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Table of Contents

ACRONYMS AND ABBREVIATIONS	2
I. EXECUTIVE SUMMARY (SSIRI)	3
Qualitative Impact	3
Quantitative Impact	3
Next Quarter’s Work Plan	4
Project Administration	4
II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT)	5
III. PROGRAM PROGRESS (QUANTITATIVE IMPACT)	8
IV. MONITORING	16
P.4 Formative Evaluation:	17
Release of Learning English Audience Survey Results:	17
Re-registration Exercise:	17
School Monitoring Visits:	17
V. NEXT QUARTER’S WORK PLAN	17
VI. FINANCIAL INFORMATION	18
VII. PROJECT ADMINISTRATION	20
Constraints and Critical Issues	20
Expansion of SSIRI activities	21
Contract Modifications and Amendments	21
ATTACHMENT I: DETAILED PMP INDICATORS, TARGETS, AND ACTUAL BY STATE AND COUNTIES	22
ATTACHMENT II: MIRAYA FM TRANSMITTING STATIONS	30
ATTACHMENT III: SUCCESS STORY	31
<i>RADIO-BASED HEALTH EDUCATION APPRECIATED</i>	<i>31</i>
ATTACHMENT IV: SCHEDULE OF FUTURE EVENTS	34
ATTACHMENT V: LIST OF DELIVERABLE PRODUCTS	34
ATTACHMENT VI: SAMPLE TRAINING REPORT	35
ATTACHMENT VII: SAMPLE WEEKLY ACTIVITIES REPORT	42
ATTACHMENT VIII: FORMATIVE EVALUATION REPORT	46
A SAMPLE SCRIPTED COMMENTS FROM A LESSON TESTING EXERCISE	46
ATTACHMENT IX: PIPELINE	53

Acronyms and Abbreviations

AES	Alternative Education Systems
ALP	Accelerated Learning Program
CEC	County Education Center
CES	Central Equatoria State
EDC	Education Development Centre
EES	Eastern Equatoria State
FM	Frequency Modulation
FY	Financial Year
GoSS	Government of Southern Sudan
HIV	Human Immuno Deficiency Syndrome
ICT	Information Communication Technology
IRI	Interactive Radio Instruction
IT	Information Technology
M&E	Monitoring and Evaluation
MDTF	Multi-Donor Trust Fund
MoEST	Ministry of Education, Science and Technology
MP3	MPEG-1 Audio Layer 3
NGO	Non-governmental Organization
OC	Outreach Coordinators
PMP	Performance Monitoring Plan
P4	Primary Four (Grade 4)
PS101	Professional Studies 101
SMoE	State Ministry of Education Science and Technology
SSIRI	Southern Sudan Interactive Radio Instruction
TOT	Trainer of Trainers
TTI	Teacher Training Institute
UNS	Upper Nile State
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USG	United States Government
VSAT	Very Small Aperture Terminal
WBeG	Western Bahr el Ghazal
WES	Western Equatoria State

I. EXECUTIVE SUMMARY (SSIRI)

Qualitative Impact

This quarter EDC worked on consolidating and building upon the significant improvement in the implementation of SSIRI made in the last two quarters. In most locations, this quarter marked a break between the 2008 and 2009 school years. However, EDC continued to work in schools in Southern Kordofan, which are in the middle of the school year. EDC also provided training and support to schools that opened during the quarter in Southern Sudan - Yei and Kajokeji in Central Equatoria State and Yambio, Nzara, and Maridi in Western Equatoria State. Schools in other states will open in April.

EDC staff in all locations worked closely with Ministry officials at the state, county and payam levels to develop plans for 2009. In virtually all locations, there were requests to expand SSIRI – more states, counties and payams.

EDC had the following major accomplishments during the quarter:

1. Developed plans for 2009 with a modest expansion of the number of beneficiaries.
2. Increased the level of participation and ownership of SSIRI by MoEST officials at all levels.
3. Continued broadcasting of some of the English (*Terbia*) programs.
4. Secured a commitment from the United Nations to continue to donate two hours of broadcasting time on Miraya FM for SSIRI programs.
5. Completed new contracts with radio stations in Kajokeji, Yei, Torit, and Wau to broadcast SSIRI lessons to supplement the broadcasts on Miraya Radio. The stations in Kajokeji and Yei began broadcasting the SSIRI lessons.
6. Extended the use of digital devices in Southern Kordofan.
7. Recruited Local Instructors to continue the implementation of PS101 (*Professional Studies for Teachers*) in Maridi, Nzara and Yambio in Western Equatoria State.
8. Continued to develop the P4 series including formative evaluation of the lessons in Kajokeji.
9. Received the final report from Consumer Options on the listenership survey conducted last quarter, which showed that SSIRI programs are widely listened to and appreciated.
10. Conducted *Learning Village* and *English* training workshops in Kajokeji, Yei, Maridi and Southern Kordofan.

Quantitative Impact

The following is a summary of the figures for each indicator. More details are presented in the body of the report and Attachment I.

	FY2008 Target	FY 2008 Actual			FY2009 Target	FY 2009 Actual		
		Total	Men	Women		Total	Men	Women
# of learners enrolled in USG supported primary schools	69,000	78,680	43,403	35,277	35,000	3,627(*1)	1,694	1,933
# of adult learners enrolled in USG-supported schools or equivalent non-school based settings	265,000	16,622 registered in groups (*)	8,851	7,771	28,000	532(*2)	277	255
# of teachers/educators trained	1,500	1,636	1,377	259	900	122(****)	90	32
# of administrators and officials trained	40	29	27	2	40	64(****)	50	14
# of textbooks & learning materials	2,310	2,591 (**)			1,500	82		

	FY2008 Target	FY 2008 Actual	FY2009 Target	FY 2009 Actual		
(* The listenership survey conducted in December 2008 will provide an estimate of the number of listeners outside of schools. The report was released in February 2009, but the estimated number of listeners will have to wait until the census data are released during 2009.						
(**) 2,591 materials distributed including 1,188 radios, 1,194 teacher's guides, 109 digital devices, and 100 new programs produced (40 P4 and 60 <i>Terbia for Beginners-2</i>).						
(***) 66 officials are from WES/CES QTR2,2009						
(****) 116 teachers from EES/CES QTR2,2009						
(*1) & (*2) QTR2, 2009 Kajojeji						

Next Quarter's Work Plan

EDC's operations for the next quarter will markedly change because of the start of the new school year in most locations. The training of teachers and facilitators will continue, schools in most locations will open, and the SSIRI programs will be broadcast on all radio stations.

The current SSIRI locations will be maintained. Limited expansion to new locations will be through collaboration with partners. Activities will focus on increasing the level of government ownership of SSIRI, completing the development of the P4 series, increasing the number of model classes, and commencing the broadcast of the P1-P4 lessons plus the English programs.

Project Administration

EDC received sufficient funding from USAID to continue the project through the end of the current agreement in June 2009, although EDC has reduced staffing and activities because the funding is under the ceiling and is insufficient to carry out all activities. EDC submitted a proposal for a three-year extension and has received informal advice that the proposal has been approved. If, in fact, the project extension is approved, there will be a serious financial situation from July to September if a new obligation does not become available by June. The project will likely need to close down after June until funding is received.

The project was hindered by the inability of USAID to obtain a waiver on duty and taxes for items imported into Kenya, especially digital devices for the implementation of the SSIRI programs in Southern Sudan. As a result, some activities in Southern Sudan had to be postponed.

Although the support for SSIRI at all levels remains strong, the project suffered from the government's inability to pay most teachers in full or on time. This situation has created morale and absentee problems among teachers, which negatively impacted on SSIRI implementation.

The Ministry of Education, Science and Technology has renamed our English language series called *Terbia* (Teaching English through Radio-Based Education for All) to *Rabea* (Radio Based Education for All).

EDC supported the Ministry's efforts to develop proposals in teacher education and Alternative Education Systems that were submitted to the MDTF through the World Bank. The proposals included support for SSIRI activities.

Finally, we are especially appreciative of the Nextar Company for donating 101 MP3 players to the project.

In summary, in spite of the challenges, SSIRI is going well and making substantial progress.

II. KEY ACHIEVEMENTS (Qualitative Impact)

The project continued to work in Upper Nile, Western Bahr el Ghazal, Western Equatoria, Central Equatoria, Eastern Equatoria, and Jonglei states. The project also carried out activities in Southern Kordofan and Blue Nile states. Due to the suspension of shortwave broadcasts and the lack of FM stations in the area, EDC withdrew the Outreach Coordinator from Pochalla County in Jonglei state, but provided digital devices to the County Education Office so that the few classes can continue under their direction. In all locations, EDC implemented the *Learning Village* and the *English* programs. EDC resumed the implementation of PS101 in Western Equatoria that began last quarter. There was progress on the use of digital devices in schools, mostly, in Southern Kordofan and to a smaller extent in other locations. In addition, EDC staff trained teachers, facilitators and education officials on how to implement IRI programs.

1. Planning for Quality implementation

EDC held a planning workshop for the SSIRI project field staff at the beginning of this quarter to reinforce our emphasis on quality implementation. The workshop covered training on mentoring techniques, preparing good reports and plans, orientation on HR policies, security matters, and work expectations. A major emphasis was on developing state and county plans for 2009. MoEST AES officials participated briefly in the workshop and outlined their department's plan and priorities for 2009. Outreach staff returned to their locations to work with education officials to develop state annual implementation plans.

2. Ensuring quality implementation

This quarter EDC continued to build on the achievements of SSIRI over the past two quarters as documented by the external USAID Review of the project in November-December, 2008. EDC continued to emphasize quality implementation rather than expansion of the programs in schools and listening groups. Nevertheless, there continues to be a modest expansion of the implementation of SSIRI.

In order to ensure quality implementation, EDC has taken the following actions;

- a. Coordinators and M&E Assistants visit schools and listening groups on a daily basis when programs are being broadcast.
- b. Field staff submit weekly written reports by email of their activities, especially details of school visits.
- c. The staff continue to nurture model classes that exemplify good IRI teaching and regular mentoring of those teachers. The staff continue to identify new model teachers.
- d. The staff build the capacity of teachers and facilitators through IRI training.
- e. Field staff regularly meet with county and state officials as well as invite them to participate in monitoring visits to schools and centers

3. Provision of quality sound in the classrooms

This quarter EDC aired programs only in those locations where the school year already began (Kajokeji and Yei). Most classes received good audio signals as the broadcasts have been clear and easily accessible on the Freeplay Lifeline radios. Some initial problems with the broadcast of lessons on Grace FM in Kajokeji are being work out. In Southern Kordofan, the *Learning Village* programs continued with the use of digital devices. EDC ensured that there was good quality sound in the classrooms by:

- a. Discontinuing, with effect from December, shortwave broadcasts that were characterized by irregular signals.
- b. Obtaining UN support for continuing to donate two hours a day on Miraya Radio for SSIRI programs.
- c. Renewing contracts with FM stations in Yei, Torit, Kajokeji, and Juba as well as the AM station in Wau for broadcasting the SSIRI programs. Malakal Radio has also been contacted

regarding the resumption of broadcasts. In some locations, these stations complement the service of Miraya Radio; in other locations, these stations are the only source for broadcasting.

The stations shown below will broadcast SSIRI programs in 2009. Note that the last three stations are supported by USAID through Internews. There are no contracts with these stations.

Station	Location	Programs
Miraya Radio	Many locations Southern Sudan See annex.	P1-P4 <i>English Advanced</i>
Bakhita Radio	Juba	<i>English for Beginners and Advanced</i>
Grace FM	Kajokeji	All SSIRI programs
Spirit Radio	Yei	All SSIRI programs
Wau Radio	Wau	All SSIRI programs
Malakal Radio	Malakal	All SSIRI programs
Voice of Eastern Equatoria	Torit	All SSIRI programs
Voice of Kauda Radio	Kauda	<i>English Advanced</i>
Naath FM	Leer	<i>English Advanced</i>
Nhomalaau FM	Malualkon	<i>English Advanced</i>

- d. Changing the way in which the audio files are compressed in order to help ensure a louder volume.
- e. Implementing the use of digital devices for delivering the programs in classrooms and listening groups in locations outside of radio coverage or when the classes meet at times that are different from the broadcast schedule.

4. Training of teachers, facilitators and education officials

Outreach staff conducted various trainings on the *Learning Village* and *English* programs in Yei (*Learning Village*, 41 participants), Kajokeji (*Learning Village*, 27 participants), Yambio (Planning and TOT workshop, 49 participants), Maridi (*Learning Village*, 45 participants) and Southern Kordofan's Diling County (*Learning Village*, 29 participants). Participants in these trainings were teachers and head teachers, MoEST officials at all levels, and partner organizations (NGOs). A sample training report is attached in Attachment VI. This report shows the involvement of MoEST officials in the implementation of SSIRI activities.

5. Increasing the level of ownership

This quarter EDC increased the level of ownership of the program at all MoEST levels (GoSS, State, County and Payam levels). EDC met with MoEST officials to discuss their priorities for 2009, especially those activities related to SSIRI, and to reinforce that fact that SSIRI is a part of the Department of AES. EDC worked closely with primary and secondary schools departments, emphasizing to the Primary Education Department that the *Learning Village* is part of the official Ministry program and that schools need to incorporate SSIRI in their daily timetable. As part of the efforts to increase the level of ownership of the program, outreach staff involved education officials at the state and county levels in drafting SSIRI annual implementation plans. Revised state MoUs have also been developed for 2009.

During this quarter EDC also involved Western Equatoria education officials (consisting of state and county officials from Nzara, Yambio, Maridi and Mundri West) in an orientation and TOT workshop geared towards increasing the level of program ownership.

6. Improved M&E

EDC continued to improve the monitoring and evaluation systems through improved data collection at the local level and the compilation and analyses of data for producing statistical reports. As part of this process, EDC improved the collection of source data such as signed attendance sheets from workshops and enrollment data from schools. An M&E database manager was recruited in March to provide support to the M&E Assistants on data entry and management. The new M&E Specialist will begin working early next quarter.

As part of the improvement of our M&E, EDC will identify IRI schools on the MoEST database. Thus, each IRI school will be identifiable in the Ministry database.

7. Alternative Technologies

a. Internet use at the TTIs

In order to strengthen the teacher training programs at the TTIs this quarter, EDC ICT staff continued to develop or strengthen training programs for the Computer Resource Centers and staff. The ICT staff worked on developing support materials for the training programs. Both Maridi and Arapi TTIs remained closed for the quarter because there was no food to feed the students. EDC serviced a generator powering the Computer Center at Arapi Teacher Training Institute and connected the generator at the Maridi TTI that was donated last year.. In the next quarter when both TTIs are open, EDC will continue to strengthen the training programs, although with a more limited staff because of budget constraints. The emphasis will be on identifying useful materials on the Internet for the tutor's own development and for use in their classes. As soon as our staffing can increase, we will resume training on basic video production. Eventually, it is hoped that video programs can be incorporated into a multimedia teacher education program.

b. Digital devices

We are very appreciative of the Nextar Company for donating 101 MP3 players to the project as a result of the efforts of a former SSIRI consultant Matt York.

This quarter EDC procured 25 pieces of canister speakers with a SD card slot for use in small to medium sized groups listening to the *English* programs. These digital devices will be supported with low-power solar panels.

EDC continued to expand the use of larger digital devices for classrooms in Southern Kordofan. We are also increasing the use of digital devices in other areas where there is no FM coverage, such as Pochalla County, Jonglei State. The digital devices are especially important for the English programs in most locations, as these programs will not be broadcast by Miraya Radio.

The devices differ in size and complexity, ranging from an MP3 player with an earplug for teachers participating in the PS101 program to relatively large boom boxes for large classes. We have selected boom boxes that can accept a memory stick or a SD card that can contain the audio programs in order to avoid using CDs, because CD players use a motor that drains the batteries relatively quickly. We supply these devices with rechargeable batteries and a solar panel for charging the batteries. Digital devices provide a sound level and quality far superior to that of the Lifeline radios. EDC will continue to assess the use of these devices as well as continue to identify and test additional devices for both large and small classes.

EDC also continued its communication with Freeplay radio, which hopes to come out in 2009 with a Lifeline radio that will accept an SD or other card that could contain audio file. EDC hopes to be able to test these new radios in Southern Sudan. The new model will also have a significantly louder speaker.

III. PROGRAM PROGRESS (Quantitative Impact)

The following tables provide detailed information on the progress towards meeting our PMP targets. The table below includes figures by state; in Attachment I the data are broken out by counties within each state.

a. Number of Learners Enrolled In USG-Supported Primary Schools Or Equivalent Non-School-Based Settings (*Learning Village*)

	FY 2007	FY 2007	FY2008	FY 2008	FY 2009	FY 2009*
	Target	Actual	Target	Actual	Target	Actual
TOTAL	47,000	40,190	69,000	78,680	35,000	3,627(*)
Girls	16,450	5,334	24,150	35,277	14,000	1,933
Boys	30,550	34,856	44,850	43,403	21,000	1,694
(*) KAJOKEJI COUNTY LV QTR 2#						
	2008 Actual by State			2009 Actual by State		
State	Boys	Girls	Total	Boys	Girls	Total
Southern Sudan						
Western Equatoria	8,218	7,116	15,334			
Eastern Equatoria	4,461	3,686	8,147			
Jonglei	5,786	4,874	10,660			
Central Equatoria	8,553	7,450	16,003	1,94	1,933	3,627
Western Bahr el Ghazal	6,661	4,585	11,246			
Upper Nile	2,678	1,895	4,573			
Sub-Total	36,357	29,606	65,963			
Three Areas						
Southern Kordofan	4,922	3,711	8,633			
Blue Nile	2,124	1,960	4,084			
Sub-Total	7,046	5,671	12,717			
Totals	43,403	35,277	78,680	1,694	1,933	3,627

b. 2.0 Number of Adult Learners Enrolled In USG-Supported Schools Or Equivalent Non-School-Based Settings (English)

The number of adult listeners is the sum of the number of registered learners in groups and the number of independent listeners, especially listeners of the *Terbia Advanced* programs. The number of independent listeners is to be determined through a household survey. At the end of 2008, EDC hired a Nairobi company Consumer Options to conduct a household survey in six communities in Southern Sudan. The purpose of the survey was to develop an estimate of the number of independent listeners to the SSIRI programs. Their report was released during the quarter. The survey provides information on the percentage of respondents listening to the SSIRI program, but to convert these percentages to an estimated number of listeners will require the census data, which should be released next quarter. Thus, in the next table note the target of 265,000 listeners in FY2008 and an "Actual" number of 16,622. The actual number represents the listeners who are registered in listening groups. Hopefully, by the end of next quarter census data will be available and an estimate of the number of independent listeners can be determined.

Also, note that the target for FY2009 has been reduced to 28,000 listeners following lengthy discussion with USAID on the probable number of listeners taking into account factors such as radio listenership, the number of people who have a sufficient understanding of English to listen to the advanced eh series, etc.

Number of Adult Listeners enrolled in USG-supported schools or Equivalent Non-School Based Settings

	FY2007	FY 2007	FY2008	FY 2008	FY 2009	FY 2009*
	Target	Actual	Target	Actual	Target	Actual
TOTAL	262,800	8,320	265,000	16622	28,000	532
Women	99,864	3,570	106,000	7771	14,000	255
Men	162,936	4,750	159,000	8851	14,000	277
English for Beginners	2008 Actual by State			2009 Actual by State		
States	No. of Enrollees		Total	No. of Enrollees		Total
	M	F		M	F	
WES Subtotal	1395	2420	3815			
CES Subtotal	3808	2963	6771	277	255	532
Eastern Equatoria	168	90	258			
Jonglei Subtotal	444	501	945			
WBeG Subtotal	1102	564	1666			
Upper Nile	501	470	971			
Totals Learners	7418	7008	14426	277	255	532
			-			
English Advanced						
Central Equatoria	1,433	763	2,196			
TOTAL LISTENERS	8851	7771	16622	277	255	532

RESULTS FROM THE LISTENERSHIP SURVEY

The following are some of the results from the listenership survey conducted last quarter in six communities in Southern Sudan. The survey consisted of interview with 1,185 adults (over 14 years) from randomly selected households in the following towns – Juba, Wau, Yei, Maridi, Panyagor, and Yambio. The graphs indicate important findings in terms of the percentage of the percentage of respondents.

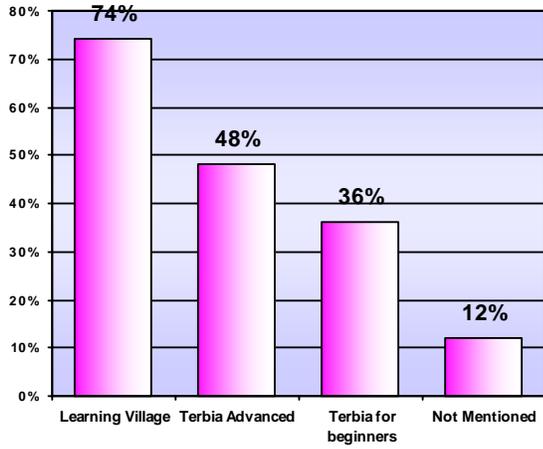
Educational programs ever heard of or listened to the SSIRI programs

The survey was targeted at three main educational programs - *Learning Village*, *Terbia Advanced* and *Terbia for Beginners*.

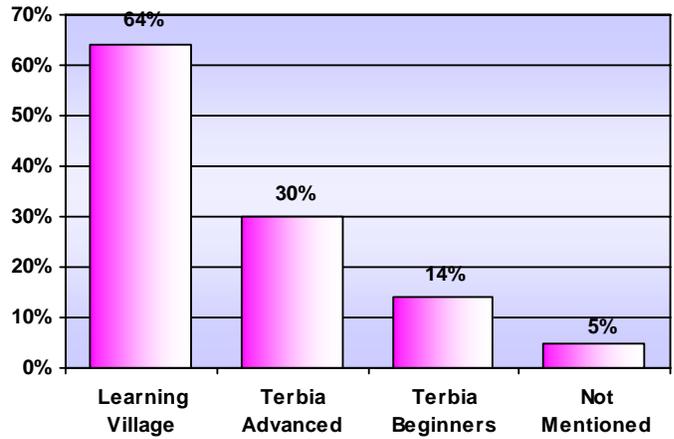
There is a high percentage of respondents claiming to have ever heard of the programs – 74% for *Learning Village*, 48% for *Terbia Advanced* and 36% for *Terbia for Beginners*. When we look at

those who have listened, the % is slightly lower - *Learning Village* is 64%, *Terbia Advanced* 30% and *Terbia for Beginners* 14%.

Ever heard of....

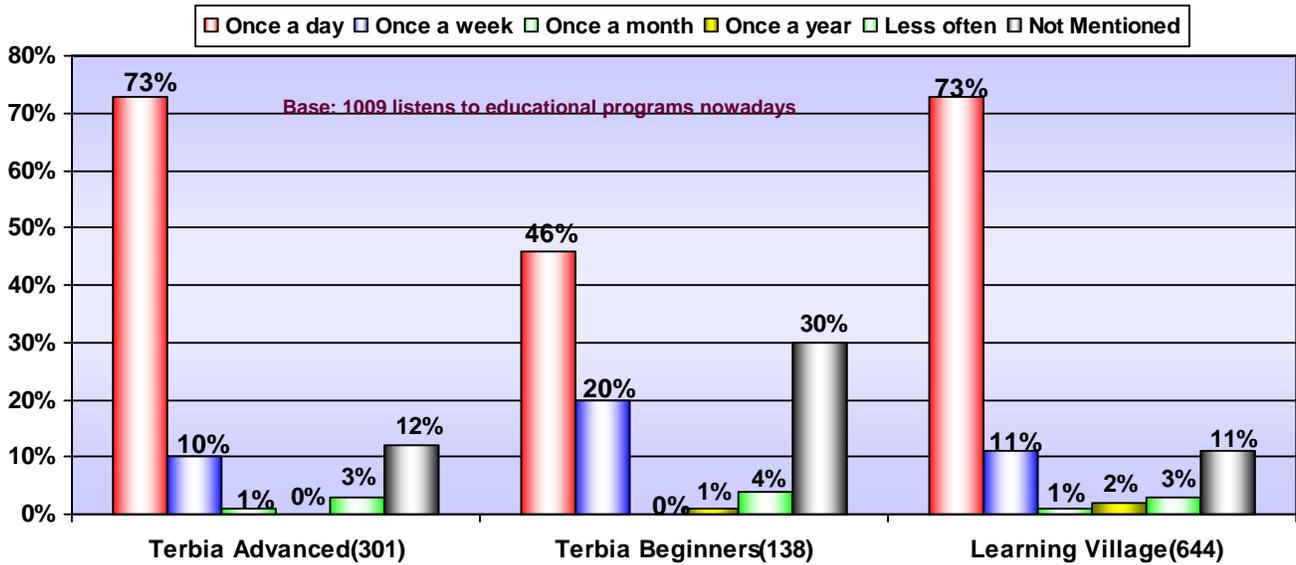


Ever listened to....



Frequency of listenership

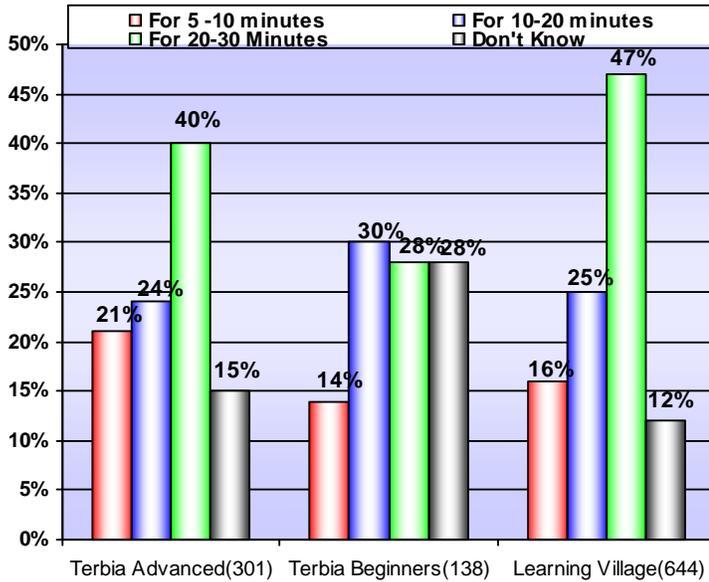
The highest frequency is once a day followed by once a day for all SSIRI programs.



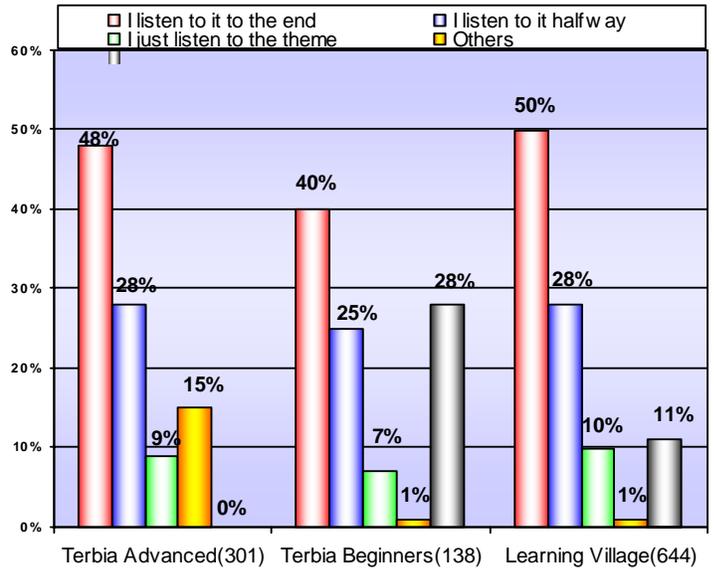
Length of time they listen to/ Extent to which they listen to

The highest percentages run across 20-30 minutes listenership, which shows that the listeners actually engage in the programs. A majority of the respondents listen to the programs up to the end, some listen to it halfway.

Lengths of time listen to

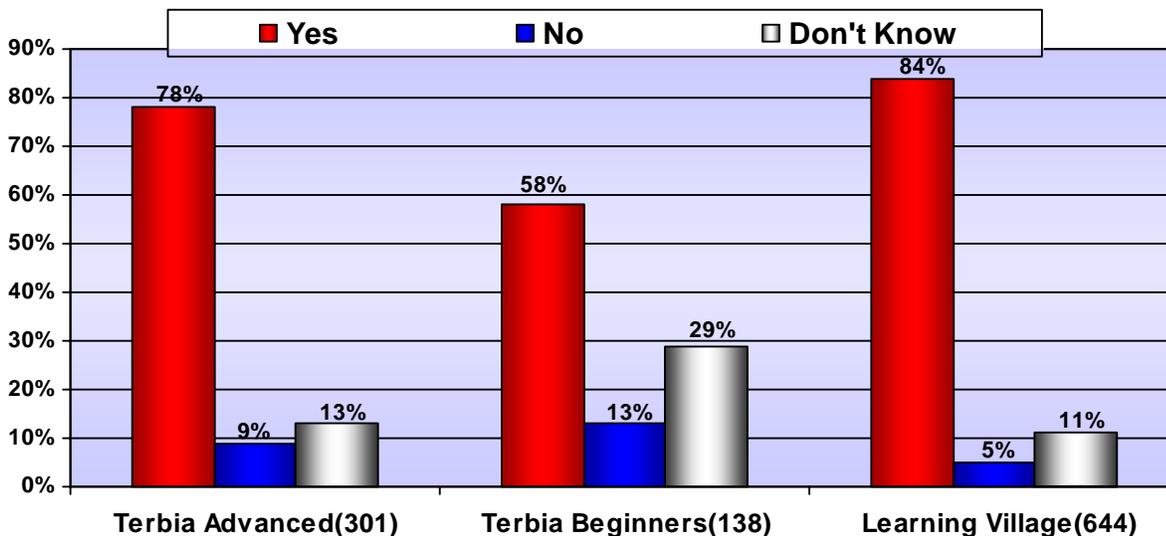


Extent to which they listen to



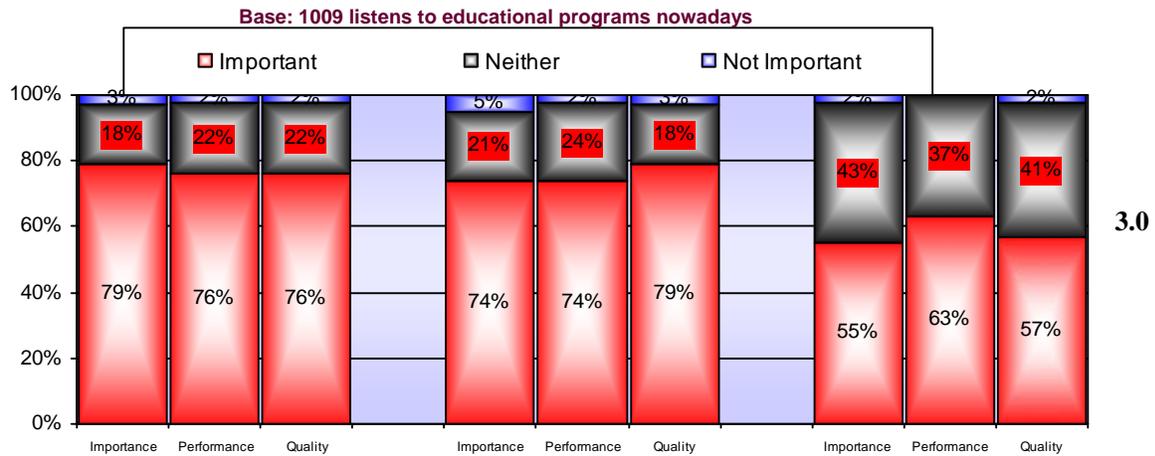
Future Listenership to Educational programs

Most of the respondents would listen to the SSIRI programs if they were to be aired again.



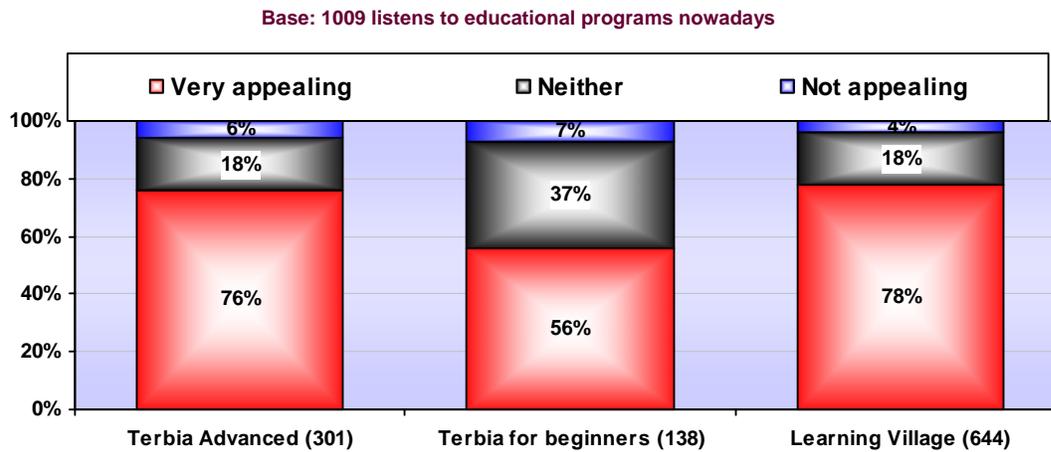
Rating Importance, Performance and Quality of the programs

On rating the importance, performance and quality of the program, all of the three educational programs are rated as important, of good performance and good quality. This indicates that their demand is high.



Rating the educational programs

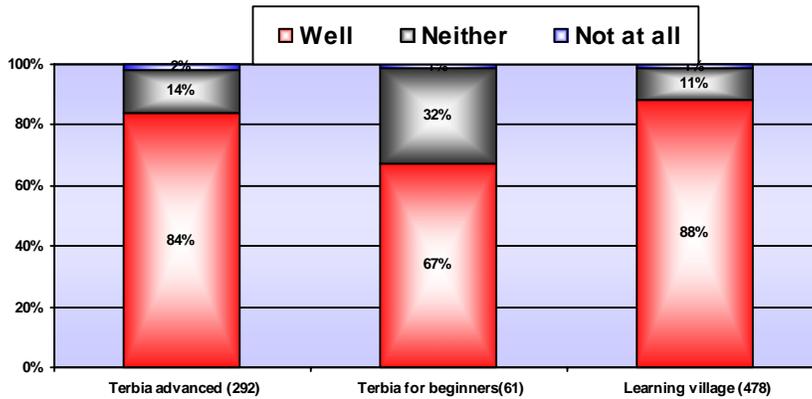
Most of the listeners rate the lessons as very appealing. Terbia for beginners has a lower appeal rate as compared to Terbia advanced and Learning village.



Whether the program holds attention

92% of the respondents claim that the programs hold their attention. On a rating of ‘well’, ‘neither’ or ‘not at all’, the respondents claim that the programs hold their attention well; this is consistent across all three educational programs.

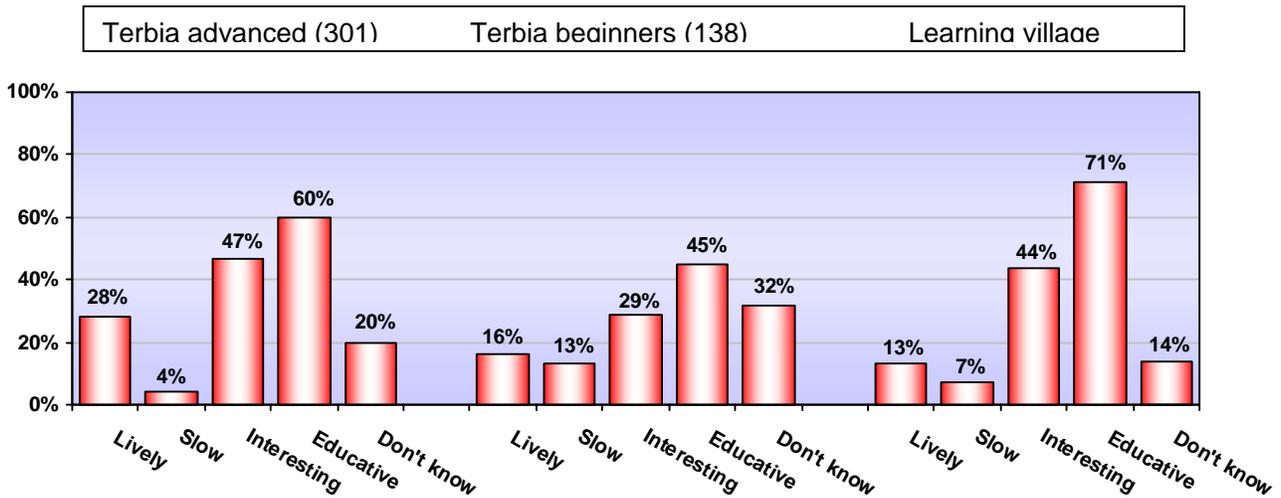
Base: 1009 listens to educational programs nowadays



Program rating

The respondents think that the educational programs are educative and interesting. *Terbia Advanced* is rated the highest as lively.

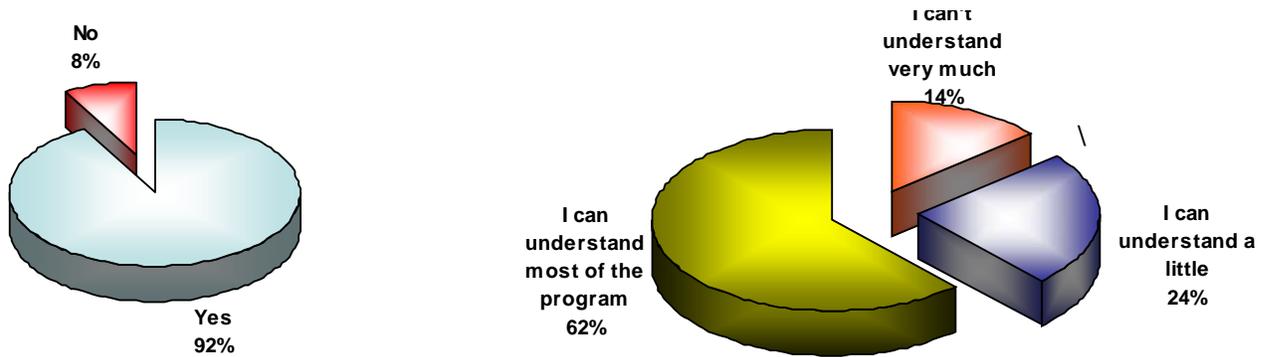
Base: 1009 listens to educational programs nowadays



Understanding of English language

The English language used in these programs is understood by educational programs listeners. 62% claim to understand most of it.

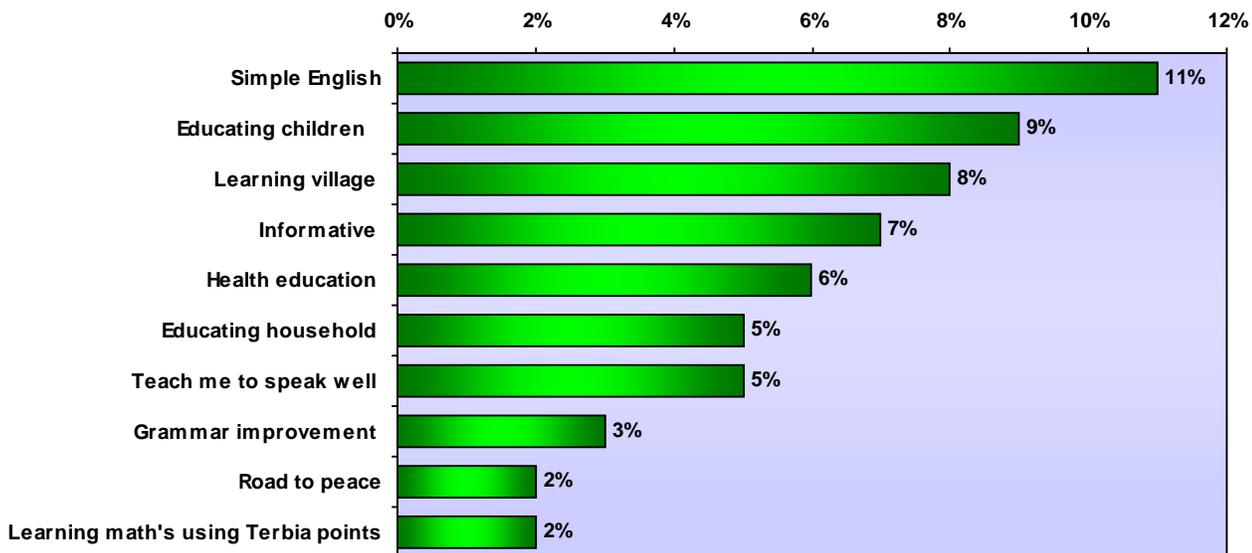
Base: 1009 listens to educational programs nowadays



Recalling what they have learnt

Simple English, child education and learning village were top in mind for most of the respondents. This indicates that the programs are delivering on the objective of teaching English.

Base: 1009 listens to educational programs nowadays



c. 3.0 Number of Teachers/Educators Trained With USG Support

The number of teachers trained is the sum of the number of primary school teachers (and head teachers) trained plus the number of facilitators trained for the *English* program.

Of the total of 1,636 trained in 2008, 990 were primary schools teachers (including 208 head teachers) and 438 were *English* facilitators. 228 were from the Three Areas and the balance of 1,408 was from Southern Sudan.

	FY2007	FY 2007	FY2008	FY 2008	FY 2009	FY 2009
	Target	Actual	Target	Actual	Target	Actual
TOTAL	1,000	928	1,500	1,636	900	122(*)
Women	100	149	300	259	200	32
Men	900	779	1,200	1,377	700	90
* QTR 2						

Teachers/Head Teachers Trained (<i>Learning Village</i>)								
States	Head teachers Trained		Classroom Teachers Trained			Total Trained		
	M	F	M	F	T	M	F	T
Southern Sudan								
Western Equatoria	42	5	169	33	202	211	38	249
Jonglei	3	0	54	2	56	57	2	59
Central Equatoria	39	3	201	72	273	240	75	315
Western Bahr el Ghazal	38	2	147	28	175	185	30	215
Eastern Equatoria	12	0	58	21	79	70	21	91
Upper Nile	5	3	21	11	32	26	14	40
Sub-Total	140	13	650	167	817	790	180	970
Three areas								
Southern Kordofan	49	3	117	14	131	166	17	183
Blue Nile	3	0	38	4	42	41	4	45
Sub Total	52	3	155	18	173	207	21	228
TOTAL	192	16	962	203	990	1,154	219	1,198

3.2 Learning English Facilitators Trained			
States	No. of Trained Facilitators		
	M	F	Total
<i>English for Beginners</i>			
Southern Sudan			
Central Equatoria	133	23	156
Western Equatoria	105	16	121
Eastern Equatoria	13	6	19
Jonglei	17	1	18

Western Bahr el Ghazal	53	2	55
Upper Nile	18	-	18
Sub-total	339	48	387
Three Areas			
Southern Kordofan	7	2	9
Sub-total <i>Learning English for Beginners</i>	346	50	396
<i>Learning English Advanced</i>			
Central Equatoria	34	8	42
TOTAL Facilitators Trained	380	58	438

4.0 Number of Administrators and Officials Trained With USG support						
	FY2007	FY 2007	FY2008	FY 2008	FY 2009	FY 2009
	Target	Actual	Target	Actual	Target	Actual
TOTAL	34	34	40	29	40	64(*)
Women	7	3	10	2	8	14
Men	27	31	30	27	32	50

State	Officials Trained		
	Male	Female	Total
Southern Sudan			
Central Equatoria	10	2	12
Western Equatoria	0	0	0
Jonglei	0	0	0
Eastern Equatoria	2	0	0
Upper Nile	0	0	0
Western Bahr el Ghazal	9	0	0
Sub-total	21	2	23
Three Areas			
Southern Kordofan	6	0	6
Total	27	2	29

IV. MONITORING

EDC strengthened the M&E processes last year by assigning an M&E Assistant to each of the five states where we have significant activities plus one for the Three Areas. During the quarter we hired a new M&E Specialist and a Database Manager (new position). The M&E staff improved our monitoring forms and processes and updated/completed the data entry from 2008 including information on participating schools and listening groups, teachers and facilitators trained, the number of pupils and learners, the distribution of the radios, etc. Our progress in data collection and reporting was assessed as part of the USAID Review of SSIRI in November 2008, and progress in our systems was noted.

The main M&E activities conducted during this quarter include:

P.4 Formative Evaluation:

This quarter, SSIRI conducted formative evaluation of the new P4 lessons in Kajojeji County. This was a follow up to the initial formative evaluation exercise that was conducted in Juba and Kajojeji in November and December last year. Following the results of last year's exercise, the scriptwriting team revised the early lessons of P4 in order to simplify the English and to enable teachers to do more translation. After testing the first ten programs of the P4 *Learning Village* series, we note the strong improvement in the quality of lessons. Only minor changes will be made in readiness for the commencement of the broadcast of the series in June. The report marked as Attachment VII indicates a few of the findings of the formative evaluation exercise conducted in Kajojeji.

Release of Learning English Audience Survey Results:

During this quarter, Consumer Options, the firm that EDC contracted to conduct a listenership survey of SSIRI's programs, analyzed the data and released the findings. Some of the results are presented graphically earlier in this report and include the following findings: Of the 1,184 people interviewed, 64% said that they have listened to the *Learning Village* programs, 30% to the *English Advanced (Terbia)* and 14% to the *English for Beginners (Terbia for Beginners)* programs. 73% of the respondents said they listened to the *Learning Village* and *English Advanced* daily and 46% listened to the *English for Beginners* daily. 58-84% of the respondents said that they would like to listen to the programs in the future. 56%-78% rated the programs as "very appealing." One striking finding is the high listenership to the primary school programs *Learning Village* among adults listening in their homes.

Re-registration Exercise:

In this quarter, outreach staff conducted a re-registration exercise to verify data on the registration of IRI teachers/facilitators and schools/centers, enrollment of pupils/learners, and distribution of materials. In the course of the re-registration exercise, the outreach staff collected information regarding teacher attendance and teacher transfers.

School Monitoring Visits:

Our field staff, especially M&E Assistants and Outreach Coordinators, continued to visit schools to monitor radio reception, the use of Teachers Guides, and lesson logs, as well as the quality of the IRI lessons in the few locations that were active during the quarter. The staff also obtained feedback and comments from teachers and head teachers. Most significantly, this quarter more than ever before, our field staff involved county and payam officials in the monitoring and mentoring process.

This quarter EDC analyzed the findings from the weekly reports from 2008.

A sample weekly report is attached in Attachment VIII. This report shows some of the formative evaluation activities conducted in Kajojeji. This exercise is important in the development of IRI lessons.

V. NEXT QUARTER'S WORK PLAN

The major change for next quarter will be training of teachers and facilitators and, thus, the SSIRI programs in many locations. By mid-May the teachers, pupils, youth and adults in most locations will use the SSIRI programs. Next quarter's work plan will be characterized by the following:

EDC will commence the broadcast of the 120 lessons for P1-P3 and the 120 lessons for the new P4 *Learning Village* series. The content for P4 will include English, mathematics, and life skills, especially peace education, but not local language literacy.

EDC will complete the development of the P4 *Learning Village* lessons by the end of the next quarter (June 2009). In addition, EDC will work with the MoEST Department of Teacher Education and Management on their plans to roll out the in-service teacher training program in the new 20 CECs across Southern Sudan. Given the project's current financial position, EDC will only provide limited support to this rollout initiative including radios and guides plus some training support by our outreach staff. Fortunately, MoEST has included a request for funds for digital devices to support SSIRI AES and teacher training activities.

Next quarter EDC will work with MoEST/AES officials to try to find a way to incorporate SSIRI into the new AES pastoral education program to be launched in Eastern Equatoria, Jonglei, Western Bahr el Ghazal, Northern Bahr el Ghazal, Warrap, Lakes and Unity states. The SSIRI programs would be a natural fit with the pastoral program with the use of digital devices.

MoEST officials have indicated that AES priorities are the inclusion of SSIRI in the security organs, and the extension of SSIRI in more states and counties, especially in Upper Nile. Pending the availability of funds, EDC will provide support to this initiative during the next quarter.

The implementation of the *Learning Village* in both the in-service and Fast Track programs, plus PS101 in the in-service program will be an important means of expanding the SSIRI programs.

Another major objective for SSIRI in the next quarter will be to continue to increase the level of ownership of the program at all levels. During this quarter EDC already met with MoEST officials to discuss their priorities for 2009, especially those activities related to SSIRI and to promote SSIRI as being part of the department of AES. EDC will continue to work closely with primary and secondary schools departments. EDC will continue its emphasis on having states take more ownership of the SSIRI programs through joint planning, training, and supervision.

In the next quarter EDC will:

- Work with the local MoEST offices to integrate *Learning Village* in school timetables and to show how the *Learning Village* relates to the other daily English and math periods;
- Initiate a summative assessments of *Learning Village* for P2;
- Continue the implementation of PS101 in Western Equatoria;
- Complete revising the training materials and disseminate them;
- Continue to work with Miraya Radio and, as needed, other stations, on improving broadcast signals;
- Continue to assess the options for audio digital devices and their scalability and sustainability;
- Expand the use of appropriately sized digital devices where they are needed and where it is economical;
- Continue to do formative assessment of P4;
- Complete the development of P4;
- Finalize MoU agreements with potential partners to support the implementation of SSIRI;
- Develop improved database for SSIRI data, e.g., number of pupils, teachers trained, etc.
- Begin broadcasting P1-P4 and the English programs;
- Work with MoEST on integrating SSIRI into the rollout of their programs at 20 CECs; and
- Prepare for possible three-year extension of SSIRI.

VI. FINANCIAL INFORMATION

At the end of this quarter EDC received funds from USAID to complete the current contract in June 2009. However, the total obligated amount is over \$1 million below the contract ceiling. As a result, EDC continues to struggle with insufficient funds, which has led to the cancelation or postponement

of some activities and a reduction of staff. The expenditures through March 2009 are in line with EDC's projections and will be within the contract ceiling by June 2009.

If the three-year extension for SSIRI is approved by USAID, EDC does not currently have adequate funds to continue activities past June or July. This could cause a major problem if the next obligation is not until August or September. **EDC may be forced to close the project during all or part of this time period (July- September) should additional funds not become available.**

The pipeline analysis in Attachment IX presents the current financial situation and lays out the financial needs for continuing the project until June, the current end date for SSIRI.

VII. PROJECT ADMINISTRATION

Constraints and Critical Issues

USAID

The only critical issue is a shortage of funds, which is described in the previous section. As a result, EDC is reducing staff and curtailing some activities including two that were supposed to be completed by June 2008 – the development of *Terbia Intermediate* and an achievement testing program for the *Terbia for Beginners*. EDC will conduct these activities during the first year of the project extension, should this be approved.

As noted in the previous section, EDC may be forced to close down the project during part of the period July-September if a new obligation is not possible.

Also, the project has been hampered by the inability of USAID in Nairobi to process the DA-1 forms required to import project items free of duty and taxes. In January of 2008 USAID changed the process for both work permits and tax exemptions in Kenya. As a result, the process has been delayed, almost to a standstill and items have remained in customs for up to six months incurring charges and delaying important project activities in Southern Sudan. During the last half of calendar 2008, EDC submitted many DA-1 forms to USAID for processing. On December 30, 2008, USAID forwarded a request on 55 items to the Ministry of Finance and, to date, four months later, there has been no response. EDC has counted on the availability of items currently in customs to carry out important project activities. Thus, some of our activities, especially those relating to digital devices, have had to be postponed. In addition, substantial costs are incurred for storage and, at one point, we were informed that some items had been auctioned off and other items no longer could be found. EDC needs to request a waiver to USAID that would allow us to pay the taxes so that items can be released promptly; this would support project implementation and likely save money by not incurring high storage charges. In addition, EDC is exploring the option of posting an insurance bond so that items can be released quickly. But, even in the case, if the DA-1 process is not completed within 90 days, EDC will be liable for the taxes.

Activities in Sudan

We have full support of the Ministry of Education, Science and Technology at the central, state and county levels. A major problem, however, is the impact of delayed and reduced payment of teachers' salaries. As a result of this issue, teachers are demoralized, many do not show up regularly at school, and some teachers request payment for teaching the Learning Village lessons in their classes. The Ministry and senior government officials recognize the salary issue as a major problem and are committed to addressing the problem in 2009. Until this problem is addressed, the education system as whole will suffer including the implementation of SSIRI.

A minor issue is the transfer of teachers from one school to another, especially those trained in IRI, because the classes left behind may not be able to continue with the SSIRI lessons. In addition, probably due to the government's delay in paying their salaries, some teachers abandon teaching altogether.

Regarding our work in the Three Areas, EDC withdrew from Abyei as a result of the military conflict there in May 2008. Fortunately, the officials of the North and South seem to have resolved this potential flashpoint peacefully, although some minor exchanges have occurred recently. EDC does not plan to return to Abyei before the end of the current contract in June 2009.

Our activities in Blue Nile have been affected by the political situation. The northern government has exerted considerable influence on the schools in the SPLM areas. As a result, there are only about

four English language schools remaining in Kurmuk and only one in Yabus. All other schools are Arabic pattern. One option may be to explore with the government in Demazin the possibility of introducing the SSIRI English programs in primary schools beginning in grade 5 when English is introduced and, possibly, in some adult learning groups as well. But the latter option is hindered because teachers for adult groups are not paid. In fact, even teachers in the English pattern schools do not receive a salary.

The situation in Southern Kordofan remains somewhat volatile, but EDC has been able to make considerable progress there since the SPLM exerts considerable control over their areas of influence. However, teachers and school officials in the SPLM areas do not receive any financial support from the north including a lack of salaries. To some extent, schools are able to function because the SPLA has assigned some soldiers as teachers and, thus, they continue to receive payment. During this quarter, EDC consolidated the implementation of the use of digital devices in schools and adult learning centers in Southern Kordofan.

Expansion of SSIRI activities

There is pressure from Ministry officials at all levels to expand the project to more states, counties, and payams. However, with constrained funding, EDC will not be able to respond positively unless there is more funding during an extension period. Nevertheless, EDC will do the following:

- Extend the English programs to more secondary schools, especially those that have been Arabic pattern.
- Try out on a limited basis where there may be strong capacity and enthusiasm the possibility of having local Ministry staff at the county or payam levels implement a SSIRI program in locations where there is not an Outreach Coordinator.
- Collaborate with USAID partners, especially under the new BRIDGE program working in the border states and the Three Areas. Winrock and Mercy Corps have expressed interested in collaborating on the implementation of SSIRI.
- Support the new Ministry initiative to roll out the in-service teacher training program through new county education centers. The initiative will help to further institutionalize SSIRI. The AES and Teacher Training Departments have included in their proposals for MDTF funds money to procure digital devices to help implement SSIRI activities where radios are not possible.

Contract Modifications and Amendments

EDC has submitted a proposal for a three year extension from 2009-2012. As of the submission date of this report, EDC has received informal notification that the three-year extension has been approved.

Attachment I: Detailed PMP indicators, targets, and actual by state and counties

1.0 Number of Learners Enrolled In USG-Supported Primary Schools Or Equivalent Non-School-Based Settings (<i>Learning Village</i>)								
	FY 2007	FY 2007	FY2007	FY 2007	FY2008	FY 2008	FY 2009	FY 2009
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
TOTAL	47,000	40,190	47,000	40,190	69,000	78680	35,000	3627
Women	16,450	5,334	16,450	5,334	24,150	35277	14,000	1933
Men	30,550	34,856	30,550	34,856	44,850	43403	21,000	1694

State	County	Schools Registered	2008 Actual			2009 Actual		
			Boys	Girls	Total	Boys	Girls	Total
Southern Sudan								
Western Equatoria	Yambio	31	3275	3077	6352			
	Maridi	18	2405	1952	4357			
	Nzara	13	1378	1006	2384			
	Mundri	10	1160	1081	2241			
WES Subtotal		72	8218	7116	15334			
Eastern Equatoria	Torit	10	2353	1717	4070			
	Magwi	8	2108	1969	4077			
EES Subtotal		18	4461	3686	8147			
Jonglei	Bor	6	1528	1706	3234			
	Pochalla	15	3844	2819	6663			
	Twic East	1	414	349	763			
Jonglei Subtotal		22	5786	4874	10660			
Central Equatorial	Kajokeji	14	1,309	1,336	2,645	1694	1933	3627
	Yei	26	4035	3630	7665			
	Juba	32	3209	2484	5693			
CES Subtotal		72	8553	7450	16003			
WBeG	Wau	14	2878	3318	6196			
	Jur River	26	3783	1267	5050			
WBeG Subtotal		40	6661	4585	11246			
Upper Nile	Malakal	19	2678	1895	4573			
Sub-Total		243	36357	29606	65963			

Three Areas						-			
S. Kordofan (*)	Lagawa	7	642	521	1163				
	Rashad	20	1911	1229	3140				
	Kadugli	17	1409	1100	2509				
	Dilling	14	960	861	1821				
S. Kordofan Subtotal		58	4922	3711	8633				
Blue Nile	Kurmuk	7	2124	1960	4084				
Sub-Total		65	7046	5671	12717				
						-			
Totals		308	43403	35277	78680	1694	1933		3627

(*) The teachers were trained in September 2008, but classes began in October 2008.

2.0 Number Of Adult Learners Enrolled In USG-Supported Schools Or Equivalent Non-School-Based Settings (Terbia)

	FY 2007	FY 2007	FY2007	FY 2007	FY2008	FY 2008	FY 2009	FY 2009
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
TOTAL	47,000	40,190	262,800	8,320	265,000	16622	28,000	532
Women	16,450	5,334	99,864	3,570	106,000	7771	14,000	255
Men	30,550	34,856	162,936	4,750	159,000	8851	14,000	277

Terbia B		2008 Actual				2009 Actual		
States	County	Centers Registered	No. of Enrollees			No. of Enrollees		
			M	F	T	M	F	T
Western Equatoria	Maridi	13	403	364	767			
	Yambio	26	603	1148	1751			
	Nzara	18	187	487	674			
	Mundri	14	202	421	623			
WES Subtotal		71	1395	2420	3815			
Central Equatoria	Kajokeji	19	1297	1250	2547	277	277	532
	Yei	36	2253	1599	3852			
	Juba	6	258	114	372			
CES Subtotal		61	3808	2963	6771			
Eastern Equatoria	Torit	5	168	90	258			
Jonglei	Pochalla	12	138	183	321			
	Bor	6	306	318	624			
Jonglei Subtotal		18	444	501	945			
WBeG	Wau	15	869	512	1381			
	Raja	12	0	0	0			
	Jur River	3	233	52	285			
WBeG Subtotal		30	1102	564	1666			
Upper Nile	Malakal	20	501	470	971			
Totals		205	7418	7008	14426			
Terbia A								
Central Equatoria	Yei	10	1,433	763	2,196			
TOTAL LISTENERS		215	8851	7771	16622	277	277	532

3.0 Number of Teachers/Educators Trained With USG Support								
	FY 2007	FY 2007	FY2007	FY 2007	FY2008	FY 2008	FY 2009	FY 2009
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
TOTAL	47,000	40,190	1,000	928	1,500	1636	900	122(*)
Women	16,450	5,334	100	149	300	259	200	32
Men	30,550	34,856	900	779	1,200	1377	700	90

3.1 Teachers Trained (Learning Village)												
Teachers/Head Teachers Trained (Learning Village)	States	County	Head teachers Trained	Classroom Teachers Trained						Total Trained		
				M	F	T	M	F	T	M	F	T
Southern Sudan												
Western Equatoria	Yambio	20	3	23	65	17	82	85	20	105		
	Maridi	5	0	5	45	1	46	50	1	51		
	Nzara	11	0	11	33	6	39	44	6	50		
	Mundri	6	2	8	26	9	35	32	11	43		
WES Subtotal		42	5	47	169	33	202	211	38	249		
Jonglei	Bor	3	0	3	41	2	43	44	2	46		
	Pochalla/ Twic East	0	0	0	13		13	13	0	13		
Jonglei Subtotal		3	0	3	54	2	56	57	2	59		
Central Equatoria	Yei	22	2	24	96	30	126	118	32	150		

	Kajokeji	3	0	3	38	22	60	41	22	63
	Juba	14	1	15	67	20	87	81	21	102
CES Subtotal		39	3	42	201	72	273	240	75	315
WBEG	Jur R.	24	0	0	63	6	69	83	6	89
	Wau	2	2	2	23	8	31	25	10	35
	Raja	14	0	14	61	14	75	75	14	89
WBeG Subtotal		38	2	39	147	28	175	185	30	215
Eastern Equatoria	Magwi	8	0	8	32	8	40	40	8	48
	Torit	4	0	4	26	13	39	30	13	43
EES Subtotal		12	0	12	58	21	79	70	21	91
Upper Nile	Malakal	5	3	8	21	11	32	26	14	40
Upper Nile Subtotal		5	3	8	21	11	32	26	14	40
Sub Total		140	13	152	650	167	817	790	180	970
Three areas										
Southern Kordofan	Kauda/Ra shad	11	1	12	32	5	37	43	6	49
	Lagawa	8	0	8	27	1	28	35	1	36
	Dilling/Ka dugli	30	2	32	58	8	66	88	10	98
Southern Kordofan Subtotal		49	3	52	117	14	131	166	17	183
Blue Nile	Kurmuk	3	0	3	38	4	42	41	4	45
Blue Nile Subtotal		3	0	3	38	4	42	41	4	45
Sub Total		52	3	55	155	18	173	215	31	246
TOTAL		191	16	207	962	203	990	1154	219	1198

3.2 Terbia Facilitators Trained					
States	County	No. of groups	No. of Trained Facilitators		
			M	F	Total
Terbia for Beginners					
Southern Sudan					
Central Equatoria	Juba	6	22	11	33
	Yei	36	59	3	62
	Kajokeji	19	52	9	61
CES Subtotal		61	133	23	156
Western Equatoria	Yambio	26	27	6	33
	Maridi	13	35	2	37
	Nzara	18	26	3	29
	Mundri	14	17	5	22
WES Subtotal		71	105	16	121
Eastern Equatoria	Torit	5	13	6	19
EE Subtotal		5	13	6	19
Jonglei	Bor	6	11	1	12
	Pochalla	12	6	0	6
Jonglei Subtotal		18	17	1	18
WBeG	Jur River	3	11	0	11
	Raja	0	16	1	17
	Wau	15	26	1	27
WBeG Subtotal		18	53	2	55
Upper Nile	Malakal	12	18	0	18
Upper Nile Subtotal		20	18	0	18
Sub-total		193	326	42	387
Three Areas					
Southern Kordofan	Rashad/ Kauda	1	7	2	9

S. Kordofan Subtotal		1	7	2	9
Sub-total Terbia for Beginners		194	333	44	396
Terbia Advanced					
Central Equatoria	Juba	5	4	3	7
	Kajokeji	4	14	2	16
CES Subtotal	Yei	10	16	3	19
Sub-total Terbia Advanced		19	34	8	42
TOTAL Facilitators Trained		220	325	56	438

4.0 Number of Administrators and Officials Trained With USG support						
	FY2007	FY 2007	FY2008	FY 2008	FY 2009	FY 2009
	Target	Actual	Target	Actual	Target	Actual
TOTAL	34	34	40	29	40	64(*)
Women	7	3	10	2	8	14
Men	27	31	30	27	32	50

State	County	Officials Trained 2008			Officials Trained 2009	
		Male	Female	Total	Male	Female
Southern Sudan						
Central Equatoria	Juba					
	Yei				6	2
	Kajokeji	10	2	12	7	1
CES Subtotal		10	2	12	13	3
Western Equatoria	Yambio				13	4
	Maridi				9	0
	Nzara				10	4
	Mundri				5	3
WES Subtotal				37	11	
Jonglei	Bor					
	Pochalla					
Jonglei Subtotal						
Eastern Equatoria	Torit	2	0	2		
Upper Nile	Malakal					
WBeG	Wau					
	Jur River					
	Raja	9	0	9		
WBeG Subtotal		9	0	9		
Sub-total		27	2	29	50	14
Three Areas						
Southern Kordofan	Kauda					
Total		27	2	29	50	14

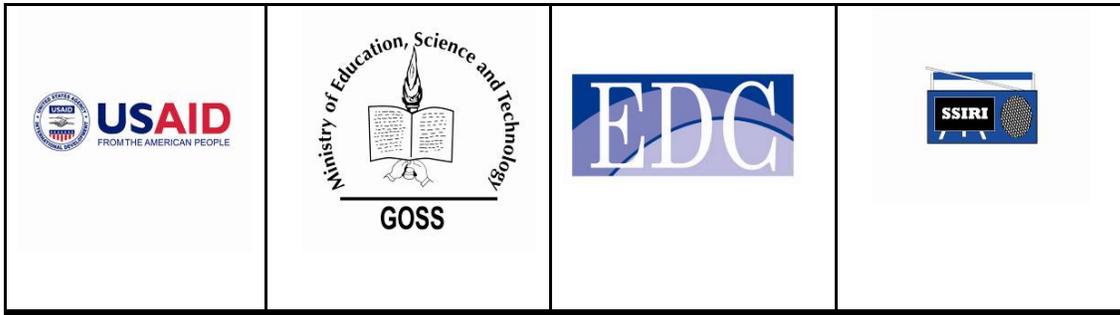
Attachment II: Miraya FM Transmitting Stations

LOCATION	TRANSMITTER POWER	TRANSMITTER RADIUS
Juba	5 kw	80 km
Malakal	5 kw	65 km
Wau	5 kw	65 km
Rumbek	5 kw	65 km
Torit	1 kw	40 km
Maridi	1 kw	40 km
Yambio	1 kw	40 km
Bor	1 kw	40 km
Yei	1 kw	40 km
Aweil	250 w	25 km
Bentiu	250 w	25 km
Melut	250 w	25 km
Naseer	250 w	25 km

Attachment III: Success Story



The following success story was submitted during the quarter:



RADIO-BASED HEALTH EDUCATION APPRECIATED

Mary Linda Simon has become a volunteer health educator in her community in Maridi town. During her free time, the 18 year old mother of two teaches fellow women to maintain personal and environmental hygiene so as to prevent diseases.

When she goes to the borehole, which is more than once a day, Linda talks to fellow women about the importance of hygiene in the home. She encourages them to keep their water storage as well as cooking utensils clean. The women use jerry cans to draw and keep water, and have cooking pots and pans to cook food. Linda tells the women that if they keep such utensils clean and if they cover food they can prevent themselves and their children from contracting diseases.

Linda is thankful for the *Learning English* series (formerly *Terbia*), one of educational radio programs designed and produced by the Southern Sudan Interactive Radio Instruction (SSIRI) project, which is part of the Ministry of Education, Science and Technology. The program receives funds from USAID and assistance from EDC (Education Development Center). *The English* series aims to provide language instruction to youth and adults. Although the content focuses on English, it includes important health topics as well.

Evans Sebit, a teacher working as a scriptwriter with SSIRI, explains that in the health segments *Learning English* teaches about diseases that are common in the region such as malaria, yellow fever, tuberculosis and HIV/AIDS. “The benefit of this health segment is that for too long Southern Sudan

has been lagging behind due to the war, and people were not sensitised on public health matters. We feel that if people were informed, it would be easy to prevent some of the deaths as most of the diseases are easily preventable,” explained Sebit.

Linda started listening to the English series about four months ago and was so impressed by the program, that she convinced her husband to buy a radio. Today she does not want to miss a single radio lesson. Ironically, the first time she heard the program was in Maridi hospital. “My son had



Loyce listens to SSIRI programs outside Maridi Hospital.

been admitted to Maridi Civil Hospital due to severe malaria,” Linda recalls. While she was seated outside the children’s ward with other women, someone tuned into the program. On this particular day the program had a segment on the cause and prevention of malaria. “During the lesson I learned that sleeping under a mosquito net can prevent the spread of malaria,” she remembers. “I wish I had heard this information much earlier,” she said.

To date, *Learning English* is being listened to by both patients and staff at the main hospital in Maridi. Before she moved to Maridi, Linda used to live in the neighboring County of Mvolo, which does not receive SSIRI broadcasts. Her two children always fell sick with malaria, which meant she was in and out of hospital at least a dozen times every year. Linda is amazed that after she asked her husband to buy a mosquito net for the children and he agreed, the children no longer fall sick as often as they used to do. “I know it was because I and my husband were ignorant that our children were falling sick all the time.” she concluded.



Loyce and other women who had come to attend to sick relatives admitted at the Maridi Hospital take time to listen to the Learning English formerly referred to as “Terbia” series or Teaching English through Radio Based Instruction for All

Linda dropped out of school in form two and understands

English better than most women in her area. Although she admits that the program has helped her improve her English language skills, Linda attaches more value to the health topics. “Whenever I learn something from the radio lesson, I always try to share it with the other women in our neighborhood. Sometimes I listen to the program with other women who don’t know English and I translate into Zande so they can understand.” She is happy that she can help others to protect their families from diseases. “I wish the program would teach people in the local language about personal cleanliness. Many of our people don’t know these things...” she added.

Linda laments the rate at which young girls get pregnant in Maridi, Western Equatoria, and wishes that the producers of the *Learning English* program would cover reproductive health too. “It would help these young girls who are mothers of the next generation to avoid early pregnancies and stay in school longer. “They would also avoid contracting HIV and other sexually transmitted diseases,” she added.

Just like Linda, other women are appreciative of radio-based health education. Vaidah Keneth is a *Learning English* facilitator at the New Sudan Women Association offices located at Gbutala Secondary School in Maridi. She has listened to the English series since it first began to be broadcast. The 32 year old mother says the most important information she got from the *Learning English* broadcasts is about the spread and prevention of HIV/AIDS.

Like Linda, Vaidah has been encouraging girls and young women to listen to the programs. She would like to see the English series sensitizing communities on the importance of educating children.

In the meantime, it’s clear that as Southern Sudan emerges from the ruins of the civil war, Interactive Radio Instruction (IRI) is equally emerging as an important option for, not only improving educational quality in primary school classrooms and adult learning centres, but also for providing information to individual listeners. So far, a major challenge is that some areas are unable to listen to the SSIRI programs, as the FM broadcasts are in just a few towns in Southern Sudan and the Three Areas. However, to help overcome this problem, the SSIRI Chief of Party Tom Tilson says the project is beginning to provide low-cost digital technologies such as MP3 players with speakers for groups that meet at times that do not coincide with the broadcast schedule or for those that live in communities without a radio station.

Attachment IV: Schedule of Future Events

Date	Location	Activity
Ongoing	Nairobi	Continue development of P4 lessons
Ongoing	Kajojeji	Continue formative evaluation of P4
Early April	Maridi and Arapi	Commence activities at TTIs
May 11	Southern Sudan	Begin broadcasting P1-P3 programs on Miraya FM
June 8	Southern Sudan	Begin broadcast of P4
Mid June	Southern Sudan	Administer pre-test P2 Achievement Test
June 21	Southern Sudan	Current Cooperative Agreement with USAID ends

Attachment V: List of Deliverable Products

There were no deliverables during the quarter.

Attachment VI: Sample Training Report

SSIRI/STATE, PLANNING AND TOT WORKSHOP

SSIRI OUTREACH STAFF Training Report Template

Reports should include the following information:

1. Name of the training conducted: **SSIRI/STATE, PLANNING AND TOT WORKSHOP.**
2. Location: **W.E.S, YAMBIO, YAMBIO TOWN PAYAM.**
3. Dates of training: **16-19th, March, 2009.**
4. Training facilitators (include any SSIRI staff helped facilitate the training as well as any MoEST staff who assisted with the training: **Edward Kasran SOA, Robert Singira OA, Robert Wuda SOC, Mukwasa Marjan M&E Assistant, Moses White OC, Joseph Kipobirano OC, Moses Anibiyo OC.**
5. Details of participants and names of schools and groups (include MoEST officials and/or NGO partners who participate). This information could be captured in a table such as the following. The second table summarizes the information. A hard copy of the attendance register for each day needs to be submitted with the training expense report to finance.

Name of participant	Gender		Position (i.e. CEO inspector, head teacher, P1, 2, 3 or 4 teacher, ALP teacher, NGO etc)	Name of school / adult learning centre	Materials distributed	
	M	F			Radios/DDs (insert serial no.)	Guides (insert grade P1, 2, 3 or 4 or Terbia B1 or B2)
Kenneth Tako James	M		County education Director	Maridi County		
Oliver Khamis	M		County education inspector	Maridi County		
Albert Samuel	M		Payam Education administrator	Maridi Payam		
William Keffa Sabah	M		Education Supervisor	Kozi Payam		
Elias.M.Charles	M		Education administrator	Mambe Payam		
Noel David Katasi	M		Education administrator	Ngamunde Payam		
Andrew Sebit Richard	M		Education supervisor	Ngamunde Payam		
Levi George Faki	M		Education Administrator	Kozi Payam		
Emmanuel Bangama	M		AES inspector	Maridi County		
Wilson Elinai	M		AES inspector	Mundri West county		

Name of participant	Gender		Position (i.e. CEO inspector, head teacher, P1, 2, 3 or 4 teacher, ALP teacher, NGO etc)	Name of school / adult learning centre	Materials distributed	
	M	F			Radios/DDs (insert serial no.)	Guides (insert grade P1, 2, 3 or 4 or Terbia B1 or B2)
Loice Tiwari	F		Gender inspector	Mundri west county		
Hellen Ado	F		Supervisor for girls	Mundri Payam		
Lavirik Ligi	M		Supervisor for Boys	Mundri Payam		
Agnes Gadia <input type="text"/>	F		Supervisor for Girls	Kotobi Payam		

Julius Timon	M		Supervisor for Boys	Kotobi Payam		
John Blackson Balli	M		Supervisor for Boys	Bangolo Payam		
Joseph Aaron	M		Supervisor for Boys	Amadi Payam		
Peter Kassiano	M		Education Director	Nzara County		
Moses Samson	M		Inspector for AES	Nzara County		
Gordon Zanga	M		Supervisor for Boys	Nzara Town Payam		
Teresa Tartizio	F		Supervisor for ALP/CGS	Nzara Town Payam		
Peter Bazukpete	M		Education Administrator	Sangua Payam		
Kanido Zomai	M		Supervisor for Boys	Sangua Payam		
Ludia Apollo	F		Supervisor for ALP/CGS	Sangua Payam		
Simon Francis	M		Education Administrator	Basukangbi Payam		
Andrew Gairu	M		Supervisor for Boys	Basukangbi Payam		
Alice Khamis	F		Supervisor for ALP/CGS	Basukangbi Payam		
Alison Francis	M		Education Administrator	Sakure Payam		
Grace Apollo	F		Supervisor for ALP/CGS	Sakure Payam		
Charles Gbanyaki	M		Supervisor for Boys	Sakure Payam		
Mosuet Santo	M		Supervisor for Boys	Ringasi Payam		
Keilona Kurayo Paul	M		Education Director	Yambio Town Payam		
Alison Timateo	M		Education Administrator	Yambio Town Payam		
Peter Paiyo	M		Education	Yambio Town Payam		

Zawa			supervisor		
Isaac Abbas	M		Supervisor for Boys	Yambio Town Payam	
Celina Peter	F		Supervisor for Girls	Yambio Town Payam	
John Seseyo	M		AES Inspector	Yambio County	
Eunice Francis	F		Inspector for Gender	Yambio Town Payam	
Yalenta Theophilus	M		Education Administrator	Gangura Payam	
David Luciano	F		Supervisor for Boys	Gangura Payam	
Abishai Gideon	F		Supervisor for Girls	Gangura Payam	
Elikana Manasseh	M		Education Administrator	Rirongu Payam	
Charles Daniel	M		Education Supervisor for Boys	Rirongu Payam	
Pricilla Yoasa	F		Supervisor for Girls	Rirongu Payam	
Arkangelo Nangbata	M		Education Administrator	Bangasu Payam	
Hellen Amos	F		Supervisor for Girls	Bangasu Payam	

Total Number of Schools or Adult Learning Centre	Total number of education / NGO officials trained		Total number of teachers / facilitators trained		Total number of radios distributed	Total number of guides distributed
	Male	Female	Male	Female		
	38	10				

5. Information on the training conducted:

a. Your plan / agenda for the training

Time	Activity	Responsible person
8:30-8:50	Arrival	
8:50-8:55	Opening prayer	Any Participant
9:00am	Start	
9:00-11:00am	Training session	Co-facilitators
11:00-11:30am	Break	
11:30-1:00pm	Training session	Co-facilitators
1:00-2:00pm	Lunch	
2:00-4:00pm	Training Session	Co-facilitators
4:00-4:30pm	Short Break	
4:30-5:30pm	Training session	Co-facilitators
5:30-5:35	Closing Prayer	Any participant
5:35	Departure	

b. An overview of the training conducted that includes:

- Topics covered (with any relevant notes about the sessions)

Introductory session

The workshop started with brief plenary session of introduction from the EDC-SSIRI staff followed by participants.

Singira Robert OA, W.E.S welcomed the participants and thanked them for turning up in good number from the beginning and encouraged them to keep time during the workshop session till the end.

Amuda Francis Deputy AES director encouraged the participants to keep time, workshop norms and vigilant of the traffic laws for those using motorbikes from accident happening to any of them during the workshop and urged them to pay attention to the content of the workshop.

William Baabe AES Director did elaborate in the details the seven (7) components of the AES, in which SSIRI is inclusive. He mentioned/stressed that EDC helps the GOSS AES/State MoE, by implementing SSIRI which will gradually be phased out and owned by the Government and that the ministry is in the process of integrating SSIRI into the ministry of education activities. I.e. the county education offices need to continue integrating SSIRI activities in to their county education activities and plans.

Alex Woyo Director for Basic Education stressed that county education office need to pro actively implement all education programs in the counties as the grass root which is the backbone for the education ministry where success is measured and that SSIRI programs need to be incorporated into the school activities in all the counties where SSIRI is being implemented.

Stanley Disi Enosa, the A/G Director general stressed further that county education offices need to actively and fully implement SSIRI programs in the counties of operation since counties are accountable for the success of the education ministry. He similarly added that the county education officials should ensure that what is acquired from the workshop should implemented in the counties through the teachers as the grass root personnel with guidance from the county education office.

Singira Robert OA, briefly did elaborated the background of EDC, its project i.e. SRS, SSIRI, funding from USAID implementation is SSIRI in collaboration with MoEST. Its operational regions inclusive the three areas.

Moses White OC, detailed explained in simply the Learning village, its components and its contents i.e. Maths, English, local language literacy, health and life skills, land mine a awareness and peace education elaborative easily understood by the participants.

Robert Wuda SOC, covered the learning English components, content and EDC contribution for SSIRI for effective quality implementation of SSIRI activities which was assessed understood through the recap session

Edward Kasran SOA did the recap of the day's activities as usual in the usual interactive enjoyable manner that marked the end of the day.

Day two

Moses White OC briefly explained /reviewed the previous days covered content which in the usual interact mood with the participants contributing actively.

Mukwasa Marjan M&E Assistant, covered the monitoring forms in details and the participants actively inquired in details the use, purpose of the forms which was understood and that at the end both county/state and EDC Staff will use the forms during visits to schools/centers to monitor the implementation of SSIRI activities.

Robert Wuda SOC, in detail covered the monitoring tools to be used to evaluate and monitor SSIRI activities implementation in the schools and centre through Visitations as routine and planned, use of questionnaires, oral questioning, and observations to check, observe, watch, keep an eye, or examine the progress of the SSIRI activities. He further covered the drafting of county plans for implementation of SSIRI activities in the counties which was in participative manner with the county education officials.

Day three

The session started with recap of the previous day in participative manner with the participants followed by presentations of county SSIRI implementation plans 2009. Emmanuel Bangama AES inspector and Elias Charles Payam Administrator Mamba Payams presented Maridi implementation plans excellently.

Teresa Taratiso Supervisor for Girls Nzara County presented Nzara plans.

Alison Abbas Inspector for CGS presented Yambio Town Payam plans.

Julius Timon Inspector for Boys Kotobi Payam presented Mundri West plans.

This was followed by supplementations, positive additions and comments from both the participants and the co facilitators for each county plans, which will be printed out by the M&E for copies to be handed to each county and EDC.

Moses White OC, detailed explained the contents of LV lessons and the IRI methodology which provoked query and the co facilitators supplemented on the techniques involved whiling conducting the IRI lessons in simple instructional language understandable to the participants by the end of the session

Joseph Kipobirano OC demonstrated ideal IRI lesson 16 P1 to the participants as pupils in which the participation was very active and participant centred.

Moses Sambiya OC explicitly elaborated the roles of the IRI teacher/facilitator before, during and after the broadcast to ensure effective quality delivery of instructions to the learners/pupils.

Day Four

It begun with review of the previous third day by Edward Kasran SOA, explicitly in a participatory manner with the participants.

Robert Wuda SOC, detailed elaborated the overview of the learning English series, beginners, intermediate and advanced, identifying the elements/contents of LE lesson, collectively with the participants experienced the elements in the facilitators guide, activities before, during and after the broadcast inclusive civic topics for discussions after the broadcast and further explained the roles of the facilitators before, during and after conducting the lessons for effective quality delivery of instruction.

SOC further facilitated the, use of the LE pounds during the lesson, application of place values in mathematics segments of the LE, working in pairs to engage all learners, and the acts of pretence to related the actions words to real meaning of words and encourage build or widen vocabulary of the learners in participative manner with the participants.

Moses Samson, AES Inspector Nzara County explicitly conducted lesson 16 of LE as ToT, session elaboratively demonstrating ideal IRI lesson drawing attention of all participants, well engaged all participants following all the steps before, during and after the broadcast plus detailed discussing the civic education topic on the importance of having free news media, which acted as model to the participants who will supervise the implementation of the LE/LV in the counties.

This was followed by few remarks, supplements from the Edward Kasran SOA.

Closing remarks

Robert Singira OA, thanked participants for their cooperation during the workshop, honoring their invitations, and fully attending during the workshop session by keeping punctuality. He further thanked the co facilitators for their tremendous efforts during the facilitations and for the organizations.

Kenneth Tako James CED, Maridi County, expressed gratitude to all the participants for attending in person and fully the training session. He urged participants to implement the acquired skills during the supervision jointly with EDC-SSIRI staff at the ground.

Appealed to the sMoE to collaboratively implement SSIRI activities with the county education offices the agreed plans to continue the quality delivery of instruction to the learners/pupils and maintain effectively coordinated communication follow to the implementing counties regularly.

Alex Woyo state Director for Basic Education, commended the activeness of the sMoE, by continuously building the capacity of its staff through workshops on monthly basis at least one of the departments with help from education implementing NGO like EDC, UNICEF, etc. He stressed the need for county education offices to include LV lessons to the general school time tables with help of the H/Tr's from the LV implementing schools collaborative with EDC staff to provide technical support. He added that SSIRI implementing counties should continue promoting SSIRI awareness, and sensitization to the community and the other counties thus expanding SSIRI activities at the grass root level as a measure of success for any program activity and stressed the commitment of the state to support the counties to implement the activities.

William Baabe state AES Director, stressed the commitment of the state AES department to rectify payments of the ALP/CGS/FAL teachers by timely remission to the county education offices and mentioned of the increment on their salaries effective from February to the county officials.

Elaboratively did explain SSIRI as state program under the AES department and that county education office should work hard to keep activities moving with support from the state and EDC staff at the ground as their own and thus fully commit themselves in implementing the program and should promote awareness and sensitize the communities fully of the SSIRI importance.

Stanley Disi Enosa, A/G Director general, applauded the participants for successfully completing the training session, brained stormed the participant what next?, thus a challenge ahead of the education ministry and the county education offices, implementation of the program effectively, thus stressed that the county education office should fully show commitment and collaborate with EDC staff to implement SSIRI activities on the ground as point of program success.

Evaluation of the training (your evaluation as well as feedback from the participants)

The training sessions were effectively co-facilitated by EDC-SSIRI staff satisfactorily, with full cooperation and tireless efforts on time and content fully understand by participants that SSIRI is ministry program which is accepted to be integrated in the state/county education programs in the locations of operation through including LV lessons in the school daily activities and that the misconception of payment is to communicated coordinative to the IRI teachers since they conduct the lessons in the official working hours as per the public service regulations.

There was poor service delivery to the participants and EDC-STAFF accommodated by the Hotel management, which partly jeopardized the training sessions through delayment in serving break and Lunch though the venue was decent and attractive.

There was in adequate prior preparation for the training/workshop i.e. no early booking for accommodation of participants by the organizers and the hotel management in terms of service delivery.

Training materials were adequate for all participants.

State in adequately catered for participants especially on emergent issues like minor sickness for participants, provision of pick up and drop transport services to the participants.

-Delay in transferring the training funds, which made unexpected changes in the training dates which jeopardized the full participation of all county education officials from other counties.

Recommendations

-Adequate prior preparation is paramount for any due training by the organizers is needed for proper effective and quality training next time.

-State needs to positively review its preparedness to cater for due trainings and services for the invited participants (county officials) from the implementing counties in terms of prior coordinated communication and logistics support.

-Early wiring or transferring of training funds must be made a priority next time not to jeopardize the organization and full attendance of participants from the county education office.

Follow up actions

-EDC-SSIRI staff will work collaboratively with State/County to implement on the agreed drawn plans by the state and counties to effectively deliver quality instructions to the learner/pupils through joint monitoring and supervision.

Submitting Training Reports

A soft copy of the report should be submitted to the OA and SOA as soon as possible. Ideally this would be within a week from the completion of the training. The soft copy will not include the hard copies of the attendance register, radio distribution log sheet, school / group registration forms and facilitator / teacher registration forms. These forms should be sent to the OA as soon as possible.

Attachment VII: Sample Weekly Activities Report

Name: Nawuyo Augustine Luka

Location: Kajo-Keji

Week ending: 9th-13th March 2009

Day/Date	Activity	Findings	Way forward or Follow-up
Monday 9th March 2009	-Visited and conducted the FE lesson at Belaik and Loopo P/s witnessed by Evans Sebi ,Awori ,Evans Tibi and Nawuyo Augustine	<p>Lesson conducted by teacher Soro James of P.4 who was active and lively.</p> <p>-Program 6 was conducted in both schools in the same level(P.4)</p> <ul style="list-style-type: none"> ▪ The number of pupils who attended the meeting was about 65 at Belaik P.s ▪ Pupils and teacher participated in the lesson very actively and interactively ▪ The teacher at Belaik P.S seems to be slower than the radio teacher in the broadcast and therefore he is always caught by time without explaining some instructions while others went not attended to. ▪ When compared to the previous week lesson, pupils' participation today was much more overwhelming and encouraging. ▪ The teacher did admit that the level of English understanding of the instructions from the pupils was improving, this is evidenced by the fact that pupils were able to respond to the instructions straight from the radio teacher rather than waiting for the 	<p>-To Have the next FE lesson tomorrow in the same schools and classes.</p> <p>-Building up strategies on points to be stressed during the training from the mistakes teachers do make mistake from the FE.</p>

		<p>teacher to instruct them</p> <p>2. At Loopo P.S teacher Lwanga facilitated the FE lesson in a total 59 pupils of P.4 class.</p> <p>-Lesson was rather interactive, interesting and active involvement of both the learners and the teachers.</p> <p>-Verbal Formative Evaluation showed that pupils liked and are interested in the program.</p> <p>-Teacher in this school is a bit faster and non-attentive, because he begins translating or instructing before the radio teacher finishes the last statement hence he does not get the last words or instructions from the radio teacher.</p>	
Tuesday 10 th March 2009	-Visited and conducted the FE lesson at Belaik and Loopo P/s witnessed by Evans Sebi ,Awori ,Evans Tibi and Nawuyo Augustine	-FE at Belaik and Loopo P S at P.4 class of both schools. -Pupils attendance was greater than the previous week. -Lesson 7 was conducted in both classes and schools. Teacher and pupils were interactive and overwhelming in the process of conducting the lesson.	-Tomorrow to go and join the FE team and continue the FE at Belaik P/S school.

<p>Wednesday 11th March 2009</p>	<p>- Visited and conducted the FE lesson at Belaik and Loopo P/s witnessed by Evans Sebi ,Awori ,Evans Tibi and Nawuyo Augustine</p>	<p>-At Belaik P.S Lesson was conducted by teacher Soro James of P.4 who was active and lively . -Program 8 was conducted in both schools in the same level(P.4)</p> <ul style="list-style-type: none"> ▪ The number of pupils who attended the meeting was about 59 at Belaik P.s ▪ Pupils and teacher participated in the lesson very actively and interatively ▪ When asked, the teachers and the pupils said the program was rather interesting and funny, so they like it so much. ▪ Teacher admitted that Pupils participation and level of understanding English is increasing. 	<p>-Evans Sebi encouraged us to take notes of the parts that teachers do not perform while teaching and later emphasis when we shall be training teachers. -Plan to have the next FE lesson tomorrow.</p>
<p>Thursday 12th March 2009</p>	<p>FE at Belaik and Loopo Primary schools by FE team Nawuyo, Evans Sebi ,Evans Tibi , Awori and Nawuyo Augustine</p>	<p>-At Belaik P.S Lesson was conducted by teacher Soro James of P.4 who was active and lively . -Program 9 was conducted in both schools in the same level(P.4)</p> <ul style="list-style-type: none"> ▪ The number of pupils who attended the meeting was about 63 at Belaik P.S and this time it has increased much more encouragingly than expected. ▪ Pupils and teacher participated in the lesson very actively and interactively ▪ When asked, the teachers and the pupils said the program was rather interesting and 	<p>To continue finalizing the last program tomorrow.</p>

		<p>funny, so they like it so much.</p> <ul style="list-style-type: none"> ▪ The songs and games played in the programs are now sung without any difficulties and hence the few songs like the friendship song and polite song are now sang automatically without any difficulties unlike last week where they had some difficulties in singing them. They were able to rehearse and sing along with the radio friends. <p>2. At Loopo P.S teacher Lwanga facilitated the FE lesson in a total 66 pupils of P.4 class.</p> <ul style="list-style-type: none"> -Lesson was rather interactive, interesting and active involvement of both the learners and the teachers. -Overall commend of today's lesson is that it is better than that of the previous day, because there were fewer commends who could unlike the former lesson 	
Friday 13 th March 2009	-FE at Beliak and Loopo P.S and Lesson Evaluation by the FE team	<p>-FE done at Beliak and Loopo at P.4</p> <ul style="list-style-type: none"> -Program 10 of the FE lessons was conducted in both schools, taught by Soro -Lesson was good and interesting -From the general conclusion is that this evaluation may seem final as we get positive reaction and evaluation from us the team, the pupils and the IRI FE facilitating teachers. -Evaluation was done in depth and hoping that there are few or no more addition edition to the final copy of the program. 	<p>-.</p> <ul style="list-style-type: none"> -Panned to have time to have the overall evaluation and general overview and reports about the FE during weekend as they will be finally reported to be successfully done.

Attachment VIII: Formative Evaluation Report

A SAMPLE SCRIPTED COMMENTS FROM A LESSON TESTING EXERCISE

Note: This is one of the segments of a program

SSIRI LEARNING VILLAGE P4

Program #: 23 Scriptwriter responsible: Duku
 Total length of Segment 3: 7'15"

<p>Sound Effects:</p> <ol style="list-style-type: none"> 1. RIVER SOUNDS; ONE COW APPROACHING. WATER SPLASHING, PEOPLE CALLING, BIRDS SINGING. 2. OARS ROWING 3. FOOTSTEPS ON THE GROUND 4. SEVERAL BOYS LAUGHING 5. MIMI RUNNING 	<p>Suggested cuts/adds:</p> <ol style="list-style-type: none"> 1. Segment #: cut/add line #s: 2. Segment #: cut/add line #s: 3. Segment #: cut/add line #s:
<p>Songs and Music:</p> <ol style="list-style-type: none"> 1. THE FRIENDSHIP SONG. 2. CLAP, CLAP, I KNOW MY NUMBERS SONG 3. KEYWORD MUSIC 	<p>Characters:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Khemis <input type="checkbox"/> Norah <input type="checkbox"/> Bobo <input type="checkbox"/> Mimi <input type="checkbox"/> Jessica
<p>Scriptwriter(s): Duku Date:</p>	<p>Edited & commented by: Sarwat (I'm editing the lesson as per the SOW. Please see my comments for the English segment)</p> <ol style="list-style-type: none"> 1. Pupils are only "repeating" after the teacher. Their "learning" is not assessed anywhere. 2. There's too much going on in the English segment. There are too many words to be learnt (7/pronouns), which might be confusing; This is followed

	by joined handwriting. 3. Reflection segment: The key objectives of the day are not recapped. (Keyword practice, Math, English) Date: March 17, 2009
Reviser(s): Wani Stephen Date:	Reviser(s): Date:

SSIRI LEARNING VILLAGE		
PRIMARY 4		
PROGRAM #: 23	SEGMENT #: 3	DRAFT: First
SCRIPTWRITER: Duku		DATE:
OBJECTIVE: Pupils learn pronouns; Writing letter I in joined handwriting		
KEY CONCEPTS:		
REQUIRED MATERIALS: None		
CHARACTERS: BOBO; MIMI; NORAH, KHEMIS		

_< There's too much going on in this segment. (7 words for pronouns!) and then writing.

By the end of the segment the pupils have only "repeated" all the items after the radio teacher or the classroom teacher. There's no thinking involved.
No assessment of student learning.

Note: Please observe above points during FE>

01. FX: ENGLISH LESSON SOUND CUE 03"

02. MIMI: (EXCITED) I know that sound—it means that it is time for **English!**

03. NORAH: Teacher, in local language, explain that today we will learn the English words for the pronouns like; me, him, and her.

04. PSR: 10"

05. NORAH: Teacher, please write on the board; **me... you... him... her... it... us... them...**
06. PSR: 03"
07. KHEMIS: Now, we will say these words together. Teacher, please point to the words while we say them.
08. NORAH: Ready pupils?
09. PSR: 03"
10. K & N: **me... you... him... her... it... us... them...**
11. NORAH: One more time!
12. K & N: **me... you... him... her... it... us... them...**
13. NORAH: Very good.
14. KHEMIS: Now, Teacher, you will need two pens.
15. PSR: 05"
16. NORAH: Teacher, please ask a boy and a girl to come to the front of the class.
17. PSR: 10"
18. KHEMIS: Teacher, please give **them** a pen.
19. PSR: 03"
20. NORAH: Teacher, did you give **them** a pen?
21. PSR: 02"
22. KHEMIS: Pupils please say, "Teacher gave **them** a pen".
23. PSR: 07"
24. NORAH: Teacher, point to the word **them** on the board and say "Them".

25. PSR: 05"
26. NORAH: Teacher, explain to the pupils that the word **them** is used for a group of people we are not part of.
27. PSR: 10"
28. KHEMIS: Teacher, ask the pupils with the pens to say "Teacher gave **us** pens".
29. PSR: 10"
30. NORAH: Teacher, point to the word "**us**" on the board and say "Us".
31. PSR: 05"
32. NORAH: Teacher, explain to the pupils that the word **us** is used for a group of people we are part of.
33. PSR: 10"
34. KHEMIS: Teacher, now help the boy to give his pen to the girl.
35. PSR: 05"
36. NORAH: Pupils, did the boy give his pen to **her**?
37. PSR: 02"
38. KHEMIS: Pupils please say, "The boy gave his pen to **her**".
39. PSR: 05"
40. NORAH: Teacher, point to the word **her** on the board and say "her".
41. PTR: 05"
42. NORAH: Teacher, explain to the pupils that the word **her** is used for a girl or woman
43. PSR: 06"
44. NORAH: Teacher, point to the word **him** on the board and say "him".

45. PSR: 05"
46. NORAH: Teacher, explain to the pupils that the word **him** is used for a boy or a man
47. PSR: 10"
48. KHEMIS: Teacher, help the boy to ask for the pen from the girl. He should say, "Give the pen to **me**, please"
49. PSR: 10"
50. NORAH: Pupils, did the girl give the pen to **him**?
51. PSR: 02"
52. KHEMIS: Boy, please say "The girl gave the pen to **me**".
53. PSR: 05"
54. NORAH: Teacher, point to the word **me** on the board and say "me".
55. PSR: 03"
56. NORAH: Teacher, please point to yourself and explain to the pupils the word **me** means the person who is speaking
57. PSR: 10"
58. KHEMIS: Girl, please say to the boy, "I gave **you** the pen".
59. PSR: 05"
60. NORAH: Teacher, point to the word **you** on the board, then point to all the pupils and say "**you**".
61. PSR: 03"
62. NORAH: Teacher, explain to the pupils that the word **you** means the person you are talking to
63. PSR: 10"
64. KHEMIS: Teacher, please say to the boy, "Give **it** to me".

65. PSR: 05"
66. NORAH: Pupils, did the boy give the pen to the teacher?
67. PSR: 02"
68. KHEMIS: Pupils, please say, "He gave **it** to the teacher"
69. PSR: 05"
70. NORAH: Teacher, point to the word **it** on the board and say "**it**".
71. PSR: 03"
72. NORAH: Teacher, please explain to the pupils that the word **it** means an object or an animal
73. PSR: 10"
74. KHEMIS: Thank you, pupils. You may go back to your seats.
75. PSR: 05"
76. NORAH: Let us say these words together:
77. K & N: **me... you... him... her... it... us... them...**
78. KHEMIS: Very good work, indeed.
79. NORAH: Now, Teacher, please write, in small joined letters, the letter **i** on the board. Write it big enough for everyone to see.
80. PSR: 05"
81. KHEMIS: Thank you, Teacher. Now, Pupils, stand up!
82. PSR: 05"
83. NORAH: Pupils, write the letter **i** in joined writing in the air.
84. PSR: 05"

85. KHEMIS: Teacher, walk around the class and help the pupils where necessary.
86. NORAH: Pupils, write the letter **i** in joined writing on your arm.
87. PSR: 05"
88. KHEMIS: Pupils, write the letter **i** in joined writing in your hand.
89. PSR: 05"
90. NORAH: Pupils, trace the letter **i** in joined writing in the air.
91. PSR: 05"
92. KHEMIS: Teacher, ask a boy and a girl to come up to the blackboard and give them each a piece of chalk.
93. PSR: 08"
94. MIMI: Pupils, write letter **I** five times in joined letters on the blackboard.
95. PSR: 10"
96. NORAH: Teacher, please check and make corrections, if needed.
97. PTR: 05"
98. KHEMIS: Thank you, Pupils. You may return to your seats.
99. PSR: 05"
100. KHEMIS: Thank you teacher and pupils!
101. FX: SEGMENT END CUE

Attachment IX: Pipeline