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Southern Sudan Interactive Radio Instruction Project
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Prepared for:
Inez Andrews, AOTR
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USAID SUDAN
Algeraif West (1/H) Menshia
Alhara Aoola (1/H) Plot No. 43/3
Khartoum, Sudan

Prepared by
Education Development Center, Inc. (EDC)
1000 Potomac Street, NW Suite 350
Washington, DC 20007

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ACRONYMS AND ABBREVIATIONS

AES	Alternative Education Systems
ALP	Accelerated Learning Program
AM	Amplitude Modulation
BRIDGE	Building Responsibility for the Delivery of Government Services
CEC	County Education Center
CES	Central Equatoria State
EDC	Education Development Centre
ESL	English as a Second Language
FE	Formative Evaluation

FM	Frequency Modulation
FY	Financial Year
GoSS	Government of Southern Sudan
ICT	Information Communication Technology
IRI	Interactive Radio Instruction
IT	Information Technology
LV	Learning Village
M&E	Monitoring and Evaluation
MoEST	Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
MP3	MPEG-1 Audio Layer 3
NGO	Non-Governmental Organization
OC	Outreach Coordinators
PMP	Performance Monitoring Plan
P1	Primary One (Grade 1)
P2	Primary Two (Grade 2)
P3	Primary Three (Grade 3)
P4	Primary Four (Grade 4)
RABEA	Radio-Based Education for All
SSIRI	Southern Sudan Interactive Radio Instruction
TTI	Teacher Training Institute
USAID	United States Agency for International Development
USG	United States Government
VSAT	Very Small Aperture Terminal
WBeG	Western Bahr el Ghazal

1. SSIRI - EXECUTIVE SUMMARY

1.1. Qualitative Impact

The major activities of the quarter were the following.

1. The post-test for the P2 summative evaluation was administered in Juba, Wau, Yambio, Torit and Maridi.
2. The scripts for 120 lessons of the P4 series were finished, formative evaluation was conducted, and the lessons edited.
3. The scripts for 60 lessons of *Rabea Intermediate* were completed
4. The development of the practice lessons for P1 to P3 began

5. The P1-P3 programs plus the new P4 *Learning Village* lessons as well as *Rabea (English) for Beginners* and *Rabea Advanced* were broadcast on eight local FM radio stations in Torit, Juba, Yei, Kajokeji, Wau and Malakal as well as Miraya Radio.
6. Annual review and planning meetings were conducted with state and county MOEST officials so as to increase local ownership of programs and ensure sustainability.
7. Outreach Advisors arranged for two of the states in which we work to issue directives to counties, payams and schools to include SSIRI programs in their work.
8. Model SSIRI classes were identified and developed by providing ongoing support to teachers and facilitators.
9. The use of alternative digital devices for delivering programs was expanded where radio is not possible, especially in Southern Kordofan, Western Equatoria and Central Equatoria

1.2. Quantitative Impact

Since this quarter was the end of the academic year, no new learners were enrolled and very few teachers or education officials were trained. The main period for training and distributing materials will be during the school holidays in the second quarter. 72 RABEA facilitators were trained in Central Equatoria and 99 Teacher's Guides and radio distributed.

Table 1: SSIRI PMP Indicators, Targets and Progress by the end of this quarter

	Indicators	FY 2010 target	1st Quarter
1	Number of learners in primary schools	130,000	83,448
2	Number of adult learners	360,000	351,595
3	Number of teachers/educators trained	1,125	72
4	Number of administrators and officials trained	0	150
5	Number of textbooks and other materials provided	99	1,500

1.3. Monitoring and Evaluation

During the quarter, the major M&E activities carried out during the quarter include: data quality checks, P2 Post-test Evaluation, and analysis of school monitoring and classroom observation data.

1.4. Project Administration

EDC received approval for a three-year extension of SSIRI to continue the project until June 2012.

In order to improve implementation of the project EDC hired more support staff to be based in Juba.

EDC moved all Nairobi-based positions including that of COP, Project Administrator, and Communication Specialist to Juba in October and November. In addition the scriptwriters in Nairobi were let go at the end of December, since all the scripts had been completed.

EDC continued to maintain a strong working relationship with the Ministry of Education, Science and Technology (MoEST) - at the GoSS, state, county and payam levels. At all levels there is strong support for SSIRI and requests for expanding the program. EDC is exploring options for expanding access through partners and the leadership of Ministry officials, especially at the county level.

1.5. Next Quarter's Work plan

In the next quarter SSIRI plans to:

1. Return to Lakes State and reestablish itself in Bor, Jonglei. In addition SSIRI will return to Abyei and expand to the remaining states of three states (Warrap, Northern Bahr el Ghazal, and Unity).
2. Recruit more outreach staff in order to meet the demands and challenges of expansion to more areas including the ones named above.
3. Work with partners such as Winrock, AMURT, the Stromme Foundation and Windle Trust to expand access into Northern Bahr el Ghazal, Warrap, and Unity.
4. Continue to train teachers, partners and officials in the implementation of IRI lessons in the states where we work.
5. Develop agreements on the implementation of SSIRI programs with state Ministries of Education.
6. Work with the local MoEST offices to integrate *Learning Village* in school timetables and to show how the *Learning Village* reinforces the other daily English and math lessons.
7. SSIRI will continue to focus on quality and look for opportunities for modest expansion

2. PROGRAM PROGRESS AND KEY ACHIEVEMENTS

This quarter SSIRI continued to work in six states – Western Equatoria, Central Equatoria, Eastern Equatoria, Western Bahr el Ghazal, Upper Nile, and Southern Kordofan. In addition, there was an agreement in principle with Winrock that they will introduce SSIRI programs in the three states where they are working under the BRIDGE program – Warrap, Northern Bahr el Ghazal, and Unity states. EDC also opened discussions with Mercy Corps to see if they can support SSIRI in the Three Areas under the BRIDGE program.

During the quarter, EDC achieved the following;

a. Completion of P4

Within the first few weeks of this quarter work on all the 120 lessons of the P4 *Learning Village* series was completed. The lessons were written and produced. Formative evaluation of the lessons was also completed and broadcast of the same was done.

b. Development of Rabea Intermediate

EDC started to develop the final series for the *Rabea* English program – 60 lessons for *Rabea Intermediate* that will complement the 120 lessons for *Rabea for Beginners*, designed for learners organized in listening groups, and *Rabea Advanced*, designed for open listening. EDC hired an international ESL consultant to design the lessons and work with the scriptwriting team in Nairobi. These new lessons have been designed for independent listeners and listening groups with a facilitator. The Nairobi-based scriptwriting team completed writing the 60 program scripts. Recording and formative evolution of the programs will be done in the next quarter.

c. Revision and expansion of P1-P3 lessons

EDC began the expansion of the IRI lessons for primary grades 1-3 (P1-P3). EDC hired an IRI/ESL expert to write twenty new review lessons for each grade. These lessons will be broadcast at the end of each term to revise the whole term's work. The 20 new review lessons per grade will be recorded in EDC's Nairobi studio. These activities will be completed in the next two quarters.

d. Training of teachers, facilitators, and education officials

As this was the end of the school year, only training courses for RABEA facilitators were held. Two training courses for RABEA facilitators were held in Central Equatoria. The report of one of the training courses is attached as **Attachment II**. The report shows the involvement of MoEST officials in the implementation of SSIRI activities.

e. Provision of quality sound in the classrooms

The move from shortwave broadcasting to FM has improved the quality of the signal. Twelve radio stations have been contracted to broadcast the programs in Juba, Yei, Kajokeji, Yambio, Malakal, Wau, Torit, Leer, Maluakon and Kauda. These stations provide a clear and easily accessible broadcast signal.

Efforts were made to improve the quality of sound in the classrooms by:

- Using two and sometimes three radios in large classes.
- Implementing the use of digital devices for delivering the programs in classrooms and listening groups in locations outside of radio coverage such as in parts of Southern Kordofan
- Implementing the use of digital devices when classes meet at times that are different from the broadcast schedule such as in Torit where some primary school classes study in the afternoon shift.

f. Increase in the level of ownership of SSIRI by MOEST

During this quarter one of EDC’s priorities was to continue to maintain the good working relationship with MoEST officials and increase the level of ownership of SSIRI by MoEST. As part of these efforts, the COP and DCOP held frequent meetings with AES officials at MOEST headquarters and attended the Thematic Working Groups for Primary Education, Secondary Education, Teacher Education and AES, and made presentations where possible.

At the state level, two-day review and planning meetings were organized in Central Equatoria, Eastern Equatoria, Western Equatoria, Western Bahr el Ghazal, and Upper Nile. The meetings helped to review the implementation of IRI programs in the previous year and set goals and strategies for the current year. The review meetings enabled education officials at various levels to have an input in the implementation of SSIRI and thus, increase their level of ownership of the program.

A consultant was hired to visit Renk in Upper Nile, Kwajok in Warrap, Aweil in NBeG and Bentiu in Unity to orient the state and county officials on the IRI programs, to assess their readiness to implement the program and to start planning for implementation in 2010.

In addition, both Western Equatoria and Central Equatoria States took strong initiatives to ensure that all officials at the state, county and payam levels, plus head teachers and teachers, understand that SSIRI is part of the official curriculum, that the time of the broadcasts should be on the school timetable, and that trained IRI teachers should be using the SSIRI programs. As a sign of this increased ownership MoEST officials, especially at the payam level accompanied outreach staff during monitoring visits to primary schools and ALP centers where they provided support to LV teachers and *Rabea* facilitators. Next quarter outreach staff will involve education officials at the state and county levels in drafting SSIRI annual implementation plans.

g. Improving implementation

To ensure good quality of implementation, outreach staff paid monitoring visits to IRI classes on a daily basis. The outreach staff provided ongoing support to teachers and facilitators. In addition, the staff provided weekly reports in which they registered their observations and activities. The daily visits to IRI classes enabled outreach staff to build the capacity of the teachers and facilitators of IRI classes. Outreach staff regularly met with education officials so as to brief them on the progress of program implementation. This sharing of information has encouraged education officials to participate in program implementation and hence improve the quality of implementation.

h. Alternative Technologies

- Digital devices

EDC expanded the use of digital devices in areas where there is no FM coverage or where classes meet at times that do not coincide with the broadcast schedule. In addition, EDC tested a variety of digital devices including; Saber units, Sanyo, jWIN, Nextar, Canistar, Solar Panel, PA system, and FM modulator to assess their suitability for delivery of IRI lessons. Earlier EDC had assessed other digital devices including MP3 players and boom boxes. EDC's ICT staff was guided by a research plan that enabled them to carefully assess the various digital devices being used by EDC. Factors such as a clear sound, reliability, ease of use, and battery charging time, were assessed. The findings are being analyzed and a report will be produced in the coming quarter.

- Support of Internet Centers

EDC continued to provide support to the Computer and Media Center in Juba Day Secondary School. Earlier in the year, thieves had broken into the centre and stolen computers as well as a VSAT. This quarter EDC installed security measures at the facility and it is now secure. EDC has already reinstalled Internet connection at the center. It will be reopened in January and will have initially have the three computers from SSIRI that were not stolen. The computers from the scriptwriting team in Nairobi will be brought to Juba and installed in the school. EDC computer training for both teachers and students will start in the next quarter. Some support was also provided to the Maridi TTI. EDC serviced the generator at Maridi and ensured there was Internet supply from the VSAT installed at the institution. EDC will provide more support and internet training to Mairidi, Arapi and the Malakal TTIs in the next quarter.

3. MONITORING AND EVALUATION

3.1. Data quality checks

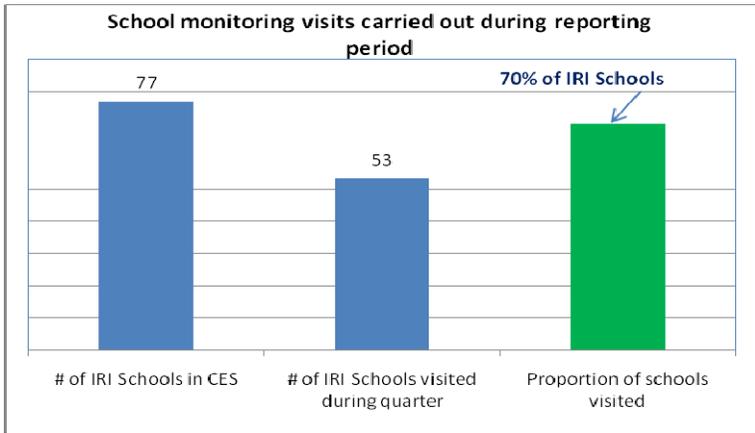
The M&E Specialist carried out data quality checks in Wau and Juba. The purpose of the quality checks was to verify that the performance monitoring information obtained from SSIRI field offices is of reasonable quality. More specifically, the M&E Specialist assessed whether the M&E Officers: (a) had a good understanding of the PMP indicators and data collection forms used; (b) maintained all source documents well; and (c) consistently followed the data management guidelines put in place by the project. The M&E Specialist was able to provide further coaching on the PMP indicators and data management. From the assessment, it was clear that each of the officers had instituted a good system to maintain SSIRI data source documents. This was an insightful exercise, which the project intends to expand to all the other states where SSIRI is implemented.

3.2. P2 Summative Evaluation

During the quarter, the project also implemented the final (post-test) phase of the P2 Summative Evaluation. The evaluation was carried out in the same six sites as the pre-test phase. The sites include: Juba in Central Equatoria, Torit and Magwi in Eastern Equatoria, Yambio, Nzara, Maridi and Mundri in Western Equatoria, and Wau in WBeG State. In all, 38 experimental and 40 control schools participated in the evaluation. The evaluation sample size dropped by 21% from the original sample size of 1200 due to the absence of a number of learners in each school. The exercise encountered a number of challenges including the unanticipated early closure of schools, the teachers strike in Juba, and the change of the examination calendar which also contributed to the attrition and delayed the completion of the exercise. Entry of data into an appropriate data analysis program started in the second week of December 2009, and should be completed in the second week of January 2010

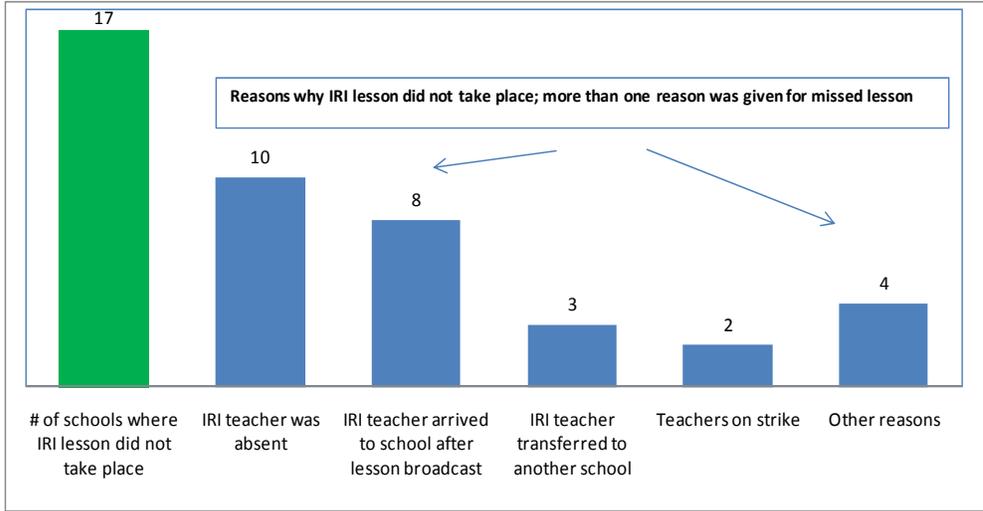
3.3. Analysis of School Monitoring Data

Part of the project activities includes routine school and adult learning center visits and IRI lesson observations made by project staff. During the quarter, the M&E department operationalized a system to assist project staff at state level to analyze and make use of school monitoring and lesson observation data. Each of the staff in the field is now required to complete a school monitoring and lesson observation form (see appendix) every time they visit a school or RABEA center, and submit the completed form to the M&E Officer for processing. The data collected is now synthesized into a report to be reviewed by the team and used to improve practice in the primary schools or RABEA Centers in each of the states. Below is an analysis carried out by the M&E Officer for Central Equatoria State-



The figure to the left shows the number of IRI schools visited by SSIRI Project staff during the quarter. The figure shows that close to 7 out of every 10 schools in the state were visited during the quarter.

The figure below shows that about one third of the schools visited missed an IRI lesson during the last visit of SSIRI staff. The most frequently mentioned reason why the IRI lesson was missed was that the ‘teacher responsible is absent’. As indicated in the figure, other reasons mentioned for missed IRI lessons include: teacher arrived late and IRI teacher transferred to another school.



4. WORK PLAN FOR NEXT QUARTER

EDC will not introduce major changes to its work plan in the next quarter. EDC will continue to produce and broadcast IRI programs, continue to focus on quality, look for opportunities for expansion to other areas, build the capacity of educational radio in southern Sudan, work to increase local ownership and create sustainability for educational radio programs, and continue to provide alternative learning technologies, as well as strengthen our M& E systems.

In the next quarter EDC will work to;

Produce IRI Programs

- Complete the new revision programs for *Learning Village* for P1 to P3
- Complete the formative evaluation and editing of the *Rabea Intermediate English* program.

Broadcast IRI Programs

- Continue to arrange the broadcast of P1, P2, P3 and P4 *Learning Village* programs.
- Broadcast all the *Rabea* series.
- Contract local FM and AM radio stations to broadcast *Rabea* and *Learning Village* programs.

Increase access to SSIRI programs

- Expand the coverage of SSIRI programs in Western Equatoria, Central Equatoria, Eastern Equatoria, Western Bahr al Ghazal, Upper Nile and Southern Kordofan.
- Introduce SSIRI to Northern Bahr el Ghazal, Warrap, and Unity states.
- Return to Kurmuk in Blue Nile State, Bor in Jonglei, Rumbek in Lakes state, Agok and Abyei.
- Ensure access to SSIRI programs by introducing digital devices in areas where there is still no coverage by local FM stations.
- Arrange contracts with new radio stations, such as Radio Emmanuel in Torit and Radio Good News in Rumbek in order to increase access to SSIRI programs.
- Extend the *Rabea* program to more secondary schools, especially those that have been on the Arabic pattern.

Ensure sustainability of SIRI programs

- Develop and revise MoUs and agreements with states and counties.
- Conduct training courses for more teachers and facilitators to implement IRI and monitor classes
- Conduct state level workshops to train education officials on IRI methodology in preparation for MoEST to take over the implementation of educational radio.
- Procure bicycles for payams and motorbikes for counties to enable education officials to supervise IRI programs.
- Undertake a campaign to market SSIRI and encourage community support and participation in IRI activities.

Strengthen Monitoring and Evaluation

- Complete the P2 post-test (summative evaluation).
- Evaluate the impact of the use of digital technologies in schools and listening groups.

Provide Alternative Learning Technologies

- Provide ongoing support of internet use at Juba Day, Arapi TTI and Maridi TTI and assess the possibility of establishing a computer lab at Malakal TTI
- Assist Arapi and Maridi TTIs to use video as a training tool.

Work with MoEST

- Work with AES as they implement the new pastoralist education program in six states.

- Support the Teacher Education Department with its plan to incorporate IRI training in the in-service teachers training program in the CECs.

Improve implementation

- Hold a review, planning and training meeting for its entire staff at the beginning of the next quarter.
- Finalize the process of hiring additional staff

5. PROJECT ADMINISTRATION

Personnel

Dr Tom Tilson resigned as Chief of Party with effect from November 13th. Richard Trewby arrived to replace Dr Tilson on November 4th, so that there would be a period of overlap.

Timothy Githinji, Senior Finance Officer, was relocated to Juba with effect from November 1st and was promoted to the post of Project Administrator.

Charlton Doki, Communications Specialist, was relocated to Juba in October.

Peter Vuni was appointed as Senior Outreach Advisor for Upper Nile state with effect from December 8th.

Victor Tombe, Outreach Advisor for Central Equatoria, was promoted to Senior Outreach Advisor with effect from December 1st.

Ale Peter Michael, Senior Outreach Coordinator, was promoted to Outreach Advisor for Eastern Equatoria with effect from December 1st.

Beneth Surur was appointed as IT officer for Maridi TTI with effect from December 1st.

The Nairobi-based scriptwriting team finished their work with the completion of *Rabea Intermediate* series and their contracts ended on December 31.

This leaves only a small production team in Nairobi, which will continue to June 2010 in order to record the new lessons for P1-P3, and *Rabea Intermediate*.

ATTACHMENT I: RADIO STATIONS

Radio Station	Location (Town)	Programs	Frequency
Miraya FM	Many locations in southern Sudan	P1-P4 <i>Rabea Advanced</i>	101 FM
Bakhita Radio	Juba	P2 <i>Rabea for Beginners and Advanced</i>	91 FM
Voice of Kajokeji	Kajokeji	P4 <i>Rabea Advanced</i>	92.0 FM
Grace FM	Kajokeji	P1-P3 <i>Rabea for Beginners</i>	95.1 FM
Spirit FM	Yei	All SSIRI programs	99.9 FM
Wau Radio (Wau FM)	Wau	All SSIRI programs	
Malakal Radio (South Sudan Radio)	Malakal	All SSIRI programs	
Voice of Eastern Equatoria	Torit	All SSIRI programs	97.5 FM
Voice of the Community (Voice of Kauda)	Kauda	<i>Rabea Advanced</i>	88 FM
Naath FM	Leer	<i>Rabea Advanced</i>	88 FM
Nhomlaau FM	Malualkon	<i>Rabea Advanced</i>	88 FM
Yambio FM	Yambio	All SSIRI Programs	90.0 FM
Voice of Love	Malakal	All SSIRI Programs	93.6 FM
Voice of Kauda, Naath FM and Nhomalaau FM are supported by Internews through USAID funding. Therefore, SSIRI has no financial obligations to these stations.			

ATTACHMENT II: COUNTIES IMPLEMENTING SSIRI

State	Current Counties	Additional Counties in 2009-2010
Western Equatoria	<ul style="list-style-type: none"> • Yambio • Nzara • Maridi • Mundri West 	<ul style="list-style-type: none"> • Ibba
Central Equatoria	<ul style="list-style-type: none"> • Juba • Kajokeji • Yei 	<ul style="list-style-type: none"> • Lainya • Morobo
Eastern Equatoria	<ul style="list-style-type: none"> • Torit • Magwi 	<ul style="list-style-type: none"> • Kopoeta East (pastoralist program)
Western Bahr el Ghazal	<ul style="list-style-type: none"> • Wau • Jur River 	
Upper Nile	<ul style="list-style-type: none"> • Malakal 	<ul style="list-style-type: none"> • Renk
Jonglei	<ul style="list-style-type: none"> • Bor 	<ul style="list-style-type: none"> • Pochalla
Lakes		<ul style="list-style-type: none"> • Rumbek Central
Unity		<ul style="list-style-type: none"> • Rubkona • Mayom • Guit (In collaboration with Winrock Bridge program)
Warrap		<ul style="list-style-type: none"> • Gogrial West • Twic • Tonj North (In collaboration with Winrock Bridge program)
Northern Bahr el Ghazal		<ul style="list-style-type: none"> • Aweil North • Aweil West • Aweil East (In collaboration with Winrock Bridge and AMURT)
Southern Kordofan	<ul style="list-style-type: none"> • Rashad 	
Southern Blue Nile	<ul style="list-style-type: none"> • Kurmuk 	
Abyei	<ul style="list-style-type: none"> • Agok • Abyei 	