

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

Name of MSI	Mississippi Consortium for International Development (a consortium of Jackson State University, Alcorn State University, Mississippi Valley State University and Tougaloo College)
Grant Number	RLA – A-00-05-00073-00
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x Annual Report	Indicate Year Covered - (Due Oct 31 each year): <u>October 1, 2006</u> – <u>September 30, 2007</u>
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Section 1: Accomplishments *(expected to be up to 2 pages--enter into this form)*

1.1 List the Major Tasks Accomplished this Period

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

MOU

The Letter of Implementation of the project was signed by all parties, USAID, MoE and MCID.

4th Grade Math Textbook and Teachers Manual

After the drafts of the textbook and teachers' manual were displayed for the first time, at the TLMP Launch on September 2006 for the review, MCID collected and implemented changes and suggestions submitted by teachers and MoE specialists. The drafts, including these revisions, were submitted to the CDC Sub-Committee for internal review and then to Ms. Mutinta Mweembe, Chief Curriculum Specialist, and the Lead Writer, Dominic Nyambe for the formal review/approval process.

The 4th grade Pupil's Book and Teacher's Guide were approved by the Approval Review Committee, and the field-testing of the 4th grade pupil's book and teacher's guide took place from February 19 to April 5, 2007. During this pilot period, data were collected using assessment instruments developed specifically as data collection tools for the field testing. These data were subsequently aggregated and disaggregated for analysis and reporting of results

to inform the TLM revision process.

Copies of the draft, camera ready manuscripts (grade 4th Mathematics materials) were printed and submitted to the USAID Mission, to the Permanent Secretary, and Ministry of Education in June 2007, and subsequently to USAID Washington. After the suggested modifications by parts were made, the final version of the textbook and teachers' manual were approved for printing. MCID received approval letters to print the final Grade 4th Textbook and Teachers Manual from the Acting Mission Director in Zambia, Jim Barnhart, Mrs. Lillian E. L. Kapulu, Permanent Secretary, Ministry of Education, and also from the Joe Kitts, USAID Washington, DC.

MCID worked closely with USAID/Zambia and the MoE in preparing the bid document for printing the books and worked with the MoE to appoint an external review committee to open, read, and score bids. The advertisement for the bid was first published June 10, 2007 with a 30-day bid period. At the same time, the MCID/Zambia team held a meeting with representatives from several companies and requested quotations for printing the books. (See the Bid document in Attachment 1).

The tender document was finalized and advertisements for invitation for bids to print grade 4th materials appeared in the Post Newspapers, Zambia, on June 14, 20, 22 and 25, 2007.

The appointed committee (John B. Makumba, Geoffrey Mulenga, Lazarous Mutale, Saidi Sakala, and Noria Mwenda) met and analyzed the bids and following their evaluation, MCID decided to choose New Horizon as the printing company. Prior to the selection of the company, work samples were provided to and examined by Mr. Nathan DeAssis and MOE representatives. The Review of Tender Document, Notification of the Award and the Contract are attached.

5th Grade Math Textbook

The writing process for the 5th Grade Textbook was launched during the workshop held in Lusaka, November 12-18, 2006. The 5th grade pupil's textbook and the teachers' guide have been drafted and reviewed by the technical team. Also, the local teachers reviewed the books during the professional development workshop of July 2007, hosted by MCID in Lusaka.

Two workshops took place for Grade 5 teachers from the six Experimental Schools, (Matete Basic School, Kwacha Basic School, Kasama Basic School, Chafwa Basic School, Hillside Basic School and Kanjala Basic School). Also, pre-tests were administered in the six Experimental Schools and the three Control Schools on September 7, 2007. Modifications were made to the Grade 5 materials during the workshops. Subsequently, a monitoring team visited the pilot schools beginning September 10, 2007 in the following regions: Kasama, Chipata and Kitwe. Field testing monitoring continued by the technical team representatives from September 24 to October 5, 2007. The evaluation of the Grade 5 Materials will be conducted during the first week of November 2007 thereafter a public invitation for printing of the book will be published in the press.

Training

MCID hosted a workshop in Lusaka from November 13-18, 2006 with 14 participants from Zambia, and Vivian Taylor and Adrienne Graham from MCID/Jackson. The purpose of this workshop was to: (a) review the teachers' guide for Grade 4 mathematics; (b) develop the scope and sequence; (c) write the frame/template to be used by authors during the development of the grade 5 mathematics textbook and teachers' manual; and (d) delegate specific chapter writing responsibilities for the in-country and USA team.

The training of trainers (TOT) for the teachers from the four districts targeted for field-testing (Lusaka, Choma, Monze, and Kaoma) took place at the Curriculum Development Centre (CDC) January 16 - 19, 2007. There were 29 teachers and principals from the target schools as well as select MOE and MCID Zambia representatives present.

The schools for Field Testing of the Grade 4 Textbook were Libala Basic, Lusaka; Vera Chiluba, Lusaka; Charles Lwanga Basic, Choma; Pemba Basic, Monze; and Mulamatila Basic, Kaoma. During February - April 2007, a total of 600 students from 13 classes was field-tested. Approximately 700 drafted books were previously sent to these schools.

The first monitoring of the field testing of the 4th grade pupils' textbook and teacher's guide was conducted from February 26 to March 2, 2007. During this monitoring process, 4th grade classes were observed and interviews were conducted with individual learners, focus groups, and individual teachers, Head teachers/Deputy Head teachers, and/or senior teachers. The monitoring team for the first monitoring process involved the following: Linda Channell, Literacy Specialist, MCID/USA; Martha M. Lukanga, Program Coordinator, MCID/Zambia; and Lazarous Mutale, Curriculum Specialist and Writer, CDC, Zambia.

The second monitoring of the field testing of the 4th Grade Pupils' Textbook and Teachers' Guide took place from March 18 to 27, 2007, conducted by Dominic Nyambe, Lead Writer; Lazarous Mutale, Writer; and Martha M Lukanga, Program Coordinator, MCID/ Zambia.

The third and final monitoring of the field testing of the Grade 4 pupils' textbook and teachers' guide took place from April 2 - April 5, 2007 by the MCID/MoE monitoring team that included Samuel White, USA/MCID technical team representative; Dominic Nyambe, Lead Writer and MoE staff; Lazarous Mutale, Writer and MoE staff; and Martha M. Lukanga, MCID Program Coordinator.

The data collected during the monitoring process were analyzed by a group of independent teachers and by a data analysis consultant teaching at Jackson State University, Benjamin Ngwudike.

Vivian Taylor and Garfield Burke arrived in Zambia on Sunday, July 8, 2007 to facilitate the Teacher Training Professional Development Workshops held in Lusaka and Kitwe. Garfield Burke stayed on for the Kitwe Workshop until Wednesday, July 18, 2007. Garfield Burke, accompanied by Raphael Banda, also conducted visits and observation at two schools in

Livingstone -- Maria Assumpta and Zambezi Basic Schools. He left for the USA on Saturday, July 21, 2007. Dr. Taylor returned to the US on Tuesday, July 17, 2007.

Two additional professional development workshops took place in Lusaka for Group I from July 9-13, and in Kitwe for Group II from July 16-20, 2007 for Grade 4 teachers. The focus of these workshops was Training of Trainers to orient and train Provincial Resource Centre Coordinators, District Resource Centre Coordinators, Zone In-Service Coordinators, Lecturers from Teacher Training Colleges and teachers on the use of the Grade 4 Learners' and Teacher's Guide who, in turn, provide training to Grade 4 mathematics teachers in their respective provinces and schools.

A Training of Teachers workshop was held in Kabwe, August 27-30, 2007, to orient the head teachers and classroom teachers on the use of the Grade 5 Learner Textbook and Teacher's Guide. This was conducted prior to the field testing. Thirty-nine participants were in attendance. The workshops were attended by Head teachers and Grade 5 math teachers from the six Experimental Schools. Head teachers returned to the schools with copies of the learners' textbooks and teacher's guide for their schools. They also took the pre-test assessment papers for their learners and for learners at control schools in their areas. The pre-test was administered in all six experimental schools and the three control Schools on September 7, 2007. Modifications were made to the Grade 5 materials during the workshop. The agenda of the workshop and the schools participating are attached to this report.

Monitoring visits began on September 10, 2007 with visits to Kasama by Lazarous Mutale, Raphael Banda, and Martha M. Lukanga.

Travel

Vivian Taylor, the Project Director, and Adrienne Graham, US Coordinator, traveled to Zambia November 12 - 18, 2006 to participate at the TLMP workshop and other meetings with MoE and USAID officials as well as Zambian publishers, printers and distributors of books.

MCID key persons (Vivian Taylor, Ally Mack, Mutinta Mweembe, Adrienne Graham and Dominic Nyambe) attended the Africa Education Initiative – Textbooks & Learning Materials Program (TLMP) Partners' Workshop, February 4 - 7, 2007 at the Hilton Alexandria Old Town. Prior to this conference/workshop, the Zambian visitors spent three days in Mississippi where they visited, and met with students and teachers from Crystal Springs Elementary and Middle School, Blackburn Middle School, Jackson State University, Tougaloo College, Alcorn State University, and Local Public Schools, Jefferson County School District.

Linda Channell from JSU, visited Zambia from February 25 through March 4, 2007 where she joined the monitoring team and traveled to Western, Lusaka and Southern Provinces for monitoring.

Samuel White from Alcorn State University visited Zambia in the beginning of April 2007 to participate in the third monitoring of the field testing of the Grade 4 Pupils' Textbook and Teachers' Guide.

Vivian Taylor and Garfield Burke traveled to Zambia in July to participate in the Grade Four Professional Development Workshops for teachers and educators in Lusaka and Kitwe (July 9-13 and July 16-20, respectively).

Linda Channell traveled to Zambia to join the monitoring team for the Grade Five second phase (September 24 - October 6, 2007), traveling to the Kasama, Chipata and Kitwe regions for observation and data collection.

Information Sharing Related to the Program

The MCID/TLMP newsletter, *Nkhani Yabwino!* was printed and distributed in Zambia and the USA.

A program brochure was developed and distributed in Zambia and the USA.

Dr Vivian Taylor was interviewed by TV23 Jackson State University in August 2007 regarding the TLMP program. This interview has been aired several times by this station which enjoys statewide coverage.

Local newspaper releases have been published in local newspapers in Zambia and the USA. A copy is attached.

Other

MCID has submitted a proposal requesting a three-year extension of TLMP funds and services. If accepted for funding, this will greatly increase the number of TLMs produced as well as increase subject area inclusion for the targeted population.

A local church, Greater Mount Calvary Baptist Church, has committed to provide support through small, monthly donations and collection of learning materials from community-based organizations and private citizens.

A city-wide campaign (Jackson, MS) to solicit pencils, paper and popsicle sticks (as manipulatives) to support student learning in Zambia has been initiated, and materials collected will be donated to the MoE.

Two graduate school scholarships have been designated for qualified Zambians. The candidates have been identified and are in the process of submitting documentation to Jackson State University. These candidates must, of course, meet the qualifications of the graduate programs to be admitted.

Efforts have been initiated to begin a student teacher exchange program between the two countries. Vivian Taylor is in the initial stages of discussion with the Dean of the College of Education at Jackson State University.

Linda Channell led a drive to gather materials for the 4th grade classes prior to her travel in September 2007. She carried three large boxes of pencils, rulers, maps, markers, math manipulatives, and other items for distribution to schools in Zambia. Photos of some of the items are attached.

1.2 List the Major Tasks Anticipated for the Next Period

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

Complete the printing of the 4th Grade Textbook and 4th Grade Teachers' Manual – estimated for December. Due to the holidays, the majority of the books will be stored at the Curriculum Development Center (CDC) for January delivery to the schools.

Complete field testing, revisions based upon piloting results, and approval processes to finalize 5th Grade Textbook and Teachers' Manual for bidding and printing.

Implement Training of Trainers for the Grade Five TLMs.

Duplicate both grade 4th and 5th grade TLMs on CDs for use among pre-service teachers in teachers' colleges; for professional development use among in-service teachers; and for utilization in countrywide teacher resource centers.

Complete development of instructional posters for approval, printing and use as supplementary tools in mathematics classrooms.

Finalize documentation for the two candidates applying to Jackson State University under the scholarship program.

Work closely with the Permanent Secretary for the final distribution plan. MCID will distribute to the Zonal level and the MoE will distribute to the school level.

Continue to work to expand the Public Private Partnership with specific formal commitments for the program.

Select monitoring of the trainings organized by the MoE for the balance of the 4th grade teachers at the school level.

Continue to monitor and evaluate use of all TLMs at the school level after children and teachers have had a greater exposure and more time to digest each component.

Initiate research activities between the University of Zambia and the MCID member institutions, as well as identify funds to support cross-cultural teacher and student exchange programs.

1.3 Problems and Challenges Encountered or Anticipated	
Describe challenges that you have faced during implementation.	Describe solutions that you have implemented or plan to implement to address the challenges you face.
<p>Lack of prompt responses from MOE officials has retarded process towards getting books ready by September.</p> <p>There have been periodic problems with telephone and email connections between partners during the last quarter due to problems with the IPS and telephone company in Zambia.</p>	<p>Efforts to contact and communicate via telephone, email and office visits by the in-country program coordinator have continued.</p>

Section 2: Institutional Capacity Building <i>(expected to be 1 page--enter into this form)</i>
2.1 MSI Institutional Capacity Building Activity this Period
<p>List institutional capacity building activities for increased skills. (Example areas are: textbook design, management of printing bids and contracts, financial management.) Also note how the increased capacity has proved beneficial with applications.</p> <p>The bidding process was an institutional capacity building exercise for MCID. The bid solicitation document was developed in close partnership with USAID/Zambia and the Ministry of Education in order to first comply with USAID policy, but also to include or address the issues the MoE has in place for standards. MCID has experience on bidding large single pieces of equipment or services; however, this was the first time MCID procured a mass-produced item (i.e., 256,000 units) in conjunction with an in-country company. With the assistance of an external bid committee for transparency and consistency, and the MoE attorney and procurement specialists from USAID and MoE, this activity was a success. The contract was issued to a Zambian printer and the work is underway at the time of this report.</p> <p>Building capacity is a major focus of this project as a method of developing the TLMs. Faculty and administrators from all four MCID institutions have been included in this project at some level. Dr. Beverly Hogan, President of Tougaloo College, attended the TLMP launch in Ghana and the Post award conference in Washington in 2005. Dr. Samuel White from Alcorn State University, Dr. Linda Channell from Jackson State University, and Dr. Garfield Burke from Mississippi Valley State University, have participated as a trainers, writers and field monitors. Dr. Lula Collier from Mississippi Valley State University participated in the Assessment; and Dr. Benjamin Ngwudike, Jackson State University, is responsible for data analysis from the field-testing. This is all in addition to the Project Director, Dr Vivian Taylor, who is a Professor of Education at Jackson State University.</p>
2.2 Partner Institutional Capacity Building Activity this Period
<p>List similar capacity building activities with others, including direct partners, MOE, printers, and others you may have worked with. Also note how new skills have been applied.</p>

Training of the Trainers Model has resulted in an increased number of teachers and other educators being trained in the area of mathematics content, pedagogy, and textbook writing. The application of these skills will make it possible for many other teachers to be trained to become more effective teachers and textbook authors. Additionally, efforts have been made to secure private and public support for distribution. Among those approached by the project staff, the Post Newspaper of Zambia has made a verbal and written commitment of support. (See attachment)

As discussed above, the bidding process was also a capacity building experience for the MoE and the printer. Although they have previously bid out work, everything possible was done and documented to make this process completely transparent.

The books will require storage at the Ministry of Education before distribution. MCID has worked with the MoE to clean the space designated at the Curriculum Development Center (CDC) and bring in pallets for proper storage.

2.3 List Any Lessons Learned from Institutional Capacity Building Activities

The bidding process consumed much more time and effort than anticipated. This includes the actual award of the contract as bonds and securities had to be verified and contracts reviewed. MCID had anticipated having the 4th Grade textbooks in the schools by October 2007; however, this date will now be January through February 2008. MCID is better prepared for the time requirements and expectations for the 5th grade process.

2.4 Sustainability: List Developments/Activities

Discuss efforts designed to sustain the host country's ability to produce textbooks after the TLMP has ended. For example, apart from a transfer of skills above, explain how new public/private partnerships could be sustained after the project ends.

Efforts have been made to secure private and public partnerships. At least one meeting involving at least ten businesses has taken place, and formal agreements of commitment to support the program are anticipated. Additionally, a news release has been developed and publicized to attract PPP support.

Section 3: Partnerships (expected to be 1 page--enter into this form)
3.1 New Partnerships Formed
Briefly describe the nature of the partnership and include partner(s)' name, address, telephone, email, and contact person.
New Horizons has been selected as the printer of the 4 th Grade Pupil and Teacher's Guide. Mr. Nehme Moukheiber, Director
The Post Newspaper, Goliath Mungonge, General Manager
3.2 Describe type of partnership (i.e. public, private, NGOs, educational, institutional, committee or other) and any in-kind or financial contributions of the partner(s).
Both companies are private for-profit corporations
3.3 Verification
How can the partnership information be verified?
Please contact Mutinta Mweembe, an important partner at the MoE's Curriculum Development Center, or the General Manager of the Post for verification.
Contact info (if applicable)
Name/title/company Mutinta Mweembe, Chief Curriculum Specialist, CDC, MoE Nehme Moukheiber, Director, New Horizons Printing Company Goliath Mungonge, General Manager, The Post
Email & telephone Mweembe – 011 260 1 254848, Mutintamweembe2004@yahoo.co.uk Moukheiber - 260 1 236639, nhpp@microlink.zm Mungonge – 260 1 231092, post@zamnet.zm

Comments (indicate item #):

#1 – There are 317,925 registered 4th graders in Zambia. However, the MoE estimates that there are only 243,000 students actually attending school. In order to provide each student with a book, the MoE and MCID agreed to print 251,000 pupils' books – a one-to-one ratio with a few surplus for increased enrollment, damage and loss.

#2 – There are 4703 4th grade math teachers in Zambia. Five thousand copies of the teacher's guide are being printed. This will allow for one guide for each teacher, one for each Teacher Resource Center (72), and the balance for distribution to the teacher's colleges, and within the MoE (district and zonal offices, school administrators, the CCD).

#3 CDs – The MoE has requested 4800 CDs containing both the pupil's textbook and the teacher's guide for distribution to each school (4619), Teacher Resource Center (72), and the remaining 109 for distribution to the teachers colleges, and within the MoE.

#4 – The poster sets (10 posters per set) will be designed to reinforce concepts in the math books. One set per school (4619), one set per Teacher Resource Center, and the balance of 90 sets for distribution to teachers colleges and within the MoE. These posters are concepts lifted from the pupil book and therefore there is no need for the field testing.

#5-8 – The same applies estimates and distribution applies to the 5th grade TLMs.

SECTION 4B: PUBLICATION & UTILIZATION - Outputs						
<input type="checkbox"/> Check if no change since last quarter (do not complete form)						
*Printing Costs per TLMs = The printing amount divided by the # of materials.						
Indicator	Before 9/1/06	Qtr 1 (9/1-12/31 06)	Qtr 2 (1/1-3/31,07)	Qtr 3 (4/1-6/30, 07)	Qtr 4 (7/1-9/30,07)	Annual Report Cumulative Total
# of TLM prototypes produced (item drafted, approved, but yet to be printed)					Two – one pupil textbook and one teacher’s guide	2
# of TLMs Printed					Contracted 256,000 to be delivered in December – or partial before	
# of TLMs Distributed						
# of Teachers Trained	22	14	0	29	213	278
Printing Costs Per TLM*					\$1.55 pupil book (251,000); \$3.50 Teacher’s Guide (5,000)	

Comments:

The printing contract was issued to New Horizon Printing Company – a Zambian owned and operated company – in September 2007 for the 4th grade pupil textbook and teacher’s guide.