

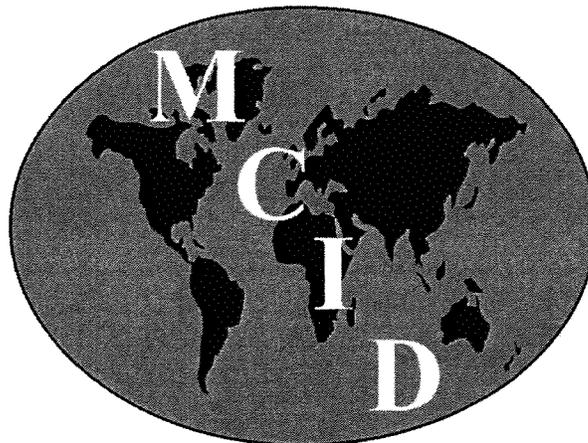
# **Textbooks and Learning Materials Program Zambia**

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

**Quarterly Report  
April 1 – June 30, 2009**

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

**Submitted By:  
Mississippi Consortium for International Development  
1225 Robinson Street  
Jackson, MS 39203  
Tel: (601) 979-8648  
Fax: (601) 9798657**



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

<b>Name of MSI</b>	Mississippi Consortium for International Development (a consortium of Jackson State University, Alcorn State University, Mississippi Valley State University and Tougaloo College)
<b>Grant Number</b>	RLA – A-00-05-00073-00
<b>Country</b>	Zambia
<b>Partners</b>	Ministry of Education in Zambia USAID/Zambia
<b>Date Submitted</b>	July, 2009
<b>Report Covering:</b> <input type="checkbox"/> Annual Report <input type="checkbox"/> Q'yly or Semi-Annual* <b>Reporting Period</b>	April 1 – June 30, 2009 Indicate Year Covered - (Due Oct 31 each year): _____ <input type="checkbox"/> Oct 1-Dec 31 <input type="checkbox"/> Jan 1-Mar 31 <input checked="" type="checkbox"/> Apr 1-Jun 30 (Due Jan 31)                      (Due April 30)                      (Due July 31) (Semi-Annual)
<b>Submitted by</b>	Vivian Taylor
<b>Title</b>	Project Director
<b>Contact Email / Tel.</b>	viviantaylor2@comcast.net (601) 291-8600 or (601) 979-8652

**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.)

- MCID requested and was awarded a \$500,000 extension from April to August, 2009. During this five-month period MCID will print an additional 45,000 Grade 4 books, conduct professional development workshops for 250 local teachers, and continue monitoring and evaluation. (See Attachment 1).
- Due to the new extension period, MCID re-opened the Zambia office and renewed the contracts for Zambian and US personnel.
- MCID contacted the Ministry of Education, Permanent Secretary, Curriculum Chief, USAID Lusaka and other key partners in Zambia to inform them of the cost extension. Also, the MoE, USAID Mission in Zambia, and USAID approved the printing of 45,000 additional textbooks.
- A contract with The New Horizon Printing Press was drafted by MoE. It was signed on June 9th by the printing company and MCID. Delivery of textbooks from the printer to MCID and the MOE is scheduled to occur in 10 weeks (See Attachment 2).
- MCID staff met several times with MoE, Equip 2 and USAID Zambia staff to discuss and plan the distribution of grade 4 and 5 books.
- On May 4 and 5, Mr. Lazarous Mutale and Mr. Raphael Banda visited schools from three districts around Lusaka. Some of the findings are:

- Chimusanya Basic School, Palabana Basic School, and Mwembeshi Basic School had received both grades 4 and 5 textbooks
  - Mankhokwe Basic School received a few grade 5 books, but no grade 4 books
  - Kaunga Basic School did not receive either grade 4 or grade 5 books
  - Chiawa Basic School was scheduled for a visit, however the visitation was canceled.
- Dr. Linda Channell and Mr. Hamoonga Chooongo (See his resume in Attachment 3) traveled to Zambia May 9-22 for monitoring and evaluation of Grade 4 and 5 materials. (See attached itineraries, trip and monitoring reports - Attachment 4)

Dr. Channell partnered with Mr. Raphael Banda from CDC/ MoE and visited 7 schools from 6 districts (Mpika, Chinsali, Isoka, Nchelenge, Kawambwa, and Mansa.) traveling from May 11 to May 20. The objective of the tour was to determine whether or not the grade 4 and 5 TLMP materials were distributed up to the school level and to administer the post evaluation instruments to the head teachers, grades 4 and 5 learners and their teachers. From their monitoring report, here are a few results:

- Mpika Basic School, Chilombo Middle Basic School, Tea Estate Basic School, and Chaywa Basic School reported that they received grade 4 and 5 TLMP materials:
- Mulilansolo Middle School, Mpemba Middle Basic School and Mibinde Basic School, received only grade 4 materials
- Chaya Lower Basic School, Kamwenda Basic School, Tubale Middle Basic School, Munkombwe Basic School, Chisenga Basic School and Mambwe Basic School could not be visited because they are not located in accessible areas. The district offices reported that all of these schools received some TLMP materials.

Mr. Hamoonga Choongo partnered with Mr. Lazarous Mutale from CDC/MoE, traveling from May 11 to May 22 and visiting 13 schools. Some results from their monitoring report include:

- Misesi Basic School, St. Anthony Basic School, Musambelombe Basic School, St. Mary's Basic School, Kamisenga Basic School, Shiinda Basic School, Katuyola Basic School, Kizhiba Basic School, Kapilamukwa Basic School and Masamba Basic School received TLMP grades 4 and 5 materials
- Kisasa Basic School received only grade 4 books.
- Mukangala Basic School, and Lwakela Basic School did not receive TLMP materials
- Luongo Basic School and Katuta Basic School were not visited because the district office ensured the monitoring team that the materials were not yet distributed.

- Bert Smith and Company has continued the audit during this report period. Mr. Abdul Akhran and Brooke Belete were in Zambia from March 26 to April 2. On June 17, Mr. Abdul Akhran and Mrs. Mary Rulow came to MCID in Jackson, MS for the final round table and presented the findings in a draft audit report.
- Mr. Choongo remained in Lusaka and is scheduled to return to USA in August. While he is in country, he will work with University and MOE stakeholders to develop a research plan that will help to evaluate the program's overall impact. (See attachment 5)

**Travel**

- Dr. Linda Channel and Mr. Hamoonga Choongo traveled to Zambia May 9-22, 2009 to participate in monitoring and evaluation activities.

**Information Sharing Related to the Program****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.

- MCID staff in Zambia are working in a concerted effort to coordinate the four teacher training workshops scheduled for August to involve a total of 250 teachers.
- Drs. Taylor and Leggette (see Attachment 6 for her resume) are planning to travel to Zambia July 31 to August 9 to participate in the first training workshop which will help to set the stage for the three subsequent workshops which will be coordinated by in-country staff and the in country technical team, along with MOE/CDC representatives who will also serve as facilitators and/or presenters during the workshops (See Attachment 7 for workshop agendas.)
- It is anticipated that printing of the 45,000 additional textbooks will be completed.
- Develop along with MoE and Equip 2 a detailed work plan for the temporary storage and distribution of the 45,000 additional textbooks.
- MCID continued to cooperate with TLMP directors to produce a legacy video for USAID. Jackson State University's President and MCID's U.S. consultants, along with the TLMP/MCID Backstop and program director participated in the taped interview session for production of the legacy video.

**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.
Challenges related to distribution of all TLMs to schools, teachers and children continue to abound.	Continue communication efforts to serve in a support capacity alongside the MOE and mission -- particularly Equip2 -- to ensure distribution of all materials to all targeted schools.

**Section 2: Institutional Capacity Building** *(expected to be 1 page--enter into this form)***2.1 MSI Institutional Capacity Building Activity this Period**

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

**2.2 Partner Institutional Capacity Building Activity this Period**

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

Now that materials have been formally printed, school-based site visits conducted by MCID and MoE staff and consultants have allowed for observation of the classroom usage of the actual final versions of the materials produced along with feedback from interviews, focus groups and questionnaires. Though monitoring and evaluation is a known concept, it is rarely followed through to the extent provided by this project, and the results are not always reflected in final reporting. This successful implementation feature has raised the standard in Zambia for future programs. Findings from the monitoring and evaluation process will be reviewed and appropriate measures will be taken where necessary.

**2.3 List Any Lessons Learned from Institutional Capacity Building Activities**

The application of systematic monitoring and evaluation to ensure use of materials as well as to ensure teacher effectiveness in demonstration of best practices is very critical and very expensive and should be institutionalized in the MOE's annual operating budget for sustainability of this most necessary feature.

**2.4 Sustainability: List Developments/Activities**

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

This project has made possible the authorship of new books by trained indigenous writers and enabled MoE to expand the existing partnership and seek funding through other grant solicitations. MCID has also written and submitted a proposal application to USAID for funding of a second TLM Program.

**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.

None for this reporting period.

**3.2 Describe type of partnership (i.e. public, private, NGOs, educational, institutional, committee or other) and any in-kind or financial contributions of the partner(s).**

None for this reporting period.

**3.3 Verification**

How can the partnership information be verified?

Contact info (if applicable)

Name/title/company

Email & telephone

## SECTION 4A: PUBLICATION & UTILIZATION - Publications List

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

Key for Publication Status: D= Design Completed, F=Field Tested, P=Printed, D=Distribution in Process or Completed

Key for Types of Material: T=Textbooks, SW=Student Workbooks, SRB=Supplementary Reading Books, TM=Teacher Manuals, and O=Other

\*Indicate whether or not a report was produced following an evaluation or an assessment of a TLM(s). Indicate number of evaluations or assessments.

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

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

**SECTION 4B: PUBLICATION & UTILIZATION – Outputs**

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

\*Printing Costs per TLMs = The printing amount divided by the # of materials.

Indicator	Before 9/1/07	Qtr 1 Year 3 (9/1-12/31 07)	Qtr 2 Year 3 (1/1-3/31,08)	Qtr 3 Year 3 (4/1-6/30, 08)	Qtr 4 Year 3 (7/1-9/30,08)	Annual Report Cumulative Total
# of TLM prototypes produced (item drafted, approved, but yet to be printed)	2 (4 <sup>th</sup> grade pupil, teacher books)		6 (5 <sup>th</sup> grade pupil, teacher, CD; 4 <sup>th</sup> and 5 <sup>th</sup> grade poster sets)			8 *
# of TLMs Printed		260,900 (251,000 pupil 4 <sup>th</sup> grade texts; 5000 teachers manuals; 4800 CDs)			4800 CDs Grade 5 materials	265,800 (grade 4 TLMs and Grade 5 CDs)
# of TLMs Distributed			260,900			260,900 4 <sup>th</sup> grade TLMS
# of Teachers Trained	278		166	125 (by MoE)		569
Printing Costs Per TLM*		Grade 4 Pupil - \$1.55 each; Grade 4 Teachers Manual - \$3.50 each; Grade 4 CD - \$.90 each			** see notes below	

**Comments:**

All have been printed and distributed.

\* 4<sup>th</sup> grade pupil math (251,000)  
4<sup>th</sup> grade teacher math (5000)  
4<sup>th</sup> grade CD (4900)  
4<sup>th</sup> grade poster (39,600)

5<sup>th</sup> grade pupil math (251,000)  
5<sup>th</sup> grade teacher math (5000)  
5<sup>th</sup> grade CD (4800)  
5<sup>th</sup> grade poster (40,400)

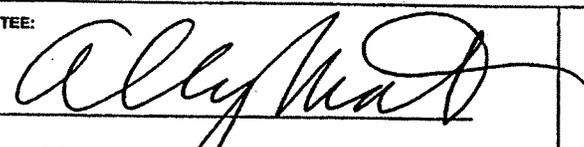
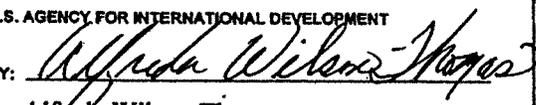
Grade 5 Materials  
5<sup>th</sup> grade pupil math (251,000) \$1.72 each  
5<sup>th</sup> grade teacher math (5000) \$1.75 each  
5<sup>th</sup> grade CD (4800) \$.84 each

Posters –  
4<sup>th</sup> grade poster (39,600) \$2.10 each  
5<sup>th</sup> grade poster (40,400) \$2.10 each

# **Attachments**

# **Attachment 1**

## **Modification of Assistance and Work Plan**

MODIFICATION OF ASSISTANCE			Page 1 of 3
1. MODIFICATION NUMBER 03	2. EFFECTIVE DATE OF MODIFICATION 04-01-2009	3. AWARD NUMBER: RLA-A-00-05-00073-00	4. EFFECTIVE DATE OF AWARD: 09-30-2005
5. GRANTEE: Mississippi Consortium for International Development 1225 Robinson Street Jackson, MS 39203  DUNS NO. :657377652 TIN NO. :640800336		6. ADMINISTERED BY: U.S. Agency for International Development Office of Acquisition & Assistance 1300 Pennsylvania Ave., NW Washington, D.C. 20523-7900  LOC NO. : HHS-13A9P	
7. FISCAL DATA: Amount Obligated:\$500,000.00  Budget Fiscal Year: Operating Unit: Strategic Objective: See Page 2 Team/Division: Benefiting Geo Area: Object Class:		8. TECHNICAL OFFICE: AFR/SD, Freeman Daniels	
		9. PAYMENT OFFICE: U.S. Agency for International Development M/FM/CMP, Letter of Credit, Rm. 7.10 Washington, DC 20523-7700	
10. FUNDING SUMMARY:			
		Obligated Amount	Total Est. Amt.
Amount Prior to this Modification:		\$2,999,614.00	\$2,999,614.00
Change Made by this Modification:		\$ 500,000.00	\$ 500,000.00
New/Current Total:		\$3,499,614.00	\$3,499,614.00
11. DESCRIPTION OF MODIFICATION: The purpose of this modification is to do the following: 1. Increase the amount of the award by \$500,000.00 to enable MCID to continue to provide additional textbooks and materials to Zambia. 2. Extend the ending date of the period of performance by five (5) months, from April 1, 2009 to August 31,2009.  Accordingly, the Cooperative Agreement is modified as follows: See Page 2.			
12. THIS MODIFICATION IS ENTERED INTO PURSUANT TO THE AUTHORITY OF 31 U.S.C. 101 OF 1961 AS AMENDED. EXCEPT AS SPECIFICALLY HEREIN AMENDED, ALL TERMS AND CONDITIONS OF THE GRANT REFERENCED IN BLOCK #3 ABOVE, AS IT MAY HAVE HERETOFORE BEEN AMENDED, REMAIN UNCHANGED AND IN FULL FORCE AND EFFECT.			
13. GRANTEE: <input type="checkbox"/> IS <input type="checkbox"/> IS NOT REQUIRED TO SIGN THIS DOCUMENT TO RECONFIRM ITS AGREEMENT WITH THE CHANGES EFFECTED HEREIN			
14. GRANTEE:  BY:  <u>Ally Mack</u> (Name Typed or Printed) TITLE: <u>Executive Director</u> DATE: <u>4/1/2009</u>		15. THE UNITED STATES OF AMERICA U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT BY:  <u>Alfreda Wilson-Thomas</u> (Name Typed or Printed) TITLE: <u>Agreement Officer</u> DATE: <u>APR 1 2009</u>	

### Work Plan Time Line

TASKS/DELIVERABLES	TIME FRAME	RESPONSIBLE PARTY
Sign and Return Employee Contracts	April 9	All MCID/TLMP Staff
Inform the PS and Mission (Rick Hennings) of the six month extension approval	April 9	Nathan & Vivian
Re-open in-country bank account	April 15	Nathan
Restore telephone and internet service in MCID office	April 15	Martha & Nathan
Get " <b>written</b> " authority from the MOE Procurement Officer or designated professional for continuation of printing with New Horizons Printing Company without a Tender/Bidding Process	April 20	Nathan & Vivian
Prepare & submit "timely" operational budget requests for office and program activity needs	April though August	Martha, Mildred & Nathan
Contract with New Horizons for printing of additional 45,000 copies of grade four, pupil's textbook. (In order to achieve a one-to-one correspondence of book to child for at least one grade, I think we should make additional copies of grade 4 only at this time, and get additional copies of grade five during the next funding cycle. Based on Approval of the PS, USAID Lusaka and Washington)	April 25	Adrienne/Nathan
<i>Request written approval from the MOE, Mission &amp; USAID Washington to print.</i>	April 30	Vivian & Nathan
<b>*Submit Proposal for three (3) year program continuation</b>	<b>April 30</b>	<b>Stateside MCID Personnel With input from Zambian MCID staff</b>
Coordinate with the PS regarding establishment of a PPP for capacity building	May 1	MOE & Nathan
Research Plan & Development	May 1	Vivian, Nathan, Choonga & University of Zambia Faculty
Identify and contract with consultants for monitoring and evaluation.	May 1	Vivian & Martha
Coordinate monitoring and evaluation process.	May 10	Martha & Mildred (Linda Channell & Mr. Choonga)
Work with the CDC, PAC & the PS to schedule teacher training (Professional Development- PD) dates and locations – estimate 125 teachers each x 2 locations)	May 10	Martha & Nathan

<b>TASKS/DELIVERABLES</b>	<b>TIME FRAME</b>	<b>RESPONSIBLE PARTY</b>
Travel to Zambia for formative, progress check, program follow-ups, & preliminary <i>inspection</i> of materials printed at this point.	June 15	Vivian
Research follow-up (monthly)	June 20	Vivian, Nathan, Choonga & University of Zambia Faculty
Books printed & temporarily stored for distribution	June 30	Nathan, New Horizons & MOE
<i>Request written approval from the MOE, Mission &amp; USAID Washington to distribute textbooks.</i>	July 5	Vivian & Nathan
Research effort follow-up with research team (monthly)	July 12	Vivian, Choonga & University of Zambia Faculty
Coordinate distribution of textbooks with MOE & the Mission	July 15	Nathan in concert with the MOE & Rick
Monitor & evaluate distribution process	July 30	Nathan, MOE & Mission
Prepare and submit reports twice monthly with attached documentation (photos, videos, letters, etc.)	April - August (15/ 30 <sup>th</sup> of each month )	Martha & Nathan
Prepare quarterly and final reports with attached documentation (photos, videos, letters, etc.)	June 30 and August 15	Vivian & Cristina
Maintain categorized file of all emails, letters and related forms of program documentation Receive and check all financial reports, maintain cost monthly, arrange all logistics, draft quarterly reports, draft final report.	April through August	Cristina & Mildred
Workshop, Livingstone	August, 03 - 06, 2009	Martha, Mildred
Workshop - Lusaka	August, 10 - 13, 2009	Martha, Mildred
Workshop - Solwezi	August, 17 - 20, 2009	Martha, Mildred
Workshop - Mansa	August, 24 - 27, 2009	Martha, Mildred
Monitor & evaluate distribution process	August 15	Nathan, MOE & Mission
Research effort follow-up with research team (monthly)	August 20	Vivian, Choonga & University of Zambia Faculty
Formally close-out program	August 30th	Vivian, Nathan, Adrienne
Backstop all program activities/operations	April through August 30th	Dr. Ally Mack & Mr. Freeman Daniels, CTO

# **Attachment 2**

**Contract between MCID and  
New Horizon Printing Press**

**CONTRACT No. : MCID/TLMP/062009:  
SUPPLY AND DELIVERY OF THE APPROVED GRADES 4 PUPILS  
BOOKS IN MATHEMATICS**

**Between**

**Mississippi Consortium for International Development  
(MCID)  
(Contracting Agency)**

**And**

**New Horizon Printing Press  
(Supplier)**

**Financing Agent: USAID under African Education Initiative  
(AEI)**

**Date: June 9, 2009**

## Contents

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# CONTRACT FORM

THIS CONTRACT made this 9 day of June, 2009 between the Mississippi Consortium for International Development c/o Curriculum Development Centre Longacres, P. O. Box 50092, Lusaka, Zambia, (hereinafter called "the Contracting Agency") of the one part and New Horizon Printing Press a company incorporated in Zambia and having its registered office at Plot No Lus/9815/4 Kafue Road P. O. Box 38871 Lusaka- Zambia (hereinafter called "the Supplier") of the other part:

WHEREAS the Purchaser invited for Bids for certain goods and ancillary services via supply and delivery of approved Grades 4 Teachers Guides and Pupils Books in Mathematics

And has accepted a bid by the Supplier for the supply of those goods and services in the sum of United States Dollars Eighty Nine Thousand One only (US \$89,100 EX FACTORY LUSAKA plus inland transportation to CDC with a maximum delivery period of Ten (10) Weeks (hereinafter called "the Contract Price")) for the items specified in the schedule of requirements:

NOW THIS AGREEMENT WITNESSETH AS FOLLOWS:

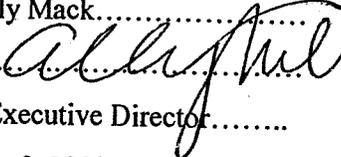
1. In this Agreement words and expressions shall have the same meanings as are respectively assigned to them in the Conditions of Contract referred to.
2. The following documents shall be deemed to form and be read and construed as part of this Agreement, viz.:
  - (a) the Price Schedule submitted by the Bidder;
  - (b) the Schedule of Requirements;
  - (c) the Technical Specifications;
  - (d) the General Conditions of Contract, and
  - (e) the Purchaser's Notification of Award.
3. In consideration of the payments to be made by the Purchaser to the Supplier as hereinafter mentioned, the Supplier hereby covenants with the Purchaser to provide the goods and services and to remedy defects therein in conformity in all respects with the provisions of the Contract
4. The Purchaser hereby covenants to pay the Supplier in consideration of the provision of the goods and services and the remedying of defects therein, the Contract Price or such other sum as may become payable under the provisions of the contract at the times and in the manner prescribed by the contract.



IN WITNESS whereof the parties hereto have caused this Contract to be executed in accordance with their respective laws the day and year first above written.

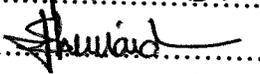
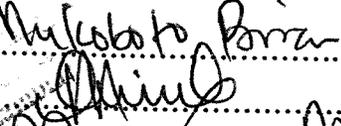
**For or on behalf of the Contracting Agency:**

**Witnessed by:**

Name: Ally Mack..... Name: Vivian Taylor.....  
Signature:  Signature:   
Position: Executive Director..... Position: TLMP Project Director, MCID.....  
Date: June 9, 2009..... Date: June 9, 2009.....

**For or on behalf of the Supplier:**

**Witnessed by:**

Name: SHAWKY HEMEDAN..... Name: Muluokoto Borra.....  
Signature:  Signature:   
Position: Managing Director..... Position: Manager Marketing.....  
Date: 16/06/09..... Date: 16/06/2009.....



New Horizon  
Printing Press

Plot No. LUS-98154  
Kafue Road  
P.O. Box 38871  
Lusaka, Zambia  
Tel: 231477/8  
236637/8  
Fax: 216039

# Quotation

VAT registration # 10141535-83

Account No.	Date	Valid For	Form No.	7899
	29/11/19	30 days		
Customer name	MISSISSIPPI Consortium			

Item	Quantity	Description	Unit Price	Amount
	4900	Copies of Grade 4 learners Pupil books printed on 116 pages inside a hard woodfree 80gsm size B5 (175 X 250mm) + 4pp cover printed on 250gsm board to incl UV Varnishing in full color throughout.	018 198	018 89 100
(USD 89 100.00)				
Delivery 60 days from date of order				

  
Authorized Signature

Sub total	018 89 100
VAT	518
Total	018 89 100

# Price Schedule

(To be inserted from the Suppliers Documents)

~~\$~~ AM

# SCHEDULE OF REQUIREMENTS

Item No.	Item Description	Quantity	Delivery Period from the date of contract signing
1	Pupils Text Books	45,000 No.	10 Weeks
	<b>Total</b>	<b>45,000 No.</b>	

**Delivery Point:**

**Curriculum Development Centre Building  
Haile Selassie Road, Longacres  
LUSAKA**



# TECHNICAL SPECIFICATIONS

## SPECIFICATIONS FOR PUPILS' BOOKS AND TEACHERS' GUIDES

Specifications for the Pupils' Course Books and Teachers Guides for the different Grade 4 Mathematics:

Specification	Pupil's Book
<b>Title</b>	
<b>Typescript Extent</b>	Between 64-144 pages
<b>Paper Text</b>	80 gms Wood free bond paper
<b>Format ( Book Size)</b>	B5 rang: Width 165mm-175mm Length 238mm-250mm
<b>Cover Board and Finish</b>	220 gms UV vanish coated on outer cover
<b>Cover Board Quality</b>	Wood Free
<b>Typeface/Font Size</b>	Avante Garde 16 pts
<b>Printing – Text</b>	Full Colour ( Heading and illustrations)
<b>Binding</b>	Up to 112 pages saddle stitched: above 112 pages thread sewn and drawn on cover

A handwritten signature in black ink, consisting of a stylized 'S' followed by a cursive name.

# GENERAL CONDITIONS OF CONTRACT

## 1. Definitions

Set forth below are terms used in the contract and reference to them shall be interpreted as follows:

- a. "USAID" means the United States Agency for International Development.
- b. "Authorized Geographic Code" is USAID Geographic Code 935.
- c. "Contract" means the "Bid/Award/Contract form" signed by both bidder and Contracting Agency including all attachments and appendices thereto and all documents incorporated by reference therein.
- d. "Contracting Agency" is Mississippi Consortium for International Development.
- e. "Supplier" is the person or firm supplying the equipment and materials called for under this contract. The name of the Supplier is New Horizon Printing Press.

## 2. Governing Law and Language

- a. This contract shall be interpreted in accordance with the laws of Zambia.
- b. The English language version of this contract shall govern. All notices pursuant to the provisions of this contract shall be in English.
- c. Shipping terms will be defined in accordance with Incoterm 2000. (specify applicable commercial document – Incoterm 2000).

## 3. Delivery

Delivery of all equipment and materials will be supplied under this contract to the port of loading in the source country and shall be made within ninety days from receipt of an operable financing document.

## 4. Responsibilities of other Contractors

CDC Chief and Program Manager (MCID Zambia) are empowered employed by the Contracting Agency to supervise this contract and are responsible for:

- a. Witnessing tests of materials prior to shipment and delivery to Contracting Agency;
- b. Inspecting and accepting or rejecting the commodities at point of delivery;
- c. Requiring replacement of defective equipment or materials;



- d. Issuing change orders. Concurrence of the Contracting Agency is necessary if the value exceeds \$ 25,000.

## 5. Legal Effect of USAID Approvals and Decisions

The parties hereto understand that the contract has reserved to USAID certain rights such as, but not limited to, the right to approve the terms of this contract, the Supplier, and any or all plans, reports, specifications, subcontracts, bid documents, drawings, or other documents related to this contract and the project of which it is part. The parties hereto further understand and agree that USAID, in reserving any or all of the foregoing approval rights, has acted solely as a financing entity to assure the proper use of United States Government funds, and that any decision by USAID to exercise or refrain from exercising these approval rights shall be made as a financier in the course of financing this project and shall not be construed as making USAID a party to the contract. The parties hereto understand and agree that USAID may, from time to time, exercise the foregoing approval rights, or discuss matters related to these rights and the project with the parties jointly or separately, without thereby incurring any responsibility or liability to the parties jointly or to any of them. Any approval (or failure to disapprove) by USAID shall not bar the Contracting Agency or USAID from asserting any right, or relieve the Supplier from any liability which the Supplier might otherwise have to the Contracting Agency or USAID.

## 6. Payment

### a. Requests for Payment

Payment due the Supplier under this contract shall be made based upon the Supplier's written request accompanied by the following documentation:

- (1) The Supplier's Invoice;
- (2) "Supplier's Certificate and Agreement with USAID for Project Commodities/Invoice and Contract Abstract" (Form USAID 1450-4); and
- (3) For each shipment of materials for which payment is requested: (a) (1) A dock or warehouse receipt containing commodity description, weight and cubic measurement, port of loading, and if available, name and flag of vessel and showing consignment of the goods to a person or organization designated by the Contracting Agency
- (4) Signed delivery notes indicating exact quantities and titles. Signed by the Zambian Ministry of Education Representative.

### b. Partial Payments

The Supplier may request partial payment upon delivery and acceptance of each 25 percentage of the total items required by this contract. The supplier shall submit the documentation required by paragraph a. above with the request.

### c. Final Payment.

The Contracting Agency shall make final payment less any advance paid on this contract subject to receiving from the supplier an invoice for delivery the stated quantities in the contract and also

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confirmation of receipt of the same by Curriculum Development Centre and upon verification of the materials said to be delivered in good, acceptable and usable order.

## 7. Audit and Records

- a. The Supplier shall maintain books, records, documents, and other evidence and shall apply consistent accounting procedures and practices sufficient to reflect properly all transactions under or in connection with the contract. The foregoing constitutes "records" for the purpose of this clause.
- b. The Supplier shall maintain such records during the contract term and for a period of 3 years after final payment. However, records which relate to appeals under the "Disputes and Appeals" clause or litigation or the settlement of claims arising out of the performance of this contract shall be retained until such appeals, litigation, or claims have been finally settled.
- c. All records shall be subject to inspection and audit by the Contracting Agency (or its authorized agents) at all reasonable times. The Supplier shall afford the Contracting Agency proper facilities for such inspection and audit. If this is a fixed price contract, it is not subject to audit of costs (except for any cost-reimbursable items) but is subject to audit for compliance with other provisions of this contract.

## 8. Assignment

The Supplier may not assign its obligation to perform under the contract except with the prior written consent of both the Contracting Agency and USAID. The supplier may not assign its rights to receive payment under the contract except with the prior written consent of both the Contracting Agency and USAID.

## 9. Host Country Taxes

- a. Pursuant to bilateral agreement between the United States Government and the host country government, the Supplier and those of its employees who are not citizens or permanent residents of the host country shall be free of all taxes, fees, levies, customs, or impositions imposed under laws in effect in the host country with respect to all materials supplied and services performed under this contract. This exemption includes all customs, duties, and registration fees.
- b. The Government will allow the Supplier to import free of customs and duties such materials and equipment as may be required under this contract.
- c. Any taxes, fees, levies, customs, or impositions within the scope of paragraph a. and b. above paid by the Supplier shall be reimbursed by the Contracting Agency.



## 10. Nationality and Source

### a. Eligibility of Suppliers

(1) No equipment, materials or services shall be eligible for USAID financing if offered by a supplier or subcontractor included on any list of suspended, debarred, or ineligible bidders used by USAID.

(2) The supplier\* must be:

(a) An individual who is a citizen or legal resident of a country or area included in the authorized geographic code, except as stated in subparagraph (3)(a);

(b) A corporation or partnership organized under the laws of a country or area included in the authorized geographic code;

(c) A controlled foreign corporation, i.e. any foreign corporation of which more than 50 percent of the total voting power of all classes of stock is owned by United States shareholders within the meaning of the Section 957 et seq. of the Internal Revenue Code (26 U.S.C. 957); or

(d) A joint venture of unincorporated association consisting entirely of individuals, corporations, or partnerships which fit any of the foregoing categories.

(3) Citizens of any country or area or firms or organizations located in or organized under the laws of any country or area not included in USAID Geographic Code 935, or firms or organizations owned in any part by citizens or organizations of any country or area not included in USAID Geographic Code 935, are ineligible for financing by USAID as suppliers of commodities or agents in connection with the supply of commodities. There are limited exceptions to this policy:

(a) Non-U.S. citizens lawfully admitted for permanent residence in the United States are eligible as individuals or owners, regardless of their citizenship, and

(b) USAID may authorize the eligibility of organizations having minimal ownership by citizens or organizations of non-Code 935 countries.

### b. Eligibility of Commodities

#### (1) Definitions

(a) Source

"Source" means the country from which a commodity is shipped to the Cooperating Country or the cooperating Country itself if the commodity is located therein at the time of purchase. However, where a commodity is shipped from a free port or bonded warehouse in the form in which received therein,



"source" means the country from which the commodity was shipped to the free port or bonded warehouse.

(b) Origin

The "origin" of a commodity is the country or area in which a commodity is mined, grown, or produced. A commodity is produced when through manufacturing, processing, or substantial and major assembling of components a commercially recognized new commodity results that is substantially different in basic characteristics or in purpose or utility from its components.

(c) Componentry

"Components" are the goods that go directly into the production of a produced commodity.

(2) Rule

All equipment and materials shall have their "Source" and "Origin" in an authorized country. Any component from a foreign policy restricted country makes the commodity ineligible for USAID financing.

**c. Motor Vehicles**

Motor vehicles must be manufactured in the United States to be eligible for USAID financing, i.e. the source may be any eligible country, the origin must be the United States, and componentry must meet the criteria in b. (2) above. Vehicles which have been assembled in the United States but then subjected to minor disassembly to reduce shipping cost are considered U.S. manufactured vehicles. However, so called "knocked-down" vehicles consisting of parts or subassemblies of vehicles shipped for final assembly elsewhere are not considered vehicles. Such parts or subassemblies are subject to the source rule in paragraph b. above.

**d. Delivery Services**

(1) With respect to ocean or air freight, "source" means the flag of the vessel or aircraft.

(2) Ocean Freight

\*(a) Except as provided in (b) or (c) below, all goods covered by this contract which are transported on ocean vessels shall be transported on privately owned U.S. flag commercial vessels to the extent they are available at fair and reasonable rates for U.S. flag commercial vessels. If such flag vessels are not available, the Supplier may request a waiver from the Office of Procurement, Transportation Division, USAID, Washington, D.C., 20523-1419.

(b) When the authorized Geographic Code for commodities is other than Code 935, ocean transportation costs may be incurred on vessels under flag registry of the United States or any other country in Code 935.

(c) When shipment is made under a through bill of lading issued by a U.S. flag carrier, ocean transportation costs may be incurred on vessels under flag registry



of any country in Code 935 if the costs are part of the total cost paid to the eligible flag carrier.

(3) Air Freight

The Supplier will use U.S. flag air carriers\*\* to the extent they are available as set forth in the clause of this contract entitled "Air Travel and Transportation." When U.S. flag air carriers are not available, preference should be given to the use of host country or Code 941 flag air carriers before using Code 899 flag air carriers.

(4) Charters

All air or ocean charters, covering full or part cargo, for the transport of equipment, materials, or other goods procured for the performance of this contract must be approved by USAID in writing prior to shipment.

(5) General Transportation

Unless otherwise authorized, USAID will not finance any transportation costs:

(a) For shipment beyond the point of entry in the host country except when intermodal transportation service covering the carriage of cargo from point of origin to destination is used and the point of destination is established in the carrier's tariff and stated in the "through bill of lading;"

(b) On transportation medium owned, operated, or under the control of any country not included within Code 935;

(c) On any vessel designated by USAID as ineligible to carry USAID-financed cargo; or

d. Under any ocean or air charter covering full or part cargo which has not received prior approval by the Office of Procurement, Transportation Division, USAID/W.

e. Source of Marine Insurance

(1) The eligibility of marine insurance is determined by the country in which it is "placed." Insurance is placed in a country if payment of the insurance premium is made to and the insurance policy is issued by, an office located in the country. Insurance must be placed in a country included in the authorized geographic code, or when the authorized geographic code is other than 935, it may be placed in the cooperating country.

(2) If at any time USAID determines that the government of the host country by statute, decree, rule or regulation discriminates, with respect to USAID-financed procurement, against any marine insurance company authorized to do business in any state of the United States, then USAID shall require that any USAID-financed goods thereafter shipped to the host country shall be insured against marine risks, and that such



insurance shall be placed in the United States with a company or companies authorized to do insurance business in any state of the United States.

## 11. Air Travel and Transportation

a. The Supplier shall utilize U.S. flag carriers for international air transportation of personnel (and their personal effects) or property to the extent service by such carrier is available, in accordance with the following criteria:

(1) If a U.S.-flag air carrier cannot provide the international air transportation needed, or if the use of a non-U.S. flag carrier is approved by USAID in order to accomplish the Agency's mission, foreign-flag air carrier service may be deemed necessary.

(2) Passenger or freight service by a U.S.-flag air carrier is considered available even though:

(a) Comparable or a different kind of service can be provided at less cost by a foreign-flag air carrier;

(b) Foreign-flag air carrier service is preferred by, or is more convenient for, the contractor or traveler; or

(c) Service by a foreign-flag air carrier can be paid for in excess foreign currency (unless U.S.-flag air carriers decline to accept excess or near excess foreign currencies for transportation payable only out of such monies).

(3) Except as provided in paragraph (1) above, U.S.-flag air carrier service shall be used for commercial foreign air travel under this contract if service provided by U.S.-flag air carriers is available. In determining availability of a U.S.-flag air carrier, the following scheduling principles shall be followed unless their application would result in the last or first leg of travel to or from the United States being performed by a foreign flag air carrier.

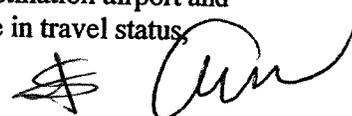
(a) U.S.-flag air carrier service available at point of origin shall be used to destination, or in the absence of direct or through service, to the farthest interchange point on a usually traveled route.

(b) When an origin or interchange point is not served by a U.S.-flag air carrier, foreign-flag air carrier service shall be used only to the nearest interchange point on a usually traveled route to connect with U.S.-flag air carrier service.

(c) When a U.S. flag air carrier involuntarily reroutes the traveler via a foreign-flag air carrier, the foreign-flag air carrier may be used notwithstanding the availability of alternative U.S.-flag air carrier services.

(4) For travel between a gateway airport in the United States and a gateway airport abroad, passenger service by U.S. flag air carrier shall not be considered available if:

(a) The gateway airport abroad is the traveler's origin or destination airport and the use of U.S. flag air carrier service would extend the time in travel status.



insurance shall be placed in the United States with a company or companies authorized to do insurance business in any state of the United States.

## 11. Air Travel and Transportation

a. The Supplier shall utilize U.S. flag carriers for international air transportation of personnel (and their personal effects) or property to the extent service by such carrier is available, in accordance with the following criteria:

(1) If a U.S.-flag air carrier cannot provide the international air transportation needed, or if the use of a non-U.S. flag carrier is approved by USAID in order to accomplish the Agency's mission, foreign-flag air carrier service may be deemed necessary.

(2) Passenger or freight service by a U.S.-flag air carrier is considered available even though:

(a) Comparable or a different kind of service can be provided at less cost by a foreign-flag air carrier;

(b) Foreign-flag air carrier service is preferred by, or is more convenient for, the contractor or traveler; or

(c) Service by a foreign-flag air carrier can be paid for in excess foreign currency (unless U.S.-flag air carriers decline to accept excess or near excess foreign currencies for transportation payable only out of such monies).

(3) Except as provided in paragraph (1) above, U.S.-flag air carrier service shall be used for commercial foreign air travel under this contract if service provided by U.S.-flag air carriers is available. In determining availability of a U.S.-flag air carrier, the following scheduling principles shall be followed unless their application would result in the last or first leg of travel to or from the United States being performed by a foreign flag air carrier.

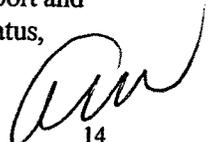
(a) U.S.-flag air carrier service available at point of origin shall be used to destination, or in the absence of direct or through service, to the farthest interchange point on a usually traveled route.

(b) When an origin or interchange point is not served by a U.S.-flag air carrier, foreign-flag air carrier service shall be used only to the nearest interchange point on a usually traveled route to connect with U.S.-flag air carrier service.

(c) When a U.S. flag air carrier involuntarily reroutes the traveler via a foreign-flag air carrier, the foreign-flag air carrier may be used notwithstanding the availability of alternative U.S.-flag air carrier services.

(4) For travel between a gateway airport in the United States and a gateway airport abroad, passenger service by U.S. flag air carrier shall not be considered available if:

(a) The gateway airport abroad is the traveler's origin or destination airport and the use of U.S. flag air carrier service would extend the time in travel status,



including delay at origin and accelerated arrival at destination, by at least 24 hours more than travel by a foreign-flag air carrier; or

(b) The gateway airport abroad is an interchange point and the use of U.S.-flag air carrier service would require the traveler to wait 6 hours or more to make connections at that point, or if delayed departure from, or accelerated arrival at, the gateway airport in the United States would extend time in a travel status by at least 6 hours more than travel by a foreign-flag air carrier.

(5) For travel between two points outside the United States, the rules in paragraphs (1), (2), and (3) shall be applicable, but passenger service by a U.S.-flag air carrier shall not be considered to be available if:

(a) Travel by a foreign-flag air carrier would eliminate two or more aircraft changes en route;

(b) One of the two points abroad is the gateway airport en route to or from the United States and the use of a U.S.-flag air carrier would extend the time in a travel status by at least 6 hours more than travel by a foreign-flag air carrier, including accelerated arrival at the overseas destination or delayed departure from the overseas origin, as well as delay at the gateway airport or other interchange point abroad; or

(c) The travel is not part of the trip to or from the United States and the use of a U.S.-flag air carrier would extend the time in a travel status by at least 6 hours more than travel by a foreign-flag air carrier including delay at origin, delay en route, and accelerated arrival at destination.

(6) For all short distance travel under either paragraph (4) or paragraph (5) above, U.S. air carrier service shall not be considered available when the elapsed travel time on a scheduled flight from origin to destination airport by foreign-flag air carrier is 3 hours or less and service by a U.S.-flag air carrier would involve twice such travel time.

b. Freight service by a U.S. flag air carrier will be considered to be unavailable:

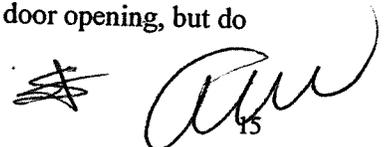
(1) When no U.S. flag air carrier provides scheduled air freight service from the airport serving the shipment's point of origin and a non-U.S. flag air carrier does;

(2) When the U.S. flag air carrier(s) serving the shipment's point of origin decline to issue a through airway bill for transportation at the shipment's final destination airport;

(3) When use of a U.S.-flag air carrier would result in delivery to final destination at least seven days later than delivery by means of a non-U.S. flag air carrier;

(4) When the total weight of the consignment exceeds the maximum weight per shipment which the U.S.-flag air carrier will accept and transport as a single shipment and a non-U.S. flag air carrier will accept and transport the entire consignment as a single shipment.

(5) When the dimensions (length, width, or height) or one or more of the items of a consignment exceed the limitations of the U.S.-flag aircraft's cargo door opening, but do

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not exceed the acceptable dimensions for shipment on an available non-U.S. flag scheduled air carrier.

c. In the event that the Supplier selects a carrier other than a U.S. flag air carrier for international air transportation, it will include a certification on vouchers involving such transportation which is essentially as follows:

#### CERTIFICATION OF UNAVAILABILITY OF U.S. FLAG CARRIER

I hereby certify that transportation service for personnel (and their personal effects) or property by U.S. flag air carriers was unavailable for the following reasons:

(state reasons)

d. If travel is by indirect route or the traveler otherwise fails to use available U.S.-flag air carrier service, and the certification required by paragraph c. above is not attached to the applicable voucher, USAID will not finance the amount determined under the following formula:

Sum of U.S.-flag carrier segment mileage authorized x Fare payable by USAID  
Sum of all segment mileage authorized

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Sum of U.S.-flag carrier segment mileage traveled x Through fare paid  
Sum of all segment mileage traveled

e. The terms used in this clause have the following meanings:

(1) "Gateway airport abroad" means the airport from which the traveler last embarks en route to the United States or at which the traveler first debarks incident to travel from the United States.

(2) "Gateway airport in the United States" means the last U.S. airport from which the traveler's flight departs or the first U.S. airport at which the traveler's flight arrives.

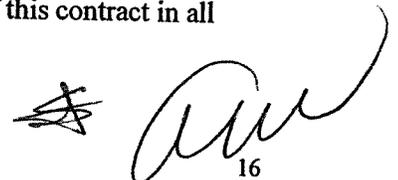
(3) "International air transportation" means transportation of persons (and their personal effects) or property by air between a place in the United States and a place outside the United States.

\*(4) "U.S. flag air carrier" means an air carrier holding a certificate under Section 401 of the U.S. Federal Aviation Act of 1958 (49 U.S.C. 1371).

f. The Supplier shall include the substance of this clause, including this paragraph f., in each subcontract or purchase order hereunder, which may involve international air transportation.

## 12. Subcontracts

a. Subcontracts must comply with the nationality, source, origin, and componentry requirements of this contract. The Supplier agrees to include the following provisions of this contract in all subcontracts hereunder:



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"Host Country Taxes"  
"Air Travel Transportation"  
"Nationality and Source"  
"Worker's Compensation Insurance" if incidental services are to be performed under the subcontract, and (Specify any additional provision by clause title).

b. All subcontracts and purchase orders in excess of \$100,000 shall only be awarded with the prior written consent of the Contracting Agency and USAID and such consent, if given, shall not relieve the Supplier from any liability or obligation under this contract.

### 13. Change Orders

The Contracting Agency may at any time, by a written order, and without notice to the sureties, make changes within the general scope of this contract, in any one or more of the following:

- (a) drawings, designs, or specifications, where supplies to be furnished under this contract are to be specially manufactured for the Contracting Agency;
- (b) method of shipment or packing; or
- (c) place of delivery.

If any such change causes an increase or decrease in the cost of, or the time required for, the performance of any part of the work under this contract, whether changed or not changed by any such order, an equitable adjustment shall be made in the contract price or delivery schedule, or both, and the contract shall be modified in writing accordingly. Any claim by the Supplier for adjustment under this clause must be asserted within 30 days from the date of receipt by the Supplier of the modification or change. Change Orders which exceed \$ 25,000 must be approved by USAID.

### 14. Amendments

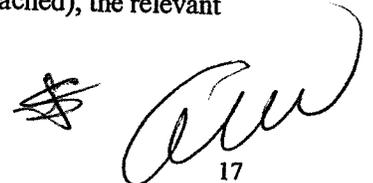
Modification of the terms of this contract shall be made by amendment signed by the parties. Any amendments, including letter amendments, which increase the contract amount or extend the completion date of the contract, must be approved by USAID.

### 15. Settlement of Disputes

a In the event of a disagreement under this contract, the Supplier shall submit a written statement to the Contracting Agency, briefly describing the nature of the problem, the position of the Supplier regarding the issue and a narrative of facts in support of the Supplier's position.

Within 10 days after receipt of the Supplier's statement, the Contracting Agency shall decide the issue and delivery a written statement of the decision to the Supplier, including the reasons supporting the decision, if adverse to the Supplier.

Within 30 days after receipt of the Contracting Agency's decision or the date such decision was due, the Supplier may submit to the Contracting Agency a written Notice of Appeal including a detailed description of the facts of the dispute with the dates of events, names of persons involved, references to documentation bearing on the matter (with copies attached), the relevant

  
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contract provision(s), the Supplier's contentions and conclusions, and a statement of why the Contracting Agency's decision is being questioned.

d. If within 30 days after delivery of a Notice of Appeal, the parties can not mutually agree to a satisfactory settlement, the matter shall be presented for arbitration following the rules of Conciliation and Arbitration of the International Chamber of Commerce (ICC) (or the Arbitration Rules of the United Nations Commission on International Trade Law (UNCITRAL)).

## 16. Marking

a. The supplier shall be responsible for assuring that all commodities are furnished under this contract and their shipping containers carry the official USAID emblem and for correctly marking goods and shipping containers. Emblems shall be affixed by metal plates, decal, stencil, label, tag, or other means depending upon the type of commodity or shipping container and the nature of the surface to be marked.

b. The emblem placed on the commodities shall be as durable as the trademark, company or brand name affixed by the manufacturer and the emblem on each shipping container must be affixed in a manner which assures that it will remain legible until the container reaches its destination. Such containers shall display the last set of digits of the identification number of the pertinent implementing document in characters equal in height to the shipper's marks.

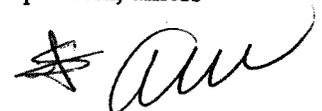
## 17. Inspection

a. All supplies (including raw material, components, intermediate assemblies and end products) shall be subject to inspection and test by or on behalf of the Contracting Agency at the expense of the Contracting Agency prior to shipment. The Contracting Agency will notify the supplier in writing of the names of any inspectors or inspection firms. It is understood that inspection and testing shall not in any way release the Supplier from any warranty or other obligations under this contract.

b. If any inspection or test is made by or on behalf of the Contracting Agency on the premises of the Supplier, the Supplier shall provide all reasonable facilities and assistance for the safety and convenience of the Contracting Agency or its inspectors in the performance of their duties without additional charge.

## 18. Force Majeure

a. Except with respect to default of subcontractors, the Supplier shall not be liable for any excess costs if the failure to perform the contract arises out of causes beyond the control and without the fault or negligence of the Supplier (Force Majeure) and if the supplier, within 20 days from the beginning of any such Force Majeure notifies the Contracting Agency of such prevention of performance and the cause thereof. Such causes may include, but are not restricted to, acts of the Borrower/Grantee in its sovereign or contractual capacity, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes, and unusually severe weather, but in every case the failure to perform must be beyond the control and without the fault or negligence of the supplier. If the failure to perform is caused by the fault of a subcontractor and if such default arises out of causes beyond the control of both the supplier and the subcontractor and without the fault or negligence of either of them (Force Majeure) and the Supplier, within 20 days from the beginning of such Force Majeure notifies the Contracting Agency of such prevention of performance and the cause thereof, the supplier shall not be liable for any excess costs due to the failure to perform, unless



the supplies or services to be furnished by the subcontractor were obtainable from other sources in sufficient time to permit the Supplier to meet the required delivery schedule.

b. In the event of a Force Majeure, the Supplier, unless otherwise directed by the Contracting Agency in writing, shall continue to undertake and perform the duties set forth in this contract as far as is reasonably practical.

c. In the event of a Force Majeure resulting in a suspension of work, this contract shall be extended by a period equal to that for which the supplier was prevented from performing.

d. The Supplier shall be entitled to reasonable costs incurred as a consequence of a Force Majeure.

e. If the Supplier's inability to perform by reason of the Force Majeure lasts for more than 45 days after notice has been given to the Contracting Agency, either party may terminate this contract and the Supplier shall be entitled to any sums which would be payable in case of termination of this contract by the Contracting Agency for convenience.

## 19. Termination by the Contracting Agency for Default

a. The Contracting Agency may, by written notice of default sent to the Supplier by registered mail, terminate in whole or part this contract:

1) If the Supplier fails to make delivery of the textbooks and teachers guide within the time specified herein or any extension thereof, or

2) If the Supplier fails to perform any of the other provisions of this contract, or so fails to make progress as to endanger performance of this contract in accordance with its terms, and, in either of these two circumstances, does not cure such failure within a period of ten days (or such longer period as the Contracting Agency may authorize in writing) after receipt of notice from the Contracting Agency specifying such failure.

b. In the event the Contracting Agency terminates this contract in whole or in part as provided in paragraph a. of this clause, the Contracting Agency may procure upon such terms and in such manner as the Contracting Agency may deem appropriate, supplies similar to those so terminated, and the Supplier shall be liable to the Contracting Agency for any excess costs for such similar supplies. However, the Supplier shall continue performance of this contract to the extent not terminated under the provisions of this clause.

## 20. Liquidated Damages

If the Supplier fails to deliver the commodities as scheduled in this contract, the Contracting Agency will assess the Supplier liquidated damages to be determined on a daily rate.

## 21. Termination by the Contracting Agency for Convenience

a. This contract may be terminated by the Contracting Agency in whole, or from time to time in part, in accordance with this clause, whenever the Contracting Agency shall determine that such termination is in the best interest of the Contracting Agency.



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b. Termination shall be effected by Notice of Termination to the Supplier, specifying that termination is for the convenience of the Contracting Agency, the extent to which performance of work under the contract is terminated, and the date upon which such termination becomes effective.

c. After receipt of a Notice of Termination and except as otherwise directed by the Contracting Agency, the Supplier shall:

(1) Stop work under the contract on the date and to the extent specified in the Notice of Termination, and place no further orders or subcontracts except as may be necessary for completion of the portion of the work under the contract which is not terminated;

(2) Terminate all orders and subcontract to the extent that they relate to the performance of work terminated by the Notice of Termination;

(3) Assign to the Contracting Agency as it may direct, all of the right, title, and interest of the Supplier under the orders and subcontracts so terminated, in which case the Contracting Agency shall have the right to settle or pay any claims arising out of the termination of such orders and subcontracts;

(4) With the approval or ratification of the Contracting Agency, to the extent the Contracting Agency may require, which approval or ratification shall be final and conclusive for all purposes of this clause, settle all outstanding liabilities and all claims arising out of such termination of orders and subcontracts;

(5) Transfer title to the Contracting Agency and deliver as directed by the Contracting Agency, the completed or partially completed equipment, material, and parts which would be required to be furnished to the Contracting Agency under this contract;

(6) Complete performance of the part of the work which has not been terminated by the Notice of Termination; and

(7) Take such action as may be necessary for the protection of the property related to this contract which is in the possession of the Supplier and to which the Contracting Agency has title.

d. The Supplier shall submit to the Contracting Agency its written claim promptly but not later than three months from the effective date of termination, except as the Contracting Agency may agree in writing.

e. The Supplier and the Contracting Agency shall consult within 30 days of the submission of the claim concerning the whole or any part of the amount to be paid to the supplier by reason of the termination of work. The contract shall be amended accordingly, and the Supplier shall be paid the agreed amount.

f. In deciding the amount due the Supplier, all settled claims which the Contracting Agency may have against the supplier in connection with this contract, and the agreed price for, or the proceeds of sale of property acquired by the Supplier or sold not otherwise recovered by or credited to the Contracting Agency, shall be deducted.



g. Any disagreement regarding termination amounts or procedures shall be settled under the clause of this contract entitled "Settlement of Disputes".

## 22. Worker's Compensation Insurance

a. The Contractor agrees to provide employees who are not citizens of, residents of, or hired in the United States with worker's compensation benefits as required by the laws of the country in which the employees are working, or by the laws of the employee's native country, whichever offers greater benefits, or in the absence of such law, employer's liability insurance.

## 23. Performance Security or Guarantee

a. The Supplier shall furnish to the Contracting Agency within 15 days after award, a Performance and Payment Security or Performance Guarantee fully protecting the Contracting Agency against any excess costs incurred by it as a result of any failure to the Supplier to perform any of its obligations under this contract.

b. Such Securities or Guarantees shall be satisfactory to the Contracting Agency and, at the option of the Supplier, shall be in the form of a surety bond, certified check, cashier's check, bank guarantee, or irrevocable letter of credit. If a performance guarantee in the form of a certified check, cashier's check, bank guaranty or irrevocable letter of credit is used, it shall be in an amount equivalent to 15 percent of the contract value. If a Performance Bond is used, the bond shall be in an amount equivalent to 100 percent of the total amount of the contract value. The Performance Guaranty shall be drawn in favor of the Contracting Agency and shall be collectible upon receipt of the Contracting Agency's written certification and verification of supplier's default hereunder.

c. The Securities or guarantees shall be released not later than 30 days following the date of completion of the contract performance.

## 24. Warranty

The Supplier shall provide a warranty under which it will replace textbooks to be supplied under this contract, found to be defective due to faulty workmanship or materials. Replacements shall be made without cost to the Contracting Agency other than the cost of transportation from the port of entry to the project site. Such warranty shall be effective for twelve months after the delivery of the textbooks. The Contracting Agency shall give the Supplier prompt notice of any claims under such warranty and, if the supplier fails to remedy defects within a reasonable time, shall have the right to take such remedial action as may be necessary and to claim the reasonable cost thereof from the Supplier.

## 25. Packing

A handwritten signature in black ink, appearing to be a stylized name, possibly 'Am', with a large flourish at the end.

All materials and equipment must be properly prepared for export to withstand exposure to the elements and rough handling during ocean or air shipment. Such packing must be sufficient to insure safe arrival at destination and fully cover such hazards as extreme temperature and/or possible corrosion due to salt air or open space.

## 26. Suspension of Work

- a. The Contracting Agency may, at any time, by written order to the Supplier (Suspension of Work Order), require the Supplier to stop all, or any part, of the work required by the contract for a period of up to 90 days from the specified effective date.
- b. Upon receipt of such an order, the Supplier shall immediately comply with its terms and take all reasonable steps to minimize the incurrence of costs related to the work covered by the Order.
- c. Within the period of the Suspension of Work Order, the Contracting Agency shall either:
  - (1) Cancel the Suspension of Work Order; or
  - (2) Terminate the work covered by such Order as provided in the "Termination by the Contracting Agency" for convenience clause of the contract.
- d. If the Suspension of Work Order is cancelled or the Order expires, the Supplier shall resume work. An equitable adjustment shall be made as necessary in the time schedule, the price, or a combination thereof, or any other provisions of the contract that may be affected and the contract shall be amended accordingly, if the Supplier asserts a claim for such adjustment within 30 days after the end of the period of work suspension. Failure to agree to any adjustment shall be a dispute under the "Disputes and Appeals" clause of the contract.

## 27. Equal Employment Opportunity

The Supplier will not discriminate in recruitment or employment conditions of personnel hired in the United States because of race, religion, color, sex, or national origin and is in compliance with its equal employment opportunity obligations under Executive Order 11246 dated September 24, 1965.

## 28. Vesting of Title and Diversion Rights

USAID reserves the right to vest in itself title to the goods financed under this contract, provided that such goods are in a deliverable state and have not yet been off loaded in ports of entry in the cooperating country. USAID may direct the carriers to divert these goods to alternative destinations.

## 29. Escalation

Freight costs will be paid in accordance with those submitted in the bid if there is no change in bunker or congestion surcharges between bid opening date and shipping date. The Bidder will furnish with its bid, a



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copy of the page(s) of the prevailing tariff in effect on the bid opening date showing the bunker and/or congestion surcharges applicable to the shipping period(s) of the intended shipments which are on file with the U.S. Federal Maritime Commission and have been published in the applicable shipping conference tariff. If bunker or congestion surcharges are increased or decreased subsequent to bid opening date, calculation of the increase or decrease will be the difference between the tariff rates submitted with the Supplier's bid and the applicable effective tariff rate at the time of shipment. The Contracting Agency agrees to make payment on the basis of the cost of goods delivered at destination adjusted in accordance with the above procedure. In order that the Contracting Agency may make necessary amendments to the financing documents prior to shipment, the Supplier will provide information to the Contracting Agency concerning any increases in bunker or congestion surcharges that the carrier has filed with the Federal Maritime Commission subsequent to the bid opening date.

### 30. Notices

Any notice given by either party will be in writing or by telegram or cable and will be deemed duly given or sent when delivered to the following addresses:

To Supplier: at address shown on the  
Price Schedule

To Contracting Agency: **Mississippi Consortium for International Development c/o Curriculum Development Centre Longacres, P. O. Box 50092, Lusaka, Zambia**

Notices shall be effective when delivered or on the effective date of the notice, whichever is later.

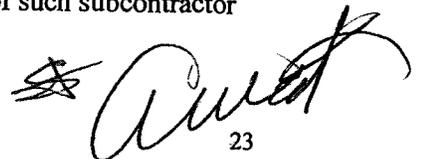
### 31. Audit and Records

a. The Contractor shall maintain books, records, documents, and other evidence to substantiate, without limitation, all costs incurred under or in connection with the contract and to substantiate the other contract requirements in accordance with generally accepted accounting principles prevailing in the United States, the Cooperating Country, or the International Accounting Standards Committee (an affiliate of the International Federation of Accountants) to substantiate properly all transactions under or in connection with the contract. This clause does not apply to cost records for non-reimbursable cost items incurred under fixed-price (lump sum or unit price) contracts, but it does apply to records concerning source of goods and other comparable contract requirements applicable to such items. The foregoing constitutes "records" for the purpose of this clause.

b. The Contractor shall maintain such records during the contract term and for a period of 3 years after final payment. However, records which relate to appeals under the "Disputes and Appeals" clause or litigation or the settlement of claims arising out of the performance of this contract shall be retained until such appeals, litigation, or claims have been finally settled.

c. All records shall be subject to inspection and audit by the United States Government, the Contracting Agency, or its authorized agents at all reasonable times. The Contractor shall afford the auditor proper facilities for such inspection and audit.

d. The Contractor further agrees to include in all its subcontracts hereunder a provision that the subcontractor agrees to maintain such records and that the U.S. Government, the Contracting Agency, or any of its authorized agents shall, until the expiration of 3 years after final payment under the subcontract, have access to and the right to examine any records of such subcontractor involving transactions related to the subcontract.



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### **32. Anti-Corruption Provisions**

No offer, payment, consideration, or benefit of any kind which constitutes an illegal or corrupt practice shall be made, either directly or indirectly, as an inducement or reward for the award of this contract. Any such practice will be grounds for canceling the award of this contract and for such other additional actions, civil and/or criminal, as may be applicable.

A handwritten signature in black ink, consisting of a stylized initial 'A' followed by a cursive name.

**NOTIFICATION OF AWARD**

A handwritten signature in black ink, appearing to be "Am" with a stylized flourish at the beginning.



## Mississippi Consortium for International Development

June 9, 2009

Mr Shawky Hemaidan  
The Managing Director  
New Horizon Printing Press  
Plot No Lus/9815/4 Kafue Road  
Lusaka Zambia

Dear Mr Hemaidan,

**RE: Reprinting and Delivery of Pupils Textbooks for Grade Four (4) Mathematics in Zambia**

### NOTIFICATION OF AWARD

Reference is made to your offer dated 29<sup>th</sup> April, 2009 on the above captioned subject matter.

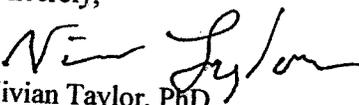
I wish to notify that you have been awarded a contract for the Reprinting and Delivery of 45,000 Pupils' Text Books for grade 4 in Zambia at a total cost of United States Dollars eighty nine thousand one hundred only (US\$ 89,100.00) as follows:

Item No.	Item Description	Quantity	Amount	Delivery Period
1	Grade 4 Pupils' Books	45,000	US\$ 89,100.00	10 weeks

You shall be required to furnish a Performance Security of ten (10%) percent of the total contract value within fifteen (15) days of receipt of this Notification Letter.

Find attached four (4) copies of the contract for your consideration and signature.

Sincerely,

  
Vivian Taylor, PhD  
Project Director

Cc: Ally Mack, MCID Jackson MS,  
Chief Curriculum Specialist CDC Longacres LUSAKA  
Program Manager, MCID Zambia, LUSAKA



1225 Robinson Street • Jackson, MS 39203, USA • Phone (601) 979-8648 • Fax (601) 979-8657 • Website: <http://www.mcid.us>



Alcorn State University



Jackson State University



Mississippi Valley State University



Tougaloo College



# **Attachment 3**

**Resume for Mr. Hamoonga Choongo**

**HAMOONGA HERBERT CHOONGO**

515 Wellington Rd.  
Jackson, Ms 39206  
Home: (601) 366-2231  
Cell: (601) 983- 0220  
choonga5@bellsouth.net

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**Objective:** Seeking a position in Educational Leadership and Administration. Tactful and diplomatic, easily established rapport at diverse level. Possess excellent problem-solving research, and time-management skills. Dedicated, trusted team player.

**Education:** **Jackson State University** Jackson, MS  
College of Education & Human Development  
Candidate (ADB)  
Major: Ph. D. Educational Leadership December, 2009

**Wesley Biblical Seminary** 2001-2004  
• Master of Divinity (Missions)

**Work Experience:**

**Jackson Public Schools (JPS) Mississippi**  
• Internship (Department of Professional Development)  
• Planning for conferences  
• Survey Analyses  
• Teaching Algebra I  
• Substitute teacher

**Jembo High School, Pemba, Zambia** 1996-2001  
• School administration (Headmaster)  
• Recruitment of teachers  
• Initiating school projects  
• Budgeting  
• Writing reports  
• Supervision  
• Teaching Mathematics and Religious Studies  
• Community mobilization

**School Certificate Mathematics Examiner 1990-2001**

- Writing test items for the National Schools Examinations (Grades 9 & 12)
- Grading and Scoring

**Jackson State University**

- Graduate Assistant (Social and Cultural Studies-Research) 2005-2007
- Research Assistant (Community Service/Service-Learning) 2008
- International Scholars' Award 2005
- Kappa Delta Pi Honors Award 2006
- Alpha Epsilon Lambda Honors 2006
- Who is Who in American Universities and Colleges Award 2007
- Scholars' Conference presentations

**Activities:**

Who's Who in American Colleges and Universities

Member of the Alpha Epsilon Lambda (AEL) Honors Society

Member of the Kappa Delta Pi (KΔΠ) Honors Society

Member of the Zambia Association of Mathematics Education (ZAME)

Member of the Headmasters' Association

Computer literate-Microsoft Word/SPSS/STATA

Blood Donor

Ministry for the homeless and Prisoners

# **Attachment 4**

**Itinerary for monitors teams, trip reports, monitoring reports and pictures**

**Schedule for monitoring of distributed Grade 4 and 5 materials in selected schools  
in Northern Province and Luapula Province  
Monitoring Team: Raphael Banda and Linda Channell**

DATES	PROVINCE	DISTRICT	SCHOOLS	DISTANCE FROM DISTRICT EDUCATION BOARD SECRETARY(DEBS OFFICE) TO SCHOOL
11 – 15 May 2009	Northern	Isoka	- Mpemba Basic School	203 KM
			- Tubale Basic School	176 KM
		Mpika	- Kamwenda Basic School - Chaya Basic School	198 KM 170 KM
16 – 20 May 2009	Luapula	Chinsali	- Chilombo Basic School	165 KM
			- Mulilansolo Basic School	75 KM
		Nchelenge	- Munkombwe Basic School	56 KM
			- Chisenga Basic School	49 KM
		Kawambwa	- Tea Estate Basic School - Mambwe Basic School	28 KM 146 KM
Mansa	- Chayuwa Basic School - Mibinde Basic School	105 KM 113 KM		

**Schedule for monitoring of distributed Grade 4 and 5 materials in selected schools in Copperbelt  
Province and North Western Province  
Monitoring Team: Lazarous Mutale and Hamoonga Choongo**

DATES	PROVINCE	DISTRICT	SCHOOLS	DISTANCE FROM DISTRICT EDUCATION BOARD SECRETARY(DEBS OFFICE) TO SCHOOL
11 – 15 May 2009	Copperbelt	Kalulushi	- Katuta Basic School	37 KM
			- Luongo Basic School	55 KM
		Lumfwanyma	- Mafuta Basic School	135 KM
			- St. Mary Basic School	108 KM
16 – 20 May 2009	North Western	Mpongwe	- Luswishi Basic School	118 KM
			- Kapili Basic School	107 KM
		Solwezi	- Mangala Basic School	155 KM
			- Kamisenga Basic School	150 KM
		Mwinilunga	- Kakoma Basic School	128 KM
			- Kayisumpa Basic School	140 KM
Kasempa	- Kaziba Basic School - Lunga East Basic School	90 KM 111 KM		

**Schedule for monitoring of distributed Grade 4 and 5 materials in selected schools  
in Lusaka Province  
Monitoring Team: Lazarous Mutale and Raphael Banda**

DATES	PROVINCE	DISTRICT	SCHOOLS	DISTANCE FROM DISTRICT EDUCATION BOARD SECRETARY(DEBS OFFICE) TO SCHOOL
4 – 5 May 2009	Lusaka	Luangwa	- Mankhokwe Basic School	81 KM
			- Kaunga Basic School	70 KM
		Kafue	- Chiawa Basic School	150 KM
			- Mwembeshi Basic School	89 KM
Chongwe	- Chimusanya Basic School	111 KM		
	- Palabana Basic School	42 KM		

**ITINERARY FOR LINDA CHANNELL**

**10– 23 May, 2009**

**LUSAKA, ZAMBIA**

<b>DATE</b>	<b>ACTIVITY</b>	<b>LOCATION</b>	<b>DISTANCE FROM DISTRICT EDUCATION BOARD SECRETARY(DEBS OFFICE) TO SCHOOL</b>
MAY 10 SUNDAY	ARRIVAL AT LUSAKA INTERNATIONAL AIRPORT <b>PLEASE JOIN HOTEL SHUTTLE</b>	INTERNATIONAL AIRPORT	
MAY 11 MONDAY	Travel to Copperbelt Province	KITWE	
MAY 12 TUESDAY	Monitoring at: - Katuta Basic School - Luongo Basic School	KALULUSHI	37 KM 55 KM
MAY 13 WEDNESDAY	Monitoring at: - Luswishi Basic School - Kapili Basic School	MPONGWE	118 KM 107 KM
MAY 14 THURSDAY 15 FRIDAY	Monitoring at: - Mafuta Basic School - St. Mary Basic School	LUMFWANYA	135 KM 108 KM
MAY 16 SATURDAY	Travel to North Western Province	SOLWEZI	
MAY 17 SUNDAY	Planning meeting and sharing tasks	SOLWEZI	
MAY 18 MONDAY 19 TUESDAY	Monitoring at - Kakoma Basic School - Kayisumpa Basic School	MWINILUNGA	128 KM 140 KM
MAY 20 WEDNESDAY	Monitoring at - Mangala Basic School - Kamisenga Basic School	SOLWEZI	155 KM 150 KM
MAY 21 THURSDAY	Monitoring at - Kaziba Basic School - Lunga East Basic School	KASEMPA	90 KM 111 KM
MAY 22 FRIDAY	Reviewing and compiling of reports	SOLWEZI	
MAY 23 SATURDAY	Travel back to Lusaka	LUSAKA	
MAY 24 SUNDAY	LEAVE LUSAKA TO JACKSON		

**REVISED ITINERARY FOR HAMOONGA CHOONGO**

10– 21 May, 2009

**LUSAKA, ZAMBIA**

DATE	ACTIVITY	LOCATION	DISTANCE FROM DISTRICT EDUCATION BOARD SECRETARY(DEBS OFFICE) TO SCHOOL
MAY 10 SUNDAY	ARRIVAL AT LUSAKA INTERNATIONAL AIRPORT <b>PLEASE JOIN HOTEL SHUTTLE</b>	INTERNATIONAL AIRPORT	
MAY 11 MONDAY	Travel to Northern Province	MPIKA	
MAY 12 TUESDAY	Monitoring at: - Kamwenda Basic School - Chaya Basic School	MPIKA	198 KM 170 KM
MAY 13 WEDNESDAY	Monitoring at: - Chilombo Basic School - Mulilansolo Basic School	CHINSALI	165 KM 75 KM
MAY 14 THURSDAY	Monitoring at: - Mpemba Basic School - Tubale Basic School	ISOKA	203 KM 176 KM
MAY 15 FRIDAY	Travel to Luapula Province	MANSA	
MAY 17 SUNDAY 16 SATURDAY	Planning meeting and sharing tasks	MANSA	
MAY 18 MONDAY	Monitoring at - Munkombwe Basic School - Chisenga Basic School	NCHELENGE	56 KM 49 KM
MAY 19 TUESDAY	Monitoring at - Tea Estate Basic School - Mambwe Basic School	KAWAMBWA	28 KM 146 KM
MAY 20 WEDNESDAY	Monitoring at - Chayuwa Basic School - Mibinde Basic School	MANSA	105 KM 113 KM
MAY 21 THURSDAY	Travel back to Lusaka	LUSAKA	
MAY 22 FRIDAY	Travel back to Jackson		

**TLMP/MCID Travel Report  
For Monitoring of Grade 4 and 5  
Textbooks and Learning Materials Program  
May 11 – 21, 2009**

**Completed by: Dr. Linda Channell,  
USA Monitoring Team Member**

**Name:** Linda Channell

**Project:** Textbooks and Learning Materials Program – Zambia (TLMP)

**Location Traveled to:** Zambia, Africa

**Dates of Travel:** May 9 – 23, 2009

**Air Carrier and Routing (include comments and attach you itinerary):**

Delta Airlines to Johannesburg, SA, then South African Airways to Lusaka, Zambia

**Lodging (address, telephone and fax):**

**1) Taj Pamodzi Hotel (4 Nights)    2) Wilmore Enterprise and Guest House (1 Night)**

Church Road

P.O. Box 3540

Lusaka, Zambia

Tel: (260) 254 455

P.O. Box 450 125

Mpika, Zambia

Cell: 0977 696934/0977 411 657

Fax: (260-211) 254 005

**3) Mango Grove Lodge (2 Nights)    4) Julika Lodge (1 Night)**

Plot 81, Musakanya Kombe Dr.

P.O. Box 450138

Mpika, Zambia

Tel: (260 - 214) 370 015

P.O. Box 440035

Isoka, Zambia

Cell: 097 507560/867606

Tel: 04-560 224

**5) Chukwuma Guesthouse Ltd. (3 Nights)    6) Lusenga Trust (1 Night)**

P.O. Box 710494

Mansa, Zambia

Tel: 02-821560

Cell: 097-806699

Fax: 02-821531

P.O. Box 730001

Matelo Village

Kawambwa, Luapula,

Zambia

Tel: (260) 296 0165/ Cell: 0979 306840

**Ground/Local Transportation provided by**

1) Private Taxis

2) Benmak Car Hire

Suite 30/31 Mulungushi Conference Center, P.O. Box 320195/ Lusaka, Zambia

**Traveled with:**

1) Mr. Hamoonga Choonga from Jackson, MS to Lusaka, Zambia

2) Mr. Raphael Banda from Lusaka to Mpika, Chinsali, Isoka, Mansa, and Kawambwa and back to Lusaka

**Objectives of Trip:**

1) to determine to what extent the grade 4 and 5 Enjoy Basic Mathematics textbooks and learning materials had been delivered to schools in rural areas of Northern and Luapula Provinces

2) to monitor the use of grade 4 and 5 Enjoy Basic Mathematics textbooks, teachers' guides, CDs, and posters

**Please provide a brief description of activities. Attach a daily itinerary to this report.**

**Achievements:**

Monday, May 11, 2009

An entrance meeting with Rick Hennings – USAID revealed that he suspected the grade 5 Enjoy Basic Mathematics textbooks and learning materials were not being distributed throughout the country according to the 1 to 2 ratio as determined from the onset of the program.

**Monitoring Process**

Two schools in each of the six districts in Northern and Luapula were targeted namely Mpika, Chinsali, Isoka, Mansa, Kawambwa, and Nchelenge. The matrix of the proposed visits is as shown below:

	PROVINCE	DISTRICT	SCHOOL
1.	Northern	Mpika	• Chaya Lower Basic • Kamwendo Middle Basic
		Chinsali	• Chilombo Middle Basic • Mulilansolo Middle Basic
		Isoka	• Tubale Middle Basic • Mpemba Middle Basic
2.	Luapula	Nchelenge	• Munkombwe Basic • Chisenga Basic
		Kawambwa	• Tea Estate Basic • Mambwe Basic
		Mansa	• Chayuwa Basic • Mibinde Basic

**Mississippi Consortium for International Development  
Trip Report**

This report format should be completed immediately upon your return from travel. Please submit it to your supervisor or project director and the MCID Associate Director.

**Name:** Hamoonga Choongo

**Project:** TLMP

**Location traveled to:** Zambia Africa

**Dates of travel:** May 8-21, 2009

**Air carrier and routing** (include comments and attach your itinerary): Delta, South African Airways

**Lodging** (address, telephone and fax): Taj Pamodzi Hotel, Lusaka; Broadway Lodge, Kitwe; Floriana Lodge, Solwezi

**Ground / Local Transportation provided by:** Benmak Car Hire

**Traveled with:** Lazarus Mutale (Mathematics Specialist – CDC)

**Objectives of trip:** 1. To monitor the distribution, and usage, of the Enjoy Basic Mathematics materials.  
2. To collect data on the teachers' perception of the value the materials have brought to the teaching and learning of mathematics.

**Contacts** (name, title, organization, address, telephone, fax, email) / Focus of visit, conference, and meeting: MCID Staff Office, Lusaka Zambia: Martha Lukanga Program Coordinator (0977199466)

**Please provide a brief description of activities. Attach a daily itinerary to this report.**

1. Visiting the selected Provinces, Districts and schools
2. Analyzed the distribution schedules at the DEBS' offices
3. Administered questionnaires to the Headmasters, Class teachers and students
4. Interviewed School leaders teachers and students
5. Observed classes (teaching and learning)

**Achievements:**

1. We were able to reach the sample schools in the various districts. Where a selected school could not be reached, we substituted it with different one.
2. We understood how the distribution of materials, was done, and the challenges that were faced.
3. We were able to meet with stakeholders, and exchanged knowledge and opinions.

**Problems and Solutions:** 1. It was not possible to interview all the teachers because schools had just been opened and some teachers had not yet reported at their schools.  
2. There was very little or no teaching and learning at all in most schools during the first two weeks of the term, and so, it was not possible to carry out classroom observations in almost all our sample schools but one.

**Solutions:** 1. The findings should be brought to the attention of the School leaders (Districts and Provinces - All stakeholders). 2. The scheduling of the monitoring should put into consideration the school term activities.

**Recommendations:**

1. The TLMP in-country office was well organized and carried out the tasks but had limited time for monitoring the project. This challenge might have been due to lack of project transport. A vehicle for the project would not only make the officers mobile but would reduce the expenses of hiring vehicles.
2. The time that was allocated for the monitoring exercise was too little for all the instruments to be administered. There is need to consider having on-going monitoring and evaluation of the project (or different instruments at different times and not all at once)
3. The MCID offices (USA and Zambia) need to be in constant contact with the Ministry of Education (MOE) so as to know whether or not each party is fulfilling the memorandum of understanding (MOU). MCID put in some money to conduct the training of trainers, aspect of the project but very little or nothing was done thereafter. In fact some of the schools that had not used the materials said they had not used the materials because the training had not taken place. The Project Coordinator should be in direct contact with the Permanent Secretary and the Director of Teacher Education (MOE).
4. MCID should consider venturing into producing materials in other learning areas since the current materials seem to be preferred by the teachers.

**REPORT ON THE MONITORING OF DISTRIBUTION & POST  
EVALUATION FOR MCID GRADES 4 AND 5 MATHEMATICS TEXTBOOKS IN  
LUSAKA PROVINCE**

Produced by:

**Lazarous Mutale, Mathematics Curriculum Specialist (CDC)  
Raphael Banda, Mathematics Curriculum Specialist (CDC)**

6<sup>th</sup> May, 2009

**1 Background**

Textbooks and Learning Materials for Grades 4 and 5 mathematics were produced by the Ministry of Education with assistance from the United States Agency for International Development (USAID) and Mississippi Consortium for International Development (MCID) by 2008.

The Ministry of Education and MCID drew up a cascade distribution scheme. This required the Provincial Offices collecting these materials from Headquarters, then distributing to Districts which further went on to distribute to individual schools within their jurisdiction.

The distribution status to date is as per table below.

**1. Schools**

Province	Distributed Grade 4 Materials			Distributed Grade 5 Materials			Charts/Posters		Comments
	Pupils Books	Teachers Guides	CDs	Pupils Books	Teachers Guides	CDs	Grade 4	Grade 5	
Central	33,876	574	476	32,950	658	483	*	*	<i>Completed</i>
Copperbelt	36,647	583	551	45,550	911	318	3,108	3,108	
Eastern	29,086	351	561	27,450	548	*	*	*	<i>Completed</i>
Luapula	20,669	367	302	19,350	387	302	3,192	3,192	
Lusaka	33,118	351	174	33,400	667	172	*	*	<i>Completed</i>
N. Western	15,080	401	356	15,400	307	356	1,672	1,672	
Northern	36,838	821	735	29,500	590	733	5,022	5,022	<i>Completed</i>
Southern	28,679	673	584	23300*	645	*	*	*	<i>Completed</i>
Western	15,193	543	496	14,350	287	492	1,904	1,904	
	<b>249,186</b>	<b>4,664</b>	<b>4,235</b>	<b>217,950</b>	<b>5,000</b>	<b>2,856</b>	<b>14,898</b>	<b>14,898</b>	

\* Not Collected

# \* Collection not completed

This report is on monitoring that was conducted by a two man team on the distribution of these books. The monitoring team comprised Lazarous Mutale and Raphael Banda both from the Curriculum Development Centre (CDC) The monitoring period was from Monday, 4<sup>th</sup> May to Tuesday, 5<sup>th</sup> May 2009.

Two schools in each of the three districts under Lusaka province were targeted namely Chongwe, Kafue and Luangwa. The proposed itinerary for this activity was as presented below:

District	School	Date to visit
Chongwe	Chimusanya Basic	May 5, 2009
	Palabana Basic	May 5, 2009
Kafue	Chiawa Basic	May 5, 2009
	Mwembeshi Basic	May 5, 2009
Luangwa	Kaunga Basic	May 4, 2009
	Mankhokwe Basic	May 4, 2009

This itinerary proved to be both unrealistic and to some extent unattainable considering the objective of the activity and the distances involved. For example, on the first day, the team had to travel 471 km (that is 320 km to the district then 81 km and 70 km to the schools) before settling down to work. This resulted in the team traveling at night and reaching their home around 22.30 hours since they had to travel back after work. This goes outside the government conditions under which government officer's work.

## 2 Objectives of the tour

The objective of the tour was to establish if grades 4 and 5 Mathematics materials had been distributed up to school level, and administer post evaluation instruments to the Head teacher, Grades 4 and 5 subject teacher as well as learners

## 3. Methodology

This was done by sampling two schools in all the three sampled districts of Chongwe, Kafue and Luangwa districts after paying a courtesy call on the respective District Education Board Secretary's office

## 4. Findings

### 4.1 Luangwa District

#### (a) DEBS Office

The team had a brief meeting with the DESO in the absence of the DEBS. The District had received both Grades 4 and 5 text books and CDs but not Charts (posters)

The district indicated that they had delivered the received materials to schools but had a challenge in the sense that the number of schools had increased from the time the distribution schedules were drawn to the time of delivery to schools.

#### (b) Kaunga Basic School

The school indicated that they had not received either grade 4 or grade 5 text books. The school had grades 4 and 5 enrolments as follows:

- Grade 4                      91 learners
- Grade 5                      75 learners

Due to the findings at this school, all the post evaluation instruments could not be administered.

#### (c) Mankhokwe Basic School

The school indicated that they had received only 15 copies of grade 5 Learners books and a copy of the teachers' guide. The school had neither received grade 4

text books nor as expected the charts. The school grades 4 and 5 enrolments were as follows:

- Grade 4 43 learners
- Grade 5 37 learners

At this school, only the Head teacher was around as the other teachers were not accommodated within the school premises. Consequently only the Head teacher post evaluation instrument was administered .

#### 4.2 Chongwe District

##### (a) DEBS Office

The team had a brief meeting with both the DEBS and DESO. The District had tasked the DESO with the distribution of the received materials. The DESO indicated that the distribution of grade 4 textbooks had been completed successfully though their challenge had been how to cater for new schools and increased enrolments in the old schools

Though the distribution of grade 5 textbook was almost completed, some schools which are inaccessible in the rainy season had not received. The district indicated that this would be done by the end of May 2009

##### (b) Chimusanya Basic School

The school indicated that they had received both grades 4 and 5 textbooks. The schools received 78 copies of grade 4 Learners books and a copy of the teachers' guide. They also received 22 copies of grade 5 Learners books and a copy of the teachers' guide including 2 CDs for each book.

The school grades 4 and 5 enrolments were as follows:

- Grade 4 184 learners
- Grade 5 130 learners

At this school again, only the Head teacher was around. The other teachers had either gone for holidays or could not be located and due to limited time the team could not wait for them. Only the Head teacher post evaluation instrument was administered.

##### (c) Palabana Basic School

The school indicated that they had received both grades 4 and 5 textbooks. The schools received 95 copies of grade 4 Learners books and 2 copies of the teachers' guide. They also received 150 copies of grade 5 Learners books and 3 copies of the teachers' guide including 2 CDs for each book.

The school grades 4 and 5 enrolments were as follows:

- Grade 4 162 learners
- Grade 5 155 learners

Again, only the Head teacher was around. The grades 4 and 5 teachers did not live within the school and could not be located only the Head teacher post evaluation instrument was administered.

#### 4.3 Kafue District

(a) DEBS Office

The team had a meeting with the DEBS. The district indicated that the distribution of both grades 4 and 5 textbooks had been completed successfully. Their challenge had been how to cater for new schools and increased enrolments in the old schools

(b) Mwembeshi Basic School

At this school, both the Head teacher and his Deputy were not in school. The team only found a grade 5 teacher. She indicated that the school had received both grades 4 and 5 textbooks. She could however not give the number of copies of grades 4 and 5 books and 2 CDs received.

The school grades 4 and 5 enrolments could also not be determined except that there are two classes at each level.

Only class teacher post evaluation instrument was administered

(c) Chiawa Basic School

School could not be visited (see limitations)

#### 5 Limitations

The team encountered a number of challenges and limitations which impeded their smooth carrying out of the activity. Major of these were the following:

1. At time of drawing up the program, the timetable for opening of schools was indicated to be 4<sup>th</sup> May 2009. This was later revised to 11<sup>th</sup> May 2009 by a Ministerial announcement. This resulted in non administration of some instruments since respondents could not be accessed.
2. At the time that the team had 350 km to be covered to Chiawa Basic School, the vehicle only had ¼ tank of fuel which was inadequate to cover this distance. The team had already covered a combined distance of about 1 168 km. This made it impossible to cover Chiawa Basic School in Kafue district.
3. The time to accomplish this activity was inadequate as evidenced by travel at night. Further, the team got to Kafue district enroute to Chiawa Basic school at 16. 50 hours just before the official knock off time of 17.00 hours. This made it impossible to proceed to Chiawa Basic school.

#### 6 Recommendations

In view of the experiences in Lusaka Province, the team recommends that:

1. Only one school be visited in the 11<sup>th</sup> – 21<sup>st</sup> May 2009 monitoring considering that both the districts and schools will be too distant apart and the teams will not just be administering instruments for grade 4 but also grade 5
2. The fuel calculation is scrutinized to avoid members of the teams getting stranded in the districts far away from Lusaka
3. For the safety of officers there should be no traveling at night. Work starts at 08.00 hours and ends at 17.00 hours. Therefore traveling after 17.00 hours back home attracts subsistence allowance.
4. If it is not possible to reduce on the number of schools to be visited, consider increasing the number of days for the activity.
5. A day was reserved for the compilation of the report.

**MONITORING REPORT ON**  
**THE DISTRIBUTION and POST EVALUATION OF THE MCID GRADES**  
**4 AND 5 MATHEMATICS TEXTBOOKS IN**  
**COPPERBELT AND NORTH WESTERN PROVINCES**

**Produced by:**

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**May, 2009**

## BACKGROUND

Textbooks and Learning Materials for Grades 4 and 5 Mathematics were produced by the Ministry of Education with funding from the United States Agency for International Development (USAID) and Mississippi Consortium for International Development (MCID). The production and distribution of these learning materials came to an end in 2009. There was emphasis on the need for these materials to reach the learners.

The Ministry of Education and MCID drew up a cascade distribution scheme for the materials. This required the Provincial Offices to collect the materials from Ministry of Education Headquarters then distribute to their respective Districts. The Districts were charged with the responsibility to distribute the materials to individual schools within their jurisdiction.

This report is on the monitoring that was conducted by a team of two on the distribution of the pupils' textbooks, teachers' guides, CDs and charts for grades 4 and 5. The monitoring team comprised Lazarous Mutale, a Curriculum Specialist and Hamoonga Choongo from Jackson State University and attached to MCID. The monitoring period was from Monday, 11<sup>th</sup> May to Thursday, 20<sup>th</sup> May 2009.

Two schools in each of the six districts in Copperbelt and North Western provinces were targeted. The six districts included, Lufwanyama, Kalulushi, Mpongwe on the Copperbelt and Kasempa, Mwinilunga and Solwezi in North Western province. The matrix of the proposed visits is as shown below:

	Province	District	School
1.	Copperbelt	Lufwanyama	<ul style="list-style-type: none"><li>• St Mary's Basic</li><li>• Mafuta Basic</li></ul>
		Kalulushi	<ul style="list-style-type: none"><li>• Luongo Basic</li><li>• Katuta Basic</li></ul>
		Mpongwe	<ul style="list-style-type: none"><li>• Luswishi Basic</li><li>• Kapili Basic</li></ul>
2.	North Western	Kasempa	<ul style="list-style-type: none"><li>• Kizhiba Basic</li><li>• Lunga East Basic</li></ul>
		Mwinilunga	<ul style="list-style-type: none"><li>• Kakoma Basic</li><li>• Kayisumpa Basic</li></ul>
		Solwezi	<ul style="list-style-type: none"><li>• Mangala Basic</li><li>• Kamisenga Basic</li></ul>

## OBJECTIVES OF THE TOUR

The objective of the tour was to establish if grades 4 and 5 Mathematics materials had been distributed up to school level, and administer post evaluation instruments to the Head teacher, Grades 4 and 5 subject teacher as well as learners

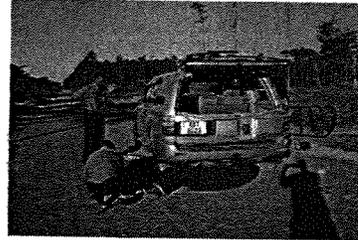
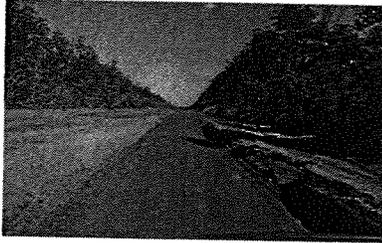
## METHODOLOGY

This was done by sampling two schools in all the three sampled districts of Lufwanyama, Kalulushi and Mpongwe districts on the Copperbelt province and Kasempa, Mwinilunga and Solwezi in North Western province. The team first paid a

courtesy call on the respective District Education Board Secretary's office before going to the schools.

## FINDINGS

### COPPERBELT PROVINCE - LUFWANYAMA



*On Right* : Hamoonga looks on as the driver changes a tyre after traveling on the badly damaged road on left

(a) DEBS Office

The team had a brief meeting with the DEBS who indicated that the District had received both Grades 4 and 5 text books, CDs as well as Charts (posters)

The district indicated that they had delivered the received materials to most schools including the sampled schools of Mafuta and St. Mary's. They however indicated that they had a challenge of inadequate funds in training of teachers.

(b) St. Mary's Basic School

The school was deserted with neither learners nor teachers in the school. The deputy head who was later called from his house indicated that they had received both grades 4 and 5 text books in the following quantities:

- Grade 4                    50 copies of PB and no TGs
- Grade 4                    50 copies of PB and no TGs

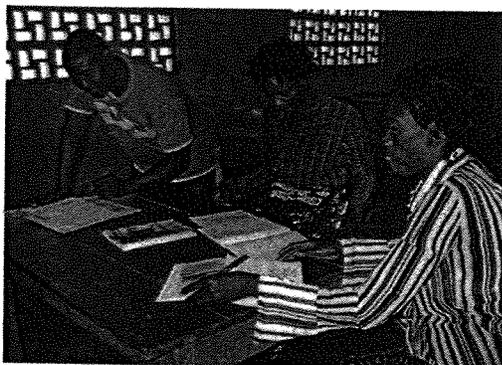
These quantities were shared with four Community schools (Kawama, Kamuchanga, Kambishi and Minkolo). The school had however not received either CDs or the charts

The school had grades 4 and 5 enrolments as follows:

- Grade 4                    50 learners and one teacher
- Grade 5                    82 learners and one teacher

Due to the absence of learners at this school, all except the Head teacher post evaluation instruments could not be administered.

(c) Kapilamikwa Basic School



This school was substituted for Mafuta Basic School which was reportedly manned by two teachers both of who were away to Kitwe. Kapilamikwa indicated that they had received grades 4 and 5 textbooks including charts but not CDs in the following quantities:

- Grade 4 50 copies of PB and no TGs
- Grade 4 50 copies of PB and no TGs

The school grades 4 and 5 enrolments were as follows:

- Grade 4 61 Learners
- Grade 5 84 learners

At this school, again, the learners were away and as such, only the Head teacher post evaluation instrument was administered.

## COPPERBELT PROVINCE - KALULUSHI

(a) DEBS Office

The team paid a courtesy call on the DEBS office. However, both the DEBS and DESO were no around. The team had a meeting with the ESO GI who expressed ignorance of presence of these materials in the district It was later discovered that the District had tasked the DRCC with the distribution of the received materials. It was however disappointing to learn that nothing had been distributed including to the school where the Resource Centre is based.

This sad discovery made the trip to the sampled schools irrelevant as they had not received any materials.

(b) Luongo Basic School

Not visited since the District indicated that books had not been delivered there.

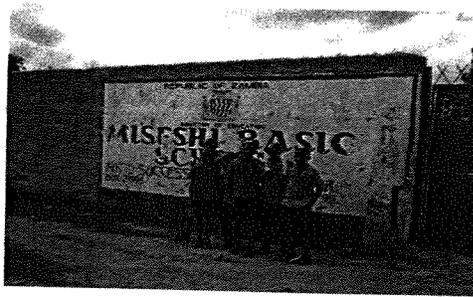
(c) Katuta Basic School

Not visited since the District indicated that books had not been delivered there.

(d) Masamba Basic School

This school was visited just to confirm the lack of distribution. The books were taken to this school by the team in the presence of the District Resource Centre Coordinator.

## COPPERBELT PROVINCE - KITWE



With the disappointment in Kalulushi, the team decided to sample another school (Miseshi) in Kitwe district.

(a) Miseshi Basic School

The school indicated that they had received both grades 4 and 5 textbooks including charts and CDs in the following quantities:

- Grade 4 60 copies of PB and 02 TGs
- Grade 4 177 copies of PB and 01 TG

The school grades 4 and 5 enrolments were as follows:

- Grade 4 152 learners
- Grade 5 191 learners

Post evaluation instrument could not be administered since the school was not on the programme.

## COPPERBELT PROVINCE - MPONGWE



(a) DEBS Office

The team arrived in Mpongwe at 10.00 hours. All senior officers were not at the station except for the Buildings Officer. The team therefore had a meeting with the Buildings Officer. The Buildings Officer indicated that both grades 4 and 5 textbooks had been distributed. As the team was about to leave, it was discovered that the vehicle had a puncture. The wheel was changed and the spare wheel mended. By the time this was done, it was 13.00 hours. The team therefore decided that it was not feasible to visit the sampled schools due to the distance involved. The team instead visited St. Anthony Basic school.

(b) St. Anthony Basic School

At this school, the Head teacher indicated that they had received both grades 4 and 5 textbooks. He could however not state how many copies of grade 4 textbooks were received. He however indicated that the school received 84 copies of Grade 5 PB and 2 TGs

The school grades 4 and 5 enrolments were as follows:

- Grade 4                      57 learners
- Grade 5                      68 learners

The school had however not started using the textbooks and as such only the Head teacher post evaluation instrument was administered

## NORTH WESTERN PROVINCE - KASEMPA

(a) DEBS Office

The team had a brief meeting with both the DESO and DEBS who indicated that the District had received both Grades 4 and 5 text books and CDs but was not sure about the Charts.

The district indicated that they had delivered the received grade 4 textbooks to most schools including one of the sampled schools of Kizhiba. The other sampled school, Lunga East had not received the books. The District however indicated that they had a challenge of inadequate funds and were just starting the distribution of grade 5 textbooks. Based on this information, the team substituted Musambelombe for Lunga East Basic School.

(b) Musambelombe Basic School

The school indicated that they had received grades 4 and 5 textbooks but not charts or CDs. The textbooks were in the following quantities:

- Grade 4 10 copies of PB and 1 TGs
- Grade 5 4 copies of PB and no TGs

The school had grades 4 and 5 enrolments as follows:

- Grade 4 xx learners and one teacher
- Grade 5 xx learners and one teacher

Due to the absence of learners at this school, all except the Head teacher post evaluation instruments could not be administered.

(c) Kizhiba Basic School

The school indicated that they had received grades 4 and 5 textbooks including the fourth grade CDs but not fifth grade CDs or charts. The textbooks were in the following quantities:

- Grade 4 9 copies of PB and 1 TGs
- Grade 5 20 copies of PB and no TGs

The school had grades 4 and 5 enrolments as follows:

- Grade 4 25 learners and 1 teacher
- Grade 5 28 learners and 1 teacher

The school was deserted and therefore, all except the Head teacher post evaluation instruments could not be administered.

## **NORTH WESTERN PROVINCE - MWINILUNGA**

(a) DEBS Office

The team had a brief meeting with the DEBS and ESO GI. They indicated that the District had received both Grades 4 and 5 text books and CDs but not the Charts.

The district also indicated that they had delivered the received materials to most schools including the sampled schools of Kakoma and Kayisumpa Basic Schools. They however indicated that they had a challenge of inadequate vehicles which has dragged the exercise.

The team also learnt that the sampled schools were on different sides of the district. This led to the team deciding to make substitutions to the schools to be visited.

(b) Mukanala Basic School

The school had not received either grades 4 or 5 textbooks or neither charts nor CDs.

(c) Lwakela Basic School

The school indicated that they had not received any of the grades 4 and 5 materials.

The school had grades 4 and 5 enrolments as follows:

- Grade 4                      47 learners and 1 teacher
- Grade 5                      51 learners and 1 teacher

The school did not have grades 4 and 5 in school and therefore, all except the Head teacher post evaluation instruments could not be administered.

(d) Katuyola Basic School

The school confirmed receiving grades 4 and 5 textbooks including the CDs but not charts. The textbooks were in the following quantities:

- Grade 4                      20 copies of PB and no TGs
- Grade 5                      21 copies of PB and no TGs

There was however a discrepancy between the numbers given by DEBS office.

Only the Head teacher post evaluation instrument was administered.

## **NORTH WESTERN PROVINCE - SOLWEZI**

(a) DEBS Office

The team had a brief meeting with the DESO. He indicated that the District had received both Grades 4 and 5 text books and CDs but expressed ignorance on the Charts.

The district had delivered the received materials to most schools but not to one of the sampled schools of Mangala Basic Schools.

The team substituted Mangala Basic School with Kisasa and Shiinda Basic schools.

(b) Kisasa Basic School

The school Head teacher had received grades 4 textbooks but no other person was aware. These were discovered in his office still packed in the carton box. The Head teacher was not around and could therefore not substantiate this omission. There was no evidence of the school receiving grade 5 textbooks, CDs or Charts.

(c) Shiinda Basic School

The school Deputy Head teacher indicated that they had received both the grades 4 and 5 textbooks but not the CDs or Charts.

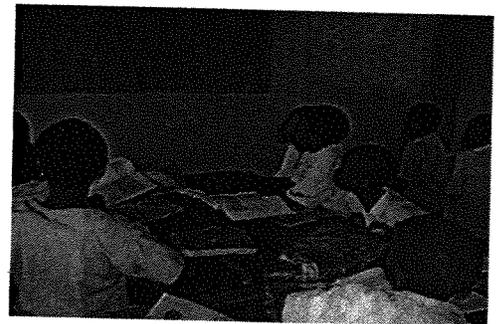
However, only grade 4 textbooks had evidence of having been used. The grade 5 textbooks had not.

The school had grades 4 and 5 enrolments as follows:

- Grade 4                      60 learners and 1 teacher
- Grade 5                      xx learners and 1 teacher

Only the Head teacher post evaluation instrument was administered since the grades 4 and 5 learners were not at school.

(d) Kamisenga Basic School



This was the only school where we found lgrades 4 and 5 learners as well as teachers. The school Head teacher indicated that they had received both the grades 4 and 5 textbooks and CDs but not Charts. The textbooks were in the following quantities:

- Grade 4 20 copies of PB and no TG
- Grade 5 20 copies of PB and 1 TG

This school has made “Enjoy Basic Mathematics” textbooks their main resource books. The school has grades 4 and 5 enrolments as follows:

- Grade 4 62 learners and 1 teacher
- Grade 5 82 learners and 1 teacher

At this school, all the post evaluation instruments were administered.

### COMMENTS

1. There is generally evidence of districts distributing the textbooks especially grade 4 to schools. There is however more to be done and wherever we went we urged the districts to make it a priority to also distribute the charts.
2. The administration of Post Evaluation instruments can only be fully done upon verification that all the materials are in school.

### LIMITATIONS

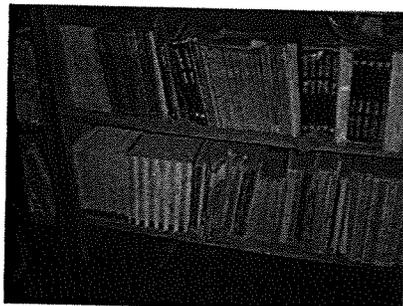


Double Punctures on the team's way back

The team encountered a number of challenges and limitations which impeded their smooth carrying out of the activity. Major of these were the following:

1. Some sampled schools had not received the textbooks and as a result the team could not administer the post evaluation instruments.

2. Different schools have different grades 4 and 5 timetables and as such it was not always possible to be certain to find learners at each school.
3. The time to accomplish this activity was inadequate as evidenced by travel at night. Further, the team got to Kafue district enroute to Chiawa Basic school at 16.50 hours just before the official knock off time of 17.00 hours. This made it impossible to proceed to Chiawa Basic school.



## RECOMMENDATIONS

In view of the experiences in Lusaka Province, the team recommends that:

1. Monitoring of distribution to schools need to be done over a long period of time before conducting the post evaluation.
2. The fuel calculation be scrutinised to avoid members of the teams getting stranded in the districts far away from Lusaka
3. For the safety of officers there be no traveling at night. Work starts at 08.00 hours and ends at 17.00 hours. Traveling after 17.00 means work in such a place should
4. If it is not possible to reduce on the number of schools to be visited, consider increasing the number of days for the activity.
5. A day be reserved for the compilation of the report.

**MONITORING REPORT ON  
THE DISTRIBUTION AND POST EVALUATION OF THE MCID GRADES 4 AND 5  
MATHEMATICS TEXT BOOKS IN**

**NORTHERN AND LUAPULA PROVINCES**

**PRODUCED BY:**

**DR. LINDA CHANNELL**

**MCID AND JACKSON STATE UNIVERSITY, USA**

**MR. RAPHAEL BANDA**

**MINISTRY OF EDUCATION, THE CURRICULUM DEVELOPMENT CENTRE**

**11<sup>TH</sup> MAY – 21<sup>ST</sup> MAY, 2009.**

## BACKGROUND

Textbooks and learning materials for grades 4 and 5 mathematics were produced by the Ministry of Education with funding from the United States Agency for International Development (USAID) and Mississippi Consortium for International Development (MCID). The production and distribution of these learning materials came to an end in 2009. There was a need to make sure that the books had reached the intended targets; the learners.

The Ministry of Education drew the cascade distribution scheme of these books. The cascade programme was set up such that the Provincial Offices collect the books from the Ministry of Education Headquarters. These would later distribute to the districts who would later distribute to the schools.

As of now the distribution status is as shown in the matrix below:

	<i>Pupils' Books</i>	<i>Teachers' Guide</i>	<i>CDs</i>	<i>Pupils' Books</i>	<i>Teachers' Guide</i>	<i>CDs</i>	<i>Grade 4</i>	<i>Grade 5</i>	
Central	33,876	574	476	32,950	658	483	-	-	Incomplete
Copperbelt	36,647	583	551	45,550	911	318	3,108	3,108	Completed
Eastern	29,086	351	561	27,450	548		-	-	Incomplete
Luapula	20,669	367	302	19,350	387	302	3,192	3,192	Completed
Lusaka	33,118	351	174	33,400	667	172	-	-	Incomplete
North Western	15,080	401	356	15,400	307	356	1,672	1,672	Completed
Northern	36,838	821	735	29,500	590	733	5,022	5,022	Completed
Southern	28,679	673	584	-	645	-	-	-	Incomplete
Western	15,193	543	496	14,350	287	492	1,904	1,904	Completed
	249,186	4,664	4,235	217,950	5,000	2,856	14,898	14,898	TOTALS

The report is on the monitoring conducted by a team of two on the distribution of the textbooks, teachers' guides, posters, and CDs for grade 5 Enjoy Basic Mathematics. The monitoring team comprised of Mr. Raphael Banda and Dr. Linda Channell. Mr Banda is the Curriculum development Specialist at the Curriculum Development Centre and Linda channel is from Jackson state university and attached to MCID (Mississippi Consortium for International Development). The monitoring period was from Monday 12 May to 20th May 2009.

Two schools in each of the six districts in Northern and Luapula were targeted namely Mpika, Chinsali, Isoka, Mansa, Kawambwa, and Nchelenge. The matrix of the proposed visits is as shown below:

	<b>PROVINCE</b>	<b>DISTRICT</b>	<b>SCHOOL</b>
1.	Northern	Mpika	<ul style="list-style-type: none"> <li>• Chaya Lower Basic</li> <li>• Kamwendo Middle Basic</li> </ul>
		Chinsali	<ul style="list-style-type: none"> <li>• Chilombo Middle Basic</li> <li>• Mulilansolo Middle Basic</li> </ul>
		Isoka	<ul style="list-style-type: none"> <li>• Tubale Middle Basic</li> <li>• Mpemba Middle Basic</li> </ul>
2.	Luapula	Nchelenge	<ul style="list-style-type: none"> <li>• Munkombwe Basic</li> <li>• Chisenga Basic</li> </ul>
		Kawambwa	<ul style="list-style-type: none"> <li>• Tea Estate Basic</li> <li>• Mambwe Basic</li> </ul>
		Mansa	<ul style="list-style-type: none"> <li>• Chayuwa Basic</li> <li>• Mibinde Basic</li> </ul>

## OBJECTIVES OF THE TOUR

The objective of the tour was to establish if the two books and the accompanying teachers' guides and learning materials Enjoy Basic Mathematics Grade 4, Enjoy Basic Mathematics Grade 5 were distributed up to the school level. The tour also meant to administer the post evaluation instruments to the head teachers, grades 4 and 5 learners and their teachers.

## **METHODOLOGY**

This monitoring process was conducted by visiting two schools in each of the targeted districts of Mpika, Chinsali, Isoka, Nchelenge, Kawambwa, and Mansa. This was to be accomplished after paying a courtesy call on each of the respective DEBS (District Education Board Secretary) office.

## **FINDINGS**

### **4.1 NORTHERN PROVINCE - MPIKA**

#### **(a) DEBS OFFICE**

The team had a brief meeting with the human resource officer as the DEBS was out on duty. It was discovered that the district had received the Grade 4 and 5 textbooks teachers' guides, CDs, and posters and had already distributed all of the materials as scheduled. It was reported that the distribution could not be accomplished as expected since the number of learners had increased and we seem to have used the old data for the enrolments in some schools whose population have increased.

#### **(b) Chaya Middle Basic**

It was reported by the DEBS office that it was not possible to visit the school this time of the year as the roads were impassable. The only mode of transportation would be a motorcycle. At a certain point, the motorcycle must be abandoned and the remaining 30km of the route completed 'on foot.' Given these conditions, it would be a minimum of two days to reach the school. Therefore, it was not possible to complete the monitoring process at Chaya Middle Basic at this particular time considering the pre-established timing of the schedule.

#### **(c) Kamwendo Lower Basic**

It was reported that this school cannot be reached at this time of the year as the roads are impassable. The school is situated in the mountainous areas where vehicles cannot reach. Again just like Chaya, a motorcycle must be utilized, then abandoned to proceed 'on foot' for a distance of over 50km to reach the destination.

The DEBS office however assured us that the teachers from the schools had already collected the textbooks and learning materials for the two schools. They collected the items when they came to collect their salaries from the banks. We were told that both schools can be reached through Eastern Province by going through Lusaka and connect from Mambwe District.

#### **(d) Mpika Basic School**

Since it was not possible to visit the two targeted schools the team thought that it would be better to visit Mpika Basic school. The school was chosen at random as time was not with the team to visit distant schools since most of the schools only have

grades 4 and 5 learners available in the morning and it was not possible to find learners in such schools.

The school indicated that it had received both grades 4 and 5 text books. The following were the statistics:

**Grade 4**

Number of learners: 150

Books received: 30

Charts received: 14 (1 set = 10 charts)

**Grade 5**

Number of learners: 160

Books received: 35

Charts received: 12 (1 set = 12 charts)

**4.1 NORTHERN PROVINCE - CHINSALI**

**(a) DEBS OFFICE**

We paid a courtesy call at the DEBS office to get some insights about the two books and accompanying learning materials. We were told that the books had already been distributed to the schools as required. It was our duty to do on the spot check of the books.

We were informed that one of the schools on our programme can be easily accessed from Mpika.

**(b) Mulilansolo Basic School**

We visited the school after courtesy call on the DEBS office. The school was not in session as most of the learners had already left and due to high absenteeism especially around this time of the term. We however interviewed the head teacher who was the only one at the school as other teachers had already gone to their respective homes. We left some questionnaires for the grade 4 and 5 teachers with the hope of collecting them the following morning. This proved impossible as the next district to be visited was Isoka.

The school however indicated that they had received both grades 4 and 5 books. Grade 5 books were not being used because of the low number of books received and the teacher found it too difficult to utilize without a teacher's guide. The school was glad that the books were written well and were easy for the learners to follow.

The team visited the school and the findings were as follows:

Number of grade 4 teachers: 2

Number of grade 4 learners: 91

Number of grade 4 books received: 40

Number of Grade 4 TGs received: 1

Number of grade 5 teachers: 1

Number of Grade 5 TGs received: 0

Number of grade 5 learners: 51

Number of grade 5 books received: 4

**(c) Chilombo Basic**

The head teacher of the school who happens to be the grade 5 teacher told us that they had received the grade 4 books and the grade 5 books. He said that it was a good book and he was pleased that it also followed the new syllabus. He said that he had done away with other books as the new book was well written and straight forward.

He said that he was not aware of the grade 5 book but looked forward to its arrival probably from the DEBS office.

The observation of the classes was not done as the learners had knocked off and due to poor attendance at this time of the term.

The following were the statistics collected from the school:

Number of grade 4 teachers: 1

Number of grade 4 learners: 18

Number of grade 4 books received: 0

Number of Grade 4 TGs received: 0

Number of grade 5 teachers: 1

Number of Grade 5 TGs received: 0

Number of grade 5 learners: 23

Number of grade 5 books received: 10

**4.1 NORTHERN PROVINCE - ISOKA**

**(a) DEBS OFFICE**

We visited the DEBS office rather late in the evening. It was after 17 00h when we visited the office. The DEBS office was informed by the DEBS Chinsali that we would pass through his office. Our mission in the district was to visit Tubale Middle Basic School and Mpemba Basic School.

We were informed that both schools were very far away indeed and we needed more time and resources in terms of machinery to reach the schools. He emphasised that the roads to these schools at this time of the year were impassable. After some discussions it was discovered that maybe Mpemba would be accessible although there was a bit of some doubt about its accessibility.

#### **(b) Mpemba Middle Basic**

The following morning the team set off to reach Mpemba. The road is generally rough but the team managed to reach the school rather late even after setting off very early in the morning; 06h to be precise from Isoka.

The school indicated that it had received grades 4 and 5 textbooks. The following were the statistics:

Number of grade 4 teachers: 1

Number of grade 4 learners: 52

Number of grade 4 books received: 5

Number of Grade 4 TGs received: 1

The DEBS office however indicated the following statistics for the school:

Number of grade 5 teachers: 1

Number of Grade 5 TGs received: 0

Number of grade 5 learners: 27

Number of grade 5 textbooks received: 35 (First consignment 10 and second consignment 25)

#### **(c) Tubale Middle Basic**

The team could not visit this school as it is not accessible by ordinary means of transport. The school is in the mountains and the bridge that leads to the school has been washed away making the school inaccessible. The bridge is also very far from the school. According to the teachers at Miyombe Basic, the school is over 50 km from the bridge that has been washed away.

As a result no data was collected from the school although the DEBS office indicated that it had distributed the books according to the record below although the idea was to see the books in use;

**Grade 4**

Total enrolments: 43

Number of learners text books received: 5

CDs received: 1

Teachers guide received: 1

#### **Grade 5**

Total enrolments: 55

Number of learners' textbooks received: 10

CDs received: 1

Teachers guide received: 1

### **4.1 NORTHERN PROVINCE - KAWAMBWA**

#### **(a) DEBS OFFICE**

The team arrived at the DEBS office in Kawambwa around 14 00hrs. We were reliably told that it would not be necessary for us to visit the schools on the same day as the children to be observed or interviewed would already have knocked off. The two schools to be visited were Tea Estate and Mambwe. We were told that the roads were still impassable and reaching Mambwe School at this time of the year was not easy. The DEBS office however suggested that we visit Tea Estate School the following morning.

Prior to the visit to Tea Estate, the DEBS office gave us the statistics for the two schools as shown below. Note that at this moment in time Mambwe had not yet received its allocation that is shown below but will receive its allocation as soon as the roads have cleared. The other alternative is to give the materials to the Head Teacher as he visits the DEBS office.

#### **Mambwe Basic**

The team did not visit the school as it was reported to be impassable at this time of the year. However the DEBS office released the distribution schedule for the school as follows:

#### **Grade 4**

Total enrolment: 36

Number of learners text books to be received: 40

CDs to be received: 1

Teachers guide received: 1

#### **Grade 5**

Total enrolments: 24

Number of learners' textbooks received: 44

CDs received: 1

Teachers guide received: 1

Number of posters/ charts collected: Undisclosed but collected

It was difficult to understand why the school was given more books for grade 5 pupils. The DEBS office said that there was a need to redistribute the grade 5 textbooks as the school had more needed. He hinted that maybe the surplus would be taken to those schools that had a shortage in grade 5 books.

### **Tea Estate Page School**

Teachers guide received: 1

Number of posters/ charts collected: 6 pages

At this school the head teacher said that the books delivered were not enough to cater for the children. The school received only 10 Grade 5 books against the total enrolment of 106 learners. It also received 24 Grade 4 books against the population of 103 learners. As a result of this huge shortage the head teacher could not make good use of the books.

However, the head teacher was given a further consignment of 40 books for grade 5 giving a total of 50 books for the grade 5 learners. This cheered the team as the distribution was done when the head teacher visited the DEBS office on the same day the team visited the school.

The following is the updated statistical data for the school:

#### **Grade 4**

Total enrolment: 103

Number of learners text books received: 24

CDs received: 1

Teachers guide received: 1

Number of posters/ charts received: 4 pages

#### **Grade 5**

Total enrolments: 106

Number of learners' textbooks received: 50

CDs received: 1

Teacher's Guide received: 0

## **SUMMARY**

The following matrix is the summary of the statistical findings from the proposed schools that were supposed to be visited by the team in Luapula and Northern provinces.

District	School	Total number of Grade 4...					
		Learners	MCID books received	Teachers	Teachers' Guides	Posters/ Charts	CDs
Isoka	Mpemba	52	10	1	1	0	1
	Tubale	43	5	1	1	0	1
Mpika	Kamwendo	TBD	TBD	TBD	TBD	TBD	TBD
	Chaya	TBD	TBD	TBD	TBD	TBD	TBD
	Mpika	150	30	2	0	14	0
Chinsali	Chilombo	0	0	0	0	0	0
	Mullansolo	91	40	2	1	0	1
Nchelenge	Munkombwe	NV	NV	NV	NV	NV	NV
	Chisenga	NV	NV	NV	NV	NV	NV
Kawambwa	Tea Estate	103	24	1	1	4	1
	Mambwe	36	40	1	1	0	0
Mansa	Chayuwa	NK	25	1	1	0	0
	Mibinde		33	1	1	0	0

TBD = to be distributed, NV = Not visited

District	School	Number of Grade 5...					
		Learners	MCID books received	Teachers	Teachers' Guides	Posters/ Charts	CDs
Isoka	Mpemba	27	35	1	0	0	1
	Tubale	55	35	1	0	0	1
Mpika	Kamwendo	TBD	TBD	TBD	TBD	TBD	TBD
	Chaya	0	0	0	0	0	0
	Mpika	160	35	1	0	1	1
Chinsali	Chilombo	23	10	1	0	0	0
	Mullansolo	51	0	1	0	0	1
Nchelenge	Munkombwe	NV	NV	NV	NV	NV	NV
	Chisenga	NV	NV	NV	NV	NV	NV
Kawambwa	Tea Estate	106	50	1	1	6/ not a set	1
	Mambwe	24	44	1	1	0	1
Mansa	Chayuwa	65	25	1	1	0	0
	Mibinde	36	0	0	0	0	0

TBD = to be distributed, NV = Not visited, NK = Not known

## LIMITATIONS

The team encountered a number of challenges and limitations which impeded smooth running of the mission. The following are some of the most important ones:

1. The schools had just opened and some learners had not reported to the schools.

2. The time table indicated that two schools would be visited but the only possibility was only one school per district as the schools' distances were rather too long coupled with very poor roads.
3. It is possible that the allocation of fuel money was from the DEBS' offices only. The distance to these DEBS' offices from Lusaka was not taken into consideration. In addition the distance from one district to another was also not taken into consideration.
4. The mode of transport was not adequate for some areas to be accessed. Some areas and some schools require more than just a vehicle.
5. The timing of the opening of schools and the visits were not harmonised, as a result in most schools visited the learners were not present.
6. The distances involved were too spread apart, therefore the monitors were in most cases unable to capture the learners who were reported to have left the school when the monitors arrived at the school.

## RECOMMENDATIONS

**It is recommended that the following comments be considered in the future for such a monitoring mission as this:**

1. There should be more time allocated in terms of days to the monitoring process as it is not possible to visit two schools in one day per districts due to long distances of each school in opposite directions from the DEBS' offices.
2. The fuel calculation should be based on the precise distances involved with some money for contingency to avoid members of the teams getting stranded in remote places far away from Lusaka.
3. The instruments did not target the purpose of the mission. Some information was perceived to be irrelevant at this phase of the program. The development of a new set of monitoring tools should be created for this, post publication, phase of the monitoring process.
4. The location of both targeted schools within each district should be considered in relation to the DEBS' offices. During this monitoring process, most often the two targeted schools were in two opposite directions from the DEBS' offices. The pre-established schedule did not allow time to visit both schools within a district.
5. The timing of the monitoring should take holidays into consideration. Each school visited had a low level of attendance. According to the Head Teachers this was due to the fact that the pupils are slow to return from a month long holiday.
6. Textbooks and learning materials have not consistently been received at a 1 to 2 ration. It is highly recommended that the missing books be accounted for and delivered to the appropriate schools.
7. If the monitoring team carries textbooks and learning materials with them, textbooks and learning materials could be distributed to the schools that are difficult to reach and have not yet received the materials.

## CONCLUSION

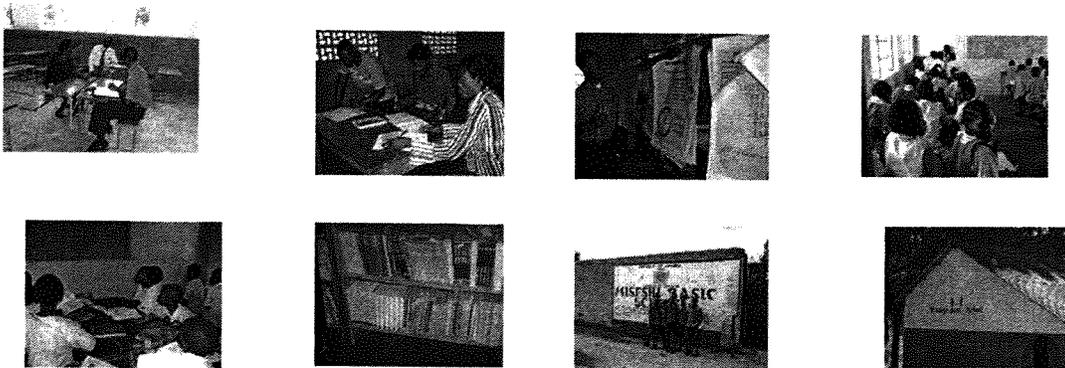
With the mission of determining to what extent grades four and five textbooks and learning materials have been received by schools in remote areas of the targeted districts, the following results are noted:

1. Grade four textbooks and learning materials have been received with few discrepancies.
2. Grade five textbooks and learning materials have not been received by most of the schools visited during this monitoring process.
3. Schools are not consistently being given textbooks at a 1 to 2 ratio as was the original mission of the project.
4. Much of the intended data is missing due to unrealistic timing and unattainable destinations of the scheduling.
5. It is highly recommended that a revised process for selecting targeted schools within selected districts be developed. If the monitoring process is going to result in the delivery of pertinent information from all targeted schools.

Dr. Linda Channell and Mr. Raphael Banda visiting schools in Northern and Luapula Provinces



Mr. Hamoonga Choongo and Lazarous Mutale visiting schools in Copperbelt and North Western Provinces



# **Attachment 5**

## **Draft Research Plan**

## Textbooks and Learning Materials Program (TLMP)

Administered by  
Mississippi Consortium for International Development in Partnership with  
The Ministry of Education (MOE)  
United States Agency for International Development, and  
The Mission in Zambia

### Research Plan

#### *I. Introduction*

MCID strives to be a national leader in promoting research and development that targets critical, issues related to the improvement of educational outcomes for indigenous, basic education students. This goal is directly aligned to MCID's mission in terms of its aim to develop and disseminate research-based knowledge products and services that can be employed to enhance teaching and learning. The wide range of research and development activities and results will help to inform and support educational policy-making as well as improve teacher education and students' learning outcomes.

This strategic plan for TLMP research reflects MCID's commitment to research and development aimed at closing the gap between the educational outcomes of indigenous students in Zambia. It provides information on the broad direction of qualitative and quantitative research and development for the TLMP 2005-2012, across two consecutive three year funding cycles. The focus of much of the research will be on understanding the factors that influence the outcomes of development of textbooks and learning materials, the design and facilitation of teacher training, and general schooling for indigenous, basic education students, particularly in the content areas of numeracy and literacy.

The TLMP targets challenges relating to the lack of sufficient textbooks and other learning materials in sub-Saharan Africa. It is a component of the Africa Education Initiative (AEI), a \$200 million presidential initiative administered by the United States Agency for International Development (USAID). Its primary purpose is to collaboratively develop, field test, revise, print, and disseminate 600,000 copies of high quality, cost-effective education

materials for use in basic schools in selected host countries, under the leadership of Minority Serving Institutions (MSIs). This program also emphasizes monitoring of materials usage, teacher training and capacity building of U.S. implementing partners to develop and sustain partnerships with African institutions. Through TLMP research, MCID will contribute to:

- identification of international, evidence-based, best practices;
- understandings of necessary supports for quality teaching;
- ways to maximize student learning;
- strategies for enhancing capacity building for the MOE;
- dissemination of research findings that have the greatest impact.

## *II. Research Team for TLMP Indigenous Research*

The MCID- TLMP research agenda has developed over three years of program implementation. The research team is comprised of prominent indigenous educators working in collaboration with technical team professionals from the USA. Members of the TLMP Program Advisory Committee (PAC) will help to provide expert advice on 1) strategic directions for the research; 2) ways of enhancing the value and impact of the research; and 3) strategies for evaluating and documenting overall TLM Program effectiveness. Specifically, the PAC will help to advise on:

- components of TLMP process and/or product most in need of research;
- code of ethnics for research involving human subjects and protection of sensitive information;
- ways in which TLMP constituents, MOE particularly, can make best use of the research;
- emerging research opportunities;

## *III. Research Foci*

The research will be limited to an investigation and analysis TLMP priority the goals, objectives, development intervention, outcomes and impact. Thus, the research framework will be centered around, questions related to:

- effectiveness of training of writers for authorship of TLMs;
- increase in the supply and demand for quality, accessible textbooks and learning materials;
- development of relevant, culturally responsive materials;
- enhancement of teaching ability, content knowledge, pedagogical skills and strategies through organized, systematic teacher training activities (TOT);
- integration of HIV/AIDS in the curricular;

- infusion of gender equity awareness in the curriculum;
- improvement in cross-border collaboration;
- expansion of public, private partnerships in-country; and
- improvement in students' achievement.

#### *IV. Methodology*

MCID will collaborate with key stakeholders (teachers, principals, university professors) in the design and implementation of TLMP research. Performance indicators will be defined; data acquisition sources identified, and analysis, use and reporting determined. The research methods will be guided by basic, sound, research principles regarding mutual respect and understanding; free and informed consent of subjects; protection of subjects from physical, emotional and mental discomfort; confidentiality; volunteer participation; integrity and responsibility; and use of research findings.

Both qualitative and quantitative research methods will be utilized to investigate the impact of the first three years of the TLM program (2005-2009), delineating the development of numeracy skills in a sample population of indigenous students representing select schools from select provinces in the Zambia. For continuous engagement, the research will also include the second, three year funding cycle (2009-2012) where the priority areas will be both numeracy and literacy in basic schools.

Research instruments for data collection purposes will be developed collaboratively among the TLMP partner representatives (surveys, questionnaires, interview questions). Where appropriate, reliability and validity of instruments will be established using conventional methods. Additionally, pre and post student performance data will be collected and analyzed for comparison using an experimental and/or quasi-experimental research methodology.

Since pre-test data was collected in 2005 for the first funding cycle, comparative post-test data will be collected for analysis in August 2009 using the same sample population of students and the same assessment instrument. For the second funding cycle, pre and post assessments will also be collected. Monitoring and evaluation involving data collection from students, from teachers, from principals, and from parents will also inform the research. Data collected will be analyzed using appropriate statistical methods, and results will be interpreted, summarized in written reports, and shared among stakeholders,

the funding agency, and other agreed upon learning communities (indigenous and cross-border). In addition to written reports, dissemination sources will include newsletters, web sites, presentations at professional conferences and meetings, and other available sources.

Research questions for investigation will correspond with TLMP goals and objectives:

- To what degree have textbooks and learning materials been increased (How many produced)?
- To what degree are TLMs produced relevant and culturally responsive, based upon teacher and student responses to surveys, questionnaires and/or interviews)?
- What effect has teacher training had on teachers' content knowledge, pedagogical skills, strategies and overall teaching ability?
- To what extent do TLMs reflect integration of HIV/AIDS?
- To what degree do TLMs reflect gender equity awareness?
- To what degree has cross-border collaboration been improved?
- To what extent have in-country public and private partnerships been expanded?
- What has been the program's impact on student achievement?

Table 1 reflects the results-oriented, research framework.

Table 1 Research Framework

Diagram \_\_\_\_\_ --with

Center—Continuous engagement/participation of teachers and students in TLMP,  
 With spokes in squares representing major component of each  
 TLMP objective (in-country collaboration, cross country partnership, relevant curriculum, Textbooks  
 and materials development, teacher training, student achievement, teacher performance, literary  
 development/intervention, numeracy/development/intervention)

Tasks	Outcomes	Responsible
Define performance measure/indicators	Indicators identified	
Design research instruments.	Instruments drafted and ready for reliability and validity check and piloting	
Finalize instruments.	Revisions to instruments completed based upon piloting	
Determine experimental and control groups.	Research groups identified	

Identify all research respondents.	Delineation of stakeholders for feedback	
Administer pre-test.	Groups take pre-test for scoring and comparative analysis.	
Distribute research instruments for data collection.	Research instruments completed by respondents	
Administer post-test/	Groups take post-test for scoring and comparative analysis.	
Collate & analyze data.	Statistical analysis applied to data collected	
Interpret, summarize and prepare report of findings.	Written report completed and disseminated	

#### V. Branding

Proposed research will be sanctioned by the Ministry of Education (MOE), Zambia Mission, and USAID prior to initiation. Ownership of the research generated from the TLMP will be held by the United States Agency for International Development (USAID).

#### VI. Research Team

Indigenous	USA
Lazarous Mutale Mutinta Mweembe	Hamoonga Choongo Dr. Vivian Taylor; Dr. Ally Mack

#### VI. Resources

Kusek, J. Z., and R. C. Rist. 2004. *Ten Steps to a Results-Based Monitoring and Evaluation System*. Washington, DC: The World Bank.

Patton, Michael Quinn. 1997. *Utilization-Focused Evaluation*. Third Edition. Thousand Oaks, CA: Sage.

The White House. "African Education Initiative."

<http://www.whitehouse.gov/news/releases/2005/06/20050630-7.html> (2005).

USAID, 1996. *Monitoring & Evaluation Guidebook for the Textbooks & Learning ...* File Format: PDF/Adobe Acrobat - [HTML](#) (Washington, DC: World Bank, 2004). WHY MONITOR AND EVALUATE .... USAID. "Conducting a Participatory Evaluation TIPS" Number 1 (1996). ... [pdf.usaid.gov/pdf\\_docs/PNADG235.pdf](http://pdf.usaid.gov/pdf_docs/PNADG235.pdf)

———. April 2003. "The Performance Management Toolkit: A Guide to Developing and Implementing Performance Management Plans." [http://www.dec.org/usaid\\_eval/](http://www.dec.org/usaid_eval/) (accessed December 12, 2005).

# **Attachment 6**

**Resume for Dr. Evelyn Leggette I**

**Evelyn J. Leggette**  
 454 Lee Street, Byram, MS 39272  
 601-966-6785  
 evelyn.j.leggette@jsums.edu

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**EDUCATION**

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<i>Jackson State University, MS</i>	
<b>Post Doctoral Study</b>	<b>1983</b>
<i>Southern Illinois University-Carbondale, IL</i>	
<b>Ph. D in Curriculum, Instruction/Media-Reading</b>	<b>1976</b>
<i>University of Southern Mississippi, MS</i>	
<b>M.S., Reading</b>	<b>1971</b>
<i>Rust College, MS</i>	
<b>B.A., English</b>	<b>1966</b>

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**EXPERIENCE**

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<b>Dean-Division of Undergraduate Studies (formerly University College)</b> Jackson State University, Jackson, MS	<b>1990-Present</b>
<b>The Midwest College Learning Center (MCLCA) Summer Institute, IL</b>	<b>1997</b>
<b>Adjunct Professor</b> CM & I College, Jackson, MS	<b>1996-97</b>
<b>Professor of Reading, Division Chair, Developmental and Enhancement Studies, University College</b> Jackson State University, Jackson, MS	<b>1987-90</b>
<b>Professor of Reading and Coordinator of Communication Skills</b> Jackson State University, Jackson, MS	<b>1985-87</b>
<b>Summer Faculty Research Award</b> Gunter Air Force Base, Montgomery; AL	<b>1984</b>
<b>Associate Professor of Reading and Coordinator of Communication Skills</b> Jackson State University, Jackson, MS	<b>1983-85</b>
<b>Summer Curriculum Development for Communication Skills Curriculum Materials</b> Jackson State University, Jackson, MS	<b>1978</b>
<b>Assistant Professor of Reading and Coordinator of Developmental Reading</b> Jackson State University, Jackson, MS	<b>1976-83</b>
<b>Instructor in Secondary and Elementary Education</b> Southern Illinois University, Carbondale, IL	<b>1975-76</b>
<b>Coordinator for Skills Analysis in Individualized Learning (SAIL)</b> Southern Illinois University, Carbondale, IL	<b>1974-75</b>
<b>Director of the Right-to-Read Program</b> Jackson State University, Jackson, MS	<b>1973-74</b>
<b>English/Reading Teacher; Chairperson of the Language Arts Department</b> Hinds County Agricultural High School/Utica Junior College, Utica, MS	<b>1966-73</b>

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**EDITORSHIPS**

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- Focus on Teaching (Newsletter for the Lilly Teaching Fellowship Program).
  - NCATE Study (Member of Editorial Committee), 1982.
  - NCATE Study 1993.
  - List of Competencies for Communication Skills Program (1978, 1980, 1985), English, Reading, Speech).
  - Communication Skills Assessment Test (101-102), 1978 Co-edited.
  - The Reading Professor (Editorial Board)
  - National Innovative Technology Grants, Proposal Reviewer, 1997.
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## Publications and Research

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- "A Follow-up Assessment of Students' Perceptions of the Right-to-Read Program at Jackson State University Dissertation," 1976.
  - "A Concern for the Levels of Comprehension," Mississippi Reading Journal, Spring, 1976.
  - "Selected Annotated Bibliography for Involving College Teachers in Vocabulary Development," Barnell Loft Ltd., 1979.
  - "Rewrite of Air Force manual 28-325," SCEE Journal, 1984 (Summer Research).
  - "The Effect of the Communication Skills Program on the Academic Performance of Freshman Studies," Journal of Clinical Reading. Vol. II, 1982-87, No. I.
  - "The Importance of Teaching Listening Skills," Mississippi Reading Journal, 1984.
  - A Study of Academic Support Services in Departments and Schools at Jackson State University, December 1990.
  - 1995 Admission Standards: Implications for Jackson State University, 194. (Bound Document).
  - Developmental Studies Program at Jackson State University: A Follow-up of Students 1989-93
  - "Academic Advisement Handbook", Developmental Program at Jackson State University, 1993
  - Characteristics of Students on Academic Probation, Fall 1993. (Jackson State University).
  - Assessing Student Outcomes- Some Selected Measures, 1992-1993. (Jackson State University)
  - "The Problem That Will Not Go Away: The Underachieving Minority Student in Reading in Mississippi" International Reading Association, Toronto, Canada, May 1988.
  - "Improving Performance on Standardized Tests," Utica Junior College, 1988
  - "How to Improve the Language Arts Skills," Walton Elementary School, 1987.
  - "Improving the Performance of Classroom Teachers in the Elementary Schools," Holmes County Public Schools, 1987-94; 1995-98.
  - Chair, Five-Year Evaluation (Language Arts). The Elementary School, Jackson Public Schools, 1987.
  - "Literacy and Reading", The Connection, Mississippi Reading Conference, 1988
  - Co-Developed the COMP Seminars (Test Preparation) and Workshops (Fall, 1983; Spring, 1984; Fall 1984; Spring 1985; Summer, 1985; Fall 1985; Spring, 1986).
  - Conspectus, "A Review of 1984 Research Fellow-Gunter A.F.B., Montgomery, AL (Spring 1985).
  - "A Concept Paper: The Testing Issue," Fall, 1985 (accepted for publication)
  - Reading Tutorial and Improvement Program: A Proposal (Marion-Jones YWCA), Fall, 1985.
  - Continued Rewrite of Air Force Manual 28-345 Research Proposal Submitted to Air Force Office of Scientific Research, October, 1984.
  - Cognitive Development; Knowing, Taking, Reading," College Reading Association Annual Conference, Fall, 1985.
  - Review/Evaluator-National Center on Child Abuse and Neglect, Title III Programs, Fall, 1985; Fall, 1991-92, A Literacy Enhancement Programs, submitted to Mississippi Power Foundation, Fall, 1985 (co-authored).
  - Mentoring Retention Proposal, USDE (Funded).
  - University College: Improving Instruction in the Lower Division (Funded) 5 Year Continuation Grant (Funded 2 Years).
  - STARGE CO PI, HBCU-UP. 1999- Present
  - Title III Strengthening Historically Black Colleges Grant, Advisement, "Assessment and Curriculum Enhancement," 2002-present
-

# **Attachment 7**

## **Draft Workshop Agendas**

**Textbooks and Learning Materials Programme (TLMP)**

**Training of Teachers Professional Development Workshop**

**Venue: Livingstone**  
**August, 03 - 06, 2009**

**Description:** The purpose of this workshop is to orient Grades 4 and 5 mathematics teachers from selected schools in the nine (9) Provinces on using the Grade 4 and 5 “Enjoy Basic Mathematics Learners’ Textbook” and “Teachers’ Guide”.

**Schedule of Sessions and Activities**

**Day 1 Monday, 03 August**

- 08:00 - 08:30 Registration  
Facilitator: Mildred Chibale
- 08:30 - 09:00 Welcome Remarks/Introductions/setting ground rules/overview of activities and objectives  
Facilitators: Ms Martha M Lukanga/Lazarous Mutale/Esvah Chizambe
- 09:00 - 09:45 Framework under which the book had been written/general summary of the book – this includes HIV/AIDs, gender. Facilitator: Lazarous Mutale
- 09:45 - 10:00 *Tea Break*
- 10:00 - 11:30 Approaches in Teaching Primary Mathematics  
*Facilitator: Mr Musheke Kakuwa (Head of Advisory Unit for Colleges of Education, University of Zambia (UNZA))*  
*Group activity/Presentations/QA*
- 11:30 - 12:30 Introduction to Grade 4 “Enjoy Basic Mathematics”  
Chapter 1 – Sets  
Chapter 2 – Numbers and Notation  
*Facilitator: Lazarous Mutale*
- 12:30 - 14:00 *Lunch*
- 14:00 - 15:00 Chapter 3 – Additions  
Chapter 4 – Subtraction  
*Facilitator: Lazarous Mutale*
- 15:00 - 15:15 *Afternoon Tea*
- 15:15 - 17:00 Group activity – Preparation of lessons plans for chapters 1-4 and Group resentations/QA

**END OF DAY 1**

Day 2 Tuesday, 04 August

- 08:00 - 08:05 Recap of previous day's work
- 08:05 - 09:05 Introduction to Grade 4 "Enjoy Basic Mathematics" Continued  
Chapter 5 – Multiplication; Chapter 6 – Division  
*Facilitator: Esvah Chizambe*
- 09:05 - 10:05 Introduction to Grade 4 "Enjoy Basic Mathematics" Continued  
Chapter 7 – Arithmetic  
Chapter 8 – Measurements
- Length
  - Mass
  - Capacity
- Facilitator: PRCC-Livingstone*
- 10:05 - 10:20 *Tea Break*
- 10:20 - 11:20 Introduction to Grade 4 "Enjoy Basic Mathematics", Continued  
Chapter 9 – Number Patterns; Chapter 10 – Fractions  
*Facilitator: Lazarous Mutale*
- 11:20 - 12:30 Group Activity – Preparation of Lesson plans for Chapters 7-10  
*Facilitator: Lazarous Mutale/ Esvah Chizambe/ PRCC*
- 12:30 - 14:00 *Lunch*
- 14:00 - 15:50 Group Activity - Presentations Lesson plans on Chapters 7-10. Continued
- 15:00 - 15:15 *Afternoon Tea*
- 15:15 - 17:00 Group Activity - Presentations on Chapters 7-10 Continued

END OF DAY 2

Day 3 Wednesday, 05 August

- 08:00 - 08:05 Recap of previous day's work
- 08:05 - 09:30 Using Children Mathematics Thinking in Teaching Basic Mathematics  
*Facilitator: Mr Muhau Tabakamulamu (Lecturer under Dept. of Maths and Science Education, University of Zambia (UNZA) Group activity/Presentations/*
- 09:30 - 10:00 Introductions to Grade 5 "Enjoy Basic Mathematics"  
Chapter 1 – Sets  
Chapter 2 – Numbers and Notation  
Chapter 3 – Additions  
*Facilitator: Lazarous Mutale*
- 10:00 - 10:15 *Tea Break*

- 10:15 - 11:30 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 2 – Numbers and Notation; Chapter 3 – Additions  
*Facilitator: Esvah Chizambe*
- 11:30 - 12:30 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 4 – Subtraction; Chapter 5 – Multiplication; Chapter 6 – Division  
*Facilitator: PRCC-Livingstone*
- 12:30 - 14:00 *Lunch*
- 14:00 - 15:00 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 7 – Arithmetic; Chapter 8 – Number Patterns  
*Facilitator: Lazarous Mutale*
- 15:00 - 15:15 *Afternoon Tea*
- 15:15 - 16:15 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 9 – Fractions; Chapter 10 – Decimals  
*Facilitator: Esvah Chizambe*
- 16:15 - 17:00 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 11 – Factors; Chapter 12 – Measurements  
*Facilitator: PRCC-Livingstone*

### END OF DAY 3

#### Day 4 Thursday, 06 August

- 08:00 - 08:05 Recap of previous day’s work
- 08:05 - 09:05 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 13 – Shapes; Chapter 14 – Graphics  
*Facilitator: Lazarous Mutale*
- 09:05 - 10:00 Group Activity – Preparation of Lesson plans for  
Chapters 1 – 14 and *Group Presentations/QA*
- 10:00 - 10:15 *Tea Break*
- 10:15 - 11:00 *Group Presentations/QA Continued*
- 11:00 - 12:00 Preparation of Assessment in Mathematics on selected chapters – Group Activity  
*Facilitator: Esvah Chizambe*
- 12:30 - 14:00 *Lunch*
- 14:00 - 15:00 Group Preparation of Assessment in Mathematics
- 15:00 - 15:15 *Afternoon Tea*
- 15:15 - 16:00 Plenary, Evaluation and Closure

### END OF WORKSHOP

**Textbooks and Learning Materials Programme (TLMP)  
Training of Teachers Professional Development Workshop**

**Venue: Lusaka  
August, 10 - 13, 2009**

**Description:** The purpose of this workshop is to orient Grades 4 and 5 mathematics teachers from selected schools in the nine (9) Provinces on using the Grade 4 and 5 “Enjoy Basic Mathematics Learners’ Textbook” and “Teachers’ Guide”.

**Schedule of Sessions and Activities**

**Day 1 Monday, 10 August**

- |               |  |
|---------------|--|
| 08:00 - 08:30 | Registration<br>Facilitator: Mildred Chibale   |
| 08:30 - 09:00 | Welcome Remarks /Introductions/setting ground rules/overview of activities and objectives<br>Facilitators: Ms Martha M Lukanga/Lazarous Mutale/Esvah Chizambe  |
| 09:00 - 09:45 | Framework under which the book had been written/general summary of the book – this includes HIV/AIDs, gender<br>Facilitator: Lazarous Mutale   |
| 09:45 - 10:00 | <i>Tea Break</i>   |
| 10:00 - 11:30 | Approaches in Teaching Primary Mathematics<br><i>Facilitator: Mr Musheke Kakuwa (Head of Advisory Unit for Colleges of Education, University of Zambia (UNZA))</i><br><i>Group activity/Presentations/QA</i> |
| 11:30 - 12:30 | Introduction to Grade 4 “Enjoy Basic Mathematics”<br>Chapter 1 – Sets<br>Chapter 2 – Numbers and Notation<br><i>Facilitator: Lazarous Mutale</i>   |
| 12:30 - 14:00 | <i>Lunch</i>   |
| 14:00 - 15:00 | Chapter 3 – Additions<br>Chapter 4 – Subtraction<br><i>Facilitator: Lazarous Mutale</i>  |
| 15:00 - 15:15 | <i>Afternoon Tea</i>   |
| 15:15 - 17:00 | Group activity – Preparation of lessons plans for chapters 1-4 and Group presentations/QA  |

**END OF DAY 1**

**Day 2 Tuesday, 11 August**

- 08:00 - 08:05 Recap of previous day's work
- 08:05 - 09:05 Introduction to Grade 4 "Enjoy Basic Mathematics" Continued  
Chapter 5 – Multiplication  
Chapter 6 – Division  
*Facilitator: Esvah Chizambe*
- 09:05 - 10:05 Introduction to Grade 4 "Enjoy Basic Mathematics" Continued  
Chapter 7 – Arithmetic  
Chapter 8 – Measurements
- Length
  - Mass
  - Capacity
- Facilitator: PRCC-Lusaka*
- 10:05 - 10:20 *Tea Break*
- 10:20 - 11:20 Introduction to Grade 4 "Enjoy Basic Mathematics" Continued  
Chapter 9 – Number Patterns; Chapter 10 – Fractions  
*Facilitator: Lazarous Mutale*
- 11:20 - 12:30 Group Activity – Preparation of Lesson plans for Chapters 7-10  
*Facilitator: Lazarous Mutale/ Esvah Chizambe/ PRCC Lusaka*
- 12:30 - 14:00 *Lunch*
- 14:00 - 15:50 Group Activity - Presentations Lesson plans on Chapters 7-10 Continued
- 15:00 - 15:15 *Afternoon Tea*
- 15:15 - 17:00 Group Activity - Presentations on Chapters 7-10 Continued

END OF DAY 2

**Day 3 Wednesday, 12 August**

- 08:00 - 08:05 Recap of previous day's work
- 08:05 - 09:30 Using Children Mathematics Thinking in Teaching Basic Mathematics  
*Facilitator: Mr Muhau Tabakamulamu (Lecturer under Dept. of Maths and Science Education, University of Zambia (UNZA) Group activity /Presentations*
- 09:30 - 10:00 Introductions to Grade 5 "Enjoy Basic Mathematics"  
Chapter 1 – Sets; Chapter 2 – Numbers and Notation; Chapter 3 – Additions  
*Facilitator: Lazarous Mutale*
- 10:00 - 10:15 *Tea Break*
- 10:15 - 11:30 Introductions to Grade 5 "Enjoy Basic Mathematics"

Chapter 2 – Numbers and Notation; Chapter 3 – Additions  
*Facilitator: Esvah Chizambe*

11:30 - 12:30 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 4 – Subtraction; Chapter 5 – Multiplication; Chapter 6 – Division  
*Facilitator: PRCC-Lusaka*

12:30 - 14:00 *Lunch*

14:00 - 15:00 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 7 – Arithmetic; Chapter 8 – Number Patterns  
*Facilitator: Lazarous Mutale*

15:00 - 15:15 *Afternoon Tea*

15:15 - 16:15 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 9 – Fractions; Chapter 10 – Decimals  
*Facilitator: Esvah Chizambe*

16:15 - 17:00 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 11 – Factors; Chapter 12 – Measurements  
*Facilitator: PRCC-Lusaka*

END OF DAY 3

*Day 4 Thursday, 13 August*

08:00 - 08:05 Recap of previous day’s work

08:05 - 09:05 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 13 – Shapes; Chapter 14 – Graphics  
*Facilitator: Lazarous Mutale*

09:05 - 10:00 Group Activity – Preparation of Lesson plans for Chapters 1 – 14 and *Group Presentations/QA*

10:00 - 10:15 *Tea Break*

10:15 - 11:00 *Group Presentations/QA Continued*

11:00 - 12:00 Preparation of Assessment in Mathematics on selected chapters – Group Activity  
*Facilitator: Esvah Chizambe*

12:30 - 14:00 *Lunch*

14:00 - 15:00 Group Preparation of Assessment in Mathematics

15:00 - 15:15 *Afternoon Tea*

15:15 - 16:00 Plenary, Evaluation and Closure

END OF WORKSHOP



**Textbooks and Learning Materials Programme (TLMP)  
Training of Teachers Professional Development Workshop**

**Venue: Solwezi  
August, 17 - 20, 2009**

**Description:** The purpose of this workshop is to orient Grades 4 and 5 mathematics teachers from selected schools in the nine (9) Provinces on using the Grade 4 and 5 “Enjoy Basic Mathematics Learners’ Textbook” and “Teachers’ Guide”.

**Schedule of Sessions and Activities**

**Day 1 Monday, 17 August**

- |               |  |
|---------------|--|
| 08:00 - 08:30 | Registration<br>Facilitator: Mildred Chibale   |
| 08:30 - 09:00 | Welcome Remarks /Introductions/setting ground rules/overview of activities and objectives<br>Facilitators: Ms Martha M Lukanga/Lazarous Mutale/Esvah Chizambe  |
| 09:00 - 09:45 | Framework under which the book had been written/general summary of the book – this includes HIV/AIDs, gender<br>Facilitator: Lazarous Mutale   |
| 09:45 - 10:00 | <i>Tea Break</i>   |
| 10:00 - 11:30 | Approaches in Teaching Primary Mathematics<br><i>Facilitator: Mr Musheke Kakuwa (Head of Advisory Unit for Colleges of Education, University of Zambia (UNZA))</i><br><i>Group activity/Presentations/QA</i> |
| 11:30 - 12:30 | Introduction to Grade 4 “Enjoy Basic Mathematics”<br>Chapter 1 – Sets<br>Chapter 2 – Numbers and Notation<br><i>Facilitator: Lazarous Mutale</i>   |
| 12:30 - 14:00 | <i>Lunch</i>   |
| 14:00 - 15:00 | Chapter 3 – Additions<br>Chapter 4 – Subtraction<br><i>Facilitator: Lazarous Mutale</i>  |
| 15:00 - 15:15 | <i>Afternoon Tea</i>   |
| 15:15 - 17:00 | Group activity – Preparation of lessons plans for chapters 1-4 and Group resentations/QA   |

**END OF DAY 1**

Day 2 Tuesday, 18 August

- 08:00 - 08:05 Recap of previous day's work
- 08:05 - 09:05 Introduction to Grade 4 "Enjoy Basic Mathematics" Continued  
Chapter 5 – Multiplication; Chapter 6 – Division  
*Facilitator: Esvah Chizambe*
- 09:05 - 10:05 Introduction to Grade 4 "Enjoy Basic Mathematics" Continued  
Chapter 7 – Arithmetic  
Chapter 8 – Measurements
- Length
  - Mass
  - Capacity
- Facilitator: PRCC-Solwezi*
- 10:05 - 10:20 *Tea Break*
- 10:20 - 11:20 Introduction to Grade 4 "Enjoy Basic Mathematics" Continued  
Chapter 9 – Number Patterns; Chapter 10 – Fractions  
*Facilitator: Lazarous Mutale*
- 11:20 - 12:30 Group Activity – Preparation of Lesson plans for Chapters 7-10  
*Facilitator: Lazarous Mutale/ Esvah Chizambe/ PRCC Lusaka*
- 12:30 - 14:00 *Lunch*
- 14:00 - 15:50 Group Activity - Presentations Lesson plans on Chapters 7-10 Continued
- 15:00 - 15:15 *Afternoon Tea*
- 15:15 - 17:00 Group Activity - Presentations on Chapters 7-10 Continued

END OF DAY 2

Day 3 Wednesday, 19 August

- 08:00 - 08:05 Recap of previous day's work
- 08:05 - 09:30 Using Children Mathematics Thinking in Teaching Basic Mathematics  
*Facilitator: Mr Muhau Tabakamulamu (Lecturer under Dept. of Maths and Science Education, University of Zambia (UNZA))*  
*Group activity/Presentations/QA*
- 09:30 - 10:00 Introductions to Grade 5 "Enjoy Basic Mathematics"  
Chapter 1 – Sets; Chapter 2 – Numbers and Notation; Chapter 3 – Additions  
*Facilitator: Lazarous Mutale*
- 10:00 - 10:15 *Tea Break*

- 10:15 - 11:30 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 2 – Numbers and Notation; Chapter 3 – Additions  
*Facilitator: Esvah Chizambe*
- 11:30 - 12:30 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 4 – Subtraction; Chapter 5 – Multiplication; Chapter 6 – Division  
*Facilitator: PRCC-Solwezi*
- 12:30 - 14:00 *Lunch*
- 14:00 - 15:00 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 7 – Arithmetic; Chapter 8 – Number Patterns  
*Facilitator: Lazarous Mutale*
- 15:00 - 15:15 *Afternoon Tea*
- 15:15 - 16:15 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 9 – Fractions; Chapter 10 – Decimals  
*Facilitator: Esvah Chizambe*
- 16:15 - 17:00 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 11 – Factors; Chapter 12 – Measurements  
*Facilitator: PRCC- Solwezi*

END OF DAY 3

*Day 4 Thursday, 20 August*

- 08:00 - 08:05 Recap of previous day’s work
- 08:05 - 09:05 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 13 – Shapes; Chapter 14 – Graphics  
*Facilitator: Lazarous Mutale*
- 09:05 - 10:00 Group Activity – Preparation of Lesson plans for  
Chapters 1 – 14 and *Group Presentations/QA*
- 10:00 - 10:15 *Tea Break*
- 10:15 - 11:00 *Group Presentations/QA Continued*
- 11:00 - 12:00 Preparation of Assessment in Mathematics on selected chapters – Group Activity  
*Facilitator: Esvah Chizambe*
- 12:30 - 14:00 *Lunch*
- 14:00 - 15:00 Group Preparation of Assessment in Mathematics
- 15:00 - 15:15 *Afternoon Tea*
- 15:15 - 16:00 Plenary, Evaluation and Closure

END OF WORKSHOP

**Textbooks and Learning Materials Programme (TLMP)  
Training of Teachers Professional Development Workshop**

**Venue: Mansa  
August, 24 - 27, 2009**

Description: The purpose of this workshop is to orient Grades 4 and 5 mathematics teachers from selected schools in the nine (9) Provinces on using the Grade 4 and 5 “Enjoy Basic Mathematics Learners’ Textbook” and “Teachers’ Guide”.

**Schedule of Sessions and Activities**

**Day 1 Monday, 24 August**

- 08:00 - 08:30      Registration  
Facilitator: Mildred Chibale
- 08:30 - 09:00      Welcome Remarks /Introductions/setting ground rules/overview of activities and objectives  
Facilitators: Ms Martha M Lukanga/Lazarous Mutale/Esvah Chizambe
- 09:00 - 09:45      Framework under which the book had been written/general summary of the book – this includes HIV/AIDs, gender  
Facilitator: Lazarous Mutale
- 09:45 - 10:00      *Tea Break*
- 10:00 - 11:30      Approaches in Teaching Primary Mathematics  
*Facilitator: Mr Musheke Kakuwa (Head of Advisory Unit for Colleges of Education, University of Zambia (UNZA))*  
*Group activity/Presentations/QA*
- 11:30 - 12:30      Introduction to Grade 4 “Enjoy Basic Mathematics”  
Chapter 1 – Sets  
Chapter 2 – Numbers and Notation  
*Facilitator: Lazarous Mutale*
- 12:30 - 14:00      *Lunch*
- 14:00 - 15:00      Chapter 3 – Additions  
Chapter 4 – Subtraction  
*Facilitator: Lazarous Mutale*
- 15:00 - 15:15      *Afternoon Tea*
- 15:15 - 17:00      Group activity – Preparation of lessons plans for chapters 1-4 and Group presentations/QA

**END OF DAY 1**

**Day 2 Tuesday, 25 August**

- 08:00 - 08:05 Recap of previous day's work  
08:05 - 09:05 Introduction to Grade 4 "Enjoy Basic Mathematics" Continued  
Chapter 5 – Multiplication; Chapter 6 – Division  
*Facilitator: Esvah Chizambe*
- 09:05 - 10:05 Introduction to Grade 4 "Enjoy Basic Mathematics" Continued  
Chapter 7 – Arithmetic  
Chapter 8 – Measurements
- Length
  - Mass
  - Capacity
- Facilitator: PRCC-Mansa*
- 10:05 - 10:20 *Tea Break*
- 10:20 - 11:20 Introduction to Grade 4 "Enjoy Basic Mathematics" Continued  
Chapter 9 – Number Patterns; Chapter 10 – Fractions  
*Facilitator: Lazarous Mutale*
- 11:20 - 12:30 Group Activity – Preparation of Lesson plans for Chapters 7-10  
*Facilitator: Lazarous Mutale/ Esvah Chizambe/ PRCC Lusaka*
- 12:30 - 14:00 *Lunch*
- 14:00 - 15:50 Group Activity - Presentations Lesson plans on Chapters 7-10 Continued
- 15:00 - 15:15 *Afternoon Tea*
- 15:15 - 17:00 Group Activity - Presentations on Chapters 7-10 Continued

END OF DAY 2

**Day 3 Wednesday, 26 August**

- 08:00 - 08:05 Recap of previous day's work
- 08:05 - 09:30 Using Children Mathematics Thinking in Teaching Basic Mathematics  
*Facilitator: Mr Muhau Tabakamulamu (Lecturer under Dept. of Maths and Science Education, University of Zambia (UNZA))*  
*Group activity/Presentations/QA*
- 09:30 - 10:00 Introductions to Grade 5 "Enjoy Basic Mathematics"  
Chapter 1 – Sets; Chapter 2 – Numbers and Notation; Chapter 3 – Additions  
*Facilitator: Lazarous Mutale*
- 10:00 - 10:15 *Tea Break*
- 10:15 - 11:30 Introductions to Grade 5 "Enjoy Basic Mathematics"

Chapter 2 – Numbers and Notation; Chapter 3 – Additions  
*Facilitator: Esvah Chizambe*

11:30 - 12:30 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 4 – Subtraction; Chapter 5 – Multiplication; Chapter 6 – Division  
*Facilitator: PRCC-Mansa*

12:30 - 14:00 *Lunch*

14:00 - 15:00 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 7 – Arithmetic; Chapter 8 – Number Patterns  
*Facilitator: Lazarous Mutale*

15:00 - 15:15 *Afternoon Tea*

15:15 - 16:15 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 9 – Fractions; Chapter 10 – Decimals  
*Facilitator: Esvah Chizambe*

16:15 - 17:00 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 11 – Factors; Chapter 12 – Measurements  
*Facilitator: PRCC- Mansa*

END OF DAY 3

*Day 4 Thursday, 27 August*

08:00 - 08:05 Recap of previous day’s work

08:05 - 09:05 Introductions to Grade 5 “Enjoy Basic Mathematics”  
Chapter 13 – Shapes; Chapter 14 – Graphics  
*Facilitator: Lazarous Mutale*

09:05 - 10:00 Group Activity – Preparation of Lesson plans for Chapters 1 – 14 and *Group Presentations/QA*

10:00 - 10:15 *Tea Break*

10:15 - 11:00 *Group Presentations/QA Continued*

11:00 - 12:00 Preparation of Assessment in Mathematics on selected chapters – Group Activity  
*Facilitator: Esvah Chizambe*

12:30 - 14:00 *Lunch*

14:00 - 15:00 Group Preparation of Assessment in Mathematics

15:00 - 15:15 *Afternoon Tea*

15:15 - 16:00 Plenary, Evaluation and Closure

END OF WORKSHOP