 2008	
4	a) Copperbelt Province b) Luapula Province	Monday, 30 June 2008	
5	Lusaka Province	Thursday, 10 July 2008	

The Provinces were to distribute the books to the District Education Board Secretary (DEBS) who in turn distributed them to schools.

This is a report on monitoring of the distribution of these books by two districts, Mansa and Samfya, to schools. The monitoring team comprised Lazarous Mutale from Curriculum Development Centre (CDC) and Martha M. Lukanga from MCID Project Office. The monitoring period was from Sunday, 14 September to Wednesday, 17 September 2008.

The books were officially handed over to the Provincial Education Office on 17 July, 2008. The Luapula Province Provincial Education Office issued the books to five of the seven districts as follows:

District	Date of Issue
Mwense	25 July 2008
Nchelenge	26 July 2008
Kawambwa	26 July 2008
Milenge	27 July 2008
Chienga	2 September 2008

By the time of monitoring, Samfya and Mansa had not been issued their consignments.

2 Objectives of the tour

The objective of the tour was to establish if the materials had been distributed up to school level.

3. Methodology

This was done by sampling one school in both Samfya and Mansa after paying a courtesy call on the District Education Board Secretary (DEBS).

4. Findings

4.1 Samfya District

Samfya District had not received the materials from the PEO

(a) DEBS Office

The team had a brief meeting with the DEBS. The District indicated that they had not received the materials from the Province and were unaware about the availability of these materials.

(b) Kasoma Bangweulu Basic School

Initially the school to be visited was Kasoma Lunga. However, it was found that this school was only accessible by boat and logistics had not been put in place for this extra cost.

As expected, Kasoma Bangweulu Basic School had not received the materials. Therefore, the post evaluation instruments could not be administered.

(c) Other Districts

Based on the findings in Samfya District, the team decided to sample schools not planned for in Mansa District even before meeting the DEBS.

Two schools were visited namely; Lubende and Mabumba Basic Schools. The team found that both schools had not received the materials.

4.2 Mansa District

(a) DEBS Office

The team had a brief meeting with the ESO ODL who was manning the station in the absence of both the DEBS and DESO. The District indicated that they had not received the materials from the Province. They also expressed ignorance of the presence of these materials at PEO.

(b) Kaole Basic School

As expected the school had not received the materials from the DEBS office therefore the instruments could not be administered.

(c) PEOs Office

Based on the findings in the two districts the team decided to call on the PEO to establish why books had not reached Mansa and Samfya Districts.

The team had a meeting with the Senior Education Standards Officer (ODL) who was manning the station in the absence of both the PEO and PESO. The Province indicated that the Accountant who was in charge of distribution had issued materials to five districts except Samfya and Mansa who they had not informed. They promised to remedy the situation promptly.

(d) Other Districts

Based on the findings at the PEO the team decided to sample a school (Kafwanka Basic School) in Milenge District.

Kafwanka Basic School was found to have received the materials on 3 September 2008 and in accordance with the distribution schedule.

4.3 Serenje District

One of the recommendations in the Central Province post monitoring and evaluation report item 5 (1) was that the province be monitored again to verify whether books were with the learners.

Based on the above recommendation, the team decided to sample some schools under Central Province.

- (a) **Miseshi Basic School**
The school was found to have received the materials during the August school holiday and in accordance with the distribution schedule.
- (b) **Kamwala Basic School**
The school had not received materials. They had been informed by the DEBS that the books were inadequate. This means that the province had not corrected the anomaly as reflected in the first report under the PEO. The team resolved to pass through the PEO and bring the issue to their attention.
Again the instruments had not been administered because the materials had not reached the school.
- (c) **Chimupati Basic School**
The school received the materials on 01 August, 2008. However, neither the administration nor the Grade 4 class teachers were aware of the presence of the materials except the teacher who had received them.
The team saw the materials and verified the numbers being correct.
- (d) **PEO Office**
Based on the findings on Kamwala Basic School the team decided to call upon the PEOs office to verify why they had not given Serenje District the balance from their allocation.
The team had an audience with the PEO but unfortunately the storekeeper who had promised to remedy the situation was out station.

5 Recommendations

The team recommends that:

1. Other provinces and more districts should be monitored so as to get a good picture of the distribution.
2. The Ministry of Education through the Standards Officers should ensure that all schools have the books and are being used.

ATTACHMENT 3

THE DISTRIBUTION SUMMARY FOR THE REMAINING
GRADE 4TH MATERIALS
AND GRADE 5TH MATERIALS

Attachment I - The distribution summary for the remaining materials

CURRICULUM DEVELOPMENT CENTRE

TLMP BOOK 4 PROVINCIAL DISTRIBUTION SUMMARY FOR EXCESS

BOOKS August, 2008

Serial No.	Province	No. of Grade 4 Learners	No. of Learners Bk4	No. of Teachers Bk4	No. of Cartons for Learners Bk	No. of Cartons for teachers Bk	No. of Loose Learners Bk 4	No. of Loose teacher's Guide 4
1	Central	34165	18297	109	362	0	0	0
	<i>Chibombo</i>	9298	4980	30	99	0	0	0
	<i>Kabwe</i>	4099	2195	13	43	0	0	0
	<i>Kapiri Mposhi</i>	5839	3127	19	62	0	0	0
	<i>Mkushi</i>	4386	2349	14	46	0	0	0
	<i>Mumbwa</i>	5804	3108	18	62	0	0	0
	<i>Serenje</i>	4739	2538	15	50	0	0	0
2	Copperbelt	40765	21830	127	432	0	0	0
	<i>Chililabombwe</i>	1794	960	5	19	0	0	0
	<i>Chingola</i>	5122	2743	16	54	0	0	0
	<i>Kalulushi</i>	2922	1565	9	31	0	0	0
	<i>Kitwe</i>	8438	4519	27	90	0	0	0
	<i>Luanshya</i>	3659	1959	11	39	0	0	0
	<i>Lufwanyama</i>	2067	1107	6	22	0	0	0
	<i>Masaiti</i>	3415	1829	11	36	0	0	0
	<i>Mpongwe</i>	2318	1241	7	24	0	0	0
	<i>Mufulira</i>	3510	1880	11	37	0	0	0
	<i>Ndola</i>	7520	4027	24	80	0	0	0
3	Eastern	34888	18682	113	373	0	0	0
	<i>Chadiza</i>	2257	1208	7	24	0	0	0
	<i>Chama</i>	2401	1286	8	26	0	0	0
	<i>Chipata</i>	10602	5678	35	114	0	0	0
	<i>Katete</i>	4844	2594	16	52	0	0	0
	<i>Lundazi</i>	6280	3363	20	67	0	0	0
	<i>Mambwe</i>	1501	803	5	16	0	0	0

	<i>Nyimba</i>	1827	978	6	19	0	0	0
	<i>Petauke</i>	5176	2772	16	55	0	0	0
4	Luapula	21997	11781	71	235	0	0	0
	<i>Chienge</i>	2176	1165	7	23	0	0	0
	<i>Kawambwa</i>	3417	1830	11	37	0	0	0
	<i>Mansa</i>	5040	2699	17	54	0	0	0
	<i>Milenge</i>	985	528	3	10	0	0	0
	<i>Mwense</i>	1012	542	3	11	0	0	0
	<i>Nchelenge</i>	3773	2021	12	40	0	0	0
	<i>Samfya</i>	5594	2996	18	60	0	0	0
5	<i>Lusaka</i>	24562	13155	80	263	0	0	0
	<i>Chongwe</i>	4622	2475	15	50	0	0	0
	<i>Kafue</i>	3904	2091	13	42	0	0	0
	<i>Luangwa</i>	752	403	2	8	0	0	0
	<i>Lusaka</i>	15284	8186	50	163	0	0	0
6	<i>North Western</i>	20309	10877	66	217	0	0	0
	<i>Chavuma</i>	1205	645	4	13	0	0	0
	<i>Kabompo</i>	2721	1457	9	29	0	0	0
	<i>Kasempa</i>	1981	1061	6	21	0	0	0
	<i>Mufumbwe</i>	1554	832	5	17	0	0	0
	<i>Mwinilunga</i>	3888	2083	13	41	0	0	0
	<i>Solwezi</i>	6828	3657	22	73	0	0	0
	<i>Zambezi</i>	2132	1142	7	23	0	0	0
7	<i>Northern</i>	43015	23053	150	460	0	0	0
	<i>Chilubi</i>	2398	1285	9	26	0	0	0
	<i>Chinsali</i>	4441	2380	15	48	0	0	0
	<i>Isoka</i>	4160	2229	15	45	0	0	0
	<i>Kaputa</i>	2588	1387	9	27	0	0	0
	<i>Kasama</i>	5454	2922	19	58	0	0	0
	<i>Luwingu</i>	2981	1598	11	32	0	0	0
	<i>Mbala</i>	4414	2365	15	47	0	0	0
	<i>Mpika</i>	4908	2631	17	53	0	0	0
	<i>Mporokoso</i>	3087	1655	10	33	0	0	0
	<i>Mpulungu</i>	2297	1231	8	24	0	0	0

	<i>Mungwi</i>	3850	2064	13	41	0	0	0
	<i>Nakonde</i>	2437	1306	9	26	0	0	0
8	<i>Southern</i>	38681	20718	126	414	0	0	0
	<i>Choma</i>	7057	3780	23	76	0	0	0
	<i>Gwembe</i>	1251	670	4	13	0	0	0
	<i>Itezhi tezhi</i>	1261	675	4	14	0	0	0
	<i>Kalomo</i>	6535	3500	21	70	0	0	0
	<i>Kazungula</i>	2158	1156	7	23	0	0	0
	<i>Livingstone</i>	2149	1151	7	23	0	0	0
	<i>Mazabuka</i>	4895	2622	16	52	0	0	0
	<i>Monze</i>	6248	3347	20	67	0	0	0
	<i>Namwala</i>	2347	1257	8	25	0	0	0
	<i>Siavonga</i>	2143	1148	7	23	0	0	0
	<i>Sinazongwe</i>	2637	1412	9	28	0	0	0
9	<i>Western</i>	24322	13027	79	260	0	0	0
	<i>Kalabo</i>	3878	2077	13	42	0	0	0
	<i>Kaoma</i>	4953	2653	16	53	0	0	0
	<i>Lukulu</i>	2652	1420	8	28	0	0	0
	<i>Mongu</i>	5305	2841	17	57	0	0	0
	<i>Senanga</i>	3313	1775	11	35	0	0	0
	<i>Sesheke</i>	2726	1460	9	29	0	0	0
	<i>Shang'ombo</i>	1495	801	5	16	0	0	0
Country Totals		282.704	151.420	921				

Attachment II

CURRICULUM DEVELOPMENT CENTRE
TLMP BOOK 5 PROVINCIAL DISTRIBUTION
SUMMARY July 21, 2008

Serial No.	Province	No. of Grade 5 Learners	No. of Learners Bk5	No. of Teachers Bk5	No. of Cartons for Learners Bk5	No. of Cartons for teachers Bk5	Total No. of Cartons	No. of Loose Learners Bk 5	No. of Loose teacher's Guide 5	Total weight of Bks (TG & Learners) in Tonnes
1	Central	34706	17467	496	349	2	351	17	96	4.1
	<i>Chibombo</i>	<i>9185</i>	<i>4618</i>	<i>114</i>	<i>92</i>	<i>0</i>	<i>92</i>	<i>22</i>	<i>145</i>	
	<i>Kabwe</i>	<i>4317</i>	<i>2164</i>	<i>43</i>	<i>43</i>	<i>0</i>	<i>43</i>	<i>6</i>	<i>59</i>	
	<i>Kapiri Mposhi</i>	<i>6912</i>	<i>3472</i>	<i>97</i>	<i>69</i>	<i>0</i>	<i>69</i>	<i>43</i>	<i>101</i>	
	<i>Mkushi</i>	<i>4036</i>	<i>2046</i>	<i>80</i>	<i>40</i>	<i>0</i>	<i>40</i>	<i>11</i>	<i>88</i>	
	<i>Mumbwa</i>	<i>5600</i>	<i>2820</i>	<i>75</i>	<i>56</i>	<i>0</i>	<i>56</i>	<i>21</i>	<i>91</i>	
	<i>Serenje</i>	<i>4656</i>	<i>2347</i>	<i>87</i>	<i>46</i>	<i>0</i>	<i>46</i>	<i>23</i>	<i>90</i>	
2	Copperbelt	41648	20901	432	418	2	420	1	32	4.8
	<i>Chililabombwe</i>	<i>1951</i>	<i>983</i>	<i>30</i>	<i>19</i>	<i>0</i>	<i>19</i>	<i>4</i>	<i>18</i>	
	<i>Chingola</i>	<i>5010</i>	<i>2512</i>	<i>50</i>	<i>50</i>	<i>0</i>	<i>50</i>	<i>19</i>	<i>51</i>	
	<i>Kalulushi</i>	<i>3046</i>	<i>1531</i>	<i>38</i>	<i>30</i>	<i>0</i>	<i>30</i>	<i>20</i>	<i>29</i>	
	<i>Kitwe</i>	<i>8726</i>	<i>4371</i>	<i>81</i>	<i>87</i>	<i>0</i>	<i>87</i>	<i>23</i>	<i>84</i>	
	<i>Luanshya</i>	<i>3912</i>	<i>1960</i>	<i>32</i>	<i>39</i>	<i>0</i>	<i>39</i>	<i>35</i>	<i>36</i>	
	<i>Lufwanyama</i>	<i>1947</i>	<i>983</i>	<i>28</i>	<i>19</i>	<i>0</i>	<i>19</i>	<i>38</i>	<i>20</i>	
	<i>Masaiti</i>	<i>3158</i>	<i>1586</i>	<i>37</i>	<i>31</i>	<i>0</i>	<i>31</i>	<i>16</i>	<i>34</i>	
	<i>Mpongwe</i>	<i>2291</i>	<i>1152</i>	<i>29</i>	<i>23</i>	<i>0</i>	<i>23</i>	<i>16</i>	<i>23</i>	
	<i>Mufulira</i>	<i>3562</i>	<i>1790</i>	<i>33</i>	<i>35</i>	<i>0</i>	<i>35</i>	<i>11</i>	<i>35</i>	
	<i>Ndola</i>	<i>8045</i>	<i>4033</i>	<i>74</i>	<i>80</i>	<i>0</i>	<i>80</i>	<i>15</i>	<i>75</i>	
3	Eastern	33012	16650	579	333	2	335	0	179	3.9
	<i>Chadiza</i>	<i>2018</i>	<i>1018</i>	<i>36</i>	<i>20</i>	<i>0</i>	<i>20</i>	<i>38</i>	<i>22</i>	
	<i>Chama</i>	<i>2429</i>	<i>1227</i>	<i>60</i>	<i>24</i>	<i>0</i>	<i>24</i>	<i>15</i>	<i>24</i>	
	<i>Chipata</i>	<i>9897</i>	<i>4984</i>	<i>132</i>	<i>99</i>	<i>0</i>	<i>99</i>	<i>32</i>	<i>106</i>	
	<i>Katete</i>	<i>4499</i>	<i>2270</i>	<i>75</i>	<i>45</i>	<i>0</i>	<i>45</i>	<i>42</i>	<i>48</i>	
	<i>Lundazi</i>	<i>6188</i>	<i>3126</i>	<i>125</i>	<i>62</i>	<i>0</i>	<i>62</i>	<i>22</i>	<i>63</i>	
	<i>Mambwe</i>	<i>1480</i>	<i>746</i>	<i>27</i>	<i>14</i>	<i>0</i>	<i>14</i>	<i>7</i>	<i>15</i>	
	<i>Nyimba</i>	<i>1786</i>	<i>902</i>	<i>36</i>	<i>18</i>	<i>0</i>	<i>18</i>	<i>24</i>	<i>18</i>	

	<i>Petauke</i>	4715	2377	88	47	0	47	6	52	
4	Luapula	20413	10279	314	205	1	206	29	5	2.5
	<i>Chienge</i>	2043	1028	24	20	0	20	41	30	
	<i>Kawambwa</i>	3542	1782	65	35	0	35	20	68	
	<i>Mansa</i>	4923	2475	69	49	0	49	38	80	
	<i>Milenge</i>	874	444	17	8	0	8	47	18	
	<i>Mwense</i>	872	443	16	8	0	8	9	21	
	<i>Nchelenge</i>	3545	1780	39	35	0	35	47	55	
	<i>Samfya</i>	4614	2327	84	46	0	46	17	95	
5	Lusaka	24935	12516	257	250	1	251	16	57	2.9
	<i>Chongwe</i>	4521	2275	55	45	0	45	23	72	
	<i>Kafue</i>	3833	1927	47	38	0	38	12	60	
	<i>Luangwa</i>	771	389	10	7	0	7	29	13	
	<i>Lusaka</i>	15810	7925	145	158	0	158	4	6	
6	North Western	19064	9642	367	192	1	193	42	167	2.3
	<i>Chavuma</i>	1211	613	28	12	0	12	8	29	
	<i>Kabompo</i>	2492	1263	57	25	0	25	25	62	
	<i>Kasempa</i>	1975	998	38	19	0	19	46	41	
	<i>Mufumbwe</i>	1406	709	26	14	0	14	33	28	
	<i>Mwinilunga</i>	3494	1764	68	35	0	35	7	74	
	<i>Solwezi</i>	6650	3370	108	67	0	67	39	122	
	<i>Zambezi</i>	1836	925	42	18	0	18	22	45	
7	Northern	40917	20630	750	412	3	415	30	150	4.8
	<i>Chilubi</i>	2057	1038	40	20	0	20	7	45	
	<i>Chinsali</i>	4424	2235	95	44	0	44	43	97	
	<i>Isoka</i>	3826	1929	75	38	0	38	40	81	
	<i>Kaputa</i>	2510	1266	47	25	0	25	7	51	
	<i>Kasama</i>	5324	2671	68	53	0	53	43	92	
	<i>Luwingu</i>	2870	1450	59	29	0	29	4	62	
	<i>Mbala</i>	4390	2214	82	44	0	44	29	85	
	<i>Mpika</i>	4669	2357	81	47	0	47	26	92	
	<i>Mporokoso</i>	2662	1350	57	27	0	27	7	62	
	<i>Mpulungu</i>	2102	1059	35	21	0	21	7	38	
	<i>Mungwi</i>	3661	1839	62	36	0	36	41	66	
	<i>Nakonde</i>	2422	1222	49	24	0	24	34	50	

8	Southern	38482	19375	602	387	3	390	25	2	4.5
	<i>Choma</i>	7178	3611	122	72	0	72	8	133	
	<i>Gwembe</i>	1244	629	26	12	0	12	31	25	
	<i>Itezhi tezhi</i>	1162	585	23	11	0	11	35	25	
	<i>Kalomo</i>	6551	3299	97	65	0	65	44	105	
	<i>Kazungula</i>	2252	1138	47	22	0	22	37	49	
	<i>Livingstone</i>	2210	1110	23	22	0	22	30	33	
	<i>Mazabuka</i>	4958	2493	68	49	0	49	11	79	
	<i>Monze</i>	5852	2947	91	58	0	58	10	108	
	<i>Namwala</i>	2258	1138	36	22	0	22	41	39	
	<i>Siavonga</i>	2073	1042	33	20	0	20	26	34	
	<i>Sinazongwe</i>	2744	1383	36	27	0	27	18	43	
9	Western	23211	11741	501	234	2	236	41	101	2.8
	<i>Kalabo</i>	3540	1802	90	36	0	36	11	94	
	<i>Kaoma</i>	4717	2379	82	47	0	47	1	100	
	<i>Lukulu</i>	2636	1335	67	26	0	26	43	69	
	<i>Mongu</i>	5110	2579	95	51	0	51	24	104	
	<i>Senanga</i>	3152	1593	68	31	0	31	24	73	
	<i>Sesheke</i>	2669	1350	64	27	0	27	33	67	
	<i>Shang'ombo</i>	1387	703	35	14	0	14	7	36	
Country Totals		276388	139201	4298	2780	17	2546	286	940	32.6

Prepared by Lazarous Mutale

ATTACHMENT 4

**SCHOOLS TO PARTICIPATE IN THE MONITORING
AND EVALUATION PROCESS**

**TLMP/MCID Details of Provinces and Schools
For Pilot/Field Testing of Fifth Grade Textbook and Manual**

Province	District	School	Study Group		
			No of Grade 5 pupils per class	Experimental Schools	Control Schools
COPPERBELT	Kitwe	Kamfinsa Basic			✓
	Ktwe	Kwacha Basic		✓	
	Kitwe	Matete Basic		✓	
EASTERN	Chipata	Gondar Basic			✓
	Chipata	Hillside Basic		✓	
	Chipata	Kanjala Basic		✓	
NORTHERN	Kasama	Chafwa Basic		✓	
	Kasama	Kasama Basic		✓	
	Kasama	Soft Katongo Basic			✓

ATTACHMENT 5

SYMPOSIUM AGENDA
WASHINGTON DC
SEPTEMBER 16 - 17, 2008.



USAID
FROM THE AMERICAN PEOPLE

An African Textbooks Symposium

Textbooks Are the Mainstay of Education

Ronald Reagan Building, Washington, DC
September 17, 2008, 10am – 1pm

**10 am –
10:20**

Welcome and Introductions

Welcome Dr. Sarah E. Moten, Chief, Education Division, AF/SD,
USAID

Purpose Freeman Daniels,
Textbook and Learning Materials Program CTO,
AF/SD/ED, USAID

Introductions Dr. Sarah E. Moten,
Introduces Participating Groups and Individuals

10:20 – 11:40

Africa Education Initiative: Textbook and Learning Materials Program

<Note: This area is where the facilitator can start by framing and the TLMP can collectively respond. Below are a few q's to consider, subject to change.>

Why are Textbooks and Learning Materials Important to Africa?

How do schools operate without them?

The Success of having Textbooks

What has TLMP done for the countries served?

11:40 - noon

Questions and Answer Session

Noon – 12:10

Closing

Dr. Sarah E. Moten

12:10 – 1 pm

Lunch and Networking

ATTACHMENT 6

NEWSLETTER,
NKHANI YABWINO
YEAR 3, ISSUE 1



Nkhani Yabwino!

NEWSLETTER OF TLMP ZAMBIA

Volume 3, Issue 1

October 2008



Mississippi Consortium for International Development (MCID)

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Jackson, MS 39203
601-979-8652
www.mcid.us

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Jackson State University
Alcorn State University
Mississippi Valley State University
Tougaloo College

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Lester Newman, President
Mississippi Valley State University

Beverly Hogan, President
Tougaloo College

Ally Mack, Executive Director
MCID

TLMP Zambia

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Project Principals

MCID/U.S.
Vivian Taylor, Project Director
Adrienne Graham, Coordinator
Cristina Radulescu, Project
Asst.

MCID/Zambia

Nathan DeAssis, Program Mgr.
Martha Lukanga, Coordinator
Mildred Chibale, Admn. Asst.

TLMP Zambia Handover Marks Project Milestone

During an official Handover Ceremony hosted by Libala Basic School in Lusaka, MCID and the USAID/Lusaka Mission presented Grades Four and Five Mathematics Textbooks and Learning Materials (TLMP) to the Ministry of Education. The ceremony was a cause for celebration as it marked a major milestone in the Zambia TLMP Program whose goal is to provide a minimum of 600,000 TLMs within a three-year period.

The ceremony featured speeches by Lillian Kapula, Permanent Secretary, Ministry of Education (MOE); Ally Mack, Executive Director, MCID; and Melissa Williams, Director, USAID/Lusaka Mission. Kapula expressed gratitude on behalf of the MOE for the donation of textbooks and materials, stating that the donation by the U.S. government will assist the Zambian government in improving the country's education standards while also bridging the disparaging gap between supply and demand of textbooks.

"We are equally excited about MCID's involvement in this important project and the opportunity to enhance the quality of education for students in Zambia," said Mack. In her statement, Williams offered optimism that the textbooks will boost Zambia's instruction in mathematics, a universally recognized core subject for all students.

The ceremony was also attended by stakeholders representing program staff, the advisory counsel, parents, teachers, principals, students and other citizens within the Lusaka community.



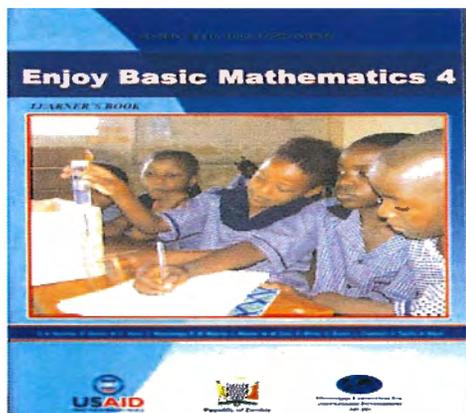
Participating in the official handover ceremony are (left to right) MCID Executive Director Ally Mack; Permanent Secretary, Ministry of Education, Lillian Kapula; and Director, USAID/Lusaka Mission, Melissa Williams.



A diverse group of stakeholders, including parents, teachers, students, program staff, government officials, and other citizens attended the official handover ceremony in Lusaka.

To complement the ceremony, students representing local schools were featured in song, dance and poetry readings.

TLMP Zambia Activities and Highlights



*Front Cover
Grade Four
Learner's
Book*

Grade Four TLMP Materials Drafted, Tested, Delivered

Thanks to the hard work and dedication of committed writers, graphic artists, editors, and a professional leadership team, textbooks and learning materials have come to fruition in Zambia. Following a long series of drafting, revising, field-testing, pre-and post testing, data collection and analyses, bidding, and approval processes, the mathematics textbooks and materials for Grade Four have been published and are now ready for country-wide distribution.

More specifically 251,000 copies of the Grade Four Pupils' Books have been produced/ published; 5,000 Grade Four Teachers' Manuals have been published; and 4,880 copies of Grade Four materials on CD have been produced. The books were printed by Horizons Printing Company (Zambian owned and operated), with the copyrights held by the Ministry of Education (MOE), with USAID branding. Additionally, instructional posters have been developed to augment/reinforce each chapter and math skill included in the books.

For Grade Five mathematics, copies of the pupils' books and teachers' manuals are currently in the printing pipeline and are expected to be completed by August 2008. Every teacher resource center in Zambia will hold several copies of all TLMPs. All materials were developed collaboratively between trained writers, graphic artists and editors in Zambia and MCID representatives who comprise the program's technical team. In total, more than 616,000 high quality learning materials will be produced and distributed.

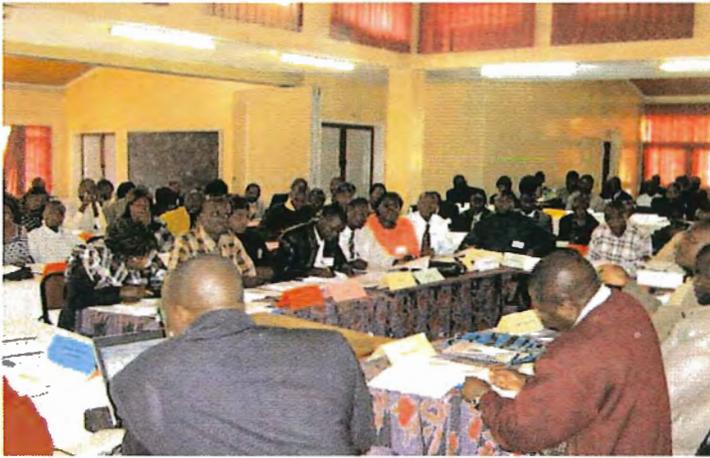
Piloting, Field-Testing Involves Teachers and Students

During spring term, a total of 600 students from 13 classes participated in field-testing of instructional materials. The schools included Libala Basic and Vera Chiluba in Lusaka; Charles Lwanga Basic in Choma; Pemba Basic in Monze; and Mulamatila Basic in Kaoma. Kasama was also a field testing site.

The piloting took place in three stages and was facilitated by Linda Channell, technical team representative, MCID/USA; Martha M. Lukanga, TLMP Program Coordinator, MCID/Zambia; Lazarous Mutale, Curriculum Specialist and Writer, CDC, Zambia; Raphael Banda, Mathematics Teacher, MOE; Dominic Nyambe, Lead Writer and MOE staff; and Samuel White, USA/MCID technical team representative. During the piloting and monitoring process, classes were observed and interviews were conducted with individual learners, focus groups, individual teachers, Head teachers, Deputy Head teachers, and other school personnel. Students participated in pre- and post-testing of mathematics knowledge and skills and were divided into control and experimental groups for performance comparisons. Data were collected and analyzed by a group of independent teachers from Zambia and by a data analyst, Benjamin Ngwudike, MCID consultant from Jackson State University.



Linda Channell, technical team representative, MCID/USA, facilitated piloting and field-testing of instructional materials where 13 classes and more than 600 students were involved. The schools included Libala Basic and Vera Chiluba in Lusaka; Charles Lwanga Basic in Choma; Pemba Basic in Monze; and Mulamatila Basic in Kaoma.



Top Photo: More than 160 participants attended two workshops for trainers on Grade 5 materials. The sessions were held in Ndola and Lusaka in February and March 2008.

Left: Vivian Taylor checks the work of learners at Palm Grove Basic School in Livingstone.

Vivian Taylor and Garfield Burke facilitated teacher training professional development workshops in Lusaka and Kitwe for Grade Four materials. The purpose of the training was to orientate and train provincial resource center coordinators, district resource centre coordinators, zonal in-service coordinators, lecturers from teacher training colleges, and district teachers on the use of the mathematics pupils' books and teachers' guide, and to share pedagogical implications and strategies with the participants. Participants are, in turn, expected to provide subsequent training to mathematics teachers in their respective provinces and schools using the Training of the Trainers (TOT) Model. A Training of Teachers workshop was also held in Kabwe. Additionally, Burke visited and observed at two schools in Livingstone -- Maria Assumpta and Zambezi Basic schools.

One hundred and sixty-six participants attended two workshops for training of trainers in Ndola, February 25-27, and in Lusaka, March 3-4, 2008, focusing on Grade Five materials. Workshop facilitators were: Martha M Lukanga, (MCID); Dominic Nyambe, Musheke Kakuwa, Makumba F. Kaite, Raphael Banda, Mercy M. Zulu, Lazarous Mutale, Crispin Mapulanga, and Rhoda M. Mtande from MOE; and Muhau Tabakumulamu, Lecturer, Department of Math and Science Education, and Musheke Kakuwa, Head, Advisory Unit for Colleges of Education, University of Zambia (UNZA). The two facilitators from the University of Zambia made presentations on "Using Children's Mathematical Thinking in Teaching Mathematics" and "Approaches in Teaching Mathematics in Primary Schools."

TLMP Team Share Ethiopian Experience

Members of the TLMP team attended USAID's Africa Regional Education Workshop, "Education in a Changing World: From Vision to Action," in Addis Ababa, Ethiopia, April 13-18, 2008. The workshop featured the Honorable Girma Woldegiorgis, President of the Federal Democratic Republic of Ethiopia, who addressed more than 200 participants during the opening workshop. Other principals included Dr. Sintayehu Woldemichael, Minister of Education; Ambassador Cindy L. Courville, U.S. Ambassador to the African Union; and Donald Yamamoto, U.S. Ambassador to Ethiopia.

TLMP team members Martha Lukanga, Mutinta Mweebe, Ally Mack and Vivian Taylor found the workshop to be a unique opportunity to share knowledge and craft a collective agenda for future education programs in Africa, based upon a shared vision among stakeholders. Twenty Sub-Saharan African countries were represented at the workshop, including Africa development leaders, intervention program teams, and education sector experts.

The workshop was organized around the education challenges, needs and practices in Africa. Sponsored by USAID's Africa Bureau Office of Sustainable Development, Education Division, a highlight of the workshop was President Bush's African Education Initiative and the Expanded International Education Initiative.



Attending the USAID Africa Regional Education Workshop in Ethiopia are (left to right) MCID participants Ally Mack, Mutinta Mweebe, Martha Lukanga, and Vivian Taylor. The group stands before the MCID conference display.

Mississippi Mission Group Supports Education in Zambia

In mid-January, 15 members of the Greater Mount Calvary Baptist Church of Jackson, MS (including TLMP Project Director Vivian Taylor), traveled to Zambia to deliver pencils, paper and popsicle sticks the congregation had collected to support student learning. Led by the Pastor, Dr. John E. Cameron, the group visited and volunteered at schools, orphanages, churches and various other sites in Zambia during their one-week stay. As evidence of its continued support to education in Zambia, Greater Mount Calvary adopted Jaccaranda Basic School in Livingstone where students, teachers and the Head Teacher expressed their deepest gratitude for the group's generosity. The school will place an adoption sign on its building to denote the support of Greater Mount Calvary.

Her Excellency, Dr. Inonge Mbikusita-Lewanika, the Republic of Zambia's Ambassador to the U.S., greeted the group at the InterContinental Hotel. Last year, Dr. Mbikusita-Lewanika visited Mississippi and attended worship services at Greater Mount Calvary to express thanks to the Pastor and the congregation for their support of the country's education initiatives.

The pastor, Dr. John E. Cameron, and members of Mount Calvary Baptist Church of Jackson visited schools, orphanages and churches while on a mission to deliver school supplies to school children in Zambia. The church adopted Jaccaranda Basic School and provides monthly donations to support student learning.



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