

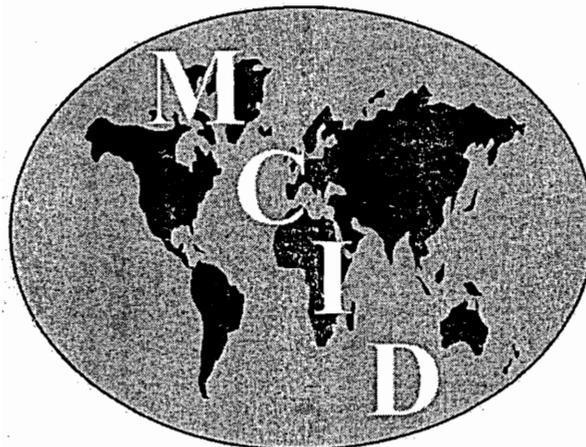
# **Textbooks and Learning Materials Program Zambia**

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

**Annual Report  
September 30, 2008 – August 31, 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  
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**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>	October, 2009
<b>Report Covering:</b> <input checked="" type="checkbox"/> <b>Annual Report</b> <input type="checkbox"/> <b>Q'ly or Semi-Annual* Reporting Period</b>	September 30, 2008 – August 31, 2009 Indicate Year Covered - (Due Oct 31 each year): <u>Year 4</u> <input type="checkbox"/> Oct 1-Dec 31 (Due Jan 31) <input type="checkbox"/> Jan 1-Mar 31 (Due April 30) <input type="checkbox"/> Apr 1-Jun 30 (Due July 31) (Semi-Annual)
<b>Submitted by</b>	Vivian Taylor
<b>Title</b>	Project Director
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<b>Section 1: Accomplishments</b> <i>(expected to be up to 2 pages—enter into this form)</i>
<b>1.1 List the Major Tasks Accomplished this Period</b>
<p>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.)</p> <ul style="list-style-type: none"> <li>• The project concluded in Zambia in August 2009, with a series of four Teacher Training workshops for 222 teachers. Forty-five thousand (45,000) additional copies of Grade 4 Learners materials were printed to improve the book-to-student ratio.</li> <li>• MCID staff in Zambia continued to work on a voluntary basis although the Zambian office was closed as of November 30, 2008. They continued with basic office routines including categorizing and filing critical documents, participating in on-the-ground internal and external evaluations and audits, and monitoring activities.</li> <li>• A single-program audit commissioned by Inspector General/USAID was conducted by Bert Smith and Company. MCID worked closely with the Bert Smith Team from December 2008 through July 2009, including site visits to Jackson, MS in February (9-13) and June (17) 2009 and to Zambia in March (March 26-April 2).</li> <li>• MCID requested and received a five month cost extension for the period of April to August 2009. This extension focused on additional printing, monitoring of usage of TLMs, and extensive teacher training.</li> </ul>

- Drs. Vivian Taylor and Ally Mack traveled to Washington, DC to participate in the 2009 National HBCU Week Conference, August 31 - September 2, where Dr. Sarah Moten, Chief, Education Division, presented the six TMLP programs.
- Drs. Vivian Taylor and Ally Mack traveled to Washington, DC for the September 16<sup>th</sup> official launch of the Textbooks and Learning Materials Program Legacy DVD which was hosted at the Ronald Reagan Building.
- A research plan was developed in concert with professors at the University of Zambia. The proposed research plan will begin at the beginning of the new grant award and will help to provide scientific evidence of the total impact of the TLMP on students and teachers using an experimental or quasi-experimental design which will focus particularly on pre- and post-student achievement. The research will also include survey and questionnaire data from teachers, principals and parents.

#### **Grade 4<sup>th</sup> materials**

- Remaining Grade 4 Learner's Math Textbooks and the Teachers' manuals have been distributed to the schools.
- Printing of an additional 45,000 "Enjoy Basic Mathematics" Grade 4 Learner's textbooks was completed by July 24, 2009. (See Attachment 1 - Delivery Note) A distribution schedule for collection by provinces were prepared by MCID and approved by the MoE and USAID/Lusaka. (See Attachment 2).

#### **Grade 5 materials**

- Grade 5 distribution was completed according to plan.

#### **Posters and CDs**

- The Posters were printed and delivered to schools in October 2008. The CDs were also distributed along with the TLMP books.

#### **Monitoring**

- Mr. Lazarous Mutale, MoE staff and TLMP writer, and Mrs. Martha Lukanga, MCID staff, visited two districts for monitoring in December 2008.
- In May 2009, Mr. Lazarous Mutale and Mr. Raphael Banda visited schools from three districts around Lusaka.
- Drs. Linda Channell and Hamoonga Choongo traveled to Zambia in May for monitoring and evaluation of Grade 4 and 5 materials. They partnered with Mr. Raphael Banda and Mr. Lazarous Mutale, MoE personnel, respectively. (See appropriate quarterly reports for more details on all monitoring this year.)

## **Teacher Training**

In the month of August 2009, MCID conducted a series of four workshops in four different regions of Zambia. There were 250 teachers invited by MCID/MoE to participate and a total number of 222 teachers attended the workshops located in Lusaka, Livingstone, Mansa and Solwezi. The major topics covered were: Approach in Teaching Primary Mathematics; Introduction to Chapters for Grade 4<sup>th</sup> and 5<sup>th</sup> Learner's Textbook and Teacher's manuals; and HIV/AIDs Awareness and Gender Equity

Objectives of the workshops were:

- Examine all chapters for Grade 4 and 5 learner's textbooks and teacher's manuals, and share the wealth of suggested methodologies, assessments and additional benefits included in the materials.
- Present to the teachers best practices in teaching mathematics while using "Enjoy Basic Mathematics" Grade 4 and 5 materials.
- Acquaint teachers with a variety of methodologies that could be used to deliver learner-centered instructions.
- Introduce participants to a variety of assessment methods in mathematics.
- Familiarize participants with issues in HIV and AIDS relative to its impact on education.
- Introduce participants to Gender Equality and Equity and how to promote this in the classroom.

### **a) Livingstone Workshop**

(See Attachment 3 for all workshop agendas and Attachment 7 for photos)

The workshop took place August 3-6, 2009, and was located at Wasawange Lodge. There was a total of 26 Southern Province educators participating. An additional 28 nominated teachers from Western Province were expected to participate but did not report to the training as a result of a communication breakdown within the province. These teachers did, however, participate in the subsequent training which was held in Lusaka the following week. Dr. Vivian Taylor and Dr. Evelyn Leggette, MCID consultant, facilitated and participated in this workshop. Other facilitators at this workshop included: Martha Lukanga, Mildred Chibale from MCID, Lazarous Mutale, Dominic Nyambe, Crispin Mapulanga from MoE, Gift Masaiti from University of Zambia and Lillian Muvwanga, Exilda S Gondwe and Jonathan Kamanga from PRCC Lusaka.

### **b) Lusaka Workshop**

The workshop was held at Andrews Motel in Lusaka, August 10-13, 2009. A total of 100 educators participated, representing four provinces: Western Province, Wastern, Lusaka and Central Provinces.

The Provincial Education Standards Officer (PESO), Mr. Henry Kalwani, opened the workshop on behalf of the Provincial Education Officer (PEO). The facilitators included: Martha Lukanga, Mildred Chibale from MCID, Lazarous Mutale, Rhonda Mtande and Crispin Mapulanga from MoE; Exilda Gondwe from University of Zambia; and Lillian Muvwanga, Bornwell Sibaanga from Senior Guidance Officer, Livingstone.

#### **c) Solwezi Workshop**

The Solwezi Workshop was held at Floriana Lodge, August 17 – 20, 2009, with a total of 54 participants from the Northwest and Copperbelt Provinces. The Provincial Education Officer (PEO), Stephenson Nawa, opened the workshop and welcomed all participants, and the workshop was closed by the Provincial Resource Centre Coordinator (PRCC), Mrs. Evelyn Kambungu, who thanked participants and advised all to implement what they had learned as they returned to their various districts and schools.

The facilitators included: Martha Lukanga, Mildred Chibale from MCID; Lazarous Mutale, Crispin Mapulanga from MoE; Musheke Kakuwu from University of Zambia; Stepenson Nawa and Evelyn Kambungu.

#### **d) Mansa Workshop**

The workshop was hosted in Luapula provinces, August 24 – 27, 2009. There were a total of 42 participants from Northern and Luapula Provinces. The PEO, Mrs. Florence Kanchebele, officially opened the workshop and expressed appreciation to teachers from her province for the good turn out. She reminded participants of the objectives of the workshop and encouraged them to apply the knowledge to teach mathematics effectively after their training. She admonished participants to guard themselves against HIV/AIDS that has greatly impacted the teaching force.

The facilitators included: Martha Lukanga, Mildred Chibale from MCID; Lazarous Mutale from MoE; Musheke Kakuwu from University of Zambia; Makumba Kaite and Mirriam Chama, DRCC Mansa. (See Attachment 4 for Teacher Training Report done by MCID Zambia)

#### **Travel**

- Dr. Biki Minyuku, traveled to Lusaka, November 22-29, 2008 to conduct the Final Evaluation.
- Dr. Vivian Taylor traveled to Zambia from March 22 - 28, 2009. The primary objectives of the trip were to: officially close out the office and accounts; final meetings with USAID and MOE; debrief the staff and key stakeholders (technical team) on recent developments regarding program extension efforts, and to monitor and evaluate textbook distribution and usage.
- Drs. Linda Channel and Hamoonga Choongo traveled to Zambia May 9-22, 2009 to participate in monitoring and evaluation activities.
- Drs. Vivian Taylor and Evelyn Leggette traveled to Zambia to participate in the teacher training Livingstone workshop. While in Livingston, Dr. Leggette visited Mulwani Basic School, Palmgrove Basic School, and Holy Cross Basic School. The purpose of the visit was to determine whether the schools had received the Grade 4 and 5 “Enjoy Basic Mathematics” learner’s textbooks and teacher’s guides and also to find out if the books were effectively being utilized. All the schools visited received grade 4 and 5 materials, and they are using them. (See Attachment 5 for trip reports for Drs. Taylor and Leggette and Agenda for Dr. Taylor)

- Drs. Vivian Taylor and Ally Mack traveled to Washington, DC to participate in the 2009 National HBCU Week Conference, August 31-September 2, 2009.
- Drs. Vivian Taylor and Ally Mack traveled to Washington, DC for the September 16, official launch of the Textbooks and Learning Materials Program Legacy DVD which was hosted at the Ronald Reagan Building.

### **Research**

- The strategic plan for TLMP research provides information on the broad direction of qualitative and quantitative research and development for the TLMP 2005 – 2012. The focus 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. Its primary purpose is to collaboratively develop, field test, revise, print, and disseminate 600,000 copies of education materials for use in basic schools in Zambia. 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. The research team is comprised of prominent Zambian educators working in collaboration with technical team professionals from the USA, and will be lead by Lazarous Mutale and Mutinta Mweembe from MoE and Hamoonga Choonga Dr. Vivian Taylor and Dr. Ally Mack from MCID. (See Attachment 6: Proposed Research Plan)

### **Information Sharing Related to the Program**

- MCID cooperated with Dr. Misty Sailor, Program Director at the University of Texas at San Antonio and the other TLMP directors to produce a legacy video for USAID. In March 2009, Jackson State University's President and MCID's U.S. consultants, along with MCID's Executive Director and the Program Director participated in the taped interview session for production of the legacy video.

### **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.

- Preparation of Final Report and closeout.
- MCID is awaiting information on the new grant.

<b>1.3 Problems and Challenges Encountered or Anticipated</b>	
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.

<b>Section 2: Institutional Capacity Building</b> <i>(expected to be 1 page--enter into this form)</i>
<b>2.1 MSI Institutional Capacity Building Activity this Period</b>
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.
<b>2.2 Partner Institutional Capacity Building Activity this Period</b>
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.
<b>2.3 List Any Lessons Learned from Institutional Capacity Building Activities</b>
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.
<b>2.4 Sustainability: List Developments/Activities</b>
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	296,000	Printing and distribution are completed for 251000. Extra 45000 just printed.	4619; 72 teacher resource centers	About 93% (nearly 1:1 with the additional reprint)	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	4,800	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

**TOTAL NUMBER OF TLMs MATERIALS PRINTED: 345,400 4<sup>th</sup> grade and 301,200 5<sup>th</sup> grade TLMs – TOTAL 646,600**

**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 4/1/2009	Printed Qtr 3 Year 4 (4/1/2009- 6/30/2009)	Distribution			Annual Report Cumulative Total
# of TLM prototypes produced (item drafted, approved, but yet to be printed)						8
# of TLMs Printed	601,600 TLMS  251,000 grade 4 learner's textbooks 5000 grade 4 teachers books 4800 CDs with Grade 4 Learner's and teacher's books 39,600 Posters to support Grade 4 Learner's textbooks  251,000 grade 5 learner's textbooks 5000 grade 5 teachers books 4800 CDs with Grade 5 Learner's and teacher's books 40,400 Posters to support Grade 5 Learner's textbooks	45,000 Grade 4. Learner's Textbooks	33,000 of the reprint (all TLMS prior to this were distributed) 12,000 are with the MoE waiting for collection by Southern and Western Province			

<b># of TLMs Distributed</b>	All TLMs have been distributed with the exception of 12,000 of the recent reprint (Grade 4 Learner's Textbooks) – Southern and Western Province have not collected them from the MoE.					634,600
<b># of Teachers Trained</b>	569			222 (126 male and 96 female)		791
<b>Printing Costs Per TLM*</b>			\$1.98 each		** see attached chart	

**Summary Chart  
Total TLMs Units and cost  
Updated 10/30/2009**

Description of TLM	Number printed	Cost per unit	Total Cost	Total Per Grade
Grade 4 Mathematics Learner's Textbook	251,000	\$1.55	\$389,050.00	
Grade 4 Mathematics Teacher's Book	5,000	\$3.50	\$17,500.00	
Grade 4 posters (12 posters in a set) - COST PER POSTER	39,600	\$2.10	\$83,160.00	
Grade 4 CD	4,800	\$0.90	\$4,320.00	
Grade 4 Mathematics Learner's Textbook (reprint)	45,000	\$1.98	\$89,100.00	
				\$583,130.00
Grade 5 Mathematics Learner's Textbook	251,000	\$1.72	\$431,720.00	
Grade 5 Mathematics Teacher's Book	5,000	\$1.75	\$8,750.00	
Grade 5 posters (16 posters in a set) - COST PER POSTER	40,400	\$2.10	\$84,840.00	
grade 5 CD	4,800	\$0.84	\$4,032.00	\$529,342.00
<b>TOTAL</b>	<b>646,600</b>		<b>\$1,108,440</b>	

Student Enrollment	Students	Student to Learner's Textbook Ratio
Grade 4	317925	0.93
Grade 5	300061	0.84

# Attachments

- Attachment 1: Delivery Note for 45,000 additional textbooks
- Attachment 2: Distribution schedule of the additional textbooks
- Attachment 3: Teacher Training Workshop Agendas
- Attachment 4: Workshop Report
- Attachment 5: Trip Reports for Drs Taylor and Leggette
- Attachment 6: Proposed Research Plan
- Attachment 7: Workshop Photos (separate submission due to size of files)

## **Attachment 1**

### **Delivery Note for 45,000 Additional Textbooks**



**New Horizon  
Printing Press**

July 24<sup>th</sup>, 2009

The Project Director  
Mississippi Consortium for International Development  
Curriculum Development Centre Building  
Haile Selassie Road Longacres  
Suite G002  
Lusaka.

Dear Sir,

**RE: DELIVERY NOTE FOR 611/0056 GRADE 4 LEANERS PUPILS' BOOKS**

<u>DETAILS</u>	<u>QTY</u>
Grade 4 Leaners Pupils Books	45,000
<b>TOTAL QUANTITY</b>	<b><u>45,000</u></b>

Supplier sign: New Horizon Printing Press Ltd  
P.O. Box 38871,  
Lusaka.  
(On behalf of New Horizon Printing Press Ltd)

Received for and behalf of the Ministry of Education:

Signed: [Signature] Name: L. MUTALE Date: 24/7/09

Witnessed for and on behalf of TLMP MCID Project:

Signed: [Signature] Name: NATHAN DASSIS Date: 24 July 2009

CC: 1. The Permanent Secretary – MOE  
2. F Henning –USAID

Plot No. Lus/9815/4, Kafue Road,  
PO Box 38871 Lusaka, Zambia  
Tel: 260 1 231477/8, 236637/8  
Fax: 260 1 236639  
E-mail: nhpp@microlink.zm

## Attachment 2

### Distribution Schedule for Collection of 45 000 textbooks

Item No.	Collecting Province	Quantity to be collected	Estimated Tonnage	Date for collection
1	a) Northern Province	2 500 – 50 Boxes	625kg	Monday, 10 August 2009
	b) Western Province	6 000 – 120 Boxes	1 500kg	Tuesday, 11 August 2009
	c) Eastern Province	1 500 – 30 Boxes	375kg	Wednesday, 13 August 2009
	<b>Total</b>	<b>10 000</b>		
2	a) North Western Province	7 000 – 140 Boxes	1 750kg	Monday, 17 August 2009
	b) Southern Province	6 000 – 120 Boxes	1 500kg	Tuesday, 18 August 2009
	c) Luapula Province	7 000 – 140 Boxes	1 750kg	Wednesday, 19 August 2009
	<b>Total</b>	<b>20 000</b>		
3	a) Central Province	2 000 – 40 Boxes	500kg	Monday, 24 August 2009
	b) Copperbelt Province	7 000 – 140 Boxes	1 750kg	Tuesday, 25 August 2009
	c) Lusaka Province	6 000 – 120 Boxes	1 500kg	Wednesday, 26 August 2009
	<b>Total</b>	<b>15 000</b>		

## **Attachment 3**

### **Teacher Training Workshop Agendas**

**Livingstone: August 3 – 6, 2009**

**Lusaka: August 10 – 13, 2009**

**Solwezi: August 17 20, 2009**

**Mansa: August 24 – 27, 2009**



**USAID**  
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## 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<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. 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 *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, 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**



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**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 *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, 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

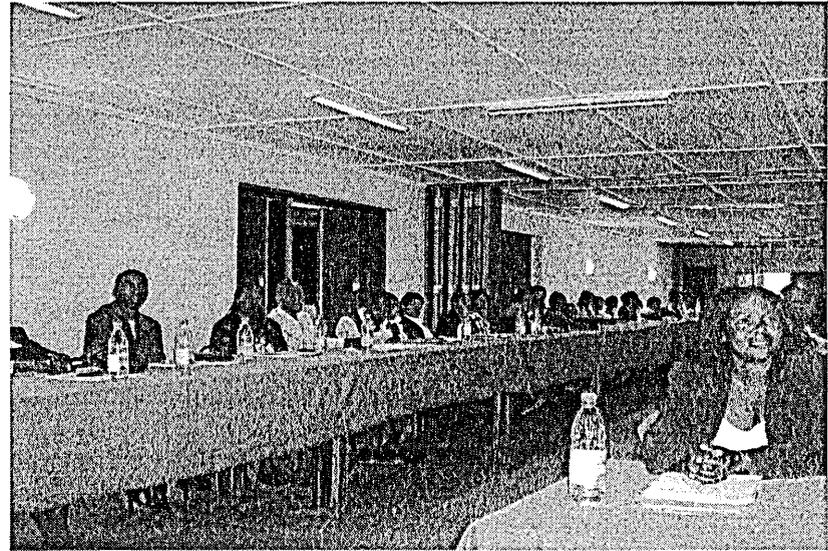
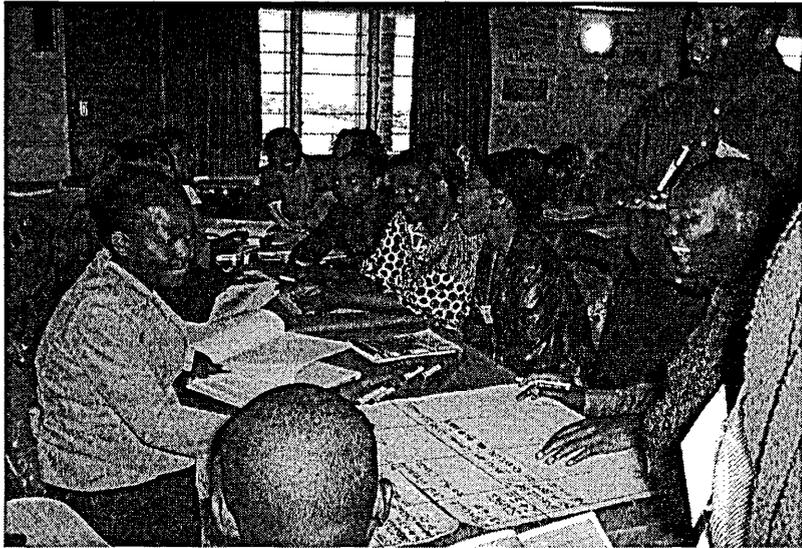
- 08:00 - 08:05      Recap of previous day's work
- 08:05 - 09:30      Using Children Mathematics Thinking in Teaching Basic Mathematics  
*Facilitator: Mr Muhau Tabakamulamu (Lecturer under Dept. of Maths and Science Education, University of Zambia (UNZA) Group activity /Presentations*
- 09:30 - 10:00      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 <i>Facilitator: Lazarous Mutale</i>
09:05 - 10:00	Group Activity – Preparation of Lesson plans for Chapters 1 – 14 and <i>Group Presentations/QA</i>
10:00 - 10:15	<i>Tea Break</i>
10:15 - 11:00	<i>Group Presentations/QA Continued</i>
11:00 - 12:00	Preparation of Assessment in Mathematics on selected chapters – Group Activity <i>Facilitator: Esvah Chizambe</i>
12:30 - 14:00	<i>Lunch</i>
14:00 - 15:00	Group Preparation of Assessment in Mathematics
15:00 - 15:15	<i>Afternoon Tea</i>
15:15 - 16:00	Plenary, Evaluation and Closure
	END OF WORKSHOP

Lusaka Workshop  
August 10- 13, 2009





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**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 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	<i>Tea Break</i>
10:00 - 11:30	Approaches in Teaching Primary Mathematics <i>Facilitator: Mr Musheke Kakuwa (Head of Advisory Unit for Colleges of Education, University of Zambia (UNZA))</i> <i>Group activity/Presentations/QA</i>
11:30 - 12:30	Introduction to Grade 4 “Enjoy Basic Mathematics” Chapter 1 – Sets Chapter 2 – Numbers and Notation <i>Facilitator: Lazarous Mutale</i>
12:30 - 14:00	<i>Lunch</i>
14:00 - 15:00	Chapter 3 – Additions Chapter 4 – Subtraction <i>Facilitator: Lazarous Mutale</i>

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, 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 <i>Facilitator: Mr Muhau Tabakamulamu (Lecturer under Dept. of Maths and Science Education, University of Zambia (UNZA))</i> <i>Group activity/Presentations/QA</i>
09:30 - 10:00	Introductions to Grade 5 "Enjoy Basic Mathematics" Chapter 1 – Sets Chapter 2 – Numbers and Notation Chapter 3 – Additions <i>Facilitator: Lazarous Mutale</i>
10:00 - 10:15	<i>Tea Break</i>
10:15 - 11:30	Introductions to Grade 5 "Enjoy Basic Mathematics" Chapter 2 – Numbers and Notation Chapter 3 – Additions <i>Facilitator: Esvah Chizambe</i>
11:30 - 12:30	Introductions to Grade 5 "Enjoy Basic Mathematics" Chapter 4 – Subtraction Chapter 5 – Multiplication Chapter 6 – Division <i>Facilitator: PRCC-Solwezi</i>
12:30 - 14:00	<i>Lunch</i>
14:00 - 15:00	Introductions to Grade 5 "Enjoy Basic Mathematics" Chapter 7 – Arithmetic Chapter 8 – Number Patterns <i>Facilitator: Lazarous Mutale</i>
15:00 - 15:15	<i>Afternoon Tea</i>
15:15 - 16:15	Introductions to Grade 5 "Enjoy Basic Mathematics" Chapter 9 – Fractions Chapter 10 – Decimals <i>Facilitator: Esvah Chizambe</i>
16:15 - 17:00	Introductions to Grade 5 "Enjoy Basic Mathematics" Chapter 11 – Factors Chapter 12 – Measurements <i>Facilitator: PRCC- Solwezi</i>

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 <i>Facilitator: Lazarous Mutale</i>
09:05 - 10:00	Group Activity – Preparation of Lesson plans for Chapters 1 – 14 and <i>Group Presentations/QA</i>
10:00 - 10:15	<i>Tea Break</i>
10:15 - 11:00	<i>Group Presentations/QA Continued</i>
11:00 - 12:00	Preparation of Assessment in Mathematics on selected chapters – Group Activity <i>Facilitator: Esvah Chizambe</i>
12:30 - 14:00	<i>Lunch</i>
14:00 - 15:00	Group Preparation of Assessment in Mathematics
15:00 - 15:15	<i>Afternoon Tea</i>
15:15 - 16:00	Plenary, Evaluation and Closure
	END OF WORKSHOP

Solwezi Workshop  
August 17 -20, 2009





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**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	<i>Tea Break</i>
10:00 - 11:30	Approaches in Teaching Primary Mathematics <i>Facilitator: Mr Musheke Kakuwa (Head of Advisory Unit for Colleges of Education, University of Zambia (UNZA))</i> <i>Group activity/Presentations/QA</i>
11:30 - 12:30	Introduction to Grade 4 “Enjoy Basic Mathematics” Chapter 1 – Sets Chapter 2 – Numbers and Notation <i>Facilitator: Lazarous Mutale</i>
12:30 - 14:00	<i>Lunch</i>
14:00 - 15:00	Chapter 3 – Additions Chapter 4 – Subtraction <i>Facilitator: Lazarous Mutale</i>

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

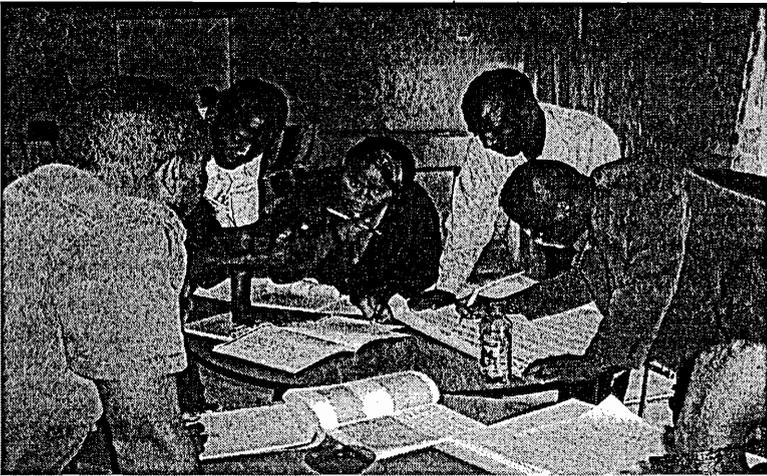
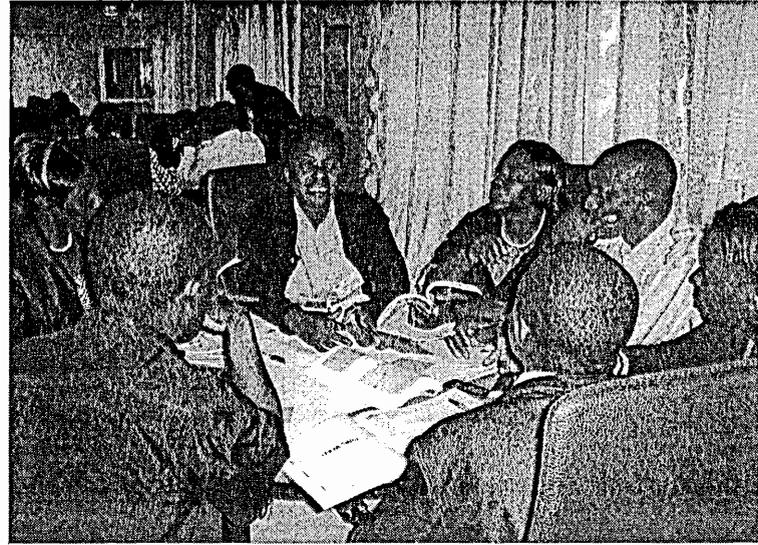
- 08:00 - 08:05      Recap of previous day's work
- 08:05 - 09:30      Using Children Mathematics Thinking in Teaching Basic Mathematics  
*Facilitator: Mr Muhau Tabakamulamu (Lecturer under Dept. of Maths and Science Education, University of Zambia (UNZA))*  
*Group activity/Presentations/QA*
- 09:30 - 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 <i>Facilitator: Lazarous Mutale</i>
09:05 - 10:00	Group Activity – Preparation of Lesson plans for Chapters 1 – 14 and <i>Group Presentations/QA</i>
10:00 - 10:15	<i>Tea Break</i>
10:15 - 11:00	<i>Group Presentations/QA Continued</i>
11:00 - 12:00	Preparation of Assessment in Mathematics on selected chapters – Group Activity <i>Facilitator: Esvah Chizambe</i>
12:30 - 14:00	<i>Lunch</i>
14:00 - 15:00	Group Preparation of Assessment in Mathematics
15:00 - 15:15	<i>Afternoon Tea</i>
15:15 - 16:00	Plenary, Evaluation and Closure
	END OF WORKSHOP

Mansa Workshop  
August 24- 27



# **Attachment 4 Workshop Report**

**MISSISSIPPI CONSORTIUM FOR INTERNATIONAL DEVELOPMENT (MCID)**

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

**Covering Period: 03 August – 27 August 2009**

**Teacher Training (Professional Development)  
For Grade 4 and 5 Mathematics Teachers**

**Compiled by:  
Martha Matipa Lukanga  
Programme Coordinator**

**Name:** Martha Matipa Lukanga

**Project:** Textbooks and Learning Materials Programme

**Locations travelled to:** Livingstone, Lusaka, Solwezi and Mansa in Zambia

**Dates of travel:**

1)	Lusaka to Livingstone	:	01 - 06 August, 2009
2)	Livingstone to Lusaka	:	07 - 07 August, 2009
3)	Lusaka (Local)	:	10 - 13 August, 2009
4)	Lusaka to Solwezi	:	15 - 20 August, 2009
5)	Solwezi to Mansa via Serenje. (over-night in Serenje).	:	21 - 21 August, 2009
6)	Serenje to Mansa	:	22 - 27 August, 2009
7)	Mansa to Lusaka	:	28 - 28 August, 2009

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

N/A

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

- 1) Livingstone - Wasawange Lodge  
PO Box 6278/ LIVINGSTONE  
Telephone no. 324066/03 or 324077/8 / Fax no. 324067
- 2) Lusaka - Andrews Motel  
PO Box 30475/ LUSAKA  
Telephone no: 272026/273535/272017/ Fax no: 272276
- 3) Solwezi - Floriana Lodge  
PO Box 183/ SOLWEZI  
Telephone no: 821130/
- 4) Mansa - Teja Executive Lodge  
PO Box 710126/ SOLWEZI/ Telephone no. 821406

**Ground/Local Transportation provided by:**

Benmack Car Hire  
Suite 30/31  
Mulungushi Conference Centre  
PO Box 320195  
LUSAKA, Zambia

**Travelled with:**

- 1) Lazarous Mutale, Rhoda Mtande and Mildred Chibale from Lusaka to Livingstone.  
*(Please note that Gift Masaiti, lecturer from the University of Zambia (UNZA) travelled by bus from Lusaka and he joined us in Livingstone on Sunday, 02 August, 2009).*

- 2) Lazarous Mutale, Rhoda Mtande, Mildred Chibale and Dr Evelyn Leggette from Livingstone to Lusaka.
- 3) Crispin Mapulanga and Mildred to and from Andrews Motel in Lusaka.
- 4) Lazarous Mutale, Crispin Mapulanga and Mildred Chibale to Solwezi. *(Please note that Musheke Kakuwa, lecturer from the University of Zambia (UNZA) travelled by bus from Lusaka and he joined us in Solwezi on Monday, 18 August, 2009).*
- 5) Lazarous Mutale, Mildred Chibale, Musheke Kakuwa from Solwezi to Mansa via Serenje. (Crispin Mapulanga who was with us in Solwezi travelled back to Lusaka by bus on Friday, 21 August, 2009. *(Please note that Makumba F. Kaite travelled by bus from Lusaka to Kabwe and joined us at Kapiri Mposhi for the Mansa workshop).*
- 6) Lazarous Mutale, Mildred Chibale, Musheke Kakuwa and Makumba F. Kaite from Mansa to Lusaka

### **Objectives of the trip**

To conduct orientation workshops for Grade 4 and 5 mathematics teachers from selected Basic Schools in the nine (9) provinces of Zambia - Southern, Western, Lusaka, Eastern, Central, Northwestern, Copperbelt, Luapula and Northern Provinces. The orientation was on the effective use of TLMP “Enjoy Basic Mathematics” Textbooks and related materials.

### **Objectives of the workshop**

- 1) Examine all chapters for Grade 4 and 5 learner’s textbooks and teacher’s guides, exposing the wealth of suggested methodologies, assessments and additional benefits included in the materials.
- 2) Present to participants best practices in teaching mathematics while using “Enjoy Basic Mathematics” Grade 4 and 5 materials.
- 3) Acquaint participants with a variety of methodologies that could be used to deliver learner centred instructions.
- 4) Introduce participants to a variety of assessment methods in mathematics.
- 5) Familiarise participants with issues in HIV and AIDS in relation to its impact on Education.
- 6) Introduce participants to Gender Equality and Equity and how to promote this in the classroom.

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

### **Achievements**

### **1) Livingstone Workshop**

We left Lusaka on Saturday, 01 August 2009 at 11:15 hrs (our time) and arrived in Livingstone at 17:15 hrs. The workshop was at Wasawange Lodge.

On Sunday, 02 August 2009, we received participants from locations outside Livingstone and we also prepared the conference room in readiness for the workshop to commence on Monday, 03 August 2009.

On Monday, 03 August 2009, participants' registration was conducted and a total of 24 participants from Southern Province had arrived. The other 2 participants reported on Tuesday to bring the number to 26. However, all the 28 nominated teachers from Western Province did not turn up due to communication breakdown within the province.

Lazarous Mutale and Martha M Lukanga paid a courtesy call to the Provincial Education Office. The Provincial Education Officer (PEO) – Southern Province was out of station. However, the team was warmly received by the Provincial Education Standards Officer (PESO) who was manning the station. The PESO assisted the team to contact Western Province to establish the reason why the teachers from Western Province had not reported for the workshop.

The workshop was officially closed by the Provincial Resource Centre Coordinator, Mrs Lillian Muvwanga. She thanked participants for their full participation during the workshop and encouraged them to continue sharing the knowledge received with other teachers in the districts, zones and schools. She also asked teachers to effectively utilize the books "Enjoy Basic Mathematics". She told them that they were responsible for facilitating the workshops in their districts. She also thanked the writers of the books.

### **Arrival in Livingstone : Dr Vivian Taylor and Dr Evelyn Leggettee**

Dr Vivian Taylor and Dr Evelyn Leggettee arrived in Livingstone on Tuesday, 4 August, 2009 and were met at Livingstone Airport by Martha M. Lukanga and Mildred Chibale.

They joined the workshop on Wednesday, 5 August 2009 and were introduced to participants and facilitators by the Programme Coordinator, Mrs Martha M Lukanga.

Dr Taylor thanked participants for their participation and enthusiasm and urged them to use the books fully. She gave her gratitude to the writing team and acknowledged Nathan DeAssis, Martha M Lukanga and Mildred Chibale for their hard work and contributions. Dr Taylor also recognized the presence of Dr Evelyn Leggettee and introduced her to facilitators and participants.

Dr Vivien Taylor flew back to Lusaka on Wednesday, 5 August 2009 and Dr Evelyn Leggettee remained and travelled back to Lusaka with the team on Friday, 7 August, 2009.

Visit to selected schools in Livingstone on Wednesday, 5 August 2009 by Dr Evelyn Leggette and Martha M. Lukanga

Three schools were visited in Livingstone. The purpose of the visit was to establish whether the schools had received the Grade 4 and 5 “Enjoy Basic Mathematics” learner’s textbooks and teacher’s guides and also to find out if the books were effectively being utilized.

Schools visited in Livingstone on Wednesday, 5 August

<i>Name of School</i>	<i>Findings</i>
Mulwani Basic School	The team had a brief meeting with the Senior Teacher, Mrs Agness Kabanze. She confirmed receipt of grade 4 and 5 learner’s and teacher’s guides. School is using the books.
Palmgrove Basic School	The team met with the Headteacher, Mrs Eness Chuunga, Grade 4 teacher, Mrs Nambao Colly and Grade 5 teacher, Mrs Dorica Kabubi. School received both Grade 4 and 5 learner’s textbooks. They have Grade 4 teacher’s guide but none for Grade 5.
Holy Cross Basic School	The team met with the Headteacher, Mrs Namani Himwiila and the Acting Deputy Headteacher, Mrs Dorothy Miti. School received Grade 4 and 5 learner’s textbooks and a teacher’s guide for Grade 4 but none for Grade 5. School is using Grade 4 textbooks but they were studying Grade 5 and will start using it after studying it.

*2) Lusaka Workshop*

The workshop was held at Andrews Motel within Lusaka. A total of 100 participants drawn from four (4) provinces attended. This number included teachers from Western Province who had missed the Livingstone Workshop due to communication breakdown at their province.

The Provincial Education Standards Officer (PESO), Mr Henry Kalwani opened the workshop on behalf of the Provincial Education Officer (PEO). The PESO welcomed participants and said that he was delighted to have an overwhelming turn up. He further urged participants to take the workshop seriously as they played a major role in moulding children. He also encouraged them to deliver the materials effectively to other teachers in the district.

The Lusaka workshop was closed by the Provincial Resource Centre Coordinator, Mr Jonathan Kamanga, He thanked all participants for their active participation and contribution. He said the contributions will go a long way in editing the books. He further commended participants for their hard work and good attendance and thanked facilitators for the good work. The PRCC also advised participants to share the knowledge with other teachers when they go back to their districts and schools. In addition, he advised teachers to continue upgrading themselves in their profession.

### 3) *Solwezi Workshop*

The Solwezi Workshop was held at Floriana Lodge. A total of 54 participants attended.

The Provincial Education Officer (PEO) warmly welcomed Lazarous Mutale and Martha M Lukanga when they paid a courtesy call on her. She later officially opened the workshop and welcomed all participants and encouraged them to take the workshop seriously and the training being accorded by MCID. On behalf of the Ministry of Education (MOE), she expressed gratitude to USAID and MCID.

She said as a province they felt honoured and privileged to be given the chance to host such an important workshop.

The Zonal In-Service Coordinator, Mrs Poho from one of the Zones also joined the workshop just to gain knowledge.

The workshop was closed by the Provincial Resource Centre Coordinator, Mrs Evelyn Kambungu who thanked facilitators for including all study areas. She thanked participants for their good behavior portrayed during the workshop and further encouraged and advised all to go and implement what they had learnt as they go back to their various districts and schools.

The team left Solwezi on Friday, 21 August 2009 at 11:00 hrs via Serenje and arrived in Serenje at 19:00 hrs.

### 4) *Mansa Workshop*

The team left Serenje for Mansa at 08:40 hrs and arrived in Mansa on Saturday, 22 August, 2009 at 13:00 hrs.

On Sunday, 23 August, 2009 we were receiving participants who came from locations outside Mansa District in Luapula Province. In the afternoon, we prepared the conference room ready for the workshop on Monday.

On Monday, 24 August, 2009 we started with registration of 28 participants who came from Luapula Province. Northern Province participants were informed late by their province and some reported on Tuesday and others on Wednesday. Only 14 came from Northern Province.

In the morning Lazarous Mutale and Martha M Lukanga paid a courtesy call at the Provincial Education Office.

The PEO, Mrs Florence Kanchebele officially opened the workshop and appreciated teachers from her province for the good turn up. She reminded participants on the objectives of the workshop and encouraged them to apply the knowledge to teach

mathematics effectively after their training. She further warned participants to guard themselves against HIV/AIDS that has greatly impacted on the teaching fraternity.

*Refer to attached signing-in participants registration forms for detailed information.*

**Topics covered at the workshops held in Livingstone, Lusaka, Solwezi and Mansa and presenters.**

<b>Workshop Location</b>	<b>Topic</b>	<b>Presenter(s)</b>
Livingstone	HIV/AIDS Awareness & Gender Equity  Approaches in Teaching Primary Mathematics  Introduction to Chapters for Grade 4 & 5 learner's textbook and teacher's guide	Bornwell Sibaanga, Senior Guidance Officer. Gift Masaiti, Lectuer at the University of Zambia.  <u>Writers:-</u> Lazarous Mutale & Rhoda Mtande
Lusaka	HIV/AIDS Awareness & Gender Equity  Approaches in Teaching Primary Mathematics  Introduction to Chapters for Grade 4 & Grade 5 learner's textbook and teacher's guide	Exilda S. Gondwe, Curriculum Specialist, CDC.  Gift Masaiti, Lectuer at the University of Zambia.  <u>Writers:-</u> Lazarous Mutale & Crispin Mapulanga
Solwezi	HIV/AIDS Awareness & Gender Equity.  Approaches in Teaching Primary Mathematics.  Introduction to Chapters for Grade 4 & 5 learner's textbook and teacher's guide	Stephenson Nawa, Provincial Education Advisor.  Musheke Kakuwa, Lectuer at the University of Zambia.  <u>Writers;</u> Lazarous Mutale & Crispin Mapulanga
Mansa	HIV/AIDS Awareness & Gender Equity  Approaches in Teaching Primary Mathematics.  Introduction to Chapters for Grade 4 & 5 learner's textbook and teacher's guide	Chilumba Nalwamba,  Musheke Kakuwa, Lecturer at the University of Zambia.  <u>Writers:-</u> Lazarous Mutale & Makumba F. Kaite

**Teacher Training (professional development) Workshops  
held in Livingstone, Lusaka, Solwezi and Mansa**

**Covering Periods: 03 August to 27 August 2009**

<b>Workshop Venue</b>	<b>Province Represented</b>	<b>No. of teachers nominated to attend by their Province</b>	<b>No. of teachers who attended the workshop</b>	<b>Comments</b>
Livingstone	Southern	28	26	No explanation given for the absence of the 2 teachers
Lusaka	Western	28	28	All reported
	Eastern	28	28	All reported
	Lusaka	26	26	All reported
	Central	28	18	No explanation given for the absence of the 10 teachers
Solwezi	Northwestern	28	26	No explanation given for the absence of the 2 teachers
	Copperbelt	28	28	All reported
Mansa	Northern	28	14	Poor communication could be the reason for the absence of the other 14 teachers.  Those who attended were informed on the day the workshop started.
	Luapula	28	28	All reported
<b>Totals</b>		<b>250</b>	<b>222</b>	

a) Activities covering a 4-day period of the workshops in each of the four locations.

- 1) Welcome remarks, introductions and background to the TLMP were covered by Martha M Lukanga. A brief background of the TLMP was given when the TLMP operations started in Zambia and the activities undertaken during the period were highlighted.
- 2) Participants were asked to list ground rules to be observed by all during the period of the workshop. They were also asked to list their fears of the workshop and expectations.
- 3) Objectives of the workshop were presented to participants.
- 4) Participants were taken through the framework under which the books had been written and the general summary of the book and talked about the inclusion of HIV/AIDS.
- 5) Participants were taken through the activities covering the 4-day workshop.

b) Topics covered at each of the four workshops

i) *Topic:* Approaches in Teaching Mathematics In Primary Schools” presented by Gift Masaiti and Musheke Kakuwa, Lecturers from the University of Zambia

The topic on “Approaches in Teaching Mathematics in Primary Schools” was done by Gift Masaiti and Musheke Kakuwa, both lecturers at the University of Zambia. Presenters introduced the topic by posing a question on “how people perceived mathematics in Zambia?” They also talked about types of methods and said the traditional method was teacher centred one, conventional as learner centred and Eclectic that involved the use of more than one teaching method. Presenters further stated that the conventional approach had a lot of methods one could use to present a mathematics lesson such as:

- |                |                         |
|----------------|-------------------------|
| 1) Role play   | 7) Field trips          |
| 2) Drama       | 8) Group discussion     |
| 3) Games       | 9) Observation          |
| 4) Exploration | 10) Question and answer |
| 5) Research    | 11) Project work        |
| 6) Puppets     |                         |

Approaches in teaching were listed as follows:-

- Techniques
- Strategies
- Style

- Approach.

Participants were reminded not to think that learners come as blank slates and they were encouraged to tap on the background knowledge that learners come with as benchmark upon which learning begins.

Factors that affect the choice of a teaching method were identified as follows:

- The level of the class.
- The ability of the class.
- The nature of mathematics topic.
- The facilities available in school.

On teaching resources, presenters explained that primary school children are at a stage of concrete operation and that teaching resources enable learners understand basic number operations and that they also help learners understand the four basic operations that is:- *addition, subtraction, division and multiplication*. The advantages and disadvantages of teaching resources were also discussed.

Teaching resources were listed as follows:

- Physical objects.
- Teacher-made objects
- Commercially-produced objects/aids
- And others such as chalk and boards.

At the end of the presentations, participants were given a group task:-

**Task:** *“It is important when teaching mathematics not only to allow children to absorb mathematical thought but also to give them opportunities to engage in mathematical thinking.”*

Participants were asked to:

- a) Discuss in their groups what the statement above means.
- b) Why it is important to do this when teaching mathematics in primary schools.
- c) How can teachers do this? Suggest examples.

*(Refer to handouts for details).*

- ii) **Topic:** HIV/AIDS Awareness and Gender Equity presented by Bornwell Sibaanga (Livingstone), Exilda Sangweni Gondwe (Lusaka), Stephenson Nawa (Solwezi), Chilumba Nalwamba (Mansa)

The presentations were on “Overview of HIV/AIDS in Zambia and Its Impact on the Education Sector” and Gender and Equity.

The presenters introduced the topic by looking at the background, infection rate and contributing factors to its spread were discussed and strategies to mitigate HIV/AIDS and its negative impact.

They said HIV affects all sectors and has great impact on the Education Sector and stated that both teachers and learners are affected. They also mentioned that the orphan crisis was critical and difficult to manage. Teachers were encouraged to spearhead the prevention of the spread of HIV by giving general information to learners.

The presenters cited some of the factors as follows:-

1. High prevalence of other STIs.
2. Concurrent sexual intercourse
3. Low inconsistent use of condoms.
4. Poverty and poor health.
5. Gender inequality.
6. Urbanisation and mobility.
7. Low rates of male circumcision
8. Polygamus marriages.
9. Use of vaginal drying agents.
10. Sexual cleansing.
11. Early sexual activity.
12. Religious and traditional groups that condemn use of condoms.
13. Silence, denial, stigma and discrimination.

On the Impact of HIV/AIDS in the Education Sector, the presenters explained the following:-

1. Frequent teacher absenteeism
2. Stigma
3. Learners drop out from school due to pressure.
4. Affects teachers in specialized areas such as Mathematics and Science.
5. Fewer children especially girls able to afford education.
6. Reduced public finance for schools.
7. Reduced family
8. More orphans.

The challenges were explained as follows:

- 1 Society slowly changing to embracing and appreciating the importance of gender equality and equity.

- 2 HIV/AIDs prevalence maintains increasing levels in the general population.
- 3 Women are considerably more likely to be infected than men.

Presenters stated that full gender equality would imply that girls and boys are offered the same chances to go to school and that they enjoy teaching methods and curricula free of stereotypes and academic orientation and counseling unaffected by gender bias.

The presentation ended with a question and answer session. Participants appreciated the presentations and said they were very good, helpful, encouraging, inspiring and challenged participants to know their HIV status and fight stigma and discrimination about HIV/AIDS.

*(Refer to handouts for details).*

**iii) Topic: Introductions to Grade 4 and 5 Learner’s Textbook and Teacher’s Guide**

Participants were introduced to Grade 4 and 5 materials on all the chapters and the facilitators were authors to the materials.

Participants examined the chapters and made comments, contributions and suggestions during each presentation. The facilitators were authors to the materials.

<u>Location</u>	<u>Facilitators at each location</u>
Livingstone	Lazarous Mutale and Rhoda Mtande
Lusaka	Dominic Nyambe, Crispin Mapulanga and Lazarous Mutale
Solwezi	Lazarous Mutale and Crispin Mapulanga
Mansa	Lazarous Mutale and Makumba F. Kaite

During presentations participants were made aware of what was contained in both the learner’s textbook and the teacher’s guide. For example, attention was drawn to the revision work, the extension work which would be helpful to both learners and teachers. Emphasis was also made on the need to use the textbook along with the syllabus for it helps the teacher in planning.

Later participants were divided into groups for their group activity. They were asked to prepare lesson plans and they made presentations on the prepared lesson plans. This was followed with a discussion session where observations were discussed and solutions found.

At each location, Provincial Resource Centre Coordinators (PRCCs) presented a lesson plan on selected topics. Their presentations were followed by a question and answer session.

<u>Location</u>		<u>Presenters</u>
Livingstone	:	Mrs Lillian Muvwanga (PRCC)
Lusaka	:	Mr Jonathan Kamanga (PRCC)
Solwezi	:	Mrs Evelyn Kambungu (PRCC)
Mansa	:	Mrs Mirriam Chama Kalobwe (Asst. DRCC)

iv **Topic:** Preparation of Assessment in Mathematics

A presentation was made on “Assessment in Mathematics. This was done by Lazarous Mutale. Participants were asked to state what they understood by assessment. The presenter added that there were two types of assessment. These were: formative and summative. He explained that formative assessment comes regularly and it is sometimes referred to as continuous assessment while summative comes after a period of time. Participants were also reminded that when preparing an assessment they need to look and take into account Blooms Taxonomy.

It was further explained that assessment helps to check learner’s progress and also aides the teacher to reflect on his/her methodologies and it also helps stakeholders like parents, headteachers, District Education Board Secretary, teachers and learners to monitor performance of the learners.

After the presentation, participants were put in groups for a group activity and were asked to prepare an assessment instrument based on the lesson plans they had done. Thereafter, groups presented their work and observations were made and discussed at length and corrective measures were made.

**Plenary and Evaluation**

At the end of each workshop there was plenary and evaluation.

**Challenges during the workshops**

1. Both printers failing to print after printing a substantial number of copies.
2. The Programme Coordinator missed some sessions because she had to assist the Administrative Assistant with typing and other administrative tasks while the Admin Assistant was dealing with money issues.

3. Administrative Assistant was overwhelmed with work. Paying of participants in bits and pieces was not the best solution but this was due to restrictions not to withdraw large sums of money at one go to pay participants.

### **Recommendations**

1. The Project Office should be equipped with better quality and durable equipment. (Note that four (4) printers were procured during the life span of the TLMP and two packed up and had to be replaced but even the replacements could not stand the pressure of work in the project office.
2. In future, when workshops are held, a qualified secretary/typist should be hired on consultancy basis to assist with typing so that the Admin Assistant focuses on money issues only.

## Attachment 5 Trip Reports

### Trip Report for Travel to Zambia

Vivian Taylor

August 31, 2009

#### I. Attended and Participated in Teacher Training:

The teacher training was dynamic. The registration process was organized including ID badges for participants; goals and objectives were clearly articulated and distributed in printed form; the agenda was well planned and disseminated to participants, and "rules of engagement" were determined, printed and posted on the wall of the training facility. TLM instructional posters were also posted around the walls for reference during training. The training facility was very professional and conducive for the training and provided for technology needs and overall comfort for participants.

There were thirty-four teachers participating from the Southern Province, one university of Zambia professor and one Provincial Regional Teacher Resource Director (administer, MOE). There were presentations on HIV/AIDS infusion, best practices for instruction, and gender integration facilitated by MOE as well as university personnel. There was also a chapter by chapter analysis of the textbooks which allowed teachers to clarify information, identify gaps, and proposed strategies for addressing issues. Much to our chagrin two typos were identified in the grade 4 textbook.

Also, during the training, teachers were divided into three groups charged with the task of actually developing lesson plans for two assigned chapters from the books. A template was provided for development of the lesson plans, and they were each printed on flip charts. Subsequently, each group reported out with the details of the plans allowing for feedback and input from colleagues. From this activity, extensive discussion related to pedagogy and content knowledge ensued, with emphasis on making instructional accommodations for diverse learners and techniques for evaluation of pupil progress as well as teacher effectiveness in the delivery of instruction. This exercise was informative, inspiring and overall, just fantastic. We've decided to type the lesson plans, incorporating the suggestions from the group for refinement/improvement, and develop a supplementary training package for use in the Training of Trainers (TOT) training. This will provide an immediate resource of models of instruction for the teachers.

In addition to teachers from the Southern Province, teachers from the Western Province were also scheduled for attendance. They did not report to the training; however, in our meeting today, the PS indicated that they will report next week for the training scheduled in Lusaka. Prior to the training, teachers were requested to bring their individual copies of the books to the workshop, and as you would expect a few of them (3) forgot their copies and had to share. Hopefully in the next three scheduled training sessions, all participants will remember to bring their copies. The staff did have back up copies of the grade four materials on hand, but did not have copies available of the grade 5 book pupil's book.

#### II. Meeting with Stakeholders

I organized a joint dinner meeting with stakeholders including the MCID staff, a representative for CDC (Lazarus), Rhoda who represented the technical writers, and Dr. Evelyn Leggette (consultant). The Regional Provincial Officer for the Southern Province could not attend the meeting. Pertinent issues and concerns were addressed including monitoring and evaluation of use of TLMs in schools, progress and problems related to distribution, quality control for the 45,000 additional TLMs in print, program close-out concerns and preliminary plans for the add-on grant program.

### III. Meeting with the Permanent Secretary (PS)

The meeting with Mrs. Kapula went very well. She included her chief of standards as well as the chief planning officer (Christopher Katundu) in the meeting. She has assured us that ALL of the books will be in the schools before August 30, and informed us that she has just received two new trucks to assist in the transport of the materials. I actually saw one of the trucks, and it was good to see that it is so modern.

She also shared ideas relative to the new grant should we get approved for it. In addition to mathematics and reading, she will like us to incorporate development of science books for the students. This would be help to address the new national priority which includes enhancement of math, reading, science, vocational education and technology. Further, she wants us to develop "reading/literacy books" for children in the lower grades, because the focus is now to promote English language facility by grade two (2). Also, she expressed that we should not exclude grades eight and nine in the development process, as these too are considered basic education grades.

Finally, we discussed teacher training in great detail and uploading the TLMs on the MOE website. On these two points, she will incorporate Training of Trainers for use of the materials as part of the regular professional development planning within the ministry. She will also follow up with getting the materials on their webpage.

Nathan and I left the meeting very confident that all of the books will have been distributed. In fact, she was somewhat disgusted that her folk had not already distributed them.

### IV. Meeting with the Mission in Zambia

The meeting included Arnold from Equip 2, Cornelius, Beatrice and myself. Rick was leave. The discussion centered around Equip2's report on distribution. Arnold shared a detailed, verbal report on successes and challenges related to and will provide a written copy of the report as soon as it is completed. The discussion also focused on monitoring and evaluation results, teacher training, research as well as tracking systems.

### V. Meeting with University of Zambia Faculty Representatives

This meeting included Zanzini Ndhlovu and a representative for Dean Wanga Chakanika. We discussed the future role of the university in terms of participation in research, teacher training as well as participation in the writing process for development of TLMs. I had an opportunity to preview the meager selection of textbooks currently being used in the pre-service teacher education program.

#### VI. Meeting with Horizons Printing Company

The managing director, Shawky Hemeidan, Nathan and I met to discuss quality control, wrapping and temporary storage of TLMs. We also discussed issues related to invoicing and future plans for the add on program.

## Mississippi Consortium for International Development Trip Report

Name: Evelyn J. Leggette

Project: Training of Teachers Professional Development Workshop (TLMP)

Location traveled to: Zambia, Africa

Dates of travel: July 30, 2009 – August 9, 2009

Air carrier and routing (include comments and attach your itinerary): Delta Airline to Atlanta, GA; Atlanta GA to Johannesburg; South African Airlines to Lasaka. (While there, I flew from Lasaka to Livingstone via ProFlight)

Lodging (address, telephone and fax): Westin Hotel-Atlanta, GA; Southern Sun-Johannesburg; Intercontinental-Lusaka; Wasawange Lodge-Livingstone

Ground / Local Transportation provided by: Taxi and Drivers in South Africa

Traveled with: Dr. Vivian Taylor

Objectives of trip: The purpose of the workshop was to present a session on “Teacher Enhancement” and to evaluate the workshop sessions as well as visit select schools.

Contacts (name, title, organization, address, telephone, fax, email) / Focus of visit, conference, meeting: Martha M. Lukanga, Lazarus Mutale, Rhoda Mtande

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

- Enjoying Basic Mathematics – All Chapters Teachers and workshop leaders thoroughly covered all of the contents of the books for grades 4 and 5.
- Preparation of Lesson Plans ; Preparation of Assessment
- Flip chart Activities; Workshop on Teacher Effectiveness ; Visitation to three Basic Schools to interview teachers on the Enjoying Basic Math textbooks
- Comments from Mrs. Lillian Muvwanga, PRCC ;Evaluation by participants of the workshop activities

**Achievements:** An outstanding well-planned workshop that was well organized. Participants wore name tags and had their names on placards for easy identification and communication; the facility was arranged where all participants could be easily seen; the workshop facilitators were on task and covered the materials in depth with the participants; the participants were eager to complete activities and made several presentations from presenting course syllabi to assessment activities; technology via power point presentations and handouts were provided; bottled water was provided for each participant; and, Tea breaks throughout the workshop allowed for networking among the participants. Photos were posted of each workshop session or presentation and a DVD was provided. All Program Managers and Facilitators were very professional in developing and executing this workshop.

**Problems and Solutions:** The teachers at the three Basic Schools indicated that the Enjoy Basic Mathematics textbooks will help them in delivering instruction to the learners because the book is easy to understand, to follow and to use. The teachers’ manual is especially useful because it carries extended activities. The current book is far more difficult. They were all aware of the book and plan to use it. In reviewing the books, some references were made to typos in the book and the writers will review all concerns and make edits where warranted.

**Recommendations:** That more workshops be provided for teachers that focus on developing lesson plans, writing assessment items and using the results for greater achievement.

## **Attachment 6**

### **Proposed 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**

#### **Proposed Research Plan**

##### *A. 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.

#### *B. 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; and
- emerging research opportunities;

#### *C. 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 center 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.

#### *D. 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?

In the previous report it was attached a draft Research plan.

#### *E. 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).

F.. *Research Team*

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

Resources

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