

# **Textbooks and Learning Materials Program Zambia**

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

**Quarterly Report  
January 1 – March 31, 2006**

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

**Submitted by:  
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# Mississippi Consortium for International Development Textbooks and Learning Materials Program – Zambia

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

## Quarterly Report January 1 – March 31, 2006

### I. Activities undertaken during reporting period

#### A. New Activities Undertaken During the Current Reporting Period

##### TLMP Launch

Dr. Ally Mack, MCID's Executive Director and TLMP Corporate Backstop, and Dr. Beverly Hogan, President of Tougaloo College, attended the official launch of the TLMP in Accra, Ghana on January 17, 2006.

##### Assessment

The Mississippi Consortium for International Development (MCID) conducted the TLMP assessment in Zambia January 20 – February 5, 2006. The Assessment Team was led by Dr. Shelby Lewis and members included the Project Director, Dr. Vivian Taylor, and Education Specialist, Dr. Lula Collier.

MCID's proposed intervention involves the development, publication and distribution of an **Integrated Foundations of Learning Kit**, focused primarily on numeracy. This intervention is aligned with MOE priorities and strategies and matches the requirements of the TLMP grant. Materials in the **Kit** build upon and enhance existing materials and add-on new, complementary materials aligned to the new syllabus. The implementation strategy for the intervention reflects an integrated approach to teaching and learning and a phased approach to implementation, with emphasis on Zambia-based content. While focusing on mathematics and numeracy, the intervention also aims at enhancing the MOE's efforts to integrate cross-cutting life skills materials – HIV/AIDS and Gender -- into the curriculum. The strategy incorporates quality control measures and a capacity-building approach to program development, including the involvement of indigenous writers, illustrators and publishers in all phases of implementation. The materials are:

#### CORE COMPONENTS:

1. **A revised edition of Mathematics and Rainbow Kit: A Teacher's Guide** – Provides methods, activities and resources to help guide teachers through student progress in mathematics.
2. **A Pupil's Workbook** – Enables students to practice their skills in and out of the classroom and documents their mathematical progress.
3. **An Electronic Copy (CD) of the Kit** - Provides access to the Kit at all Resource Centers in the country and at schools that have the capacity for electronic teaching and learning.

**SUPPLEMENTARY COMPONENTS:**

1. **A revised edition of The Mathematics of HIV/AIDS: A Teacher's Guide** -- Supports the numeracy core while at the same time sensitizing teachers and students to HIV/AIDS.
2. **Gender Literacy: A Teachers Guide** - Supports the PRP literacy program and assists teachers in their efforts to integrate gender/life skills into courses across the curriculum.

**CAPACITY BUILDING COMPONENTS:**

1. **In-service and Pre-service Teacher Training** -- Prepares teachers to use the Integrated Foundations of Learning Kit and provides them with needed methods training.
2. **Involvement of Indigenous Writers and Publishers** - Strengthens the materials development, production and distribution capacity of Zambians and contributes to sustainability.

The actual number of teacher's guides, workbooks and CDs printed will be determined by the number of math and literacy teachers in the system, the enrollment numbers for pupils at selected grade levels, and the number of schools and Resource Centers with the capacity to use the electronic version of the Integrated Foundations of Learning Kit.

A complete Assessment Report was submitted to the appropriate parties on February 21, 2006.

**Writers and Editors**

MCID has identified writers and editors in Zambia and the U.S. for this program. The Project Director has met with each team member. A Writer's Workshop is scheduled for April 25<sup>th</sup> in Jackson, Mississippi for the US Team. Dr. Johnny Houston, project Director for Elizabeth City State University, will lead one session of the workshop. The US Core Team consists of:

- 1) Dr. Benjamin C. Ngwudike – Jackson State University, Math Specialist
- 2) Dr. Linda Channell, Jackson State University, Literacy Specialist
- 3) Dr. Garfield Burke, Mississippi Valley State University, Math Specialist
- 4) Dr. Nimr Fahmy, Tougaloo College, Math Specialist
- 5) Dr. Tapan Tiwari, Alcorn State University, Math Specialist
- 6) Mr. Hamoonga Herbert Choonga, Jackson State University, Math Specialist
- 7) Dr. Sam White, Alcorn State University, Capacity Building

Resumes are in Attachment A.

MCID has identified several members of the Zambian Technical Team. Dr. Vivian Taylor will finalize the remaining members during her trip in May.

The Project Director will meet with the Writers and Editors in Zambia in May for the initial orientation and to present them with a packet of materials. A workshop will take place in June 2006 in Zambia for the in-country writing and editing team. Dr. Mary Spor, the Program Coordinator for Reading and Literacy at Alabama A&M and the Project Director for their TLMP, will travel to Zambia to lead this workshop.

### **Performance Monitoring Workshop**

MCID hosted two staff from Exegesis March 23-24, 2006 for a PMP workshop. Ms. Emily Morris and Ms. Jayne Wood conducted this day and half workshop at the MCID office in Jackson. In attendance were: Dr. Vivian Taylor, Project Director; Dr. Linda Channell, Literacy Specialist; Dr. Benjamin Ngwudike, Math Specialist; Dr. Samuel White, Capacity Building Specialist; Dr. Patricia Jernigan, Associate Director of the Division of International Studies at Jackson State University and Director of a USAID Cuba project; Ms. Adrienne Graham, Coordinator; and Ms. Cristina Radulescu, Administrative Assistant. MCID found this workshop extremely informative and helpful in working through this process. The only recommendation would be to extend the workshop for two full days.

### **Technical Assistance from Alabama A&M**

The Project Director traveled to Huntsville, Alabama on March 30<sup>th</sup> to meet with Dr. Mary Spor, TLMP Director, and Dr. King, Co-Director, at Alabama A&M. Dr. Spor led the TLMP team in the first round as well as the current project in their partnership with Ethiopia. Dr. Taylor was able to gain practical knowledge through their successes and problems, specifically with training writers and editors both in the US and in-country.

## **B. Project Management**

### **1. Human Resource Deployment**

The MCID/Zambia Team is in place and operational. MCID hired a Project Manager Consultant, Mr. Nathan C. DeAssis, on February 1. In short, as Project Manager he oversees all activities and staff in Zambia, monitors select milestones, will liaise with the Program Advisory Committee (PAC), assists with procurement, liaises with USAID/Lusaka and the Ministry of Education, and will assist the MOE in the development of the distribution plan that will include private sector participation.

Ms. Martha Matipa Lukanga is the Project Coordinator in Zambia. She is coordinating all MCID activities in Zambia, including training and workshops, PAC meetings, MCID site visits, MCID Home Office Staff Visits, and monitors select Milestones and other monitoring and evaluation benchmarks.

Ms. Mildred Chibale has been hired as a consultant Administrative Assistant. She is responsible for communications, word processing, typing, filing, maintaining office supply inventory, handling travel arrangements, research, and administrative support to MCID staff.

It should be noted that each person was brought on as a consultant. However, MCID anticipates hiring these individuals as staff on October 1, 2006. The decision was made not to hire them as staff until the MCID Home Office has a better understanding of the applicable labor laws in Zambia; however, MCID did not want to hinder the work progress while researching this information. The entire in-country team is Zambian and based in Lusaka.

The resumes and detailed scope of work for each person is attached to this report.

## **2. Home and Field Office Management Activities**

MCID has secured office space at the Curriculum Development Center (CDC) of the Ministry of Education in Lusaka. This space, 24 square meters was donated by the Ministry as a contribution to the project. The location within the CDC will greatly facilitate communications and strengthen the relationship between MCID and the MOE. MCID has made repairs to the space in order to make it habitable and will purchase furniture as soon as the space is ready.

The Project Director communicates daily with the Zambian Team via email and via telephone several times a week.

## **3. Field Visits**

The Assessment Team, including the Project Director, was in Zambia January 20 – February 5, 2006. A return trip for the Project Director is approved for April 29 – May 6, 2006. While in Zambia, Dr. Taylor will conduct staff orientations, meet with the PAC, sign the MOU, meet with University of Zambia representatives, and, of course, the USAID/Lusaka Education Officer, Mr. Rick Hennings. Dr. Taylor and the Project Manager, Mr. DeAssis, will also have introductory visits to several printing companies and meet with the MOE's procurement officer.

## **4. Interaction with USAID (Washington and Country Office)**

MCID's Backstop Officer and the TLMP CTO, Mr. Freeman Daniels, visited Mississippi March 27-30, 2006. Meetings were held with the MCID project team as well as site visits to each of the MCID institutions to meet the Technical Team. His schedule is attached to this report. Mr. Daniels also participated in the Assessment in Zambia as a Team Member.

## **C. Technical Assistance Received and Improvements**

As discussed above, the Project Director traveled to Huntsville, Alabama to meet with the team at Alabama A&M. This interaction provides practical solutions to possible obstacles and allowed MCID to learn from past experiences.

## **D. Partnership Interaction**

### **1. Operation of Program Advisory Committee (PAC)**

Several individuals have been identified to serve on the PAC and these will be formally appointed by the MOE. The names are being reviewed and will be finalized before the first meeting scheduled for May 2006.

### **2. Form and Character of Consultation and Interaction with Partner Organizations**

The Memorandum of Understanding is at the final stages of negotiation. This MOU will be signed by the MOE/Zambia, USAID/Lusaka and MCID. USAID/Lusaka is facilitating the process. It is anticipated that Dr. Taylor will sign it in May during her visit.

## II. Monitoring and Evaluation Status

### A. Progress towards Milestones (for past Quarter and upcoming 6 months)

Task	Milestones	Plan Date from Last Quarter	Date Completed or Currently Planned	Status	Comments
End of First Quarter	Quarterly technical report submitted by Jan. 20, 2006; quarterly financial reports/forms submitted by Feb 14, 2006; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Dec. 31, 2005	January 20, 2006 (Technical) and February 14, 2006 (Financial)	Completed	
TLMP Launch	MCID's Executive Director and Tougaloo College President will attend Launch in Accra, Ghana	January 17, 2006	January 17, 2006	Completed	
Hire In-Country Project Coordinator	In-country Project Coordinator (IPC) will have technical and logistical responsibilities. The Coordinator will hire support staff, establish office	Dec. 31, 2005	Jan. 25, 2006	Completed	MCID hired the Program Manager February 1, the Coordinator March 15, and the Administrative Assistant March 1.
Perform In-Country Assessment Review	Assessment will be approximately 2-weeks long and may include but not be limited to: -Review options developed by MOE and USAID mission for the focus on the TLMP activity -Assess each option to validate feasibility through: Interviews, Observations, Focus Groups, and Test scores review	Jan. 21 – Feb. 4, 2006	Jan. 21 – Feb. 4, 2006	Completed	

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<b>Task</b>	<b>Milestones</b>	<b>Plan Date from Last Quarter</b>	<b>Date Completed or Currently Planned</b>	<b>Status</b>	<b>Comments</b>
Project Advisory Committee (PAC) established		Feb. 2006	Feb. 2006	The ground work for establishing the PAC will be laid during the assessment. USAID/Lusaka and the MOE will greatly assist on this activity.	Names identified and will be reviewed by MOE, who will make the appointment through the Permanent Secretary's office.
Submission of Assessment Report	Assessment report submitted internally to MCID Executive Director; reviewed and revised. This is a technical and logistical report required by MCID.	Feb. 10, 2006	Feb. 15, 2006	Completed	Assessment Report submitted February 21 to USAID/Washington, USAID/Lusaka and the MOE.
Develop Detailed Activity Identification Design Plan	All tasks and strategies will be developed and time-framed to assure placement of high quality, cost-effective textbooks and/or learning materials in Zambian schools.	Feb. 28, 2006	Feb. 28, 2006	Completed	Submitted in Assessment Report
Activity Identification Design Plan Approved	Plan submitted, revised as needed	Mar. 2006	Mar. 17, 2006	Pending	
Implement Activity Identification Design Plan	Upon approval of activity design/plan, key personnel (including the assessment team) will travel to Zambia to present the plan to the MOE, PAC and other stakeholders and launch in-country work	Mar. 2006	Mar. 31, 2006	Pending Approval	

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<b>Task</b>	<b>Milestones</b>	<b>Plan Date from Last Quarter</b>	<b>Date Completed or Currently Planned</b>	<b>Status</b>	<b>Comments</b>
<b>Publisher Identification</b>	Zambian publishers will be sourced and assessed for capabilities. Regional publishers will also be identified as back-up. US Program Coordinator will travel to Zambia to assist in this process.	Mar. – May 2006	Apr. – August 2006	Pending	Introductory meetings will begin May 3, 2006 while the Project Director is in Zambia.
<b>Design of Learning Material</b>	Primary authors will be identified in Zambia and in the US. Authors will be organizations and/or individuals. A primary Editor-in-chief will be identified along with editors. A draft workshop has been designed for writers in both countries. It will be refined and conducted upon approval of the Activity Identification and Design Plan.	Mar. 2006	Apr. 2006 June 2006	A pool of writers has been identified in the US. Final selection will be determined by the subject area, content, and grade focus. The Assessment Team to meet with potential writers and editors during the assessment in Jan. 2006	US workshop is scheduled for April 25. A workshop will take place in Zambia in June.
<b>End of Second Quarter</b>	Quarterly technical report submitted by Apr. 20, 2006; quarterly financial reports/forms submitted by May 14, 2006; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Mar. 30, 2006	Apr. 20, 2006, May 14, 2006	Submitted April 20	
<b>Development and Compilation of Learning Material</b>	Authors will research, write, and compile textbook materials in concert with the editor-in-chief. This process will be driven by the priorities of the MOE reflected in the Activity Identification Design Plan. Materials will be relevant as a result of the continuous involvement and ownership of the MOE, PAC and other stakeholders.	Mar. – Sept. 2006	March – Sept. 2006		The US Technical Team has begun this process.

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<b>Task</b>	<b>Milestones</b>	<b>Plan Date from Last Quarter</b>	<b>Date Completed or Currently Planned</b>	<b>Status</b>	<b>Comments</b>
Distribution plan development	Distribution may be an issue. MCID will work with the MOE to review and revise their plan relevant to the anticipated materials.	May –Aug. 2006	Aug. 2006		MCID will also work with the private sector to assist with the actual distribution of the books. This will involve MOUs among the selected companies to assist in the distribution of books.
End of Third Quarter	Quarterly technical report submitted by July 20, 2006; quarterly financial reports/forms submitted by Aug. 14, 2006; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	June 30, 2006	July 20, 2006, Aug. 14, 2006		
Editing	The primary editors will review and edit the material on flow, structure and completeness of the material. The Editor-in-chief will complete any necessary pieces, make revision, or solicit information from the primary authors	Sept. – Oct 2006	Sept. - Oct 2006		

**B. Deliverables (for past Quarter and upcoming 6 months)**

<b>Work Plan Reference</b>	<b>Deliverable</b>	<b>Plan Date from last Q</b>	<b>Date Completed or Currently Planned</b>	<b>Status</b>	<b>Comments</b>
End of First Quarter	Quarterly technical report submitted by Jan. 20, 2006; quarterly financial reports/forms submitted by Feb 14, 2006; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Dec. 31, 2005	January 20, 2006 (technical and February 14, 2006)	Submitted February 12	
Submission of Assessment Report	Assessment report submitted internally to MCID Executive Director; reviewed and revised. This is a technical and logistical report required by MCID.	Feb. 10, 2006	Feb. 15, 2006	Submitted February 21	Submitted to USAID/Washington, USAID/Lusaka, and the MOE
Develop Detailed Activity Identification Design Plan	All tasks and strategies will be developed and time-framed to assure placement of high quality, cost-effective textbooks and/or learning materials into Zambian schools.	Feb. 28, 2006	Feb. 28, 2006	Submitted February 21	Submitted to USAID/Washington, USAID/Lusaka, and the MOE in Assessment Report
End of Second Quarter	Quarterly technical report submitted by Apr. 20, 2006; quarterly financial reports/forms submitted by May 14, 2006; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	Mar. 30, 2006	Apr. 20, 2006 May 14, 2006		

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<b>Work Plan Reference</b>	<b>Deliverable</b>	<b>Plan Date from last Q</b>	<b>Date Completed or Currently Planned</b>	<b>Status</b>	<b>Comments</b>
End of Third Quarter	Quarterly technical report submitted by July 20, 2006; quarterly financial reports/forms submitted by Aug. 14, 2006; MCID team will travel to Washington, DC for quarterly meeting with USAID program staff	June 30, 2006	July 20, 2006 Aug. 14, 2006		
Bids solicited for publishing	Based on preliminary draft, MCID will develop a solicitation package and begin the process	October 2006	October 2006		
End of Year One in Grant Period	The Annual report covering Oct 2005 – Sept 2006, along with updated Year Two Work Plan, will be submitted to USAID; Financial reports will be submitted by Nov. 14, 2006 Oct. 31, 2006	Oct. 31, 2006	Oct. 31, 2006		

**C. Other Materials and Products (informal deliverables)**

As program implementation proceeds, MCID will be able to provide information relative to the following:

1. Success stories – MCID has successfully identified and involved various education specialists from each of the four MCID institutions. This is a significant accomplishment and will impact the internationalization of their institutions.
2. Lessons learned – MCID expanded its in-country team from two to three members. A larger team is needed to keep the project on track with the large amount of work that can only be done in country.
3. Feedback from field tests and trials – Not yet available.
4. Sustainability plan – Not yet available.
5. M&E Strategy Plan – The Performance Monitoring Plan is attached to this report.

**D. Program Modifications**

No program modifications were made during this reporting period.

**III. Planned Activities for Next Reporting Period**

- Dr. Taylor will travel to Zambia for the first week of May to conduct the MCID orientation, meet with the PAC, USAID/Lusaka, publishers, and other partners
- MCID will finalize plans with Jackson State University to award two scholarships for Zambians to pursue graduate level degrees at the University
- Finalize the remaining repairs on the office and procure office equipment and supplies
- First PAC meeting
- Activity Identification Design Plan Approved
- Implement Activity Identification Design Plan including drafts of the materials
- Publisher Identification – MCID's In-Country staff will begin this process in April in order to be prepared to issue the bid solicitations for the actual materials in a timely manner.
- Writer's workshop in the U.S. April 25 and in Lusaka in June

**IV. Problems, Issues and Solutions**

The Project Director will devote 100% of her time during the summer (June, July and August) to this project. MCID had originally proposed having her at 50%; however she will increase her time at least in Year 1 in order to keep the project on schedule and produce the first draft of the materials by the end of the project year.

# ATTACHMENTS

# **ATTACHMENT A**

## **CVs of US Technical Team**

## **Benjamin C. Ngwudike**

### Professional Experience

- 2003- Present Assistant Professor, Department of Elementary and Early Childhood Education  
Jackson State University
- 2006 Consultant, Math Specialist, Mississippi Consortium for International  
Development, *Textbooks and Learning Materials Program*, Zambia
- 2005 Consultant, Primary Education Specialist – Math and Science, Namibia,  
Mississippi Consortium for International Development, *EQUIP 2, BES III*
- 2001 - 2003 Adjunct Professor and Early Childhood Education Researcher
- 1999 - 2001 Graduate Research Assistant, Jackson State University
- 1996 - 1998 Educational Consultant/Program Evaluator
- 1993 - 1995 Girls' Secondary School, Ogidi, Anambra State, Nigeria, Principal Class III
- 1991 –1993 Boys' High School, Ogbunike, Anambra State, Nigeria, Principal Class III
- 1987 - 1990 Girls' Secondary School, Awka-Etiti, Anambra State, Nigeria  
Senior Master (Mathematics)
- 1977 - 1984 Girls' Secondary School, Ozubulu, Anambra State, Nigeria  
Master 111, Master 11 (Mathematics)

### Education

- Ph.D. in Educational Administration/Research
- M.S. in Social Science Education
- Dip. Ed. (Mathematics/Geography)

### Research Interest

- Professional Development, K-12 Reading, Mathematics, and Science
- Education, International Education, Student Achievement, Integrating Technology in Teaching, and Inclusive Practice

### Honors and Awards

National Collegiate Education Award Winner  
AERA Scholar of Color Award Winner

### Professional Membership

American Educational Research Association (AERA)  
Association for Institutional Research (AIR)

### Fellowships

NSF 2000 Database Institute  
NAEP 2000 Database Seminar  
GIS/GPS 2002 Seminar  
NHES 2003 Database Seminar

### Presentation

Improving Student Achievement: What The Third International Mathematics and Science Study (TIMSS) Tell Us About Curriculum, Classrooms, and Teachers-National Association of African American Studies, 2001  
No Child Left Behind (NCLB): Preschoolers' Readiness on Arrival at School-National Association of African American Studies, 2004  
Progress in International Reading Literacy Study (PIRLS): Achievement of U.S. Fourth-graders in International Context-Urban Education Conference, Jackson State University, 2004

### Publications

Third International Mathematics and Science Study (TIMSS): Reforming Teacher Preparation Program to Improve Student Achievement (ERIC/CSMEE)

Improving Student Achievement: What The Third International Mathematics and Science Study (TIMSS) Tells Us About Curriculum, Classrooms, and Teachers (National Association of African American Studies Monograph Series)

A Comparative Study of Elementary and Middle School Mathematics Teachers' Professional Development and Classroom Practices (ISBN 0-493-34319-9, Bell and Howell Information and Learning)

No Child Left Behind: Preschoolers' Readiness on Arrival at School. Journal of Intercultural Disciplines, Vol. V, Fall 2004

An Overview of the Progress in International Reading Literacy Study (PIRLS) 2001: Achievement of the United States Fourth-Grade Students in International Context. The Mississippi Reading Journal, Vol. 4, No.1

### Current Research Project

Professional Development at Isable Elementary School, Jackson, Mississippi. The goal of this

project is to raise the student achievement on math and science

Courses Taught

EDCI-563: Problems and Issues in Science; EDCI-564: Current Trends in Math;  
EDCI-565: Integrative Studies for Elementary Teachers; EDCI-221:  
Administration of Child Care Centers; EDCI-204: Career Education IPRAxis;  
EDCI 557: Problems and Issues in Social Studies

**Name:** Linda Channell  
**Department:** Elementary and Early Childhood Education  
**Phone #:** 601-979-1023  
**College/School:** College of Education and Human Development  
**Email:** drlinda@bellsouth.net  
**Rank:** Assistant Professor

## CURRENT CURRICULUM VITA

### DEGREES/POST DOCTORAL STUDIES/CERTIFICATES HELD

Name of Degree/Post Doctoral Studies/Certificates	Year of Award	Name of the University
Grant Writing Certificate	2005	Grant Writers Institute, CA
MS Language Arts Middle Grades Institute Training	2003	Mississippi State Department of Education
Doctorate of Early Childhood Education	2000	Jackson State University
Master of Reading Education	1997	Jackson State University
Master of Education	1996	Mississippi College
Bachelor of Science in Education	1990	Jackson State University

### PROFESSIONAL APPOINTMENTS

Professional Appointments	Year of Award	Name of the University
Assistant Professor – Dept. of Elem. & Early Childhood Education	2001	Jackson State University
Kindergarten Teacher	1999	Jackson Public Schools
Second Grade Teacher	1990	Copiah County Schools

## TEACHING EXCELLENCE

### COURSES TAUGHT

Courses	Semester/Year	Name of the University
EDCI- 100 Introduction to Education	Fall 2001, Spring, 2002, Fall 2002, Summer 2002, Spring 2003	Jackson State University
EDCI-122 Family Dynamics and Interpersonal Skills	Fall 2001	Jackson State University
EDCI-305 Child Guidance in Early Childhood	Fall 2001	Jackson State University
EDCI-504 Materials and Methods of Early Childhood Instruction	Spring 2005	Jackson State University
EDCI-508 Literature for Children	Summer 2004	Jackson State University
RE-204 Pre-Reading Skills for Preschoolers and Early Primary Grades	Fall 2001	Jackson State University
RE-310 Teaching Reading in Content Areas	Spring 2002 Spring 2004	Jackson State University
RE-311 Strategies of Teaching Reading in Elementary Schools	Fall 2002, Spring 2003, Fall 2003, Spring 2004, Summer 2004, Fall 2004,	Jackson State University

	Spring 2005, Summer 2005, Fall 2005	
RE-312 Early Literacy Instruction II	Fall 2005	Jackson State University
RE 455 Diagnostic Reading in Secondary Schools	Spring 2006	
EDCI 508 Children's Literature	Summer 2004; Spring 2006	
RE-507 Basic Skills in Reading	Summer 2001	Jackson State University
RE-552 Elementary Reading Instruction	Spring 2001, Spring 2003	Jackson State University
RE-551 Methods and Materials for the Reading Teacher	Fall 2003	Jackson State University
RE-555 Secondary Reading Instruction	Spring 2004	Jackson State University
RE-553 Phonics for the Reading Teacher	Fall 2001	Jackson State University
RE-556 Diagnostic/Prescriptive Procedures for Classroom Teachers I	Fall 2003	Jackson State University
RE-557 Diagnostic/Prescriptive Procedures for Classroom Teachers II	Spring 2005	Jackson State University
RE-587 Action Research in Reading	Summer 2004 Summer 2005	Jackson State University
RE-588 Technology and Literacy Instruction	Spring 2004; Spring 2006	Jackson State University

### NEW COURSES DEVELOPED

Courses	Semester/Year	Name of the University
RE-503 Current Trends and Issues in Reading	Spring 2002	Jackson State University
EDCI-590 Thesis	Spring 2002	Jackson State University
RE-312 Early Literacy Instruction II	Spring 2005	Jackson State University

### COURSES REVISED

Courses	Semester/Year	Name of the University
RE-311 Strategies and Techniques of Teaching Reading in the Elementary School	Summer 2004 Spring 2005	Jackson State University
EDCI Children's Literature	Spring 2006	Jackson State University
RE-551 Methods and Materials for Primary Reading Instruction	Summer 2004	Jackson State University
RE-552 Methods and Materials for Elementary Reading Instruction	Summer 2004	Jackson State University
EDCI-508 Literature for Children and Young Adults	Summer 2004	Jackson State University
EDCI-502 Literacy for Young Children	Spring 2002	Jackson State University
RE-455 Diagnostic Reading Instruction in Secondary Schools	Spring 2002 Spring 2006	Jackson State University
RE-555 Methods and Materials for Secondary Reading Instruction	Spring 2002	Jackson State University
RE-603 Advanced Research in Reading	Spring 2002	Jackson State University

### STUDENT ADVISEMENT/MENTORING

No. of Students	Name of Program	Type of Activity	Semester/Year
According to student Social Security Numbers	Bachelor of Science in Elementary Education	Advisement of undergraduate studies	Fall 2001 – Present
According to student Social Security Numbers	Bachelor of Science in Early Childhood and Family Education	Advisement of undergraduate studies	Fall 2001 – Present
According to student	Master of Science in Elementary		Fall 2001 –

Social Security Numbers	Education	Advisement of graduate studies	Present
According to student Social Security Numbers	Master of Science in Reading Education	Advisement of graduate studies	Fall 2001 - Present
One	Cultivating Talent for Teaching Project	Mentoring Education Pre-Service Candidate	Fall 2003 – Spring 2004

## PUBLICATIONS

Title of Article	Publication	Date
Collaborations and Celebrations of Success	Reading First Teacher Education Network (RFTEN) Newsletter	July 2005
The Transformation of Today's Reading Classroom.	The Academician	In Press
Intergenerational Literacy: Helping Children Learn to Read.	Hawaii International Conference on Education, January 2004	January 2004
The MS Learning Institute: A Reading Based, Professional Development, Pre-k-16 Learning System, Abstract (p.21).	<u>Technology, Reading, &amp; Learning Difficulties</u> . 22 <sup>nd</sup> Annual International Conference. International Reading Association.	January 2004
Using the Multiple Intelligences within the Emotional Intelligence Framework	The Researcher: An Interdisciplinary Journal.	Winter 2003
Family literacy: Empowerment for the future. International Literacy Conference, Abstract (p.20).	Jamaica, West Indies: Northern Caribbean: University Press	January 2003

## ABSTRACTS/PRESENTATIONS

Name of Abstracts/Presentations	Publication	Abstracts/Presentations Date
Mississippi Middle Grades Institute		Biloxi Public School District, February-March, 2006
Strategies for Teaching Reading Across the Curriculum		Mississippi Valley State University, February 2006
Mississippi Middle Grades Language Arts Institute		SCMCEED: Jones County Public School District; Lincoln County School District; Harrison County School District, June – July 2005
HEC On-line		Reading First Teacher Education Network (RFTEN) Austin, TX July 2005
Mississippi Middle Grades Institute		MS State Department of Education, Natchez; Tupelo; Long Beach, September 2003 – April 2005
Effective Reading Instruction		The Urban Education Conference, Jackson State University, e-Center - April 27, 2005

The Reading First Teacher Education Network and Jackson State University's Collaboration	Collaborations and Celebrations of Success, RFTEN Newsletter, July 2005	The NCATE Family Reunion, AACTE Annual Conference, Washington, D.C. - February 2005
Developing Developmentally Appropriate Instruction for Young Children		Elementary and Early Childhood Annual Conference - January 2005
Content Area Literacy		Reading First Teacher Education Network, Austin, TX - January 10, 2005
Successful Reading, Writing, and English for the PRAXIS		Cultivating Talent for Teaching Project Workshops, June 14-July 15, 2004
Highly Qualified Institute		Choctaw Tribal School District, May 24-28, 2004
The MS Language Arts Framework and MS's Response to the Highly Qualified Teacher Act		International Week Symposium on International Issues, April 2004
The MS Language Arts Framework and MS's Response to the Highly Qualified Teacher Act		International Research Symposium on Education, March 2004
Developing and Assessing the Writing Process		Crystal Springs Elementary School, February 25, 2004
The MS learning Institute: A Reading Based, Professional Development, Pre-K-16 Learning System	Educational Computer Conferences, Inc. 2003. San Francisco, CA	Technology, Reading, and Learning Difficulties Conference, January 2004
Intergenerational Literacy: Helping Children Learn to Read	2004 Hawaii International Conference on Education, Honolulu, Hawaii	Hawaii International Conference on Education, January 2004
Family Literacy: Empowerment for the Future	2003 International Literacy Conference, Northern Caribbean University	International Literacy Conference, January 2003
Supporting Family Literacy	Changing Minds, Changing the World, Jackson State University	2003 International Week Symposium on International Issues, April 2003
Celebrate Reading!		No Teacher Left Behind Summer Institute, June 2003
Wanted: Classrooms Under Control Reward: Every Child a Learner		No Teacher Left Behind Summer Institute, June 2003
Highlights of Best Practices		JSU/JPS Collaborative, Mississippi Learning Academy Retreat, Vicksburg, MS, March 5, 2002
PRAXIS II Specialty Area Workshop for Elementary Education Majors		Teacher Quality Enhancement Project and the Test Preparation Clinic, Jackson State University, February 7, 2002
Reading Comprehension Workshops (4)		Teacher Quality Enhancement Project and the Test Preparation Clinic, Jackson State University, 2001-2002

## CONFERENCE PROCEEDINGS

Name of Conference Proceedings	Publication	Date of Proceedings
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2005 Hawaii International Conference on Education		Member of the Proposal Paper Review Team for the 2005 Conference
Symposium On International Issues (Facilitator)	Peace Through Understanding	2004 International Week Symposium on International Issues, April 2004
Symposium On International Issues (Facilitator)	Changing Minds, Changing the World, Jackson State University	2003 International Week Symposium on International Issues, April 7-8, 2003

## EXTERNAL

Professional Public Service	Semester/Year
Marshall Elementary School – Classroom Collaborative	Fall 2005
Wesson Elementary School	Summer 2004
Crystal Springs Elementary School	Spring 2002, Spring 2003, Spring 2004
Isabel Elementary School – Classroom Collaborative	Fall 2003, Spring 2004, Fall 2004, Spring 2005
George Elementary School – Classroom Collaborative	Fall 2003, Spring 2004
The Enterprise Center – Personal and Classroom Collaborative	Fall 2003
Community Board Services	Semester/Year
Higher Education Literacy Council	2004 - Present
First Baptist Church Kindergarten Board of Directors-Chair	Fall 2001-Spring 2005
Jr. Auxiliary of Crystal Springs, Associate Member, Education Chair	Spring 1993 - Present

Consultancy	Semester/Year
Biloxi Public School District	Spring 2006
Mississippi Valley State University, No Child Left Behind	Spring 2006
Tougaloo College	Fall, 2005
MSEED – MS Language Arts Institute (5) Ellisville; Loyd Star; Gulfport; Mendenhall, Hazlehurst	Summer 2005; Fall 2005
MS State Department of Education, Middle Grades Language Arts Institute (3) Natchez; Tupelo; Long Beach	Fall 2003-Spring 2005
Jackson Public School District, Middle Grades Language Arts Institute	Spring 2004
Cultivating Talent for Teaching Project, Successful Reading, Writing, and English for the PRAXIS	Summer 2004
Choctaw Tribal School District, Highly Qualified Institute	Spring 2004
MS State Department of Education, Middle Grades Language Arts Institute (3) Natchez; Tupelo;	Fall 2003-Summer 2005
Jackson State University and Canton Public School District, No Teacher Left Behind Summer Institute 2003 (2)	Summer 2003
PRAXIS Reading & Writing Components Preparation, Hinds Community College	Summer 2003
Teacher Quality Enhancement and the Test Preparation Clinic , Praxis I Reading, Praxis II Specialty Area, and Principles of Teaching and Learning (5)	2001-2004

## HONORS, AWARDS, AND OTHER MERIT OR RECOGNITION

<b>Honors, Awards, and other Merit or Recognition</b>	<b>Semester/Year</b>
<b>Graduate Faculty Status</b>	<b>Spring 2004-Present</b>
<b>Reading First Teacher Education Network (RFTEN) Representative for Jackson State University</b>	<b>Fall 2003- Present</b>
<b>Lighthouse Award - Service Learning Curriculum Certification</b>	<b>Fall 2003</b>

# **Dr. Nimr Fahmy, Ph.D.**

Chair of Mathematics and Computer Science Department

Office: K-2 Phone: 977=7754

e-mail: [nimr.fahmy@earthlink.net](mailto:nimr.fahmy@earthlink.net)

Ph. D. Tbilisi State University, Georgia Former Soviet Union.

B. S. Ain Shams University, Cairo Egypt.

Additional study, Leeds University, England, and UMMC, Jackson, MS

**1985-Present** Professor of Mathematics  
Tougaloo College, Tougaloo, MS 39174.

## **Awards:**

VPAA Leadership Award, 2002-2003.  
HEADWAE 2001-2002 Award, Mississippi, 2002.  
Overall Teacher of the year, Tougaloo College, 1997.  
Most Favorite Teacher, Tougaloo College, 1991.  
Distinguished Teacher, Tougaloo College, 1989.  
Alpha Lambda Delta, Honorary Membership 1988.

## **Professional Affiliation:**

American Association For Higher Education.  
Mathematical Association of America.  
Mississippi Academy of Science.  
American Statistical Society  
American Heart Association

109 Kendra Drive  
Vicksburg, MS 39180

Phone: (601) - 661- 5207  
e-mail:  
[tapan@lorman.alcorn.edu](mailto:tapan@lorman.alcorn.edu)

## **Tapan Kumar Tiwari**

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- Objective** To innovate optimum use of technology for introducing abstract mathematical concepts
- Education** Ph.D. in Mathematical Sciences  
Mississippi State University, May 99  
M.S. in Mathematics  
Mississippi State University, August 94  
M.S. in Mathematics Education  
Alcorn State University, May 87
- Professional experience** Assistant Professor of Mathematics in the Department of Mathematics and Computer Sciences, Alcorn State University, June 99 – present
- Instructor in the Department of Mathematics and Computer Sciences, Alcorn State University, August 86 – May 92 and August 96 – May 99
- Graduate Teaching Assistant, Department of Mathematics and Statistics, Mississippi State University, August 92 – May 96
- Ph.D. Area Examination in:** Differential Equations  
Partial Differential Equations  
Topology
- Dissertation** Title: Effect of Computer Algebra System on differential calculus instruction.
- Graphical and numerical capabilities of **Mathematica** were used to explore calculus concepts.
- SPSS** was used to analyze the statistical data.

**Courses taught  
at A.S.U**

Calculus sequences, Vector Analysis, Advanced Calculus,  
Differential Equations, Complex Variables, College Algebra,  
Trigonometry, and Statistics.

**Additional  
Information**

**U.S. citizenship**

**RESUME:  
HAMOONGA HERBERT CHOONGO**

**515 Wellington Rd  
Jackson, MS 39206  
Tel. 601 366 2231**

**FUTURE PLANS:**

To be involved in **Leadership Development**. This will entail teaching in Higher Learning Institutions. I hope to be involved in Educational Research so that I may effectively participate in the Development of Education and Policy making processes.

Currently pursuing, PhD studies in Educational Administration and Supervision at Jackson State University. Taught Secondary School Mathematics and Religious Education for over twenty years. Served as High School Headmaster (Principal) for six years, in Zambia, Africa. Apart from being a teacher, I served in different leadership capacities in the Wesleyan Church School System including that of National Education Secretary (School Superintendent)-1998-2002. School Chaplain, District Board of Administration Member, National Board of Administration Secretary (!992-1998).

**ACADEMIC HISTORY**

2004-Present- Jackson State University- PhD (Educational Administration and Supervision)

2001-2004 - Wesley Biblical Seminary –Master of Divinity (Missions Concentration).

1991-1999 - University of Zambia-Lusaka, -BA Ed (Educational Psychology major); Religious Studies (Minor)

1989 - Nkrumah Teachers College, Advanced Diploma (an equivalent of an Associate Degree) in Mathematics Education.

178-1980 - Copperbelt Secondary Teachers' College- Secondary Teachers' Diploma in Mathematics Education.

## PROFESSIONAL RECORD

1999-Tutor- University of Zambia

1994-Present- School Certificate Examiner- Examinations Council of Zambia, Lusaka

1997-2001 - National Educational Secretary (School Superintendent)

1996-Present- Headmaster, Jembo High School, Pemba, Zambia.

1990-1995 - Guidance and Counseling Officer, Choma Secondary School, Zambia.

1980-1995 - Class Teacher(Mathematics)-Choma Secondary School, Zambia.

In my senior year at the University of Zambia I offered tutorials for one semester to first year students in World Religions.

My responsibilities as **Headmaster** involved school Administration, I recruited teachers, initiated school projects, budgeted, wrote and sent reports and statistical data to both the Church and the Government.

As **National Educational Secretary** (School Superintendent) I was the liaison person between the Government and the Church:

- Represented the Church in the National Education Secretaries' Forum
- Visited Schools and attended to the needs
- Supplied school requisites
- Sourced funds, wrote grants, promoted school projects, recruited teachers and staff
- Promoted church ethos and standards in the Institutions.

My responsibility as an **Examiner**: (i) Compiled Examination items for the National School Leavers' Examinations (Grades 9& 12), (ii) Graded and scored Mathematics final examination scripts.

-As **Counseling Officer**, I counseled students and guided them in choosing subjects for their intended careers.

## **Samuel L. White**

Post Office Box 390  
155 Harrison Street Fayette, MS 39069  
Home: (601)786-3939 / Work: (601)877-6117  
Fax: (601)877-2327  
[slwhite@alcorn.edu](mailto:slwhite@alcorn.edu)

### **OBJECTIVE:**

To secure a challenging leadership position in the academic arena that will allow me to capitalize on my extensive experiences and training as a university professor and midlevel administrator, elected official, human resource specialist and research administrator. My primary objective is to receive an academic appointment that will lead to further professional advancement while at the same time enhancing the academic prominence and merit of a higher education institution.

### **SUMMARY OF QUALIFICATIONS**

- Understands the value of teamwork in arriving at "big picture" decisions
- Conscientious professional who is able to blend the academic and non-academic missions of the university to arrive at shared goals
- Proactive senior manager with over twenty-three years of supervisory experience in program planning, development, and evaluation in both the public and private sectors.
- Adaptable individual who easily transposes acquired skills to all areas of management operation
- Relates confidently with all levels of staff and students
- Proven strengths in communication, management and compliance

### **EXPERIENCE PROFILE**

**9/1995 - present Alcorn State University, Lorman, MS**

#### **DIRECTOR, OFFICE OF RESOURCE DEVELOPMENT AND SPONSORED PROGRAMS**

The Office of Resource Development and Sponsored Programs reports to the Vice President for the Office of Institutional Advancement, Planning, and Research and it is the service unit on Alcorn State University's campus responsible for the oversight of externally sponsored programs. Specifically, as director of the Office of Resource Development and Sponsored Programs, my responsibilities include:

- Identifying funding sources by using various databases and hardcopies
- Assisting faculty and staff in proposal development
- Facilitating and conducting workshops on grant writing for faculty and staff
- Maintaining an accessible user friendly Resource Library for faculty/staff use
- Designing and Implementing policies and procedures to promote research integrity
- Monitoring funded program activities and interfacing with faculty and administration to implement projects
- Administrating grants and contracts from public and private woovers 10 enhance the Capacity of the Office of Sponsored Programs in meeting me needs of the faculty

### **COORDINATOR, JOB TRAINING PARTNERSHIP ACT (JTPA) (9/95-2/96)**

- Responsible for day to day administration of the Grant
- Recruited Interviewed, and enrolled participants
- Networked with agency heads in the local community
- Grantsmanship

### **1-93 - 6/95 Lady Luck of Mississippi, Inc. - Natchez, MS**

#### **DIRECTOR OF HUMAN RESOURCES**

- Responsible for recruiting, interviewing employing, disciplining, and terminating over 500 employees
- Negotiated, recommended, and implemented me company's employee benefit's package  
Developed and implement~ employee handbooks and policy manuals
- Developed Employee Assistance Program
- Prepared and implemented Departmental Budget

### **1/92 - 1/93 Jefferson Comprehensive Health Center, Inc., Fayette, MS**

#### **EXECUTIVE DIRECTOR**

- Disseminated and enforced Board of Directors' policies and regulations
- Developed and coordinated annual and long-range plans
- Implemented approved budgets and ensured fiscal accountability
- Recruited and retained qualified staff
- Pursued additional funding through proposal writing
- Negotiated contracts, grunts, and agreements on behalf of the board
- Charged with the responsibility to hire, promote and terminate staff

### **1/84 - 12/91 Jefferson County, Fayette, MS**

#### **CHANCERY CLERK/COUNTY ADMINISTRATOR**

- Served as Clerk to the Board of Supervisors and Chancery Judge
- Performed duties as County Auditor, Treasurer, Comptroller, and Recorder
- Administered a two and one-half million dollar budget with approximately 70 employees

**2/80 - 12/83 Alcorn State University, Lorman, MS**

**DIRECTOR, LILLY ENDOWMENT GRANT (7/82 - 12/83)**

- Enriched and Improved the Program of Instruction in the Social Sciences
- Designed and Implemented the Social Science Learning Resource Center to support Teaching and learning in the Social and Behavioral Sciences

**DIRECTOR, UNIVERSITY HONORS CURRICULUM PROGRAM. (9/81 -12/83)**

- Prepared Program Budget
- Developed proposals for outside funding
- Designed and Coordinated Honor's Curriculum Program and Honors Day activities
- Represented the University at National and Regional Conferences

**ASSISTANT PROFESSOR OF SOCIAL SCIENCES (2/80 -12/83)**

- Taught courses in the areas of Political Science and Logic
- Engaged in behavioral science research
- Recruited and advised students
- Designed and packaged research and curriculum development proposals
- Chaired departmental faculty search committee
- Represented department on the Faculty Senate, Self-study and Accreditation Committees
- Attended seminars, workshops, and professional conferences
- Served as a Team Member, National Council for Accreditation for Teacher Education, 1981 - 1983

**ASSISTANT DIRECTOR, RURAL, ETHNIC, AND REGIONAL STUDIES GRANT (6/76 - 8/76)**

- Gathered field data on rural life in the South
- Developed and facilitated a field experience component

**INSTRUCTOR OF SOCIAL SCIENCES (1/74 - 8/75)**

- Taught freshman level courses in history and social science education
- Assisted in the evaluation of texts and course offerings
- Developed grant proposals and course syllabi

**COURSES TAUGHT**

- World Civilization (Honors)
- Social Institutions
- Marriage and The Family
- American Government
- State and Local Government
- Public Administration
- Politics of Afro-Americans
- Congress and the Presidency
- Organizational Theory and Analysis

- Political Theory
- Comparative Politics
- International Relations
- Logic
- Mississippi History

**MAJOR GRANTS AND CONTRACTS (facilitated, wrote or co-wrote)**

- "High-Stakes Testing Centers at the 1890 Land Grant Universities" \$25,398,044 The Education Testing Service (Pending)
- "Expanding the Capacity of Traceway Community Development Corporation Through the HUD Partnership" \$520,000 - U.S. Department of Housing and Urban Development (Funded)
- "Improving Southwest Mississippi Rural Business Development Initiative Through Entrepreneurial Outreach and Business Information System Network" \$234,340 – USDA-RBKS (funded)
- "Expanding the Role and Effectiveness of Alcorn State University in Addressing 'the Community Development Needs of Wilkinson County and Holiday Apartments of Natchez" 220,000 US Department of HUD (Funded)
- "Integrated Professional Development Program for History Teachers in Adams, Franklin and Jefferson Counties" \$976,391 - U.S. Department of Education (Pending)
- "Southwest Mississippi Center for Educational Technology (SMCET) Program \$685,697 U.S. Department of Education (Funded)
- "Addressing Women's Equity Issues in the 21st Century (WEEA) \$489,282 U.S. Department of Education (Funded)
- "Enhancing Teaching and Learning for Students with Dyslexia" \$20,000 Mississippi Department of Education (Funded)
- "Center of Excellence on Prostate Cancer in African-American Men: A Rural Focus" \$7,556,927 National Institutes of Health (Pending)
- "Enhancing Instrumental Capability in Organic, Biochemistry and Student Research Labs" \$154,458 U.S. Department of Defense (Funded)
- "Bridging the Agricultural Biotechnology Gap and Enhancing Agribusiness Among Underserved Communities in Mississippi" \$150,000 - U.S. Department of Labor (Funded)

- "Strengthening the Capacity of Sponsored Programs Development and Administration at Alcorn State University" \$200,000 - The Ford Foundation (Funded)

## **EDUCATION**

B.A. Degree, Political Science; Jackson State University  
Jackson, MS 1972

M.A. Degree, Political Science; The Ohio State University  
Columbus; OH 1973

Ph.D. Degree, Political Science, Howard University  
Washington, D.C. 1980

Dissertation Title: "Legislative and Court-Ordered Reapportionment  
and Minority Voting Strength: The Mississippi Experience"

M.S. Degree, Education Administration and Supervision, Alcorn State University  
Alcorn State, MS 2000 Graduate, Leadership Natchez Class, 1994.1995

Certified Research Administrator (CRA), Research Administrators Certification Council  
New York, N.Y Certification No. 9930246

# **ATTACHMENT B**

## **MCID In-Country Staff Scope of Work and CVs**

**Mr. Nathan C. DeAssis**  
**Program Manager - Zambia**

The MCID In-Country Program Manager Consultant will assist in managing and coordinating all in-country project activities. It is MCID's experience that having continuous contact with local authorities and stakeholders facilitates project activities. This Program Manager will keep communications flowing and project implementation progressing expeditiously. The MCID In-Country Program Manager will regularly visit the appropriate officers at the MOE as well as other stakeholders such as local CBOs, schools, district officials, and within the private sector. The In-Country Program Manager will work directly with the MCID Home Office to assist in the implementation of in-country project activities such as the In-Country Assessment Initiative, Activity Identification and Design, field tests, and advisement of the distribution of materials by the MOE. Other duties and responsibilities will include: facilitation of communications between MCID, MOE and local stakeholders; identifying and scheduling for interviews and processing candidates for positions such as in-country, editor, illustrator and other design specialists; soliciting bids from local publishing companies (the Home Office Program Coordinator will solicit bids from regional publishing houses); logistics; and monitoring and reporting through weekly written reports and daily e-mails to the Home Office. The In-Country Program Manager will supervise other in-country staff to assist in the tasks outlined above. Specific duties include, but are not limited to:

- Setting up the in-country office
- Managing the day-to-day operations of the MCID office in Lusaka
- Supervise in-country staff
- Monitoring of select Milestones
- Oversee the procurement process in conjunction with the TLMP Program Coordinator (located in the US) including preparing the bid packages for publishing learning materials within the USAID procurement guidelines, visiting publishing houses and printers, assisting with the review and awards process, and monitoring the printing process
- Coordinating all MCID activities in Zambia, including training and workshops, PAC meetings, site visits, field trips, meetings, and procurement
- Representing MCID in a professional manner with USAID/Lusaka, Zambian Ministry of Education, the PAC, local authorities, international organizations and donors Coordinating activities and logistics for visiting faculty and staff
- Managing MCID property, submitting annual inventory reports to the home office, and following through with the proper hand-over procedures at the end of the grant as directed by MCID's home office
- Overseeing all MCID finances in-country including establishing a bank account, wire transfer reconciliation with the home office, monthly expense reports and projected expense reports and payments
- Issuing and executing contracts to local consultants with the approval of the home office
- Communicate with the MCID home office weekly via email or teleconference
- Assist in the development of quarterly reports, annual reports, final reports and other program documentation

# **NATHAN C. De ASSIS**

## **Summary of Qualifications**

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**Nathan DeAssis** has 17 years of professional experience in finance and business management and administration. 5 of these years has been working with developmental Projects that have been funded by USAID from a subordinate level to setting up and management of the CopperLink Program. He served as the Country Director of International Executive Service Corps (IESC) a US based development organisation, in charge of the Copperbelt Linkages Program jointly implemented with the Zambia Chamber of Small and Medium Business Associations (ZCSMBA) from April 2003 to December 2004. He also served from December 2000 to December 2002 as IESC's Deputy Country Director before being appointed as Country Director in 2003, assisting in the delivery of technical assistance and the facilitation of business linkages as part of the Livingstone Linkages Program in Zambia. As Country Director of the CopperLink Program he was involved in program management and operations with liaison with partners and oversight of a subgrant to ZCSMBA and its Copperbelt based district business associations. The Cooperative agreement under the Copperlink program was for a value of US \$ 765,000.

He is currently the Country Director of IESC Zambia in charge of BizAIDS program, working with micro, small and medium businesses to mitigate the economic impact of HIV/AIDS and related risks. This is a USAID funded program under the Presidents Emergency Plan for AIDS Relief (PEPFAR).

He also served on the stock exchange second tier working committee for small and medium businesses and a part time lecturer in the School of Business at the Copperbelt University at Undergraduate and graduate levels lecturing in Management for Financial Institutions, Financial and Investment Management and Money and Banking courses. He has also worked with the Small and Medium Business Task Force appointed by the President of the Republic of Zambia in 2005.

## **Qualifications and Awards**

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Awarded the Fellowship of the Zambia Institute of Bankers in February 2002, in recognition of service and contributions rendered to the Zambia Institute of Bankers and the banking sector.

Entrepreneurship Research Fellow, Jackson State University/Mississippi Consortium for International Development sponsored by USAID, 1995-1996.

Master in Banking and Finance for Development, Finafrica Foundation, Milan, Italy, 1992. Sponsored by the Italian Embassy in Zambia.

Bachelors Degree in Accountancy, University of Zambia, 1987. Sponsored by the GRZ Bursaries Committee.

**Language Skills**

English (fluent)

**Professional Experience**

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**Country Director, IESC**

**Zambia, June 2005 – To date.** Oversight of IESC activities in country as Country Director.

**Zambia, April 2003- December 2004.** Managed an 18 Month USAID funded business development program on the Copperbelt province. The responsibilities include managing the Kitwe office and supervision of the project activities. The program a solicitation by USAID was for US \$ 765,000 involving technical assistance and business linkages among micro, small and medium businesses. It also included a sub grant to ZCSMBA for the sum of US \$ 175,000 for direct benefit to Copperbelt district business associations. This program has seen the establishment of the Business Enterprise Exhibition (BEE) that is an annual trade show for micro, small and medium businesses; also the development of a trading warehouse facility at the Kasumbalesa Border Point.

**Deputy Country Director, IESC, Zambia, December 2000 –December 2002.** Responsibility for managing the Lusaka office and supervision of a business linkages programme in Livingstone, Southern Province of Zambia. The program was a US \$ 1.9 Million funded business development activity under USAID Zambia.

**Monitoring Coordinator, ZACCI - Human Resource Development Project, November 1999 - November 2000.** Impact monitoring Coordinator for the Zambia Chamber of Commerce and Industry - Human Resources Development Project charged with the task of identifying training needs and provision of technical assistance to small and medium businesses around Zambia. The project was funded by USAID. This project led to the formation of the Zambia Chamber of Small and Medium Business Associations (ZCSMBA).

**Lecturer and Head of Department Accounting and Finance- Copperbelt University School of Business, December 1992 - February 1999.** Lecturer in the School of Business of the Copperbelt University and former department head of Accounting and Finance. Taught managerial finance, intermediate accounting and investment management at the undergraduate level, and corporate finance, portfolio theory and management of financial institutions at the graduate level.

**Accounts Officer, Finance Bank Zambia Limited, January 1990 - October 1991.**  
Accounts Officer with Finance Bank Zambia Limited was in charge of the accounting systems and functional operations.

**Accountant, Zambia Consolidated Copper Mines Limited, October 1987 - January 1990.** Worked as accountant with Zambia Consolidated Copper Mines Limited in the treasury department in charge of foreign loans and Copper sales receipts for the group.

**Consultancies**

Examiner for the Zambia Institute of Bankers for the following subjects Customer Services, Banking Operations, Lending and International Business, Financial Law and Practice, Strategic Marketing Management and Treasury and Financial Management.

**CONSULTANCY ACTIVITIES**

1. Copperbelt University Employees Medical Scheme, 1993.
2. Copperbelt University Pension Scheme and Group life assurance 1993.
3. Business Plan for a Transportation Venture, 1994.
4. Copperbelt University Loan and Hire Purchase Scheme, 1994.
5. Small Business Management Video Tape at Clark Atlanta University, USA, 1995.
6. Zambia Institute of Bankers for the Localization of examinations, 1997.
7. DDSP Western Province Cattle Disease Control Fund Project, 1997.
8. CEC Training of retrenched workers in entrepreneurship, 1998
9. Financial and Development Agreement with V3 Consulting Engineers, 1999.
10. Examiner for the Zambia Institute of Bankers.
11. Have carried out various assignments for the Zambia Institute of Bankers.

**Publications and Presentations**

1. The Quest for an Enabling Environment for Development in Zambia (Co-editor with S M Yikona) November 1994.
2. Financial Sector Development and Money Laundering (Co-author with S M Yikona) October 1995.
3. Central Banking Evolution in southern Africa (Co-editor with S M Yikona) February 1996.

**International Conferences**

1. Entrepreneurship and Economic Development in Transitional Economies: The Case of Zambia. 6<sup>th</sup> World Conference on entrepreneurship, Shanghai China, 1995.
2. Culture Entrepreneurship and Economic Development in developing Countries. 10<sup>th</sup> Southern African Entrepreneurship and Small Business Associations (SAESBA), Victoria Falls, Zimbabwe, 1997.

### *National seminars, workshops and conferences*

1. Competitive and Government Factors of the Environment in Banking institutions (with R Muyambango) University of Zambia, 1987.
2. Commercial Bank Assets and Liabilities Management, Copperbelt University, 1993.
3. Valuation of Fixed Income Securities, Copperbelt University, 1993.
4. Balance Sheet Management and Implementing Strategy, Vision Consult, Lusaka, 1993.
5. How to Finance a small business, Copperbelt University, 1993.
6. Budgets and Budgetary Controls, Vision Consult, Siavonga, 1993.
7. Planning and Control the competence of Local Authorities, Copperbelt University, 1994.
8. Financial Sector as a Catalyst for Economic Growth - The Case of Zambia, Economics Associations of Zambia, Ndola 1995.
9. Management responsibilities to curb Money Laundering, Copperbelt University, Lusaka, 1995.

### *Organization of seminars, workshops and conferences:*

1. Investment opportunities and the provision of services in Kitwe and on the Copperbelt, Kitwe 1993, Guest speaker Mr. C. Bwalya - Mayor of Kitwe.
2. Impact of ZCCM operations on the Business Community, Kitwe 1993, Guest speaker Mr. F Mulenga - Manager Supply.
3. Accounting for Local Authorities, Kitwe 1993.
4. Revenue Identification and Public Expenditure Management, Kitwe 1993
5. Monetary squeeze and Prospects for Business, Ndola 1994, Guest Speaker D Mulaisho - Governor Bank of Zambia.
6. Economic Outlook and Prospects for Development In Zambia, Ndola, 1995.
7. Money Laundering: How Porous is our Financial System, Lusaka, 1995
8. International Banking Conference: The Role, Functions and Independence of the Central Bank in a changing economic environment, Lusaka 1995.

### **Undergraduate and Post Graduate thesis supervision**

Mr. DeAssis has supervised several thesis at the undergraduate and post graduate level at the school of business over the last 10 years and has also assisted supervised other students from other institutions outside Zambia.

Between 2003 and 2004 he has supervised five undergraduate thesis in finance and banking and two post graduate thesis in business development. Currently supervising eight undergraduate thesis in banking, finance and business development.

### **Other Activities**

Consultant to the Africa Alliance of Institute of Bankers in the design of a consolidated syllabus for nine countries of the alliance in 2002.

Organised the first ever business exhibition for small and medium business in April/May 2004 called Business Enterprise Exhibition (BEE). The BEE attracted 190 SMEs that participated. This was done in conjunction with Copperbelt based district business associations. The activity was handed to ZCSMBA as an annual event.

Holds an annual fund raising activity for St Martins Children's Home in Kitwe since 2002 so far a total of ZMK 3 million has been raised through these efforts.

Principal architect in the need for a second tier window for small and medium businesses at the stock exchange, an activity that has resulted in the establishment of the second tier committee that is putting together the mechanism of how SMEs can participate in capital raising issues using the stock market.

Secretary to the IDEA Zambia Committee that promotes inventions, innovations and new ideas. IDEA Zambia is supported by International Foundation for Science in Sweden.

**Ms. Martha Matipa Lukanga**  
**Program Coordinator - Zambia**

The MCID In-Country Program Coordinator Consultant will assist in managing and coordinating all in-country project activities. It is MCID's experience that having continuous contact with local authorities and stakeholders facilitates project activities. This In-Country Program Coordinator will keep communications flowing and project implementation progressing expeditiously. The In-Country Program Coordinator will regularly visit the appropriate officers at the MOE as well as other stakeholders such as local CBOs, schools, district officials, and within the private sector. The In-Country Program Coordinator will work directly with the MCID Home Office to assist in the implementation of in-country project activities such as the In-Country Assessment Initiative, Activity Identification and Design, field tests, and advisement of the distribution of materials by the MOE. Other duties and responsibilities will include: facilitation of communications between MCID, MOE and local stakeholders; identifying and scheduling for interviews and processing candidates for positions such as in-country, editor, illustrator and other design specialists; assisting with the bid process from local publishing companies; logistics; and monitoring and reporting through weekly written reports and daily e-mails to the Home Office. Specific duties include, but are not limited to:

- Coordinating all MCID activities in Zambia, including training and workshops, including securing venues, arranging for supplies, assist in developing and identifying training materials, identifying and orienting trainers, guest speakers and facilitators, and recruiting and identifying participants
- Communicating with the PAC and coordinating PAC meetings as instructed by the TLMP Project Director including arranging venues, securing travel logistics, arranging for supplies, assist in developing and identifying training materials
- Coordinating all MCID site visits, field trips, meetings
- Coordinating MCID Home Office Staff Visits to ensure travel logistics, ground transportation, site visits and other meetings are arranged
- Monitoring of select Milestones and other monitoring and evaluation benchmarks
- Representing MCID in a professional manner with USAID/Lusaka, Zambian Ministry of Education, the PAC, local authorities, international organizations and donors Coordinating activities and logistics for visiting faculty and staff
- Identifying and orienting local consultants for design, writing, illustrating, editing, trainers, and otherwise developing the instructional pieces with the approval of the home office
- Assist with the procurement process in conjunction with the TLMP Program Coordinator (located in the US) including preparing the bid packages for publishing learning materials within the USAID procurement guidelines, visiting publishing houses and printers, assisting with the review and awards process, and monitoring the printing process
- Communicate with the MCID home office weekly via email or teleconference
- Assist in the development of quarterly reports, annual reports, final reports and other program documentation

## CURRICULUM VITAE

**PERSONAL DETAILS:**     **NAME:**           Martha Matipa Lukanga

**POSTAL ADDRESS:**                   C/o Ms Peggy M Lukanga, Zambia Red  
Cross Society, PO Box 50001, LUSAKA

**E-MAIL :**     martha\_lukanga@yahoo.co.uk

**MOBILE PHONE:**           097199466

### **TERTIARY EDUCATION:**

September 1968 - August 1969: Basic Secretarial Training,  
Northern Technical College - Zambia

January 1971 - June 1971: Advanced Secretarial Training,  
Central Training Services - Zambia

September 1976 - April 1977: Management Secretaries Course,  
Hartwell House College, Aylesbury - United Kingdom

August 1977 - August 1978: Teacher Trainee - Commercial  
Subjects, Technical Vocational Training College -  
Zambia

November 1988 - March 1989: Management/Supervisory Courses,  
Industrial Society in United Kingdom

### **PROFESSIONAL QUALIFICATIONS**

- Diploma in Education - Technical & Vocational Training  
College - Zambia
- Pitman Advanced Typewriting Certificate - UK
- Pitman Intermediate English Language for Overseas Candidates  
- First Class - UK
- Pitman Shorthand Speed - 100 wpm - UK
- London Chamber of Commerce - Higher Stage Certificate  
Typewriting - with  
Distinction - UK
- London Chamber of Commerce - Shorthand Speed - 100 wpm - UK
- Royal Society of Arts - Stage III Typewriting - UK

- Industry and Commerce Certificate - Private Secretaries Course - Zambia
- Skills Training Agency Certificate of Training in Commercial Technology Lambeth - UK  
Sept 1997 - Dec 1998 Acted as Deputy Principal of Selebi-Phikwe Technical College when Deputy Principal went for training.

July 1989 - September 2005 Head of Department - Business, Textile, ICT, Entrepreneurial Sections (under the Ministry of Education, Department of Technical Education, Botswana)

1981 - June 1989 Principal - Secretarial School (Zambia Consolidated Copper Mines Limited, Kitwe, Zambia)

1978 - 1980 Tutor - Secretarial Studies (Secretarial School - Zambia Consolidated Copper Mines Limited, Kitwe, Zambia)

1976 - 1977 Confidential Secretary (Zambia Consolidated Copper Mines Limited, Kitwe, Zambia)

1971 - 1975 Secretary (Zambia Consolidated Copper Mines Limited, Kitwe, Zambia)

1969 - 1970 Shorthand Secretary (Zambia Consolidated Copper Mines Limited, Kitwe, Zambia)

My duties included the following:

- Attending and contributing to College Management Team meetings
- Supervising academic and industrial staff in the Business Department
- Planning and chairing departmental meetings
- Preparing college and departmental budgets
- Recruitment of Temporary/Fulltime Staff and induction of new members of staff and students
- Coordinating the preparation of Aptitude Tests, written and oral interviews for students
- Arranging and conducting interviews for job applicants
- Organising and conducting seminars and workshops
- Procurement of departmental training resources

- Management of departmental resources
- Management of the Internal Verification Process for BTEP Foundation and Certificate Programmes in the Business Department
- Delivering and assessing BTEP Units offered in the Business Programme
- Internally verified BTEP Units in the Business Programme
- Developing BTEP Advanced and Diploma Units
- Co-ordinating Associated Studies activities for technical departments in the College
- Planning and organising student Work Placement

**Attachments:** I was attached to British Telecommunications and British Steel in the United Kingdom in 1988/1989 for a few weeks.

**Workshops Attended: 2000 - 2005**

- Developing Curriculum and Unit Writing Workshops - Botswana
- Botswana Technical Education Programme (BTEP) Induction Programme - Botswana
- Personal and Interpersonal Skills Workshop - Botswana
- Entrepreneurial Skills Workshop - Botswana
- Phase II Workshop on The Launch of the BTE Business Programme - Botswana
- Internal Verifier Workshop (Botswana Technical Education Programmes) - Botswana
- Seminar held in Botswana facilitated by Mr Brian Coombs (Author of Shorthand Textbooks) and Mr Peter Joyce (then Manager - Harare Pitman Office)
- Stakeholder's Conference - Botswana
- Strategic Planning

**Other Information:**

2000 - 2005 - Examiner/Moderator - Commercial Subjects for Accounting, Business, Commerce (ABC) Programmes  
 2000 - 2005 - Assessor/Internal Verifier for BTEP Programmes  
 1995 - 2002 - Library Co-ordinator at Selebi-Phikwe Technical College  
 1996 - to date - Examinations Secretary - Joint Examining Board (JEB)  
 1985 - Fellow of the Society of Commercial Teachers (UK)

1979 - to date - Examinations Secretary/Invigilator - UK Pitman Examinations

### Interests/Leisure Activities

- Reading management books, religious books, journals, magazines, local and international newspapers.
- Listening to music (mostly gospel) and watching television

**Ms. Mildred Chibale**  
**Administrative Assistant Consultant - Zambia**

Specific duties include, but are not limited to:

Receiving guests, answering telephones, sorting mail, collecting and distributing faxes, word processing, typing, filing, maintaining office supply inventory, handling travel arrangements,, research, and administrative support to MCID staff

- Word processing, Power Point presentations, and spread sheet development for program staff as assigned;
- Editing program documents generated by staff and consultants;
- Balancing the MCID project bank account, track expenses, including collecting receipts from all staff, converting receipts to dollars, and developing the monthly expense report for submission to the TLMP Financial Manager;
- Ordering and managing office supplies in a cost effective manner;
- Arranging logistics as necessary including hotel reservations, in-country flight bookings, car hire, securing venues for workshops, arranging refreshments and supplies as needed;
- Manage inventory of MCID office including annual inventory reports to the home office;
- Assist with research as needed; and
- Other responsibilities as requested by the TLMP In-Country Program Manager.

## MILDRED CHIBALE

C/O MATILDA CHIBALE  
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### EDUCATION AND QUALIFICATIONS

**CISCO Certified Networking Engineer Certification. (Ongoing)**  
**Information Communication Technology Resource Foundation (ICTRF)**  
Areas of Specialization: Networking

**Higher Diploma - Management of Information Systems - UK.**  
**Zambia Institute of Management (ZAMIM)**  
Area of specialization: Business Information Technology; Systems Analysis and Design;  
Networking, Management Information Systems, Application development.

**Diploma - Management of Information Systems - UK.**  
**Zambia Institute of Management (ZAMIM)**  
Areas of Specialization: Business Communications; Information technology Management;  
Quantitative Methods; Financial accounting, Cost accounting and Mathematics.

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### Professional Profile

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- Well rounded, innovative and self-motivated in carrying out designated duties.
  - Key Skill Areas include advanced computer operation knowledge, project/program design for information management purposes and general IT skills, interpersonal skills and general project and office administration operation skills etc.
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### PROFESSIONAL EXPERIENCE

**Assistant to Business Development Services Manager, Zambia Chamber for Small and Medium Business Association (USAID/Zambia funded project) 2004 to date**

#### Responsibilities and Duties include:

- Analysis and compilation of data

- Prudent data management and storage
- Provision of logistical support towards Business Development trainings and workshops undertaken by the project.
- Provision of administrative support in the project office.

**Cashier/Sales Representative,            City Vendor Advertising Company    1998 - 1999**

**Responsibilities and duties included:**

- accounting reconciliation of books of accounts
- cashiering and petty cash management
- banking of cash and cheques
- customer service i.e. attending to customers

**Cashier,    British Petroleum (BP) Company    1994-1996**

**Responsibilities and Duties included:**

- Collection of cash from fuel Attendants and the Mini-Mart
- Reconciliation of books of accounts
- Banking of collected cash and cheques
- Supervising of service station Fuel attendants and till operators

# **ATTACHMENT C**

## **Schedule for Freeman Daniels**

**Textbooks and Learning Materials (TLMP)  
Schedule for Mr. Freeman Daniels**

**March 27 – 30, 2006**

<b>Day</b>	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
<b>Monday March 27</b>	11:30 am – Arrive Jackson, check in at Cabot Lodge Hotel	1:00 pm – Lunch University Club  3:00 pm – MCID TLMP Update, review of schedule at MCID Office  4:00 pm – Meeting with Linda Channell, MCID Technical Team – Literacy Specialist and Dr. Benjamin Ngwudike, MCID Technical Team - Math Education Specialist, at MCID Office	7:30 pm – Dinner with Vivian Taylor and others at Dennery's (Vivian will pick up)
<b>Tuesday March 28</b>	Travel to Mississippi Valley State University to meet with Dr. Garfield Burke, Education Professor, Math Specialist	3:00 pm – Dr. Nihir Fahney, MCID Technical Team – Math Specialist, Tougaloo College	6:30 pm – Dinner
<b>Wednesday March 29</b>	6:00 am – depart for Alcorn State University to meet with Dr. Sam White, Alcorn State University, Capacity Building and Drs. Dovi Alipoe, Tapam Tiwari, and Paul A. Broome (facilitators)	1:45 pm – Meeting with Ronald Mason, President, Jackson State University in the President's Conference Room  3:00 pm – Wrap up meeting at MCID Office	6:15 pm – pick up for dinner  6:30 pm – dinner at the home of Ally Mack
<b>Thursday March 30</b>	8:00 am – Check out of hotel and depart for airport		

# **ATTACHMENT D**

## **Performance Monitoring Plan**

# Mississippi Consortium for International Development Textbooks and Learning Materials Program – Zambia

## Grant No.: RLA-A-00-05-00073-00 Performance Monitoring Plan (PMP) Narrative

April 20, 2006

### I. Program Description

#### A. TLM Problem or Gap Addressed by TLMP

Zambia's education policies and implementation strategies aim at improving access and quality in the education sector. This imbalance between access and quality has resulted in high pupil/teacher ratios and high pupil/textbook ratios, creating a need to seriously address teacher shortages, insufficient textbooks and learning materials, and problematic textbooks procurement and distribution processes.

The Ministry of Education has developed a number of globally linked policies and strategies for improving access and quality in Basic schools. Notable increases in access have been achieved, but despite interventions to improve the quality of education, Zambia still has one of the lowest indicators in learning achievement in the sub-region. One intervention alone will not address the imbalance between access and quality. The critical needs in the education sector are many, some more critical and/or more urgent than others. The need for more and better quality textbooks and learning materials that reflect the new syllabus is among the MoE's top priorities. However, these needs cannot be viewed in a vacuum. Teacher shortages, overcrowding due to infrastructure problems, textbooks procurement, and resources constraints are intricately entwined. All impact school performance. Assessment findings indicate that textbooks might be the single most consistently positive factor in depicting school achievement and suggest that a targeted intervention designed to increase the quality and quantity of textbooks and learning materials could make a meaningful contribution to teaching and learning in Zambia. Specifically, the assessment team came to the following conclusions:

- Textbooks and learning materials are two of the most critical and urgent areas of need in the education sector nationwide but especially in the rural schools
- The scarcity of textbooks and supplementary learning materials has impacted negatively on student performance – lack thereof, as well as in appropriate materials (Zambian context) that are available.
- More attention must be given to content and methods. The most persistent common concern among assessment contacts had to do with instructional methods and methods books
- The MOE prioritized the improvement of literacy and numeracy levels in Basic schools in the 1990s. The *Mathematics Rainbow Kit: A Teacher's Guide*, MARK

(2004) was developed in to map systems and methods of the successful Primary Reading Program. MARK is viewed as a good, much needed methods book by teachers and district and provincial officers. However, its effectiveness is impeded by the its limited availability, the absence of a pupil's workbook, the absence of a fully funded follow-on monitoring and assessment strategy, and the fact that MARK needs to be more user friendly.

- Capacity-building is a critical need, including pre-service and in-service training of teachers. The need for capacity-building interventions in the area of methods and materials development was highlighted. A systematic and continuous "methods and materials development program" was recommended to develop a cadre of Zambians with the knowledge and skills in the methods, content and processes for writing and managing the publication and distribution of teaching and learning materials.

Textbook and learning materials needs should be viewed within the context of other critical needs in the sector, including teacher shortages, textbooks procurement, and infrastructure and resource problems; all of which impact school performance.

For the purpose of this report, it should be noted that one of the most significant and pervasive education issues of concern in Zambia is the impact of deficiencies in math and reading on overall school performance. Consequently, an intervention designed to mitigate the need for better instructional methods and methods books in math and literacy would be a meaningful contribution to quality education in Basic schools in Zambia.

## **B. The Approach for cross cutting themes**

The impact of HIV/AIDS related illnesses to the effectiveness of teachers is viewed as very serious in Zambia. Absenteeism, lack of energy to manage large classes and shifts, along with attrition, are viewed as significant concerns. In 2004 alone, a total of 1,036 teachers died from HIV/AIDS related illnesses. (*UNESCO Country Reports/Zambia*). In fact, most of Africa is battling the problem of HIV/AIDS. Therefore, it is critical that this cross cutting theme along with gender equity is integrated systematically in the content of all materials developed and distributed. This will also support the Ministry's integrated approach to learning and its goal of including life skills in the Basic school curriculum. Specific stories, problems, concepts and themes regarding HIV/AIDS and gender equity will be included in the TLMs.

## **C. Partners**

The primary partners include the MOE, USAID/Lusaka along with MCID and its partner institutions. Others include a number of bi-lateral and multi-lateral development partners, indigenous writers, illustrators and publishers, and high level staff from the University of Zambia, including the current Vice Chancellor and the former Vice Chancellor of the Copperbelt campus will be involved. Additionally, select community members comprising the Program Advisory Committee will participate in the partnership. The role

of each partner will be more defined with the assistance of the PAC. The MOE will confirm the PAC members by May 2006.

#### **D. Approach for Production**

A collaborative writing team (technical team), with appropriated credentials, will be sub-contracted to write the TLMs. The team will be comprised of members from MCID as well as indigenous writers assisted by qualified and experienced graphic artists and curriculum specialists, advised by the Program Advisory Committee (PAC) and related stakeholders. The writers will participate in extensive training for production of textbooks and learning materials and will meet and write in teams as well as independently.

The materials produced will be aligned to MOE/CDC specifications and written policies for production of printed, instructional materials. Materials produced will also satisfy criteria used to establish the focus areas (numeracy and literacy):

- Alignment with MOE priorities and strategies;
- Alignment with TLMP mandates;
- Alignment with social, environmental, educational, and economic imperatives (i.e., health, HIV/AIDS, girls' education);
- Pupil-focused;
- Linked to national and local curricula subject areas;
- Reflects relevancy to the lives of Zambians;
- Manageable within TLMP timelines;
- Incorporates the needs of teachers in basic education; and
- Based upon collaborative consensus among stakeholders.

An editor-in-chief will be sub-contracted to guide the proofing and editing process of all draft materials and final products. Prototypes will be drafted for approval at various levels (MOE/CDC, Mission, and USAID-Washington), then will be piloted (field tested) in select schools as specified by the MOE in collaboration with stakeholders. Assessment data will be collected and analyzed following the pilot phase; modifications will be made to drafts; an additional approval process will be employed; followed by printing/publishing by indigenous companies. Following the publishing, materials will be distributed in accordance with a systematic distribution plan which will be developed by the partnership.

Materials in the Kit will build upon and enhance existing materials and develop new complementary materials aligned to the new syllabus. Following the trail of the original MARK Kit, the revised MARK will provide methods, activities and resources that will help guide teachers through student progress in Numeracy and Mathematics through the grades (Introduction to MARK).

The framework that will order and guide the design, development and production of the Kit includes, but is not limited to:

- An integrated approach to teaching and learning
- A phased approach to Program Implementation
- Emphasis on methods and teaching techniques
- Center materials around the basics/foundation subjects
- Supplement with practical learning materials
- Enhance foundation subjects with complementary cross-cutting life skills materials – HIV/AIDS and Gender
- Ensure Zambia-based content and perspective
- Ensure that capacity building is an integral part of all phases of TLMP
- Work with indigenous individual illustrators and publishers
- Establishment of baseline data for continuous monitoring and assessment
- Employ quality control measures throughout program implementation
- Seek inclusiveness in the development and distribution of the materials
- Collaborate and share information with partners and stakeholders

Guiding principles for the collaborative implementation of TLMP are mutual exchange of information and data on specific sector activities; support for the adoption of materials to improve school quality; coordination of technical assistance and other activities to ensure that the Zambia TLMP activity compliments and adds value to the USAID/ Zambia bilateral education program wherever possible; periodic meetings to share experiences and lessons learned, and facilitate the transmission of best practices; testing and implementation of verification and certification systems to monitor and measure the impact, effectiveness and sustainability of activities; and sharing information on opportunities that may arise for collaboration with other partners and entities that may leverage resources invested in the education sector.

#### **E. Strategy for Orienting Educators**

Orientation of educators will be facilitated primarily via scheduled professional development session planned by the MOE/CDC. These periodic sessions will orientate educators to curriculum standards, best practices, content, pedagogical issues as well as to the specific textbooks and learning materials developed for use among children in classrooms. Sessions will involve both in-services teachers in targeted schools as well as pre-service teachers enrolled in the teacher education program at the University of Lusaka. CDs produced will also be utilized for orientation hosted at the Teacher Resource Center.

## **F. Approach for Sustainability**

Zambians are equal players in this program, from material design to distribution, to end users. Knowledge and experience gained from this partnership should enhance the capacity of Zambian specialists and institutions and contribute to the sustainability of textbooks and learning materials development, production and distribution, while at the same time strengthening MCID's capacity to implement textbooks and learning materials interventions.

Relationship building with select business establishments that can assist with leveraging funds for development, publication and distribution of materials to targeted populations will also assist with sustainability.

Finally, to enhance sustainability, MCID plans to promote and facilitate exchange programs that will allow student teachers from Mississippi to experience internships in Zambia and the bring native Zambians to Mississippi for the same purpose. Faculty exchange programs will also be initiated.

## **G. Strategy for Assessing Utilization**

Utilization will be assessed employing various measures. Surveys of teachers, students and administrators to determine access and utilization will be analyzed. Interviews with select stakeholders will also assist with determination of usage. Systematic tracking strategies involving the MOE/CDC, MCID and the Mission will also be used to assess utilization. Additionally, measures for correlating student performance and teacher performance as a result of utilization will also be designed for this assessment component.

## **H. Other Project Elements**

In addition to realization of program goals and objectives, MCID has secured two scholarships for Zambian students from Jackson State University. MCID is in the process of securing the details of the scholarships and formalizing the announcement

## **II. Generalized Description of type of TLM**

MCID's proposed intervention involves the development, publication and distribution of an Integrated Foundations of Learning Kit, focused primarily on numeracy. This intervention is aligned with MOE priorities and strategies and matches the requirements of the TLMP grant. Materials in the Kit build upon and enhance existing materials and add-on new, complementary materials aligned to the new syllabus. The implementation strategy for the intervention reflects an integrated approach to teaching and learning and a phased approach to implementation, with emphasis on Zambia based content. While focusing on mathematics and numeracy, the intervention also aims at enhancing the MOE's efforts to integrate cross-cutting life skills materials – HIV/AIDS and Gender -

into the curriculum. The strategy incorporates quality control measures and a capacity-building approach to program development, including the involvement of indigenous writers, illustrators and publishers in all phases of implementation. These TLMs are for fourth and fifth graders and will be in English. The actual distribution within Zambia has not been determined.

The actual number of teacher's guides, workbooks and CDs printed will be determined by the number of math and literacy teachers in the system, the enrollment numbers for pupils at selected grade levels, and the number of schools and Resource Centers with the capacity to use the electronic version of the Integrated Foundations of Learning Kit. The following matrix depicts the major components of the focus area and describes the role of each component in the implementation strategy for MCID's Textbooks and Learning Materials Program for Zambia.

***The Integrated Foundations of Learning Kit  
Component Matrix***

<p><b><u>CORE COMPONENTS:</u></b></p> <ol style="list-style-type: none"> <li>1. <i>A revised edition of Mathematics and Rainbow Kit: A Teacher's Guide</i> – Provides methods, activities and resources to help guide teachers through student progress in mathematics.</li> <li>2. A Pupil's Workbook – Enables students to practice their skills in and out of the classroom and documents their mathematical progress.</li> <li>3. An Electronic Copy (CD) of the Kit - Provides access to the Kit at all Resource Centers in the country and at schools that have the capacity for electronic teaching and learning.</li> </ol>
<p><b><u>SUPPLEMENTARY COMPONENTS:</u></b></p> <ol style="list-style-type: none"> <li>1. <i>A revised edition of The Mathematics of HIV/AIDS: A Teacher's Guide</i> -- Supports the numeracy core while at the same time sensitizing teachers and students to HIV/AIDS.</li> <li>2. <i>Gender Literacy: A Teachers Guide</i> - Supports the PRP literacy program and assists teachers in their efforts to integrate Gender/life skills into courses across the curriculum.</li> </ol>
<p><b><u>CAPACITY BUILDING COMPONENTS:</u></b></p> <ol style="list-style-type: none"> <li>1. <i>In-service and Pre-service Teacher Training</i> – Prepares teachers to use the Integrated Foundations of Learning Kit and provides them with needed methods training.</li> <li>2. <i>Involvement of Indigenous Writers and Publishers</i> - Strengthens the materials development, production and distribution capacity of Zambians and contributes to sustainability.</li> </ol>

MCID's approved budget to date allocates approximately one million dollars of the budget, or one third, to the publishing of the TLMs. It is not clear yet the cost of each TLM or each unit. MCID will work with the MOE and PAC to decide on the distribution of those funds among each TLM. MCID is also making every effort to save funds on various aspects in order to apply more towards the actual printing. Teacher training and pilot testing is under a separate lien and not part of the one million dollars for publishing.

PERFORMANCE INDICATOR		DATA ACQUISITION			ANALYSIS, USE & REPORTING		
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Frequency of the Data Collection (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use	Reporting Format & Deadline
<b>TLMP Intermediate Result 1: Provided a minimum of 600,000 copies of high quality, cost effective textbooks and other learning materials</b>							
<b>Awardee Sub Intermediate Result 1.1: Developed high quality learning materials</b>							
<b>(Required)</b> TLM standards of quality developed jointly with MOE and PAC (at a minimum standards should include age appropriateness, durability, and contextual relevance)	TLM 4th and 5th grade math textbooks; Standards: Criteria for assessing quality will be guided by the adopted in-country textbook design policy for the design and quality control specifications outlined by the CDC/MOE in Zambia including type and weight of paper. Unit: Definitions of quality for TLM -will include durability, age appropriateness, contextual relevance and overall curriculum alignment of books and supplementary materials developed.	<b>Docs:</b> MOU, Work Plan, Needs Assessment, Zambian Standards, Documentation of communication, PMP; <b>Informants:</b> MOE reps, MCID team	Discussions during Needs Assessment Visit; Dialogue and communication regarding quality standards and PMP quality indicators	During Needs Assessment Visit; Prior to writing the Roadmap to Publication	Project Coordinator and In-Country Coordinator	Analysis: Determination of whether an acceptable agreement on quality has been reached will be determined by the three levels of approval (Mission, MOE/CDC, US AID/Washington) Use: To determine the criteria for evaluating the TLM; Standards are developed and approved before printing	Internal: Country Assessment Report (in first quarterly report 1/20/06), Monitoring Tracking Form updated quarterly (4/20/06, etc.); PAC will read and review quarterly - will review the PMP and Monitoring Tracking from each meeting; External (USAID): PMP (4/20/06), Roadmap (4/20/06), Monitoring Tracking Form with Annual Report (10/30/06)
<b>(Required)</b> TLM prototypes have been vetted, revised, and approved by PAC, MOE, Awardee, and educators	Vetted and revised by Educators - at MCID (US) Institutions, School Teachers in Zambia, Textbook Approval Committee in the CDC at MOE, USAID/Washington, USAID/Lusaka. Approval will come from CDC, MOE, PAC and Mission before going to USAID/Washington for final approval. Unit: Each product - Teacher's Guide, Pupil Workbook, (final CD),	Prototypes, work plan, MOUs, any correspondence related to prototypes Informants: PAC, Educators (US and Zambian including classroom teachers), MOE, textbook approval team	Develop and agree on the process with MOE and partners - process for vetting effort (read through once and revise or several read through?) In-country visits, revision and approval process; Multiple places - Approval process chain, per grant agreement	<i>At Each phase of the prototypes development process (before writing, during writing process and post writing).</i>	Editor in Chief, Technical Team, Project Director	Compilation of feedback and revisions that follow. Use: make revisions, get approvals, print final documents for a TLM acceptable to USAID and all partners and ready to pilot	Quarterly and reports. Deadline by the end of phase one of program implementation.
<b>(Required)</b> The TLM is aligned with the national curriculum	TLM products will be aligned with National Math Curriculum - teachers guide can be notated with curriculum standard section; Literacy components will follow the same. Unit: Math Standards from National Curriculum compared to Teacher's Guide	Approved Standards of Zambia and Cubiculum Guide, Communication between MCID and MOE, MOU Informants: CDC/MOE, Permanent Secretary at MOE, Standards Officer of MOE, Mission	Needs Assessment Data, discussions about National Curriculum.	Annually beginning at the initial point of development	In-Country Coordinator and CDC representative	Method: Review of Standards, comparison to TLM; Data Use: To ensure and maintain alignment; ensure TLM meets national standards, strengthen curriculum	Internal: MOE Standards Committee Critique/reports, informal & feedback reports from PAC External: quarterly and annual reports
<b>(Illustrative)</b> TLM includes the cross-cutting theme of HIV/AIDS	Definition: in consideration of Zambian philosophy that which can be discussed in schools according to age appropriate terminology, content and themes. Unit: number and quality of stories, dialogue blocks, addressing HIV/AIDS in each work product.	The content of the TLM for age and content appropriateness Informant: PAC, MOE, CDC, USAID Zambia, consult with Ministry of Health HIV/AIDS advisors; Health NGOs in Zambia	Input from the curriculum Sample TLM. Comparison with other MOE materials, consultations	After the prototypes are prepared. And before the final approval. Filters are established on each issue of HIV/AIDS, ethnicity, etc. Filter will be at end of first draft, before prototype printing, before final printing after pilot	Editor in Chief, Technical Team, Project Director	Comparison and approval process for age appropriate and adequateness of HIV in the book; Use: Integrate HIV/AIDS into primary school curriculum	Internal: Critique and review process by PAC, MOE and Mission at completion of first draft, before prototype, before final. External: At completion of first draft, before prototype, before final
<b>(Illustrative)</b> TLM includes the cross-cutting theme of Gender Equity	Age appropriate content related to gender equity in the Zambian context. Include stories of African-American Women to show accomplishments, challenges and traditional and contemporary roles in home and society. Unit: Number and quality of stories included in TLM pertinent to girls and women as well as integrating HIV/AIDS.	The content of the TLM for gender specific, age and content appropriateness Informant: PAC, MOE, CDC, USAID Zambia	Input from the curriculum Sample TLM. Comparison with other MOE materials.	After the prototypes are prepared. And before the final approval. Filters are established on the issue of gender. Filter will be at end of first draft, before prototype printing, before final printing after pilot	Editor in Chief, Technical Team, Project Director	Comparison and approval process for age appropriate and adequateness of HIV in the books; Use: Integrate HIV/AIDS into primary school curriculum	Internal: MOE/CDC Curriculum Standards Committee review report/critique. completion of first draft, before prototype, before final. External: quarterly and annual reports.

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PERFORMANCE INDICATOR		DATA ACQUISITION				ANALYSIS, USE & REPORTING	
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Frequency of the Data Collection (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use	Reporting Format & Deadline
<b>(Illustrative)</b> TLM reflects cultural sensitivity including the appropriate translation or use of language	TLM incorporates diverse views on political, religious, customs, ethnicity, and use of language. (TLM will be in British English but with relativity to Zambian use, terminology and definition.) Unit: Number of aspects of diversity addressed in each product - a check list for each diversity issue represented. Incorporation of diversity of issues into stories, problems.	Specific multi-cultural themes; concepts, ideals represented in the content of TLM. Informant: PAC, MOE, CDC, USAID Zambia, Editor in Chief	Input from the curriculum Sample TLM. Comparison with other MOE materials.	After the prototypes are prepared. And before the final approval.	Editor in Chief, Technical Team, Project Director	Comparison and approval process for age appropriateness and adequateness of diversity in the books.; Use: Integrate HIV/AIDS into primary school curriculum	Internal: MOE Standards Committee Critique/reports, informal & feedback reports from PAC External: quarterly and annual reports
<b>(Illustrative)</b> TLM includes technology based materials	Use of CD/DVD - the TLM will be recorded on CD/DVD for use by teachers in the targeted population. Unit: Number of CD/DVDs distributed.	CD/DVD cassettes and content. Informant: PAC, MOE, CDC, USAID Zambia	Input from the curriculum Sample TLM. Comparison with other MOE materials.	After the prototypes are prepared. And before the final approval.	Editor in Chief, Technical Team, Project Director	Comparison and approval process for integrated, multi-media technology use to accompany textbooks. k; Use: Integrate HIV/AIDS into primary school curriculum	Internal: MOE Standards Committee Critique/reports, informal & feedback reports from PAC External: quarterly and annual reports
<b>(Illustrative)</b> TLM integrates life skills	Life skills - money management, job applications, hygiene - health, micro business startup, parenting (consult CHANGES2) Unit: Checklist of life skills incorporated	The content of the TLM for coverage/infusion of life skills. Informant: PAC, MOE, CDC, USAID Zambia	input from the curriculum Sample TLM. Comparison with other MOE materials.	After the prototypes are prepared. And before the final approval.	Editor in Chief, Technical Team, Project Director	Comparison and approval process for age appropriates life skills integrated in the books; Use: Integrate HIV/AIDS into primary school curriculum	Internal: MOE Standards Committee Critique/reports, informal & feedback reports from PAC External: quarterly and annual reports
<b>Awardee Sub Intermediate Result 1.2: Successfully produced and distributed learning materials to intended recipients</b>							
<b>(Required)</b> The Roadmap to Publication includes a clear production and distribution strategy as developed with the MOE and PAC (Roadmap - this can be a simple and short document provided to CTO - defined at conference in notebook - essentially the same as the PMP narrative handout)	A clear and written document including timelines, responsible parties, locations (warehouses, schools), shipping modalities - who, what, where, when and how (Critical path - look at all of these - pin down details) Unit: Storage and distribution Plan	MOU, Distribution plan - existing distribution strategy, annual work plan, Activity Design,	Review of all data sources by technical, administered Team, PAC	Immediately at initial phrase of implementation with periodic revisions, (now - after identify publishers, revised before distribution, several revisions)	Project Director, Technical and Administrative team	Analyzing data to identify issues and problems, flag issues that need to be resolved for successful completion. Review feasibility based on time and cost. Data Use: To finalize Roadmap and identify problems that may be obstacles	External: The PMP Narrative report accompanying the quarterly report for April, 2006.
<b>(Required)</b> Number of TLM produced	TLM: 4th and 5th grade math textbooks written, published and distributed; Unit: Number of TLMs published and distributed.	Docs: Printing orders and invoices, delivery confirmations to MOE; Informants: Printing Company, PAC members	Collection and review of publication orders against invoices and delivery confirmations; direct exchange with MOE (telephonic, in-person, electronic)	Upon receipt of TLM from printing company	MOE Rep, in-county manager and coordinator	Analysis: Aggregate number of TLM produced. Use: To demonstrate contract compliance on deliverables	Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): Operational Work Plan, Roadmap to Publication (4/20/06), Monitoring Tracking Form submitted with Annual Report (10/30/06)
<b>(Required)</b> Number of TLM distributed per school	TLM: 4th and 5th grade math textbooks distributed; MOE will deliver to targeted schools. Unit: MCID will track TLM distribution in concert with the MOE/CDC Procurement and Distribution Committee.	MOE distribution plan, receipts, Informants: MOE, Transportation companies; Review of weigh bills, calls, signed invoice, site visits,	Review and tracking of TLMs distributed, delivery schedules, signed invoices, and site visitations	Upon completion of the distribution of TLMs. MOE has control of process. MCID will document to the extent possible	Program Manager and Coordinator in coordination and consultation with the MOE	Track number of TLMs per school - disaggregated number of TLM per school. Use: TO track distribution to determine if needs are being met? Compare number of distribution to number produced, track each TLM product, per school, per district, per province	Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): Operational Work Plan, Roadmap to Publication (4/20/06), Monitoring Tracking Form submitted with Annual Report (10/30/06)

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PERFORMANCE INDICATOR		DATA ACQUISITION			ANALYSIS, USE & REPORTING		
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, database and/or Informant)	Method of Data Collection (How data are collected)	Frequency of the Data Collection (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use	Reporting Format & Deadline
<b>(Required)</b> Number of pupils with access to TLM	Access - TLM materials accessible to targeted students in library, resource center, and held by each student. TLM: 4th and 5th grade math textbooks will be delivered to Provinces, districts and schools as directed by MOE. MCID will track TLM down to schools. Unit: All textbooks, workbooks, work sheets, and CDs will be distributed/provided to targeted schools.	Log to determine where TLMs are located and the number of pupils with access to that location. How many children are in a classroom that has a certain number of TLMs. A tracking document must be created. Relying on MOE for statistics of number of pupils in schools. They may have formulas they use now.	Collect and review of MOE data, assessment report,	Review now to plan numbers of TLMs and distribution	MOE rep, In-country Program Manager and Coordinator	Comparisons of data of numbers of students and needs to determine maximum impact	Internal: MOE/CDC Procurement and Distribution Committee's report of distribution. External: quarterly and annual reports.
<b>(Illustrative)</b> Number of teachers with access to TLM	Pre-service and in-service teachers who have access to TLM in classrooms, curriculum labs, in the library and teacher resource center. teachers in service and pre-service Access includes for instructional purposes in grade schools as well as for teacher training in teacher education programs at the college level. TLM: 4th and 5th grade math textbook will delivered to Provinces, districts and schools by the MOE for teacher access. MCID will track TLM access to teachers. Unit: All TLM will be distributed for teacher access in the targeted areas/schools.	Log to determine where TLMs are located and the number of pre-service and in-service teachers with access to TLM. Informant: MOE/CDC Procurement and Distribution Committee	Use of systematic tracking system/instrument for data collection following the procurement and distribution process	Annually following the procurement and distribution process	Project director and MOE/CDC Procurement and Distribution Committee	Statistical tabulation of data. Use: To determine and maximize access to teachers at the pre-service and in-service levels.	Internal: Report of MOE/CDC Procurements and Distribution Committee. External: USAID/MCID Annual Report
<b>Awardee Sub Intermediate Result 1.3: Designed cost-effective learning materials</b>							
<b>(Required)</b> Expenditure and budget tracking system has been developed and disaggregated by each type of TLM	Definition: workbooks, teacher books, students' books, worksheets and CDs: TLM will be tracked individually by unit and total number of units produced per TLM Unit: US dollars, Each TLM is a unit, each type of TLM will be grouped	Budget, budget tracking system, actual final cost of each TLM based on the accepted bids, will have to decide how many of each item will be produced -Informants: Budget Manager, Publishing Rep	Through the bidding process, updated budget (weekly) through Team meetings (PAC and in-country partners)	Weekly	Budget Manager, Project Director, through consultations with Team	Price per unit, comparison to budget and a compromise based on need and ability, considering affordability for future reproduction	Quarterly tracking, weekly budget reports,
<b>(Required)</b> TLM is designed to be affordable for MOEs to reproduce or adapt in the future	Affordability: as defined by comparable or budgeted TLM production/reproduction costs; Unit: Estimated cost per book for 1) production and 2) reproduction	Docs: Previous years' MOE budget, Awardee expenditures; Informants: PAC members, MOE reps, Awardees	Collection and review of MOE budget against Awardee expenditures; direct exchange with MOE staff and publication companies (telephonic, in-person, electronic)	MOE budget(s) collection during country-assessment; Awardee quarterly financial reports	Project Accountant	Analysis: Quantitative comparison of production and reproduction costs to current MOE budget; cost-benefit analysis; Use: To ensure sustainability	Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): Quarterly Financial Reports (4/30/06, etc.), Monitoring Tracking Form submitted with Annual Report (10/30/06)
<b>(Required)</b> Best-value publisher was identified through a competitive process	Quality and price, track record of publisher, location of printers (Zambian printers preferred), references on quality, price and timeliness (3) Unit: References, samples, price, reputation	Solicitation, Competitive Bids from publisher, samples, USAID procurement policy, Informant: MOE Procurement Officer	Collection and reviewing documents	Annually	Program Manager, Project Director	Comparison, to identify Publisher with the best quality and price value, Use: To issue contract	Internal: Record of Bidding results; report of samples examined., report of Procurement and Distribution Committee. External: Quarterly and Annual report.
<b>(Illustrative)</b> Developed cost share tracking forms for all partners	Document non-federal funds and resources contributed to project. Quantify time and other in-kind contributions, document on forms Unit: US Dollars	Documentation on MCID standard forms	Statements, copies of invoices	Monthly	Program Coordinator, Administrative Assistant, MCID Cost Share Coordinator	Gather documents, tabulate and report	Internal: MOE/CDC cost sharing report; External: annual report of budget accountability, and scholarship report.
<b>(Illustrative)</b> In-country partners use TLMP to leverage funds	Solicitation and receipt of funds to underwrite/supplement aspects of this program objectives or to add to the program. Unit: Non-USAID/TLMP funds secured to support delivery and distribution of TLM and provide supplemental materials such as pencils for students and other resources.	Record of donor contributions, letters of solicitation and pledges, financial statements	Identify and list funding sources or related matching resources	Quarterly	PAC, Project Director responsibility to secure donations	Tabulation of external funds and resource procurement. Use: To leverage and maximize funds	Internal: MOE/CDC budget report; External: quarterly and annual reports

PERFORMANCE INDICATOR		DATA ACQUISITION			ANALYSIS, USE & REPORTING		
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Frequency of the Data Collection (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use	Reporting Format & Deadline
<b>Awardee Sub Intermediate Result 1.4: Incorporated the intended utilization of learning materials into project design</b>							
<b>(Required)</b> A vision statement that describes pupil and teacher use of the TLM is developed jointly by PAC, MOE, and Awardee	The actual vision statement regarding the expectations of the students, educators, MOE about the TLM along with sources of documentation of consensus of vision statement	RFA, MOU, Technical proposal, quarterly reports, annual reports, Activity design, work plan, PAC meeting minutes, assessment report	Review and sharing of documents	Initial phase of program design and implementation	Project Director, MOE, and Mission representative	Reviewed and reached consensus; agreement by all parties on how utilization should take place or be organized; Use: Consensus	MOU, Work plan, minutes of PAC meetings before actual writing of TLM begins.
<b>(Required)</b> Utilization assessment study is completed and includes feedback from a sample of teachers and students on utilization and effectiveness	Implementation of predetermined and pre-approved pilot process for field testing derived from work plan - including What is the vision of the utilization? What is the reality as determined by the pilot study? What is the actual end use? Fie Unit: Feedback resulting from field-testing, number of students and teachers involved with access to TLM among targeted population.	Surveys, questionnaires, focus groups, observations of classroom use/enthusiasm over use; train evaluators from MOE to do this	Survey, and interviews with teachers, students as well as administrators and other stakeholders. Also informal classroom observations will be used.	After prototype distribution and after final TLM distribution	Project Director with collaboration with MOE	Extent of utilization, practicality, delve into problems - why didn't the teachers use materials? Why did they not like them? Data Use: Develop Lessons Learned.	Internal: Report of MOE/CDC Curriculum standards Committee immediately following the pilot. External: Quarterly and Annual report.
<b>(Illustrative)</b> Number of educators trained to use TLM	TLM: 4th 5th grade math textbook, literacy books, CDs; Unit: educator trained along with pre-service teachers among targeted population.	Docs: Documents, reports, and receipts from trainings, surveys of teachers and school admin.; Informants: MOE, Awardees, educators and school administrators	Collection and review of reports, receipts, and documents from the trainings (or intended trainings)	After each training and aggregated in Annual Report	Program Coordinator	Analysis: Aggregate number of educators trained Use: To ensure effective utilization of the TLM	External: The PMP Narrative report accompanying the quarterly report for April, 2006.
<b>(Illustrative)</b> Number of pre-service teachers trained to use TLM	Identification and roster of pre-services trainees from teacher training colleges participating in professional development for TLM usage. Unit: Number of college teacher education majors trained for TLM	TLMP Professional development training roster provided by teacher training college and program coordinator	Survey teacher education programs to recruit participants for TLM training who will respond to questionnaires related to the training and use of TLM	Before and after each TLM professional development training session	Program Coordinator and Program manage	Statistical tabulation of data. Use: To train and provide access to pre-service teachers	Internal: MOE/CDC Professional development report External: Quarterly and annual reports
<b>(Illustrative)</b> Buy-in by teachers and administrators confirmed	Level of support from MOE and district/provincial levels to incorporate new TLMs into curriculum and day-to-day learning process that will lend itself to the sustainability of the TLM and process;	Focus groups, documents supporting TLM, i.e. policy statements, and minutes of meetings held by stakeholder groups	Teacher and administrator survey, interview and questionnaire feedback data	After books are in the hands of the teachers and students	In-Country Coordinator and Program manager; MOE/CDC rep	Compilation of policy statements that reflect buy-in to support and continue the TLM process, and statistical analyses of feedback under "methods of data collection."	Internal: Minutes of meetings from various stakeholder groups; External: quarterly and annual reports, MOU and Work Plan
<b>Awardee Sub Intermediate Result 2.1: Established functional operative partnerships</b>							
<b>(Required)</b> Identified appropriate members of the PAC and put a communication strategy and knowledge sharing system in place <i>Members of PAC demonstrate that they are adequately informed about project's progress</i>	PAC: Program Advisory Committee; Communication strategy to meet objectives and prevent problems- quarterly meetings, email communications, conference calls, monthly report from MCID to PAC; monthly newsletter - increase buy-in by stakeholders. Discussion boards on website. Unit: PAC member	Docs: Country Assessment, TLMP proposal; website, emails; newsletters; PAC minutes; Informants: PAC members, MOE, Awardees	Communication with MOE and PAC members; meeting notes; surveys administered to PAC members, emails	Summarized every quarter, updated weekly/monthly	Program Director with technical support by MCID technology	Analysis: Qualitative analysis of responses and feedback; Use: To ensure effective advisory, management, participatory process, and implementation of the project	Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): Quarterly Report (1/20/06), Monitoring Tracking Form submitted with Annual Report (10/30/06)
<b>(Required)</b> Effective division of roles and responsibilities are evident in the MOU and Job descriptions and Scopes of work	Expectations and requirements of tasks, assign responsibilities in detail, ensure that individual and or group are capable of doing it in a time effective manager	MOU, Job Descriptions, PMP, Work plan, Consultant Scope of work	Communication with MOE and PAC members; meeting notes; surveys administered to PAC members, team members, team members, emails	PAC and roles/responsibilities defined in first quarter, Annual position descriptions reviewed	Project Director, MCID Associate Director	Use: Analyzing distribution of tasks, work loads, ensuring maximum use of staff, PAC, and consultants	Internal: quarterly and annual reports. External: tracking form with annual report.

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PERFORMANCE INDICATOR		DATA ACQUISITION			ANALYSIS, USE & REPORTING		
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, database and/or Informant)	Method of Data Collection (How data are collected)	Frequency of the Data Collection (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use	Reporting Format & Deadline
<b>(Illustrative)</b> Establishments of collaborative partnerships beyond TLMF	Create relationships with other agencies, donors, NGOs, institutions that involve sharing of information, resources, and lessons learned - in the US and Zambia and other institutions when possible (University of Zululand, South Africa); teacher / student exchanges, MOE professional exchanges Unit: number of relationships established, possible exchanges	Formal or informal agreements (MOUs) between partners, evidence of collaboration, success stories, leveraged funds	Follow-up reports of collaborative involvements for sustainability after the funding cycle.	Bi-Annually	Technical Team Reps at each institution, Project Director Program Manager, members of PAC	Promote sustainability, leverage funding, building lasting relationships Use: Steps taken, share lessons with other institutions	Internal: Annual reports, reports. External: Follow-up tracking form report.
<b>Awardee Sub Intermediate Result 2.2: Built institutional capacity</b>							
<b>(Required)</b> Strategy for strengthening each institution (Awardee and African) developed and is aligned with country and organizational assessment findings	Awardee: Mississippi Consortium for International Development (MCID); African Institution: MOE, University of Zambia, Teacher Resource Center, (i.e. <i>The Math Wizards Organization</i> ); Unit: Strategy (Working in close collaboration through all processes step by step, learning from each other and building on weaknesses, actual training workshops)	Docs: Work Plan, Roadmap, or MOU; narrative, discussions and memos on needs from MOE; Informants: PAC members, MOE reps, Awardee reps, University Reps.	Review of Work Plan, Roadmap or MOU for strategic elements relating to institutional capacity	During Needs Assessment and Organizational Capacity Assessment; Annually	Program Director	Analysis: Qualitative analysis of country and organizational assessment compared to strategy for strengthening skills and capacity; Use: To demonstrate that capacity-building activities are well thought out and have attainable goals	Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): MOU (3/1/06), Roadmap to Publication (4/20/06), Monitoring Tracking Form submitted with Annual Report (10/30/06)
<b>(Required)</b> Awardee and African institutions demonstrate areas of increased capacity (i.e. financial management, textbook design, etc.) as a result of project	Enhanced skill sets to better accomplish tasks in identified areas - evaluation and monitoring (PMP) financial management, procurement/bid process, writers, editors general increased professionalism, communications as a result of this project, modeling; Increase capacity in US partners as well - bring best practice and standards from there here - find value in their culture and recognize it in US. Unit: Number trained in each category/area	Docs: Surveys of teachers, writers, publishers and students, and annual reports. Informants: PAC, MOE reps, Mission reps, teachers and students.	Implements post assessments of capacity of African institutions using surveys, interviews, as well as an examination of textbook designs and management systems.	Annually following training experiences	Project Director and MOE representative	Analysis: Statistical analysis and interpretations of survey and related data. Use: Improved program capacity.	Internal: quarterly and annual reports. External: Tracking form accompanying annual report.
<b>(Required)</b> Awardees and African institutions apply new skills	Select stakeholders involved will produce the TLMs under this project; write new proposals and obtain funding.	Docs: Questionnaires, surveys, quarterly reports. Informants:	Survey, and interview faculty and administrators to determine new skills application. Also informal observations will be used.	Annually following training experiences	Project Director & Program Coordinator and MOE	Analysis: Statistical analysis and interpretation of survey and related data. Use: Determine and maximize application of new skills	Internal: quarterly and annual reports. External: tracking form with annual report.
<b>(Illustrative)</b> Use of innovation and technology to increase efficiency of textbook delivery or collaborative process	Integration of multi-media. For efficiency in preparation and delivery of texts, scanners, digital cameras, high quality printers and computers will be utilized.	Docs: Quarterly reports, log of emails, telephone statements. Informants: Writers, consultants, Partner representatives.	Interview, surveys and informal observations will support data collection.	Annually following training experience	Project Director, MOE and Program Coordinator	Analysis: Use: Determine and assure increased integration and efficiency of technology.	Internal: quarterly and annual reports. External: tracking form with annual report.
<b>(Illustrative)</b> Use of innovation and technology to increase capacity in training, communication and management	All available means of technology will be used for enhanced communication across partners including email, fax, and video and tele-conferencing. Workshops for training of writers and in-service and pre-service teachers will employ, for example, PowerPoint presentations, and management systems such as excel.	Docs: Documents, reports, surveys of teachers and school admin.; Informants: MOE, Awardees, and writers.	Questionnaires, surveys and informal observation will used to collect data.	Annually following training experience	Project Director, Program Coordinator, and MOE	Analysis: Use: Determine and assure increased integration and efficiency of technology	Internal: quarterly and annual reports. External: tracking form with annual report

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**Tracking Form**

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 (Zambia) TLMP Performance Monitoring Plan  
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PERFORMANCE INDICATOR Performance Indicator (What is being measured)	DATA ACQUISITION		FINDINGS/RESULTS		Additional Comments
	Data Source (Document, database and/or Informant)	Method of Data Collection (How data are collected)	Quantitative	Qualitative	
(Directly from PMP)	(Actual vs. planned)	(Actual vs. planned)	(Finding)	(Finding)	(Any comments needed to clarify findings)
<b>Awardee Sub Intermediate Result 1.1: Developed high quality learning materials</b>					
(Required) TLM standards of quality developed jointly with MOE and PAC (at a minimum standards should include age appropriateness, durability, and contextual relevance)	Docs: MOU, Work Plan, Needs Assessment, Zambian Standards, Documentation of communication, PMP; Informants: MOE reps, MCID team	Discussions during Needs Assessment Visit; Dialogue and communication regarding quality standards and PMP quality indicators			This process will begin in May with the drafting of the TLM; writers workshop in US addressed this issue thoroughly, as will the writers workshop in June in Zambia
(Required) TLM prototypes have been vetted, revised, and approved by PAC, MOE, Awardee, and educators	Prototypes, work plan, MOUs, any correspondence related to prototypes Informants: PAC, Educators (US and Zambian including classroom teachers), MOE, textbook approval team	Develop and agree on the process with MOE and partners - process for vetting effort (read through once and revise or several read through?) In-country visits, revision and approval process; Multiple places - Approval process chain, per grant agreement			Not yet at this stage; discussions with CDC and Mission will begin with Dr. Taylor's visit in April.
(Required) The TLM is aligned with the national curriculum	Approved Standards of Zambia and Cubiculum Guide, Communication between MCID and MOE, MOU Informants: CDC/MOE, Permanent Secretary at MOE, Standards Officer of MOE, Mission	Needs Assessment Data, discussions about National Curriculum.			MCID is in daily contact with CDC key staff; writers in the US have read the assessment report and other key project documents; waiting to received the national curriculum from MOE. The TLMs proposed are in line with the MOE's strategy.
(Illustrative) TLM includes the cross-cutting theme of HIV/AIDS	The content of the TLM for age and content appropriateness Informant: PAC, MOE, CDC, USAID Zambia, consult with Ministry of Health HIV/AIDS advisors; Health NGOs in Zambia	Input from the curriculum Sample TLM. Comparison with other MOE materials, consultations			All TLMs will address this issue in some form, however the Revised edition of the Mathematics of HIV/AIDS will support the numeracy core and sensitize teachers and students to this issue. The Gender Literacy as well as the teacher training will also address and integrate HIV/AIDS. This subject will be addressed with sensitivity in honest terms. As the MOE has final approval, the MCID Team will work closely with them in terms of what level they are comfortable with and what level would be acceptable to the project.
(Illustrative) TLM includes the cross-cutting theme of Gender Equity	The content of the TLM for gender specific, age and content appropriateness Informant: PAC, MOE, CDC, USAID Zambia	Input from the curriculum Sample TLM. Comparison with other MOE materials.			All TLMs will address gender equity in a Zambian context.

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PERFORMANCE INDICATOR Performance Indicator (What is being measured)	DATA ACQUISITION		FINDINGS/RESULTS		Additional Comments
	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Quantitative	Qualitative	
(Illustrative) TLM reflects cultural sensitivity including the appropriate translation or use of language	Specific multi-cultural themes, concepts, ideals represented in the content of TLM. Informant: PAC, MOE, CDC, USAID Zambia, Editor in Chief	Input from the curriculum Sample TLM. Comparison with other MOE materials.			The TLMs will be in English - by 4th grade the students do read, speak and write in English. All writers will write with British English, and the Editor in Chief will be responsible for confirming the language used is appropriate. MCID recognizes that there may be differences in terminology even between British English and "Zambian" English. But determinations may also have to be made as to teaching "correct" English, i.e. slang terms, local terminology for modern technology, etc.
(Illustrative) TLM includes technology based materials	CD/DVD cassettes and content. Informant: PAC, MOE, CDC, USAID Zambia	Input from the curriculum Sample TLM. Comparison with other MOE materials.			All TLMs will be distributed on CDs (possible DVDs). Copyrights will allow for this distribution and reproduction.
(Illustrative) TLM integrates life skills	The content of the TLM for coverage/infusion of life skills. Informant: PAC, MOE, CDC, USAID Zambia	input from the curriculum Sample TLM. Comparison with other MOE materials.			The MCID Team, PAC and MOE will first decide on life skills to address. This will be done in May. However, numeracy is a priority in Zambia - the TLMs will relate this to home finances and finances, purchasing, inventory and other small business skills.
<b>Awardee Sub Intermediate Result 1.2: Successfully produced and distributed learning materials to intended recipients</b>					
(Required) The Roadmap to Publication includes a clear production and distribution strategy as developed with the MOE and PAC (Roadmap - this can be a simple and short document provided to CTO - defined at conference in notebook - essentially the same as the PMP narrative handout)	MOU, Distribution plan - existing distribution strategy, annual work plan, Activity Design,	Review of all data sources by technical, administered Team, PAC			The MOE has requested MCID work closely with them in this area. MCID will provide any technical guidance necessary on developing the distribution plan. In addition, MCID has taken on the responsibility of soliciting contributions from industry, companies, and any other possible donors.
(Required) Number of TLM produced	Docs: Printing orders and invoices, delivery confirmations to MOE; Informants: Printing Company, PAC members	Collection and review of publication orders against invoices and delivery confirmations; direct exchange with MOE (telephonic, in-person, electronic)			MCID will publish the minimum of 600,000 TLMs but a determination will be made after the drafts as to whether the budget can support more and exactly what constitutes a TLM, i.e. one integrated Foundation of Learning Kit - or each component? The Core Components as one TLM or each part of the Core (math. and Rainbow kit, workbook and CD)?

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PERFORMANCE INDICATOR Performance Indicator (What is being measured)	DATA ACQUISITION		FINDINGS/RESULTS		Additional Comments
	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Quantitative	Qualitative	
(Required) Number of TLM distributed per school	MOE distribution plan, receipts, Informants: MOE, Transportation companies; Review of weigh bills, calls, signed invoice, site visits,	Review and tracking of TLMs distributed, delivery schedules, signed invoices, and site visitations			These numbers must correspond to the number produced and received by the MOE prior to distribution. MCID and USAID also do not want to see these TLMs sitting in locked closets and will be aware of actual use in the classroom.
(Required) Number of pupils with access to TLM	Log to determine where TLMs are located and the number of pupils with access to that location. How many children are in a classroom that has a certain number of TLMs. A tracking document must be created. Relying on MOE for statistics of number of pupils in schools. They may have formulas they use now.	Collect and review of MOE data, assessment report,			MCID is also interested in how many share each workbook and if the students are allowed to take it home.
(Illustrative) Number of teachers with access to TLM	Log to determine where TLMs are located and the number of pre-service and in-service teachers with access to TLM. Informant: MOE/CDC Procurement and Distribution Committee	Use of systematic tracking system/instrument for data collection following the procurement and distribution process			MCID is interested in if the teachers are issued the guides for the year or must request access on occasion.
<b>Awardee Sub Intermediate Result 1.3: Designed cost-effective learning materials</b>					
(Required) Expenditure and budget tracking system has been developed and disaggregated by each type of TLM	Budget, budget tracking system, actual final cost of each TLM based on the accepted bids, will have to decide how many of each item will be produced -Informants: Budget Manager, Publishing Rep	Through the bidding process, updated budget (weekly) through Team meetings (PAC and in-country partners)			MCID's financial manager will develop a spread sheet to show cost per Component, per total TLM and per unit. (This cost will later be broken down by student and teacher.)
(Required) TLM is designed to be affordable for MOEs to reproduce or adapt in the future	Docs: Previous years' MOE budget, Awardee expenditures; Informants: PAC members, MOE reps, Awardees	Collection and review of MOE budget against Awardee expenditures; direct exchange with MOE staff and publication companies (telephonic, in-person, electronic)			MCID is in the process of meeting printers and in consultation with CDC and the procurement staff and the MOE on these issues. This will be a consideration in the bid process. Durability and affordability must be integrated to an acceptable compromise.

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PERFORMANCE INDICATOR Performance Indicator (What is being measured)	DATA ACQUISITION		FINDINGS/RESULTS		Additional Comments
	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Quantitative	Qualitative	
(Required) Best-value publisher was identified through a competitive process	Solicitation, Competitive Bids from publisher, samples, USAID procurement policy, Informant: MOE Procurement Officer	Collection and reviewing documents			MCID is in the process of meeting printers/publishers. A bid package will be developed following the draft TLM. MCID will send the package to known printers in Zambia and post the bid for fair competition. The PAC will review the bids in consultation with the MOE and the Mission. All members of the MCID staff will be involved in this process.
(Illustrative) Developed cost share tracking forms for all partners	Documentation on MCID standard forms	Statements, copies of invoices			MCID has standard cost share documentation forms.
(Illustrative) In-country partners use TLMP to leverage funds	Record of donor contributions, letters of solicitation and pledges, financial statements	Identify and list funding sources or related matching resources			MCID staff are currently developing lists of private companies and other donors to approach for donations and contributions. One focus area is the distribution of the TLMs. The MOE is severely under budgeted but has almost no ability to distribute books. MCID's In-country Manager will market this project aggressively to a large variety of companies.
<b>Awardee Sub Intermediate Result 1.4: incorporated the intended utilization of learning materials into project design</b>					
(Required) A vision statement that describes pupil and teacher use of the TLM is developed jointly by PAC, MOE, and Awardee	RFA, MOU, Technical proposal, quarterly reports, annual reports, Activity design, work plan, PAC meeting minutes, assessment report	Review and sharing of documents			The PAC will draft this statement at the first meeting (May/June)
(Required) Utilization assessment study is completed and includes feedback from a sample of teachers and students on utilization and effectiveness	Surveys, questionnaires, focus groups, observations of classroom use/enthusiasm over use; train evaluators from MOE to do this	Survey, and interviews with teachers, students as well as administrators and other stakeholders. Also informal classroom observations will be used.			TBD
(Illustrative) Number of educators trained to use TLM	Docs: Documents, reports, and receipts from trainings, surveys of teachers and school admin.; Informants: MOE, Awardees, educators and school administrators	Collection and review of reports, receipts, and documents from the trainings (or intended trainings)			TBD -- Training is key to the TLMP. MCID will develop a comprehensive training program. MOE and other key individuals will be trained as trainers.

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 Tracking Form  
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PERFORMANCE INDICATOR Performance Indicator (What is being measured)	DATA ACQUISITION		FINDINGS/RESULTS		Additional Comments
	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Quantitative	Qualitative	
(Illustrative) Number of pre-service teachers trained to use TLM	TLMP Professional development training roster provided by teacher training college and program coordinator	Survey teacher education programs to recruit participants for TLM training who will respond to questionnaires related to the training and use of TLM			TBD
(Illustrative) Buy-in by teachers and administrators confirmed	Focus groups, documents supporting TLM, i.e. policy statements, and minutes of meetings held by stakeholder groups	Teacher and administrator survey, interview and questionnaire feedback data			TBD
<b>Awardee Sub Intermediate Result 2.1: Established functional operative partnerships</b>					
(Required) Identified appropriate members of the PAC and put a communication strategy and knowledge sharing system in place Members of PAC demonstrate that they are adequately informed about project's progress	Docs: Country Assessment, TLMP proposal; website, emails; newsletters; PAC minutes; Informants: PAC members, MOE, Awardees	Communication with MOE and PAC members; meeting notes; surveys administered to PAC members, emails			The MOE, MCID and USAID identified candidates for the PAC and the MOE will confirm all candidates. MCID will announce the members and present bios to USAID Washington as soon as the MOE confirms. A formal communication flow will be designed, preferably electronic.
(Required) Effective division of roles and responsibilities are evident in the MOU and Job descriptions and Scopes of work	MOU, Job Descriptions, PMP, Work plan, Consultant Scope of work	Communication with MOE and PAC members; meeting notes; surveys administered to PAC members, team members, team members, emails			The MOU has been circulated for two months with revisions on all areas. This negotiation process will be complete in early April and all parties will sign by the first week of May.
(Illustrative) Establishments of collaborative partnerships beyond TLMP	Formal or informal agreements (MOUs) between partners, evidence of collaboration, success stories, leveraged funds	Follow-up reports of collaborative involvements for sustainability after the funding cycle.			partnerships will be developed with private companies to contribute to the project; local NGOs will also benefit from trainings
<b>Awardee Sub Intermediate Result 2.2: Built institutional capacity</b>					
(Required) Strategy for strengthening each institution (Awardee and African) developed and is aligned with country and organizational assessment findings	Docs: Work Plan, Roadmap, or MOU; narrative, discussions and memos on needs from MOE; Informants: PAC members, MOE reps, Awardee reps, University Reps,	Review of Work Plan, Roadmap or MOU for strategic elements relating to institutional capacity			The Assessment report addressed areas of capacity building. MCID has identified US team members to assist in the process and will continue to identify Zambians to assist including at the Universities.

Mississippi Consortium for International Development (MCID)  
 (Zambia) TLMP Performance Monitoring Plan  
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PERFORMANCE INDICATOR Performance Indicator (What is being measured)	DATA ACQUISITION		FINDINGS/RESULTS		Additional Comments
	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Quantitative	Qualitative	
(Required) Awardee and African institutions demonstrate areas of increased capacity (i.e. financial management, textbook design, etc.) as a result of project	Docs: Surveys of teachers, writers, publishers and students, and annual reports. Informants: PAC, MOE reps, Mission reps, teachers and students.	Implements post assessments of capacity of African institutions using surveys, interviews, as well as an examination of textbook designs and management systems.			The Assessment report addressed areas of capacity building. MCID has identified US team members to assist in the process and will continue to identify Zambians to assist including at the Universities.
(Required) Awardees and African institutions apply new skills	Docs: Questionnaires, surveys, quarterly reports. Informants:	Survey, and interview faculty and administrators to determine new skills application. Also informal observations will be used.			TBD
(Illustrative) Use of innovation and technology to increase efficiency of textbook delivery or collaborative process	Docs: Quarterly reports, log of emails, telephone statements. Informants: Writers, consultants, Partner representatives.	Interview, surveys and informal observations will support data collection.			TBD - related to capacity of MOE as well as districts and individual schools.
(Illustrative) Use of innovation and technology to increase capacity in training, communication and management	Docs: Documents, reports, surveys of teachers and school admin.; Informants: MOE, Awardees, and writers.	Questionnaires, surveys and informal observation will used to collect data.			TBD - related to capacity of MOE as well as districts and individual schools.