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UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

OPERATIONAL PROGRAM - LITERACY TRAINING PROJECT

AID/AFR G-1564

GRANT NO. 650-0028

THE SUMMER INSTITUTE OF LINGUISTICS, WORKING WITH

THE REGIONAL MINISTRY OF EDUCATION

SOUTHERN REGION, SUDAN

PROJECT PROGRESS REPORT V

OCTOBER 1 TO DECEMBER 31, 1980

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A. PROGRESS

1. Cycle One

The IRL Principal made a month's supervisory visit in October to see Dinka and Ndogo personnel. Schools opened for the year in late September or early October.

Twelve writers from various languages were trained at a writers workshop held in Wau from November 17 - December 12. Ten sample stories from the many written are available on file both for eventual production and for use as samples at future workshops.

The original class for testing the trial edition of Ndogo are now in their third year, completing the full experimental primer series.

Dinka vowel analysis progressed. Analysis of Ndogo tone and vowel length verified the need for future revisions of the current Ndogo primer series.

2. Cycle Two

Kresh, Nuer and Zande teams completed writing their primer series and began preparing them for production. Course materials were developed for training these teams to write accompanying Lesson Plans in March.

Counterparts and SIL staff participated in a workshop led by Dr. Ronayne J. Cowan of CAL, who was invited by SIL to provide consultant advice. The Gudschinsky literacy method was compared with other approaches to reading and collaboratively assessed. New reading

exercises were designed for developing the skills of reading with use of context clues.

The initial steps for production - editing, first typing, proofreading and checking of illustrations - were completed for Zande primer Books 2 and 3; Nuer primer Books 2 and 3; and the first twenth lessons of Kresh primer Book 2.

3. Transition to Arabic and English

English. Testing of oral English lessons was completed.

Arabic. Forty lessons for reading and writing Arabic were edited and fifteen were typed. The approach was developed for teaching oral Arabic, including the basic lesson plan, format and instructions to the teachers.

4. Production

Paste-ups of Kresh and Nuer books One were completed.

More than 100 illustrations for Kresh, Nuer and Zande primers were drawn.

5. Evaluation

A team from USAID made their initial Project evaluation. Ten issues were identified, some of which were resolved during the evaluation period.

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6. Facilities

a) The following units are complete and in use:

1. dormitory
2. cafeteria
3. three staff houses
4. well complete and water tower erected

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- b) office building - 50% complete
- c) class rooms and library - 50% complete
- d) foundations complete for 4 staff houses
- e) study cubicles - 40% complete
- f) foundation complete for generator building and wiring plans underway

B. PROBLEMS

1. Cycle One

Ndogo teachers have been making slow progress because they were given only three 40 minute periods per week for vernacular classes instead of the required ten. Official communication is needed from the Regional Ministry of Education, specifying the revised timetable for rural schools which was set by the Curriculum Development Center in November 1980.

Problems associated with the long distance of IRL personnel in Bahr-el-Ghazal Province from Juba and Maridi have made it difficult to know the quality and frequency Dinka staff were able to teach of their trial primers.

Other problems have arisen during the quarter which indicate a need for providing field personnel with more frequent and regular field supervision and guidance. For example, the Bari Language Officer failed to clearly communicate to his supervisor (the IRL Vice-Principal) problems arising in providing books for the test classes: because Primary 2 children apparently refused to share

their books as planned, Primary 1 children could not progress beyond Book One, the pre-reader. One recognizes that an increase in supervision and guidance will require more IRL staff (as well as more SIL staff initially).

Dinka vowel analysis indicates major revisions of the current primer series will be needed, although further analysis and checking remains to be done.

Due to the late start of the school year and only three teaching periods per week, Ndogo pupils only completed Book One before Christmas holidays. It can be seriously questioned whether those teachers trained last February will have adequate experience to assist as teacher trainers before January 1982.

The teacher training courses (scheduled for February to facilitate the expansion of Cycle One to twenty more schools per language) cannot be held unless the Regional Ministry of Education provide funds to IRL for these courses. It had been hoped the provinces would be asked to take financial and administrative responsibility when non-IRL teachers are trained. It has just been learned that recent changes in the Ministry place the financial responsibilities at the Regional Ministry level, not the provinces.

The IRL Principal is the only Dinka person who has had opportunity to receive full training in the Project. With heavy administrative responsibilities and now with plans for him to leave for a study program beginning in mid-1981, there is and has been no opportunity for him to train another

Dinka to supervise that program. The assigned (and trained) Language Officer seems to be non-functional and it is recommended he be replaced for effective running of the team. These factors combine to indicate there is no one to carry on the supervision and training of Dinka IRL staff. Both an SIL team and an IRL counterpart are needed urgently, along with a new Rek (Western) dialect Language Officer. Language Officers are also still needed from other dialects of Dinka, so that revisions of the current edition will take dialect differences into account.

2. Cycle Two

Due to lack of time, no adequate supplementary materials could be developed during the quarter by the language teams. Efforts by one team failed to produce quality material desired - or at least the content and style was no different from those primer critiqued by Ronayne J. Cowan.

Due to hospitalization for appendectomy in November, complicated by typhoid fever, followed by Christmas holidays, the IRL typist accomplished little during the quarter. This meant a) typing of Book One manuscripts in Nuer and Zande had to be done by language teams, preventing team members from developing supplementary materials; and b) the first typing of Kresh Book Two is less than half finished.

3. Transition to English and Arabic

English. Both the counterpart and the instructor trained this year to teach the oral English lessons are being transferred out of the Project because personal

problems frequently incapacitated them, severely limiting their contribution.

Arabic. The current instructors for Arabic can be expected to do well as teachers once the material is developed. However, after some months of training, they have not reached a stage of carrying on team assignments independently. Without higher educational qualifications and a better grasp of standard Arabic, their contribution toward developing the material will be very limited.

The SIL consultant is primarily assigned to train the Kresh team. He will need to devote full time to this training in March and April before his furlough in May. Thus it is essential that the Arabic team function independently with minimal inputs from the SIL person at that time. It is also too late to begin training a new person during Cycle Two formal training which is due to end April 30, 1981.

It is therefore recommended that the completion of materials of the Arabic program be delayed until the following requirements are met: a) an SIL team is available to work full time on Arabic and b) a highly qualified Arabic counterpart is assigned to the Project by the Ministry of Education. The SIL team is expected to be available by the end of 1981. The qualifications required for the counterpart are 1) some university training, if not a graduate in Arabic studies, and 2) a good pass on the Arabic exams required for university entry.

4. Production

Nile Press continued to face problems. Paste-up of Cycle Two books was delayed while Nile Press waited for fuel to operate cameras for enlargements. Dinka, Lotuho and Bari Book Threes are still incomplete, stacked for collating and binding.

5. University of Juba

The University Senate did not meet before their long holidays (mid-December 1980 - March 1981), leaving the proposals for the graduate Diploma Course waiting approval.

6. Evaluation

When Dr. Gary Cziko arrived for Project evaluation purposes, he found a week's holiday had unexpectedly been declared for primary schools.

C. PLANS

1. Cycle One

Testing of material will continue. It is not known when the 1980 school year (officially extended) will close.

A second writer workshop will be held for Dinka and Ndogo speakers. The Ndogo course will be held separately in the vernacular.

If RMOE funds become available, teacher training courses will be held for training 20 more teachers per language in Dinka, Bari, and Lotuho. An additional 5 Ndogo may be trained.

2. Cycle Two

Following holidays, formal lectures and practical work will continue for Cycle Two participants on March 2. Lesson Plans for the primers will be prepared in March. Teacher training will be given in April, before the teams leave to test the primer series in May.

3. Production

A. Cycle One Books

1) Nile Press has set the following goals for printing of IRL books:

- a. by January 1, 1981: 500 Dinka 3
 500 Bari 3
 500 Lotuho 3
- b. by March 1981: 10,000 Dinka 1
 5,000 Bari 1
 5,000 Lotuho 1
- c. by May 1, 1981: 9,500 Dinka 3
 4,500 Bari 3
 4,500 Lotuho 3
- d. by November 1, 1981: 10,000 Dinka 4
 5,000 Bari 4
 5,000 Lotuho 4

2) Mimeograph the following Cycle I books as they are prepared (but will give priority to mimeographing Cycle II books):

500 Dinka 4
500 Bari 4
500 Lotuho 4

3) Five thousand Bari Book 2 and 5,000 Lotuho Book 2 will be printed in Kenya as soon as possible after January 5.

B. Cycle Two Books

As the manuscripts are prepared we mimeograph Cycle Two books in Nuer, Zande and Kresh, aiming to have the first two books in each language ready by March.

D. GRANT BUDGET BY LINE ITEM

BUDGET LINE ITEMS	GRANT TOTALS BY LINE ITEM	EXP. THRU 12-31-79	EXP. 1st HALF 1980	EXP. 3rd QUARTER '80	EXP. 4th QUARTER '80	TOTAL EXP. THRU DEC. '80
Training	\$ 45,000.00	\$	\$ 7,228.12	\$ 1,736.51	\$ 6,662.65	\$ 15,627.28
Salary	50,000.00					
Equipment	176,600.00	67,030.07	3,439.24	18,049.83	33,406.50	121,925.64
Shipping	20,000.00	2,133.75	899.03	1,550.00		4,582.78
Facilities	712,600.00	85,149.64	199,262.98	54,935.50	69,718.84	409,066.96
Printed Matter	38,000.00	1,508.52	16,107.38	1,566.33	1,387.23	20,569.46
Travel	91,800.00	7,552.29	15,939.89	37,031.39	16,142.01	76,665.58
Sub Contract C.A.L.	140,000.00	1,215.00	16,461.20	78.00	13,597.77	31,351.97
Admin. Operations	126,000.00	2,307.11	35,646.35	1,750.20	12,466.36	52,170.02
TOTALS	\$1,400,000.00	\$166,896.38	\$294,984.19	\$116,697.76	\$153,381.36	\$731,959.69

E. EXPENDITURES BY LINE ITEM FOR 4th QUARTER (October 1 to December 31, 1980)

LINE ITEM	OCT 1980	NOV 1980	DEC 1980	TOTAL BY LINE ITEM
No. 1 Training	\$ 2,729.83	\$ 1,982.82	\$ 1,950.00	\$ 6,662.65
No. 2 Salary				
No. 3 Equipment	32,677.00	490.30	239.20	33,406.50
No. 4 Shipping				
No. 5 Facilities	8,747.41	30,226.43	30,745.00	69,718.84
No. 6 Printer Matter	(343.57)	1,620.00	110.80	1,387.23
No. 7 Travel	(9,862.10)	16,889.77	9,114.34	16,142.01
No. 8 C.A.L.	13,597.77			13,597.77
No. 9 Administrative Operations	102.59	12,180.00	183.88	12,466.36
MONTHLY TOTALS	\$47,648.93	\$63,389.32	\$42,343.11	\$153,381.36

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