

# **Textbooks and Learning Materials Program Zambia**

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

## **FINAL REPORT**

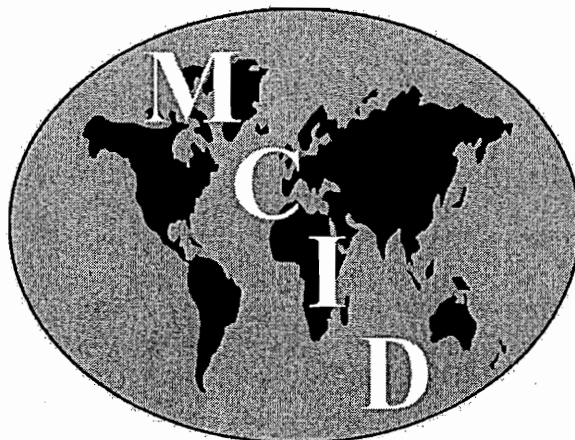
**Period: October 1, 2005 – August 31, 2009**

**Submitted to:**

**United States Agency for International Development  
African Education Initiative  
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**Mississippi Consortium for International Development  
Textbooks and Learning Materials Program (TLMP)**

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

**Final Report**

**Summary Review**

MCID's intervention involved the development, publication and distribution of an Integrated Foundations of Learning Kit, focused on numeracy. This intervention was aligned with Zambia's priorities and strategies and matched the requirements of the TLMP grant. Materials in the Kit built upon and enhanced existing materials and added new, complementary materials aligned to the new syllabus. The implementation strategy for the intervention reflected an integrated approach to teaching and learning with emphasis on Zambia-based content. While focusing on mathematics and numeracy, the intervention also was designed to enhance the MoE's efforts to integrate cross-cutting life skills materials – HIV/AIDS and Gender -- into the curriculum. The strategy incorporated quality control measures and a capacity-building approach to program development, including the involvement of indigenous writers/authors, illustrators and publishers in all phases of implementation as well as teacher training. The materials developed included:

- For Fourth Grade: Learners' Books; Teachers' Books for fourth grade textbook; electronic version of books on CD; and instructional posters.
- For Fifth Grade: Learners' Books; Teachers' Books for fifth grade textbook; electronic version of books on CD; and instructional posters.

**Successful Methodology**

To aid in the realization of program goals and objectives, MCID made the decision to engage a team in Zambia for the daily program coordination. The Program Manager, Coordinator and Administrative Assistant, all Zambians, were crucial to the implementation of this project. Their daily interaction with the writing team, Ministry officials, and USAID facilitated all aspects of the program. In order to increase in-country effectiveness, MCID secured office space at the Ministry of Education's Curriculum Development Center in Lusaka. This space was donated by the Ministry as a contribution to the project.

MCID's strategic objective was improved educational programs in Zambia with strengthened development and distribution of textbooks and learning materials. MCID's Intermediate outcomes were to (1) provide a minimum of 600,000 high-quality, cost effective textbooks and other learning materials; and (2) to build institutional capacity and create sustainable linkages between MCID and the Ministry of Education in Zambia as well as other stakeholders.

MCID ensured that all textbooks and learning materials met and exceeded the National Curriculum Standards as set by the Ministry of Education. MoE Standards and Curriculum Specialists were involved in this program from the initial in-country assessment to the actual

writing, field-testing, revisions, approval processes and distribution. Information was collected from the MoE and presented to the writers/technical team, both in the form of written documents and through workshop presentations. In addition, the program director and U.S. team were able to enhance these minimum standards to meet American, and in some cases, international standards. This was one of many benefits of involving the collective, diverse team. In providing this information in advance of the actual textbook development, the MoE recognized their own demands as contained within the national curriculum. The writers and editors also gained knowledge that could be applied across all subject areas and grades. This process can be replicated by the MoE for any textbooks they need, whether written through grants, private contracts, or within their own organization.

In order to seamlessly integrate the cross-cutting themes that were particularly important to this project and Zambia as a whole, written information was gathered from the MoE and other Ministries, USAID, and other entities (including other donors, UN and NGOs) operating in Zambia. These documents were sorted for relevancy and redundancy by the MCID field staff and distributed to the writers so that they could become familiar with the topics. Following this undertaking, the topics of HIV/AIDS, gender and special needs were presented by MoE officials during planned workshops.

It was critical and an asset that MoE officials were present to ensure that the topics were presented in a relevant and appropriate manner. HIV/AIDS and gender were obvious cross-cutting themes from the onset; nonetheless, the MoE expressed the desire to include special needs students, a marginalized population. This was an established priority for the Ministry with a concerted effort to place these children in the mainstream.

The writers were able to work the cross-cutting themes into each mathematics text book so that it flowed with the text such as depicting women in professional roles and children with a disability that are happy and healthy. With an understanding of the reasons these topics should be addressed in school, the MoE representatives expressed that it would expect similar texts that appropriately included such materials for children at all levels.

As a result of the initial assessment decisions, the TLMs were written in English, the official language of the country. It is important to note that Zambians speak British English more so than American English, and though the differences are subtle and small, they are nonetheless important. By using Zambian writers, most of these pitfalls were avoided. The team regularly consulted with Ministry officials or University of Zambia professors for any language/grammar questions that arose. In addition to the above issues, the textbooks developed are completely culturally sensitive and integrate life skills appropriate to the children of Zambia. All graphics in the book were designed by local artists with clear focus on cultural sensitivity, from the various ethnic groups to background scenes recognizable to Zambian children such as their markets, shops, farms, schools, and homes. Thus TLMs have set the standard; publishers now must use the appropriate cultural references in all texts for the schools.

At the on-set of the program implementation, there were 317,925 fourth grade students in Zambia and 4,703 fourth grade teachers. In fifth grade, there were 300,061 students and 8,716 teachers. With the initial 601,600 TLMs produced, coupled with the additional 45,000 that were

added, the ratio of book to students was significantly reduced in all nine provinces. Specifically, almost 93% in Grade 4 and 83% in Grade 5 – almost one-to-one!

MCID maintains standard cost share documentation for all programs with contributions being documented as they occurred. Experiences gained in this effort will also assist the MoE in soliciting funds from other donors – both public and private. They will be able to take the TLMs produced under this grant, describe to potential donors the process, and cost effectiveness of putting similar learning materials in the schools. In this process, the Ministry has enhanced its knowledge of costs for each element in the textbook development and plans to request that donors contribute on that basis.

The Vision Statement adopted was: The TLMP will work in partnership to realize the specified goals of the African Education Initiative (AEI) which is to develop for distribution 600,000 pieces of instructional materials for Zambia students and teachers in Basic Schools in the area of numeracy integrating the cross-cutting themes of HIV/AIDS and gender. Drafted at the first Program Advisory Committee (PAC) meeting, this statement assisted the partners, producers, and users in incorporating the intended utilization of the learning materials into the project design.

The field test plan was implemented with the field testing for both grades 4 and grade 5 materials now completed. Teachers, MoE officials, University faculty, student teachers, and other stakeholders from around the country were involved in the endeavor.

The Letter of Implementation (LOI) clearly described the roles and responsibilities of all parties – MCID, MoE, and USAID. All staff was provided letters of employment with detailed position descriptions and all consultants were provided valid and current contracts with detailed, clear scopes of work. Each of these instruments was consistent with MCID's employment/consulting policies.

The Public Private Partnerships (PPP) which be established with the MoE's Permanent Secretary (PS) taking the lead in its formation, will be the key element that facilitates collaboration beyond the TLMP, particularly in terms of distribution of materials. In effect, this could be a critical factor in the sustainability of efforts.

In addition, MCID plans to help build capacity through solicitation of additional funds through grant writing and solicitation from other donors – specifically leveraging this TLMP.

### **Salient Accomplishments over the life of the project**

- The in-country assessment has been conducted with results summarized to form the basis and rationale for TLMP targets (niche) and work plan vetted by stakeholder.
- The Technical Team was successfully identified and worked in collaboration on all program facets.
- The Letter of Implementation was signed by all parties.
- The program was officially launched in a formal, public setting in Lusaka.



- MCID representatives attended the formal launch of TLMP hosted in Ghana.
- The technical team was identified in the U.S. and in Zambia.
- The PAC was formed.
- Zambian writers, editors and graphic artists were trained. Writers were parented with US counterparts who also participated in workshops and other project activities.
- MCID staff and In-country partner representatives presented the TLMP at professional conferences and workshops, including an international conference in Hawaii, Ethiopia and one in Mississippi.
- MCID participated in the Exegesis Monitoring and Evaluation site visits in Zambia. MCID, Americans and Zambians, participated in the Annual Conferences in DC and Ethiopia. Zambian MoE officials participated in U.S. the conference and the Ethiopian conference.
- Textbooks and materials were developed, field-tested, revised based upon data collected and analyzed, approved and printed or placed in the printing pipeline.
- The formal bidding process for identification and selection of a publisher was completed and contracts initiated.
- Training of the Trainers (TOT), for professional development of teachers was facilitated involving selected teachers from all nine provinces across the country.
- A successful pencil and paper drive was initiated in the U.S. to solicit donations of pencils and paper to support the textbooks developed. Other donated items included manipulative, dictionaries and maps.
- Two scholarships were allocated by Jackson State University for Zambians interested in pursuing advanced studies at the doctoral level.
- Program newsletters were produced and disseminated.
- Instructional posters and electronic versions of the TLMs were produced on CDs for both grades 4 and 5.
- The official Hand-over ceremony was conducted.
- Grade 4 and Grade 5 TLMs were distributed.
- Follow-up and post distribution monitoring and evaluation of use of grade 4 and 5 TLMs in schools have been completed.
- An external evaluation was completed and report provided.
- A legacy CD/DVD was produced to document the significance and contributions of the program, and MCID personnel attended the launch hosted in Washington, D.C.
- A collaborative research plan has been developed in concert with the University of Zambia to investigate the effects/impact of the TLMP.
- Program Audits have been initiated.
- MCID/TLMP representatives attended the HBCU Conference hosted in Washington, D.C.
- MCID has written and submitted a grant application to USAID for new funding consideration.

## **Textbooks Production and Distribution**

The total number of Learners textbooks published and distributed was 547,000 (see attachment 1 for a complete breakdown). The total number of teacher books printed and distributed was 10,000. The total number of teachers trained was 791. The total number of CDs developed and distributed was 9,600. The total number of instructional posters developed and distributed was 80,000. The total number of local publishers/printers involved was one; the CDs were printed in the US although MCID did search for local vendors – none were available. Teacher resource centers and teachers' colleges in Zambia have received copies of all TLMs.

All materials were developed collaboratively between trained writers, graphic artists and editors in Zambia and MCID representatives who comprise the program's technical team. In total over 646,600 high-quality TLMs were produced and distributed. Each TLM was field tested, analyzed and revised according to feedback. MCID, in close cooperation with the MoE, trained 791 teachers on the new materials using the Training of Trainers Model (TOT). The MoE plans to facilitate continuous training at the school and district level.

With the assistance of the MoE, and Mission (Equip2), all grade four pupils' books, teachers' manuals, instructional posters and CDs were successfully distributed.

## **Community Support**

Throughout the program, the communities continued to be jubilant regarding the development and distribution of the culturally sensitive materials developed for and about Zambians. Students and teachers alike have been rejuvenated with the receipt of the new materials. They are overwhelmed with excitement about bridging the gap between the supply and demand for books. Additionally, policymakers within the communities are now addressing renewed policies affecting textbooks and learning materials, based upon the design specifications of the TLMs. More importantly, the private and public sectors are being solicited to take steps to provide additional support, thereby facilitating sustainability.

## **HIV/AIDS (Cross-cutting Themes)**

HIV/AIDS awareness was an integral focus in the development of TLMs, and a common thread across all staff, technical team and teacher training. This was accomplished in several ways. Within the content of each book, there are references/problem situations (direct and indirect) to HIV/AIDS awareness. All teacher training activities incorporated training on how to age appropriately integrate the knowledge across the curriculum. Prominently placed on the backside or front side of all TLMs produced is the red ribbon symbol for HIV/AIDS awareness.

## **Institutional Capacity**

The Textbooks and Learning Materials Program has had a significant and sustainable impact on local capacity to develop and produce materials. It has served as a catalyst for policy planning, exploring and reviewing long-term strategies for the development of the textbook sector. It has also facilitated professional development of the indigenous authors providing technical and managerial skills training. It has provided support and has helped to strengthen mechanisms to ensure cooperation between public and private sectors and to give them a stronger voice to negotiate the issues of the book developing and publishing industry. It has promoted partnership-

building with the public and private sectors to facilitate an inter-country cooperation network and it has strengthened teachers' capacity to teach through teacher training and an increased supply of instructional tools for effective teaching. Additionally, it has successfully facilitated the establishment of cross-border relationships between the United States and Zambia and has helped to forge stronger relationships within countries, between the public and private sector.

### **Impact of Program**

Implementation of this program has been impactful in the following ways:

- a) Cost-effective strategy for increasing the pool of accessible, quality textbooks and learning materials.
- b) Enhanced awareness of HIV/AIDS and gender issues within countries.
- c) Increase in the number of trained teachers and authors in participating countries.
- d) Enhanced capacity for indigenous publishing/printing.
- e) Improved relationships between implementing partners and in-country constituents.
- f) Direct impact on students and their teachers is difficult to quantify, but conservatively over **1,235,882 students** (two cycles of 4<sup>th</sup> and 5<sup>th</sup> graders) and over **13,419 teachers**. This number is actually greater due to recent estimates by the MoE of a greater number of students in the education system. This number does not include others trained such as district officials and Ministry personnel.
- g) MCID is comprised of four historically black colleges and universities. Faculty and staff from all four schools participated.

### **Lessons Learned and Recommendations**

The most important lessons learned from this effort that should inform future programming are reflected below.

- The development of new, quality, sustainable textbooks including distribution takes longer than three years. A more realistic schedule must factor ample time for identification of authors, training, planning, writing, editing, pre- and post-testing, field testing, revision, evaluation and feedback, additional revision, final approval processes, printing, distribution and post monitoring and evaluation. The initial processes are the most time consuming. In addition, a longer cycle would allow the Ministry to allocate appropriate funding as part of their normal planning process for distribution, additional training, and other factors that are ultimately the responsibility of the country.
- Both public and private sectors must play a role in textbook development to the distribution process by helping to leverage costs, support sustainability and promote local commitment and support.
- On-going involvement of local stakeholders is essential and helps to build consensus and sense of ownership (parents, teachers, community organizations, businesses, etc.)
- Teacher training is an essential component of the textbooks production process, and must be funded at the same level of support as textbook production.
- The children in Zambia have an innate desire to learn, and teachers demonstrate a strong will and desire to be effective, even in the absence of resources. The promise of textbooks and learning materials has increased enthusiasm and anticipation greatly

among both groups and seems to have influenced self-esteem among both groups. The influence of self esteem is also greatly evidenced among the program staff and technical team. Their dispositions suggest a greater feeling of value and confidence as the direct result of this program.

- The design and collaborative function of the technical team was a major achievement for the program. Without the collective decision-making, planning, training and overall technical support of the U.S. constituents and Zambian constituents, the TLMs probably would not be as desirable as they are in incorporating issues related to life skills, cultural considerations, overall diversity, the curriculum, rural and urban conditions, HIV/AIDS and gender equity. The participation and training of Zambians as writers was key and produced a textbook that has set the standard in Zambia- - raised the bar for production of future education materials in the country. Additionally, involvement of the teacher education programs in-country is essential as the TLMP products need to be institutionalized as teaching tools for pre-service educators who will need to be prepared to use the products upon completion of their programs of study.
- Field testing of materials is essential; however, because of the time-frame (i.e., limitations) of the program, the piloting period was less than desired. Also, funds limitations may not allow for deployment of monitors across the entire country, thus limiting pilot participation to a select few Provinces.
- Bureaucratic processes can retard progress towards meeting milestones. There has to be a designee of authority, representing each partner who can make critical decisions in a timely manner. Personnel changes involving key players can also affect progress if replacement personnel are not quickly orientated and brought aboard to help facilitate progress toward goal attainment. Upper tiered administrators are constantly busy meeting MOE obligations around the country, thus may not be available as needed. Therefore, it is advisable to have a second tier professional liaison for the program between the program manager/director and top MOE officials.
- Deployment of a staff -- in-country, on the ground -- was invaluable to every aspect of program development, i.e., programmatic and financial management, bureaucratic intervention and logistical competence.
- Transportation is a major issue. Employment of a driver and the purchase of a vehicle would be more cost effective. Costs for transportation would not be significantly greater, and in the end, the MoE would acquire the staff car (with USAID approval), thus building their resources.
- Distribution is perhaps the most complicated aspect of the program. The Zambian MoE did not have adequate notification of the program to plan for distribution. Their planning and budget process is five years, and as with education departments everywhere there is never enough regardless of planning. There needs to be allocation of USAID funds to purchase a multi-ton truck and hire a driver (at a minimum) as well as provision of funds for fuel. This truck would also be allocated to the MoE at the end of the project (with USAID approval at closeout).
- The reality is that the TLMs we produce will depreciate over time. Therefore, a solid plan for continuous development has to be in place beyond training of teachers as writers. There has to be an affordable modality for continuous printing. That translates into a need to purchase a high capacity printing machine that will help to produce materials for years to come within the MOE.

- An orientation meeting involving representatives from all partners needs to be conducted (by USAID/Washington) at the beginning of the program (there was a post award conference; however, no ministry representatives from the respective countries and only one or two USAID representatives from Missions were in attendance), so that in-country and U.S. partners can convene under one roof collectively, for overview of program expectations and time-frames. This would greatly enhance communication and earlier understanding of the program's scope.

### **Capacity Building/Sustainability**

MCID has made significant progress in the production of direly-needed instructional materials and in conducting teacher training activities in Zambia through the Textbooks and Learning Materials Program (TLMP) in partnership with USAID and the Government of Zambia. However, budgetary constraints have restricted a country-wide impact that could be realized with additional funding and implementation time. Additional funding would exponentially increase positive and long-term outcomes. Therefore, for sustainability MCID, has written and submitted a grant application for a new TLMP for Zambia. The disposition of the application is pending. The faculty at MCID institutions plan to continue relationships with the MOE and University of Zambia via establishment of faculty and student exchange programs, scholarships for students, and collaborative research ventures. The MOE plans to continue the cycle of teacher training with an emphasis on training for authorship in order to continue development/authorship of culturally sensitive teaching and learning materials. Additionally, the MOE plans to development public and private partnerships to support TLMP goals and objectives.

The four Minority Serving Institutions (MSI) that comprise MCID have made remarkable progress toward achieving their goals related to global education and awareness. These institutions, including Jackson State University, Tougaloo College, Mississippi Valley State University and Alcorn State University have involved and engaged faculty in professional development as well as life experiences across borders. As a result, faculty capacity to teach and to author instructional materials has been greatly enhanced. The direct experiences gained by these faculty, in-country, has broaden their awareness of, sensitivity to, and responsiveness to global education issues as well as cross-cultural perspectives on life and education from an international prospective. These experiences and exposure will translate directly into the teaching of students at these institutions who will benefit from the acquired knowledge of MSI/TLMP faculty. Additionally, the universities can better integrated international issues, goals and objectives across curricular offerings. Further, the universities can now engaged in cross-country collaborations with greater confidence of success, given the pool of professors who have been accorded the opportunity to facilitate such relationships via TLMP.

# Attachments

- Attachment 1: Chart of TLMs**
- Attachment 2: Teacher Training Summary Chart**
- Attachment 3: Copy Right Information**
- Attachment 4: Inventory Report and Request for Disposal**
- Attachment 5: Cost share Report**
- Attachment 6: Distribution Information**
- Attachment 7: Report Submission Dates**
- Attachment 8: Other Matters**
- Attachment 9: Final Evaluation Report**

## Attachment 1: Breakdown of TLMs - Zambia

**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) Textbook Ratio
Grade 4	317925	0.93
Grade 5	300061	0.84

**TLMs per fiscal year**

Description		FY 2006	FY 2007	FY 2008	FY 2009	Total
books	Grade 4 Learner's textbook	0	0	251,000	45,000	296,000
	Grade 4 Teacher's book	0	0	5,000	0	5,000
	Grade 5 Learners textbook	0	0		251,000	251,000
	Grade 5 Teachers book	0	0		5,000	5,000
Posters	Grade 4 -Posters	0	0		39,600	39,600
	Grade 5 -Posters	0	0		40,400	40,400
CDs	Grade 4 Materials CD	0	0	4,800		4,800
	Grade 5 Materials CD	0	0	4,800		4,800
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>265,600</b>	<b>381,000</b>	<b>646,600</b>



## Attachment 2: Final Training of Teachers - Zambia

Dates of Training	Males	Females	Total
19-22 June 2006	11	11	22
14-17 November 2006	6	8	14
16-19 January 2007	10	19	29
29-30 March 2007	7	4	11
9-13 July 2007	37	18	55
16-20 July 2007	81	38	119
28-30 August 2007	17	22	39
22-25 November 2007	6	4	10
11-14 December 2008	6	4	10
25-27 February 2008	58	36	94
3-5 March, 2008	108	58	166
3-6 August 2009	10	16	26
10 -13 August 2009	17	83	100
17-20 August 2009	12	42	54
24 27 August 2009	21	21	42
<b>TOTAL</b>	<b>407</b>	<b>384</b>	<b>791</b>

### **Attachment 3: Copy Right Information**

Each TLM states the following on the inside of the front cover:

**NOT FOR SALE**

Produced with assistance from USAID

YEAR © Ministry of Education, MOE, Zambia / Curriculum Development Centre

All rights reserve. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying recording or otherwise with the prior permission of the Curriculum Development Centre.

ISBN:

Enjoy Basic Mathematics 4 - Learner's Book - ISBN: 9982-54-001-1

Enjoy Basic Mathematics 5 - Learner's Book - ISBN: 9982-54-014-9

Enjoy Basic Mathematics 4 - Teacher's Book - ISBN: 9982-54-011-2

Enjoy Basic Mathematics 5 - Teacher's Book - ISBN: 9982-54-015-7

Posters - grade 4 - ISBN: 9982-54-012-2

Posters - grade 4 - ISBN: 9982-54-013-0

### Attachment 4: Inventory Report and Request for Disposal

All items with the exception of the last, Acer Laptop, have been secured in the former MCID space at the Ministry of Education's Curriculum Development Centre. Geogina Hamaimbo, Chief – CDC (P O Box 50092, Lusaka, Telephone 254848 or 254071) holds the key. The Acer Laptop is located at the MCID headquarters in Jackson, MS. There are no significant supplies to list.

**MCID awaits instructions for disposal of this expandable equipment.**

INV No.	DATE OF PURCHASE	PRODUCT Description	Quantity	SERIAL No	PRICE ZMK / USA \$	COMMENTS
LOCATED IN ZAMBIA						
MH2166	04/13/06	Office Desks	2		K 1 650 000.00 \$ 532.26	Good
MH103891	04/13/06	Telephone Handset	1	5EBFC681473	K 105 000.00 \$ 33.87	Good
4002	04/24/06	Chairs	2	-	K 585 000.00 \$ 188.71	Good
4002	04/24/06	Side Table	1	-	K 45 000.00 \$ 14.52	Good
410	05/02/06	HP Laserjet 1020 Printer	1	CNCJ382151	K 995 000.00 \$ 331.67	Not operational
INJO3493	05/13/06	DELL Computer	1	CN-OU5401-70821-59T-G38F	K 4 190 000.00 \$ 1420.34	Good
INJO3493	05/13/06	DELL Keyboard	1	CN-OW7657-37172-5AS-03RE		Good
INJO3493	05/13/06	Monitor	1	CN-OY1352-47609-53V-FOCV		Good
INJO3493	05/13/06	Scanjet-HP 3800 Scanner	1	CN626A105Z	K 536 000.00 \$ 181.69	Good
1068	05/13/06	(Pine) Table	1	-	K 100 000.00 \$90.91	Good
780	06/09/06	Bookshelf	1	-	K 300 000.00 \$ 33.90	Good
MH105331	06/09/06	HP Deskjet 3744 Colour Printer	1	S/NTH56M14239	K 420 000.00 \$142.37	Not operational
MH106438	07/18/06	Telephone Handset with Speaker Phone	1	5JBKB502780	K 300 000.00 \$ 96.77	Good
808	10/05/06	Fan	1	-	K 195 000.00 \$ 50.65	Good

INV No.	DATE OF PURCHASE	PRODUCT Description	Quantity	SERIAL No	PRICE ZMK / USA \$	COMMENTS
CSH13223	01/12/07	D-Link 5-port N-Way Switch	1	DR8A264015877	K 140 000.00 \$ 33.90	Good
143	05/07/07	Bookshelf	1		K 280 000.00 \$ 68.29	Good
1301	06/18/07	Tender Box	1		K 300 000.00 \$ 76.14	Good
Z No 128561	10/12/07	Colour Printer	1	CN76QGJ33Q	K 362 000.00 \$ 90.05	Good
2999	04/15/09	HP Laserjet P1005 Printer	1	VNF5536371	K 995 000.00 \$ 180.91	Good
	5/7/2009	Sony Handycam HDR CX100, black Warranty for camera - 2 years	1	139663	\$ 499.99	Good
	5/7/2009	infolithium battery 4 hour life	1	NP-FH70	\$80.99	Good
	5/7/2009	Sony Battery Charger	1	BC-TRP	\$62.99	Good
	5/7/2009	Black camera bag	1	Lowepro	\$13.99	Good
	5/7/2009	Scan Disk 8GB memory Stick Pro Duo	1		\$34.99	Good
	5/7/2009	Scan Disk 8GB memory Stick Pro Duo	1		\$34.99	Good
	07/10/2006	Laptop Acer Travel Mate 4670; Model ZB1	1	LXTD70603262602DoD2500	1304.78	Laptop is in USA

**Attachment 5: Cost Share Report**

**Textbook and Learning materials Program (TLMP)**  
**Cooperative Agreement No: RLA-A-00-05-00073-00**

**FINAL COST SHARE**  
**Summary**

Updated October 1, 2009

DESCRIPTION	COST SHARE BUDGETED 8/30/09	COST SHARE DOCUMENTED as of 9/30/2009	COST SHARE EXCEEDED
<b>THREE YEAR SUMMARY</b>			
<b>I. ADMINISTRATIVE COSTS</b>			
A. Salaries	\$82,667	\$112,963	\$30,296
B. Fringe Benefits	\$83,064	\$63,928	(\$19,136)
C. Direct Operating Costs	\$15,500	\$45,096	\$29,596
D. Staff Travel	\$0	\$0	\$0
E. Equipment	\$5,575	\$0	(\$5,575)
Sub-total Direct Costs	\$186,806	\$221,986	\$35,180
E. NICRA	\$265,868	\$287,009	\$21,141
<b>TOTAL ADMINISTRATIVE COSTS</b>	<b>\$452,674</b>	<b>\$508,996</b>	<b>\$56,322</b>
<b>II. PROGRAM COSTS</b>			
A. Quarterly Meetings	\$0		\$0
B. Post Award Workshop	\$2,832	\$695	(\$2,137)
C In-Country Assessment Activity	\$0		\$0
E. Presentation of In-country Activity Identification	\$0		\$0
F. Program Coordination to Launch Design Work	\$0		\$0
G. Capacity Building Training	\$9,950		(\$9,950)
H. Training and Pilot Materials Field Test	\$3,000	\$2,531	(\$469)
I. Contractual	\$56,360	\$22,413	(\$33,947)
<b>Total Program Costs</b>	<b>\$72,142</b>	<b>\$25,639</b>	<b>(\$46,503)</b>
<b>GRAND TOTAL</b>	<b>\$524,816</b>	<b>\$534,635</b>	<b>\$9,819</b>

TLMP Cost Share															
October 2005	September 2005	Corporate Backstop (Mack)	Project Director (Taylor)	Post Award Workshop (Hogan)	Post Award Workshop (Graham)	Cooperative Agreement No: RLA-A-00-05-00073-00								Training Materials	
updated June 20, 2009															
						Office Space	US Consultants (Assessment, 4th)	US Consultants (Design, 4th)	US Consultants (Pilot Testing 4th)	US Ground Transportation	Equipment	US Consultants (Assessment 5th)	US Consultants (Design 5th)		
October 2005		\$2,773.00													
November 2005		\$3,102.00		\$386.20	\$309.00										
December 2005		\$1,175.00													
January 2006		\$3,008.00													
February 2006		\$2,068.00													
March 2006		\$2,820.00				\$1,154.00									
April 2006		\$2,397.00				\$1,187.00		\$5,625.00							
May 2006		\$3,619.00				\$1,198.00									
June 2006		\$3,055.00				\$1,095.00									
July 2006		\$3,149.00				\$1,071.00		\$4,700.00							
August 2006		\$3,149.00				\$978.00									
September 2006		\$8,392.00				\$939.00									
October 2006		\$2,726.00				\$991.00									
November 2006		\$2,068.00				\$954.00									
December 2006		\$1,974.00				\$921.00									
January 2007		\$2,726.00				\$900.00									
February 2007		\$4,465.00				\$893.00									
March 2007		\$1,794.00				\$892.00			\$4,000.00				\$2,000.00		
April 2007		\$2,350.00				\$913.00		\$3,088.00							
May 2007		\$2,585.00				\$947.00									
June 2007		\$3,760.00				\$977.00		\$1,200.00							
July 2007		\$3,948.00				\$993.00									
August 2007		\$2,256.00				\$1,047.00									
September 2007		\$940.00				\$1,060.00								\$531.00	
October 2007		\$1,974.00				\$1,096.00									
November 2007		\$1,739.00				\$1,115.00									
December 2007		\$1,645.00				\$1,095.00									
January 2008		\$1,880.00				\$1,107.00								\$2,000.00	
February 2008		\$1,974.00				\$1,119.00									
March 2008		\$2,444.00				\$1,145.00							\$1,800.00		
April 2008		\$5,217.00				\$1,194.00									
May 2008		\$2,209.00				\$1,236.00									
June 2008		\$4,747.00				\$1,291.00									
July 2008		\$2,397.00				\$1,244.00									
August 2008		\$1,788.00				\$1,391.00									
September 2008		\$2,350.00				\$1,358.00									
October 2008		\$470.00				\$1,291.00									
November 2008		\$517.00				\$1,098.00									
December 2008		\$611.00	\$673.34			\$975.00									
January 2009		\$72.00	\$752.97			\$949.00									
February 2009		\$1,222.00	\$1,228.53			\$850.00									
March 2009		\$1,128.00	\$3,012.00			\$841.00									
Apr-09		\$893.00				\$846.00									
May-09		\$744.00				\$904.00									
Jun-09		\$1,241.00				\$859.00									
Jul-09		\$695.00				\$821.00									
Aug-09		\$1,042.00				\$996.00									
Sep-09						\$1,025.00									
TOTAL		\$107,296.00	\$5,666.84	\$386.20	\$309.00	\$45,096.00	\$0.00	\$14,613.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$3,800.00	\$2,531.00	\$183,698.04
NDIRECT Contributed		\$287,009.25		Fringe (finance)	\$63,927.65										
GRAND TOTAL		\$534,634.94													

BEST AVAILABLE COPY

## **Attachment 6: Distribution Information**



**STATUS OF DISTRIBUTION OF MATERIALS PRODUCED WITH  
ASSISSTANCE FROM USAID AND COOPERATION OF MCID TLMP**

**1. Schools**

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

\* Not Collected

# \* Collection not completed

as of June 2009

Distribution information as of July 2009

**TABLE 1**

**MINISTRY OF EDUCATION**  
Curriculum Development Centre

**TEACHING AND LEARNING MATERIALS PROGRAMME (TLMP)**  
Record for Enjoy Basic Mathematics Grade 4 Received by Provinces

Province	Received Learners' Textbooks				Received Teachers' Guide
	1st Alloc	2nd Alloc	Total for 1st & 2nd Alloc	3rd Alloc. (45,000)	
Central	17,176	16,700	33,876	2,000	574
Copperbelt	20,447	16,200	36,647	7,000	583
Eastern	17,586	11,500	29,086	1,500	627
Luapula	11,169	9,500	20,669	7,000	367
Lusaka	12,318	20,800	33,118	6,000	351
North Western	10,230	4,850	15,080	7,000	401
Northern	21,688	15,150	36,838	2,500	821
Southern	19,429	9,250	28,679	6,000	673
Western	12,293	2,900	15,193	6,000	543
<b>TOTALS</b>	<b>142,336</b>	<b>106,850</b>	<b>249,186</b>	<b>45,000</b>	<b>4940</b>

**TABLE 2**

Record for Enjoy Basic Mathematics Grade 4 CDs Received by Provincial Education Officers (PEOs)  
Provincial Resource Centre Coordinators (PRCCs) and District Resource Centre Coordinators (DRCCs)

Province	PEOs	PRCCs	DRCCs	Total
Central	476	2	5	483
Copperbelt	319	2	10	331
Eastern	561	2	8	571
Luapula	302	1	8	311
Lusaka	174	1	4	179
North Western	356	1	7	364
Northern	735	2	12	749
Southern	584	2	11	597
Western	496	1	7	504
<b>TOTALS</b>	<b>4,003</b>	<b>14</b>	<b>72</b>	<b>4089</b>

**TABLE 3**

TEACHING AND LEARNING MATERIALS PROGRAMME (TLMP)  
Record for Enjoy Basic Mathematics Grade 4 given  
to PS MOE, USAID Mission, MCID USA, MCID Project office, Technical Team

Item	PS MOE	USAID Mission	MCID USA	MCID Project Office	Technical Team	Totals
Learners' Textbook	1	58	62	3	15	139
Teachers' Guide	1	9	60	3	15	88
CDs	7	3	-	6	30	46
<b>TOTALS</b>	<b>9</b>	<b>70</b>	<b>122</b>	<b>12</b>	<b>60</b>	<b>273</b>

**DISTRIBUTION SUMMARY OF ADDITIONAL 45 000 COPIES OF GRADE 4 LEARNERS TEXTBOOKS**

PROVINCE	GRADE 4	PREVIOUSLY	NEW	TOTAL Grade 4 Learner's Books
	ENROLMENT	DISTRIBUTED	ALLOCATION	
Central	35249	33,876	2,000	35,876
Copperbelt	53764	36,647	7,000	43,647
Eastern	27992	29,086	1,500	30,586
Luapula	29072	20,669	7,000	27,669
Lusaka	42572	33,118	6,000	39,118
North Western	21973	15,080	7,000	22,080
Northern	41074	36,838	2,500	39,338
	<b>251,696</b>	<b>205,314</b>	<b>33,000</b>	
Southern	43017	28,679	6,000	34,679
Western	23212	15,193	6,000	21,193
<b>Totals</b>	<b>317,925</b>	<b>249,186</b>	<b>45,000</b>	<b>294,186</b>

Note only Southern and Western Provinces have not yet collected the books and this expected to be done during the last week of October 2009.

The balance of the Grade 4 learners books were retained by the MoE for use in the coming year, and distributed to all partners. (296,000 printed in total - 294,186 distributed)



REPUBLIC OF ZAMBIA

## MINISTRY OF EDUCATION

### MCID Grade 4 and 5 Textbook Distribution Verification Report



Prepared by



Epi-Survey Consulting Limited

© August 2009

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## **ACKNOWLEDGEMENT**

The evaluation team would like to sincerely thank all the people who gave their time and effort to provide information for this assignment at different stages, particularly MoE staff that traveled all the way from various provinces and districts to bring records to Lusaka, and the school representatives that provided information in schools, making completion of this work successful. We also wish to thank the CDC and MoE staff that traveled with our project assistants to the districts for the data verification exercise in sampled schools.

Lastly but not least, we wish to acknowledge the invaluable support and logistics provided by EQUIP's management, more specifically the Chief of Party Mr. Arnold M. Chengo, the Finance Manager Mr. Tony Chewe, and the Accountant Mr. Swedish Sianyaka.

*Cover picture: Grade 5 pupils at Dambwa Basic School in Livingstone displaying their 'Enjoy Basic Mathematics' Grade 5 textbooks after a class session.*

*Disclaimer: Views and opinions expressed in this report are of the consultant and do not necessarily reflect those of the client.*

**LIST OF ACRONYMS**

<b>CDC</b>	Curriculum Development Centre
<b>DEBS</b>	District Education Board Secretary
<b>DESO</b>	District Education Standards Officer
<b>DRCC</b>	District Resource Centre Coordinator
<b>DSO</b>	District Stores Officer
<b>EQUIP2</b>	Educational Quality Improvement Program
<b>HQ</b>	Head Quarters
<b>ICT</b>	Information Communication Technology
<b>MCID</b>	Mississippi Consortium for International Development
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MOE</b>	Ministry of Education
<b>PEO</b>	Provincial Education Officer
<b>TOR</b>	Terms of Reference
<b>USAID</b>	United States Agency for International Development



## **EXECUTIVE SUMMARY**

EQUIP2 contracted Epi-Survey Consulting Limited to undertake an evaluation of the MCID Grades 4 and 5 'Enjoy Basic Mathematics' textbook distributions. The distribution was done from Head Quarters (HQ) in Lusaka to the provinces through to specific schools in all the districts. The study covered all the 9 provinces of Zambia.

***The evaluation team:*** The evaluation team comprised of the Lead Consultant, Mr. Isaac Mwase; the Associate Consultant, Mr. Wilson Banda, and; Project Assistants, Mr. Clive Banda, Ms. Emma Theo Ndalameta, Mr. Sylvester Simulilika and Mr. Morgan Makwembo.

***Purpose of study:*** The purpose of the study was to conduct Grades 4 and 5 'Enjoy Basic Mathematics' textbook distribution verification - to validate whether textbooks that were dispatched from the MoE HQ in Lusaka have been delivered to the schools. The process involved receiving hard copies of distribution lists and other supporting documentation showing the movement of the textbooks from the printers (Horizons Printers) in Lusaka with whom a contract was engaged with CDC to supply the books, and tracing them through to schools in districts. It is expected that the results of this study will inform MoE of problematic areas, best practices in the distribution and recommend the best possible strategies for distribution in future.

***Methodology:*** The study involved desk review and field verification in sampled schools. Initial analysis of variance was performed at desk review. At this point MoE officials (procurement and stores officers) from provinces and districts presented their records used in the distribution and responded to a structured interview. An analysis was performed on the variance between what the provinces reported as having been received from HQ and dispatched to the districts on the one hand, and what the districts reported to have actually received from the provinces on the other hand. The variance analysis informed the sampling process of areas for follow-up field verification. After field verification, another variance analysis was performed at school level together with synthesis of overall study results. Throughout the stages in the study, a compilation of things that worked well in the distribution exercise as well as challenges and recommendations was made.

***Key Findings –things that worked well and challenges:*** The study revealed the major factors that facilitate and hinder smooth distribution of textbooks from the printers to recipient schools.

Among the things that worked well in the distribution include the wide use of initiatives by recipient districts and schools by attempting to dispatch/collect the books despite several challenges. Other initiatives include the wide use of improvised forms for record-keeping in events where stationery (such as GRVs or Delivery/Issue Notes) was limited. At the same time, several issues and challenges were identified as hindering the process. These include inadequate transportation logistics, inadequate storage facilities, poor record-keeping/records management, gaps in distribution database and distribution list formats (ineffective M&E system in general), inadequate skills and knowledge in stock management by officers involved in the distribution, miscounting and under-packaging of textbooks, and unclear roles and responsibilities of staff. Other challenges included the insufficient quantities of supplied textbooks and omission of schools from district distribution lists.

**Recommendations:** A number of recommendations have been made to help strengthen efficiency of the distribution process and minimize loss and shrinkage of textbook stocks. These include the need to incorporate transport logistics for the provinces and districts; the need to rehabilitate dilapidated storerooms and extending those that are too small; conducting capacity building in stores and stock management by PEOs, DEBS, Stores officers and other staff involved in the textbook distribution; standardization and simplification of the existing database, forms and documents; revisiting the packaging of textbooks from printing factory; pre-selection of staff and clarification/defining their functions in the distribution (particularly Stores Officers and DESOs); updating schools database to reflect most recent book-pupil ratios before supplying the books; and lastly ensuring that the supplied textbooks are sufficient as per pupil enrolment or shortfalls in schools.

## **1. BACKGROUND AND INTRODUCTION**

This consultancy arose out of the need by EQUIP2 to analyze the distribution of Grades 4 and 5 textbooks, firstly, from the printers in Lusaka to the nine provinces, from provinces to the districts and finally from the districts to their respective schools. The textbooks under consideration were Grade 4 and 5 Mathematics that were distributed between May 2008 and January 2009.

**1.1 Purpose of the Study:** The purpose of the study was to spearhead the textbook verification exercise, to validate that the textbooks have been delivered to the schools. The process involved receiving hard copies of distribution lists and support documentation showing the movement of books from the printer in Lusaka with whom a contract was engaged with CDC to print the books (Horizons Printers) and tracing them through to schools in districts. It is expected that the results of this study will inform MoE of problematic areas, best practices in the distribution and recommend the best possible strategies for distribution in future.

**1.2 Background to the project:** EQUIP2 is a USAID funded education project focused on supporting the achievement of the Ministry of Education (MOE) objectives by providing technical assistance to improve systems, policy and management of education delivery. EQUIP2 is an associate award from USAID aimed at strengthening MoE capacity in Institutional Management, School Health and Nutrition, HIV/AIDS workplace programme, Information Management Systems, ICT and Web Resources, and Policy and Research. The other key component of the project is Monitoring and Evaluation (M&E) which helps to track progress for the project as well as providing support to the MoE Directorate of Planning and Information on the development of the M&E strategy for the Ministry.

From 2008, the USAID also added a responsibility to EQUIP2 to backstop the distribution of the Grades 4 and 5 textbooks, printed with the USAID support to MCID. This backstopping included providing back-up transport and logistics, and monitoring to ensure that the textbooks are disbursed firstly from the printers to the provinces, from provinces to the districts, and finally from the districts to the targeted schools. Distribution in the schools was to be guided by pupil and teacher enrolment data and ratios.

## **2. METHODOLOGY AND APPROACH**

In undertaking the assignment, the methodology used involved the desk review and fieldwork (verification of distributed textbooks through primary data collection in sampled schools of selected provinces and districts). An important synthesis in the methodology was variance analysis both at desk review and field verification stages.

### **2.1 Desk Review**

The desk review stage in the assignment involved review of literature and other resources relating to EQUIP2. Various MoE, CDC and EQUIP institutional documents and reports were reviewed. These included programme reports, distribution reports from MoE Headquarters, province and districts. Further, sampled Goods Received Vouchers (GRVs), Delivery Notes, Issue Notes, Bin Cards and other support documentation were also scrutinized.

### **2.2 Fieldwork**

The fieldwork involved visits for primary data collection in 19 districts in 6 provinces. Three districts in each of the six provinces were selected based on the gaps identified during initial variance analysis based on the information that was provided at desk review stage (Copperbelt had 4 districts selected owing to proximity to each other). A total of 95 basic and community schools were sampled using simple random sampling from sampling. The distribution lists of schools in each particular district served as a sampling frame. The itinerary and questionnaires administered during the field verification visits are attached as Appendices.

### **2.3 Variance Analysis**

Variance analysis of planned versus actual quantities of books at all levels (i.e., HQ to province, province to district and district to school) was conducted both during desk review and after field verification. This was done as follows: - The data as reported by Ministerial HQ in Lusaka was compared with data as reported by the provincial HQs. Similarly data reported by provincial HQs to districts was verified with data by districts. Finally, the field verification helped to validate data reported by districts as quantities of textbooks dispatched to various schools.

The signed district-to-school distribution lists and copies of support documents (GRVs, Delivery Notes, Issue Notes, Bin Cards and reports) were used to confirm delivery and receipt of the textbooks during both the desk review and field verification exercise. During field verification, the actual number of books indicated as received by the districts and schools served as reference points against which the physical count was compared with in the sampled schools. With their informed consent, school heads or their representatives responded to an interview and signed the questionnaire upon physical stock count of received textbooks. In the best interest of the pupils, the data collection exercise was always done without disrupting classes.

To minimize undue influence by MoE and interested parties in selection of provinces and districts, the consultants independently selected the provinces and districts for field verification based on the gaps identified at the desk review variance analysis. Biases were further reduced by the employment of random sampling to ensure that the selection of schools in the districts was independent of the officers involved in the distribution exercise. The district-to-school distribution lists served as sampling frames.

*It would be presumed that if the DEBS or any other MoE officers were involved in selection of districts and schools to be included in the verification exercise, it would follow that only the schools where such textbooks were delivered would be chosen. This assumption is not to discredit the officers, but rather to set an independent criteria for the for the benefit of all stakeholders.*

### **3. LIMITATIONS OF THE STUDY**

In undertaking this assignment, Epl-survey Consulting Limited was constrained by some factors. Firstly, some MoE staff - provincial procurement and stores officers and district stores officers - who were informed to provide information in Lusaka did not attend the desk review meeting. This affected data that was collected by rendering it incomplete. Secondly, some officers who attended the meeting provided incomplete data. In most cases, data was usually not updated or not provided in standardized formats thus making it difficult to make meaningful analysis and consolidation. In several instances, books purported to have been distributed were not signed for by recipients hence it could not be confirmed whether the textbooks were really delivered or collected as

purported. The consultant treated such cases as zero distribution hence further limiting the analysis of actual quantities of textbooks distributed. Another major limitation was the insufficient data on inventory of all textbooks for all the subjects and grades (1-7) in all schools. This was mainly caused by misunderstanding by invited officers of the communication sent out to them about the data to be availed for the desk review.

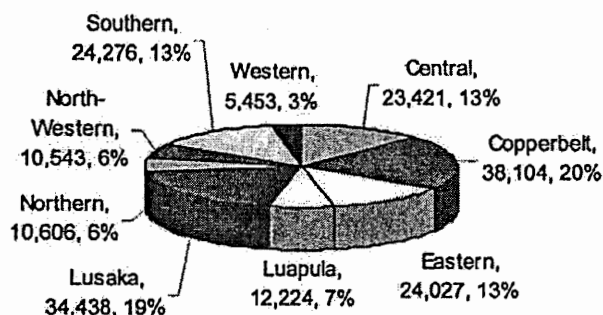
**4. STUDY FINDINGS:**

The distribution of Grade 4 and 5 pupil's 'Enjoy Mathematics' textbooks, charts, teachers guides as well CDs was undertaken by the Curriculum Development Centre in collaboration with the Mississippi Consortium for International Development, both working under the Ministry of Education.

The first consignment distributed was Grade 4 textbooks. This consignment was distributed in two batches; the first one being in June 2008 while the second was distributed around January 2009. As for the Grade 5 textbooks, only one consignment was distributed to provinces in December, 2008.

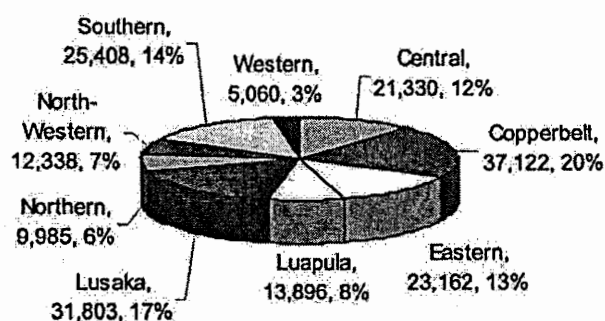
The study was able to trace during desk review 183,092 Grade Four and 180,104 Grade Five Mathematics textbooks either delivered by districts or collected by school representatives in the districts with proper and signed documentation in place. For Grade 4, Copperbelt Province had the highest quantity of 38,104 textbooks (or 20% of overall consignment) followed by Lusaka Province with 34,438 textbooks (19% of total consignment). As depicted in *Figure 2* below, Western Province had the least verified/accounted for number of Grade 4 textbooks – 5,453 (or only 3% of the consignment).

**Figure 2: Grade 4 Textbooks Accounted for in Schools by Province**



Similarly, for Grade 5, Copperbelt had the highest quantity, with 37,122 (or 20%), while Western Province had the lowest quantity of 5,060 (or 3% of total Grade Five books signed for). The *Figure 3* below give a summary for Grade 5 textbooks signed for at district-to-school level.

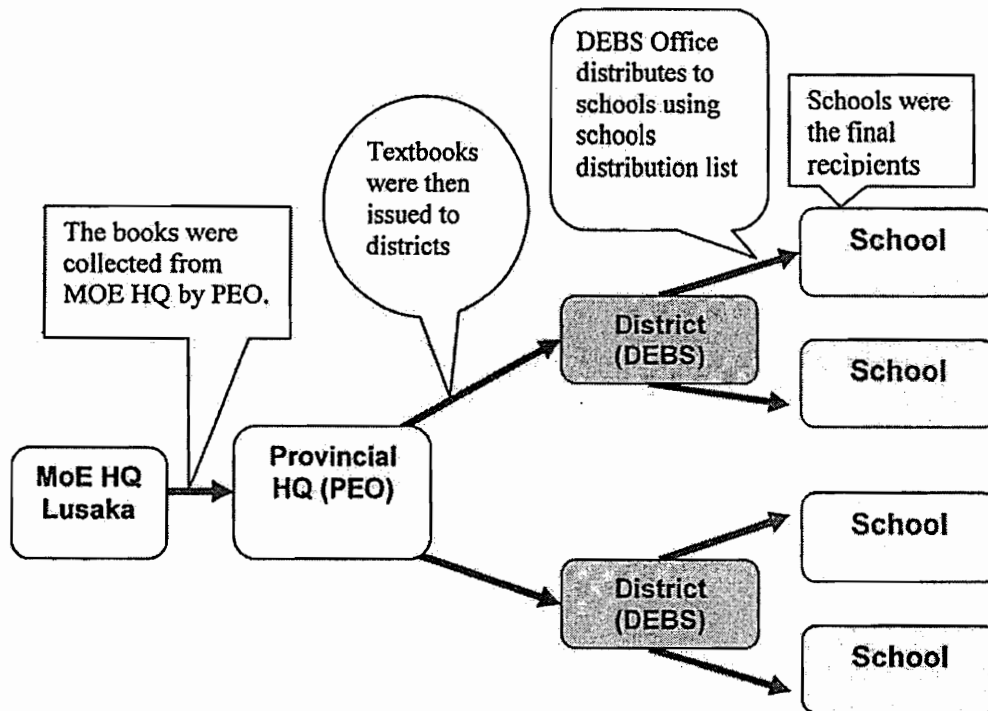
**Figure 3: Grade 5 Textbooks Accounted for in Schools by Province**



The process was that textbooks were collected by the procurement officers in the provinces either directly from Horizons Printers or from MoE Headquarters in Lusaka. From MoE Provincial Headquarters, the books were delivered to districts and finally to

the schools. The figure below summarizes the flow of books at all the three levels vis-à-vis HQ to Province; province to districts and finally districts to schools.

Figure 4: Textbook Distribution Flowchart



#### 5. DOCUMENTATION USED IN THE DISTRIBUTION OF TEXT BOOKS

During both desk review and field verification, it was established that a number of documents were used in the distribution process of textbooks. These included:

- Grade 4 and 5 HQ-to-province distribution lists,
- Grade 4 and 5 province-to-district distribution lists,
- Grade 4 and 5 district-to-schools distribution lists,
- Delivery/Issue Notes provided by CDC to the PEO and DEBS,
- MOE Stores Issue Vouchers (for province-to-district distribution),
- MOE Delivery Notes,
- MOE Stores Issue Vouchers (MEPSU form 37),
- Bin Cards (in a few instances),
- Good Received Vouchers,



- MCID datasheets and distribution lists,
- Unofficial documents (mostly used where the appropriate forms were unavailable).

The study established that Delivery/Issue Notes were only used with first Grade 4 textbook distribution and not the second Grade 4 or the Grade 5 distributions. Majority of DEBS used the district-to-schools distribution list with a number of varying interpretations of how this was to be used.

A case in point is where recipient schools could only sign on the distribution list form without indicating the number of books collected (the case of some schools in Chibombo district). In other instances, the number of books collected by schools was recorded but not signed for. The fact that districts were given leeway to vary the number of books schools were to receive, a guideline on how to record or account for that should have been clearly presented. In a number of other cases, DEBS could issue varying quantities to the extent that it seemed they did not fully understand how to use the list.

#### **7. VARIANCE ANALYSIS AT DESK REVIEW (GRADES 4 & 5 TEXTBOOKS)**

Based on the preliminary enrolment data and book-pupil ratios established by the MoE in the districts, 249,000 and 250,030 Grade 4 and Grade 5 textbooks respectively were planned for distribution.

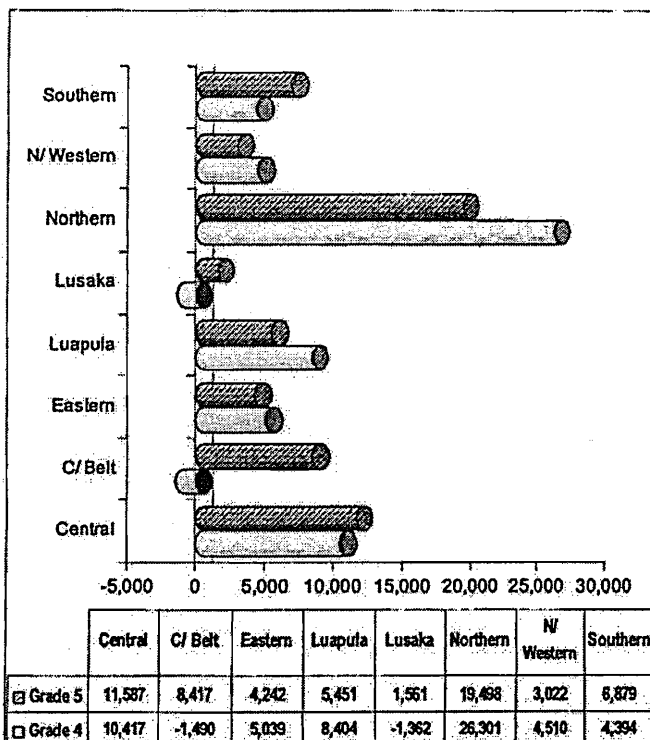
As highlighted in table 1 below, out of 249,000 planned Grade 4 textbooks, 195,522 were distributed to the 9 provinces. Out of this, 174,691 only were properly documented and signed for by recipients at district level and 183,092 were documented and signed for by recipient schools.

Similarly for Grade 5 textbooks, 250,030 were planned as required quantity and 226,788 were distributed to the provinces out of which 158,521 were documented and signed for by districts and 180,104 by schools. The table below shows the variance for planned against actual distribution at different levels –province to district to school.

**Table 1: Summary of Textbook Variances at Province to District to Schools**

HQ to Province to District to Schools	Number of Planned Distribution to Provinces as Reported by HQ		Number of Actual Distribution to Provinces as per signed Delivery/ Issue Notes		Number Received by Districts from Provinces as Reported by Districts		Number Received by Schools from districts (as Signed for by Schools)	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
1. Central Province	33,838	32,917	33,838	32,917	27,168	18,011	23,421	21,330
2. Copperbelt Province	36,614	45,539	36,614	45,650	20,447	34,489	38,104	37,122
3. Eastern Province	29,066	27,404	17,586	27,404	29,666	27,404	24,027	23,162
4. Luapula Province	20,628	19,347	11,169	19,350	20,628	19,347	12,224	13,896
5. Lusaka Province	33,076	33,364	33,076	33,364	33,091	17,948	34,438	31,803
6. Northern Province	36,907	29,483	21,688	29,483	No data	No data	10,606	9,985
7. North-Western Province	15,053	15,360	9,821	15,360	15,053	15,360	10,543	12,338
8. Southern Province	28,670	32,287	19,437	9,000	28,638	25,962	24,276	25,408
9. Western Province	15,148	14,329	12,293	14,350	No data	No data	5,453	5,060
<b>Grand Total</b>	<b>249,000</b>	<b>250,030</b>	<b>195,522</b>	<b>226,778</b>	<b>174,691</b>	<b>158,521</b>	<b>183,092</b>	<b>180,104</b>

The verification exercise was undertaken as described in the scope of work outlined in the TORs, that is, to verify and confirm that indeed the Grade 4 and Grade 5 textbooks did reach the intended schools and were being utilized by pupils and teachers. For the field verification component, the consultants identified 6 provinces namely Central,



Copperbelt, Lusaka, Northern, Southern, and Western provinces from which a total of 19 districts were sampled (vis-à-vis 3 districts per province, and 5 schools per district - with the exception of Copperbelt Province where 4 districts were selected). The field verification confirmed that most schools had received the textbooks as planned. Some best examples include Gwembe, Choma, Kitwe, Lukulu and Senanga where 4 out of 5 schools confirmed having received all the

books that were reported by the district. In many other places documentation and hence accountability was generally inadequate.

As for the overall assessment of variance between required/planned textbooks against confirmed actual distributions in schools in all the 9 provinces, Northern Province had the highest variance of 26,301 for Grade 4 and 19,498 for Grade 5. This was followed by Central Province with a variance of 10,417 for Grade 4 and 11,587 for Grade 5. On the other hand the least variance was observed in Lusaka Province. Exceptionally, Copperbelt and Lusaka provinces received slightly more Grade 4 textbooks than planned. Coupled with other recent inventory data, this information would help inform areas for priority in the future distributions for Grades 4 and 5 textbooks.

## **10. DISCUSSION OF FINDINGS:**

### **10.1 THINGS THAT WORKED WELL (BEST PRACTICES) IN THE DISTRIBUTION**

The study established several factors that helped to facilitate smooth undertaking of the textbook distribution exercise. Some of the notable things that went on well and should be encouraged are as follows: Firstly, the use of distribution lists (which have a provision for signing by the recipient) at headquarters to province, province to district and district to school strengthened monitoring and accountability.

Secondly, the study discovered that a lot of initiative was used by recipient districts and schools to ensure that the textbooks reach the intended beneficiaries. For instance, it was established that while transport was a challenge, most districts and schools still managed to collect the textbooks from the PEO and DEBS through the use of staff that were travelling there for official meetings, collection of salaries or other activities. This initiative where staff collected the books on their return was sometimes done at their own personal cost.

In addition, in an effort to mitigate the challenge of inadequate stationery, some districts and schools improvised records and forms to account for received items.

Another practice that facilitated smooth distribution was the clear labeling of schools on the packaging/boxes thus lessening the possibility of taking the books to wrong destinations. Related to this were the conspicuous logos and labels for USAID and its partners on the books, which to a certain extent discouraged stealing of the books at various stages in the distribution chain.

Lastly, the involvement of District Resource Centers in the districts helped in distributing the books especially to far-flung schools. This was especially so when the district MoE offices (DEBS) was kept aware and provided with statistics and feedback on the distribution.

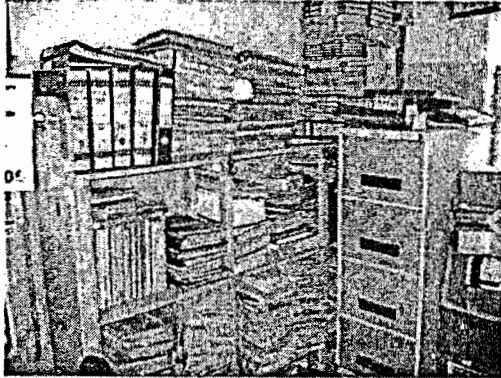
#### **11. KEY CHALLENGES**

The following are the main challenges established by the study:

- **Poor/Lack of transportation:** - This was a major challenge common to all the provinces and existent in most of the districts. This problem is two fold; firstly the lack of reliable vehicles to transport books to the districts or schools and secondly poor roads leading to certain districts or schools, especially during or immediately after the rainy season. The transport problem also affected monitoring of books by DESOs. It was established that upon arrival in the provinces, the textbooks were left to the districts to collect using whichever means available. This put an advantage to districts closer to the provincial centers only. The recipient schools therefore resorted to delegating whichever school staff that were going for meetings to the district to ferry the books on their return. While this was a good initiative, it negatively affected accountability. This was also experienced at movement of books from province to district. Some districts still had textbooks uncollected due to lack of transportation. The problem of lack of transport logistics continues to contribute to poor accountability and loss of the textbooks.

Also as a result of limited transport some DEBS find themselves with a lot of schools to go to and end up distributing some books at night, for instance a case in Gwembe district, Chipepo basic school where the textbooks were transported in the evening thus causing suspicion by the receiving officers.

- **Inadequate storage facilities:** - This problem was prevalent both in the districts and schools. School storerooms are usually being used to store other items such as building materials, or were not big enough to accommodate the books. In other



Due to insufficient storage space, districts and schools resorted to the use other office space to keep the books. *Picture above:* Some of the textbooks stored in the Head Teacher's office at Gwembe Basic School in Gwembe District

cases, the storerooms were dilapidated and not secure enough to warrant safe storage of the books. Districts that did not have storage space improvised offices to store the textbooks thus compromising security of the books.

- **Poor record-keeping/records management:** The study revealed that generally, record-keeping was poor at all levels. It was discovered that at storage facilities Bin Cards were not consistently used thus making it difficult to establish the number of textbooks that were received or dispatched. In addition, there were a number of either misplaced or incorrectly-filled essential documents such as Distribution Lists. A number of officers from PEO and DEBS stated that the distribution lists which indicated what was to be received and planned were misplaced as a result distribution was done using pupil-book ratio figures. This had an Implication of some schools ending up being omitted or receiving the wrong quantities of textbooks. Unstandardized record-keeping/documents used was a major problem at all levels. In most cases, the officers reported lack of stationery for use and resorted to using improvised datasheets to manage the inventory data but these were not standard. This made it difficult to collate/consolidate data at various levels affecting the quality of data. Districts stated that despite the Ministry having in place various standardized official forms (GRV, Delivery Notes/Issue Notes), they are usually short in supply due to inadequate funding allocation for stationery.

- **Weak M&E System:** - The study revealed that there is lack of an effective monitoring and evaluation system for the textbook distribution. The M&E functions of focal point persons at provincial and district levels should be strengthened by building their capacity to conduct data audit trails to districts and schools. The current system database from which distribution lists are derived has some gaps. Firstly, the formatting of the printed distribution lists where the first and second distributions of Grade 4 textbooks have been combined on the same datasheet and yet only a single space for signature results into complications. Displaying of other unnecessary information on the same document congests the form further. In addition, the database does not clearly indicate what and where the balance of stock is after each distribution.
- **Inadequate skills in stock management by officers:-** The study revealed that there was generally inadequate skills and knowledge in stock management by the officers involved in the distribution. It was also established but not confirmed that the Ministry of Education does not have the position of Stores Officer in its human resources establishment. In fact majority of the officers from the districts stated that they only carry out stores management as a delegated and additional responsibility with other job functions. This implies that the officers delegated to carry out such tasks fall short of the minimum record-keeping standards. As such, appreciation and practical employment of correct stock management procedures is low. It should be noted that research has shown that stock shrinkage can highly be attributed to poor documentation (theoretical loss) as opposed to actual physical loss of stock.
- **Miscounting, Shrinkage and under-packaging:** Under-packaging at the factory partly contributed to shortage of books. The textbooks are packed in boxes of 50 pieces each. However, due to large quantities involved, some districts explained that they discovered shortages upon reaching the destinations - where some packages contained 49 or 48 instead of 50 books.
- **Unclear roles and responsibilities of staff:** - The Stores Officers expressed concern over unclear roles and responsibilities over who among them, DESOs and DRCCs is supposed to be involved in textbook collection, storage, distribution

and follow-up monitoring, and to what extent. They contended that they are not fully involved in the book distribution process yet they are required to be accountable beyond stores.

- **Supplied quantities of textbooks not sufficient for schools:** - The field verification also revealed that despite having collected the textbooks, the margin of shortfalls was still large. The schools claimed that quantities supplied were still not sufficient to meet the book-pupil ratios. This is partly due to the use of outdated data and pupil enrolment levels constantly keep rising, and also book misallocation. This renders the quantity of books compared to pupil enrolment inadequate.
- **Omission of schools from the distribution lists:** Some schools were conspicuously omitted from the district distribution lists despite being formally registered.

## 12. RECOMMENDATIONS

In the light of the identified foregoing issues, the following recommendations are made:

- **Issue: Poor transportation:** -  
There is need to incorporate transport logistics for the provinces as well as districts. The need for transport in the provinces as well as districts has to be addressed urgently as it was the major factor identified as impeding the distribution of textbooks to their destinations. The textbook distribution project should consider allocating or lobbying for sufficient resources for transportation of the textbooks especially from Provincial HQ to districts and finally to schools as well as for periodic monitoring. The best strategy is to hire when ferrying from HQ to provinces and to have permanent vehicles at the districts to collect from provincial HQ and distribute to individual schools. The transport designated at district offices would not only help in this textbook distribution but also other education interventions as well as build capacity by the district for continuous monitoring.

- **Issue: Inadequate storage facilities: -**

Virtually all districts and schools interviewed had storage facilities at the district offices and in schools. However, since most of these were either dilapidated or too small, there is need to rehabilitate them. Where the storerooms are small, extensions to the building should be made.

- **Issue: Poor record-keeping/records management: -**

Officers involved in collection, storage and distribution should be capacity-built in stores and stock management. Of particular importance is the need for highlighting essential documents to be used at various stages of the distribution. More specifically, everyone involved should be trained in completing Delivery Notes, Issue Notes, Bin Cards and preparation of standardized narrative reports. All records should be clearly filed in secure place. Related to this is the need for regular (say, annual update of inventory and enrolment levels in schools). This will minimize delivery of wrong quantities of textbooks or omission of schools. Furthermore there is need to redesign the database that would be kept at HQ but feeding from Provincial centers and districts. Such a database would consolidate the data from schools up to HQ. This would make it easy to consolidate and troubleshoot data at various levels. Delivery Notes/Issue Notes to the schools must be mandatory documents and must be filled in triplicate, with a third copy remaining at the school, second copy with the DEBS and the original copy sent to the MOE via the provincial officer, who should keep a photocopy of the document.

- **Issue: Weak M&E system**

Distribution forms have to be uniform/standardized and simplified by, for instance, removing certain columns such as book/pupil ratio and pupils enrolment, such that the list only contains planned number of books, actual books collected, a space for name of collecting officer, signature and short comments/remarks. Copies of signed Delivery/Issue Notes should be attached to distribution lists. The distribution list should also act as a Delivery Note/Issue Note, with the total for the district highlighted, the actual received, the variance and a space for comments as to why the district received less or more books. In addition, Stores Officers at provincial and district levels should use Bin Cards together with the above document to track movement of stocks. This will help manage stock levels as



deliveries are made. Quarterly data audit trails should be conducted by staff to the districts and schools.

- **Issue: Inadequate skills and knowledge in stock management: -**

All DEBS have to be oriented on how the distribution is to proceed. They should also know from the onset the quantities that have been planned for their respective districts prior to distribution exercise. Senior teachers at school level should also be capacity-built in record keeping. After training, direct responsibility should be placed with the oriented officers. These officers must be accountable for the distribution at provincial as well as district level. It should be the duty of procurement officers to ensure that the books have been distributed as opposed to waiting for the districts /schools to demand for the same. They should also be the custodians of all documentation necessary to ensure that the distribution is as planned. The above mentioned is key especially where the district officers are given the discretion to alter the allocation. They should be trained on how to uniformly document the variations for easy reconciliation in general. It is therefore important that officers who are given such responsibilities are well trained and are qualified for such duties, and must be given full responsibilities as opposed to the task being seen as an additional role to their primary task of work.

- **Issue: Stock miscounting, shrinkage and under-packaging: -**

The packaging of textbooks from the printing factory should contain 5 units (5 small packages of 10 textbook pieces each) instead of 50 individual loose pieces. This would help reduce incorrect physical stock count due to large quantities of loose books. In addition, the textbooks should be stamped by the schools (e.g. with a 'Not-for-Sale' label) so as to discourage shrinkage due to pilfering. School date stamps would ensure that the textbooks are traced back to the source if lost. Some interviewees confirmed that if a textbook finds its way on the black-market, it could fetch between K20,000 and K40,000 (about \$4 to \$8).

- **Issue: Unclear roles and responsibilities of staff: -**

Of importance to the issue of unclear roles and responsibilities, the officers involved in the distribution exercise must be pre-selected and briefed on their respective roles and responsibilities. Challenges faced by officers in the districts

should be addressed at this point to ensure that once the distribution starts, the major bottlenecks are resolved. The monitoring aspect of the roles of Education Standards Officers should be clearly highlighted to ensure that all textbooks published and distributed to schools are available and being utilized.

- **Issue: Supplied quantities of textbooks not sufficient:**  
The project should allocate sufficient quantities of textbooks to schools at district level.
  
- **Issue: Omission of schools from the distribution lists: -**  
DEBS should analyze and update the distribution lists during their orientation meeting to ensure that as far as possible all registered schools in a particular district are covered.
  
- **Distribution Timeline**  
Districts should be given a deadline for distribution, to the effect that a report on the distribution is sent to Lusaka by the relevant DEBS with a photocopy of the distribution list being used. This will help Head Office keep monthly statistical updates of the distribution of books. This should be coupled with an effective feedback mechanism incorporated in the distribution chain. The cardinal issue to the success of effectively distributing text books lies in adequately orienting and agreeing beforehand on the distribution modalities and what feedback to expect from the appointed officers.

### 13. CONCLUSION

The study generally revealed that the 'Enjoy Mathematics' textbooks have been appreciated by both pupils and teachers as having added value to the learning and teaching process in schools. The field verification confirmed high utilization of books by pupils (which was partly attributed by the attractive design of the books and inclusion of colour illustrations and pictures). Notably, the physical stock counting in school storerooms was usually less than books received because classes were in progress and books were being used by pupils. It is no

doubt that the textbooks will go a long way in positively impacting on the pupils in terms of improvement of literacy levels in the country.

**14. REFERENCES**

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## APPENDICES:

## Appendix 1. Summary of Findings in Sampled Schools for Field Verification

District/Community	Number Distributed as Reported by District		Number Received as Reported by Schools Sampled		Number Counted During Verification Exercise	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
<b>1. Lusaka Province:</b>						
<b>Kafue District</b>						
Kalundu View Community School	12	22	-	-	9	17
Holy Saviour Community School	0	84	0	84	0	84
Nakatete Basic School	107	151	107	210	101	160
Shikoswe Basic School	137	212	137	212	36	212
Nangongwe Basic School	166	124	146	124	146	13
<b>Chongwe District</b>						
Chalimbana Basic School	24	34	0	165	0	165
Chongwe Basic School	0	294	144	269	140	269
Silver Rest Basic School	73	112	63	100	63	100
Chongwe Community School	32	0	0	0	0	0
Mpemba Basic School	0	46	100	100	49	50
<b>Lusaka Urban District</b>						
Burma Road Basic School	285	180	165	160	165	115
Mumuni Basic School	178	85	35	84	35	84
Chitukuko Basic School	123	404	75	0	73	0
Chawama Basic School	357	309	246	200	146	118
Kalilikili Basic School	35	11	35	11	30	8
<b>2. Southern Province</b>						
<b>Livingstone*</b>						
Dambwa Basic School	0	0	149	85	149	85
Maramba Basic School	0	0	35	168	35	168
Holy-Cross Basic School	0	0	50	88	50	88
Mulwani Basic School	0	0	110	141	90	116
Libuyu Basic School	0	0	61	125	33	125
<b>Gwembe</b>						
Chipeco Middle Basic School	64	32	64	32	64	32
Chabbobborna Basic School	72	24	72	24	72	24
St. Patricks Basic School	30	10	30	10	30	10
Lukonde Basic School	91	39	91	39	91	39
Gwembe Basic School	80	47	73	47	73	47
<b>Choma</b>						
Muzoka Basic School	0	26	17	25	17	25
Batoka Basic School	40	144	104	144	104	144
Harmony Middle Basic School	19	54	49	54	49	54
Shampande Basic School	277	145	419	145	419	145

Nahumba Basic School	43	74	84	74	84	74
<b>3. Copperbelt Province</b>						
<b>Chingola*</b>						
Chabanyama Basic School	0	0	216	353	216	353
Musenga Basic School	0	0	20	0	17	0
Nakatindi Basic School	0	0	157	252	157	219
Chiwempala Basic School	0	0	101	32	54	14
Matelo Basic School	0	0	150	100	80	39
<b>Kitwe</b>						
Ipusukilo Basic School	118	252	118	252	118	150
Ganerton Basic School	32	67	31	167	31	164
Mwekera Basic School	112	182	112	182	68	82
Matete Basic School	45	31	45	31	41	31
Kalela Middle Basic School	121	238	368	238	60	138
<b>Ndola</b>						
Northrise Basic School	261	138	68	69	61	41
Turg Argan Basic School	223	119	74	80	54	42
Masala Basic School	507	157	217	180	137	180
Lubuto Basic School	242	212	120	0	30	77
Perseverance Basic School	86	71	6	91	4	28
<b>Mufurila</b>						
Kasumba Basic School	50	100	49	0	100	29
Mupambe Basic School	102	100	52	100	46	50
Kansuswa basic School	102	100	20	10	20	10
Kalanga Basic School	92	100	50	100	50	95
Mufurila Basic School	102	100	33	0	33	0
<b>4. Northern Province</b>						
<b>Mungwi</b>						
Chitila Basic School	0	0	40	0	4	0
Shula Basic School	0	0	0	0	0	0
Musungu Basic School	0	0	62	20	62	20
Luchindashi Basic School	0	0	25	0	25	0
Musenga Basic School	0	0	17	9	17	9
<b>Mpika</b>						
Chibansa Basic School	0	0	0	25	0	25
Chilufya Basic School	0	0	31	0	31	0
Musakanya Basic School	0	0	155	40	155	40
Malashi Basic School	0	0	44	0	44	0
Chikwanda Basic School	0	0	49	10	49	10
<b>Kasama</b>						
Musa Basic School	0	0	0	13	0	13
Kopongolo Basic School	0	0	0	50	0	50
Lua Luo Basic School	0	0	89	0	89	0
Chifwani Basic School	0	0	78	60	78	60
Mubanga Chipoya Basic School	0	0	0	0	0	0
<b>5. Western Province</b>						
<b>Lukulu</b>						
Namayula Basic School	0	15	15	15	15	15
Nangandu Middle Basic School	0	15	12	14	12	14

Lishuwa Basic School	0	15	40	15	0	15
Nyati Middle Basic School	0	10	20	10	20	10
Lukulu Basic School	0	50	92	50	92	50
<b>Senanga</b>						
Litambya Basic School	33	0	33	0	33	0
Itufa Basic School	0	0	40	0	40	0
Sianda Basic School	38	0	38	0	0	0
Namalangu Basic School	77	0	77	0	77	0
Senanga Basic School	94	0	94	0	94	0
<b>Kaoma</b>						
Mbanyutu Basic School	44	94	0	94	0	94
Mwanawasa Community School	0	20	0	10	0	10
Luena Barracks School	73	166	41	105	41	105
Mulamatila Basic School	119	217	119	217	119	217
Chilombo Basic School	72	154	72	154	72	154
<b>6. Central Province</b>						
<b>Serenje</b>						
Serenje Boma Basic School	0	0	48	0	48	0
Miselo Kapika Basic School	0	0	7	44	7	44
Kankoso Basic School	0	0	38	0	38	0
Chimupati Basic School	0	0	28	0	28	0
Kamwala School	0	0	0	0	0	0
<b>Kabwe</b>						
Danford Chirwa Upper Basic School	0	0	119	175	119	175
Broadway Upper Basic School	0	0	0	130	0	130
Ngungu Basic School	0	0	0	149	0	149
Angelina Tembo Basic School	0	0	67	0	67	0
Buseko Upper Basic School	0	0	0	0	0	0
<b>Kapiri-Mposhi</b>						
Kapiri Mposhi Basic School	0	0	158	277	158	277
Hilltop Basic School	0	0	0	0	0	0
Mulonga Basic School	0	0	116	242	116	242
Palamedes Basic School	0	0	98	52	98	52
Likonda Basic School	0	0	36	133	36	133

Appendix 2. Questionnaire

**GRADE 4 AND 5 TEXT BOOKS  
MCID GRADE 4 AND 5 TEXT BOOK VERIFICATION EXERCISE**

Province: \_\_\_\_\_  
District: \_\_\_\_\_  
School: \_\_\_\_\_  
Date: \_\_\_\_\_  
Interviewer's Name: \_\_\_\_\_

1. State documentation (such as Delivery Notes/Goods Received Vouchers/Issue Notes, etc) that were used when delivering the books? *(Get a copy or picture and comment on your observation of the provided data & documentation. If no documentation, probe for reasons)*

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.....  
.....  
.....  
.....

2. How were the books collected by the school and who provided the transport?

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3. What are the things that worked well during the distribution?

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4. What challenges did you face during the distribution exercise?

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.....  
5. What recommendations would you provide for future distributions?

.....  
.....  
.....  
.....  
.....

6. General observations and comments by the officer collecting data (NB. Officer to count the G4 and G5 books, and state the number, assess storage facility, establish utilization of books by pupils, whether all books have been collected/received, etc).

.....  
.....  
.....  
.....

**Physical counting of textbooks:**

Grade 4		Grade 5	
Actual received	Actual counted	Actual received	Actual counted

Books checked and counted by: \_\_\_\_\_

Name of school official present: \_\_\_\_\_

<b>School Stamp/ Signature</b>
------------------------------------

**Appendix 3: Itinerary for Field Verification Data Collection**

<b>From</b>	<b>To:</b>	<b>Province</b>	<b>Districts</b>	<b># of Days</b>	<b>Project Assistant</b>
20 <sup>th</sup> July 09	24 <sup>th</sup> July 09	Central	Kabwe, Kapiri-Mposhi and Serenje	5	Clive
27 <sup>th</sup> July 09	31 <sup>st</sup> July 09	Northern	Kasama, Mungwi and Mpika	5	Clive
20 <sup>th</sup> July 09	24 <sup>th</sup> July 09	Southern	Livingstone, Choma and Gwembe	5	Sylvester
27 <sup>th</sup> July 09	31 <sup>st</sup> July 09	Western	Mongu, Senanga and Kaoma	5	Sylvester
15 <sup>th</sup> July 09	17 <sup>th</sup> July 09	Lusaka	Lusaka, Chongwe and Kafue	3	Morgan
20 <sup>th</sup> July 09	24 <sup>th</sup> July 09	Copperbelt	Mufulira, Kitwe, Ndola and Chingola	5	Emma

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## **Attachment 7: Report Submission Dates**

Quarterly report 1 – Year 1 (January 30, 2006)  
Assessment report (March 13, 2006)  
Quarterly report 2 – Year 1 (April 28, 2006)  
Quarterly report 3 – Year 1 (July 31, 2006)  
Annual report – Year 1 (October 31, 2006)  
Quarterly report 1 – Year 2 (January 31, 2007)  
Quarterly report 2 – Year 2 (April 30, 2007)  
Quarterly report 3 – Year 2 (July 31, 2007)  
Annual report – Year 2 (October 31, 2007)  
Quarterly report 1 – Year 3 (January 31, 2008)  
Quarterly report 2 – Year 3 (April 30, 2008)  
Quarterly report 3 – Year 3 (July 31, 2008)  
Annual report – Year 3 (October 31, 2008)  
Quarterly report 1 – Year 4 (January 30, 2009)  
Quarterly report 2 – Year 4 (April 30, 2009)  
Quarterly report 3 – Year 4 (July 31, 2009)  
Annual report – Year 4 (October 30, 2009)

## **Attachment 8: Other Closeout Matters**

1. Final audit was completed by Bert Smith and Company (single program audit) for the period of October 1, 2005 – March 31, 2009. Reports are on file with USAID and MCID.
2. During the course of this program, there were no royalties or patents developed, requested nor warranted. All materials were developed based upon contract negotiations which clearly released authors from any claims on products. All copyrights for materials developed are held by the MOE, although USAID branding is reflected on all materials.
3. No program income was generated through this project. All books produced were clearly marked “not for sale.”

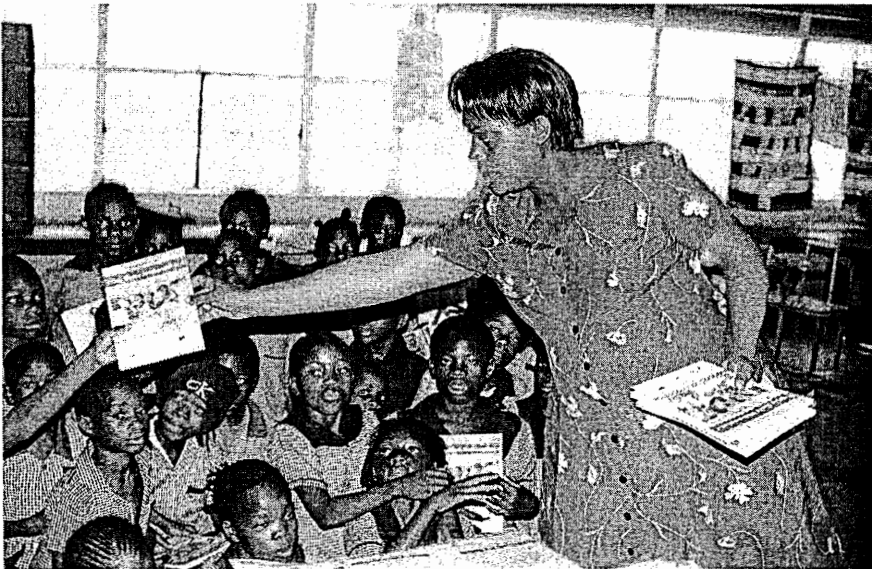
## **Attachment 9: Final External Evaluation Report**

**RENDEZVOUS CONSULTANTS CC.**

*Broadening & Widening Horizons, Perspectives & Prospects*

## **FINAL EVALUATION REPORT**

***The Zambian Textbooks and Learning Materials Program [TLMP]***



*[Mrs. Glenda Malama a Grade 4 Teacher handing "Enjoy Basic Mathematics" Textbooks to the Grade 4 Learners during a Mathematics Lesson at Jacaranda Basic School]*

***'3 years of hope, teamwork, synergistic developments, production/printing and timely delivery of the Zambian Grades 4 and 5 TLMs'***

*Dr. Biki S. V. Minyuku*

*Rendezvous Consultants CC. Reg. # 2001/083248/23*

*394 Brummer Avenue, Silverton Ridge, Pretoria, RSA 0127*

*+27 82 467 2486 minyukub@yahoo.com*

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## **LIST OF SELECTED ANNEXURE**

**Annexure # 1:** Letter of Award [LoA]

**Annexure # 2:** The Zambian TLMP Letter of Implementation [LoI]

**Annexure # 3:** List of the Zambian TLMP Technical Team Members

**Annexure # 4:** List of the Zambian TLMP CDC Sub-committee Members

**Annexure # 5:** Scope and Sequence Responsibility Rationale and Chart

**Annexure # 6:** The Delivered Zambian TLMs Demonstration Cover Pages

**Annexure # 7:** The Zambian TLMP CDC Sub- Committee and Technical Team  
Members Final Performance Evaluation Score Card/Form

**Annexure # 8:** Indicative Cover Page of DoE, RSA's National Curriculum Statement:  
Grades R-9 Parents' Guide:  
Ask Your Child: *"What Did You Do At School Today?"*

**Annexure # 9:** Proposed Zambian TLMP Sustainable Institutionalization Model  
[Cf. Slide # 18 in Annexure # 10]

**Annexure # 10:** Exit Briefing Presentation and Discussion Slides

## ABBREVIATIONS AND ACRONYMS USED

**AEI:** African Education Initiative

**CDC [Zambia]:** Curriculum Development Centre

**CDs:** Compact Discs

**Cf.:** Please refer to

**DC [Washington]:** District of Columbia

**Ditto:** Same as the above

**DoE [RSA]:** Department of Education

**HIV/AIDS:** Human Immune Virus/Acquired Immune Deficiency Syndrome

**LoA:** Letter of Award

**LoI:** Letter of Implementation

**MCID:** Mississippi Consortium for International Development

**MDGs:** Millennium Development Goals

**MoE [Zambia]:** Ministry of Education

**NB\*:** Please Note!

**PAC:** Program Advisory Committee

**PMO:** Program Management Office

**RFQ:** Request for Quotations

**SPV:** Special Purpose Vehicle

**SWETOs:** Strengths, Weaknesses, Threats and Opportunities

**TLMP [Zambian]:** Teaching and Learning Materials Program

**TLMs [Zambian]:** Teaching and Learning Materials

**USA:** United States of America

**USAID:** United States International Development Assistance

**US:** United States

**Viz:** Latin for 'Namely:'

## THE ZAMBIAN TLMP FINAL EVALUATION EXECUTIVE SUMMARY

*The Zambian Teaching and Learning Materials Program [TLMP] Backdrop and Gleams:* The Zambian TLMP is a government to government, presidential three-year effort under the African Education Initiative [AEI], administered by the United States Agency for International Development [USAID]. It is an approximately \$3 million Project designed to address the identified need for the leveraged and synergistic development and delivery of quality teaching and learning materials, firstly in Mathematics and thereafter, depending on the availability of resources and supports, flowing into Science and Languages, in Zambia.

*Leveraged Traction and Synergistic Developments:* Given that '*children are our future*' [Barack Obama, in his '*Yes We Can Acceptance Speech*', 11/04/08, President Elect, USA], that '*improving the quality of education and teaching of the children and teachers of Africa is key*' [Sara E. Moten, Ed. D, Chief, Africa Bureau, Office of Sustainable Development, Education Division, US Agency for International Development (USAID)] and that '*Africa and, in particular, Zambia's progress depends largely on the education of its children*' [MDGs], the Zambian TLMP has demonstrated that with '*all hands on deck*' [Thabo Mbeki, Former President, RSA: State of the Nation Address, 8 February 2008], indispensable leveraged traction and synergistic developments and production/publication of the Zambian Teaching and Learning Materials [TLMs] by Zambians [working in partnership and collaboration with the Mississippi Consortium for International Development's (MCID) professionals and specialists] are possible and doable.

*Sections of this Zambian TLMP's Final Evaluation Report:* This Report covers 9 substantive sections that straddle three broad categories namely, the Front-end Issues including its Introduction, explications of the adopted Evaluation Methodology as well as the Zambian TLMP Design. The second broad category outlines the Process and Dynamic Issues which include the Zambian TLMP Phased Journey, the Evaluation Dynamics and Findings therefrom. The last broad category outlines Instructive Back-end Issues including Insights and Lessons Learned, Recommendations as well as Concluding Remarks.

*Strategic Partnerships and Richness of Diversity in Development:* The Zambian TLMP is a 3 year [TLMs] developmental-collaborative-partnership-program between MCID, the Zambian Government's Ministry of Education [MoE] and USAID. In this context, the TLMP is a Zambian Program/Project of national significance. Developing and nurturing strategic partnerships and alliances are necessary and indispensable towards building future bridges and improving functional collaborative relationships and, towards ensuring cross-pollination and diversity of ideas with a view to consciously avoid '*the green-house effect*' in competitive mutual beneficial developmental programs and or projects of national significance, such as the Zambian TLMP.

*Fundamental Zambian TLMP Final Evaluation Questions:* By and large and along with the TLMP's '*outputs/outcomes to purpose results*', definitive answers to the following framed final evaluation questions stand and serve as reflective gauges and measures of the progress and overall performance of the TLMP:

- Did the Zambian TLMP develop its TLMs '*cost-effectively*' and if so, what are the measures thereof?
- Did the Zambian TLMP significantly help '*capacitate Zambians*' to achieve the TLMP fundamentals and future similar Zambian priorities and, if so, how, in what ways and at what levels?
- Was the Zambian TLMP successful at all and, if so, how and if not, why not?

*Adopted Action Research and Action Learning Approaches and Methodologies:* We have adopted Action Research and Action Learning Steps and Processes undertaken to help us complete the Zambian TLMP Final Evaluation assignment expeditiously.

*The Zambian TLMs Overarching Goals and Objectives:* The Zambian TLMP purposefully aimed at developing, producing/publishing and distributing a targeted 600,000 pieces of high quality, cost effective education materials.

*Training & Development Outlook & Capacity Building:* [5] Curriculum Development Centre [CDC] Sub -Committee Members, [7] Writers, [2] Graphic Designers, [2] Editors, [242] Teachers and [3] Project Management Office staff members' perspectives and horizons were broadened and widened through orchestrated training and development efforts.

*Status of the Developed 4<sup>th</sup> and 5<sup>th</sup> Grades Textbooks, Teachers' Guides and CDs*

As of the last of the 6 days of this Final TLMP Evaluation assignment in Zambia [11/28/08], the remaining 30,040 of 300,400 Grade 4 TLMs and 301,200 of Grade 5 TLMs were shrink-wrapped [at a cost of approximately \$8,000.00 to the Printer] and safe-packed at the New Horizon Printer's warehouse, ready for pick-up/collection and delivery to the 4,425 schools throughout Zambia's 9 provinces within the ensuing two weeks, as reportedly arranged [by USAID at a cost of \$250,000.00 through a separate program referred to as AED/ Equip 2, utilizing the up-dated Ed-Assist Lists to distribute such items] and some of the TLMs [including the CDs, Posters, etc.] were safe-packed [ready for pick-up] in the CDC 1st floor storage facility.

## 1. Introduction

The Zambian Textbook and Learning Materials Program [TLMP] marked its formal startup with an official Letter of Award [LOA], Ref: RLA-A-00-05-00073-00 dated 09/29/05 and signed 09/30/05, respectively [*Cf. Annexure # 1*]. Subsequently, a Letter of Implementation [LOI] date-stamped/marked 02/12/07 and 03/05/07 was duly signed by the Zambian TLMP Strategic Partners including MoE, USAID Zambia and finally, the Mississippi Consortium for International Development [MCID] on 03/19/07 [*Cf. Annexure # 2*].

With manifested challenges ahead [including a lack of indigenous textbooks, inadequate financial and infrastructural supports, etc.], the Zambian TLMP began with a successful Post-Award Workshop in Washington DC, on 6 - 9 November 2005, attended by the TLMP Awardees and their respective African Partners:

<i>TLMP Awardees/Implementing Institutions</i>	<i>Beneficiary African Country Partners</i>
Alabama A&M University	Ethiopia
Chicago State University	Ghana
Elizabeth City State University	Senegal
Mississippi Consortium for International Development	Zambia
South Carolina State University	Tanzania
University of Texas at San Antonio	South Africa

Armed only with a resolve juxtaposed by normal start-up hick-ups [including the mobilization and convening of the Program Advisory Committee [PAC], signing of the LOI, etc.], the Zambian TLMP's operations were kick-started by way of an in-depth Needs Assessment undertaken between January 23 and February 5, 2006, with the TLMP Staff effectively coming on board at the beginning of March.

Informed by the above-mentioned in-depth Needs Assessment and, with much cooperation and synergistic accelerated engagement [of the strategic partners, the CDC Sub-Committee and the Technical Team supported by the Zambian Field Office TLMP/PMO], the TLMP's listed '*milestone*' [*Cf. p. 10*] were by and large and, indeed effectively realized precisely because of the well organized and coordinated [albeit in two countries] Zambian TLMP's planned activities.

Effectively, the development and production/publication of the Grade 4 and 5 Mathematics Teaching and Learning Materials [TLMs] for the pupils and teachers of Zambia by Zambians working in collaboration with professionals and specialists from the Mississippi Consortium for International Development [MCID] was accomplished within the TLMP's planned time-frames [*09/30/05 to 09/29/08*].

Aimed at developing and distributing a targeted 600,000 pieces of high quality, cost effective education materials, the TLMP is reportedly, a government to government, presidential multi-year effort under the African Education Initiative [AEI], administered by USAID. This project designed to address the scarcity, identified and manifested need for and experienced lack of quality textbooks and related learning materials, especially in Mathematics, Science and Languages.

According to Sarah E. Moten, Ed. D. Chief, Africa Bureau, Office of Sustainable Development, Education Division, US. Agency for International Development [USAID], *'improving the quality of education of the children of Africa is at the heart of the AEI.'* Moreover, in his "Yes We Can!" Acceptance Speech, US President-Elect Barack Obama [11/04/08], emphatically contended and proclaimed to the world at large that *'children are [our nations'] future[s].'* Further, according to the US President George Bush [06/26/03], *'Africa's progress depends on the education of its children and, if Africa is to meet its millennium development goals and realize its full potential, its children must [simply] have a chance to study and learn.'* [White House: "Africa Education Initiative" <http://www.whitehouse.gov/news/release/2005/06/20050630-7.html>].

The design of the Zambian TLMP is anchored in a conceptual framework designed to provide effective Basic Education in Zambia, predicated upon the notion that *'if the capacity of people to shape and improve their own lives is a measure of development, then Basic Education for All is surely a necessary condition.'* [Educating the Nation: Education for all-- Framework to Provide Basic Learning and Training Opportunities for all --- taking into consideration Human Rights, Needs and Talents of Individual Learners].

## 2. Evaluation Methodology

### 2.1 The Evaluation

The evaluator was greatly assisted by Ms. Cristina Radulescu and Dr Vivian Taylor from the MCID Home Office in the USA as well as the Zambian MCID TLMP Field Office/PMO Staff [viz.: Mrs. Martha Lukanga, Ms. Mildred Chibale and Mr. Nathan De Assis], respectively.

### 2.2 Fundamental Zambian TLMP Final Evaluation Questions

As noted in the Executive Summary, the following research questions are critical and fundamental to the Zambian TLMP's Final Evaluation assignment:

- Did the Zambian TLMP develop its TLMs *'cost-effectively'* and if so, what are the measures thereof?
- Did the Zambian TLMP significantly help *'capacitate Zambians'* to achieve the TLMP fundamentals and future similar Zambian priorities and, if so, how, in what ways and at what levels?
- Was the Zambian TLMP successful at all and, if so, how and if not, why?

### 2.3 Adopted Approaches and Methodologies

The systematic and cyclical processes of studying issues and or phenomena, i.e. things, systems, etc. with factors, variables and or programs, projects, etc. with inputs to be tested and outputs to be evaluated is actually, what research is all about. In a conventional sense, such research serves to provide answers to basic questions about reality and, in a classical-

empirical world, tested researched findings can be universally applied and replicated, though research is not limited to laboratories only.

While the basic methods and tools of inquiry invariably include experiments, case studies, surveys and questionnaires, we have, given the nature [a 3 year TLMP] and limited time-frame [6 days] of our assignment, opted for and have adopted the '*Action Research and Action Learning Approaches and Methodologies.*'

In most western cultures, research is often associated with getting the so-called objective hard-facts through rigorous measures. In the African cultures, both empirical and mostly '*Action Research and Action Learning*' are undertaken not only to get objective facts but most importantly, to learn and to clarify issues; for balanced information and to obtain a clearer understanding of issues to make better decisions that enable us to transform and develop our systems. We undertake all forms of research fully aware that there is subjectivity in every objective reality and that there are limits to every methodology.

If Action Research can be seen as an attitude of questioning ... of careful investigation ... of seeking for exact knowledge and then shaping action and discovered facts [D. Nelson, 1980] then, it can also be seen as an antidote to individualism and expertise separate from people, organizations and change ... and, as doing by learning [Kurt Lewin, quoted by Marvin R. Weisbord, 1989]. Action Research not only helps solve problems but also creates useful knowledge about the process of change itself and involving people in the bedrock of social learning requiring good focus, feedback, leadership and participation by all the relevant actors [David Morley, 1989]. *Action Research is Action Learning ...*, centered on the idea that learning stems from reasonable experiences and is reinforced when such experiences are shared with others ... and such learning is enhanced by the coming together of people in the same boat to work on live problems of common concern [Revans,1982].

The adopted methodologies are attractive because action learning is a natural extension of action research; because action research and action learning are very unique methods to surface and bring about transformative change and development; because both invoke and involve synergistic efforts and the process of dialogue by all relevant stakeholders and, precisely because these methodologies do not assume [like scientific research] neutral and or emphatic statements of possibilities for or against preferred outcomes and or discoveries [hypotheses] and or that past, present and future dynamics quickly yield to superb technical or economic analysis.

They are important because they are adaptable, predicated on the notion that social and learned behaviors are always a function of the situation in which people find themselves. Going forward, we have specifically, under the rubric of Action Research and Action Learning decided to embark on the following Action Steps/Processes to help us undertake and complete our Zambian TLMP Final Evaluation assignment expeditiously:

- ❖ hold an Entry Meeting designed to be an Orientation session and to clarify our Final Zambian TLMP Evaluation Brief, Terms of Reference and Action Schedule
- ❖ review Strategic and Supporting Documents received electronically from MCID, USA and at the Zambian TLMP Program Management Office [PMO]

- ❖ undertake Site Visits as well as Face-to-Face Individual and Group Structured Interviews
- ❖ engage in selected Guided Telephone Interviews and Discussions
- ❖ hold Focused Group Discussions
- ❖ hold an Exit Meeting which will be designed to validate gathered facts, lessons learned and preliminary findings made



In concert with the above, the actual schedule for this effort is below:  
**2.4 Final Zambian TLMP Evaluation Schedule in Action**

#	Dates & Approx. Times	Places/Locations & Sites Visited	Purpose & Perspectives Shared	Person/s  Met
1.	11/23/08 09:00-12:00	Zambian MCID TLMP PMO CDC Offices, Suite # Goo2	Entry TLMP PMO Orientation Meeting	Ms. Martha Lukanga, <i>TLMP Coordinator</i> Ms. Mildred Chibale, <i>Admin. Assistant</i>
2.	11/24/08 09:00-10:00	CDC Offices, Long Acres Lusaka, Zambia	MoE/CDC Leadership & Guidance Roles & Responsibilities	Ms. Mutinta Mweembe, <i>CDC Head &amp; Chief Curriculum Specialist</i>
3.	Ditto [Same as 2 above] 14:00-16:00	Ditto [Same as in 2 above]	CDC Sub-Committee & Writers' Perspectives	Mr. Lazarous Mutale, <i>Curriculum Development Specialist</i>
4.	11/25/08 08:30-11:00	Libala Basic School, Lusaka	Experimental Group School's Perspective	Ms. Elizabeth Nyambe, <i>Head Teacher</i> Mr. William Hamudulu, <i>Grade 4 Teacher</i> Ms. Anni Musengule, <i>Grade 5 Teacher</i>
5.	11/25/08 14:30-15:30	USAID, Zambian Mission Complex	Strategic Partner & Funder's Perspectives	Mr. Rick Henning, <i>Educ. Advisor</i> Ms. Beatrice Mweene, <i>Education Specialist</i>
6.	11/25/08 18:30-19:30	In the NE, via Cell-phone Connection	To exchange views & receive the Lead Writer's comments on the TLMP/TLMs	Mr. Dominic Nyambe, <i>Zambian TLMP TLMs' Lead Writer</i>
7.	11/26/08 08:30-11:00	Prince Takamado Basic School	Control Group School's Perspectives	Ms. Ida Phiri, <i>Head Teacher</i> Ms. Rabecca Lubasi, <i>Grade 4 Teacher</i> Ms. Rhodah Mwale, <i>Grade 5 Teacher</i>
8.	11/26/08 11:30-12:30	Zambian MCID TLMP PMO	Discuss the Budgetary & Financial Processes Coordination	Zambian MCID TLMP PMO Staff
9.	11/26/08 14:00-16:00	CDC Offices, Board Room Long Acres Lusaka, Zambia	Joint Meeting with Members of the CDC Sub-Committee & the Technical Team to Share Perspectives & to complete the Zambian TLMP's Final Evaluation Exercise	Ms. Mary Lungu, <i>CDC Sub-Committee Member</i> Mr. Kyangubabi C. Muyeba, <i>CDC Sub-Committee Member</i> Mr. Lazarous Mutale, <i>CDC Sub-Committee Member &amp; Writer</i> Ms. Petronella Hachoona, <i>Editor</i> Mr. Makumba F. Kaite, <i>Writer</i> Ms. Rhoda Mtande, <i>Writer</i> Mr. Raphael Banda, <i>Writer</i> Mr. Crispin Mapulanga, <i>Writer</i> Mr. Almakyo Banda, <i>Graphic Artist</i>
10.	11/27/08 09:00-11/25/08 14:00	Inter-Continental Hotel availed the 7 <sup>th</sup> Floor Board Room for my use	Consolidate Notes, Structure, Prepare & Complete the Exit Meeting Presentation	Dr. Biki S. Minyuku, <i>Principal Consultant</i>
11.	11/27/08 14:30-16:00	Jacaranda Basic School	Beneficiary School whose pictures adorn the TLMP's TLMs & Final Evaluation Cover Pages	Ms. Anna Chipenge, <i>Senior Teachers Coordinator</i>
12.	11/27/08 16:30-17:30	In Lusaka, via Cell-phone Connection	To exchange views & receive comments from a Teacher who has already distributed the TLMs to the Pupils & is using them.	Ms. Glenda Malama, <i>Grade 4 Teacher at the Jacaranda Basic School</i>
13.	11/28/08 09:30-11:00	Horizon Printing Press, Lusaka, Zambia	To share Printing, Production, Packaging & Distribution Perspectives	Mr. Nehme Moukheiber, <i>Director</i>
14.	11/28/08 11:30-14:00	CDC Offices, Long Acres Lusaka, Zambia	Exit Meeting Presentation, Findings & Recommendations Discussions	Ms. Mutinta Mweembe, <i>CDC Head &amp; Chief Curriculum Specialist</i> Mr. Lazarous Mutale, <i>Curriculum Development Specialist</i> Ms. Beatrice Mweene, <i>Education Specialist</i> Zambian MCID TLMP PMO Staff

### 3. The Zambian TLMP Design

#### 3.1 The Zambian TLMP Structural Configuration

At the Zambian TLMP’s strategic apex, a *Program Advisory Committee [PAC]* was designated to provide leadership, guidance and advice to ensure effective implementation of the Zambian TLMP. The PAC was to have included strategic as well as members from the Publishing Industry, the Curriculum Development Center, the Procurement Unit, the University of Zambia and Basic School Teachers.

At its tactical level, the Zambian TLMP boasted of a close knit Zambian *Technical Team* consisting of 7 Writers, 2 Editors and 2 Graphic Designers [*Cf. Annexure # 3*] as well as a strong *Curriculum Development Sub-Committee*, made up of 5 Curriculum Development Specialists [*Cf. Annexure # 4*]. The Zambian Writers and Editors were paired and worked closely with their USA MCID-based counterparts.

Whereas the Technical Team designed, developed and wrote the Draft TLMs, the CDC Sub-Committee vetted and ensured that the presented Draft TLMs were in line with the Zambian educational and, generic standards including durability and cost-effectiveness.

At the operational/implementation level, the Zambian TLMP/PMO had a 225% staff complement made up of the TLMP Manager [*@ 25% time*] as well as the TLMP Coordinator and Admin Assistant, each *@ 100% time*, respectively.

#### 3.2 The Zambian TLMP Strategic Partners and their Indicative Contributions

<i>Strategic Partners</i>	<i>Indicative Contributions</i>
USAID	\$2,999,614.00
MCID	\$517,106.00
Government of Zambia’s MoE	\$42,000.00

#### 3.3 The Zambian Curriculum Development Challenges

At best, Zambia’s Basic Education System places emphasis on ‘observable and measurable skills, knowledge and nation-building principles and values’ for pupils and learners in Grades 1-9 [*The Education Sector Strategic Plan within the National Implementation Framework for the Five Year Strategic Plan 2003 to 2007, Zambia and Profile of the Basic Education Sector, Zambia*]. Nonetheless, evaluating and examining progress and the cause-effect relationship between the attainment of national goals and pupil/learner performance remain a continental challenge best monitored through continuous assessment of learners on continental outcomes relative to learning core and or prescribed areas [e.g. Literacy and Language Studies; Mathematics; Integrated Science; Communications; Social and Development as well as Creative and Technology Studies] flavored with cross-cutting issues {including HIV/AIDS; the 4 Generations of Human Rights; Environmental Education; Governance, etc.} [*Educating the Nation: Strategic Framework for Implementation of Education for All, Zambia*].

Without exception, all developing countries [Zambia included] are experiencing shortages of indigenous textbooks and learning materials. Consequently, the design, production/publication, distribution and provision of quality indigenous Textbooks and Learning Materials ... in line with national syllabi to build and consolidate continuous cultures of teaching and learning towards sustainable development, remain challenges worth mitigating by all developing countries alike.

It is within the above-mentioned context that the Government of Zambia's MoE has developed a Basic Education System with complementary Curricula, Education Plans, Policies and Strategies underpinning and undergirding the following 6 developmental objectives, viz.:

- ❖ expanding/improving comprehensive early childhood care and education
- ❖ ensuring that all vulnerable children access and complete compulsory primary education of good quality
- ❖ ensuring that learning needs of all pupils are met through life skills programs
- ❖ archiving 50% improvement in levels of adult literacy by 2015
- ❖ eliminating gender disparities and archiving gender equality/parity by 2015
- ❖ ensuring excellence in literacy, numeracy and essential life skills by 2015

Additional challenges encountered going forward and worth surmounting to continue with planned efforts towards archiving the above-listed objectives include:

- limited follow-through funds and infrastructure
- inadequate qualities of textbooks and learning materials for teachers and learners
- universal access to and participation by all pupils and learners in Basic Education
- double-shifting due to inadequate supply of qualified teachers
- high illiteracy rates, high students drop-out rates and increasing the retention rates particularly amongst girl-children

### 3.4 Implementing the Design

Meeting the Zambian curriculum development and TLMP implementation challenges demanded cooperation, integrative and synergistic planned efforts of/from the strategic partners, the CDC Sub-Committee, Technical Team members and the TLMP PMO staff members alike.

This prompted and led to all stakeholders from home and field offices converging under the auspices of an orchestrated and facilitated Integrative and Leveraged Design and Implementation Workshop in Zambia, developed and adopted a Scope and Sequence Chart [Cf. Annexure # 5] for paired groups to effectively address the identified priorities of the established target population through their task-oriented assignments.

Although it took the Zambian TLMP's strategic partners almost 1½ years to finalize signing the Letter of Implementation, the adopted unique integrative and synergistic curriculum development approach helped bring the Zambian TLMP stakeholders closer together while working and focusing 'on the big picture. It actually helped to accelerate the design, development and delivery of the Grade 4 TLMs with lessons thereof utilized [albeit in a modified form, through draft documentation exchanges between the writers and editors], to design, develop and finalize the Grade 5 TLMs expeditiously, notwithstanding the late signing of the Letter of Implementation.

## 4 The Zambian TLMP Phased Journey in Brief

### 4.1 Established Milestones

<i>Phased Journey &amp; Milestones</i>	<i>Ant. Accomplishment Periods</i>
❖ <i>TLMP Start-up Activities</i>	2005
• USAID Signed Letter of Award	09/30/05
• Post Award Workshop	11/06-09/05
❖ <i>TLMP Operations Kick-off &amp; Medley</i>	2006
▪ In-depth Needs Assessment	01/23-02/05/06
▪ TLMP Contractual & PMO Staff Capacities	Jan-March 2006
▪ Design, Develop, Integrate, & Synthesize Gender & HIV/AIDS related Issues	Accomplished
❖ <i>Popularization, Trials &amp; Capacity Building</i>	2006/2007
➤ TLMP Formal Launch Ceremony	09/21/06
➤ Training Teachers' Trainers	01/09-13/07 & 01/16-20/07
➤ Zambian TLMP Visit to MCID	01/31-02/03/07
➤ TLMP Partners Workshop	02/04-07/07
➤ Letter of Implementation [Signed by each Strategic Partner, respectively]	02/12/07, 03/05/07 & 03/19/07
➤ TLMs Field Tests Validations	1 <sup>st</sup> on 02/26 to 03/02/07 2 <sup>nd</sup> on 03/18-27/07 3 <sup>rd</sup> on 04/02-05/07
❖ <i>Distribution &amp; Closure</i>	2008/2009
✓ Vetting, Printing & Production	Accomplished
✓ TLMs Formal Hand-over Ceremony	06/09/08
✓ Packaging & Delivery to Schools	Oct-Dec 08
✓ Extended TLMP Closure	09/29/08-03/30/09
✓ Monitoring Delivery to & Utilization of the TLMs in Schools	October, 2008-March, 2009

#### 4.2 The Zambian TLMP Objectives and Accomplishments [Cf. Annexure # 6: Covers]

#	<i>Quantifiable TLMs</i>	<i>Grade 4</i>	<i>Grade 5</i>
1	Pupils' Textbooks	251,000	251,000
2	Teachers' Guides	5,000	5,000
3	CDs	4,800	4,800
4	Teaching Posters	12 Sets [39,600]	16 Sets [40,400]
	<b>Totals</b>	<b>300,400</b>	<b>301,200</b>

### 5 Evaluation Dynamics

First, we established during the Entry Meeting with the Zambian TLMP PMO staff that both Messers. Nathan De Assis, the Zambian TLMP Manager [with whom the Principal Evaluator subsequently met on Monday, 24 November and by arrangement on Tuesday, 25 November 2008, respectively] and Dominic Nyambe, the Lead Writer of the Zambian TLMs [with whom the Principal Evaluator subsequently, talked on the telephone on Tuesday evening, 24 November 2008].

Second and, except for the meetings/interviews with the Zambian Ministry of Education's Acting Permanent Secretary, Mr. Andrew Phiri and, Mrs. Glenda Malama, the 4<sup>th</sup> Grade Teacher at Jacaranda Basic School, all meetings and interviews scheduled by the TLMP PMO for the Zambian TLMP Final Evaluation assignment were respectively honored. Mrs. Malama was, by arrangement, subsequently telephonically interviewed.

Third, a decision was made to utilize the Thursday morning to consolidate the ideas and views collected, to develop the Exit Briefing Presentation and visit the Jacaranda Basic School only in the afternoon, as this school's pictures of the Grade 4 Teacher and pupils were identified and selected as cover page pictures for both the Zambian TLMs and this Zambian TLMP Final Evaluation Report.

<i>Zambian TLMP Final Evaluation Process Modalities</i>	<i>Numbers</i>
> Group Interviews/Discussions	5
> One-on-One Face-to-Face Interviews	3
> Telephone Interviews	2
> Focus Group Discussions	4

*\*It is worth noting that to make the most effective use of the prescribed time frame, many of the interchanges took place within group setting.*

Four, the timing of the Zambian TLMP's Final Evaluation processes coincided with the Zambian end-of-the-year school examination period. As such, it was not possible to canvass

or receive inputs from pupils as part-beneficiaries of the TLMs, from any and or all the schools visited. If anything else, this was by far the greatest limitations of this assignment.

With regard to the 1<sup>st</sup> fundamental final evaluation question and, while the initial procurement and related costs may seem reasonable, the Zambian TLMP costs are to the best of our understanding, knowledge and experience more likely to slightly high and as such, such beyond any reasonable threshold, given the double managerial and coordination head-counts located both in the home and field offices. Furthermore, in a Field Office where requested prioritized draw-downs from the Home Office are obtained and, without site of the Home Office's Financial Results [Income and Expenditure Statements], the Financial Positions [Balance Sheets] and the Audited Financial Statements in perspective, as well as a manifested lack of comparative information and figures from similar and or related TLMP's, any expectation of a reasonable calculated definitive 'cost effective measure and finding' in this regard can at best, classified as unrealistic.

The focus of the Zambian TLMP is on holistic development of the Zambian pupils and their teachers alike and, towards achieving these ends, the Ministry of Education [MoE] prioritized, as a matter of great urgency, curriculum development, effective teaching and the improvement of literacy and numeracy levels in all of Zambia's schools. Consequently, what remains both fair and instructive with regard to the first evaluation question, as corroborated by Mr. Nehme Moukheiber, Director of the contracted New Horizon Printing Press, are the facts that:

- Wise selection of a neither inordinately expensive nor cheap paper and reasonable specifications given by both MCID and the Zambian MoE for the cover [300 grams] and for durability [100 grams] resulted in 'ideal read and pass-a-long materials' for at least 3 generations of Grade 4 and 5
- Use of a legible print type and size
- The requested bulk quantities purchased for both the Grade 4 and Grade 5 TLMs, all of which combined, resulted in lower printing costs and significant cost savings of up to approximately 20%.

With regard to the 2<sup>nd</sup> and 3<sup>rd</sup> fundamental final evaluation questions and while some elements [e.g. up-front negotiations, synergistic writing under one roof, cross-cutting issues, etc.] could have been done differently and or even much better, their answers are definitely in the affirmative.

In this evaluation, it was determined that 11 Technical Team Members [consisting of 7 Writers, 2 Editors and 2 Graphic Designers], 242 Teacher Trainers [from various Schools, Teacher Training Colleges, Universities and Provincial Resources Centers], 3 PMO Staff and 5 Curriculum Development Center [CDC] Sub-Committee Members' perspectives and horizons were positively impacted, widened and broadened through structured functional training and development sessions. Above all and, based on the established target of 600,000 TLMs, 601,600 TLMs were developed and distributed to 4,425 schools within 9 Provinces of Zambia in a timely manner. This then constitute as close as possible, an assessment of the Zambian TLMP from the independent Evaluator's perspective.

## 6 Findings

- 6.1 *The Zambian TLMP Structural Configuration:* Inasmuch as the PAC was established early on in the life of the Zambian TLMP to lead and guide its activities and as the PAC was formally convened at least once immediately after it was established, the PAC fulfilled its mandate with confidence. This was the case although it was somewhat constrained by the delay in issuing Letters of Appointment to each individual member. By and large, however, TLMP related matters were implemented expeditiously under the PAC's leadership and guidance.
- 6.2 *Strategic Partners and their Indicative Contributions:* The budget showed a MoE contribution of \$42,000. **MCID confirmed a cost share of \$517,106.** In the case of cost share, the level of contribution of the MoE should not be equated to and or interpreted to indicate the level, depth and breadth of the Zambian MoE's commitment as, e.g. the Zambian Grade 4 and 5 Teachers' salaries could have [over and above the TLMP and PMO's CDC assigned Office spaces and utilities] easily been included in the MoE's calculated matching contribution.
- 6.3 *Quantified Objectives & Undertakings in Action:* While a planned target of 600K TLMs was set, the Zambian TLMP exceeded its target by 1,600 TLMs = .2667% or .30%, to the nearest percentile.
- 6.4 *The Zambian TLMP's Indicative SWETOs:*

	<b>O</b>		
<b>S</b>	➤ Continue & complete the Math Cycle	▪ Lack of a Sustainability & Institutionalization Plan	<b>T</b>
	➤ Similarly Develop Science & Languages TLMs	▪ Lack of an orchestrated Distribution Plan	
	➤ Build Local Infrastructure	▪ Lack of Continuity	
	❖ Strong CDC Capacity	○ Dependence on Donor Funds	
	❖ Experienced close knit Technical Team	○ Little Core Funding Support from non USAID sources	
	❖ Experienced PMO Staff	○ Lack of PPPs	
	<b>W</b>		

*NB\* Gleaned from the Milestones to Progress Status Reports  
Key: S = Strengths, W = Weaknesses, T = Threats & O = Opportunities*

- 6.5 *The Zambian TLMP Journey:* Although [and, much to the delight of skeptics] it seemingly took a while to gain momentum, the TLMP Journey and TLMs were completed on time, with much ease and, [presumably] within budget, once operational traction was found.

6.6 Status of Operational Plans, Process Supports & Flows:

<i>Plans, Process Supports &amp; Flows</i>	<i>Status</i>
<i>TLMP Annual Work Plans</i>	In Hand
<i>Training Workshop Plans &amp; Schedules</i>	Plan Unsighted & Schedules in Hand
<i>Monitoring Strategy &amp; M&amp;E Plan</i>	Not viewed though the AEI/Exegesis Guidelines are in Place
<i>Sustainable Institutionalization Plan</i>	Unsighted although Blocks of a Model are in Place
<i>TLMs Distribution Strategy &amp; Plan</i>	Strategy based on ED-Assist Lists [4,425 Schools in Zambia] & the # of Gr. 4 & Gr. 5 Learners] which needed Mid-stream Adjustments [Plan Unsighted]
<i>The Zambian CDC's Educational Standards Guidelines</i>	Unavailable upon request & as such, unsighted
<i>MCID &amp; the Zambian TLMP/Field Office Budgets</i>	Not viewed [All Financial (including Audited) Statements are reportedly processed & housed at MCID, USA]. MCID Zambia retire requested prioritized draw-downs on a reimbursable basis
<i>The Zambian Hand-over Responsibility Plan</i>	Not viewed [although the Hand-over Report Outline is reportedly in Hand

6.7 Status of Reports & Reporting as well as the TLMP/PMO Documentation Management/Filing Systems:

<i>Critical Reports</i>	<i>Status</i>
<i>The Zambian TLMP Assessment Report</i>	In Hand
<i>Field Office TLMP/PMO Bi-Weekly Reports</i>	Only those from MCID, USA
<i>Field Office TLMP/PMO Quarterly Reports</i>	Only those from MCID, USA
<i>Field Office TLMP/PMO Annual Reports</i>	Only those from MCID, USA
<i>Field Office Mid-Term Evaluation Report [including Exegesis']</i>	Unavailable upon request & as such, unsighted
<i>Budgets, Financial Positions &amp; Audited Financial Statements</i>	Unsighted [Though reportedly at MCID, USA]
<i>Zambian TLMP/PMO Staff Performance Appraisals</i>	Not done. PMO Staff on Term Contracts with annual renewals effected on the strength and basis of their individual experiences
<i>Zambian TLMP/PMO Documentation Management Filing System</i>	Documents filed in clearly marked Ring-binders according to related Topics/Events
<i>Final Field Office TLMP Report</i>	Outstanding [Though the Outline is reportedly in Place]



6.8 *Selected Significant Reportable Milestones:*

<i>Selected Reportable Milestones</i>	<i>Accomplishment Dates</i>
✗ Signed Letter of Award	09/20/05
✗ Initiated TLMP Needs Assessment	05/28/06-02/05/06
✗ Signed Letter of Cooperation	02/02/07, 03/05/07, 03/17/07
✗ TLMP Board Launch Ceremony	09/21/06
✗ TLMP Parents' Workshop	02/04 - 07/07
✗ TLMP Hand-over Ceremony	06/09/08

6.9 *A Unique and Replicable Zambian Approach to Curriculum Development and 'Home Grown/Developed Teaching and Learning Materials':* The Integrative Synergistic Workshop Design and Approach guided through a Scope and Sequence Responsibility Road Map/Chart for the CDC Sub-Committee and the TLMP Technical Team Members.

6.10 *Training & Development Outlook & Capacity Building:* We have established through the Final Evaluation methodologies and processes that [5] CDC Sub -Committee Members, [7] Writers, [2] Graphic Designers, [2] Editors, [242] Teachers and [3] Project Management Office staff members' perspectives were enhanced through orchestrated training and development efforts.

*Break-down of Teachers' Trainers Trained by Province*

<i>Dates</i>	<i>Provinces/Areas</i>	<i>Number Trained</i>
07/09-13/07	Eastern	26
	Lusaka	16
	Southern	37
	Western	23
07/16-20/07	Central	21
	Copperbelt	34
	Luapula	23
	Northern	39
	Northeastern	23
<b>Totals</b>	<b>9</b>	<b>242</b>

6.11 *Continuous Programmatic Reporting and Communication Improvements:* We have established that the Zambian TLMP/PMO Staff have continuously interacted with all stakeholders and, have never missed a beat in terms of its biweekly, quarterly and annual reports and reporting. Above all, they provided the necessary supports for the effective functioning of the TLMP Technical Team and CDC Sub-Committee members. Nothing could have been achieved without them.

6.12 *The Notable Zambian TLMP Developed Replicable Models in Two 's:*

*6.12.1 Integrative Synergistic Functional Relationships under One Roof as well as 'Pairing, guided through the Scope and Sequencing Work Process Charting' for the Technical Team and CDC Sub-Committee members*

*6.12.2 The Developed 4<sup>th</sup> and 5<sup>th</sup> Grades Textbooks, Guides and CDs*

On the final day of this TLMP Evaluation assignment in Zambia [11/28/08], the remaining 30,040 Grade 4 TLMs and 301,200 Grade 5 TLMs were shrink-wrapped [at a cost of approximately \$8,000.00 to the Printer] and safe-packed at the New Horizon Printer's warehouse, ready for pick-up/collection and delivery to the 4,425 schools throughout Zambia's 9 provinces within the next two weeks, as reportedly arranged [by USAID at a cost of \$250,000.00 through a separate company called AED/Equip 2 which is working hand in hand with the MoE, utilizing the up-dated Ed-Assist Lists to distribute such] and, some of the TLMs [including the CDs, Posters, etc.] were safe-packed [ready for pick-up] in the CDC 1st Floor Store-room



*Dr. Biki S. Minyuku flanked by Messers Lazarous Mutale & Nehme Moukheiber, Director of New Horizon Printing Press explaining the costly 800 square meters taken by the Shrink-wrapped Packaged Grade 5 TLMs in the New Horizon Printing Press Warehouse including the Packaged Posters at the CDC 1<sup>st</sup> Floor Store-room, ready for pick-up and delivery to schools in the next two weeks.*

*6.12.3 Developing, nurturing and refining functional Public-Public and in particular, the Public-Private Partnerships*

- 6.13 *We confirmed the existence of a tripartite 'Public-Public Partnership and no Public-Private Partnerships supporting the Zambian TLMP [though over a dozen companies were mobilized and engaged by the TLMP/PMO Coordinator, the MOE failed to effectively utilize these entities.]*
- 6.14 *Net Effects of the Urban/Rural Dynamics:* To the extent that this Final Evaluation and site visits were limited to the urban and semi-urban areas only, exclusion of rural voices and/or points of view, whether in terms of access to, utilization of TLMs and or cost-benefit analyses of the TLMs they are to in any event receive and benefit from, was unfortunate. A more comprehensive perspective would have been valuable.
- 6.15 *Net Effects of the Host/Field Office Dynamics:* Dual and costly management

systems and, inevitably, increases overall costs.

- 6.15.1 Through this Final Evaluation, we have established there is a need *'to continue developing curriculums to complete the Mathematics Cycle'* but also *'to directly flow into Science and Languages as initially planned'* and, *'to pay more special attention to Special Education TLMs, given the predominant rural base and dimensions of Zambia at large.'*
- 6.16 Going forward and with the Zambian push for improving national literacy levels across the board, we have also established that as is the case in other countries e.g. the Republic of South Africa, there is an expressed *'need in their National Curriculum Statements, for the development of TLMs for parents [in the form of Parents Guides: Cf. Annexure # 8] given the parents' centrality and involvement in the education of their children.'*
- 6.17 We have established that the developed Zambian TLMs will directly contribute to the out-right attainment of a *'1/1 Pupil/Book ratio'* for the Grade 4s and Grade 5s in Zambia, in the subject of Mathematics.
- 6.18 We have established through this Final Evaluation that there is an incredible sense of confidence and pride from and by the CDC Sub-Committee and Technical Team Members as well as the interviewed Teachers as being part contributors of a historic milestone and a uniquely Zambian intellectual asset that is learner centered and now part of the MoE's Teaching and Learning landscape as well as a true Zambian heritage. We have further established that there is in existence already, *'an enthused CDC Sub-Committee and experienced Technical Team ready for the next challenge.'*
- 6.19 We have also established that overall, the Zambian TLMP has successfully accomplished its planned Grade 4 and Grade 5 Mathematics TLMs which are *'destined to have some life-changing impacts on and, for the Zambian pupils and Teachers alike.'*
- 6.20 We have established that the Zambian TLMs were developed through a replicable *'Integrated Synergistic Curriculum Development Model guided through a jointly planned Scope and Sequence Responsibility Chart.'*
- 6.21 We have established that although the HIV/AIDS related issues are embedded in numerous TLM Exercises [e.g. pp. 22 {9}, 27 {8}, 40 {11}, 59 {5}, 109 {10}, etc of the Grade 4 Text Books] and, although it is expected that such exercises will trigger discussions and dialogue among teachers and pupils in classrooms, there remains [notwithstanding the much acclaimed unsighted decision by the strategic partners on the symbolic red ribbon at the back of the packaged TLMs] a definite silence regarding overt simple, clear and unambiguous HIV/AIDS messages [given that HIV/AIDS is one of two major Cross-Cutting Issues] through-out the TLMs, in the light of such recorded feed- back messages from Field Tests' monitoring sessions and, a manifested ravaging HIV/AIDS scourge.
- 6.23 Through this Final Evaluation, we have determined that the planned activities and outcomes of the Zambian TLMP are indeed the direct *Zambian value-adds to the 2<sup>nd</sup>*

*[Achieve Universal Primary Education], 3<sup>rd</sup> [Promote Gender Equality & Empower Women/Girl Children] and 6<sup>th</sup> [Combat HIV/AIDS, Malaria and other diseases] MDGs.*

## **7 Insights and Lessons Learned**

Through this evaluative process, we have gleaned a number of insights and lessons learned. They are delineated below.

- 7.1** *There is a need to listen to and develop an appreciation for all strategic partners and the silent voices of e.g. parents, of the Zambian cultural context, sensitivities and nuances, in all Curriculum Development efforts.*
- 7.2** *The use of appropriate and rigorous scientific approaches and methodologies [including Action Research and Action Learning] in framing, reframing and reorienting African issues and challenges, sampling, assessing the needs and aspirations of a people, executing field tests/trials, etc.*
- 7.3** *In-depth Needs Assessment as utilized should continue to be undertaken to inform the selected areas of focus, guide and anchor the development, next and related action strategies and or steps*
- 7.4** *Building/Developing/Nurturing synergistic and symbiotic functional Strategic Partnerships/Alliances and, effectively Managing Stakeholder Relations will lead to sustainable and or future leveraged collaborations*
- 7.5** *Maintaining a Close-knit CDC- Sub-Committee to guide and review the development of current and future TLMs as well as a Functional Technical Team consisting of Writers, Editors and Graphic Designers is essential.*
- 7.6** *Designing and adopting a Scope and Sequence Chart (as was the case in this project) to guide synergistic Developments of the TLMs by the Technical Teams from the Field and Home Offices will greatly aid in the process.*
- 7.7** *Earnest mobilization and engagements in meaningful mutual beneficial involvements of strategic partners and key stakeholders including private companies to establish, nurture and consolidate possible purposive Public-Private-Partnerships [PPPs] should be undertaken.*
- 7.8** *Action Research and Action Learning to unravel contextual anchoring imperatives [including cultural dynamics, curriculum development issues, etc.] of a people and to have an in-depth understanding and appreciation of their needs and aspirations should be continued.*
- 7.9** *Active Involvement of Pupils and Learners in designing and developing their TLMs and, their Meaningful Participation in trials towards refining and continuously improving the quality of such TLMs is essential.*

- 7.10 *The motivational and energizing qualities of the all inclusive National Launch Ceremony and Field Trials as well as the indicative imminent closure of the Zambian TLMP Initiative manifested through an orchestrated Hand-over Ceremony should be continued in projects of this nature.*
- 7.11 The Zambian TLMP Technical Team, CDC Sub-Committee and PMO staff are a living testimony that *'where there is a will, there is a way'* and that, upon finding common ground and working in unison, putting their shoulders together on the wheel, any task of whatever type, size and or complexity is doable!
- 7.12 The Zambian TLMP proved to its strategic partners and critical stakeholders that *'synergistic efforts are indispensable towards leveraged continuous traction'* and that *'capacity building and infrastructural developments are the necessary foundation and building blocks, respectively, towards institutionalization and sustainability'* of the best there is in programs/projects/systems/practices, etc.
- 7.13 The Zambian TLMP's CDC Sub-Committee, Technical Team and PMO staff members learned through the TLMP journey to *'never to take anything for granted,' 'to create space for meaningful negotiations and front-end consensus'* and, *'to do everything in their power to finish what they have started and neither to give up nor leave any stone unturned'* whatever the difficulties and or challenges faced.
- 7.14 The Zambian TLMP's CDC Sub-Committee, Technical Team and PMO staff members learned the invaluable lessons *'to remain focused on the outcomes of the TLMP as the bigger picture, for progress sake'* while *'dealing with tension constructively and with respect, nurturing and consolidating rather than burning bridges and destroying partnerships.'*

## **8 Recommendations**

- 8.1 *Towards a Strong Finish [given the Extension of the Contract of the Zambian TLMP from end September 2008 up to and including end March 2009]:*
- 8.1.1 Formally extend the Contract of both the TLMP/PMO Manager and Coordinator to constantly meet, check and follow-through with the CDC, the Horizon Printers, USAID and MoE point persons, to ensure that all developed and packaged TLMs are indeed out of the storerooms, distributed and duly delivered to schools, into the hands of learners and teachers.
- 8.1.2 Periodically meet with Head Teachers of a wide spectrum of rural, semi-urban and urban schools to check and ensure that the Grade 4 and 5 Teachers are appropriately trained and that the delivered TLMs are effectively utilized
- 8.1.3 Expeditiously report to the strategic partners on progress and or lack thereof with mid-stream adjustment recommendations if needs be, in the above outlined regards

## **8.2 Recommendations Going Forward:**

- 8.2.1 Develop Infrastructure:** Given the continued global financial markets situation, shifting political interests and alignments as well as the anticipated changes and impending reductions in International Development Assistance and, with capacity vis-a-viz Curriculum Developers, Writers, Editors, Graphic Designers, Teachers, Teacher Training Trainers and Program Managers already built, we recommend that a local **Zambian Special Purpose Vehicle [SPV]/enterprise** be established, registered, capacitated and empowered to work with and help the MoE develop, nurture and consolidate its functional strategic partnerships in this market niche, with a view to seek and where appropriate, pursue same, related and or other RFA's for continued Curriculum Development efforts as planned, in Zambia.
- 8.2.2 Continuous Performance Appraisals:** Given its limited resources, the government of Zambia must make effective use of same when implementing programs/projects of national significance. Moreover, it is strongly recommended that the performance of such programs/projects and their functionaries be continuously assessed for all to know how they are doing and, to ensure continued improvements and successfully planned undertakings.
- 8.2.3 Adequate Supports:** Notwithstanding the prevailing scarce resources, it is recommended that strategic partners consider providing adequate logistical and related supports, when implementing programs and or projects of national significance, to help facilitate and where possible, replicate successful national efforts. In particular, it is strongly recommended that special funds directly from the **Zambian government budget through MoE**, be appropriated and dedicated towards Curriculum Development, Teacher Training and Project Management. Through an established SPV, the CDC and the Teacher Training Directorate should continue the **Zambian TLMP** efforts towards completing the Math Cycle and add Science and Languages.
- 8.2.4 Needs Assessments as well as all-round M&E Efforts:** Interactive planning, budgeting and the all important needs assessment must be undertaken. This strong recommendation will enable the strategic partners and critical stakeholders to make informed, speedy strategic and or effective operational decisions and to facilitate functional activities of such programs and or projects of national significance.
- 8.2.5 Effective Communications:** It is recommended that communication efforts with continuous feedback regarding performance management and M&E efforts be undertaken. This will ensure that strategic partners, critical stakeholder and functionaries are fully apprised of all aspect so that planned goals and objectives can be achieved.
- 8.2.6 Longitudinal and related TLMP Studies:** It is recommended that the **Zambian MoE** work in close cooperation with its strategic partners [e.g. MCID Mississippi] and subsets [e.g. the University of Zambia, schools, an SPV, etc.] to select Researchers/Post-Graduate students [e.g. Mr. Hamoonga Choongo, a PhD student at Jackson State University] to undertake Longitudinal Studies tracking the continued

use and implementation as well as long-term impacts and effectiveness of the developed and implemented Zambian TLMs.

8.2.7 *Keeping the CDC Sub-Committee Involved:* Given that the Zambian TLMP's life-span has been extended up to and including end March 2009, it is hereby recommended that the CDC Sub-Committee and Technical Team Members as well as the TLMP/PMO manager and coordinator be kept involved by way of special assignments including managing stakeholder relations, following-through on the above-mentioned longitudinal studies, monitoring and reporting on the distribution and delivery of all TLMs.

8.2.8 *Recognizing/Acknowledging/Commending the Zambian CDC Sub-Committee, Technical Team and TLMP/PMO Staff Members:* To the extent that the TLMP/PMO's continuous reporting served to communicate TLMP related issues to strategic partners and all critical stakeholders, the exact progress and performance outcomes of the TLMP, the CDC Sub-Committee and Technical Team Members contributions as well as the TLMP/PMO's Staff efforts are not only commendable but worth being recognized.

8.2.9 *Next Review:* It is recommended that at the subsequent review, special care and attention be given relative to communicating and strengthening positive gender equity and HIV/AIDS related messages in the TLMs with a view of invoking robust discussions and debates on HIV/AIDS and gender related issues in the class-rooms. Further, this should lead to discussions at home and in the Zambian society at large.

8.2.10 *Improving and Preserving the Zambia Legacy:* The developed and published outputs of the Zambian TLMP, namely the handed Grade 4 and Grade 5 TLMs are [subject to reviews, updates and improvements over time and, subject to the Zambian Ministry of Education's Curriculum Development Policy Guidelines and, the Zambian Intellectual Property Rights]. As a result, the developed Zambian TLMP TLMs by Zambians will remain a Zambian legacy dedicated and bequeathed to the Zambian nation's teachers and pupils towards improving their teaching and learning culture and landscape.

8.2.11 *Proposed Zambian TLMP Sustainable Institutionalization Model*

*[Cf. Slide # 18 in Annexure # 10]*

## 9 Concluding Remarks

In conclusion and, we visited the Zambian TLMP/PMO and related sites and formally engaged interviewees in orchestrated structured exchanges guided by the Zambian TLMP Final Evaluation Schedule [*Cf. Final Evaluation Schedule on p. 6*]. To the best of our observations, analyses and understanding, our remaining comments are that:

- ❖ the authoritative '*outcomes and or outputs to purpose results*' and,
- ❖ the '*definitive answers to the above-outlined evaluation research questions*' [*Cf. Section 2.2 p. 4*].

Overall, the Zambian TLMP successfully accomplished and delivered on its planned Grade 4 and Grade 5 TLMs and, to the best of our observations, analyses and understanding, the development and production/publication of the Mathematics TLMs for the Grade 4 and Grade 5 pupils and teachers of Zambia by Zambians working in collaboration with professionals and specialists from MCID was accomplished within the TLMPs planned time frames [i.e. 09/30/05 to 09/29/08].

Specifically and with regards to the primary outcomes/outputs to purpose results and, with 601,600 TLMs being developed to surpass a target of 600K, the Zambian TLMP surpassed its target by 30%. With regard to its capacity building goals and objectives, the Zambian TLMP has widened the horizons and broadened the capacities of [5] CDC Sub-Committee Members, [7] Writers, [2] Graphic Designers, [2] Editors, [242] Teachers Training Trainers and [3] Project Management Office personnel.

While the developed TLMs are effectively designed to have life-altering/changing impacts on and for the Zambian pupils and teachers alike, it remains our view that the anticipated Zambian TLMP's medium to long-term goals and objectives including the Grade 4 and 5 actual Pupil/Mathematics Book ratio, are predicated on all the TLMs not only being in the hands of both pupils and their teachers but actually being utilized and the results of such usage and benefits being effectively monitored, tracked and recorded over time.



## NOTATIONS

1. Obama, Barack; US President Elect [then]: **“Yes We Can! Acceptance Speech”**, 11/04/08
2. Moten, Sara E. Ed. D; Chief, Africa Bureau, Office of Sustainable Development, Education Division, US. Agency for International Development [USAID], February 26, 2008
3. 2<sup>nd</sup> [**Achieve Universal Primary Education**] of the 8 time-bound MDG Targets [adopted by the 189 Nations at the Millennium Summit] to end extreme poverty by 2015
4. Former South African President Mbeki, Thabo; **State of the Nation Address**, 8 February 2008, RSA as well as in GCIS: GoSA’s Programme of Action 2008: **Business Unusual: All hands on deck towards speeding change: Renewable Energy Supply and Delivery Challenges and Opportunities**, RSA 2008
5. Bush, George; US President [then]: White House: **“African Education Initiative”**  
*<http://www.whitehouse.gov/news/release/2005/06/20050630-7.htm>*
6. Educating the Nation: **Zambian Education For All --- Taking into Consideration Human Rights, Needs and Talents of Individual Learners**
7. Nelson, D.: **Frederick W. Taylor and the Rise of Scientific Management**. Madison, University of Wisconsin Press, 1980
8. Lewin, Kurt: In **Productive Workplaces: Organizing and Managing for Dignity, Meaning and Community** by Marvin R. Weisboard, Jossey Bass Publishers, 1989 p.71
9. Morley, David: **Frameworks for Organizational Change: Towards Action Learning in Global Environments In Learning Works: Searching for Organizations’ Futures: A Tribute to Eric Trist** Edited by Susan Wright and David Morley, 1989 pp163-190
10. Revans, Reginald, W.: **The Origins and Growth of Action Learning**. Bromley, Chartwell Bratt, 1982
11. **Monitoring & Evaluation Guidebook for the Textbooks and Learning Materials Program [TLMP]**: Prepared by AEI in collaboration with Exegesis, February 2006

## **LISTS**

### **a) Basic References**

1. Montagues, Ian: Textbooks and Learning Materials, 1990-1999: A Global Survey, UNESCO/DFID, UK
2. Castham, Dominique: The Mathematics of HIV/AIDS: A Teachers' Guide, MoE, Lusaka
3. Sonpa F. Linehan, S. Chibowa G. & Edwards F. February: Outputs to Purpose Review: Primary Reading Program, 2003
4. Mathematics Rainbow Kit, MARK: Teachers' Guide, MoE, 2004
5. Educating the Nation: Strategic Framework for the Implementation of Education for All, MoE, Lusaka, 2005
6. National Implementation Framework, MoE's Strategic Plan, 2003-2007
7. MoE Sector Plan, Zambia, 2005
8. National Annual Work Plan 2006

### **b) Key Documents Reviewed**

1. The Initial TLMP RFA
2. MCID's Application Pursuant to RFA Number M/OAA/GRO-5-1592
3. LOI & Role Definitions of Strategic Partners
4. LOE with detailed Position Descriptions
5. In-Country Initial Needs Assessment Report
6. Consultants' Contracts & their Clear Scopes of Work
7. Contact Details of Strategic Partners & Critical Stakeholders
8. Contact Details of the Technical & Monitoring Teams; Writers; Trainers; Editors
9. TLMP adopted Vision & Mission Statements
10. Zambian Education & Curriculum Development Policies & Standards

11. **Zambian Basic Education, Secondary & High School Structures & Priorities**
12. **MCID/USAID/TLMP Standard Cost Sharing Structure**
13. **Identified Curriculum Development Cross-cutting Themes/Aspects**
14. **Zambian Cultural Pedagogical Dynamics & related Sensitivities**
15. **Workshop Typologies Held**
16. **Training of Teacher Trainers Program**
17. **Government and Private Sector Printing Rates/Costs**
18. **Monthly, Quarterly and Annual Performance Activities Reports**
19. **Zambian MoE's MCID Site Visit Report**
20. **Press Release and Press Coverage Paper Clippings [of the Program Launch]**
21. **TLMP Key Achievements, Contributions & recorded all-round Impacts to date**

## Photos

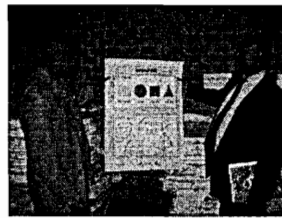
### The Zambian TLMP Final Evaluation Scheduled Action Processes in Pictorial Form



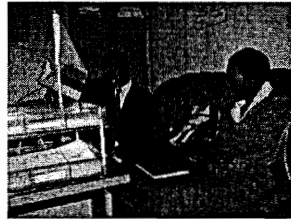
*Dr Biki S. Minyuku with the Program Coordinator, Martha M. Lukanga [examining one of the Zambian TLMP Files in the Project Management Office] as well as with Ms. Mildred Chibale at the Zambian TLMP PMO in Zambia on Sunday, 23 November, 2008*



*Dr Biki S. Minyuku interviewing the Chief Curriculum Specialist, Ms Mutinta Mveembe at the Zambian Curriculum Development Centre in Lusaka on Monday, 24 November, 2008*



*Dr. Biki S. Minyuku interviewing Curriculum Specialist (Mathematics), Mr. Lazarous Mutale in the Curriculum Development Centre Conference & Store Rooms [admiring Posters] in Lusaka on Monday, 24 November, 2008. NB\* Mr. Raphael Banda, writer, was presenting a paper at Conference in Lusaka, Mr. Dominic Nalishebo Nyambe, the Lead Writer, was subsequently interviewed by telephone.*



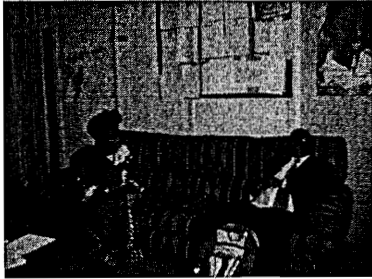
*Dr Biki S. Minyuku interviewing the Head Teacher, Mrs. Elizabeth Nyambe; a Grade 5 Teacher, Mrs. Annie Musengule as well as a Grade 4 Teacher, Mr. William Hamadulu at the Libala Basic School in Lusaka on Tuesday, 25 November, 2008*



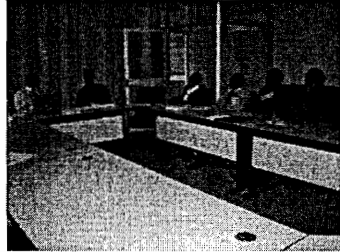
*Dr Biki S. Minyuku interacting with Mr. Rick Henning, Education Advisor and Ms. Beatrice Mweene, Education Specialist at the USAID Mission in Lusaka on Tuesday, 25 November, 2008*



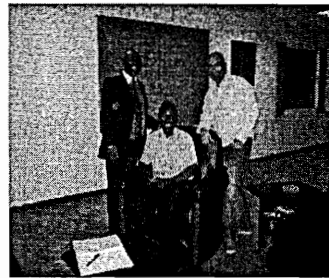
*Dr Biki S. Minyuku interviewing Head Teacher, Mrs. Idah Phiri; Grade 5 Teacher, Ms. Rebecca Lubasi as well as Grade 4 Teacher, Ms. Rhodah Mwale at Prince Takamado Basic School in Lusaka on Tuesday, 26 November, 2008*



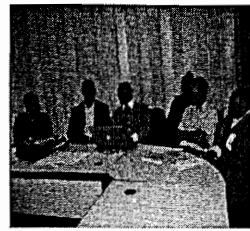
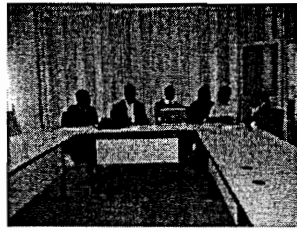
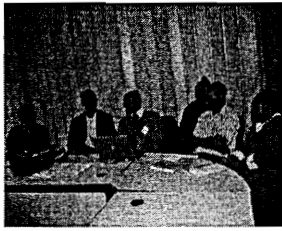
*Dr Biki S. Minyuku interviewing Mrs. Anna Chepenge, Senior Coordinator and Grade 5 Teacher and, sharing pleasantry parting shots with Mr. Fedelis Chisenga, the Head Teacher of Jacaranda Basic School in Lusaka on Tuesday, 27 November, 2008. Mrs. Glenda Malama [Cf. Cover Picture], Grade 4 Teacher, was interviewed by telephone.*



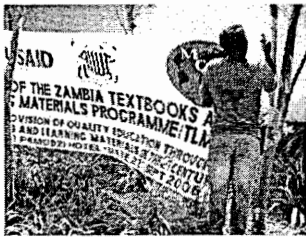
*Dr. Biki S. Minyuku participating in discussions at a Joint Meeting with Mr. Kyangubabi C. Muyebe, Mrs. Mary Lungu and Mr. Lazaous Mutale, members of the Joint CDC Sub-Committee and, the Technical Team consisting of Mr. Makumba F. Kaite, Ms. Rhoda Mtande, M. Crispin Mapulanga and Mr. Raphael Banda being the Writers and, Ms. Petronella Hachoon, one of the Editors and, Mr. Almakyo Banda, one of the Graphic Artists. Due to prior commitments, the Lead Writer, Mr. Dominic Nyambe as well as one Writer, Ms. Mercy M. Zulu; an Editor, Mr. Francis M. Manda and, one Graphic Designer, Mr. Kelvin Makumba were unable to participate.*



*Dr. Biki S. Minyuku in discussions with Messers. Lazaous Mutale, a CDC Sub-Committee Member and Writer as well as Nehme Moukheiber, Director of New Horizon Printing Press regarding the Zambian TLMs' production/printing.*



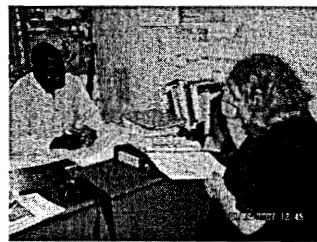
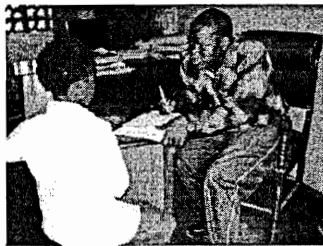
*Dr. Biki S. Minyuku with Ms. Mildred Chibale, Mrs. Martha Lukanga, Mr. Nathan DeAssis, Mrs. Mutinta Mweembe, Mr. Lazarous Mutale and Ms. Beatrice Mweene [far right] during the exchanges at the Zambian TLMP's Final Evaluation Exit Presentation and Discussion Meeting*



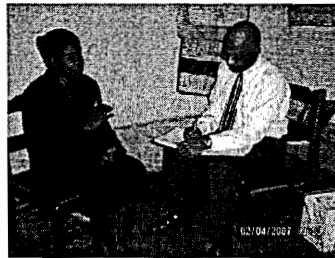
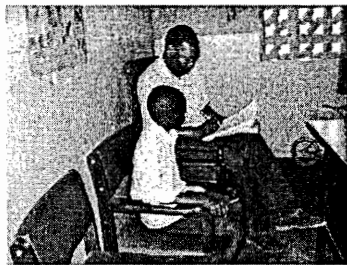
*Closing Remarks by Ms. Ida Phiri, Head Teacher of Prince Takamado Basic School at the Launch Ceremony of the Textbooks and Learning Materials Program (TLMP) held at Taj Pamodzi Hotel in Lusaka, Zambia on 21 September, 2006.*



*Capacity Building: Participating PRCCs, DRCCs & ZRCCs Teachers in the Training of Teachers Trainers Sessions from Experimental Group Schools, Teacher Training Colleges and {Ps. Insert Names of the Facilitators} at Mindolo Ecumenical Foundation in Kitwe on 16-19 July, 2007*



*Phased Monitoring of TLMs Field Tests in Zambia*



*Phased Monitoring of TLMs Field Tests in Zambia*



*Closing Remarks by Ms. Elizabeth Nyambe, Head Teacher of Libala Basic School at the Handover Ceremony of TLMs held at Libala Basic School in Lusaka, Zambia on 9 June 2008*





*Finalized TLMs in the hands of Strategic Partners: Form Left to Right: Mrs. Melissa Williams, USAID Zambia Mission Director with Ms. Beatrice Mweene, USAID Zambia Education Specialist; Mrs. Lillian E. L. Kapulu, MoE Permanent Secretary & Mr. Rich Henning, USAID Zambia Education Advisor*



*TLMs in the hands of & use by the Grade 4 Learners: Math Class at Jacaranda Basic School, Lusaka, Zambia*

**ANNEXURES**

**ANNEXURE #1**

**TLMP LETTER OF AWARD**

September 29, 2005

Dr. Ally Mack  
Executive Director  
Mississippi Consortium for International Development  
1225 Robinson Street  
Jackson, Mississippi 39203

Reference: RLA-A-00-05-00073-00

Dear Dr. Mack:

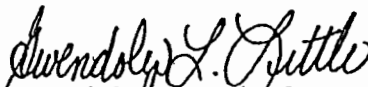
Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the U.S. Agency for International Development (USAID) hereby awards to Mississippi Consortium for International Development (hereinafter referred to as the "Recipient"), the sum of \$2,999,614.00 to provide support for the program entitled "Textbooks for African Children" as described in the Schedule of this award and in Attachment 2, entitled "Program Description."

This award is effective September 30, 2005 and obligation is made as of the date of this letter and shall apply to expenditures made by the Recipient in furtherance of program objectives during the period beginning with the effective date and ending September 29, 2008. USAID will not be liable for reimbursing the Recipient for any costs in excess of the obligated amount.

This award is made to the Recipient on condition that the funds will be administered in accordance with the terms and conditions as set forth in Attachment 1 (the Schedule), Attachment 2 (the Program Description), and Attachment 3 (the Standard Provisions), all of which have been agreed to by your organization.

Please sign the original and all enclosed copies of this letter to acknowledge your receipt of the award, and return the original and all but one copy to the undersigned.

Sincerely yours,



Gwendolyn L. Little  
Agreement Officer  
M/OAA/GRO/LMA

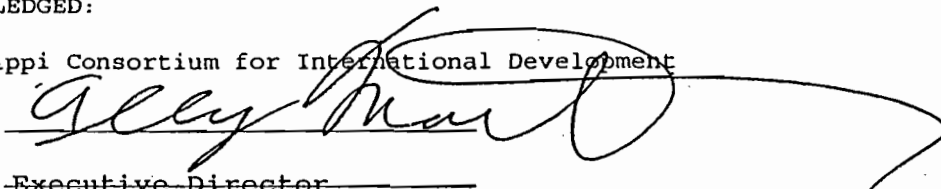
Attachments:

- A. Schedule
- B. Program Description
- C. Standard Provisions

ACKNOWLEDGED:

Mississippi Consortium for International Development

BY:



TITLE: Executive Director

DATE: September 30, 2005

**ANNEXURE # 2**

**The Zambian TLMP Letter of Implementation [LoI]**

**Textbooks & Learning Materials Program (TLMP)**

**LETTER OF IMPLEMENTATION**

Between

**The United States Agency for International Development  
(USAID/Washington & USAID/Zambia),**

**The Zambian Ministry of Education,  
&  
The Mississippi Consortium for International Development  
(MCID)**

## I. Background

The Mississippi Consortium for International Development (MCID), a collaborative endeavor of four historically black colleges and universities in Mississippi, will be the implementing partner in the Textbook Learning Materials Program (TLMP) to be executed in Zambia (USAID Grant Agreement RLA-A-00-05-00073-00).

The TLMP specifically focuses on challenges relating to the lack of textbooks and other learning materials in select schools across Zambia. Its objective is to develop and produce textbooks and educational materials for grades K–9 in mathematics, science and/or language arts. The TLMP will develop and produce 600,000 textbooks and learning materials in a collaborative partnership between MCID, the Zambian Ministry of Education, and the U.S. Agency for International Development (USAID) over a three-year period ending in 2008. The total amount of the grant for Zambia, including all costs related to book production, technical assistance, and administration of the activity, is U.S. \$3 million. The focus of book publication in Zambia will be math/numeracy for 4<sup>th</sup> and 5<sup>th</sup> graders with literacy as a secondary focus. As additional external resources are made available, consideration will be given to development of materials for science and the secondary grades.

While MCID's overarching goal is to provide 600,000 pieces of learning materials for primary level students, activities are designed to optimize linkages between functioning organizations relative to USAID/Zambia's education sector development strategy. MCID's analytic framework will consist of assessing three important component parts of linkages: values and capacity; process; and, anticipated impact. This analysis will provide the basis for capitalizing on strengths and improving weaknesses in existing cross-sectoral programming. This, in turn, will further strengthen the capacity of the Ministry of Education in the focus country to improve the quality of basic education.

## II. Purpose & Scope

The purpose of this Letter of Implementation is to outline the specific responsibilities of three parties: Party One (referred to as MCID), Party Two (referred to as the Zambian Ministry of Education [MOE]), and Party Three (referred to as USAID). MCID will work closely with USAID for technical direction and with Zambian MOE, specifically curriculum developers and educationalists, to write, publish, and distribute 600,000 high-quality, low-cost textbooks—based on the national Zambian curriculum—to students in target schools.

## III. Implementation

To achieve the purposes of this Letter the three Parties, individually and subject to the availability of funds and a stable environment, will jointly cooperate to produce and distribute learning materials that are based on the priorities and curriculum of Zambia and are culturally and socially acceptable. Collaboration—the process of having African and American partners work jointly to make more learning materials available to learners—is integral to the success of this program.

Specific joint efforts of the three parties will include:

- Mutual exchange of information and data on specific sectoral activities
- Support for the adoption of materials to improve school quality

- Coordination of technical assistance and other activities to ensure that the Zambia TLMP activity compliments and adds value to the USAID/Zambia bilateral education program wherever possible
- Establishing and participating in a Program Advisory Committee (PAC) - a committee of oversight and quality control
- Meeting periodically at the request of the Parties to share experiences and lessons learned, and facilitate the transmission of best practices
- Testing and implementation of verification and certification systems to monitor and measure the impact, effectiveness and sustainability of activities
- Sharing information on opportunities that may arise for collaboration with other partners and entities that may leverage resources invested by the Parties

To achieve these objectives, the Parties have delineated the following major responsibilities for each of the signatories of this Letter:

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

1. Communicate quarterly with the Zambia Ministry of Education (MOE) and the USAID/Zambia Education Team regarding the implementation of this activity in Zambia, including personal meetings as well as copies of all reports and program documents. The MOE and USAID will be provided with draft reports for input.
2. Communicate regularly with USAD to ensure that the project is on track and procedures are being followed.
3. Prepare and submit all deliverables per the Grant Agreement on schedule.
4. Jointly develop with the Zambian MOE and USAID a work plan that outlines the major activities, tasks, responsibilities, and timelines to be implemented by the TLMP in Zambia
5. Secure signed concurrence of the proposed work plan by the Zambian MOE (by the official to be designated by the MOE) and by the USAID Education Team Leader.
6. Collaborate with the Zambian MOE and USAID to identify Zambia partners and to select and supervise all personnel, professional development teams and activities associated with this project at MCID
7. Collaborate closely with the Zambian MOE and USAID to ensure that textbooks and learning materials are in concert with national curriculum guidelines, objectives and educational philosophy, as well as the testing systems of Zambian primary schools.
8. Manage and properly account for all program expenditures associated with TLMP including costs and cost share contributions.
9. Utilize printing services available in Zambia to the extent possible. Regional printing houses will be considered as a second option if all Zambian options are unobtainable.
10. Ensure textbooks and learning materials (TLM) go into classrooms and into hands of learners by assisting MOE to develop an in-country distribution



strategy. Due to the country's limited transportation infrastructure and budget limitations within the MOE, all efforts would be made by MCID to see product distribution to the end-users. MCID will provide technical guidance in the form of assisting the MOE with the development and review of the receiving, storage and distribution plan for the learning materials.

11. Secure office space and arrange communication systems for an MCID In-Country staff in Lusaka.
12. Establish a Program Advisory Committee (PAC), in close collaboration with the Zambian MOE and USAID, comprising staff approved by the MOE, which will set standards to insure the learning materials developed meet MOE standards. Sit as a member of the PAC. MCID will take the lead in arranging meetings, setting the agenda and recording the minutes. These documents are to be distributed to the MOE, USAID, PAC members and other stakeholders as necessary.
13. Ensure quality control over all stages of the learning materials production process to guarantee that all printed material is accurate and of the finest quality. MCID will follow USAID policy in developing bid packages, securing bids for all printing and publishing of learning materials.
14. Allocate technical assistance required to assess systematic issues and recommendations to improve book distributions to basic schools in Zambia.
15. Provide reasonable justification for targeting grade 4 and grade 5 mathematics textbooks through the Assessment Report (Activity Design and Implementation Report).
16. Provide technical capacity building support for the Curriculum Development Center, based on a needs-assessment. Project funds will be allocated to the extent possible based on approval by the USAID CTO for this purpose.
17. Assist the Zambian MOE in organizing field test of learning materials in select sites as identified by the MOE. MCID will provide the training to teacher trainers in close collaboration with the Zambian MOE on the use of the new learning materials to ensure the maximum benefit of the product.
18. Follow technical direction as provided by the USAID and the MOE
19. Coordinate all meetings with key MOE and USAID/Zambia officials, including regular meetings with MCID in-country staff, all MCID Home Office staff and consultants traveling to Zambia (including debriefings), and regular email and telephone communications with the MCID project director.
20. And otherwise work with all partners to ensure the complete success of this program. In particular MCID will work with private sector partners and other stakeholders in the design of a collaborative book distribution program that would leverage off existing resources.
21. Coordinate in-country activities through the Director of Planning and Information at the Zambian Ministry of Education.

## Zambian Ministry of Education (MOE)

1. Provide leadership to all partners in the activity, identifying the priorities and objectives of the Ministry of Education pertaining to the materials to be developed under the TLMP project
2. Approve the MCID annual work plan that outlines the major activities, tasks, responsibilities, and timelines to be implemented by the TLMP project in Zambia
3. Identify target provinces and/or schools to benefit from the learning materials developed
4. Mobilize selected schools, educators, school governing bodies, and others who may be needed to help achieve the goals, activities and tasks of this project
5. Assign an MOE lead staff member who will ensure effective implementation of the project.
6. Assist MCID in identifying PAC members and participate as a member of the PAC.
7. Assist MCID in identification of writers, editors and illustrators as needed for the identified learning materials.
8. Collaborate closely with MCID to professionally prepare and/or select all learning materials and type of content (mathematics) destined for the schools of Zambia involved in this partnership
9. Identify select sites for field tests and participate in field tests, if needed, of learning materials in Zambian schools with educators and learners
10. Review learning materials after field testing and identify changes and modifications required for the final product
11. Inspect and approve learning materials at the appropriate level in the MOE (to be designated as part of the work plan) before they are developed, printed, or distributed.
12. Organize trainings for teachers on utilization of final product(s). These trainings will be funded through the TLMP project.
13. Develop, with the assistance of MCID as needed, a detailed plan for receiving, storage, distribution and delivery of the printed TLMP materials. The costs associated with this component are the responsibility of the Zambian MOE. Prepare and submit a report on the receiving, inspection, acceptance, storage, and distribution of materials a copy of which should be submitted to MCID and USAID. In this respect the MOE and MCID will work towards identifying and recruiting private companies, institutions and organizations to create a Public Private Partnership (PPP). The purpose of the PPP will be to secure resources towards the distribution of the learning materials. The MOE will be responsible for overseeing the actual receiving, storage and distribution process and ensure TLMP materials are delivered to correct destinations/beneficiaries.

## USAID

1. Assist in identifying MCID in-country personnel including writers, editors and illustrators.
2. Provide MCID with briefings on the USAID basic education program in Zambia and advise MCID on how the TLMP activity could be used to strengthen USAID investments in basic education.
3. Participate with MCID in meetings with key MOE officials and other partners and stake holders.
4. Provide technical direction and consultation on materials development and overall activity implementation in Zambia.
5. Review and approve all TLMP documents to be printed by the Mississippi Consortium for International Development under the TLMP grant. The USAID approval process focuses on gaining assurance that MCID has secured the necessary approvals and clearances from the Zambian MOE before printing of the collaboratively-developed materials begins. Approval of the materials' content is the responsibility MOE.
6. Review and provide input for all deliverables including reports and a work plan prepared by MCID that outlines the major activities, tasks, responsibilities, and timelines to be implemented by the TLMP activity in Zambia.
7. Approve Program Advisory Committee (PAC) members chosen by MCID and the MOE to set standards for learning materials.
8. Provide feedback on programmatic issues to MCID and assist MCID with logistical guidance as needed.
9. Participate on Program Advisory Committee.

**IV. General Provisions**

1. This Letter shall take effect when executed by all parties and shall terminate at the end of three years. The Letter shall be renewed for additional two-year periods with a letter of amendment signed by all parties. Such notice must be made no later than ninety (90) days prior to the expiration of the preceding term. The Letter may be modified and abrogated by written consent of all parties at any time.
2. Notice with respect to this Letter shall be provided as follows:

***Ministry of Education of Zambia***  
Permanent Secretary  
Republic of Zambia  
P O Box 50093  
Lusaka Zambia

***USAID/Zambia***  
Mission Director  
351 Independence Ave  
P.O. Box 32481  
Lusaka, Zambia  
Telephone: +260 (1) 254303  
Fax: +260 (1) 254532  
Email: fhenning@usaid.gov

***Mississippi Consortium for International Development***  
Office of the Executive Director  
1225 Robinson Street  
Jackson, MS 39203, USA  
Telephone: +1 (601) 979-8648  
Fax: +1 (601) 979-8657  
Email: mcidintl@aol.com

V. Team Members of Each Signatory

Republic of Zambia - Ministry of Education  
Lillian L. E. Kapulu Permanent Secretary

USAID  
James Bednar, Mission Director

Mississippi Consortium for International Development  
Ally Mack, Executive Director



VI. SIGNATURES APPROVING THIS AGREEMENT

Ministry of Education

Signature

Name

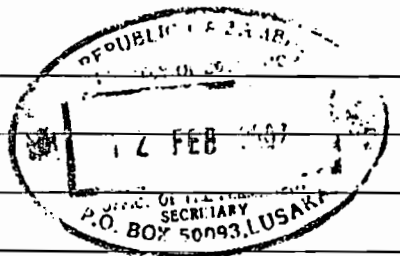
Lillian L. E. Kapulu

Title

Permanent Secretary

Date

\_\_\_\_\_



USAID

Signature

Name

James Bednar

Title

Mission Director USAID Zambia

Date

5 March, 2007

Mississippi Consortium for International Development (MCID)

Signature

Name

Ally Mack

Title

Executive Director

Date

3/19/07

**ANNEXURE # 3**

**List of Zambian TLMP Technical Team Members**

**Table 4****EVALUATION OF THE TEXTBOOKS AND LEARNING MATERIALS PROGRAMME (TLMP) IN ZAMBIA****TECHNICAL TEAM****LEAD WRITER**

<b>No.</b>	<b>Name</b>	<b>Title/Location</b>	<b>Cell No</b>	<b>Office No.</b>	<b>Postal Address</b>	<b>E-mail Address</b>
1.	Dominic Nalishebo Nyambe	Senior Education Standard Officer (Maths/Science) Ministry of Education (MOE)	0977746113	01-250340	PO Box 50093 Lusaka, Zambia	<a href="mailto:dnyambe@moe.gov.zm">dnyambe@moe.gov.zm</a> <a href="mailto:nyambenalishebo@yahoo.co.uk">nyambenalishebo@yahoo.co.uk</a>

Table 4

## WRITERS

No.	Name	Title/Location	Cell #	Office #	Postal Address	Email Address
1.	Raphael Banda	Curriculum Development Specialist Location: CDC	0977482502	01-254848	PO Box 50092, Lusaka	raphael.banda@yahoo.co.uk
2.	Lazarous Mutale	Curriculum Development Specialist Location: CDC	0977824925	01-254848	PO Box 50092, Lusaka	balaz_2004@yahoo.co.uk
3.	Mercy Mpola Zulu	Teacher (MARK) writer Location: Bauleni Community School	0977400961	-	PO Box 320099, Lusaka	-
4.	Crispin Mapulanga	Teacher (writer of 2, 5 and 3) Location: Lusaka Girls	0977654921		PO Box 30117, Lusaka	-
5	Makumba F Kaite	Primary Experience/Diploma/Diploma (Maths) BA Location: Munali Girls High	0977696407	01-295752	PO Box 36162, Lusaka	-
6	Rhoda M Mtande	Teacher (Writer) Location: Lusaka Girls	0977802293	01-252859	PO Box 30117, Lusaka	-



**Table 4**

**EDITORS**

No.	Name	Title	Cell #	Office #	Postal Address	Email Address
1.	Mutinta Mweembe	Chief Curriculum Specialist	0977404355	01-254848	PO Box 50092, Lusaka	<a href="mailto:mutintamweembe2004@yahoo.com">mutintamweembe2004@yahoo.com</a>
2.	Francis Manda	Specialist English	0955994102	01-254848	PO Box 50092, Lusaka	<a href="mailto:magivamanda@yahoo.com">magivamanda@yahoo.com</a>
3.	Petronella Hachona	Editorial Specialist	0977804691 0955804691	01-254848	PO Box 50092, Lusaka	-

**GRAPHIC ARTIST**

No.	Name	Title	Cell #	Office #	Postal Address	Email Address
1.	Kelvin Makungu	Curriculum Illustrator	0965450983	01-254848	PO Box 50092, Lusaka	-
2.	Almakyo Banda	Curriculum Illustrator - Freelance	0977417275	-	PO Box 320098, Lusaka	-

**ANNEXURE # 4**

**List of the Zambian TLMP CDC Sub-Committee Members**

**Table 2****CURRICULUM DEVELOPMENT CENTRE (CDC) SUB-COMMITTEE**

<b>Name</b>	<b>Title</b>	<b>Cell #</b>	<b>Office #</b>	<b>Postal Address</b>	<b>E-mail</b>
Mutinta M. Chisengele	Acting Principal Languages	0977 796672	01-254848	PO Box 50092, Lusaka	<a href="mailto:mutintachise@yahoo.com">mutintachise@yahoo.com</a>
Kyangubabi Chika Muyebaa	Senior Curriculum Specialist-Teacher Education	0977 873467	01-254848	PO Box 50092, Lusaka	<a href="mailto:chikamuyebaa1@yahoo.com">chikamuyebaa1@yahoo.com</a>
Lazarous Mutale	Curriculum Specialist (Mathematics)	0977 824925	01-254848	PO Box 50092, Lusaka	<a href="mailto:balaz_2004@yahoo.co.uk">balaz_2004@yahoo.co.uk</a>
Mutinta O. Mweembe	Chief Curriculum Specialist	0977 404355	01-254848	PO Box 50092, Lusaka	<a href="mailto:mutintamweembe2004@yahoo.co.uk">mutintamweembe2004@yahoo.co.uk</a>
Mary Mulaula Lungu	Principal Curriculum Specialist	0976 843337	01-254848	PO Box 50092, Lusaka	<a href="mailto:marymulaula@yahoo.com">marymulaula@yahoo.com</a>

**ANNEXURE # 5**

**Scope and responsibility Chart**

## SCOPE AND SEQUENCE CHART

### Scope and Sequence Chart

A scope and sequence chart is concerned with the arrangement of content in terms of breadth and depth. Such orderly arrangement is generally designed to facilitate teaching and learning.

Content and learning experiences are determined and prescribed on the basis of interests, needs and mental capacity of the pupils to comprehend at that particular level of education. The development of scope and sequence chart should take the following into consideration:

**Scope:** What are the topics to be taught? How much content is to be covered at the grade level? Here we concerned with the breadth and depth of coverage.

**Sequence:** Are topics arranged in an order which will facilitate teaching and learning? Which piece of content is a prerequisite to which? What learning experiences should precede which and when? Are the various elements of the content to be taught arranged in a meaningful order of difficulty? Does the sequence take into account the mental maturity of the pupils?

**Continuity:** Is each topic developed further at this grade? Is there a gradual development of each topic? Is there an acceptable rationale for any apparent lack of continuity? Remember that continuity deals with the continued presence of curriculum elements and note that the concept of continuity is very important. Once a topic has been introduced it must continue.

### Articulation:

- There must be a relationship between and among the topics.
- Theory and practice must go together. Is there any evidence of this in the content coverage?
- The pupils must experience content as a unity. They must not experience content in a disconnected manner.
- School learning must not only include interpretation but also application.
- School learning must relate to current life outside the school. In other words, to what extent are content and learning experiences related to be real life of the community?
- Interface between one content area must be related to other content area.

**Balance:**

- There must be a reasonable balance in content in terms of order in scope and sequence; there must be balance between the breadth and depth of content for each topic and at each grade level.
- The sequence in which each of the content elements are taught must reflect a reasonable balance between individual needs and interests and mental maturity of the pupils to comprehend.
- There must be a balance between breadth and depth of content and the amount of time available for the teaching.
- There should be a balance between the extent to which curriculum provides for balance in content and learning experiences. Consider also the extent to which there is a balance between the provision of books and other teaching and learning aids for background, interpretation and application.

**Integration:**

- Scope and sequence must take into account the fact that learning is more effective when content of one subject is related meaningfully to content in another subject.
- It is important to inter-relate content themes, ideas and facts in order to show the unity or oneness of knowledge.

### **Teacher Guide Format**

- Specific out comes
- Teaching and Learning Resources
- Background Information
- Suggested Methodologies
- Remedial and extension work
- Continuous Assessment
- Answer to exercises

THE CURRICULUM DEVELOPMENT CENTRE  
AND  
MISSISSIPPI CONSORTIUM FOR INTERNATIONAL DEVELOPMENT (MCID)

**SCOPE AND SEQUENCE CHART  
FOR  
BASIC MATHEMATICS 5**

Mathematics Writing Team  
Mwiza Lodge (November 2006)



Specific Objective	Topic	Sub - Topic	Learning and Teaching Strategies/ Skills	Cross-cutting Issues	Contents		Suggested Teaching/ Learning Aids
					Pupils Book	Teachers' Guide	
5.1 SETS	5.1.1 Use set notations	Set Notation	<ul style="list-style-type: none"> <li>Grouping</li> <li>Listing</li> <li>Sorting</li> <li>Matching</li> <li>Drawing</li> <li>Reading</li> <li>Writing</li> </ul>	HIV/AIDS	<ul style="list-style-type: none"> <li>Membership using <math>\in</math> and <math>\notin</math></li> <li>Show notation by listing, <math>\{ \}</math> and description</li> <li>3 Examples (Membership, Listing &amp; description)</li> <li>An Exercise with 10 items (3 on member of <math>\in</math> and 3 on not member of <math>\notin</math>, and 4 on listing using curly brackets)</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Background information.</li> <li>Suggested Methodology; group, pair &amp; Individual work</li> <li>Remedial &amp; Extension work</li> <li>Suggested Teaching &amp; Learning resources</li> <li>Answers to exercises</li> </ul>	<ul style="list-style-type: none"> <li>People</li> <li>Posters</li> </ul>
	5.1.2 Identify sets	Subsets	<ul style="list-style-type: none"> <li>Counting</li> <li>Classification</li> <li>Matching</li> <li>Sorting</li> </ul>	Gender, HIV/AIDS	<ul style="list-style-type: none"> <li>Identification of subsets eg. Sets of words, numbers, variables {cat, dog, horse}, {2, 4, 6}, {w, x, y, z} etc.</li> <li>Exercises; Draw subsets, state and identify subsets (words, numbers, variables)</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Background information</li> <li>Suggested methodology; Teacher/ class discussion on sets of common fruits, Utensils, names etc</li> <li>Suggested Teaching &amp; Learning resources</li> <li>Answers to exercises</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Chalkboard</li> </ul>
	5.1.3 Use the subset symbol $\subset$	Subset symbols	Identification		<ul style="list-style-type: none"> <li>The use of the symbol <math>\subset</math></li> <li>Use of subset symbol to make expressions e.g. <math>A \subset B</math></li> <li>Exercises; Use symbol to show subset expressions</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Suggested methodology; Teacher exposition, question &amp; answer</li> <li>Answers to exercises</li> <li><b>Teacher to be advised to give end of topic Assessment</b></li> </ul>	
5.2 NUMBERS AND NOTATION	5.2.1 Read and write whole numbers in figures and words up to 100 000	Place Value and Notation	<ul style="list-style-type: none"> <li>Place value</li> <li>Notation</li> <li>Reading numbers upto 100 000 in figures</li> <li>Writing numbers up to 100 000 in words</li> </ul>	HIV/ AIDS Population	Short Background / Introduction Examples: 3 examples and 10 items on each of the following: <ul style="list-style-type: none"> <li>Place value</li> <li>Notation</li> <li>Reading numbers upto 100,000 in figures</li> <li>Writing numbers up to 100,000 in words</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcomes</li> <li>Background information and suggestions for the teacher on areas of difficulty.</li> <li>Methodology: Group work, Pair and Individual work.</li> <li>Remedial and extension work</li> </ul>	Chalkboard Abacus
	5.2.2 Expressing six digit numbers	Place Value and Notation	<ul style="list-style-type: none"> <li>Expanding 4 digit numbers</li> <li>Expanding 5 digit numbers</li> </ul>	HIV/ AIDS Population	Examples: 3 examples and exercise items on each of the following: <ul style="list-style-type: none"> <li>4 on Expanding 4 digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcomes</li> <li>Background information and suggestions for the teacher on areas of difficulty.</li> </ul>	Chalkboard Abacus

	in expanded notation		<ul style="list-style-type: none"> <li>Expanding 6 digit numbers</li> </ul>		<ul style="list-style-type: none"> <li>4 on Expanding 5 digit numbers</li> <li>10 on Expanding 6 digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>Methodology: Group work, Pair and Individual work.</li> <li>Remedial and extension work</li> </ul>	
	5.2.3 Arrange whole numbers in order of size	<ul style="list-style-type: none"> <li>Ordering of numbers</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the symbols "&lt;" and "&gt;"</li> <li>Arranging whole numbers in order of size (Ascending and descending).</li> </ul>	Population	<p>Introduction</p> <p>Examples:</p> <p>3 examples and 10 items on each of the following:</p> <ul style="list-style-type: none"> <li>Introducing the symbols "&lt;" and "&gt;"</li> <li>Arranging three 5 digit numbers in order of size.</li> <li>Arranging three 6 digit numbers in order of size.</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcomes</li> <li>Background information and suggestions for the teacher on areas of difficulty.</li> <li>Methodology: Group work, Pair and Individual work.</li> <li>Remedial and extension work</li> <li>Answers to exercises</li> <li>Continuous assessment</li> </ul>	<ul style="list-style-type: none"> <li>Chalkboard</li> <li>Abacus</li> <li>Pupils</li> </ul>
5.3 ADDITION	5.3.1 Add whole numbers up to 100 000	Addition of whole numbers (Horizontal & Vertical)	<ul style="list-style-type: none"> <li>Computation</li> <li>Counting</li> <li>Place Value</li> </ul>	HIV/AIDS, Environment	<ul style="list-style-type: none"> <li>Brief Introduction of topic</li> <li>Horizontal &amp; vertical addition (ie. <math>256+1056</math>, and <math>1056+256</math>)</li> <li>4 examples (2 horizontal &amp; 2 vertical addition)</li> <li>An Exercise with 20 items (10 horizontal &amp; 10 vertical)</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Background inform.</li> <li>Suggested Methodology; teacher exposition &amp; group work</li> <li>Remedial &amp; Extension work</li> </ul>	<ul style="list-style-type: none"> <li>Counters</li> <li>Chalk Board</li> </ul>
	5.3.2 Add Numbers using the number line	Addition of whole numbers using Number line	<ul style="list-style-type: none"> <li>Counting</li> <li>Drawing</li> <li>Reading &amp; writing</li> <li>Measuring</li> </ul>	Gender	<ul style="list-style-type: none"> <li>Brief Introduction of sub- topic</li> <li>Addition using the positive part of number line</li> <li>Real life number line (eg. Traveling to destination with intermediate point)</li> <li>4 examples (3 on number line &amp; 1 on real life)</li> <li>An exercise with 10 items (Includes word problems)</li> <li>15 – 20 items revision</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Background inform</li> <li>Suggested methodology; Teacher exposition, Involvement of whole class in question and answer</li> <li>Answers to exercises</li> <li><b>Teacher to be advised to give end of topic assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>Number line Chart</li> <li>Board Ruler</li> <li>Chalk Board</li> </ul>
5.4 SUBTRACTION	5.4.1 Subtract whole numbers up to 100 000	Subtraction of whole numbers	Reading, writing and subtracting whole numbers up to 6 digit numbers.	Population, HIV/ AIDS	<p>Introduction</p> <p>Examples:</p> <p>3 examples and 10 items on each of the following:</p> <p>Reading, writing and subtracting whole numbers up to 100 000</p>	<ul style="list-style-type: none"> <li>Specific outcomes</li> <li>Background information and suggestions for the teacher on areas of difficulty.</li> <li>Methodology: Group work, Pair and Individual work.</li> <li>Remedial and extension work</li> <li>Answers to exercises</li> <li>Continuous assessment</li> </ul>	Chalkboard Abacus
	5.4.2 Subtract numbers using a number	<ul style="list-style-type: none"> <li>Number line</li> <li>Position of numbers on number</li> </ul>	<ul style="list-style-type: none"> <li>Positioning of numbers on the number line</li> <li>Position of numbers on number line</li> </ul>	Gender	<p>Introduction</p> <p>Examples:</p> <p>3 examples and 5 to 10 exercise items on each of the following:</p> <ul style="list-style-type: none"> <li>The Number Line.</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcomes</li> <li>Background information and suggestions for the teacher on areas of difficulty.</li> <li>Methodology: Group work, Pair</li> </ul>	Chalkboard Number line chart.

	line.	line	<ul style="list-style-type: none"> <li>Subtraction of numbers using a number line.</li> </ul>		<ul style="list-style-type: none"> <li>Position of numbers on the number line.</li> <li>Subtracting whole using a number line.</li> <li>Subtracting numbers using a number line.</li> </ul>	<ul style="list-style-type: none"> <li>and individual work.</li> <li>Remedial and extension work</li> <li>Answers to exercises</li> <li>Continuous assessment</li> </ul>	
<b>5.5 MULTIPLICATION</b>	5.5.1 Multiply whole numbers up to 100 000	Multiplication of whole numbers	<ul style="list-style-type: none"> <li>Addition</li> <li>Reading &amp; writing</li> </ul>	Population	<ul style="list-style-type: none"> <li>Brief Introduction of topic</li> <li>Multiplication of whole numbers by 2 &amp; 3 digit numbers (Product to be at most 100 000)</li> <li>4 examples (2 for whole numbers, 2 for 2 digit numbers &amp; 2 for 3 digit number)</li> <li>An exercise with 20 items, 10 for 2 digit &amp; 10 for 3 digit numbers (Include word problems)</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Background information.</li> <li>Suggested Methodology; Oral recap. Of multiplication table (Mental), group competition &amp; individual work</li> <li>Remedial &amp; Extension work</li> <li>Answers to exercises</li> </ul>	<ul style="list-style-type: none"> <li>Counters</li> </ul>
	5.5.2 Apply the properties of multiplication by zero	Multiplication by zero	<ul style="list-style-type: none"> <li>Addition</li> <li>Reading &amp; writing</li> <li>Place value</li> </ul>		<ul style="list-style-type: none"> <li>Multiplication by zero (where multiplier or multiplicand has digit zero ) ie. <math>102 \times 908</math>; <math>96 \times 209</math></li> <li>3 examples where multiplier has 0, multiplicand has 0 &amp; both multiplier &amp; multiplicand have 0)</li> <li>An exercise with 10 items (include word problems)</li> <li>Revision Exercise with 15 – 20 items</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Background information</li> <li>Suggested Methodology; teacher exposition., group, Individual work</li> <li>Answers to exercises</li> <li><b>Teacher to be advised to give end of topic Continuous assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>Chalk Board</li> </ul>
<b>5.6 DIVISION</b>	5.6.1 Divide Whole numbers by 100 and multiples of 100 with dividend up to 100,000.	<ul style="list-style-type: none"> <li>Short division.</li> <li>Long division</li> </ul>	Dividing whole numbers by 100 and multiples of 100 using: <ul style="list-style-type: none"> <li>Short division identifying multiples of 100.</li> <li>Long division – subtracting, carrying and place valuing</li> </ul>	Population	<ul style="list-style-type: none"> <li>Background information</li> <li>Introduction</li> <li>Examples: 2 on each of the following</li> <li>Short division</li> <li>Long division</li> </ul> 5 to 10 exercise items on each of the following: <ul style="list-style-type: none"> <li>on short division by 100</li> <li>on long division by multiples of 100</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcomes</li> <li>Background information and suggestions for the teacher on areas of difficulty.</li> <li>Methodology: Group work, Pair and Individual work.</li> <li>Remedial and extension work</li> <li>Continuous assessment</li> <li>Answers to exercises</li> </ul>	Chalkboard Pupils

Specific Outcome	Topic	Sub - Topic	L & T Strategies/ Skills	Cross Cutting Issues	Contents		Suggested Teaching/ Learning Aids
					Pupils Book	Teachers' Guide	
<b>5.7 ARITHMETIC</b>	5.7.1 Prepare simple household bills	Household bills	<ul style="list-style-type: none"> <li>Addition &amp; subtraction of money</li> <li>Multiplication &amp; Division of money</li> </ul>	Life skills (decision making, entrepreneurship)	<ul style="list-style-type: none"> <li>Brief introduction of topic</li> <li>An illustration of grocery shop with prices displayed on various items</li> <li>2 examples in establishing the cost of simple household budget (Use items in illustration)</li> <li>An exercise with 5 - 10 items (varied questioning techniques; Include word problems)</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Background information</li> <li>Suggested methodology; teacher exposition, group &amp; individual work</li> </ul>	<ul style="list-style-type: none"> <li>Chart of a bill</li> <li>Chalk board</li> <li>Money/Kwacha notes</li> </ul>
	5.7.2 Solve simple problems involving money	Working with money	<ul style="list-style-type: none"> <li>Addition &amp; subtraction of money</li> <li>Multiplication &amp; Division of money</li> </ul>	Life skills (decision making, entrepreneurship)	<ul style="list-style-type: none"> <li>Brief introduction of topic</li> <li>The four operations (addition, subtraction, multiplication &amp; division) in relation to money</li> <li>2 examples in addition (ie. Vertical &amp; horizontal)</li> <li>2 examples in subtraction (ie. Vertical &amp; horizontal)</li> <li>2 examples in multiplication (ie. Vertical &amp; horizontal)</li> <li>2 examples in division (ie. Vertical &amp; horizontal)</li> <li>An exercise with 5 -10 items for all the operations (addition, subtraction, multiplication &amp; division) in vertical &amp; horizontal</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Background information (treat each of the four operations as lesson on its own)</li> <li>Suggested methodology; teacher exposition Group &amp; individual work</li> </ul>	<ul style="list-style-type: none"> <li>Money/Kwacha notes</li> <li>Chalk board</li> </ul>
	5.7.3 Simple application of a ready reckoner	Ready Reckoner	<ul style="list-style-type: none"> <li>Reading</li> <li>Counting</li> <li>Addition &amp; subtraction</li> </ul>	Life skills, entrepreneurship, problem solving and decision making	<ul style="list-style-type: none"> <li>Brief Introduction of topic</li> <li>Ready reckoner as a quick way of finding the cost of items</li> <li>An exercise with 5 - 10 items on establishing cost of given number of items. (Let pupils copy the ready reckoner &amp; then answer questions based on it .</li> <li>Revision Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Background information</li> <li>Suggested methodology; teacher may introduce topic then conduct quiz with pupils in groups</li> <li>Answers to exercises</li> <li><b>Teacher to be advised to Continuous give end of topic assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>Various charts of reckoners</li> </ul>
<b>5.8 NUMBER PATTERNS</b>	5.8.1 Demonstrate mathematical skills by completing number	Number patterns involving <ul style="list-style-type: none"> <li>Addition</li> <li>Subtraction</li> </ul>	Calculating sequences involving <ul style="list-style-type: none"> <li>Addition</li> <li>Subtraction</li> <li>Multiplication</li> </ul>	Population	Background Introduction Examples: 3 each involving sequences on: <ul style="list-style-type: none"> <li>Addition</li> </ul>	Specific outcomes Background information and suggestions for the teacher on areas of difficulty. Methodology: Group work, Pair and Individual work.	Chalkboard Number cards

	sequences	<ul style="list-style-type: none"> <li>• Multiplication</li> <li>• Division</li> </ul>	<ul style="list-style-type: none"> <li>• Division</li> </ul>		<ul style="list-style-type: none"> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Division</li> </ul> <p>10 items of exercise each involving the subtopics</p>	Remedial and extension work Continuous assessment Answers to exercises	
<b>5.9 FRACTIONS</b>	5.9.1 Apply the basic operations of add. & subtract. On fractions	Addition & Subtraction of fractions	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Division</li> <li>• Multiplication</li> <li>• Writing</li> </ul>	Governance, Gender, HIV/AIDS	<ul style="list-style-type: none"> <li>• Brief introduction of topic</li> <li>• Addition of fractions with common denominator</li> <li>• Addition of fractions with different denominators</li> <li>• Subtraction of fractions with common denominator</li> <li>• Subtraction of fractions with different denominators</li> <li>• Examples (2 for each case)</li> <li>• An exercise with 5 -10 items for each case)</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Outcome</li> <li>• Background information</li> <li>• Suggested methodology; teacher exposition , group/pair &amp; individual work</li> <li>• Remedial &amp; Extension work</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Chalk board</li> </ul>
	5.9.2 Convert mixed to improper fractions and vice versa	Conversion of Fractions	<ul style="list-style-type: none"> <li>• Division</li> <li>• Multiplication</li> <li>• Addition</li> </ul>		<ul style="list-style-type: none"> <li>• Brief introduction of sub- topic</li> <li>• Converting mixed numbers to improper fractions</li> <li>• Converting improper to mixed numbers</li> <li>• Examples (2 for each of the two cases</li> <li>• Exercise, 5 – 10 for each of the two cases</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Outcome</li> <li>• Background information</li> <li>• Suggested methodology; teacher exposition group/pair &amp; individual work</li> <li>• Remedial &amp; Extension work</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk board</li> </ul>
	5.9.3 Multiply whole numbers by fractions	Multiplication of fractions by whole numbers	<ul style="list-style-type: none"> <li>• Division</li> <li>• multiplication</li> </ul>	Environment, HIV/AIDS	<ul style="list-style-type: none"> <li>• Brief introduction of sub-topic</li> <li>• Multiplication of whole numbers by proper fractions (eg. <math>24 \times \frac{1}{4}</math>)</li> <li>• Multiplication of fractions by whole numbers (eg. <math>\frac{1}{4} \times 24</math>)</li> <li>• Multiplication of whole numbers by mixed number (eg. <math>6 \times 1\frac{1}{2}</math>)</li> <li>• Multiplication of mixed numbers by whole number (eg. <math>1\frac{1}{2} \times 6</math>)</li> <li>• 4 examples, one for each case</li> <li>• An exercise 20 items, 5 for each case)</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Outcome</li> <li>• Background information</li> <li>• Suggested methodology; teacher exposition &amp; group &amp; individual work</li> <li>• Remedial &amp; Extension work</li> </ul>	<ul style="list-style-type: none"> <li>• Charts (showing multiplication of fractions by whole numbers)</li> <li>• Chalk board</li> </ul>
	5.9.4 Divide whole numbers by fractions	Division whole numbers by fractions	<ul style="list-style-type: none"> <li>• Division</li> <li>• Multiplication</li> </ul>	HIV/AIDS, Governance	<ul style="list-style-type: none"> <li>• Brief introduction of sub-topic</li> <li>• Divide whole numbers by proper fractions ( ie. <math>4 \div \frac{1}{2}</math>)</li> <li>• Divide proper fractions by whole numbers ( ie. <math>\frac{1}{2} \div 4</math>)</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Outcome</li> <li>• Background information</li> <li>• Suggested methodology; teacher exposition &amp; group &amp; individual work</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

Specific Outcome	Topic	Sub - Topic	Learning and teaching strategies/ Skills	Cross Cutting Issues	Contents		Suggested Teaching/ Learning Aids
					Pupils Book	Teachers' Guide	
	Fractions (Contd.)	Division of whole numbers by mixed numbers	<ul style="list-style-type: none"> <li>• Division</li> <li>• Multiplication</li> </ul>	HIV/AIDS, Governance	<ul style="list-style-type: none"> <li>• Dividing whole numbers by mixed numbers (<math>6 + 1\frac{1}{2}</math>), mixed numbers by whole numbers (<math>1\frac{1}{2} + 6</math>)</li> <li>• 4 examples, 1 for each case</li> <li>• Exercise, 5 items for each case.</li> <li>• Revision Exercise 15 – 20 items</li> </ul>	<ul style="list-style-type: none"> <li>• Specific outcome</li> <li>• Background information</li> <li>• Suggested methodology; teacher may introduce topic then conduct quiz with pupils in groups, Individual work</li> <li>• Answers to exercises</li> <li>• <b>Teacher to be advised to give end of topic Continuous assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• Chalk board</li> </ul>
<b>5.10 DECIMALS</b>	5.10.1 Identify decimal numbers	<ul style="list-style-type: none"> <li>• Place values for whole numbers</li> <li>• Place values for decimal numbers</li> </ul>	Reading and writing numbers involving decimal numbers		Background/ Introduction Examples: 3 each involving decimals: <ul style="list-style-type: none"> <li>• Place values for whole numbers</li> <li>• Place values for decimal numbers</li> </ul> 10 items of exercise each on: <ul style="list-style-type: none"> <li>• Place values for whole numbers</li> <li>• Place values for decimal numbers</li> </ul>	Specific outcomes Background information and suggestions for the teacher on areas of difficulty. Methodology: Group work, Pair and Individual work. Remedial and extension work	Chalkboard Decimal Chart
	5.10.2 State decimal names (names for 0.1, 0.01)	Decimal names	Reading and writing numbers involving decimal numbers	Population	Examples: 3 each involving decimals: <ul style="list-style-type: none"> <li>• Place values for whole numbers</li> <li>• Place values for decimal numbers</li> </ul>	Specific outcomes Background information and suggestions for the teacher on areas of difficulty. Methodology: Group work, Pair and Individual work. Remedial and extension work	Chalkboard Decimal Chart
	5.10.3 Convert common fractions to decimal numbers up to 2 decimal places.	Conversions of common fractions to decimal numbers	Converting common fractions to decimal numbers and decimals Numbers to common fractions.		Background Introduction Examples: 3 each involving decimal numbers:  Converting common fractions to decimal numbers and decimal numbers to common fractions.  10 items of exercise each on: <ul style="list-style-type: none"> <li>• Converting common fractions to</li> </ul>	Specific outcomes Background information and suggestions for the teacher on areas of difficulty. Methodology: Group work, Pair and Individual work. Remedial and extension work.	Chalkboard Decimal Chart

					decimal numbers and decimals • Numbers to common fractions.		
	5.10.4 add and subtract decimal numbers up to 2 decimal places	<ul style="list-style-type: none"> <li>• Addition of decimal numbers</li> <li>• Subtraction of decimal numbers</li> </ul>	Vertical addition and vertical subtraction of decimal numbers p to 2 decimal places	Entrepreneurship	Background Introduction Examples: 3 each involving decimal numbers on : <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction.</li> </ul>	Specific outcomes Background information and suggestions for the teacher on areas of difficulty. Methodology: Group work, Pair and Individual work. Remedial and extension work	Chalkboard Decimal Chart
	5.10.5 Multiply decimal numbers by whole numbers with one or two digits	Multiplying decimal numbers	Vertical multiplication of decimals	Entrepreneurship	Background Introduction Examples: 3 each involving Multiplication of decimals.	Specific outcomes Background information and suggestions for the teacher on areas of difficulty. Methodology: Group work, Pair and Individual work. Remedial and extension work	Chalkboard Decimal Chart
	5.10.6 Divide decimal numbers by whole numbers with one or two digits	Division of decimal numbers	Dividing decimal numbers by whole numbers with one or two digits	Entrepreneurship	Examples: 3 each involving decimals on : <ul style="list-style-type: none"> <li>• Short division</li> <li>• Long division</li> </ul> 5 to 10 exercise items on each of the following: <ul style="list-style-type: none"> <li>• on short division</li> <li>• on long division</li> </ul>	<ul style="list-style-type: none"> <li>• Specific outcomes</li> <li>• Background information and suggestions for the teacher on areas of difficulty.</li> <li>• Methodology: Group work, Pair and Individual work.</li> <li>• Remedial and extension work.</li> <li>• Continuous assessment on decimals</li> <li>• Answers to exercises on decimals</li> </ul>	Chalkboard Decimal Chart
<b>5.11 FACTORS</b>	5.11.1 Define prime and composite numbers	Prime & Composite numbers	<ul style="list-style-type: none"> <li>• Multiplication</li> <li>• Division</li> </ul>		<ul style="list-style-type: none"> <li>• Brief introduction of topic</li> <li>• Prime and composite numbers</li> <li>• Factors of composite numbers</li> <li>• 4 examples, 2 for each (ie. Prime &amp; composite numbers)</li> <li>• Exercise, 5 – 10 items for each case</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Outcome</li> <li>• Background information</li> <li>• Suggested methodology; teacher exposition, pair and individual work</li> </ul>	<ul style="list-style-type: none"> <li>• Times Tables</li> <li>• Charts</li> <li>• Chalk board</li> </ul>
	5.11.2 Identify lowest common multiple	Lowest Common Multiples (LCM)	<ul style="list-style-type: none"> <li>• Multiplication</li> <li>• Division</li> <li>• Addition</li> <li>• Recognising</li> <li>• Comparing</li> </ul>		<ul style="list-style-type: none"> <li>• Brief introduction of sub-topic</li> <li>• Finding multiples</li> <li>• Picking out the LCM</li> <li>• 2 examples</li> <li>• An exercise with 5 - 10 items</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Outcome</li> <li>• Background information</li> <li>• Suggested methodology; teacher exposition, pair and individual work</li> </ul>	<ul style="list-style-type: none"> <li>• Times Tables</li> <li>• Charts</li> <li>• Chalk board</li> </ul>
	5.11.3 Identify highest common factor	Highest Common Factor	<ul style="list-style-type: none"> <li>• Multiplication</li> <li>• Division</li> <li>• Addition</li> <li>• Recognising</li> <li>• Comparing</li> </ul>		<ul style="list-style-type: none"> <li>• Brief introduction of sub-topic</li> <li>• Identifying factors</li> <li>• Picking out the HCF</li> <li>• 4 examples, 2 for finding factors &amp; 2 for HCF)</li> </ul>	<ul style="list-style-type: none"> <li>• Specific outcome</li> <li>• Background information</li> <li>• Suggested methodology; teacher may introduce topic then conduct quiz with</li> </ul>	<ul style="list-style-type: none"> <li>• Times table</li> <li>• Chalk board</li> </ul>

					<ul style="list-style-type: none"> <li>An exercise with 20 items (10 for each)</li> <li>Revision Exercise, 15 – 20 items</li> </ul>	<p>pupils in groups, Individual work</p> <ul style="list-style-type: none"> <li>Answers to exercises</li> </ul> <p><b>Teacher to be advised to give end of topic Continuous assessment</b></p>	
<b>5.12 MEASUREMENT</b>	5.12.1 Apply the basic mathematical operations of addition, subtraction, multiplication, division on measurement of length, mass and capacity	<ul style="list-style-type: none"> <li>length,</li> <li>mass and capacity</li> </ul>	<ul style="list-style-type: none"> <li>Vertical addition and subtraction</li> <li>Vertical multiplication</li> <li>Short and Long division</li> </ul>	Life skills; Decision making and problem solving.	<p>Background/ Introduction</p> <p>Examples:</p> <p>3 each Involving:</p> <ul style="list-style-type: none"> <li>Vertical addition and subtraction</li> <li>Vertical multiplication</li> <li>Short and long division</li> </ul> <p>5 to 10 exercise items on each of the following:</p> <ul style="list-style-type: none"> <li>length,</li> <li>mass</li> <li>capacity</li> </ul> <p>15 to 20 items on Revision Exercise</p>	<ul style="list-style-type: none"> <li>Specific outcomes</li> <li>Background information and suggestions for the teacher on areas of difficulty.</li> <li>Methodology: Group work, Pair and Individual work.</li> <li>Remedial and extension work</li> <li>Continuous assessment</li> <li>Answers to exercises</li> </ul>	<ul style="list-style-type: none"> <li>Chalkboard</li> <li>Cooking oil Containers</li> <li>Meter rulers</li> <li>30 cm ruler</li> <li>Scale</li> <li>Bathroom scale.</li> <li>measuring tape</li> <li>Weights</li> <li>Beam balance</li> <li>Spring balance</li> </ul>
	5.12.2 Read and write time using the 24 hour clock	Reading and writing time	<ul style="list-style-type: none"> <li>Reading and writing time in hours</li> <li>Reading and writing time in hours and minutes</li> <li>Addition and subtraction of time.</li> </ul>	Environment	<p>Background/ Introduction</p> <p>Examples:</p> <p>3 each involving:</p> <ul style="list-style-type: none"> <li>Reading and writing time in hours</li> <li>Reading and writing time in hours and minutes</li> <li>Addition and subtraction of time.</li> </ul> <p>5 to 10 exercise items on each of the following:</p> <ul style="list-style-type: none"> <li>Reading and writing time in hours</li> <li>Reading and writing time in hours and minutes</li> <li>Addition and subtraction of time.</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcomes</li> <li>Background information and suggestions for the teacher on areas of difficulty.</li> <li>Methodology: Group work, Pair and Individual work.</li> <li>Remedial and extension work</li> <li>Continuous assessment</li> <li>Answers to exercises</li> </ul>	<ul style="list-style-type: none"> <li>Clock face</li> <li>Manila paper clock with moving hands.</li> <li>Wall Clock</li> </ul>
	5.12.3 Read temperatures using the Celsius thermometer	Reading temperatures in degree Celsius	<ul style="list-style-type: none"> <li>Reading and writing temperatures</li> </ul>	<ul style="list-style-type: none"> <li>Environment</li> <li>Health</li> </ul>	<p>Background Introduction</p> <p>Examples:</p> <p>3 each involving:</p> <ul style="list-style-type: none"> <li>Reading temperature</li> <li>Writing temperature</li> <li>Addition and subtraction of temperature.</li> </ul> <p>5 to 10 exercise items on reading and</p>	<p>Specific outcomes</p> <p>Background information and suggestions for the teacher on areas of difficulty.</p> <p>Methodology: Group work, Pair and Individual work.</p> <p>Remedial and extension work</p> <p>Continuous assessment</p> <p>Answers to exercises</p>	<ul style="list-style-type: none"> <li>Chalkboard</li> <li>Chart on temperature</li> <li>Warm water</li> <li>Ice cubes</li> <li>Thermometer</li> </ul>



					writing temperature.		
	5.12.4 Calculate perimeter of a rectangle by formula	Perimeter of rectangle	<ul style="list-style-type: none"> <li>Sides of rectangle (Length and Breadth)</li> <li>Formula of rectangle</li> <li><math>P = (l + b) \times 2</math></li> </ul>	Environment Entrepreneurship	Background/ Introduction Examples: 3 each involving: <ul style="list-style-type: none"> <li>Sides of rectangle (Length and Breadth)</li> <li>Formula of rectangle</li> <li><math>P = (l + b) \times 2</math></li> </ul> 5 to 10 exercise items on: <ul style="list-style-type: none"> <li>Formula of rectangle</li> <li><math>P = (l + b) \times 2</math></li> </ul>	Specific outcomes Background information and suggestions for the teacher on areas of difficulty. Methodology: Group work, Pair and Individual work. Remedial and extension work	<ul style="list-style-type: none"> <li>Chalkboard</li> <li>30 cm ruler</li> <li>Diagram of well labeled rectangle</li> </ul>
	5.12.5 Calculate area of a rectangle by formula	Area of rectangle	Area of rectangle by formula $A = \text{length} \times \text{Breadth}$	Environment Entrepreneurship	Background Introduction Examples: 3 each involving: <ul style="list-style-type: none"> <li>Area of rectangle by formula</li> </ul> 5 to 10 exercise items on: Area of rectangle by formula $A = \text{length} \times \text{Breadth}$	<ul style="list-style-type: none"> <li>Specific outcomes</li> <li>Background information and suggestions for the teacher on areas of difficulty.</li> <li>Methodology: Group work, Pair and Individual work.</li> <li>Remedial and extension work</li> <li>Continuous assessment on measurement</li> <li>Answers to exercises on measurement.</li> </ul>	<ul style="list-style-type: none"> <li>Chalkboard</li> <li>30 cm ruler</li> <li>Diagram of well labeled rectangle</li> </ul>
<b>5.13 SHAPES</b>	5.13.1 Identify and draw nets of cuboids	Nets of cuboids	<ul style="list-style-type: none"> <li>Measuring</li> <li>Drawing</li> <li>Identifying</li> <li>assembling</li> </ul>	Life skills, Environment, Critical thinking	<ul style="list-style-type: none"> <li>Brief introduction of topic</li> <li>Identification of nets of cubes, cuboid</li> <li>Drawing nets of cubes &amp; cuboids</li> <li>2 examples, one on identification and the other on drawing</li> <li>An exercise with 10 items, 5 for each case</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Background information</li> <li>Suggested methodology; pair work (This could involve the active participation of pupils after teacher exposition, individual work)</li> </ul>	<ul style="list-style-type: none"> <li>Paper models of cuboid &amp; cubes</li> <li>Chalk board</li> </ul>
	5.13.2 Identify and draw nets of pyramids	Nets of pyramids	<ul style="list-style-type: none"> <li>Measuring</li> <li>Drawing</li> <li>Identifying</li> <li>assembling</li> </ul>	Life skills, Environment, Critical thinking	<ul style="list-style-type: none"> <li>Brief introduction of sub-topic</li> <li>Identification of nets of pyramids</li> <li>Drawing nets of pyramids</li> <li>2 examples, one on identification and the other on drawing</li> <li>An exercise with 10 items</li> <li>Revision Exercise, 15 – 20 items</li> </ul>	<ul style="list-style-type: none"> <li>Specific outcome</li> <li>Background information</li> <li>Suggested methodology; pair work (This could involve the active participation of pupils after teacher exposition, individual work)</li> <li>Answers to exercises <b>Teacher to be advised to give end of topic Continuous assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>Paper models of pyramids</li> <li>Chalk board</li> </ul>

<b>5.14 GRAPHS</b>	514.1 Read picture graphs involving whole numbers using a scale of 1 picture to 1 object	Picture graphs	Reading of picture graphs.	Environment Entrepreneurship	Background Introduction Examples: 3 each involving: Reading of picture graphs of 1 picture to 1 object  5 to 10 exercise items on reading of picture graphs of 1 picture to 1 object	<ul style="list-style-type: none"> <li>• Specific outcomes</li> <li>• Background information and suggestions for the teacher on areas of difficulty.</li> <li>• Methodology: Group work, Pair and Individual work.</li> <li>• Remedial and extension work</li> </ul>	Chalkboard Picture graphs
	5.14.2 Draw picture graphs using a scale of 1 picture to 1 object	Picture graphs	Drawing picture graphs.	Environment Entrepreneurship	Background/ Introduction Examples: 3 each involving: Drawing picture graphs of 1 picture to 1 object  5 to 10 exercise items on drawing of picture graphs of 1 picture to 1 object	<ul style="list-style-type: none"> <li>• Specific outcomes</li> <li>• Background information and suggestions for the teacher on areas of difficulty.</li> <li>• E.g. drawing of pictures</li> <li>• Methodology: Group work, Pair and Individual work.</li> <li>• Remedial and extension work</li> <li>• Continuous assessment on graphs</li> <li>• Answers to exercises on graphs</li> </ul>	Chalkboard Charts on Picture graphs

**ANNEXURE # 6**

**The Delivered Zambian TLMs Demonstration Cover Pages**

ZAMBIA BASIC EDUCATION COURSE

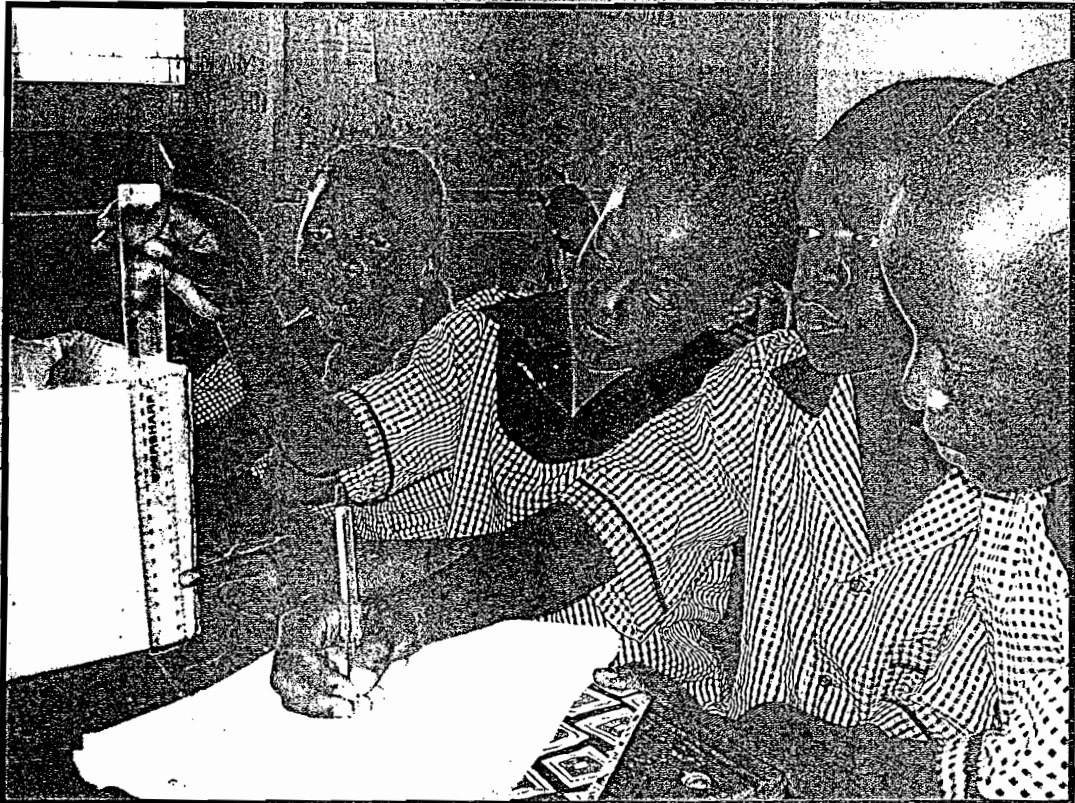
# Enjoy Basic Mathematics 4

*TEACHER'S BOOK*

ZAMBIA BASIC EDUCATION COURSE

# Enjoy Basic Mathematics 4

*LEARNER'S BOOK*



D. N. Nyambe, R. Banda, M. F. Kalte, C. Mapulanga, R. M. Mtande, L. Mutale, M. M. Zulu, S. White, G. Burke, L. Channell, V. Taylor, A. Mack



ZAMBIA BASIC EDUCATION COURSE

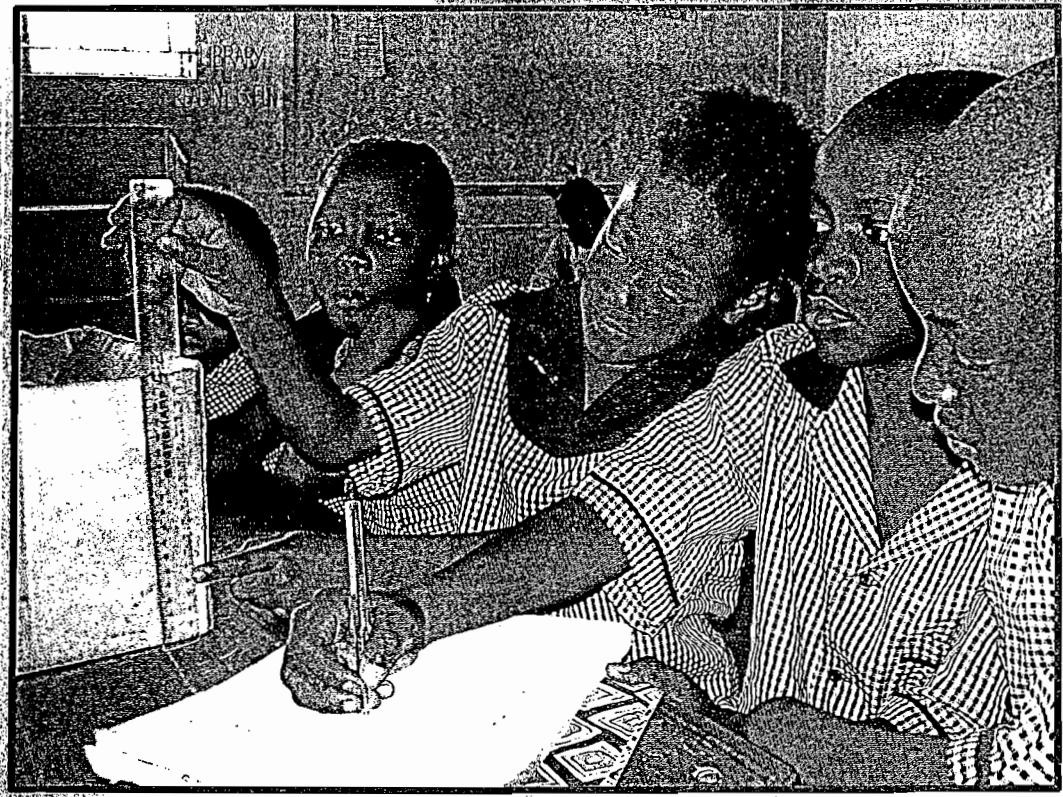
# Enjoy Basic Mathematics 5

*TEACHER'S BOOK*

ZAMBIA BASIC EDUCATION COURSE

# Enjoy Basic Mathematics 5

*LEARNER'S BOOK*



D. N. Nyambe, R. Banda, M. F. Kaite, C. Mapulanga, R. M. Mtande, L. Mutale, M. M. Zulu, S. White, G. Burke, L. Channell, V. Taylor, A. Mack



Mack





**ANNEXURE # 7**

**The Zambian TLMP CDC Sub- Committee and Technical Team  
Member's Designed Final Performance Evaluation Form**

#	Factors	Scores			
		1	2	3	4
1	Engagement & Involvement of Strategic Partners & Key Stakeholders				
2	In-depth Needs Assessments				
3	Determination of Cross-cutting Themes; Development/Production/Distribution & Capacity Building Costs				
4	Design/Development of Road Maps & their Flows				
5	Tests/Trials; M&E of Progress, Successes, Impacts/Effectiveness; Insights & Lessons Learned				
6	Performance Reviews, Assessments, Appraisals & Evaluation Strategy				
7	Adaptations & Continuous Performance Improvements				
8	Institutional Capacity Building				
9	Distribution Plan, Strategy & Flow				
10	Sustainable Institutionalization Model & Plan				
	<b>Totals</b>				

Scoring Key		
Grades	Values	Scores
A	Excellent	4
B	Good	3
c	Poor	2
D	Bad	1

- ❖ Your Likes & or Dislikes about the TLMP : -----  
-----
- ❖ Your Prides & or Sorrows about the TLMP: -----  
-----
- ❖ What is Missing & or what in your view should have been included in the TLMP: -----  
-----
- ❖ What are your Expectations regarding the deliverables of the TLMP: -----  
-----
- ❖ What are your Recommendations Going Forward: -----  
-----



- To the best of your Technical Understanding, Knowledge and Experience, kindly list/indicate/match/grade [using the Key above] the 'Standard' which in your view corresponds/closely relate to the below listed Criteria and, is emphatically met by 'Enjoy Basic Mathematics 4 & 5 and, their commensurate TLMs'

Criteria	Standards	Scores			
		1	2	3	4
Simple, Understandable & User-friendly					
Rational, Sequential & Balanced					
Sensible, Practical & Relevant to every day Zambian life					
Gender Sensitive					
Sensitive to the Environment & Zambian Context					
Articulate, Emphatic & Coherent					
Uniform & yet Integrative					
Learner-centered					
Developmental					
Cost-effective					
<b>Totals</b>					

**NB\* Forced Choice Scoring & No Halo [Measure of Central Tendency] Effect!**

ANNEXURE # 8

Indicative Cover Page of DoE, RSA's National Curriculum Statement:  
Grades R-9 Parents' Guide:  
Ask Your Child: "*What Did You Do AT School Today?*"



education

Department of Education  
REPUBLIC OF SOUTH AFRICA

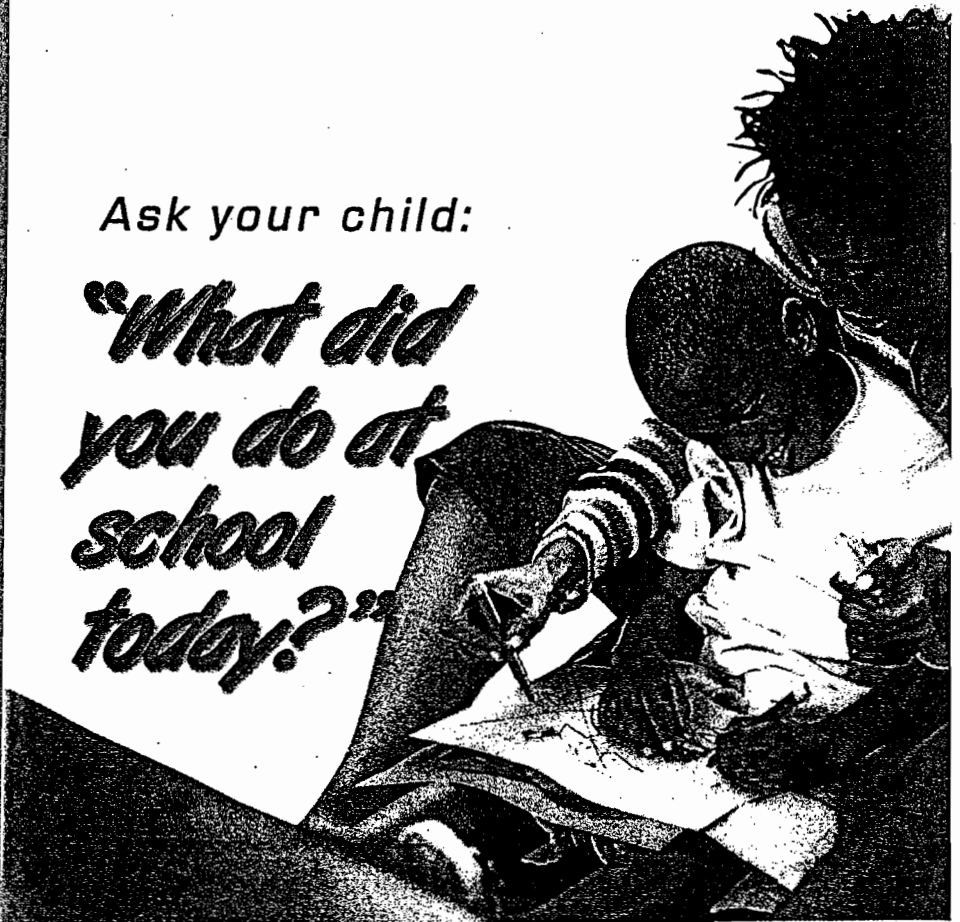
# National Curriculum Statement

Grades R – 9

Parents' Guide

Ask your child:

*"What did  
you do at  
school  
today?"*

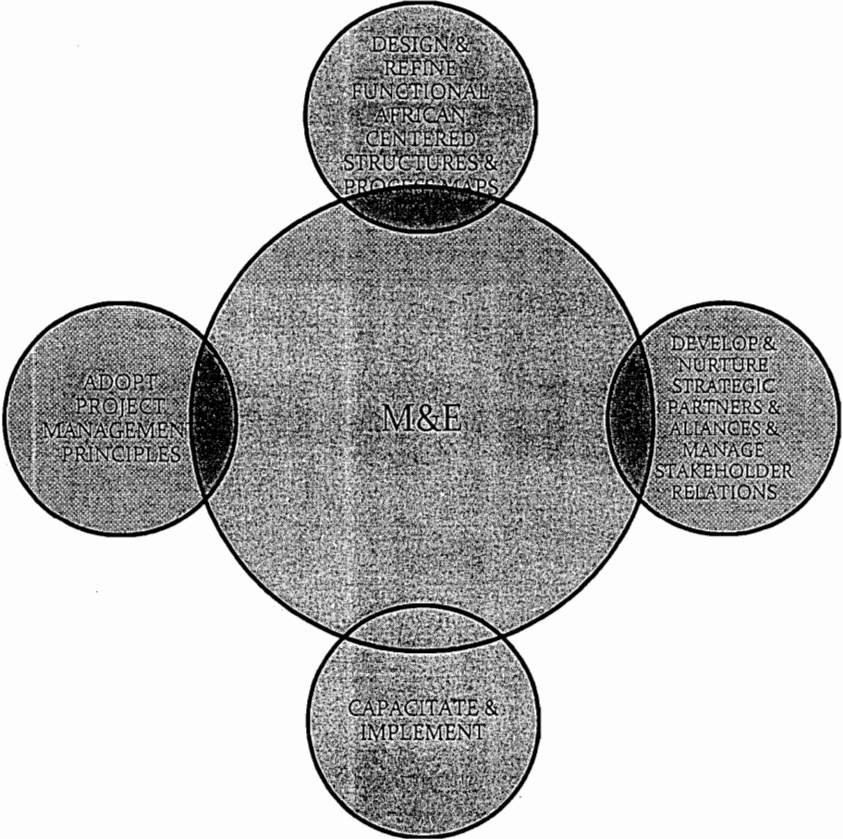


**ANNEXURE # 9**

**Proposed Zambian TLMP Sustainable Institutionalization Model**



# PROPOSED SUSTAINABLE INSTITUTIONALIZATION MODEL

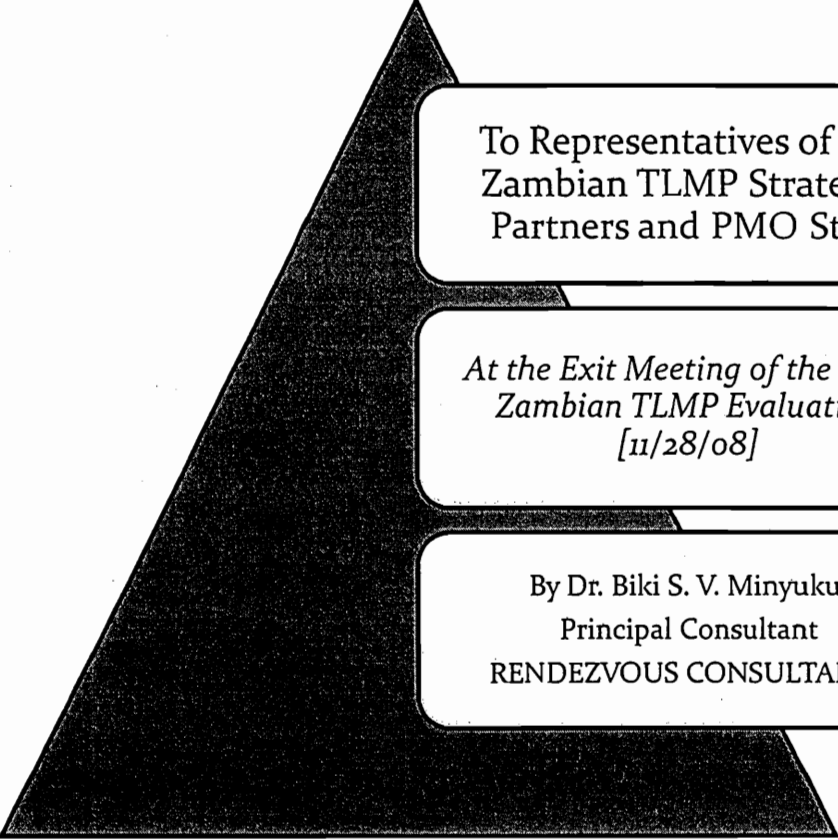


**ANNEXURE # 10**

**Exit/Out-briefing presentation and Discussions Slides**



## OUT-BRIEFING PRESENTATION AND DISCUSSIONS



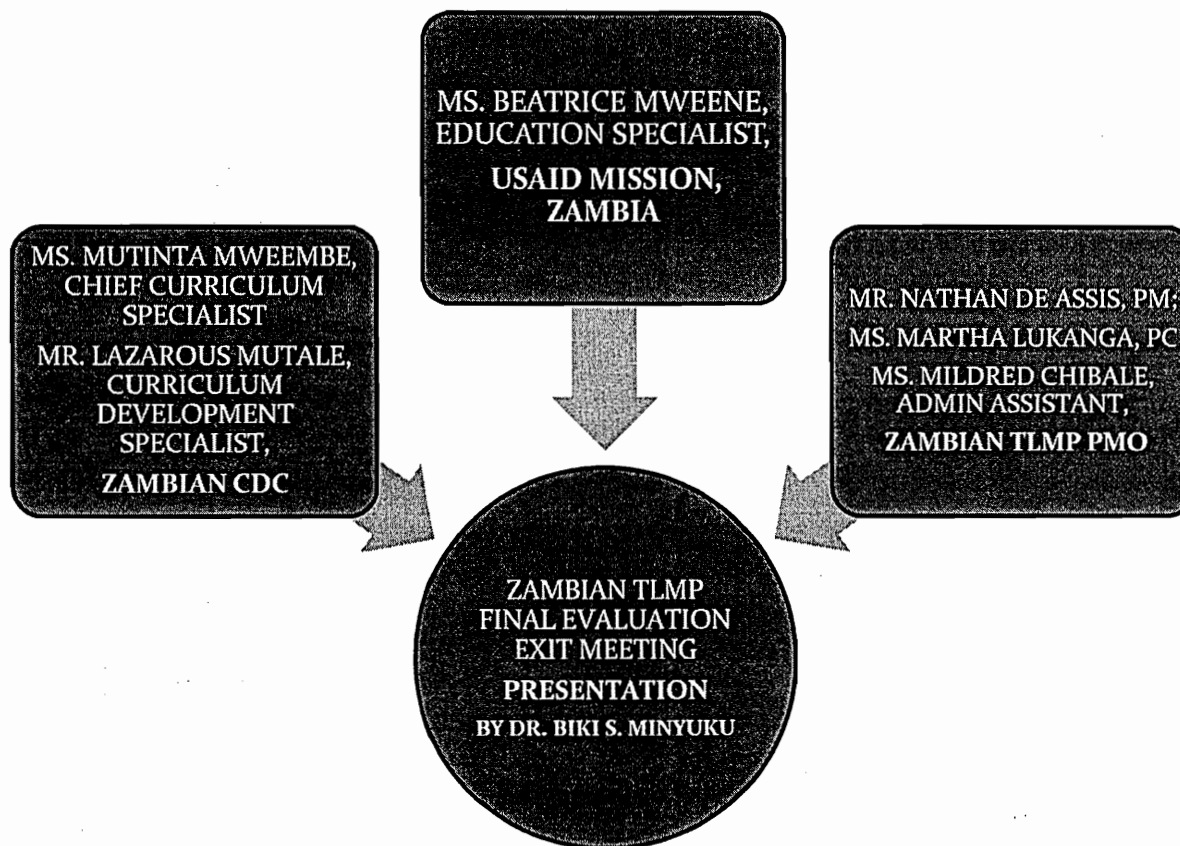
To Representatives of the  
Zambian TLMP Strategic  
Partners and PMO Staff

*At the Exit Meeting of the Final  
Zambian TLMP Evaluation  
[11/28/08]*

By Dr. Biki S. V. Minyuku,  
Principal Consultant  
RENDEZVOUS CONSULTANTS



## PARTICIPANTS IN THE EXIT MEETING DISCUSSIONS UNDER ONE ROOF







## PURPOSE

- To share and discuss the designed layout of the anticipated Draft Final Evaluation Report
- To help vet/verify, confirm and or factually correct the presented information as appropriate
- For members to clarify issues, exchange ideas and share any additional information as requested



## **DRAFT FINAL ZAMBIAN TLMP EVALUATION INDEX**

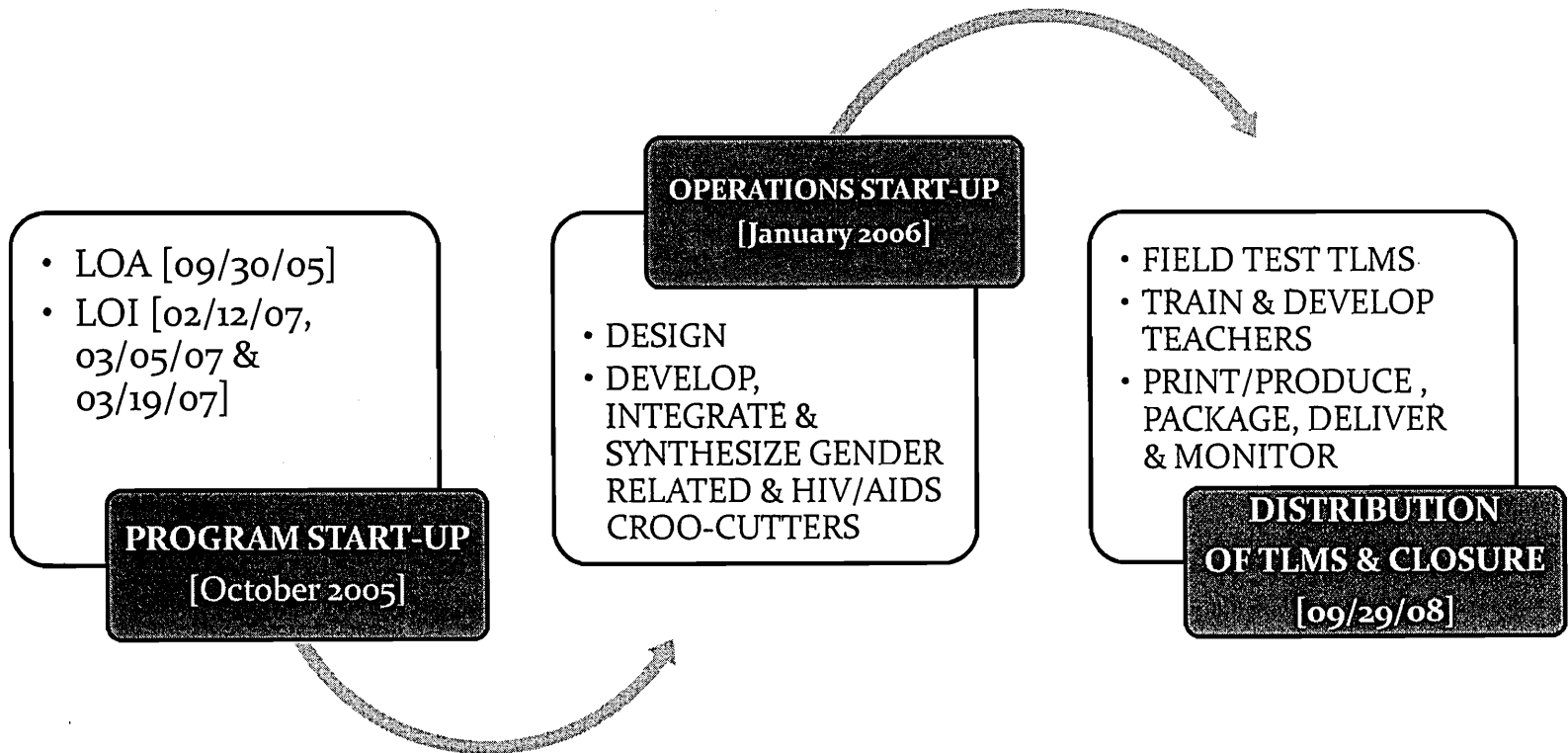
- Introduction
- Executive Summary
- The Adopted Evaluation Approaches and Methodologies
- The Zambian TLMP Design
- Major Activities and Strategic Areas of Focus
- Evaluation Dynamics
- Findings
- Lessons Learned
- Recommendations Going Forward
- Concluding Remarks



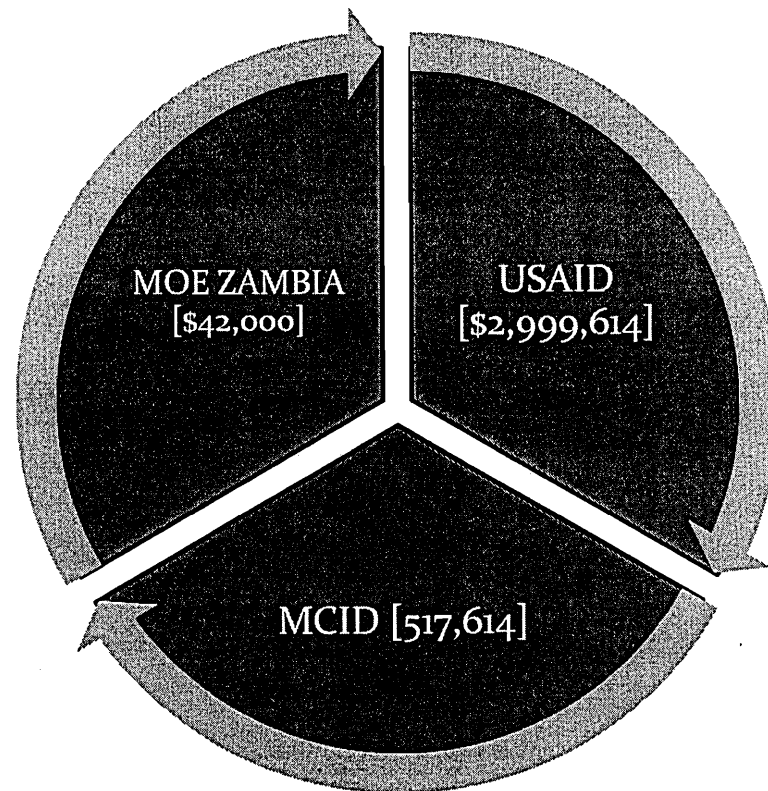
## **ADOPTED EVALUATION APPROACHES AND METHODOLOGIES**

- Entry Meeting to Clarify the Final Evaluation Brief and TORs
- Review of Strategic and Supporting Documentation in Hand
- Site Visits flavoured with Face-to-Face Individual/Group Structured Interviews
- Guided Telephone Interviews/Discussions
- Focused Group Discussions
- Exit Meeting for Out-briefings and Discussions to validate Facts/Findings

## THE ZAMBIA TLMP JOURNEY IN PERSPECTIVE

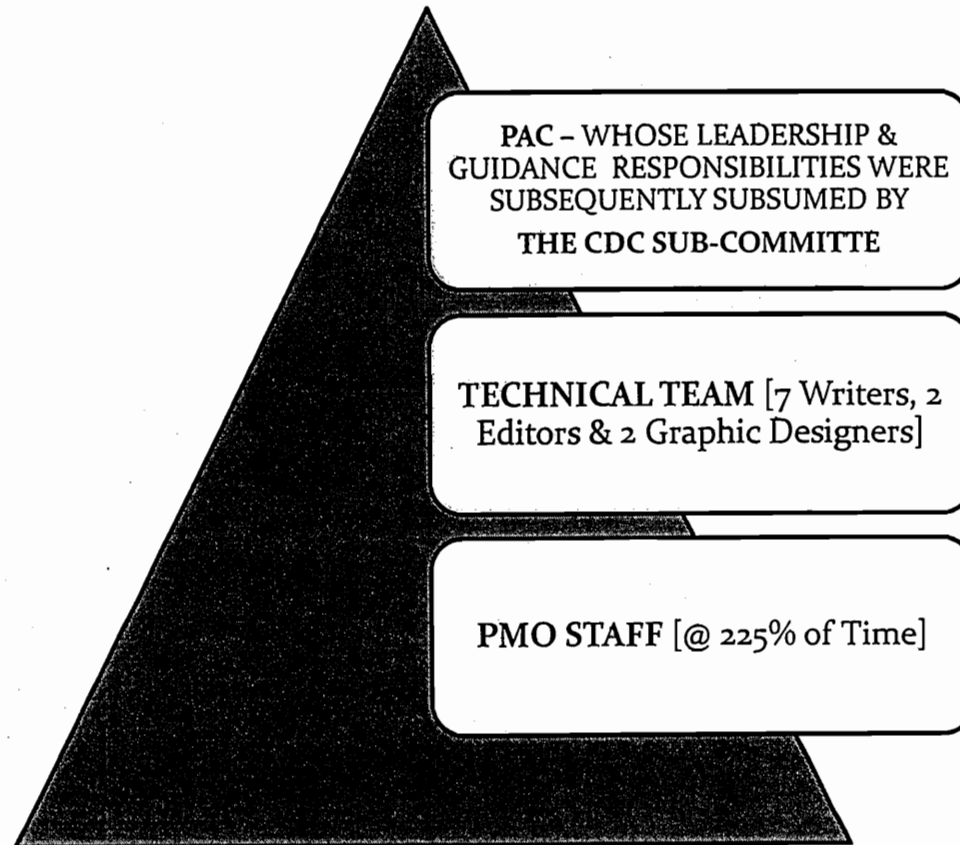


## STRATEGIC PARTNERS AND THEIR INDICATIVE CONTRIBUTIONS





## ZAMBIAN TLMP STRUCTURAL CONFIGURATION





## PERIODIZED MILESTONES

NEEDS ASSESSMENT [01/23 to 02/05 /06]

LAUNCH [09/21/06], DESIGN & DEVELOP TLMs  
[Ongoing]

FIELD TESTS/TRIALS

[1<sup>st</sup> on 02/26 to 03/02/07]

[2<sup>nd</sup> on 03/18 to 27/07]

[3<sup>rd</sup> on 04/02 to 05/07]

TRAINING &  
DEVELOPMENT OF  
TEACHER TRAINERS

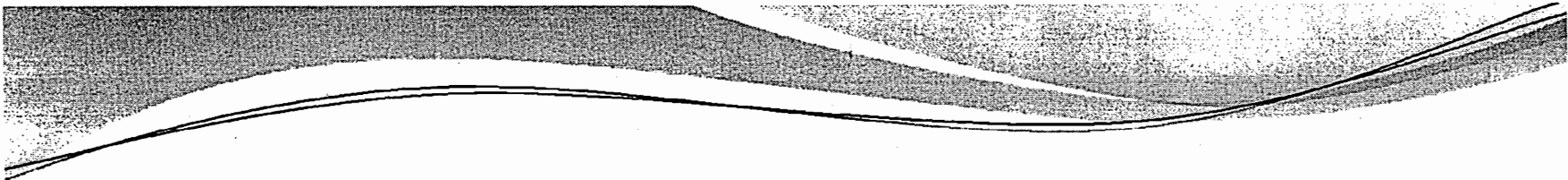
[01/16 to 01/19/07]

HANDOVER [06/09/08]

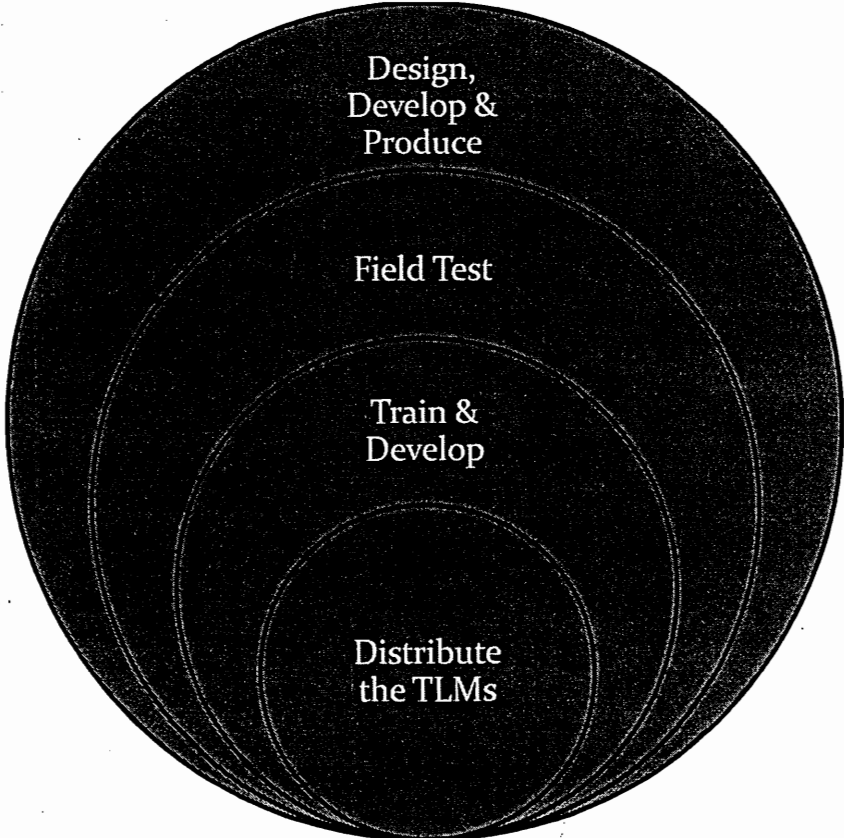
DISTRIBUTION

[Gr 4 during Oct. 08]

[Gr 5: Outstanding]



# THE ZAMBIAN TLMP UNDERTAKINGS IN ACTION TERMS







## QUANTIFIED ZAMBIAN TLMP OBJECTIVES

- ❖ To develop; integrate & synthesize gender-related & HIV/AIDS cross-cutting issues; produce; field-test & distribute 600,000 TLMs broken down as follows:

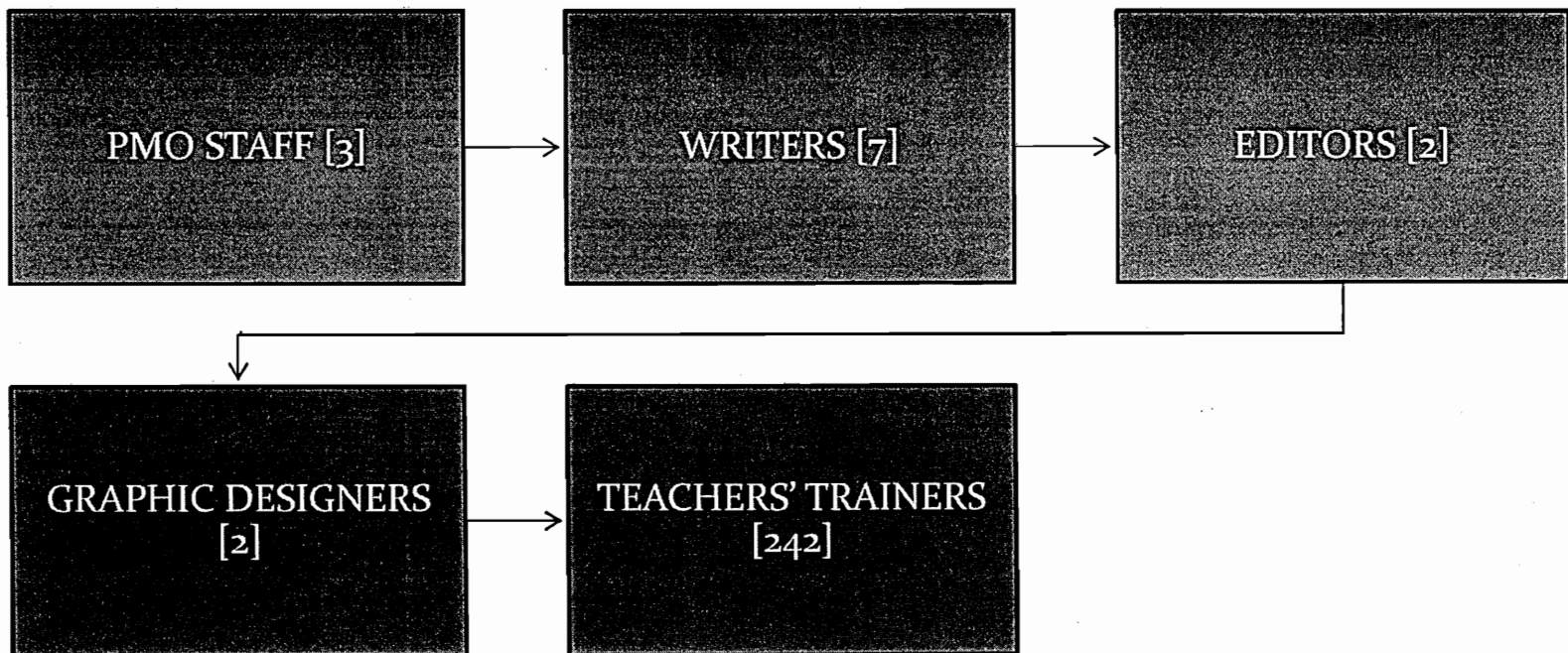
<i>Quantifiables</i>	<i>Grade 4</i>	<i>Grade 5</i>
Pupil's Textbooks	251,000	251,000
Teachers Guides	5,000	5,000
CDs	4,800	4,800
Posters	12 Sets [39,600]	16 Sets [40,400]
Totals	300,400	301,200



## FUNDAMENTAL ZAMBIAN TLMP FINAL EVALUATION QUESTIONS

- ❖ Did the Zambian TLMP develop its TLMs '*cost-effectively*'? If so how, what are our measures thereof?
- ❖ Did the Zambian TLMP significantly help '*capacitate Zambians*' to achieve the TLMP fundamentals and future similar Zambian priorities? If so, how, in what ways and at what levels?
- ❖ Was the Zambian TLMP '*successful*'? If so how and if not why?

## THE ZAMBIAN TLMP TRAINING & DEVELOPMENT OUTLOOK



## STATUS OF CRITICAL REPORTS AND REPORTING

<i><b>CRITICAL REPORTS</b></i>	<i><b>STATUS</b></i>
TLMP Assessment Report	In Hand
Field Office TLMP Bi-weekly Reports	Ditto [Except those from MCID, USA]
Field Office PMO TLMP Quarterly Reports	In Hand [Except those from MCID, USA]
Field Office Annual TLMP Reports	Ditto
Field Office Mid Term Evaluation Report [including Exegesis']	Unsighted
Budgets, Financial & Audited Statements	Unsighted [In MCID, USA]
TLMP PMO Staff Performance Appraisals	Unsighted
Final Field Office TLMP Report	Outstanding [Though the Outline is reportedly in place]

## STATUS OF OPERATIONAL PLANS, PROCESS SUPPORTS & FLOWS

<b><i>PLANS, PROCESS SUPPORTS &amp; FLOWS</i></b>	<b><i>STATUS</i></b>
TLMP Annual Work Plans	In Hand
Training Workshop Plan & Schedules	Plan Unsighted & Schedules in Hand
Monitoring Strategy & Plan	Unsighted
Sustainable Institutionalization Plan	Ditto [although blocks of a Model are in place]
TLMPs Distribution Strategy & Plan	Strategy based on Ed-Assist Lists [4,425 Schools in Zambia] & the # of the Gr. 4 & Gr. 5 learners] which required Mid-stream Adjustments [Plan Unsighted]
Zambian CDC's Education Standards Guidelines	Unsighted [Seemingly expressed in Percentages]
The Zambian TLMP/Field Office Budget	Unsighted [All Financials including Audited Financial Statements are processed & housed at MCID, USA. MCID, Zambia PMO retire requested prioritized draw-downs on a Re-inbursive basis]
Zambian Hand-over Responsibility Plan	Unsighted [although the Hand-over Report Outline is in Hand]



## SELECTED FINDINGS

- Need to complete the Math Cycle & for more & better quality Textbooks & supporting Learning Materials, flowing into Science, then languages, etc .as planned
- Need to pay more attention to Special Education TLMs as well as rural dimensions
- Although HIV/AIDS related issues are embedded in numerous Exercises [e.g. Pp 22 {9}; 27 {8}; 30 {8}; 40 {11}; 59 {5}; 109 {10}, etc.] there is [except for the Ribbon] a definite silence re: overt clear and strong HIV/AIDS messages throughout the TLMs, in the light of such recorded feedback messages from Field Tests' monitoring sessions and, as in most countries, a manifested ravaging HIV/AIDS scourge
- Outright attainment of a 1/1 Pupil/Book Ratio
- Incredible senses of confidence and pride by the Technical Team, the CDC-Sub-Committee & the interviewed Teachers as being part contributors of a historical milestone and a uniquely Zambian intellectual asset that is learner-centered
- Successful accomplishment of the Grade 4 and Grade 5 Mathematics TLMs which are destined to have some life-changing impacts on and for the Zambian pupils and teachers alike
- Replicable uniquely Zambian Models
- An enthused Technical Team and CDC Sub-Committee ready for the next challenge
- An overall successful Zambian TLMP
- Public-Public and no Private-Public Partnership [though over a dozen private sector companies were mobilized and engaged [unfortunately without sweeteners] to be involved in the Zambian TLMs' distribution]



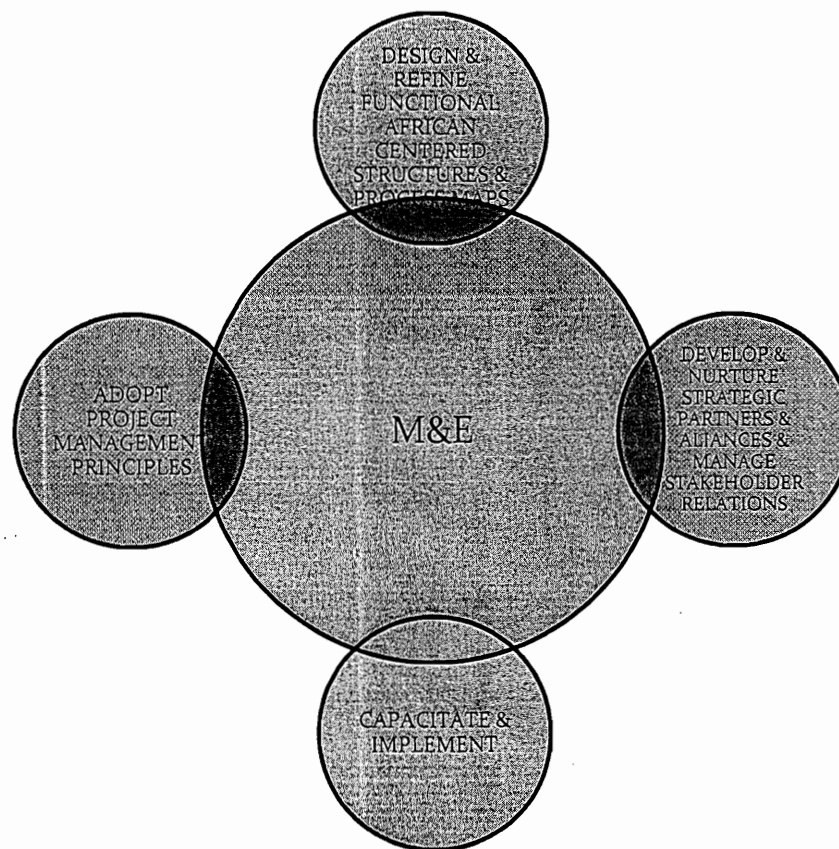
## SELECTED INSIGHTS AND LESSONS LEARNED

- Never take anything for granted, create space for negotiations and consensus
- Listening, communications and appreciation of the Zambian cultural context, sensitivities and nuances
- Building and nurturing synergistic functional Strategic Partnerships and Alliances for leveraged efforts
- Mobilization and meaningful mutual beneficial involvement of Strategic Partners and Key Stakeholders
- Conscious follow-through with Feedbacks and Feed-forwards derived from M&E efforts

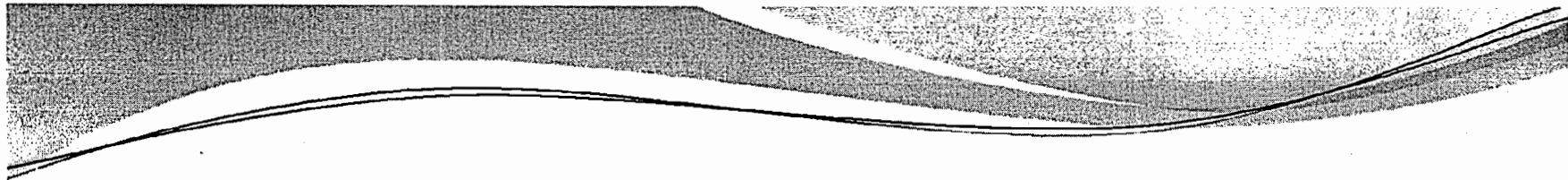




## PROPOSED SUSTAINABLE INSTITUTIONALIZATION MODEL





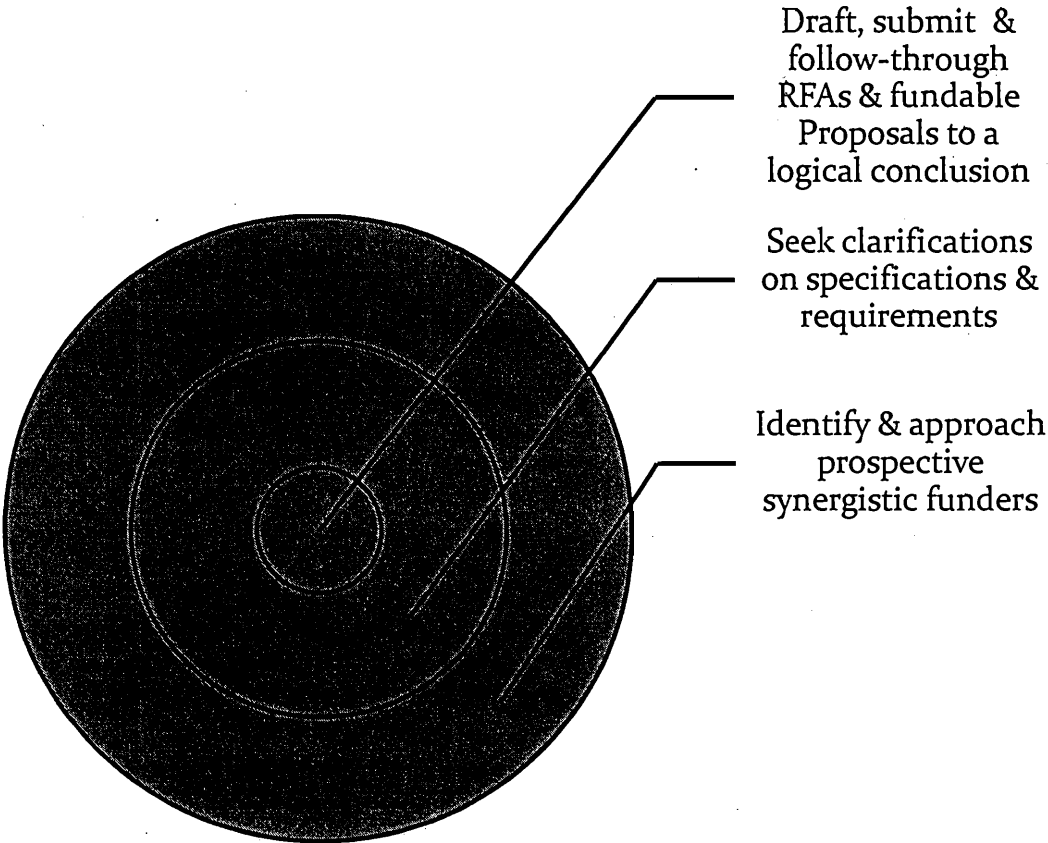


## SELECTED RECOMMENDATIONS GOING FORWARD

- When implementing similar Programs, provide for adequate logistical supports to facilitate success
- Plan, budget for and fully provide for M&E efforts, particularly for projects of national significance
- Should circumstances and an opportunities arise, prepare, complete and present RFAs to continue from where the Zambian TLMP stopped as initially planned
- Plan & undertake a Longitudinal Study to track the continued use & long-term impacts and effectiveness of the TLMs
- At their very next review, special care and attention must be given towards strengthening positive HIV/AIDS Messages in the TLMs with a view to trigger and invoke robust discussions, on HIV/AIDS in the class-rooms and through pupils, at home and perhaps every level of the Zambian society
- That special funds directly from the fiscus if not the MoE, be appropriated and dedicated towards Curriculum Development and Teacher Training via the CDC and the Teacher Training Directorate to continue with the Zambian TLMP efforts towards completing the Mathematics Cycle and to do same with Science and Languages as originally planned
- For the MoE to consolidate its strategic partnerships with a view to pursue RFAs, where appropriate



# PROPOSED 3 POINTS RESOURCE MOBILIZATION STRATEGY



## KEY PERSON, CAPABILITIES AND FIT

<i>Founding &amp; Principal Members</i>	<i>Capabilities &amp; Fit</i>
<ul style="list-style-type: none"> <li>• Biki S. V. Minyuku, Principal Consultant            B. A. [Soc. Sciences], UNIN; 1974            M. Sc. [Econ.]; Univ. of Cardiff; UK, 1979            M.B.A. [Mgt. &amp; Mktng Comms.];            La Salle University; Pa, USA, 1985            PhD [Interactive Management &amp;            Social Systems Sciences]; The Union            Graduate Institute [Ohio] in conjunction            with the Institute of Interactive            Management [NTERACT]; Bala Cynwyd;            Pa, USA, 1994</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principled Leadership at Executive            Director, CEO &amp; CAO &amp; Director levels</li> <li>➤ Strategic/Interactive Planning &amp;            Management</li> <li>➤ Management of Programmes &amp; Projects of            National Significance</li> <li>➤ Facilitation Methodologies, Corporate            Advisories &amp; Consultancies as well a            Programmes/Projects M&amp;E &amp; IAs</li> <li>➤ Management &amp; Administration of            Development Assistance</li> <li>➤ Transformative Change &amp; Development</li> <li>➤ Education, Training &amp; Development</li> <li>➤ Interactive Management, Business &amp;            Social Systems Sciences Knowledge</li> <li>➤ Continental &amp; Intl. Markets Exposure</li> </ul>