

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

Name of MSI	Mississippi Consortium for International Development (a consortium of Jackson State University, Alcorn State University, Mississippi Valley State University and Tougaloo College)
Grant Number	RLA – A-00-05-00073-00
Country	Zambia
Partners	Ministry of Education in Zambia USAID/Zambia
Date Submitted	
Report Covering:	Oct. 1 – Dec. 31, 2007
<input type="checkbox"/> Annual Report	Indicate Year Covered - (Due Oct 31 each year): _____
<input type="checkbox"/> Q'ly or Semi-Annual* Reporting Period	<input checked="" 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)
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* Semi-Annual Reports only required for year 2

<p>Section 1: Accomplishments <i>(expected to be up to 2 pages--enter into this form)</i></p>
<p>1.1 List the Major Tasks Accomplished this Period</p> <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> <p>4th Grade Math Textbook and Teachers Manual</p> <p>We proudly report that the Learners' Book and the Teachers' Manual are in print. Also we have these books copied on CDs. A copy of the CD is attached.</p> <p>Signing of the Printing Contract between MCID and New Horizon, the printing company for Grade 4 materials, occurred on October 5, 2007. The Managing Director of New Horizon signed on behalf New Horizon. Dr Linda Channell from MCID/USA, Nathan DeaAssis and Martha M Lukanga, both from MCID/Zambia, witnessed the signing ceremony. Later on, the contract was signed by Dr. Ally Mack, Executive Director, MCID.</p> <p>Dr. Vivian Taylor and Adrienne Graham made final corrections and additions to the Grade 4 materials and the project office and the printing company made the necessary changes. Each page of the final copies of the learner's textbook and teacher's guide were approved and signed</p>

by Dr. Vivian Taylor and the printing process began.

Storage space for the printed books was secured at CDC. A list with possible companies was considered for distribution of the books.

5th Grade Math Textbook

The itinerary for stage three monitoring of Grade 5 materials was revised. (See attachment). The change in the monitoring program was necessary to allow schools to complete the full six-week monitoring period that ended on October 12, 2007.

The instruments dispatched and being analyzed by Dr. Benjamin Ngwudika from Jackson State University were:

- Monitors' Report on Stages 1, 2 & 3
- Monitoring Registration Forms
- Monitor's Data Instruments
- Head teacher's Interview Instruments
- Observation Monitoring Instruments
- Teacher Interview Instruments
- Teacher's Textbook Survey Instruments
- Learner's Interview Instruments
- Learner's Focus Group Survey Instruments
- Record sheets of pre- and post results (original and typed copies)
- A few reports from some schools

Drafts of grade 5 materials have been submitted to the Chief Curriculum Specialist, Ms Mutinta Mweembe, who also nominated the Revision Committee.

Lead Writer & Writers: Dominic Nyambe, Lazarous Mutale, Raphael Banda, Makumba F. Kaite, Rhoda M. Mtande, Mercy M. Zulu, Crispin Mapulanga

Editors: Francis Manda, Petronella Hachoon

Graphic Artists: Kelvin Makungu, Almakyo Banda

The evaluation and approval committee started the evaluation and approval process on Thursday, December 13, 2007. Details of their particulars are attached.

The workshop to review and evaluate comments and suggestions from teachers, learners and head teachers from experimental schools was held at Ibis Gardens from Thursday, November 22, 2007 through Sunday, November 25, 2007. The Chief Curriculum Specialist, Ms Mutinta Mweembe, will be in attendance along with R. Banda and L. Mutale, members of the technical team in Zambia. (See attached Agenda of this workshop)

The advertisement for collection of tender documents for Grade 5 mathematics materials appeared in the POST Newspapers every Wednesday and Friday for four weeks (see the Attachment of these copies.) Twenty-six companies collected the bid documents. Only four

companies submitted their bid documents. The bid opening was chaired by Mr. Ferdinand Sambulo (MCIPS), Senior Purchasing & Supplies Officer from Ministry of Education. (See attachment).

Development of Posters Workshop for Grade 4 and Grade 5 materials

Members of the Zambia Technical Team met in December, 2007 to develop posters for Grade 4 and Grade 5 mathematics materials. These are still in the first phase of revision and corrections.

Training

Stage two monitoring of Grade 5 materials took place September 22 - October 2, 2007.

Monitors involved were: Dr Linda Channell, Lazarous Mutale, Raphael Banda, Martha M Lukanga. (See attachment with pictures from this evaluation).

Stage three took place October 15 - 25, 2007. The monitoring team involved the following staff: Lazarous Mutale, Raphael Banda and Martha M. Lukanga.

The workshop to review and evaluate comments and suggestions from teachers, learners and head teachers from experimental schools was held at Ibis Gardens, Thursday, November 22, 2007 through Sunday, November 25, 2007. Comments and suggestions were incorporated where necessary and these have so far been keyed in.

Travel

Dr. Linda Channell's visit to Zambia for monitoring of Grade 5 Mathematics Learner's Textbook and Teacher's Guide.

Dr. Linda Channell arrived in Zambia on Thursday, September 20, 2007 to join the team for monitoring in selected schools that are piloting the Grade 5 materials in Northern, Copperbelt and Eastern Provinces. Dr. Channell also had extensive meetings with Chief Mutinta Mweembe and other persons from MoE.

Information Sharing Related to the Program

MOE/PS plans to place information relative to the program on the MOE website and a newsletter updating program activities is in progress.

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.

Copied the 4th Grade Learners and teachers books on 4900 CDs and send them to Zambia

Received the Letter of Approval of the camera-ready Grade 4 materials from the Permanent Secretary, Zambia.

Finalize approved Grade 4 materials

Submit the second draft Grade 5 Pupils’ Textbook and Teachers’ Guide to the US reviewing team and to typesetter.

Organize successful workshops in July.

Finalize the identification, selection and contracting the publishing company in accordance with the results of the competitive bids.

The application process will begin for the two Jackson State University scholarships for Zambians to pursue graduate level degrees at the University.

Planned the businesses meeting in Lusaka, Zambia.

1.3 Problems and Challenges Encountered or Anticipated

Describe challenges that you have faced during implementation.	Describe solutions that you have implemented or plan to implement to address the challenges you face.
<p>There has also been a turn-over resulting in a new key person being oriented to the program, its process and expected outcomes. Specifically the person is the new Director of Standards and Curriculum, Mrs. Mfula, who has been identified by the PS to serve as the liaison between her office and the program office. Many key players have also been on continuous travel throughout the country, thus retarding process to some degree.</p>	<p>MCID staff, primarily the Zambian staff, have worked diligently to bring Mrs. Mfula up to date on all activities, successes, challenges and problems. Her support is key for MCID in its link to the PS.</p>

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.

The bidding process was an institutional capacity building exercise for MCID. The bid solicitation document was developed in close partnership with USAID/Zambia and the Ministry of Education in order to first comply with USAID policy, but also to include or address the issues the MoE has in place for standards. MCID has experience on bidding large single pieces of equipment or services; however, this was the first time MCID procured a mass-produced item (i.e., 256,000 units) in conjunction with an in-country company. With the assistance of an external bid committee for transparency and consistency, and the MoE attorney and procurement specialists from USAID and MoE, this activity was a success. The contract was issued to a Zambian printer, New Horizons, and the work is underway at the time of this report.

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.

The field-testing was a capacity building exercise for the administration of the Ministry of Education in Zambia, teachers and administrators at the school level and for MCID. A workshop was conducted in January 2007 for teachers and administrators in select schools participating in the field test for the 4th grade math pupil and teacher's guide (discussed in the previous quarter report). Following this training, teachers began to use the draft 4th grade math book in their 4th grade math classes. Their instruction methods were based upon the teacher training received. As noted in the sections above, three site visits were completed by MCID staff, consultants and MoE staff. The questionnaires completed and responses from focus groups were analyzed. Though field-testing is a known concept, it is rarely followed through to this extent and the feedback is not actually reflected in the final project. This successful implementation has raised the standard in Zambia for future publishers. In doing so, the instructional materials are guaranteed to reflect the actual needs of the teachers and students using the materials.

2.3 List Any Lessons Learned from Institutional Capacity Building Activities

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

2.4 Sustainability: List Developments/Activities
Discuss efforts designed to sustain the host country's ability to produce textbooks after the TLMP has ended. For example, apart from a transfer of skills above, explain how new public/private partnerships could be sustained after the project ends.
Efforts have been made to secure private and public partnerships. At least one meeting involving at least ten businesses has taken place, and formal agreements of commitment to support the program are anticipated. Additionally, a news release has been developed and publicized to attract PPP support.

Section 3: Partnerships <i>(expected to be 1 page--enter into this form)</i>
3.1 New Partnerships Formed
Briefly describe the nature of the partnership and include partner(s)' name, address, telephone, email, and contact person.
Efforts to formulate Public, Private Partnerships (PPP) are in progress; a list of businesses has been generated for partnership consideration; correspondences have been sent out; and an orientation meeting has been facilitated involving some of the business representatives. The PS plans to formalize the PPP when the launch of the books take place upon completion of the printing of Grade 5 materials.
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).
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												
<input type="checkbox"/> 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 th Grade Math Manual	4	Math	English	T	Y	Y	251,000	D (Design completed) and F *P (delivery in March)	4619; 72 teacher resource centers	1	Yes
2	Enjoy Basic Mathematics 4 th Grade Teacher Guide	4	Math	English	TM	Y	Y	5,000	D (Design completed) and F *P (delivery in March)	44619; 72 teacher resource centers	1 (Teacher)	Yes
3	Enjoy Basic Mathematics: 4 th Grade Math CDs – Pupil and Teacher’s guide	4	Math	English	O	Y	Y	4,900	P (delivered to MOE for distribution with the books)	4619; 72 teacher resource centers	* 1 per school and teacher resource center	Yes

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
4	Poster Set for Enjoy Basic Mathematics 4 th Grade	4	Math	English	O	Y	Y	47,800	In Design stage – second draft	4619; 72 teacher resource centers	* 1 per school and teacher resource center	No
5	Enjoy Basic Mathematics 5 th Grade Math Manual	5	Math	English	T	Y	Y	251,000	D, F	4619; 72 teacher resource centers	1	In process
6	Enjoy Basic Mathematics 5 th Grade Teacher Guide	5	Math	English	TM	Y	Y	5,000	D, F	4619; 72 teacher resource centers	1 (Teacher)	In process
7	Enjoy Basic Mathematics: 5 th Grade Math CDs – Pupil and teacher’s guide*	5	Math	English	O	Y	Y	4,800		4619; 72 teacher resource centers	* 1 per school and teacher resource center	No

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
8	Poster Set for Enjoy Basic Mathematics 5 th Grade	5	Math	English	O	Y	Y	47,800		4619; 72 teacher resource centers	* 1 per school and teacher resource center	No
TOTAL NUMBER OF BOOKS TO BE PRINTED 308,700 4th grade and 308,600 5th grade TLMs – TOTAL 617,300												

Comments (indicate item #):

SECTION 4B: PUBLICATION & UTILIZATION - Outputs						
<input type="checkbox"/> Check if no change since last quarter (do not complete form)						
*Printing Costs per TLMs = The printing amount divided by the # of materials.						
Indicator	Before 9/1/07	Qtr 1 (9/1-12/31 07)	Qtr 2 (1/1-3/31,08)	Qtr 3 (4/1-6/30, 08)	Qtr 4 (7/1-9/30,08)	Annual Report Cumulative Total
# of TLM prototypes produced (item drafted, approved, but yet to be printed)	2	2				
# of TLMs Printed		4900 CDs				
# of TLMs Distributed						
# of Teachers Trained	278					
Printing Costs Per TLM*		\$.90 (ninety US cents per CD);				

Comments: