USAID
FROM THE AMERICAN PEOPLE

EVALUATION REPORT

Evaluation of the USAID-Funded Textbooks and Learning Materials Program (TLMP) in Ethiopia, Malawi, Senegal, South Africa and Tanzania

TLMP in Tanzania

July 2013

This publication was produced at the request of the Africa Bureau of the United States Agency for International Development. It was prepared independently by James Wile (Team Leader), Carol Benson, Richard Chediel, and Cathleen Sekwao under Task Order AID-OAA-TO-12-00054 awarded to International Business & Technical Consultants, Inc. (IBTCI). The views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Intentionally left blank

EVALUATION OF THE USAID-FUNDED TEXTBOOKS AND LEARNING MATERIALS PROGRAM (TLMP) IN ETHIOPIA, GHANA, MALAWI, SENEGAL, SOUTH AFRICA AND TANZANIA

TLMP IN TANZANIA

Prepared by:
James Wile, Team Leader
Carol Benson
Richard Chediel
Cathleen Sekwao

July 19, 2013

Table of Contents

ACKNOWLEDGEMENTS

The in-country team members would like to express our appreciation for the willingness of Ministry of Education and Vocational Training (MOEVT) officials to provide documents and information as well as ensure that we could access targeted schools, teachers, and students. The international members also note the extremely important contributions made by national team members Cathleen Sekwao and Richard Chediel, whose experience and contacts greatly facilitated our access to key informants and information.

ACRONYMS

AEI	African Education Initiative
AERA	American Education Research Association
CA	Cooperative Agreement
DEO	District Education Office/Officer
EGRA	Early Grade Reading Assessment
EMAC	Educational Materials Approval Committee
ESL	English as a Second Language
IBTCI	International Business & Technical Consultants, Inc.
INSET	In-service Teacher Training
MRALG	Ministry of Regional Administration and Local Government
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MOEVT	Ministry of Education and Vocational Training
MSI	Minority Serving Institution
NECTA	National Examination Council of Tanzania
PAC	Project Advisory Committee
PMP	Performance Monitoring Plan
OUP	Oxford University Press
REO	Regional Education Office/Officer
SCSU	South Carolina State University
TIE	Tanzania Institute of Education
TL	Team Leader
TLM	Textbooks and Learning Materials
TLMP	Teaching and Learning Materials Program
TTC	Teacher Training College
UM	Uhuru Media
USAID	United States Agency for International Development
USAID/T	United States Agency for International Development/Tanzania
USAID/W	United States Agency for International Development/Washington

EXECUTIVE SUMMARY

Evaluation Purpose and Evaluation Questions

The purpose of this evaluation is to assess the impact of the Teaching and Learning Materials Program (TLMP) as it was implemented in mainland Tanzania from 2009 to 2012. A research design was developed to explore the way textbooks and learning materials (TLM) were created, distributed and used in Tanzanian classrooms. The operational assumption was that the process of developing and disseminating quality teaching and learning materials for secondary school math and science would increase students' access to texts, help to improve instruction and lead to improved student learning outcomes. It was also hypothesized that this activity would build capacity of the contractor—South Carolina State University (SCSU)—as well as the Ministry of Education and Vocational Training (MOEVT) in Tanzania, local publishers/printers, and classroom teachers.

Project Background

SCSU had facilitated the development of TLMs for secondary school math and science for Zanzibar from 2005 to 2008. The MOEVT determined that the TLMs should be adapted and revised for use on the Tanzanian mainland, where they were intended to be distributed to approximately 1500 government secondary schools. SCSU worked in collaboration with the MOEVT and its curriculum specialists at the Tanzanian Institute of Education (TIE), the Educational Materials Approvals Committee (EMAC), and local publishers to produce and distribute over 1.25 million textbooks and accompanying Teacher Guides to schools across mainland Tanzania, ultimately reducing the pupil-to-textbook ratio to 1:3 in some subject areas and 1:1 in some grade levels by the end of the project on December 31, 2012.

Evaluation Questions, Design, Methods and Limitations

The evaluation was framed by a series of research questions. These include the following:

- How well did the intervention achieve its program goals and expected impacts?
- What were the results achieved for each partner country in relation to intended program targets, as well as to standardized and variable indicators, by measuring quantitative and qualitative impacts of TLMP in terms of local capacity building (i.e. U.S.-based MSIs, in-country institutions, the MOEVT, student achievement and teacher performance?
- To what extent were in-country institutions (with support from U.S.-based MSIs) able to deliver services effectively in terms of coordinating materials design, curriculum alignment, production, and distribution?
- What was the overall efficiency of allocated USAID funding in terms of usage and overall cost effectiveness?
- What were the specific program accomplishments/outcomes as a result of the partnership between SCSU and its counterparts in Tanzania?
- What lessons can be learned from this intervention program, and what recommendations can be made for potential program scale-up and/or replication as related to the new USAID Education Strategy?

The design of the evaluation study consisted of three main components: 1) an extensive review of documents including project formation, internal (SCSU) operational documents, formal and

informal reports, and the TLMP products; 2) interviews conducted at SCSU; and 3) a two-week field study in which two teams of one international and one Tanzanian education expert reviewed the processes, products, and outcomes of the project. The logic of this approach was that by triangulating these perspectives the data that would emerge would be both accurate and nuanced.

The methods used to collect data combined structured interviews and structured performance observations. The evaluation team followed a comprehensive set of interview questions tailored to the key informants at SCSU, the education institutions and schools in Tanzania, publishers, and other stakeholders. The performance observations consisted of structured classroom observations of teachers using the TLMs and an informal reading assessment of students' ability to read and understand the materials. Other data collection techniques included focus group discussions with classroom teachers and students. The team visited regional and district education offices as well as school storage rooms and libraries to see how books were stored and distributed. Additional data were collected through a rigorous review of documents pertaining to the inception, implementation and outcomes of the TLMP activity.

As with any research study, this evaluation was confronted by several limitations. Chief among these was the challenge of meeting with key people involved in the project. Some had died, and some were unavailable because they had retired or been relocated, or were simply unavailable at the time of the study. In such cases, the team collected data from deputies, assistants, or individuals who were new in their positions and had no personal experience with TLMP. A second limitation was that much of the data relied on personal recall of meetings, workshops, and events that had taken place 12-24 months earlier. The lack of agenda records, meeting notes, and similar documents proved challenging when attempting to re-create the process in which TLMs were developed. A third limitation was the lack of any pre-intervention assessments or baseline data to compare/contrast against the final project outcomes. Classrooms could be observed to see whether teachers were using the TLMs appropriately, but except for teachers' self-reports there was no way to compare the teaching/learning dynamic before and after the introduction of TLMs. Finally, as educators in Tanzania pointed out, it was too soon to be able to inquire about the impact of TLMP textbooks on student learning, because the materials had not been in use long enough to conclusively support such findings.

Findings and Conclusions:

The team found that TLMP on the mainland was generally successful in producing good quality textbooks that were relatively well aligned with the curricula for secondary math and science and that these TLMs met Tanzanian standards for cultural and political appropriateness. Although budget cuts eventually prevented SCSU from reaching the stated production target, in many cases the intervention dramatically reduced the pupil-to-textbook ratios at the recipient schools, and in some instances brought about a 1:1 pupil-to-textbook result.

The team also found that SCSU made good use of the educational systems in place in Tanzania. Relying on the MOEVT's subject area and curriculum experts at TIE, along with the adoption of MOEVT's procedures, the program was able to achieve its objective of producing approximately 1.25 million TLMs. This process was aided by engaging the expertise of local

commercial publishers and printers, in this case Uhuru Media (UM) and Oxford University Press (OUP). However, USAID budget cuts in the last two years prevented the project from proceeding with its plans to put a textbook in every pupil's hands.

Data and self-reports confirm that capacities were developed by all participants involved in the production of the TLMs, including SCSU faculty, MOEVT staff, and the staff at the commercial publishers.

The team found that the TLMP textbooks and teacher guides were not having the degree of impact on teaching and learning desired. Although it may be too soon to conclude how teachers will eventually use these resources, the results of observations, interviews, and focus group discussions suggest that many secondary school teachers consistently use traditional lecture methods to transmit content information to students. No orientation or training was given to teachers with regard to using the TLMs. The research indicates that intensive and continuous professional development would be required to help teachers manage the paradigm shift from traditional teaching methods to critical thinking, problem-solving, and application (which TLMs appear well-designed to support).

The team found that the USAID/W-based management strategy used for TLMP implementation was not the most efficient or effective. The centralization of management in Washington in tandem with the relative inexperience of SCSU in international development did not guarantee optimal outcomes. Cultural and geographic distances between Washington, Tanzania, and SCSU created insurmountable challenges. Inefficiencies in communication and monitoring led to misunderstandings and inefficiency, particularly in the case of materials development. There were missed opportunities for utilizing the flexible nature of the collaborative agreement structure to build new relationships, strengthen local capacity, and to promote mathematics and science knowledge on the part of authors and teachers. Had USAID/Tanzania (with its extensive knowledge of local context and its personal and professional relationships with potential partners) been bought into the planning and project design more significant outcomes could have been achieved.

Lessons Learned

- **Politics, culture, and international development:** Politics is endemic to the entire process, and this had to be negotiated all along the way. One SCSU interviewee commented, "A full-fledged country study was required before we moved ahead on the proposal so as to be prepared for what we would see when we actually visited. In preparation for such a trip, we needed cross-cultural training so that we could interact with people locally with a degree of cultural sensitivity. Some training in language would also have been good."
- **SCSU Leadership:** Instability in SCSU leadership over the life of a multi-year program created a context in which, as one informant responded, SCSU TLMP leadership was constantly explaining the purpose of the project and the rationale for the college to support it. Without this stability, working with USAID was not fully institutionalized and the close working relationships with the MOEVT on the mainland were not established as they had been in Zanzibar.

- **Confusion in Authorship and Copyright:** TLM authorship was to have been a joint activity between designated individuals of the MOEVT/TIE and SCSU; however, the Project Coordinator's name appears as the author on one of the textbooks, and the copyright was maintained by SCSU, making reproduction of the materials extremely difficult.
- **Operations:** Having an on-site, in-country coordinator would have facilitated key relationships. In addition, according to one interviewee it "would have been better" to have created the original texts for the mainland and then move to Zanzibar.
- **Pedagogy:** Teachers were not very prepared to teach their subjects at the assigned grade level using the TLMs as they called for a different approach to teaching. Students are now learning from 21st Century textbooks; however, science kits are needed, teacher evaluations of the use of the books are needed, and a plan for the local team needs to be developed to carry on with the process.
- **Language:** Teachers and students do not have the English competence to work in the level of English required by each of the textbooks. An English as a second language (ESL) approach may have been more effective rather than the assumption that students would be able to work in English at the same level of native speakers.
- **The value of systems:** TLMP in Tanzania made great use of the existing systems within the national education context. Rather than operating as a project outside the national system, the mainland portion of TLMP was managed and supported largely by well-established Tanzanian systems for textbook revision, approval and distribution. This resulted in a cost savings and provided a measure of ownership for MOEVT including at the regional and district levels.
- **The value of professional publishers**: TLMP benefited from the contributions of professional commercial publishers. The success of the project seems in large part because of the appropriate use of publishers' local technical expertise. In fact, had the publishers' standard practices for piloting and training been followed, the TLMs might have been better adapted to students' needs, and teachers better prepared to use the TLMs.
- **International publisher practices**: OUP is a multinational corporation and as such can take advantage of resources available in other countries. OUP printed many of the TLMs in Kenya, where machinery, supplies, and electricity are more reliable. Thus, the Tanzanian printing industry, *per se*, did not benefit from TLMP.
- **The limitations of textbooks as change agents:** Although SCSU and the MOEVT may have felt that the level of innovation incorporated in the TLMs was modest most teachers observed seemed reluctant to change teaching styles. In this case, teachers were familiar with lecture and recall of terms and concepts, and used the TLMs to highlight facts rather than to engage students in a discussion of the implications and applications of factual information.
- **The limitations of centrally-managed international development programs:** USAID supervision from Washington was not the most efficient. The USAID/W office appeared to be too far removed from the SCSU and the MOEVT, despite the presence of the USAID office in Dar es Salaam. Critical oversight regarding budget, partnership development, and product review seemed to be lacking or poorly timed.

Recommendations

Materials Improvement

- **Address the lower levels of English language capability of secondary school students:** Student difficulty in understanding the vocabulary and more complicated sentence structures used in the TLMs requires reconsideration of the level of English used in the textbooks. Future textbooks in any/all subjects must be solidly based on an English language assessment to guide the level of English competency required.
- **Conduct a more comprehensive review of the usability of TLMs:** Since teachers themselves have varying levels of subject matter knowledge and know-how in building competencies in their students, a more comprehensive assessment of their ability to understand and teach the range of concepts incorporated in the TLMs should be undertaken to fulfill two goals: 1) improve instruction at TTCs; and 2) improve classroom delivery of lessons. As noted above, textbooks don't teach; teachers do.

Systems Improvement

- **Link TLMP to teacher professional development:** To maximize use of the TLMs, an investment should be made to build on the MOEVT's own initiatives to implement a professional development support program on teaching with textbooks.
- **Address copyright issues:** An investigation should be undertaken to determine who actually owns the copyright to the TLMs so that, if so desired, they can be reprinted.
- **Support a large-scale evaluation of the impact of TLMs on student learning:** USAID might consider supporting MOEVT and Tanzanian research universities to conduct a national assessment of the impact of TLMP and other textbooks on teaching and learning.
- **Create links between teacher education institutions and schools:** To maintain continuous professional development and to further professionalize the teaching profession, a link between SCSU science and math educators and secondary school teachers in Tanzania via shared technological resources, particularly through USAID-sponsored Teacher Resource Centers in Tanzania, should be considered. This pairing might be extended to U.S. secondary schools with which SCSU has a relationship through student teaching and in-service programs.
- **Build school-based management of resources:** USAID might consider developing support programs that build on the MOEVT's school-based decision making and decentralization efforts. The formation of school-based textbook review committees with objective criteria for evaluating potential textbooks for adoption is one critical function. USAID's support for secondary school directors and academic leaders might help the MOEVT to capture these exemplars and create leadership development models around them for future school-based decision making.
- **Develop a strategy to support secondary math and science:** All TLMs should be provided to TTCs so that they might be included in the curriculum in training new teachers, thus providing input on how to teach using a 21st Century textbook. Without such an input it is likely that students will not elect to study the sciences at a higher level.
- **Link to other secondary education programs:** The TLMP experience – processes and outcomes – should be linked to other donor secondary school interventions.

- **Insure quality and accountability of textbooks at the school level:** The same level of quality and accountability in the choice of textbooks in evidence at EMAC should be required at the school level. This will mean that the appropriate MOEVT divisions should provide training at schools (including directors and teachers) on how to make textbook choices.
- **Systematize the allocation of textbooks to schools that need them:** As part of the process of identifying the number of textbooks needed in a particular subject at a particular grade level, the MOEVT should determine whether the subject is taught at that school and at that grade level so as not to provide books to a school where they are not needed.
- **Share TLMP evaluation processes and results with early grade reading project awardees:** The lessons learned by SCSU in developing the TLMs should be shared with early grade reading project leaders. Even though the subject matter is different, there are useful elements emerging from the project that can be learned by others (e.g., copyrights, publishing, textbook review, etc.) .

USAID/W Improvement

- **Consistently apply performance monitoring procedures:** USAID should require that all funded projects prepare a performance monitoring plan (PMP) and consistently conduct monitoring on project progress. In reviewing monitoring reports, included in quarterly reports, USAID should determine if the project is "on track" or whether approaches and activities need to be adjusted to obtain the desired results.
- **Build institutional capacity for less experienced US-based implementers:** If USAID/W intends to earmark funds to expand capacities at U.S. institutions that do not have extensive experience in international development, it should anticipate the need for even greater oversight of their activities and ensure that such institutions are mentored so that capacity is gradually built over time.

1. EVALUATION PURPOSE, QUESTIONS AND OBJECTIVES

1.1 The Structure of TLMP

The Textbooks and Learning Materials Program (TLMP) was launched by the United States Agency for International Development in Washington, DC (USAID/W), in 2005 as a part of the President's African Education Initiative (AEI). It contributed directly to USAID's effort to improve the management capacity of education sector personnel in a number of countries in Sub-Saharan Africa. TLMP was extended for another three years in 2008/09 to 2012. The overall aim of TLMP was to provide quality textbooks to African students. According to a TLMP White Paper produced by USAID, well over 25 million children have gained access to the textbooks produced through the project, which consist of more than 500 titles in 13 languages. According to the Cooperative Agreements (CA) awarded to each MSI, the materials produced were to be fully aligned with national curricula, to focus on primary education, to be culturally relevant and to integrate important cross-cutting themes such as HIV/AIDS, gender sensitivity and equity, hygiene and youth leadership. Each Minority-Serving Institution (MSI) was responsible for managing and implementing the TLMP in a specific country and with achieving specific outputs and results in accordance with its respective CA (the University of Texas San Antonio had been awarded two CAs).

Originally a program to develop TLMs for primary schools, initial needs assessments conducted by each MSI determined that in three countries MOE priorities were for middle and secondary school TLMs. South Carolina State University (SCSU) was chosen as the MSI to develop textbooks in secondary school math, biology, chemistry and physics in English in Zanzibar from 2005 to 2008 and for mainland Tanzania from 2009 to 2012. This evaluation covers the TLMP implemented only in mainland Tanzania.

1.2 Evaluation Objectives

This performance evaluation was intended to satisfy the following objectives (see **ANNEX A – SCOPE OF WORK**):

- Validate stated program goals and impacts;
- Assess the results achieved for each host partner country in relation to intended program targets measuring quantitative and qualitative impacts of TLMP in terms of local capacity building (i.e. U.S.-based MSIs, in-country institutions (ministries of education, etc.), student achievement, teacher performance, amongst other criteria, in each host partner country;
- Determine if in-country institutions (with support from U.S.-based MSIs) were able to deliver services effectively in terms of coordinating material design, alignment, production, and distribution;
- Highlight specific program accomplishments per MSI-host country partnership; and
- Document lessons learned and provide recommendations for potential program scale-up and/or replication as related to the New Agency (USAID) Education Strategy.

2. TLMP PROJECT BACKGROUND

2.1 SCSU Responsibilities

SCSU was the recipient of two TLMP awards, the first addressing the need for secondary school textbooks in biology, chemistry, physics and mathematics in Zanzibar (2005-2008), and the second (2009-2012) adapting the Zanzibar materials for use on the Tanzanian mainland because of differences in culture, level of vocabulary/language, selected changes in the curriculum/syllabus, and incorporation of a competency-based approach. It was originally planned that during this period the expansion of materials for early childhood education in Zanzibar and in Mainland Tanzania would also take place, but USAID/W budget cuts prevented the production of early childhood TLMs. SCSU was the only MSI of the five to focus solely on the development of secondary school textbooks.

At SCSU, the team was comprised of a Program Director, a Program Coordinator and Assistant Coordinator, and subject matter specialists in language arts, biology, chemistry physics, math, and education assessment and evaluation. The team was supported by a fiscal analyst who worked with the different SCSU departments in training and making logistical arrangements.

Programmatic responsibilities of the leadership team included the following:

- To establish professional teams (at SCSU and in Tanzania) to guide and supervise the development and production of TLMs for mainland Tanzania.
- To select and supervise the professional development teams and other personnel that will develop and produce the TLMs.
- To engage, support and supervise relevant and appropriate program activities and other activities associated with the development, production and delivery of the TLMs.
- To accomplish the development and production of the TLMs so that the printing and distribution can take place within the timeframe.
- To be responsible for the quality assurance of the TLMs.
- To obtain approval from MOEVT in Tanzania and USAID in Washington, DC for the printing of the TLMs for secondary schools in the United Republic of Tanzania.
- To approve and supervise the printing of the TLMs developed.
- To monitor the delivery, storage and distribution of the printed TLMs.
- To provide the appropriate and timely documentation, periodic reports, invoices, etc. associated with the development, production, printing, and delivery of the textbooks and other learning materials, as well as requesting timely reimbursement of expenditures of funds.

The mainland adaptation program was a collaborative activity in which Tanzanian systems and procedures guided and directed the development, printing, quality control and dissemination of TLMs rather than the activities of SCSU. SCSU's role was mainly to organize a local advisory committee, co-facilitate several adaptation workshops, and manage the program budget.

Zanzibar (2005-2008) – We present the following achievements for the Zanzibar portion of TLMP to illustrate that the bulk of the production work was accomplished during this period:

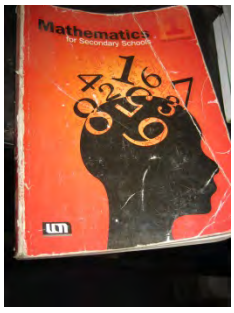
- Development, publishing and distribution of **1,140,000** books:
  - 10 secondary student textbooks (some covering two grades)
  - 10 teachers' guides
  - 3 laboratory/practical manuals
  - 20 titles of supplementary materials (posters and wall charts)
- Strengthening of US/Tanzania education development partnerships
- Achievement of a textbook-to-student ratio of **1:1** in Zanzibar
- Training of **1,250** Zanzibari science and mathematics teachers
- Awarding of Presidential scholarships at SCSU to 2 deserving Zanzibari students

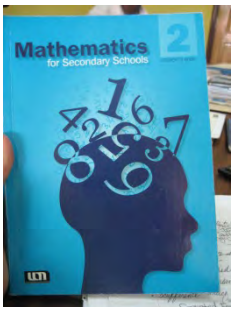
Project documents produced by SCSU assert that national test score averages in Pemba and Unguja (in Zanzibar) increased by over 30% since 2005, with TLMP materials a presumed factor.

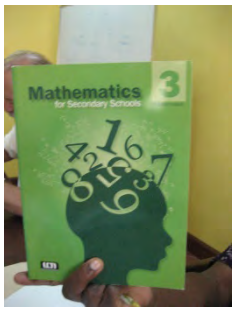
Mainland Tanzania (2009-2012)

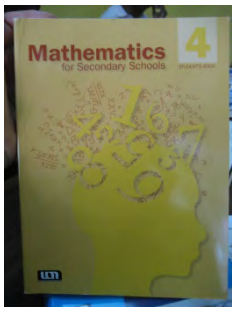
The MOEVT determined that the TLMs developed for Zanzibar could be of better use on the mainland if they could be adapted to conform to the competency-based curriculum that had recently been implemented in secondary schools, and reflected a more inclusive culture.

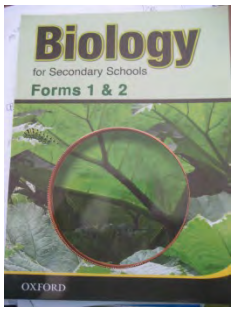
Adaptations were completed through a series of workshops that were co-facilitated by SCSU, the Tanzanian Institute of Education (TIE) and the Educational Materials Approval Committee (EMAC). Editorially-oriented workshops were facilitated by MOEVT/EMAC and the commercial publishers, Oxford University Press (OUP) and Macmillan/Uhuru Media (UM). The nature of these collaborations and the contexts in which they took place are detailed below.

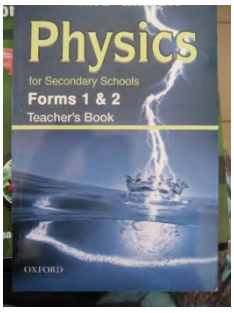


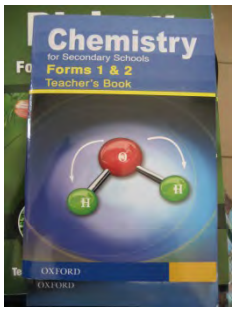


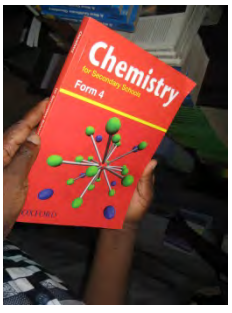












2.2 MOEVT and the Educational System in Mainland Tanzania

The formal educational structure on mainland Tanzania consists of two years of pre-primary education (KG1-2); seven years of primary school; four years of junior secondary ("O" levels); two years of senior secondary ("A" levels); and three or more years of tertiary education. Education is classified in three levels: basic, secondary and tertiary.

Two ministries manage and coordinate the education sector: the Ministry of Education and Vocational Training (MOEVT) and the Ministry of Regional Administration and Local Government (MRALG) (which manages basic education). At the primary and secondary levels quality assurance is the responsibility of school heads, Ward/District Education Offices, and School Inspectors.

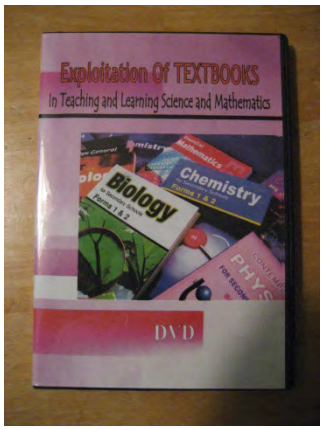
TIE, a quasi-independent education agency, was responsible for producing all instructional materials up until legislation in 1995 when its operating mandate changed. Prior to that time (and perhaps more recently), TIE developed detailed curricula based on the goals expressed in the national education improvement plan. These curricular goals now serve as content guidelines for commercial textbook publishers to develop all manner of textbooks. The MOEVT provides further publishing standards through the criteria developed by the EMAC.

Tanzania has a robust and competitive education textbook market, particularly in secondary education, where English is the current language of instruction. International English-language publishers (OUP and UM) maintain sales representatives and offices in Tanzania and in neighboring Kenya. Both of these publishers were responsible for producing the TLMs for Zanzibar and mainland Tanzania.

The MOEVT has been engaged in a change process that includes four critical features:

- **Move to Competency-Based Curriculum:** In an effort to move instruction from a tradition of lecture, note-taking and content recall, the MOEVT, TIE and the National Examination Council of Tanzania (NECTA) organized a competency-based curriculum with performance objectives accompanying content. Students are expected to learn not only the content of science and mathematics, but also to understand how to apply subject-matter concepts to real-life situations. Student evaluation is based on performance criteria set by the curriculum. This dramatic shift in the teaching/learning dynamic has left many secondary school teachers in Tanzania unprepared, but the math and science departments at MOEVT are working on ways to help them, including developing a manual on how to use local materials for Chemistry and a DVD about using textbooks for teaching, both of which refer to the TLMs. Many of the existing textbooks in schools did not reflect this competency-based curriculum; the TLMs were specifically designed to fill this need to support activity-based opportunities in which students can demonstrate competencies.

Teacher self-guides referring to TLMs



DVD self-guide for teachers referring to TLMs

- **Decentralization of Decision-Making:** An MOEVT priority is the decentralization of educational decision-making to the district and school levels. MOEVT no longer mandates the use of a specific textbook or instructional resource. Instead, the policy calls for school directors and classroom teachers to decide on a main and supplementary textbook(s) for each course at each grade level from among available materials (including TLMs and those developed by commercial publishers or by TIE). Schools are given budgets to buy their own materials, so the donated TLMs have been well appreciated in the designated schools. Secondary schools rarely have the funds to buy enough textbooks for all students, but TLMP tried to provide a sufficient number for each student to have one textbook each. For supplementary materials, some teachers use the TLMs, some use textbooks donated from the U.S. or other English-speaking countries, and some use materials they have created themselves. Others do not have any textbooks, relying on the lecture method to transmit key subject content.
- **Obtaining Funding for Materials Dissemination:** The MOEVT does not have a budget for disseminating instructional materials to schools (via regional and district education offices) as this is now the responsibility of publishers (TLMP leadership assumed MOEVT would deliver what the publishers had produced). The geographic expanse of the mainland presents enormous logistical challenges, especially during the rainy season when school principals had to travel up to 100 kms to pick up their TLMs.
- **Commercial Professional Development:** The MOEVT has limited financial capacity to provide in-service professional development programs for teachers (INSET). Typically, INSET is funded through external donors. Commercial publishers provide INSET on the use of the texts they have produced to those who purchase them.
- **No Education Portfolio at USAID/T:** At the inception of TLMP USAID/T did not have an education portfolio or Education Director to coordinate potential linkages between other USAID-supported education activities and TLMP. Hence, the MOEVT did not have an opportunity to discuss TLMP and its ramifications in other educational development activities supported by USAID/T.

The MOEVT had prioritized the need to enhance services to nearly 2000 "new" government secondary schools (established since 2006). Many of these schools were operating with

donated materials from the U.S. or Europe, outdated textbooks produced by TIE, or no textbooks at all. These needs provided the direction for TLMs.

3. EVALUATION QUESTIONS, METHODS & LIMITATIONS

3.1 Research Conducted at SCSU

The research design included initial data collection on the program from the TLMP leadership team and faculty textbook developers at SCSU (see **ANNEX B – QUESTIONS POSED OF SCSU LEADERSHIP TEAM)**.

3.2 Field Research Activities

The evaluation team conducted site visits in the capital and three regions: Dar es Salaam (Temeke District), Coast (Kibaha Town), Arusha (Arusha, Arusha City, Meru and Monduli Districts), and Morogoro (Morogoro Town and Rural Councils). These regions were specifically selected to represent urban, peri-urban, and rural, remote schools. Data were collected from MOEVT officials at the national, regional and district levels and at schools from directors, teachers, and students. Teachers were also observed using the TLMs in the classroom, and an informal assessment of student reading ability was undertaken. The following is a summary of research activities (for a full schedule of research activities, see **ANNEX C – SCHEDULE OF RESEARCH ACTIVITIES**):

- 18 secondary schools visited
- 22 school administrators interviewed
- 19 classroom observations
- 33 students given an informal reading assessment
- 56 students participated in focus group discussions
- 49 teachers participated in structured focus group discussions
- 5 teachers/writers participated in structured focus group (Dar es Salaam)
- 3 Regional Education Officers (REO) interviewed
- 10 District Education Officers (DEO) interviewed
- 6 MOEVT officials interviewed
- 2 Tanzanian Institute for Education (TIE) (Curriculum) officials interviewed
- 3 USAID-Tanzania Education Officers interviewed
- 4 Publisher's representatives interviewed

A final component called for a team review of the TLMs in terms of their structure, readability, and coverage of the cross-cutting issues (see **APPENDIX D – DATA COLLECTION INSTRUMENTS**).


Strong room for safekeeping of TLMs

During the second week of field research, the team divided to ensure that each unit had one national expert to manage local contacts and language (Kiswahili) and to provide valuable cultural/historical/educational contexts where appropriate. The Monitoring and Evaluation (M&E) expert from USAID accompanied the Morogoro unit, while the Arusha unit was accompanied by a member of the Arusha DOE. Their roles were largely to observe.

In Dar es Salaam, the entire evaluation team met with the MOEVT and TIE representatives directly involved in the project, and with the senior representatives of OUP and UM, the two commercial publishers who produced the TLMs.


Visiting a makeshift school library


Observing a chemistry lesson in Arusha

3.3 Limitations of the Research

A number of contextual factors presented certain limitations on data collection. These included:

- **Changing personnel:** Many MOEVT and TIE officials (as well as those in OUP and UM) who had participated in TLMP were not accessible as they had been replaced due to death, retirement, or change in sector.
- **Textbooks recently introduced in classrooms:** Several TLMs had not been in the schools long enough for the team to collect meaningful data on impact on student learning outcomes; materials had not always been delivered to schools in a timely manner, although most deliveries had been completed by 2011.
- **Lack of baseline assessment:** No baseline studies had been undertaken on the status of teaching and learning prior to the introduction of the TLMs. The team thus engaged informants in recollecting their perceptions of the materials when they were introduced and how these compared with their previous texts.
- **Passage of time:** Much of the information obtained from informants regarding the processes of developing, editing, reviewing/revising the TLMs was based on remembering

events that happened in 2009-2010, so it is understandable that some data could be missing from their recollections.

- **Logistical challenges:** The Morogoro unit lost a day of travel due to their vehicle breakdown. While these meetings were important in providing key information, because sub-teams had to visit the respective Regional Education Officer (REO), District Education Officer (DEO), and the school principal/head teacher before visiting the classrooms, the amount of time available for observations was limited. This was especially challenging because mathematics and science are normally taught during the first periods of the school day.
- **Time/Sampling limitations:** In the time available, it was not possible for the evaluation team to make a comprehensive evaluation of the schools that received the TLMs.

4. FINDINGS AND CONCLUSIONS

4.1 SCSU Achievements and Challenges

SCSU has faced many institutional leadership challenges over the past several years. Despite internal setbacks, the TLMP management team moved ahead in addressing changes in the Zanzibari materials to make them more suitable for use on the mainland.

TLMP was challenged with ongoing communication problems related to social/cultural factors as well as technical misunderstandings with their Tanzanian partners. The inability of SCSU to have its own permanent in-country field manager contributed to the challenges it faced in program management. The program also suffered from changes in Tanzanian mainland counterparts. For example, the Director of the TIE, the Permanent Secretary of Education and Chair of the Project Advisory Committee (PAC), and the Director of EMAC were all replaced during TLM production.

With the exception of a series of initial writer's workshops co-facilitated with MOEVT and TIE, SCSU activities during the mainland phase appear to have been largely managerial and supervisory. Additionally, OUP and UM assumed greater responsibility for revising their respective textbooks.

Despite the administrative and budgetary challenges, the following were important achievements identified by SCSU:

- **International procurement:** A new wire transfer policy was developed and implemented by the Controller's office, including a Wire Transfer Request Form that enabled disbursement of funds to faculty and to pay invoices in a timely manner. The state procurement system was also revised so as to allow procurements in Tanzania and to exceed $5,000 without major university review.
- **Travel:** Forms, advances and approvals times were simplified and shortened to accommodate a quick turnaround.
- **Internationalization plan:** The current board chair has requested that the Director of TLMP develop a plan for enhanced international activities beyond Fulbright research grants and a limited education abroad program currently funded under Title III.

- **Exposure to African culture:** SCSU students have met Tanzanian students and learned from them, as has faculty.
- **Teaching and Learning:** Faculty participants have incorporated different teaching and learning concerns in their classrooms and in their teaching practicums.

4.2 TLMP Output

The original goal was to produce 2.25 million textbooks for distribution to over 1,500 government secondary schools in all regions of the mainland. USAID funding cuts resulted in a shortfall; the final publication tally was **1,560,400** according to MOEVT. Production numbers were reportedly affected by textbook configuration: the Zanzibar science materials combined Forms 1 and 2 into one book and Forms 3 and 4 into another, but the mainland science materials separated the Forms 3 and 4 textbooks, adding content according to the mainland curriculum. The creation of two titles from one should have raised the number of copies, but did not. Mainland production and distribution was as follows:

Table 4.2.1 – Production and Distribution of TLMs

Title	Form	# copies	Year	Publisher
Mathematics	1	160,000	2010	UM
Mathematics	2	160,000	2010	UM
Mathematics	3	120,000	2011	UM
Mathematics	4	120,000	2011	UM
Biology	1&2	160,000	2010	OUP
Biology	3	70,000	2012	UM
Biology	4	70,000	2012	UM
Chemistry	1&2	160,000	2010	OUP
Chemistry	3	120,000	2011	OUP
Chemistry	4	120,000	2011	OUP
Physics	1&2	160,000	2010	OUP
Physics	3	120,000	2011	OUP
Physics	4	120,000	2011	OUP
Teacher Guide Math	1	8,000	2010	UM
Teacher Guide Math	2	8,000	2010	UM
Teacher Guide Math	3	6,000	2011	UM
Teacher Guide Math	4	6,000	2011	UM
Teacher Guide Biology	1&2	6,700	2010	OUP
Teacher Guide Biology	3	3,500	2012	UM
Teacher Guide Biology	4	3,500	2012	UM
Teacher Guide Physics	1&2	6,700	2010	OUP
Teacher Guide Physics	3	6,000	2011	OUP
Teacher Guide Physics	4	6,000	2011	OUP
	Total	**1,560,400**		

4.3 Project Management and Partnerships

TLMP was largely managed from SCSU. SCSU established a Program Advisory Committee (PAC) chaired by the Permanent Secretary of Education with membership including curriculum specialists from TIE and subject area teachers from universities and secondary schools. SCSU also established a relationship with the Director of EMAC who served as the local program coordinator, because revision of textbooks fell under the normal purview of that office. In this way, local structures were respected and utilized effectively by TLMP. USAID/T assigned a person on the PAC to monitor progress.

Partnerships were established only with the publishers, OUP and UM, but several issues arose – one involving turnover and the other the ownership of the TLM copyright. Key figures at OUP had been replaced due to an alleged corruption scandal involving the World Bank,[1] and the new Is this Managing Director had been in office only two weeks prior to our meeting. The publisher of the Zanzibari materials, Macmillan, had sold off the TLMP contract to a mainland partner, Uhuru Media. Ownership of the copyrights was in dispute (although the CA required that ownership be retained by the MOEVT or its designate) up until the last visit of the SCSU TLMP leadership team in December 2012. At that time OUP reported that the SCSU team demanded the entire set of digital textbook files and required OUP to sign over the rights that they previously had to re-publish the TLMs for sale.

4.4 Project Implementation

4.4.1 Materials Development

The two individuals most directly involved with the adaptation of the Zanzibari TLMs were the Director of Secondary Education Science and the Coordinator of EMAC. Their respective teams estimated that 50% of Zanzibar TLMs required revision or replacement due to cultural references (e.g., depictions of mosques or Muslim clothing), curriculum alignment, editorial modifications, and errors.

Adaptation of the TLMs was largely led by the EMAC Coordinator who began with the organization of a Review Board to evaluate the Zanzibari materials. The Board consisted of subject matter specialists from the TIE and exemplary secondary school teachers from around the country. The Board used such review criteria as degree of alignment with the national curriculum, cultural and gender appropriateness, and paper and print quality. Board recommendations were submitted to EMAC. When all requests for revision/correction had been addressed and the materials were approved by EMAC, the TLMs were then sent to OUP and UM who conducted a final editing (with the assistance of subject matter specialists and editors) and then had the TLMs printed either in Tanzania (OUP) or Kenya (UM). For a review of the adaptation process followed for Basic Mathematics, Forms 3 and 4, see **ANNEX E – MATHEMATICS EXAMPLE OF ADAPTATION PROCESS.**

[1] See http://www.worldbank.org/en/news/press-release/2012/07/03/world-bank-sanctions-oxford-university-press-corrupt-practices-impacting-education-projects-east-africa) for the World Bank's discussion of the action it took on debarment of OUP East Africa and OUP Tanzania.

Several authors/adapters felt that their contributions were not accepted by the publishers. For example, a mathematics specialist told the team that the context-appropriate suggestions he and his colleagues gave for the math book cover illustrations were not used, and there was no explanation from the publisher. They found the final design (an abstract head with numbers floating around in all directions) confusing and culturally inappropriate.

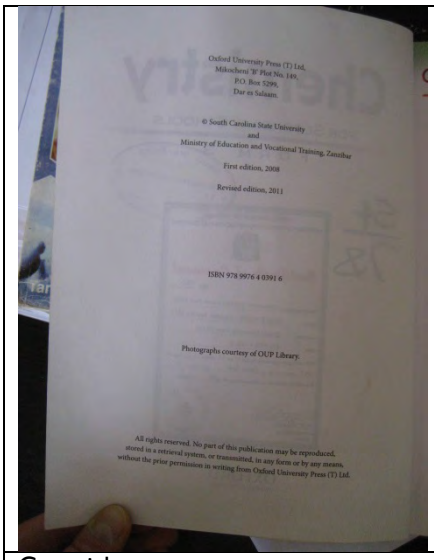
One constraint in revising the TLMs was time, which placed a burden on the reviewers, writers, and editors. For example, the publication of the Forms 3 and 4 biology books by UM was delayed until February 2013, after our research was concluded. SCSU and USAID officials were aware of this delay, and the MOEVT confirmed that the books were awaiting distribution. The problem was a combination of timing and funding and the need to add content when the two textbooks were separated into two texts. Additionally, the books had apparently arrived during examination time and both funds and time were lacking to distribute them.

Subsequent to the revision of the TLMs, the Director of Secondary Education Science supervised the development of a self-guided in-service DVD and manual for secondary school teachers on "teaching with textbooks." While not specifically a training program in how to use the TLMs, these self-study resources are intended to support the transition from content-based instruction (lecture and memorization) to competency-based teaching—and they depict the TLMs among other available textbooks. These self-study professional development materials were waiting to be distributed to schools at the time of this evaluation.

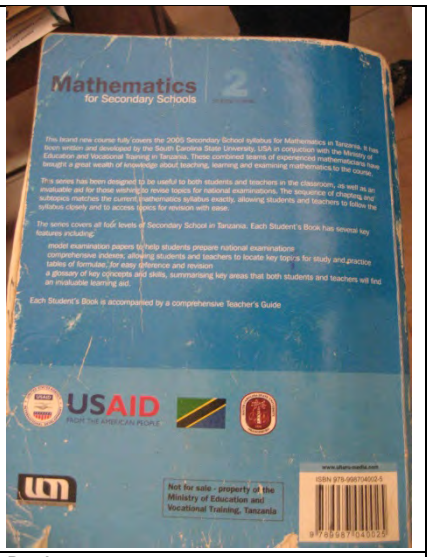
There were both positive and negative aspects in the development of the TLMs. According to representatives of UM, an important outcome of this process was the capacity development of its cadre of textbook writers and editors. UM also mentioned the positive impact the project had on enhancing their capacity to deliver high-quality products on a tight time schedule, which skill will be applied to future textbook production activities.

Informants interviewed could not easily describe the role SCSU technical experts played in the revision and adaptation process. One Tanzanian mathematics specialist pointed to a (U.S.) name in the credits and said he never had contact with the man. There is no evidence of analytical input by SCSU to ensure achievement of program objectives; rather, the process followed parameters established by EMAC. Moreover, according to informants from both publishing companies, the piloting of new textbooks and orientation/training teachers to the new materials were never conducted due to budgetary restrictions. One workshop co-facilitated by EMAC and TIE (with representatives from SCSU present) was provided to teachers, but when the team asked for the curriculum, it was not provided.

USAID/W funding was cut in the last two years of TLMP, resulting in a shortfall in the total printing of TLMs. This meant the project goal of providing one book for every student was compromised. The result was that USAID/T was seen as over-promising and under-delivering. Public assurances were made by the Mission Director to MOEVT, but the relationship between USAID/T and MOEVT has been strained.



Copyright page



Back cover

The most critical finding pertaining to the development of the TLMs is the issue of copyright ownership and intellectual property. That SCSU and the MOEVT both claim copyright ownership is a matter of deep concern as without local ownership of the copyright, the materials cannot be reprinted. Ownership was apparently an issue beginning with the production of the Zanzibar TLMs, as the name of the Project Coordinator appears on some of the books as if he were the author. TLMs published by OUP for Zanzibar cannot be reprinted for the mainland until copyright ownership is clarified. This unfortunately means that some of the (inappropriate) Zanzibari books are being sold in the mainland market. UM did not experience these difficulties and to their knowledge they have the right to re-publish and sell any TLMs after 2012. It is not clear whether the mainland versions of the textbooks should be considered new books or edits of the Zanzibar publications, a further complication. We left USAID/T with this information so that the legal issues could be clarified.

4.4.2 Materials Distribution and Storage

The Director of Secondary Education Science also managed the TLM distribution. Upon receiving the printed books from the publishers, the different titles were broken into pre-assigned 80 unit blocks and repackaged for specific schools. These schools were targeted because they were "new" schools, i.e. started since 2006, most of them relatively rural and remote. A few "old" schools were added to the list because they had not received material assistance through other programs. The TLMs were distributed to REOs, then -sorted and sent to DEOs, and finally retrieved by school principals.

TLMs were distributed in the following manner:

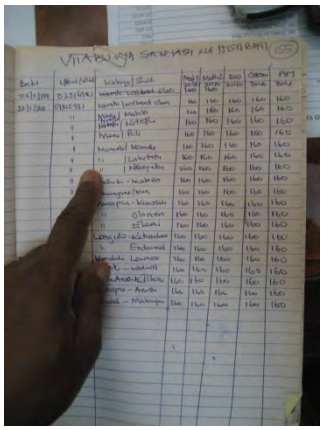
- Notification was sent to the MOEVT and the Ministry of Regional Administration and Local Government (MRALG) in the Prime Minister's office to alert them that the TLMs were printed.
- The MRALG contacted the Regional Administrative Secretaries to say that the TLMs would be delivered to the MOEVT warehouse.

- The REO at the Regional Administrative Office informed the target secondary schools through their principals to expect a specific number of science and math textbooks and teacher's guides for forms 1-4 on a specific delivery schedule. Targeted schools included community schools registered in 2007-2010; all secondary schools designated by MOEVT as training centers for science and mathematics teachers; old established secondary schools with instruction ending at "O" level; and selected community schools registered in 2005/06 that had not received teaching materials from MOEVT.
- The number of books distributed to schools was 160 copies per title for Forms 1 and 2 and 80 copies per title for Forms 3 and 4. (For biology, 1,500 schools received the books at an average of at least 46 copies per school). (This uniform distribution did not take into account the specific needs of individual schools or the number of students studying specific subjects in the upper forms, where sciences were elective. This meant that some TLMs occasionally ended up where there was little or no demand for them. There did not seem to be any mechanism that would have enabled DEOs or principals to take initiative to re-distribute the TLMs according to actual needs.)

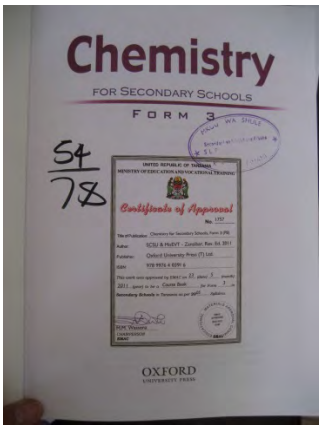
According to MOEVT officials, delivery of the final Form 3 and 4 biology books has been delayed because DEOs and school principals are waiting for the next quarterly tranche of budget funds to be released by MOEVT. Such TLMs are unlikely to be used until the 2013-14 academic year.

There appeared to be a good accountability system at each distribution point as the numbers of books delivered to each school – and to each point along the channel - was documented. SCSU did not appear to have a mechanism for monitoring this distribution. When USAID/T conducted spot monitoring in Morogoro, cartons of TLMs were found in the DEO's office that had been there for at least three months since their receipt from the REO. In other cases the team found TLMs that had been distributed to schools but not to teachers or students. Overall the situation should have been more carefully monitored.

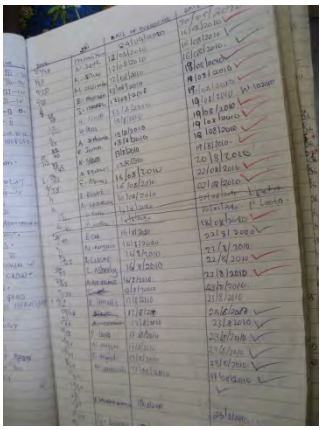
At the school level, the team saw a range of strategies for distributing or maintaining the TLMs. In most cases TLMs were logged into the school system and individual copies were labeled with a control number. Where there were enough textbooks to assign one copy per student, these were recorded. Most schools had a policy that required students to pay a replacement fine for any loss of books assigned to them. When students get the books for the whole term or school year, they are required to sign for them and cover them with protective book jackets. When there was an insufficient supply of textbooks to provide each student a book, they were kept in the library, a storage room, or were given to the subject head, who disbursed the books when teachers and/or students signed them out. In these cases, schools typically maintained sign-out logs.



We saw many lists like this indicating delivery



EMAC approval page and book no. 54/78



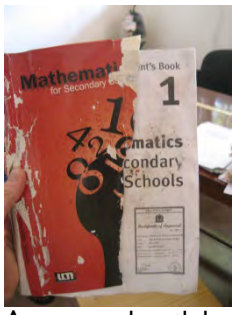
Library borrowing record at Kipok Girls'

TLMs were not distributed to students at several schools. The explanation given was that the school did not want to risk loss or damage of the materials. These materials were often kept in secure storage rooms, but it seemed unlikely that students would be able to access them.

4.5 Assessment of TLMs by Various Stakeholders

The TLMs were generally felt to be useful and of high quality at all levels, including USAID/T. The publishers pointed out that the quality of the paper, ink, printing and binding make the TLMs attractive and durable and provide good value for cost. They appeared to be durable, even when (over)used or apparently soaked through.

Unused math books, Ilboro Boys' SS



A very used math book

Used biology books, some covered

Studying at the library, Toangoma SS

The most important observation was that the TLMs were adapted to be consistent with the 2005 competency-based curriculum currently in effect. Teachers like that the TLMs are sequenced, i.e. written to build on information that has previously been introduced so that content becomes gradually more complex. Teachers feel that TLMs are of good quality and comparable to the materials used in private schools. Members of the Education Team at USAID/T had a similar opinion, and Peace Corps Volunteers using the TLMs reportedly had high praise for the books.

Students reported they liked the language in the texts, the photographs and illustrations, along with the chapter summaries, key vocabulary, exercises and activities. Students found that the activities and some examples reflected their daily lives. They also reported the format enabled them to use the TLMs for self-study, which is important given high teacher absenteeism, particularly in rural areas. Students commented on the list-like nature of the presentation of content. This made the identification of key information easier, especially for second-language users. Students generally perceived the quality of the textbooks produced by TLMP to be high. They commented that the color illustrations and use of graphics was an improvement over the older textbooks from TIE.

Some teachers perceived that the TLMs were not uniform in quality in each of the subjects. Some preferred the materials developed by TIE, whether or not their departments had done a comparison. Some math teachers perceived the books as providing too shallow a treatment of some content areas, but an expert math teacher told us that those teachers probably do not know the books well because the sequential approach means delving more deeply into some topics later in the books. Teachers who lacked understanding of the competency-based curriculum were more comfortable with the older textbooks, with which they themselves had learned and which fit the thematic content of the previous curriculum. Others wished for designated sections in the TLMs on performance evaluations, which are required for a competency-based curriculum. Both authors and teachers mentioned that some small errors should be corrected if the books were to be reprinted.

Some teachers commented positively on the structures used to present information. The textbooks highlighted key terms and concepts. Teachers frequently commented that even if they did not use the textbooks in their classes, the TLMs helped them develop their lesson plans. Few teachers seemed to be aware of the planning resources available in the teacher's guides accompanying each textbook, and indeed, not all were aware the teacher's guides existed—until colleagues went and found them.

School principals and head teachers were generally positive in their perceptions of the quality of the textbooks. Typically, head teachers had reviewed the textbooks informally and made the decision to use them, either as supplementary texts or (more often) as main texts. All informants expressed the opinion that the materials were consistent with the subject area curriculum. A minority of head teachers seemed to be aware that the textbooks were meant to support the competency-based approach being implemented nationwide. Informants felt that using the textbooks would lead to improved student learning by virtue of color graphics, clarity of information, organization, and features that support student learning.

Some principals and head teachers felt that increasing the number of textbooks in the classroom would have a positive impact on student learning. However, our observations indicated that simply putting textbooks in learners' hands was only one part of the puzzle; teachers often copied text on the blackboard, even with the books in front of the pupils.

4.6 Use of TLMs and Teacher Observations

4.6.1 Teacher Observations

The evaluation team observed over 60 teachers at 18 secondary schools. The use of the TLMs in these settings varied considerably. Approximately 15 percent of teachers observed appeared to use the TLMs as they were intended, i.e., they were the main instructional resource used during the lesson, teachers generally followed the teacher's guide, and the teacher used the text to guide student reading during class.

About 40 percent of the teachers observed used the TLMs as supplementary resources. This was also reinforced by comments from focus groups. For example, in one math classroom a teacher was observed assigning a particular math concept and then directing students to draw on resources in the school library (textbooks) for sample exercises. Teachers also assigned the TLMs as resources for independent study and especially for the use of graphs, diagrams, and charts. The efficacy of this approach seems questionable as the texts appeared to be generally beyond most students' independent reading level. Interestingly, nearly all of the teachers who said they used the TLMs as a resource commented that they also used them as a resource for themselves. The textbooks helped identify key concepts, vocabulary and high value content. However, none of the teachers in this group appeared to use the TLMP resources as a guide to innovative pedagogy.

Approximately 25 percent of teachers observed did not use the TLMs in any manner. Some used texts previously published by TIE. These teachers seemed to use a traditional lecture mode in which students copied information from the chalkboard.

Approximately 20 percent of teachers observed appeared to use the materials in an inappropriate manner. For example, teachers were observed lecturing students using the content of the text (which the students had in front of them) or teachers reproduced diagrams and charts that were already produced in the students' texts.

The most significant observation on the use of TLMs is that teachers seemed to be unable to use these resources to stimulate critical thinking, scientific reasoning or opinion-formation. Instead all teachers observed, whether they used the TLMs or not, focused instruction on information that could be easily listed, memorized and repeated.

The MOEVT is generating a professional development program that focuses on the topic of teaching with textbooks as teachers appear to be unable to incorporate instructional materials into their pedagogical repertoire. It may actually be the case that because textbooks convey information, the traditional role of the classroom teacher is becoming redundant. Teachers clearly need re-training on how to build on text-based information.

The variation in the use of the textbooks may be attributable to several factors, none of which appeared to be related to the essential quality of the textbooks:

- **Textbook policy:** The current decentralized policy empowers the leadership of each school to select commercially-published texts from an MOEVT/TIE-approved list, i.e. materials that have passed the EMAC approval process. Whereas materials from TLMP were once the only books in schools, and indeed still are in some rural areas, now varied instructional resources are available. In addition, school leadership is encouraged to use

more than one resource for content information. Some books are used textbooks donated from English-speaking countries; others were published by TIE with copyrights from 1992. Other secondary science texts produced with USAID funding were also found in the schools. It is not at all clear why USAID/W provided the funding for yet another set of texts, essentially duplicating what USAID/T had already done in the recent past.

- **Competition from commercial publishers:** Most schools had a mix of commercial materials either purchased or donated. Some of these commercially prepared materials were nearly 20 years old while others were apparently quite new (TIE had engaged in a partnership with Pearson Publishing in 2009 for the production of science textbooks).
- **Teacher understanding of TLMs:** In most cases, it appeared that the TLMs arrived in schools without any formal review process. Some teachers were unaware that the TLMs reflected the new national competency-based curriculum in contrast to the older TIE materials. Others were unaware that there were teacher's guides to accompany each TLM, although they were in school libraries or stores. Some principals commented that teachers were more likely to use the materials with which they were familiar.
- **TLMs as a resource:** Teachers reported using the TLMs to prepare their lessons, especially to identify key terms and learning objectives. Others reported using the activities or exercises with their students. Both teachers and students said that the science books were useful for self-study during study time, when doing homework, or for supporting learning when teachers are absent. In many cases, students used TLMs on loan in the school library. Most schools had well-functioning check-out systems from libraries, subject department heads, or their teachers (who had signed them out from their departments).
- **Use of traditional teaching methods:** When asked if the TLMs had changed their teaching methods, teachers often said yes. However, according to observations in 62 classrooms, teachers still appeared to rely heavily on traditional teaching methods of lecturing, note-taking and literal recall. Students are also instructed to copy content from the chalkboard, even when the same information was in the TLMs. One reason for this practice seems to be the strong tradition of fact learning and recitation, reinforced by an assessment tradition that rewards recall of factual information in flawless English (which is nearly impossible, as English is a foreign language for most learners). Related to this is the difficulty of comprehending complex technical content and critical analysis in a foreign language, so that remembering key terms and lists of attributes already taxes the linguistic proficiency of teachers as well as students. To meet their needs, not only would the materials need to be written at an appropriate level of English, but approaches to teaching and learning English across the curriculum would need to be built in, and strategies developed to support both linguistic and cognitive development. The point is that textbooks alone cannot transform the teaching/learning dynamic.
- **Lack of equipment:** Officials at the Secondary Education Department at MOEVT indicated that it would be extremely useful to have adequate instructional materials and laboratory equipment (e.g., microscopes, voltmeters or oscilloscopes) referred to in the texts. Without appropriate equipment, teachers omit activities and focus on memorization at the expense of developing scientific reasoning, hypothesis, observation, and analytical thinking.
- **Lack of students/Lack of teachers:** It is not uncommon in Tanzania for there to be no students studying a particular subject area at a given time, especially in forms 3 and 4 science. One school official commented that high-achieving students in his remote school

typically transfer out to other schools after their second year, leaving a reduced demand for higher level textbooks. In such cases, textbooks are stored until such time as a class of students is formed. In addition, secondary schools have difficulty recruiting and retaining qualified instructors for upper-level sciences and mathematics, especially in remote and rural schools. In this case textbooks are unused and stored until appropriate teachers are hired.

Even though they did not always use the materials to promote independent reading for knowledge, teachers still commented that they wished for a 1:1 pupil-to-textbook ratio. We observed teachers managing this situation by having students read in pairs or assigning group work in which students used the textbooks as resources. We observed one math teacher who used the textbooks as a resource along with all of the other textbook series in the school library. After presenting students with a particular math concept, he would assign students to identify similar math problems in the math resource books, solve these problems and present their solutions on the chalkboard.

In general we observed very little instruction that corresponded to the suggestions in the accompanying teacher's guides. In only one biology classroom observed did the teacher have students go outside to collect examples of living and non-living things and sort these according to the definitions in the textbook.

4.6.2 Reading Assessment

One sub-team (including a Kiswahili speaker) did informal assessments of student reading. These were intended not as a measure of student reading performance but to determine whether the TLMs were written at students' instructional level (meaning the ability to identify 90-95 percent of the words and comprehend 75-90 percent of the material). Students in forms 1-4 participated in individual informal assessments of reading using sample passages selected at random from their TLMs in a location outside the classroom. The results of these sample assessments gave cause for concern. Although most students were able to decode words with a high level of accuracy, they generally had a great deal of difficulty comprehending what they read. Students were unable to respond to specific prompts for literal or inferential thinking. Even when prompts or directions were provided in Kiswahili, students remained unable to respond. These findings are particularly troubling given that many teachers and students saw these TLMs as useful outside the classroom, in other words to be used without scaffolding or any other form of support. As these materials did not seem to be on students' instructional level (and certainly not their independent reading level), it is unlikely that students would gain much information without considerable reading comprehension support provided by the teacher (such as pre-reading, guided reading, vocabulary development, etc.).

4.7 Textbook Review

The TLMs (textbooks and teacher guides) were reviewed according to standards for reader-friendly instructional texts. This analysis has to do with specific elements that make instructional texts easy or difficult for students to use as learning materials. These elements include:

- Sentence length
- Passage organization and sentence cohesion

- Use of headings and labels
- Pre-reading and post-reading activities

A more detailed analysis of the TLMs appears in **ANNEX F – TEXTBOOK REVIEW.**

4.8 Conclusions

TLMP in mainland Tanzania created a significant quantity of instructional materials for math and science for resource-poor secondary schools and clearly helped reduce the pupil-text ratio. The books were published with high quality materials. However, several troubling conclusions emerged from this research.

- **Limited capacity at SCSU**: One of the main program objectives was to build capacity at the MSI. Despite its experiences in Zanzibar, SCSU demonstrated that it still has limited capacity to manage and implement a large-scale development project. Both SCSU and the Tanzanian educational system would have been better served if the MSI had partnered with an NGO or agency with experience in educational development, so that SCSU capacity would have been raised.
- **No innovations or insights applied**: Very few individuals from SCSU were involved and no visibly new approaches, activities, or strategies were introduced.
- **Redundancy in textbook support**: Although Tanzania has a great need for textbooks nationally, the need is not uniform. A cost-effective approach would demand a more nuanced understanding of the education context that goes far beyond simple textbook production to distributing them to the neediest areas and following up on their use.
- **Textbooks can't teach**: TLMP intended to improve learning outcomes for secondary school students in Tanzania. However, even well--designed instructional materials do not guarantee effective teaching nor do they automatically lead to improved learning outcomes. Textbooks do not teach; well-prepared professional teachers do. Along with providing materials, TLMP should have worked with teachers to help them understand the demands of competency-based teaching and learning—as well as teaching a second/foreign language across the curriculum. At the very least, there should have been an orientation to the teacher's guides.

5. LESSONS LEARNED

- **Staff politics, culture, and international development:** Politics is endemic to the entire process, and this had to be negotiated all along the way. One SCSU interviewee commented, "A full-fledged country study was required before we moved ahead on the proposal so as to be prepared for what we would see when we actually visited. In preparation for such a trip, we needed cross-cultural training so that we could interact with people locally with a degree of cultural sensitivity. Some training in language would also have been good."
- **SCSU Leadership:** Instability in SCSU leadership over the life of a multi-year program created a context in which, as one informant responded, SCSU TLMP leadership was constantly explaining the purpose of the project and the rationale for the college to support it. Without this stability, working with USAID was not fully institutionalized and the close

working relationships with the MOEVT on the mainland were not established as they had been in Zanzibar.

- **Confusion in Authorship and Copyright:** TLM authorship was to have been a joint activity between designated individuals of the MOEVT/TIE and SCSU; however, the Project Coordinator's name appears as the author on one of the textbooks, and the copyright was maintained by SCSU, making reproduction of the materials extremely difficult.
- **Operations:** Having an on-site, in-country coordinator would have facilitated key relationships. In addition, according to one interviewee it "would have been better" to have created the original texts for the mainland and then move to Zanzibar.
- **Pedagogy:** Teachers were not very prepared to teach their subjects at the assigned grade level using the TLMs as they called for a different approach to teaching. Students are now learning from 21st Century textbooks; however, science kits are needed, teacher evaluations of the use of the books are needed, and a plan for the local team needs to be developed to carry on with the process.
- **Language:** Teachers and students do not have the English competence to work in the level of English required by each of the textbooks. An ESL approach may have been more effective rather than the assumption that students would be able to work in English at the same level of native speakers.
- **The value of systems:** TLMP in Tanzania made great use of the existing systems within the national education context. Rather than operating as a project outside the national system, the mainland portion of TLMP was managed and supported largely by well-established Tanzanian systems for textbook revision, approval and distribution. This resulted in a cost savings and provided a measure of ownership for MOEVT including at the regional and district levels.
- **The value of professional publishers**: TLMP benefited from the contributions of professional commercial publishers. The success of the project seems in large part because of the appropriate use of publishers' local technical expertise. In fact, had the publishers' standard practices for piloting and training been followed, the TLMs might have been better adapted to students' needs, and teachers better prepared to use the TLMs.
- **International publisher practices**: OUP is a multinational corporation and as such can take advantage of resources available in other countries. OUP printed many of the TLMs in Kenya, where machinery, supplies, and electricity are more reliable. Thus, the Tanzanian printing industry, *per se*, did not benefit from TLMP.
- **The limitations of textbooks as change agents:** Although SCSU and the MOEVT may have felt that the level of innovation incorporated in the TLMs was modest most teachers observed seemed reluctant to change teaching styles. In this case, teachers were familiar with lecture and recall of terms and concepts, and used the TLMs to highlight facts rather than to engage students in a discussion of the implications and applications of factual information.
- **The limitations of centrally-managed international development programs:** USAID supervision from Washington was not the most efficient. The USAID/W office appeared to be too far removed from the SCSU and the MOEVT, despite the presence of USAID in Dar es Salaam. Critical oversight regarding budget, partnership development, and product review seemed to be lacking or poorly timed.

6. RECOMMENDATIONS

6.1 Materials Improvement

- **Address the lower levels of English language capability of secondary school students:** Student difficulty in understanding the vocabulary and more complicated sentence structures used in the TLMs requires reconsideration of the level of English used in the textbooks. Future textbooks in any/all subjects must be solidly based on an English language assessment to guide the level of English competency required.
- **Conduct a more comprehensive review of the usability of TLMs:** Since teachers themselves have varying levels of subject matter knowledge and know-how in building competencies in their students, a more comprehensive assessment of their ability to understand and teach the range of concepts incorporated in the TLMs should be undertaken to fulfill two goals: 1) improve instruction at TTCs; and 2) improve classroom delivery of lessons. As noted above, textbooks don't teach; teachers do.

6.2 Systems Improvement

- **Link TLMP to teacher professional development:** To maximize use of the TLMs, an investment should be made to build on the MOEVT's own initiatives to implement a professional development support program on teaching with textbooks.
- **Address copyright issues:** An investigation should be undertaken to determine who actually owns the copyright to the TLMs so that, if so desired, they can be reprinted.
- **Support a large-scale evaluation of the impact of TLMs on student learning:** USAID might consider supporting MOEVT and Tanzanian research universities to conduct a national assessment of the impact of TLMP and other textbooks on teaching and learning.
- **Create links between teacher education institutions and schools:** To maintain continuous professional development and to further professionalize the teaching profession, a link between SCSU science and math educators and secondary school teachers in Tanzania via shared technological resources, particularly through USAID-sponsored Teacher Resource Centers in Tanzania, should be considered. This pairing might be extended to U.S. secondary schools with which SCSU has a relationship through student teaching and in-service programs.
- **Build school-based management of resources:** USAID might consider developing support programs that build on the MOEVT's school-based decision making and decentralization efforts. The formation of school-based textbook review committees with objective criteria for evaluating potential textbooks for adoption is one critical function. USAID's support for secondary school directors and academic leaders might help the MOEVT to capture these exemplars and create leadership development models around them for future school-based decision making.
- **Develop a strategy to support secondary math and science:** All TLMs should be provided to TTCs so that they might be included in the curriculum in training new teachers, thus providing input on how to teach using a 21st Century textbook. Without such an input it is likely that students will not elect to study the sciences at a higher level.
- **Link to other secondary education programs:** The TLMP experience – processes and outcomes – should be linked to other donor secondary school interventions.

- **Insure quality and accountability of textbooks at the school level:** The same level of quality and accountability in the choice of textbooks in evidence at EMAC should be required at the school level. This will mean that the appropriate MOEVT divisions should provide training at schools (including directors and teachers) on how to make textbook choices.
- **Systematize the allocation of textbooks to schools that need them:** As part of the process of identifying the number of textbooks needed in a particular subject at a particular grade level, the MOEVT should determine whether the subject is taught at that school and at that grade level so as not to provide books to a school where they are not needed.
- **Share TLMP evaluation processes and results with early grade reading project awardees:** The lessons learned by SCSU in developing the TLMs should be shared with early grade reading project leaders. Even though the subject matter is different, there are useful elements emerging from the project that can be learned by others (e.g., copyrights, publishing, textbook review, etc.)

6.3 USAID/W Improvement

- **Consistently apply performance monitoring procedures:** USAID should require that all funded projects prepare a PMP and consistently conduct monitoring on project progress. In reviewing monitoring reports, included in quarterly reports, USAID should determine if the project is "on track" or whether approaches and activities need to be adjusted to obtain the desired results.
- **Build institutional capacity for less experienced US-based implementers:** If USAID/W intends to earmark funds to expand capacities at U.S. institutions that do not have extensive experience in international development, it should anticipate the need for even greater oversight of their activities and ensure that such institutions are mentored so that capacity is gradually built over time.

ANNEX A. SCOPE OF WORK

DESCRIPTION/ RESULTS-ORIENTED STATEMENT OF OBJECTIVES (SOO)
Evaluation of Textbooks and Learning Materials Program (TLMP) in Ethiopia, Ghana, Malawi, Senegal, South Africa, and Tanzania

I. BACKGROUND

TLMP contributed directly to USAID‟s effort in the development and distribution of learning materials to improve sub-Saharan African (SSA) host country partners‟ management capacity in the education sector. Each Minority-Serving Institution (MSI), based upon the provisions noted in their Cooperative Agreement (CA), was responsible for managing and implementing the TLMP in a specific country and with achieving specific output results. Each MSI was also responsible for providing (i.e., identifying, selecting, developing, adapting, printing, assisting with distributing, and training users) a minimum of 600,000 copies of quality, cost-effective education materials for use in primary schools in its host partner country. These materials were to be developed and/or adapted under the CA in partnership with the host partner country's Ministry of Education (MOE) and other local specialists. The main objectives of the TLMP were to: 1) produce and distribute high quality, cost-effective textbooks and learning materials, in support of USAID's African Education Initiative (AEI) to enhance girls' and boys' access to learning opportunities in primary schools within SSA, 2) strengthen the capacity of U.S.-based MSIs to build sustainable linkages with African institutions, which would enable the latter to continue technical assistance after the completion of the program, and 3) ensure alignment with national curriculum to include relevant cross-cutting themes (i.e. gender, health, etc.).

TLMP Cooperative Agreement History

- **TLMP Ethiopia:** USAID Cooperative Agreement RLA-A-00-09-00035-00; In coordination with local entities, Alabama Agricultural and Mechanical University (AAMU), over 3 million English for Ethiopia textbooks were produced and disseminated for grades 1, 6, 7, and 8. Over 132 teachers were subsequently trained to use the materials in classroom settings.

- **TLMP Ghana:** USAID Cooperative Agreement RLA-A-00-09-00036-00; In coordination with local entities, Chicago State University (CSU) has trained 260 teachers in using the developed materials. Over 6 million materials and textbooks have been created and distributed for students up to grade 3 in mathematics, environmental science, and English.

- **TLMP Malawi:** USAID Cooperative Agreement RLA-A-00-09-00033-00; In coordination with local entities, University of Texas, San Antonio (UTSA) developed and provided over five million supplemental reading books, teachers guides and training materials and trained nearly four thousand teachers on methodological classroom usage.

- **TLMP Senegal:** USAID Cooperative Agreement RLA A 00-09-00037-00; In coordination with local entities, Elizabeth City State University (ECSU) produced and distributed over 1.8 million materials in both French and English for grades 2-10 in

science, mathematics, and language arts. Over 160 teachers were trained on utilizing the materials as part of their curriculum.

- **TLMP South Africa:** USAID Cooperative Agreement RLA-A-00-05-00079-00; In coordination with local entities, University of Texas, San Antonio (UTSA) developed and provided over 1.4 million materials in 11 languages for grades 4, 5, and 6, as well as trained over 6,000 teachers. The work was completed in 2009.

- **TLMP Tanzania:** USAID Cooperative Agreement RLA-A-00-09-00034; In coordination with local entities, South Carolina State University (SCSU) created and disseminated over 1.1 million materials for secondary level usage in the fields of science and mathematics. Over 1,200 teachers were trained.

The Contractor will be provided with each institution's Cooperative Agreement by each individual institution, which will include the relevant scope of work. The Contractor will be required to obtain other pertinent documents as necessary.

II. PURPOSE

The purpose of this SOO is to support the Evaluation of Textbooks and Learning Materials Program (TLMP) in Ethiopia, Ghana, Malawi, Senegal, South Africa, and Tanzania.

III. SCOPE OR MISSION

Task 1 – Data Collection
Task 2 – Data Review
Task 3 – Coordination and Management
Task 4 – Site Visit
Task 5 – Data Analysis

IV. PERFORMANCE OBJECTIVES / DESIRED OUTCOMES

The Contractor shall provide all labor, equipment, supplies and materials, and travel necessary to conduct Textbooks and Learning Materials Program Evaluation (PE). The PE is intended to satisfy the following objectives:

- validate stated program goals and impacts;
- assess the results achieved for each host partner country in relation to intended program targets, as well as standardized and variable indicators by measuring quantitative and qualitative impacts of TLMP in terms of local capacity building (i.e. U.S.-based MSIs, in-country institutions, Ministries of Education (MOEs), etc.), student achievement, teacher performance, amongst other criteria, in each host partner country;
- determine if in-country institutions (with support from U.S.-based Minority-Serving Institutions [MSIs]) were able to deliver services effectively in terms of coordinating material design, alignment, production, and distribution;
- review allocated USAID funding in terms of usage and overall cost effectiveness;
- highlight specific program accomplishments per MSI-host country partnership; and

- document lessons learned and provide recommendations for potential program scale-up and/or replication as related to the New Agency Education Strategy http://www.usaid.gov/our_work/education_and_universities/documents/USAID_ED_Strategy_feb2011.pdf 6

V. OPERATING CONSTRAINTS / LIMITATIONS

We anticipate that Awardee would complete one site visit per country and that the site visits would take no longer than 10 days each. There is not a requirement for specific key personnel or a combination of key personnel to complete the site visits; however consistency in terms of personnel for the site visits is preferred.

The Contractor shall perform the PE in accordance with USAID ADS 203 and the new USAID Evaluation Policy published in January 2011. The USAID ADS 203 Performance and Monitoring Guidance can be found here: http://www.usaid.gov/policy/ads/200/203.pdf. The new USAID Evaluation Policy can be found here: ttp://www.usaid.gov/evaluation/USAIDEvaluationPolicy.pdf

Monthly Status Reports. The Contractor shall provide written reports to the USAID COTR or his/her designee on the progress of the work, contacts made, and problems encountered on a monthly basis. They should be submitted by the last business day of every month.

Comment Reponses. Comments will be provided to the Contractor electronically. The Contractor shall prepare comment responses that clearly state the actions taken to incorporate the comment or show the changes in a red-line and strikeout version of the revised report. The Contractor may contact the reviewers for clarification. Unresolved technical issues shall be coordinated with the COTR.

ANNEX B. QUESTIONS POSED OF SCSU PROJECT TEAM

Ask re Following Documents

- MOE report on the appropriateness of the textbooks developed for Zanzibar
- Matrices of changes needed to textbooks to contextualize them to the Mainland
- Mapping instrument to align textbooks sequentially and in scope with the curriculum of the Mainland

Background

- Initial MOU in 2005-2008 for secondary textbooks and learning materials in biology, chemistry, physics and math in Zanzibar ($5.5 million); what was accomplished under AEI? What were lessons learned from this first phase? How did SCSU build on what was done in Zanzibar to continue the TLM production and distribution process for the mainland in the second phase under CA of 2009-2012 ($13 million)? How did the results of Phase1 influence Phase 2?
- How did SCSU become involved in the development of TLMs at the pre-school level in Zanzibar? What happened when funding was not available? Was any attempt made to find other funding for the early childhood program?

Administration

- How did all the changes in senior leadership affect the ability of TLMP to get things done? What types of stumbling blocks were overcome over the period of Phases 1 and 2 of TLMP?
- What was the role of the Ministry of Regional Administration and Local government in the basic education part of TLMP in Zanzibar?
- What is the actual number of TLMs produced for Zanzibar? For the Mainland secondary schools?

Project Implementation

- How and who decided who would get the textbooks?
- What was the problem with the legal office and the potential delay in publishing?
- What was the nature of your relationship with the Peace Corps? The World Bank?
- What criteria were used in school/classroom observation?
- What research was conducted on the entire project process? What lessons were learned? What best practices? All noted are a repeat of the first/earlier reports; nothing is new.
- What were the process and instruments used by EMAC in approving the textbooks that were produced in Zanzibar and adapted for use on the Mainland?
- While the quarterly reports and other documents report on the outputs, please explain the actual work that the textbook developers did in the first phase and how the materials were changed for use on the Mainland? Who of the SCSU did what? Who of the MOE/TIE did what? What teachers were involved? How were they chosen to be a part of the writing team? Who were the subject matter specialists in each team? How did they work with the teachers?

- What was the process used to include "culturally relevant" items in the textbooks? Who determined cultural relevance?
- How did the Tanzanian and SCSU subject matter experts work together to produce the textbooks? What was the process from start to finish?
- Why was the number of textbooks to be produced increased by 40,000?
- What was the process used to develop the teachers' guides? Who specifically was involved? How were curriculum standards incorporated/followed?
- Who was responsible for writing the quarterly and annual reports? Why is there so much repetition and so little actual data/information presented?
- What is the system of distributing textbooks at schools? How large are classrooms and how many students actually receive textbooks?

Project Impact

- What is SCSU able to do now that it is different from the outset of TLMP? What capacities were built by whom? What institutional changes?
- What is the MOE/TIE able to do now that it is different from the outset of TLMP?
- How have teaching practices changed as a result of having access to books?
- How has learning by student improved as a result of using textbooks?

ANNEX C. SCHEDULE OF DATA COLLECTION ACTIVITIES

Date	Time	Organization	Person Interviewed/ Research Activity	Title
WHOLE TEAM	**DAR ES SALAAM**			
2/18	**10:00**	**IBTCI Team Meeting**		
2/18	**12:30**	**MOEVT**	Chris Kibanga	Director-EMAC Local TLMP coordinator
2/18	**1:00**	**MOEVT**	Silvestina Mgisimba;	Acting Permanent Secretary of Education
2/18	**2:00**	**MOEVT**	Dorothy Mwaluko	Director, Secondary Education-Science & Mathematics
2/19	**1:00**	**Uhuru Media**	Lela Abdala	Managing Director
2/19	**3:00**	**USAID**	Tom LeBlanc; Laura Kikuli and Abbas Nsanzugwanko	Education Manager; Program Manager; M & E Specialist
2/20	**2:00**	**TIE**	Leonard Akwilapo	Acting Director
2/20	**5:00**	**TIE**	Godson Lemme	TIE Subject Matter Specialist (Physics
2/21	**9:30**	**MOEVT**	M. Mukaruka	Coast Regional Education Officer
2/21	**10:30**	**MOEVT**	Omari Kisuda; Alice Msemwa	Kibaha District Education Officer; Assistant District Education Officer
2/21	**12:00**	**MOEVT**	Georges Ngonyani	Academic Master Mwanalugali Secondary School
2/21	**1:30**	**MOEVT**	Teacher Focus Group	Mwanalugali Secondary School
WHOLE TEAM	**COAST**			
2/21	**3:30**	**MOEVT**	Aaron Ndunguru	Headmaster, Kibaha Town Council School
2/22	**9:30**	**MOEVT**	Bashiry Shellimoh	Temeke District Education Officer
2/22	**10:30**	**MOEVT**	Godfrey Mchimbini	Head Master; Tuangoma Secondary School
2/22	**11:00**	**MOEVT**	Various Teachers	Tuangoma Secondary School
2/22	**12-2:00**	**MOEVT**	Various teachers Classroom observations	Tuangoma Secondary School

SUB TEAM 1	**MORO-GORO**			
2/25	**8:30**	**MOEVT**	Michael Daffa	Morogoro Rural Council District Education Officer
2/25	**9:30**	**MOEVT**	Mtembeje Kingimali; Syvanu Konambi	Academic Officer Morogoro Municipal District Education Office; District Education Officer
2/25	**10:30**	**MOEVT**	Rukia Chembe	Assistant Academic Officer, Morogoro Regional Education Office
2/25	**11:00**	**MOEVT**	Tabitha Tusekelege; Various Teachers	Head Mistress Kilakala Girls Boarding School
2/25	**1:00—4:00**	**MOEVT**	Berthea Kulwa Various Teachers Students	Head Mistress Kingolwira Secondary School
2/26	**2:00**	**MOEVT**	Theresa Kamugishu	Sekwao Secondary School
2/27	**9:00-12:30**	**MOEVT**	Anna Mmbeya; Rosemary Sam; Various Teachers	Head Mistress, Kirokala Secondary School; Assistant Academic Officer
2/27	**1:30-4:30**	**MOEVT**	Ibrahim Janguella; Various Teachers	Head Master, Mkuyuni Secondary School
2/27	**8:45-9:15**	**MOEVT**	Damari Mchome	Meru District Education Officer-Secondary Education
SUB-TEAM 2	**ARUSHA**			
2/27	**9:30**	**MOEVT**	Alex Kitomari	Head Master, Poli Secondary School
2/28	**9:00-2:00**	**IBTCI Team**	Team Debrief	
2/28	**3:00**	**Oxford University Press**	Peter Crowder; Mussa Khamis; Frederick Sylvester	Acting Managing Director; Program Manager; Assistant Program managers
WHOLE TEAM	**DAR ES SALAAM**			
3/1	**9:00**	**MOEVT**	Silvestina Mgisimba	Acting Permanent Secretary of Education
3/1	**10:00**	**USAID**	Debriefing: Tom LeBlanc; Laura Kikuli and Abbas Nsanzugwanko	Education Officer; Program Manager; M & E Specialist

ANNEX D. DATA COLLECTION INSTRUMENTS

In Capital and Adjacent Locations

1) USAID Mission – Education Team

- What has been the mission's role in implementing TLMP? What types of support activities have you provided to the project? How were these different for Phase 1 in Zanzibar and Phase 2 on the mainland?
- Have you supported any other book/learning materials development projects before? What indicators were used to track progress?
- How does TLMP fit in with other USAID education program/priorities in this country? How do you see TLMP leveraging other educational development activities in Malawi or elsewhere in the future?
- Did the development of TLMP have any (beneficial) effect on the national curriculum? On educational language policy? Has any new emphasis been placed on textbook and learning material development? Were all the textbooks and teachers' guides accepted as part of the national curriculum?
- How does USAID support teacher training in this country? How has the TLMP been linked to these efforts? What would make these efforts sustainable?
- What specific challenges has TLMP faced in this country?
- How satisfied are you with the way TLMP was managed? What would you change? How satisfied are you with the outcomes of TLMP? What would you change?
- Would you say that the model for TLM creation developed by SCSU can be utilized in other areas? If not, what would you change?
- If a TLMP-type project emerges/is needed for the future, what would your recommendations be for improvement?
- How are you working with the World Bank to extend the creation/publishing/ disseminating process of TLMs?
- How are you working with the MOE to develop sustainability plans for the use and continuous development of TLMs?
- Do you believe that the textbooks produced for the Mainland were in line with the national curriculum? Did they properly address gender, HIV/AIDs and other cross-cutting themes? What else should be included?
- Was the level of expertise provided by SCSU and the MOE appropriate to the design of textbooks that have current and future applicability? What type of capacity building was conducted by SCSU? By the MOE?
- Are you aware of any studies that have documented the changes in national examination outcomes that could be linked to the production and distribution of the TLMs?

2) MOEVT/TIE Administrators (triangulate with different administrators at each level)

- What is your current position? How long have you been in this position? For how long have you been working in education? In what positions?
- What was your particular involvement in TLMP?

- What is your impression of the TLMP? On a scale of 1-4 with 1 being very good and 4 being very bad, how would your rank the program? Please explain your reason for this choice.
- How did you decide which staff members/departments were to work on the TLMP? Were they seconded or were the responsibilities added? Were salaries topped off for participation? If yes, by how much?
- How was it decided which schools would receive the TLMs? Which teachers would attend the TOT? Which teachers would receive the TLMP cascaded training? How many teachers did the MOE train on the use of the TLMs? How did you train them? For how long? Could you please provide a list of the teachers who were trained and the schools they represented?
- What types of policy change has the MOE instituted regarding textbooks and/or supplementary/complementary materials as a result of TLMP? Regarding teacher training?
- What other types of teacher training does the MOE provide? How frequently?
- How does the district work with teachers to improve their teaching? How was this changed after the TLMP teacher training was delivered? How were the TLMs included in teacher training (either pre-service or INSET)?
- Did you find that the TLMs produced followed the MOE curricula appropriately? Did they incorporate gender? HIV/AIDS? Other cross-cutting themes?
- What was the difference between the TLMs produced for Zanzibar and those produced for the Mainland? What process was used in producing the TLMs for the mainland?
- Do you believe that the way the TLMs were structured helped teachers in becoming more learner-centered? If yes, what, specifically, was included to do this? If not, what should be included? What other teacher training do you provide in learner-centered methodologies?
- What did the MOE learn from this project about developing textbooks? Is the MOE able to reproduce this process? If not, what would the MOE need? Now that the project has ended, what is your plan to continue the production of TLMs? What new textbook policies have been developed as a result of TLMP?
- How has the material presented in the TLMs been included in preparation for national exams? Has performance on exams improved with the use of TLMs?
- How was TLMP monitored by the MOE? What indicators did you use? How often did you go to schools to observe the use of TLMs? How was TLM production managed and monitored?
- How has the MOE benefited from TLMP? How has it been challenged?
- How satisfied are you with TLMP? If you were to make recommendations to another country implementing TLMP, what would you suggest? Why? If you could change anything about TLMP, what would it be? Why? If you were to scale up the production and distribution of these books, what would you want to be different?
- How satisfied are you with the collaborative relationships established with SCSU? What could be improved?
- Have the textbooks become your national textbooks? If not, why not? What is preventing this adoption? If yes, do you have enough for all students and teachers in the country? If the answer is no, how many more are needed? What is the MOE plan to make up for this shortfall?

3) Material Developers/Curriculum Specialists

- What is your current position? For how long have you had this position? For how long have you been working in this area (e.g., subject matter, curriculum and instruction, grade level)?
- How did you become involved in TLMP? What was your specific role at the outset? At the end of the project?
- What was the composition of the writing/production team? What types of expertise was represented? What other expertise was needed, in your view? How were the members of the team compensated for their activities? How many were male and how many females? Does this represent the gender distribution of teachers of science and math at the secondary level?
- How often did the two teams meet? What were the results of these meetings?
- What process was used in creating the TLMs? How long did it take for each subject and grade level?
- In developing TLMs, how did you ensure conformity with the national curriculum in terms of subject matter and grade level? In terms of ensuring gender neutrality? In terms of including such cross-cutting themes as HIV/AIDS? What other cross-cutting themes did you include? Were the materials culturally relevant?
- In developing the TLMs, how was the methodology of learner-centered teaching included? If so, how did this help teachers improve their teaching? Improve learner outcomes?
- How did the textbooks for the mainland differ from those produced in Zanzibar? Scope and sequence? English language complexity? Illustrations? Cultural issues? Other?
- What type of local and international review process did the production team have to go through?
- How did you obtain illustrators for the TLMs?
- How satisfied are you with the collaborative production process between yourselves and SCSU? What would you change?
- How did you field test what was written? With whom? Where? Did you have a rural/urban balance? What was the difference in the results? Did you have to make significant changes to allow for appropriate usage in rural areas? What were these?
- How do you think the TLM development process can be improved in the future?

4) Printers/Publishers – Uhuru Media and Oxford University Press

- Tell me about your operations before you were granted the TLMP contract and how they changed as a result of TLMP participation? Who were your clients and what was the nature of the work you did before the project and how did this change after the implementation of the project?
- How did the contracting occur with the SCSU? What was the content of the contract, i.e., what were your responsibilities? Did you have adequate personnel and technical resources to fill the order? What was lacking? How did you overcome these? Was the sequencing of the materials to be produced in accordance with your capacity, or were there any production difficulties that involved obtaining paper, skilled staff, etc.?
- Where were the TLMs printed? What was your particular role in producing the TLMs?
- What, if anything, did you learn through working on TLMP that enabled you to produce materials more efficiently and/or less expensively?

- What instructions were you given on how to distribute the TLMs? From whom? What kind of difficulties did you encounter in keeping to the distribution schedule?
- When/how did you distribute the TLMs after they were produced? To whom did you distribute them? How many TLMs were delivered to each receiver? What kind of tracking/delivery system did you establish? What kind of challenges did you have in distributing the materials? How were these overcome? Could you please share your distribution list with us?
- How did having the TLMP contract change the way you do business? Improve your capacity? What new work are you now able to do that you could not before TLMP? How many new employees have you hired? What new equipment have you purchased? How much has your income increased? What other inputs would you require to take on more textbook production projects?

In Field

5) Regional Education Offices

- What is your current position? How long have you been in this position? For how long have you been working in education? In what positions?
- What was your particular involvement in TLMP?
- What is your impression of the TLMP? On a scale of 1-4 with 1 being very good and 4 being very bad, how would you rank the program? Please explain your reason for this choice.
- How many of each TLM did you request for your district/region/province? (Subjects, levels?) How did you calculate this number for appropriate grade level students? If you had any surplus, what did you do with the materials? If you had any shortfall, what did you do?
- What instructions did you give for distribution to each school? How did you work with the distributor of the text and workbooks to ensure that they were properly delivered and received? How many of each textbook was made available to each school? Were there enough for all children in each class?
- Are all teachers who received the TLM's required to use them in their teaching? What other materials do they have/use? Is there a sufficient number of these materials for all children? If not, what does a teacher do?
- What instruction did you give to each school about how the TLMs were to be used? Did the MOE provide a TOT? If so, how many teachers in your district attended the TOT? How were these teachers chosen? How many male? How many female? Is this division representative of the number of men and women teaching math and sciences at the high school level? How many of these teachers went on to teach others? How many others were trained?
- How were inspectors instructed on how to evaluate teachers using TLMs?
- From your point of view, on a scale of 1-4 with 1 being very effective and 4 being not effective at all, how would you rank the TLMs produced for this project? What do you recommend for materials improvement? Program improvement?

In Schools:

6) Principals/Directors

- What is your current position? How long have you been a principal at this school? How long have you been a principal? In how many schools?

- What is the overall economic status of the people in this community? How do they generate income? What is the composition of most families/households? How big a problem is HIV/AIDS in this community? About what percentage of your students are Orphans or Vulnerable Children (OVC)?
- Do families send their girls to school as often as their boys? What gender-based trends do you see in enrollment? Has your school done anything to make teachers or families more aware of gender equity? If so, what have the results been?
- What language(s) do children speak when they enter school? Is this language the language of instruction? Up until what grade? When does English become the language of instruction? Is the level of English used in the TLMs appropriate? If not, what needs to be done?
- What is the average amount of time a teacher remains in your school? What factors cause them to leave for work elsewhere? Once teachers have training in different subjects, do they generally remain in the school or go elsewhere?
- How many of each textbook did you request for the school? How many of each textbook did you actually receive per grade level? If you had any surplus, what did you do with the materials? If you had a shortage, what did you do? When during the term were the books received?
- How many of your teachers received the MOE training on the use of the TLMs? How did you choose these teachers? How many were males? How many were females? Does this distribution represent the gender division of teaching math and science at the high school level? What were the teachers' reaction to/opinion of the training? Did you attend the training yourself? If so, what was your opinion of the training?
- How are the teachers coping with the new materials? For those who have not been trained, how are they using the materials? Have the TLMs enabled the teachers to be more learner-centered in the methodologies they use? If not, what else do they need?
- What other types of teacher training does the MOE provide? How often? Are those who attend expected to pass on what they have learned to their colleagues?
- Do you believe the materials are culturally relevant? Address HIV/AIDs? Address issues of gender equity? Follow the curriculum for each subject appropriately? If not, what would you change?
- Have the textbooks produced been adopted by the MOE as the core textbooks for each subject at each grade level? What other subject matter books do teachers and learners have? How would you compare/contrast the two?
- Are the textbooks relevant for the different science labs you have in school? If not, how should they be changed?
- Is the language level of the textbooks appropriate for the English language capability at each grade for your students? What needs to be changed?
- What is your impression of the TLMP? On a scale of 1-4 with 1 being very good and 4 being very bad, how would you rank the program? Please explain your reason for this choice? What improvements would you make to the TLMP? Why?

7) Classroom and Head Teachers

- What is your current position? How long have you been teaching this subject at this grade at this school? How long have you been a teacher? What other classes have you taught

before? At what grade level? What is the level of education you have achieved? What qualifications do you have to be a teacher? (certificate, diploma, degree)

- In this Region, which languages are used for instruction at which grade levels? In which language is initial literacy (reading and writing) learned? At what grade do children start learning English? At what grade does English become the language of instruction?
- What is your greatest challenge in teaching in English?
- How many students do you have in your classes? Specify class and number of students. What is the age range of your students in each class?
- What non-TLMP textbooks do you have to teach your subject? What do you do when you don't have enough textbooks for each learner? Do you have a teacher's guide for each of the textbooks? If not, what do you use?
- How would you compare the non-TLMP with TLMP textbooks in terms of usability? Level of English language used? Illustrations? Complexity of explanations? Other? How would you recommend that they be changed?
- When did you receive training on the use of TLMs? How long did it last? Who delivered the training? On a scale of 1-4 with 1 being very good and 4 being very bad, how would you rank the TLMP training you attended? Please explain your reason for this choice? If you did not attend any training related to the materials, how did you learn how to use them?
- When did you receive the TLMs for your classes? How many were you provided? From whom did you receive them? How did you distribute them to your learners? How many learners must share a textbook?
- Were you able to use the textbooks after the training? Did you feel you needed more training? In what? Do you have the appropriate lab equipment to utilize the textbooks? What do you do if you do not?
- Do you believe the TLMs were aligned with the curriculum? If not, how should the materials be changed? Are the texts culturally relevant? Do they address gender equity? Do they address HIV/AIDS? How might the presentation of these ideas be improved? Do you believe the TLMs were properly sequenced (go from easiest to hardest)? What would need to change if they were not?
- For each class that you teach, how long per day/how many periods per day [per week, per month] do you use the TLMs?
- What, if anything, does "learner-centered teaching" mean to you? Do you think these materials help you to be more learner-centered in your teaching? Why/why not? Have the materials increased your teaching skills? How?
- What type of difficulties do the learners have in using the materials? Is there a difference between girls and boys? What would be needed to overcome these difficulties?
- What changes have you observed and recorded in children's achievement since the TLMs were introduced? Are more girls or boys performing at a higher level in math and sciences since using the textbooks?
- What is your opinion of the TLMs in so far as their attractiveness to students? On a scale of 1-4, with 1 being very attractive, and 4 being not very attractive, rank the materials. Please explain your reason for this choice.
- What is your opinion of the TLMs in the ways that they depict girls and boys? Do they represent girls and boys equally? Do they represent them in non-traditional /traditional roles?

- Is there anything about the TLMs that you would change? What? Why?
- In using the TLMs, what changes have you made in your teaching? How useful is the Teacher's Guide in planning and teaching your lessons? On a scale of 1-4 with 1 being extremely helpful and 4 being not helpful at all, please rank the Teacher's Guide. Please explain your reason for this choice.
- What is the greatest challenge your students experience in using the TLMs?
- What do you think is the overall impact of the program on your students? What kind of difference does it make in learning for a child to have textbooks?
- What is your impression of the TLMP? On a scale of 1-4 with 1 being very good and 4 being very bad, how would your rank the program? Please explain your reason for this choice. What changes would you make to improve the program: 1) in the textbooks and learning materials? 2) In the delivery of the program?

8) TEACHER OBSERVATIONS OF TLM USE IN THE CLASSROOM

School _____ Village/Town/City _____
Country _____ Type of School: ___Primary; ___Jr. Sec; ___Sec
Teacher Sex _____ M; _____F Grade Level: _____
No. of Students: ___ M; ___ F; ___Total No. of Books _____
Age range of Students: _____M; _____ F
Mother Tongue of Students _____
No. & type of learning materials _____

Indicator	Observed	Not Observed
Teaching Using TLMs		
Instruction		
1. The teacher has prepared materials on the use of the TLMs for the class period.		
2. Students have the appropriate TLMs and are ready to use them in class activities.		
3. The teacher explains the goal and purpose of the class lesson to the students.		
4. The teacher identifies, pronounces and defines any difficult vocabulary before teaching the lesson.		
5. The teacher begins the class activity with questions that review previous activities using the TLMs and draws on the prior knowledge of the students.		
6. The teachers uses learning aids/materials produced by TLMP		
7. The teacher can read and explain TLM content to the students		
8. The teacher uses TLMs throughout the class period		
9. Students use TLMs throughout the class period		
10. Students can read and understand the subject matter in the TLMs.		

Indicator	Observed	Not Observed
11. Students are actively and interactively engaged with the teacher in the use of TLMs (Q&A, group work, workbook practice, continuous assessment)		
12. The teacher makes sure learners make connections of TLMP content to daily lives		
13. The teacher gives and corrects homework using the TLMs.		
14. The teacher shows evidence of having used the Teacher's Guide in presenting the lesson		
15. Students and teachers use mother tongue/English (French) when asking and responding about TLMs (circle which language)		
TLMs/Artifact Inventory		
16. Lesson objectives are written on the board in either local language or English (French)		
17. Learning aids/materials are posted in the classroom (TLMP produced and others).		
18. TLMs are locked up in the cupboard.		
19. Word walls display key words in local languages and English		
20. To demonstrate language experience, sentences appear on the chalkboard or on a chart in the classroom		
21. Students write words and sentences in their exercise books (demonstrating evidence of having pencils/pens and exercise books)		
22. There is evidence that teachers mark exercise books in a process of continuous assessment		

Comment_____
_____

9) Learners' Reading Competency

Note: Because the TLMP textbooks for secondary Mathematics and Science in Tanzania were not intended to improve students' English language reading proficiency, the purpose of evaluating students' reading performance was to evaluate the readability or fit between the students' reading ability and the level of text difficulty presented by the TLMP textbook. In addition, because these were secondary school students there was no need to assess them on the elements of early grades reading—letter recognition, familiar word reading, and decoding. The protocol applied is provided below.

EVALUATION OF LEARNER READING COMPETENCY

School _____ Village/Town/City _____
Country _____
Grade Level _____ Class Subject Matter _____
Student Age _____ Sex ____M; ____F
Home Language/Mother Tongue of Learner: _____

Language of Testing: _____
Title/Type of TLM used in Class: _____

Reading Aloud:

Instructions: Identify 2 short passages (3 to 5 sentences) from one of the TLMs for the appropriate grade level and make a clean copy of each passage. [Please save passages to accompany evaluation results. They should preferably be cut from within stories or texts so that memorization can be ruled out. One passage should be easier than the other, so one can be taken from the beginning of the book and one from the middle, depending on how far into the school year they are.]

Have the student read the more advanced passage aloud and note the results below. If s/he is successful, stop after this.

If the advanced passage is too difficult, provide the easier passage and conduct the exercise again, noting the results.

Reading Fluency

Passage 1: _____ (Rate and comment)

1) Fluent _____
2) Little difficulty (specify words) _____
3) Very haltingly (specify words) _____
4) Can read only a few words (specify words) _____
5) Cannot read at all _____

Passage 2: _____ (Rate and comment)

1) Fluent _____
2) Little difficulty (specify words) _____
3) Very haltingly (specify words) _____
4) Can read only a few words (specify words) _____
5) Cannot read at all _____

Reading Comprehension/Oral Reading

Ability of learner to paraphrase what s/he has read silently:

1) Can put into own words all that has been read without difficulty _____
2) Can put into own words only selected points _____
3) Has difficulty putting passage into own words _____
4) Cannot put passage into own words _____

10) TLM Analysis Instrument – Criteria Used for Analysis of Textbooks Generated for Mainland Tanzania

Subject _____ Grade Level _____

STUDENT TEXTBOOKS

1. Curriculum Coverage
    - How balanced is the presentation of topics as reflected by the table of contents?

2. Readability
    - What are the general features of sentence length and vocabulary?
    - What is the readability level as measured by the Flesch Readability formula?

3. Text Structure
    - How is content organized within paragraphs (e.g., main idea/details; lists, definitions, characteristics, etc.)?
    - How are paragraphs linked using linguistic markers and content information?

4. Text Elements
    - How does the text use bold-face and italic fonts to highlight key information?
    - How does the text use labels, captions, and subheadings to highlight important information?

5. Graphics
    - What kinds of graphics are used in the textbook (photographs, drawings, charts, maos, diagrams etc.)?
    - What is the quality of these graphic elements?

6. Additional Features
    - Does the textbook contain a chapter overview and review?
    - Does the textbook include a glossary or list of important formula?
    - Does the textbook include self-checking review questions?

TEACHER'S GUIDES

1. Lesson Objective
    - Are lesson objectives clearly identified for each lesson?
    - Are objectives linked /cross-referenced to the national curriculum?

2. Support for Planning
    - Does the teacher's guide suggest the amount of time needed to complete a unit?
    - Does the teacher's guide identify recommended/required instructional resources and equipment?

3. Background information
    - Does the teacher's guide include material that provides additional content material for the teacher?
    - Does the teacher's guide contain suggestions for a variety of teaching techniques?

4. Meeting the Needs of Diverse Students
    - Does the teacher's guide contain suggestions for adapting instruction and content to meet the needs of diverse learners?

5. Overall appearance
    - Does the appearance of the text seem dense and overwhelming?
    - Are key resources easily identified with text graphics?
    - Is there a table of contents, glossary and index to simplify usage?

ANNEX E. MATHEMATICS EXAMPLE OF ADAPTATION PROCESS

A report of the review process for Basic Mathematics Forms 3 and 4 indicates that a six-person Tanzanian team and the lead mathematics writer from SCSU adapted these materials. The books were examined to address concerns in the following areas:

- Conformity to the syllabus
- Organization and presentation of content
- Correctness of facts, concepts and figures
- Conformity to socio-cultural values of Tanzania
- Integration of life skills and cross-cutting issues
- Adaptability and applicability to local and global settings
- Relevance and appropriateness to learners and teachers
- Use of quality instruction
- Ability to appeal to learners of different abilities
- Presence of enjoyment index
- Assessment of learners' understanding
- Appropriateness of language and communication aspects

The findings of their review led to changes in the following areas:

- Supplying introductions for some subtopics/content of chapters, where necessary
- Reorganizing the content of some chapters
- Adding examples/exercises that integrate cross-cutting issues and life skills
- Revising/adding class activities to chapters, where necessary
- Introducing/including elements to increase the enjoyment index of mathematics
- Revamping/rewriting some concepts that were felt to be inadequately presented
- Suggesting changes/improvements in figures, terminology, notation, position of figures, etc.
- Proving a variety of examples and problems requiring critical thinking and applications of real-life situations throughout the text

A similar review process was undertaken for all textbooks produced in Zanzibar for use on the mainland due to more clearly defined learning parameters of the curriculum. A similar process was undertaken for each of the teacher's guides.

ANNEX F. TEXTBOOK REVIEWS

In general, the textbooks appeared well-designed, with a number of structural elements to support learning. Chapters were generally brief and were subdivided into content chunks of a half to a full page. This would make the reading task more manageable for a second/foreign language user. The subdivisions were clearly labeled with bold fonts to identify the main idea of the topic of the section. Much of the content within each section was presented as bulleted lists. This structure seemed to reflect the tradition of rote memorization and recall of factual information. Other study aids in the student textbook included chapter openers which identified key concepts and learning objectives and chapter closers that helped students review the critical content presented in the chapter. An abundant use of color photographs, charts and other graphics seemed especially helpful for guiding all students but especially valuable for second/foreign language learners.

However, when the content was presented as connected text, readability formulas (based on sentence length and syllable counts) suggested that the writing was generally ***above grade level for native English speakers***. This level of text difficulty would be extremely challenging for second/foreign language readers, as the informal reading assessment indicated.

A review of the Teacher's guides revealed distinct differences between the two publishers. The Guides prepared by Uhuru offered considerable "extra" information for the teacher. These extras included:

- The identification of learning objectives for each lesson and explanation of how these objectives were linked to the national curriculum
- A review of various teaching techniques
- A list of recommended materials for each lesson (which would be especially useful when planning science activities)
- Practice assessments modeled after the national assessment formats
- Background content information providing additional facts related to lesson content
- A suggested block plan detailing the number of days to allow for each chapter
- Specific teaching suggestions for each lesson

The Guides produced by Macmillan were adequate but less detailed. They focused on learning objectives and answers to questions in student textbooks.

Overall, both types of Guide seemed to be an exceptional resource in a context that suffers from a dearth of professional materials. It is unfortunate that most teachers in the schools we visited were unaware of these resources or had not made use of them. Unfortunately there were no indications that the publishers asked classroom teachers to review these guides or pilot them at any time during the development/adaptation of the TLMs.

ANNEX G. CONFLICT OF INTEREST STATEMENTS

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	JAMES M. WILE
Title	
Organization	IBTCI
Evaluation Position	☒ Team Leader ☐ **Team member**
Evaluation Award Number *(contract or other instrument)*	AFR-12-000001
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	Textbooks & Learning Materials Project (Chicago State University, Alabama A&M, South Carolina State Univ., Elizabeth City State University, Univ. of Texas San Antonio
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	James M Wile
Date	1-8-2013

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Carolyn J. (Carol) Benson
Title	Consultant
Organization	IBTCI
Evaluation Position	☐ Team Leader ☒ **Team member**
Evaluation Award Number *(contract or other instrument)*	AFR-12-000001
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	Textbooks & Learning Materials Project (Chicago State University, Alabama A&M, South Carolina State Univ., Elizabeth City State University, Univ. of Texas San Antonio
I have real or potential conflicts of interest to disclose.	☐ Yes No ☒
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

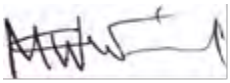
Signature	Carolyn J. Benson
Date	5 March 2013

Name	Dr. Richard W. Chediel
 **Title**	Team Member
Organization	IBTCI
Evaluation Position	**Education Evaluation Specialist**
Evaluation Award Number *(contract or other instrument)*	AID-OAA-TO-12-00054
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	Textbooks & Learning Materials Project (Chicago State University, Alabama A&M, South Carolina State Univ., Elizabeth City State University, Univ. of Texas San Antonio
I have real or potential conflicts of interest to disclose.	No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to

6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	March 01, 2013

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	CATHLEEN SEKWAO
Title	NATIONAL RESEARCHER
Organization	IBTCI
Evaluation Position	☐ Team Leader ☐ **Team member**
Evaluation Award Number *(contract or other instrument)*	AFR-12-000001
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	Textbooks & Learning Materials Project (Chicago State University, Alabama A&M, South Carolina State Univ., Elizabeth City State University, Univ. of Texas San Antonio
I have real or potential conflicts of interest to disclose.	☐ Yes No ☒
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	Cathleen Sekwao
Date	4/3/2013