

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

A. Generalized Description

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><u>CORE COMPONENTS:</u></p> <ol style="list-style-type: none"> 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. 2. <i>A Pupil’s Workbook</i> – Enables students to practice their skills in and out of the classroom and documents their mathematical progress. 3. <i>An Electronic Copy (CD) of the Kit</i> - Provides access to the Kit at all Resource Centers in the country and at schools that have the capacity for electronic teaching and learning.
<p><u>SUPPLEMENTARY COMPONENTS:</u></p> <ol style="list-style-type: none"> 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. 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.
<p><u>CAPACITY BUILDING COMPONENTS:</u></p> <ol style="list-style-type: none"> 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. 2. <i>Involvement of Indigenous Writers and Publishers</i> - Strengthens the materials development, production and distribution capacity of Zambians and contributes to sustainability.

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.

B. Breakdown by TLM

1. Numeracy

a. Subject Focus: Numeracy / mathematics

b. Type of TLM: textbooks, teacher's manual, and workbooks.

c. Grade Level: 4th and 5th grade.

d. Beneficiaries: The Textbooks and Learning Materials Program (TLMP) will have significant and sustainable impact on the education sector in Zambia. Although the primary beneficiaries will be 4th and 5th grade students, teachers and pre-service teachers, (*specific geographical area to be determined during follow-up in-country visitation*), it will also:

- Serve as a catalytic intervention in policy planning to explore and review long-term strategies for the development of the book sector;
- Be a capacity builder of the indigenous book sector personnel providing technical and managerial skills training;
- Contribute to methods and materials development and training;
- Support the integration of HIV/AIDS and Gender across the curriculum;
- Increase the quantity and quality of textbooks in the system;
- Support and strengthen national co-ordinating mechanisms to ensure cooperation between public and private sectors and give indigenous writers and publishers a stronger voice to negotiate the issues of the book developing and publishing industry;
- Promote partnership-building with complementary national, regional and international bodies to facilitate an inter-country network and wider regional integration.

e. Language of TLM: English

f. Number of Copies: *to be determined during follow-up in-country visitation*

g. Percentage estimate: *to be determined during follow-up in-country visitation*

2. Literacy

a. Subject Focus: Literacy

b. Type of TLM: textbooks, teacher's manual, and workbooks.

c. Grade Level: 4th and 5th grade.

d. Beneficiaries: The Textbooks and Learning Materials Program (TLMP) will have significant and sustainable impact on the education sector in Zambia. Although the primary beneficiaries will be 4th and 5th grade students, teachers and pre-service teachers, (*specific geographical area to be determined during follow-up in-country visitation*), it will also:

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