

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	October 31, 2008
Report Covering: x Annual Report	October 1, 2007 – September 30, 2008 Indicate Year Covered - (Due Oct 31 each year): <u>Year 3</u>
<input type="checkbox"/> Q'ly or Semi-Annual* Reporting Period	<input type="checkbox"/> Oct 1-Dec 31 (Due Jan 31) <input type="checkbox"/> Jan 1-Mar 31 (Due April 30) (Semi-Annual) <input type="checkbox"/> Apr 1-Jun 30 (Due July 31)
Submitted by	Vivian Taylor
Title	Project Director
Contact Email / Tel.	<u>viviantaylor2@comcast.net</u> (601) 291-8600 or (601) 979-8652

Section 1: Accomplishments *(expected to be up to 2 pages--enter into this form)*

1.1 List the Major Tasks Accomplished this Period

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

- In August 2008, MCID requested and was granted a no-cost extension through March 2009.
- MCID is finalizing plans to contract Dr. Biki Minyuku as an external evaluator. His tentative plans are to travel to Zambia in mid-November. The details of the evaluation will be included in the next report. See Attachment 1 for Dr. Minyuku's curriculum vita.
- Grade 4 Learners Math Textbooks and the Teachers' Guide have been approved, printed and distributed to the nine Provinces in Zambia.
- The official hand-over ceremony of the Grade 4 and 5 books took place June 9, 2008 at Libala Basic School in Lusaka. The Guests of Honor included the Permanent Secretary, Mrs. Lillian E. L. Kapulu; Mrs. Melissa Williams, USAID Mission Director; and Dr. Ally Mack, MCID's Executive Director and Dean of the Division of International Studies at Jackson State University.

- Distribution of books to provinces was a collaborative effort of MoE and MCID/Zambia from June 9 to July 10, 2008. MoE and EQUIP2 handled the initial monitoring process.
- Mr. Lazarous Mutale, MoE staff and textbook writer, and Mrs. Martha Lukanga, MCID staff, traveled to Central Province July 27-30 and September 14-17, 2008 to determine whether Grade 4 mathematics materials were received in schools and were in use. They visited schools from Samfya District: Kasoma Bangweulu, Lubende, and Mabumba Basic Schools; Mansa District: Kaole Basic School; Milenge District: Kafwanka Basic School; and Serenje District: Misesi, Kamwala and Chimupati Basic Schools. They found that some of the schools did not receive the books or the CDs, but the teachers and administrators were aware of them. All of the schools' administrators promised to correct this oversight. The evaluators suggested that MoE continue monitoring the distribution and usage of books. See the findings and recommendations in the report in Attachment 2 of this report.
- Grade 5 books were approved, and at the time of this report, the printing is near completion at New Horizons. Distribution is scheduled for November 2008. The MoE completed the distribution plan with MCID's assistance (Attachment 3). The MoE and MCID will monitor distribution and use of Grade 5 TLMs in the schools, along with the Grade 4 materials.
- CDs with Grade 5 materials (4800 copies) are in Zambia and will be distributed with the Grade 5 materials.
- Eighty Thousand (80,000) Grade 4 and Grade 5 posters were fully developed, approved by all parties, and printed. The total number of posters printed is as follows: Grade 4 -- 39,600 posters (3300 sets – 12 posters in a set); and Grade 5 -- 40,400 posters (2525 sets – 16 posters in a set). These posters will be ready for delivery in October and will be distributed with the Grade 5 TLMs. The MOE will involve selected schools in Central Province, Luapula Province, Copperbelt Province and Southern Province respectively to participate in the monitoring and evaluation process. (See Attachment 4)
- Two Grade 5 TOT workshops were held in Ndola, February 25-27 and in Lusaka, March 3-5, 2008. One hundred sixty-six (166) attendees participated with the purpose of orientating Provincial Resource Centre Coordinators, District Resource Centre Coordinators, Zonal In-Service Coordinators, and College Lecturers on using the Grade 5 pupils' mathematics textbook and the Teacher's Guide. Trained participants will provide further training to Grade 5 mathematics teachers in their provinces and districts.
- Dr. Ally Mack, Dr. Vivian Taylor, Mutinta Mweembe, and Martha M. Lukanga from MCID attended the Africa Regional Education Workshop, organized by USAID and hosted in Ethiopia, April 13-18, 2008. Mutinta Mweembe did a power point presentation on "Local Writers: Training of Writers Process in Zambia."

- Drs. Ally Mack and Vivian Taylor participated in the USAID Symposium in Washington, DC on September 16-17, 2008. The symposium was designed to share program success stories and to convince key stakeholders, policymakers and White House representatives of the need, importance and value of reinvesting in the program for continuation beyond the current funding cycle. (See attached agenda – Attachment 5)

Travel

- Dr. Vivian Taylor traveled to Zambia, January 19-25, 2008 to meet the Chief Curriculum Specialist, Ms. Mutinta Mweembe; the Permanent Secretary at the Ministry of Education; the representatives from the University of Zambia; Mr. Rick Henning, USAID Education Officer; and the MCID staff. She also visited schools in Lusaka and Livingstone where she met teachers, administrators and students.
- Dr. Ally Mack, Dr. Vivian Taylor, Mutinta Mweembe, and Martha M. Lukanga from MCID Traveled to Ethiopia to participate at the Africa Regional Education Workshop, April 13-18, 2008.
- In June, 2008 Drs. Ally Mack and Vivian Taylor visited Zambia to attend the official hand-over ceremony.

Information Sharing Related to the Program

- The MCID/TLMP newsletter, *Nkhani Yabwino!*, was printed and distributed in Zambia and the USA. (See Attachment 6)
- Dr. Vivian Taylor and Dr. Linda Channell presented the TLM Program at the Annual JSU International Conference held on April 7-11, 2008 with the theme “Peace Through Understanding.”
- The Permanent Secretary has stated she will post materials on the Ministry of Education website.
- MCID compiled documents and pictures for Dr. Misty Sailor, Program Director at the University of Texas at San Antonio. Dr. Sailor will develop a video legacy piece dedicated to all six TLM Programs sponsored by USAID.
- MCID continues to raise awareness of the program through donations of pencils (and other school supplies). In addition, the Greater Mount Calvary Baptist Church in Jackson, Mississippi has donated over \$600 to Jacaranda Basic School in Lusaka, Zambia.

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.

- The Posters will be ready for delivery in October 2008. MCID will assist the MoE in monitoring the distribution of these TLMs along with the Grade 5 books to be delivered in November 2008. The CDs are complete and will be distributed along with the TLMs mentioned.
- MCID will continue to monitor Grade 4 books in October and November, and the posters and Grade 5 in November.
- Plans are underway for the external evaluation of the project. Tentatively, Dr. Biki Minyuku, will review all documentation in October and visit Zambia for one week in November. MCID staff will arrange all meetings, including numerous meetings with MoE staff, writing teams, USAID Mission, and site visits to schools, to name a few.
- MCID is preparing to officially close the project office down. Although the Grant has been extended through March 2009, MCID had funds sufficient for two months of operation in Zambia. MCID staff is cooperative, flexible, and working to finalize all program and administrative matters in the next few months.

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.
A. During the Grade 4 TLM distribution process, there were instances of trucks breaking down or delays.	A. This was to be expected and the MoE addressed each situation with expediency. MCID was informed that funds were allocated to EQUIP2 through USAID in Zambia. The MoE should work with the Mission to propose how these funds should be utilized. A new truck may be one use, but all options should be explored.
B. There were staff turnovers at the MoE over the past year.	B. The MoE, the key partner in this project, has maintained professionalism at all times. Though staff turnover is inevitable, the Permanent Secretary reacted each time to ensure that MCID had access and support necessary for the project.

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, beginning with Grade 4 TLMs, was an institutional capacity building exercise for MCID. As discussed in the first quarter report for this year, 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 in 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.

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.

Field-testing and the extent of its use in this project was a new technique for the Ministry of Education in Zambia and teachers and administrators at the school level. Workshops were designed and conducted for teachers and administrators on Grade 4 and 5 TLMs separately. Following this training, teachers began to use the draft materials in the classroom. Their instruction methods were based upon the teacher training received. Site visits conducted by MCID and MoE staff and consultants allowed observation of the usage along with interviews, focus groups and questionnaires. Though field-testing is a known concept, it is rarely followed through to this extent and the feedback is not always reflected in the final project. This successful implementation has raised the standard in Zambia for future publishers. This project and its field-testing format ensured that the instructional materials reflected the actual needs of the teachers and students using the materials.

2.3 List Any Lessons Learned from Institutional Capacity Building Activities

Time must always be factored in to a much greater extent than one expects. The bidding process was more time consuming than even predicted by the Zambian partners. The revisions of the Grade 5 materials delayed the final submission for printing and therefore resulted in the need for a no-cost extension.

2.4 Sustainability: List Developments/Activities

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

This project has made possible the authorship of new books by trained indigenous writers, and enabled MoE to expand the existing partnership and seek funding through other grant solicitations.

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

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 Pupils' Books	4	Math	English	T	Y	Y	251,000	Printing and distribution are completed.	4619; 72 teacher resource centers	1 to 2	Yes
2	Enjoy Basic Mathematics 4 th 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 th Grade Math CDs	4	Math	English	O	Y	Y	4,900	Duplication and distribution are completed.	4619; 72 teacher resource centers	* 1 per school and teacher resource center	Yes

MISSISSIPPI CONSORTIUM FOR INTERNATIONAL DEVELOPMENT / ZAMBIA
ANNUAL TLMP REPORT – Year 3 – 2007 - 2008

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 th 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	No
5	Enjoy Basic Mathematics 5 th 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	No
6	Enjoy Basic Mathematics 5 th 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	No
7	Enjoy Basic Mathematics: 5 th Grade Math CDs	5	Math	English	O	Y	Y	4,900	Duplication completed. Will be distributed with Grade 5 TLMs and posters	4619; 72 teacher resource centers	* 1 set per selected school & teacher resource center	No
8	Poster Set for Enjoy Basic Mathematics 5 th 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	No
TOTAL NUMBER OF TLMs BOOKS TO BE PRINTED: 300,800 4th grade and 300,800 5th grade TLMs – TOTAL 601,600												

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 Year 3 (9/1-12/31 07)	Qtr 2 Year 3 (1/1-3/31,08)	Qtr 3 Year 3 (4/1-6/30, 08)	Qtr 4 Year 3 (7/1-9/30,08)	Annual Report Cumulative Total
# of TLM prototypes produced (item drafted, approved, but yet to be printed)	2 (4 th grade pupil, teacher books)		6 (5 th grade pupil, teacher, CD; 4 th and 5 th grade poster sets)			8 *
# of TLMs Printed		260,900 (251,000 pupil 4 th grade texts; 5000 teachers manuals; 4900 CDs)			4900 CDs Grade 5 materials	265,800 (grade 4 TLMs and Grade 5 CDs)
# of TLMs Distributed			260,900			260,900 4 th grade TLMS
# of Teachers Trained	278		166	125 (by MoE)		569
Printing Costs Per TLM*		Grade 4 Pupil - \$1.55 each; Grade 4 Teachers Manual - \$3.50 each; Grade 4 CD - \$.90 each			** see notes below	

MISSISSIPPI CONSORTIUM FOR INTERNATIONAL DEVELOPMENT / ZAMBIA
ANNUAL TLMP REPORT – Year 3 – 2007 - 2008

Comments:

- * 4th grade pupil math (251,000)
- 4th grade teacher math (5000)
- 4th grade CD (4900)
- 4th grade poster (39,600)
- 5th grade pupil math (251,000)
- 5th grade teacher math (5000)
- 5th grade CD (4900)
- 5th grade poster (40,400)

Grade 5 Materials – NOT YET COMPLETE OR DELIVERED

- 5th grade pupil math (251,000) \$1.72 each
- 5th grade teacher math (5000) \$1.75 each
- 5th grade CD (4900) \$.84 each

Posters – Printing not yet complete as of 9/30/2008

- 4th grade poster (39,600) \$2.10 each
- 5th grade poster (40,400) \$2.10 each

Attachments

Attachment 1	Curriculum Vitae, Dr. Biki Minyuku, External Evaluator
Attachment 2	Report on the Monitoring and Post Evaluation, TLMP Grade 4 Materials September 2008
Attachment 3	The Distribution Summary for the Remain Grade 4 Materials
Attachment 4	Schools to Participate in the Monitoring and Evaluation Process
Attachment 5	USAID Symposium Agenda, Washington, September 2008
Attachment 6	Newsletter, Year 3 Issue 1