

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	January 31, 2008
Report Covering: x Annual Report	October 1 – December 31, 2008 Indicate Year Covered - (Due Oct 31 each year): <u>Year 4</u>
<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)
Submitted by	Vivian Taylor
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Section 1: Accomplishments *(expected to be up to 2 pages--enter into this form)*

1.1 List the Major Tasks Accomplished this Period

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

- MCID staff in Zambia closed the office and donated furniture and equipment to the Ministry of Education.
- Dr. Biki Minyuku, the project external evaluator traveled to Lusaka between November 22 to 29 and performed the necessary activities for a final evaluation. See attached the agenda. Dr. Biki drafted an evaluation and is working on the final version of it.
- Remaining Grade 4 Learners Math Textbooks and the Teachers' Guide have been distributed to the schools.
- Mr. Lazarous Mutale, MoE staff and textbook writer, and Mrs. Martha Lukanga, MCID staff, traveled December 4 and 5 to several provinces to monitor and determine whether Grade 4 mathematics materials were received in schools and were in use. They visited schools from Chongwe and Kafue Districts. See the findings and recommendations in the report in Attachment of this report.

- Grade 5 books were distributed to schools according with the plan already mentioned in the previous report.
- The Posters were printed and delivered to schools in October 2008. The CDs were mass copied and distributed along with the TLMs mentioned.

Travel

- Only Dr. Biki Minyuku, traveled to Lusaka, November 22-29, 2008.

Information Sharing Related to the Program

- MCID continues to cooperate 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.
- MCID is prepared for the audit: kept in touch with the audit team and submitted all the requested documents.

1.2 List the Major Tasks Anticipated for the Next Period

Use this area to report on plans for the upcoming reporting period. Indicate who, what, where. You may wish to talk about status of material design, field testing, evaluation, distribution, teacher training in TLM use, and overall successes.

- MCID will continue to monitor and follow up with the MoE to get information about how the Math books and other materials are received and used in schools.
- Dr. Taylor, the program director, will travel to Zambia for continued materials monitoring and follow up with formal closeout process.

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.
Budget depletion for staff salaries and in-country office continuation.	Commitment by staff to provide service as needed as in-kind until the program formally expires on March 31, 2009.

<p>Section 2: Institutional Capacity Building <i>(expected to be 1 page--enter into this form)</i></p>
<p>2.1 MSI Institutional Capacity Building Activity this Period</p> <p>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.</p>
<p>2.2 Partner Institutional Capacity Building Activity this Period</p> <p>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.</p> <p>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.</p>
<p>2.3 List Any Lessons Learned from Institutional Capacity Building Activities</p>
<p>2.4 Sustainability: List Developments/Activities</p> <p>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.</p> <p>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.</p>

<p>Section 3: Partnerships <i>(expected to be 1 page--enter into this form)</i></p>
<p>3.1 New Partnerships Formed</p> <p>Briefly describe the nature of the partnership and include partner(s)' name, address, telephone, email, and contact person.</p> <p>None for this reporting period.</p>

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 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

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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)	, Printing complete in October 2008	3228; 72 teacher resource centers	* 1 set per selected school & teacher resource center	YES
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	YES
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	YES
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	YES
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	YES

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

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	
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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

- 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	Agenda, Dr. Biki Minyuku, trip to Lusaka
Attachment 2	Report on the Monitoring and Post Evaluation, TLMP Grade 4 Materials December 2008

Attachment 1

ITINERARY FOR BIKI S. V MINYUKU
22 - 29 NOVEMBER, 2008
LUSAKA, ZAMBIA

DATE	ACTIVITY	LOCATION
NOVEMBER 22 SATURDAY	DEPARTURE FROM SOUTH AFRICA ARRIVAL AT LUSAKA INTERNATIONAL AIRPORT: - 13.50 hours (To be met at the airport by Martha/Mildred) LODGING – INTERCONTINENTAL HOTEL	JOHANNESBURG INTERNATIONAL AIRPORT, LUSAKA INTERNATIONAL AIRPORT
NOVEMBER 23 SUNDAY	07:00 - 08:00 hrs BREAKFAST 09:00 – 11:00 hrs Meeting with MCID Staff (Nathan DeAssis, Programme Manager, Martha M Lukanga, Programme Coordinator/ Mildred Chibale, Assistant Admin.	INTERCONTINENTAL HOTEL PROJECT OFFICE
NOVEMBER 24 MONDAY	07:00 - 08:00 hrs BREAKFAST 09:00 – 10:00 hrs Meeting with Chief Curriculum Specialist, Mutinta Mweembe 11:00 – 12:00 hrs Meeting with Acting PS, Mr. Andrew Phiri 14:00 – 15:00 hrs Meeting with Lazarous Mutale and Raphael Banda, both Curriculum Development Specialists (MOE/CDC) and Writers for TLMP	INTERCONTINENTAL HOTEL CDC MINISTRY OF EDUCATION CDC
NOVEMBER 25 TUESDAY	07:00 - 07:30 hrs BREAKFAST 08:30 - 11:00 hrs Interviews with the Head teacher and teachers of Libala Basic School, Lusaka 14:30 - 15:30 hrs Meeting with Rick Henning, Education Advisor and Beatrice Mweene Education Specialist, USAID Mission Zambia	INTERCONTINENTAL HOTEL LIBALA BASIC SCHOOL USAID MISSION

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DATE	ACTIVITY	LOCATION
NOVEMBER 26 WEDNESDAY	07:00 - 07:30 hrs BREAKFAST 08:30 - 11:00 hrs Interviews with the Head teacher and teachers Prince Takemado Basic School, in Lusaka 14:00 – 15:00 hrs Meeting with Technical Team and CDC Sub-Committee	INTERCONTINENTAL HOTEL PRINCE TAKAMADO BASIC SCHOOL CDC
NOVEMBER 27 THURSDAY	07:00 - 07:30 hrs BREAKFAST 08:30 - 10:00 hrs Interviews with the Head teacher and teachers of New Northmead Basic School in Lusaka 10:30 - 12:30 hrs Interviews with the Head teacher and teachers of Lusaka Basic School, Lusaka 14:30 - 16:00 hrs Interviews with the Head teacher and teachers of New Jacaranda Basic School Lusaka	NEW NORTHMEAD BASIC SCHOOL, LUSAKA BASIC SCHOOL JACARANDA BASIC SCHOOL
NOVEMBER 28 FRIDAY	07:00 - 07:30 hrs BREAKFAST 08:00 - 09:00 hrs Exit meeting with MCID Staff 09:30 - 10:30 hrs Meeting with Nehme Moukheiber, Director New Horizon printing Press Tel: 260 1 231477/8/ 260 1 236637/8 Email: nnpp@microlink.zm 11:00 – 12:00 hrs Exit meeting with Beatrice Mweene, Education Specialist, USAID Mission	INTERCONTINENTAL HOTEL PROJECT OFFICE USAID MISSION
NOVEMBER 29 SATURDAY	DEPARTURE FROM LUSAKA	LUSAKA INTERNATIONAL AIRPORT

REPORT ON THE MONITORING AND POST EVALUATION OF (MCID) TLMP
GRADE 4 MATHEMATICS MATERIALS IN
LUSAKA PROVINCE

COMPILED BY:

Lazarous Mutale, Mathematics Curriculum Specialist (CDC)

Martha M. Lukanga, Programme Coordinator (MCID)

09 December, 2008

Background

Textbooks and Learning Materials for Grade 4 mathematics were officially handed over to the Ministry of Education on Monday, 9 June 2008 by United States Agency for International Development (USAID) and Mississippi Consortium for International Development (MCID).

The Ministry of Education and MCID drew up a distribution plan on how books were to be handed over to the Provinces. The distribution was as per schedule below.

Item No.	Collecting Province	Date	Remarks
1	a) Northern Province b) North Western Province	Monday, 9 June 2008	
2	a) Western Province b) Southern Province	Monday, 16 June 2008	
3	a) Eastern Province b) Central Province	Monday, 23 June 2008	
4	a) Copperbelt Province b) Luapula Province	Monday, 30 June 2008	
5	Lusaka Province	Thursday, 10 July 2008	

The Provinces were to distribute the books to the District Education Board Secretary (DEBS) who in turn distributed them to schools.

This is a report on monitoring of the distribution of these books in two districts, Chongwe and Kafue. The monitoring team comprised Lazarous Mutale from Curriculum Development Centre (CDC) and Martha M. Lukanga from MCID Project Office. The monitoring period was from Tuesday, 4 December to Wednesday, 5 December 2008.

The books were officially handed over to the Provincial Education Office on 10 July, 2008.

1 Objectives of the tour

The objective of the tour was to establish if the materials had been distributed up to school level. Initially the tour should have been undertaken on Tuesday, 24 and

Wednesday, 25 November 2008 but this was rescheduled to Tuesday, 2 and Wednesday, 3 December due to the evaluation exercise of the TLMP by Dr Biki S. Minyuku.

3. Methodology

This was done by sampling two schools in both Chongwe and Kafue. In Chongwe District, the two schools sampled were Chalimbana and Chongwe Basic Schools while in Kafue District, Chipongwe and Kasenje Basic Schools were sampled. The team first paid courtesy calls on the District Education Board (DEBS) in both districts before proceeding to schools. Both DEBS were however not at their stations.

4. Findings

4.1 Chongwe District

(a) DEBS Office

In Chongwe the team had a brief meeting with the Acting District Education Standards Officer who was manning the station in the absence of the District Education Board Secretary (DEBS). The District indicated that they had received the first and second consignments of Grade 4 materials. He also confirmed that books received in the first consignment were already in schools and that those in the second consignment were to be distributed to schools within December.

The District indicated that three schools had not been allocated any books. The team explained that those that had not submitted their data in 2007 were not included in the first consignment but that they would receive in the second consignment based on the 2008 data.

The District informed the team that they have budgeted for teacher training to be conducted next year.

(b) Chongwe Basic School

The team had a brief meeting with the Deputy Headteacher who was manning the school. He confirmed to the team that they had received the books and that the books were in use. However, the team could not confirm books being in use because the school was on recess. The team did not see copies of the books because the Senior Teacher in charge of books was not in school. The Deputy Headteacher tried to contact the Senior Teacher by phone but could not reach her. Since schools were on recess the post evaluation instruments could not be administered.

(c) Chalimbana Basic School

The Headteacher confirmed that the school had received the books and that they were in use. The team could not confirm the use of books because there were no learners. The post evaluation instruments could therefore not be administered.

4.2 Kafue District

(a) DEBS Office

In Kafue, the DEBS, District Education Standards Officer (DESO) and all Educational Standards Officers (ESOs) were out of the station. The team was welcomed by a Human Resources Officer. They briefed him about the team's mission to Kafue District. Thereafter the team proceeded to the schools.

(b) Chipongwe Basic School

The school was deserted. The Headteacher and staff were not in school. Therefore, the team could not confirm whether the school received the books or not and post evaluation instruments could not be administered.

(c) Kasenje Basic School

The Headteacher confirmed that the school had received both the first and the second consignments. He informed the team that the book was very good and that there was big demand for it in school. He also said that teachers and learners liked the book because it was easy to use.

The school also serves as a Zonal Centre. The Headteacher and two teachers had attended training on the use of the materials and as a Zonal Centre, they have made arrangements to sensitize teachers in other schools. The team was introduced to the Deputy Head and some members of staff and they were shown the books. However, the school being on recess, the team could not administer the post evaluation instruments.

5 Recommendations

The team recommends that:

1. Other provinces and more districts are monitored so as to get a good picture of the distribution.
2. The Ministry of Education through the Standards Officers should ensure that the books are in all schools and are being used.

3. The Ministry of Education through Teacher Education Unit should ensure that training is conducted for both Grade 4 and 5 teachers on the use of materials.