

dot-EDU

USING INFORMATION AND COMMUNICATION TECHNOLOGIES TO IMPROVE LEARNING SYSTEMS

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**dot-EDU**  
**Quarterly Report**  
**October - December 2006**



Education Development Center, Inc.



## Table of Contents

<b>1.0</b>	<b>Executive Summary.....</b>	<b>3</b>
<b>2.0</b>	<b>Associate Awards.....</b>	<b>6</b>
2.1	<b>Ongoing Associate Awards.....</b>	<b>6</b>
	DR Congo: DR Congo SIEEQ II .....	7
	Haiti: Distance Education Inside and Beyond the Classroom .....	9
	India: Technology Tools for Teaching and Training in India (T4 Phase I) .....	11
	India: Technology Tools for Teaching and Training in India (T4 Phase II).....	13
	Macedonia: e-Schools.....	14
	Support Technology for Teachers and Parents STEP:Madagascar.....	16
	Support Technology for Teachers and Parents STEP: Comoros.....	19
	Somalia: Somali Interactive Radio Instruction Program.....	20
	Sudan: Southern Sudan Interactive Radio Instruction (SSIRI).....	22
	Sudan: Sudan Radio Service.....	25
	Yemen: Online - ICTs for the Improvement of Education.....	29
	Zambia: Quality Education Services Through Technology (QUESTT) .....	30
2.2	<b>Completed Associate Awards.....</b>	<b>32</b>
	DR Congo: Complementary Instructional Strategies and Community.....	33
	Guatemala: Building on Proyecto Enlace in Quiche .....	35
	Honduras: Interactive Radio Instruction (IRI) for Preschool .....	35
	Kenya: Development of ICT and Education Investment Program.....	36
	Lebanon: YouthCaN iEARN: Classroom (Youth CaN Med TEC)” .....	36
	Mali: University to University Linkage.....	37
	Namibia: Initiative for Namibian Education Technology (iNET).....	37
	Namibia: GDA (School Net) .....	38
	Peru: Peru CAPTIC.....	38
	Rwanda: Kigali Institute of Education (KIE) Connectivity.....	39
	Sudan: Assessment and Design for Sudan Independent Radio Station.....	39
	Uganda: Connect-ED II.....	40
	Zambia: Interactive Radio Instruction Program for Out of School Children.....	41
<b>3.0</b>	<b>Core Funded Pilot Projects and Case Studies.....</b>	<b>42</b>
	Botswana: “ICTs In Schools” Conference.....	43
	Colombia: Elluminate Live! .....	43
	Colombia: Congenia (with Concord Consortium).....	44
	Ghana/Ethiopia: MIT- Africa Internet Technology Initiative (MIT-AITI).....	45
	Global: Berkman Center, Harvard Law School ICT Survey.....	45
	Global: Sustaining School Networks.....	46
	Guatemala: Transferring Enlace Quiche to NGO Status.....	46
	Jamaica: Jamaica Education and Technology Training Pilot .....	47
	Laos: Low Cost Technologies for Marginally-Literate Mekong Girls.....	47
	Laos/Thailand: ICTs for Participatory Health and Livelihoods Skills Training...	48
	Peru: Early Childhood Development.....	48
	South Africa: Bridges to the Future Initiative (ILI).....	49
	Southeast Asia: IBM and SEAMEO INNOTECH.....	49
	Uganda: ICTs and HIV/AIDS Education.....	50
	Uganda: Thin Client.....	50
<b>4.0</b>	<b>TDYs.....</b>	<b>51</b>
<b>5.0</b>	<b>Issues and Recommendations.....</b>	<b>52</b>
<b>6.0</b>	<b>Looking ahead to the next quarter.....</b>	<b>53</b>

## 1.0 Executive Summary

This is the first quarterly report of the sixth year of dot-EDU. It describes activities for ongoing projects, new awards, and pilot (core-funded) initiatives for the period from October 2006 to December 2006. This report also includes brief summaries of completed activities.

This quarter no new associate awards and/or pilots were awarded or completed.

STEP project began roll out in Comoros in addition to Madagascar. Project staff conducted initial start up activities, such as meeting with the Ministry of Education and other partners, hiring and training local staff, developing policies and procedures manual, etc.

The table below presents an updated summary of the ongoing and completed associate awards.

### The dot-EDU associate awards are as follows:

<i>Associate Award</i>	<i>Start Date</i>	<i>End Date</i>	<i>Amount (without cost share)</i>	<i>Status</i>
DR Congo II	10/4/2004	10/5/2007	\$ 6,433,671	Ongoing
Haiti	9/1/2002	9/30/2007	\$ 5,421,097	Ongoing
India	9/30/2002	9/29/2007	\$ 6,999,820	Ongoing
India	9/25/2006	9/24/2011	\$ 7,300,531	Ongoing
Macedonia	8/1/2003	9/30/2007	\$ 7,799,804	Ongoing
Madagascar and Comoros	1/6/2006	3/31/2008	\$ 2,530,000	Ongoing
Somalia	9/15/2005	9/14/2008	\$ 6,000,000	Ongoing
Sudan Radio Service	3/12/2003	9/30/2007	\$ 8,487,773	Ongoing
Sudan IRI	6/22/2004	6/21/2009	\$ 15,469,303	Ongoing
Yemen	6/30/2003	3/31/2007	\$ 699,983	Ongoing
Zambia ICT	9/29/2004	9/30/2009	\$ 12,729,816	Ongoing
DR Congo	9/30/2002	6/30/2004	\$ 1,799,032	Complete
Guatemala	6/6/2002	2/5/2004	\$ 999,056	Complete
Honduras	5/1/2003	6/30/2005	\$ 1,867,851	Complete
Kenya	5/11/2004	6/15/2005	\$ 106,544	Complete
Lebanon	1/29/2003	1/28/2004	\$ 50,000	Complete
Mali	7/1/2002	9/30/2003	\$ 652,572	Complete
Namibia iNET	2/1/2003	8/31/2005	\$ 994,996	Complete
Namibia GDA	5/22/2003	5/21/2006	\$ 999,372	Complete
Peru	1/16/2004	3/31/2005	\$ 400,000	Complete
Rwanda	7/3/2002	7/2/2004	\$ 484,958	Complete
Sudan Assessment	12/2/2002	1/6/2003	\$ 74,365	Complete
Uganda	10/1/2003	10/31/2005	\$ 1,284,076	Complete
Zambia IRI	2/7/2003	9/30/2004	\$ 2,400,000	Complete
<b>Total</b>			<b>\$ 91,984,620</b>	

**Detailed descriptions and achievements during the quarter for each associate award are in the next section. In brief, here are some of the activities reported during this quarter:**

In **Congo** project staff continue to work on the annual work plan to make the last year of the project the most effective. The project Chief of Party traveled to Washington DC to meet with implementing partners from AED and INCRE and to discuss the one year extension and their work plan. Meanwhile project staff conducted a workshop that aims at providing the master trainers with necessary information about project extension and their role in it.

In **Haiti** IRI lessons continue though the broadcasts had to stop earlier as schools were forced to close for holidays earlier due to escalating violence in Port-au-Prince. Project staff also work on establishing sub-agreements and conducting meeting with partners and sponsors, and on establishing the sustainability mechanism for the project. The preparation of OOSY Level 1 and Level 2 scripts is in process.

In **India** a new project - *Technology Tools for Teaching and Training Phase II* - is taking off - the staff is being hired, equipment purchased, and other project start-up activities are in process. The T4 Phase I project is functioning as usual: IRI Programs broadcast carry on in Karnataka, Chhattisgarh, Jharkhand and Madhya Pradesh, scriptwriting, teacher trainings, and other project activities continue. The Digital Library is ready to be tested.

In **Macedonia** the dissemination of the *Innovative Use of Technology in Primary Schools* project training began in October. About 50% of the scheduled trainings have been conducted throughout the quarter. The master trainers also facilitated a number of support meetings for teachers involved in the creation of sample lesson plans and units that will constitute the Education Web Portal. The transition of the Education Web Portal ownership to the Ministry of Education and Science began.

In **Madagascar and Comoros** a new area - Comoros have been added to the scope of the STEP project. STEP Comoros will focus on providing the Ministry of Education with necessary skills, equipment, and materials to develop an effective audio-based teacher training program. In Madagascar STEP continues to strengthen in-service teacher training for primary school teachers, increase community support by involving parents and community members in school matters, and support local planning for teachers' professional development in four localities: Antananarivo, Toamasina, Fianarantsoa, and Toliara.

In **Somalia** the *SIRIP* project staff continue to implement project activities in such directions: facilitating teacher training and master trainers workshops, conducting project monitoring and evaluation activities, establishing and strengthening partnerships, production of radio scripts and lessons, and radio broadcast and distribution. The highlights of successes in each area include the finalization of the M&E plan, staff participation in DQA meeting in Nairobi, acquisition of 2000 additional radios, and continuous radio distribution in Puntland and Somaliland.

In **Sudan** Southern Sudan Interactive Radio Instruction project has announced the launch of TERBIA A - English Language and Civic Education radio series. TERBIA B - a similar broadcast targeting Sudanese whose level of English language comprehension is not high, is in the process of development now - master-plans have been completed for 11 programs, staff is working on scripts, scope and sequence.

Sudan Radio Service project continues to provide excellent news and events coverage, and to facilitate trainings for Sudanese journalists and authorities on the significance of media in promoting good governance, journalism ethics, peace and conflict reporting, and other important areas.

**Brief descriptions for each associate award continued:**

In **Yemen** Online ICTs for the Improvement of Education project had launched two successful training workshops on proposal development for the school principals and mater trainers that work in the ten project schools. As a consequence many proposals by teachers are being developed. Principals and master trainers assist them in this task. EDC staff monitor the process.

In **Zambia** the funding under the Fast Track Initiative was released in November and enabled project staff to conduct national and district level trainings of trainers, and briefing sessions for provincial and district official on the IRI use in schools. At the same time the funding was approved for the OVC Life Skills Community radio Program and such activities as needs assessment and staff hiring began. Meanwhile the Zambia Community Radio project ended in October and was unhande d over to the community radio stations.

## **2.0 Associate Awards**

As illustrated in the table above, dot-EDU associate awards (funded with mission budgets) total about \$92 million. Below is a description of all dot-EDU associate awards through December 2006. Additional project details can also be found in the dot-EDU tracker report in the appendix.

### **2.1 Ongoing Associate Awards**

This section provides the description and an update on the activities and achievements within the ongoing dot-EDU associate awards.

## **DR Congo: DR Congo SIEEQ II**

**Start date:** **October 2004**  
**End date:** **October 2007**

### **Description:**

In the Democratic Republic of Congo, dot-EDU's Improving Basic Education/Stratégies Intégrées pour une Education Equitable et de Qualité (SIEEQ) project has been working to: 1) improve the quality of basic education through innovative teacher training; 2) provide teachers and students with increased access to learning materials, textbooks, and school kits; 3) increase community participation in education management and outreach activities; and, 4) increase and improve girls' participation in school. The program began in October 2004 and was designed to run through October 2006. In September 2006 the project was extended for one more year with additional \$1 million funding.

### **Activities:**

#### **Major Events**

The project received a cost extension of one year with an additional 1 million USD to carry out activities.

#### **Current Activities**

- A Planning Meeting for SIEEQ II yearly activities was held in Kinshasa from Oct 1<sup>st</sup>-4<sup>th</sup>. The COP and three field coordinators held a three day technical and management meeting to review their work during SIEEQ I and to plan the SIEEQ II training activities. This resulted in the elaboration of the first draft of the yearly work plan to be submitted to USAID-Kinshasa.
- COP Francine Ahouanmenou-Agueh was in Washington DC from Oct 23<sup>rd</sup> to November 3<sup>rd</sup> to finalize the work plan and to meet with implementing partners from AED and INCRE. During her TDY she also made a presentation on the project's current activities and results.
- A Teacher Training Workshop was held in Kinshasa on Dec 6 -11, 2006 bringing together the master trainers from the three field sites (Luozi, Kikwit and Mbandaka) for the first time. Resource persons from the Ministry of Education and various NGOs based in Kinshasa also participated. The workshop was facilitated by Dr. Jacques-André Gueyau. Its three objectives were to:
  - 1) Explain to master trainers how the project and their job changes with the extension;
  - 2) Review and adapt the SIEEQ I training materials to SIEEQ II requirements;
  - 3) Empower master trainers to take ownership and use the new training materials in their work.

## **DR Congo: DR Congo SIEEQ II**

### **Activities continued:**

#### **Next Steps**

1. Phase I of teacher training for new teachers and refresher training for SIEEQ I teachers to be held in all three field sites during the month of January;
2. Community participation training for master trainers to be held in January;
3. Procurement of 10,000 kits for students; and
4. Finalization of training manuals and modules.

## **Haiti: Distance Education Inside and Beyond Classroom**

**Start date:** **September 2002**  
**End date:** **September 2007**

### **Description:**

Targeting at-risk and out of school youth aged 6 to 11 and 12 to 18, this activity aims to improve learning in the areas of Mathematics, Creole, Civic Education, Health and Environmental issues through interactive radio programs broadcast five mornings a week by two commercial and two community radio stations. Even in times of political instability, distance learning is helping Haitians improve their access to education and information. For more than a decade, in every academic year, the Formation à Distance education programs has been broadcast regularly on the radio so that students and teachers, unable to return to school during civil unrest, could hear the lessons from home. The project is reaching a total number of 352 schools, 45,000 students divided among 23,100 boys and 21,900 girls.

### **Activities:**

#### **Major Events:**

- Escalating violence and kidnapping of students especially in Port-au-Prince and surrounding regions have forced most schools to close earlier than planned for the holiday season.

#### **Current Activities:**

##### **IRI In-School 2005-2006:**

- Final draft of the Promotion and Passing Rate Correlations report was submitted to USAID. COP and M&E consultant met with USAID's Education Specialist and Education Advisor to discuss it;
- The M&E consultant has finalized the final PTA for USAID.

##### **IRI In-School 2006-2007:**

- IRI lessons: Broadcast started on Monday October 2<sup>nd</sup> and continued throughout the quarter with a break for winter holidays (December 11, 2006 – January 12, 2007);
- Sub-Agreements and Meetings with Sponsors: Most of the sponsors responded to RFPs sent out in October and project staff conducted trainings and meetings with sponsors. The first monthly meetings were held at EDA. The meetings focused on M&E activities this year, especially PTA activities;
- PTA IRI management activity: The M&E consultant submitted a first draft of the PTA IRI Management toolkit. EDC/EDA will review the document and provide feedback. The toolkit will be finalized and distributed to sponsors and participating PTAs/school committees for the pilot in January 07. At FONHEP's request three of their schools - one from each sector, are being included in the pilot;
- MOU: The MOU/non-formal program has been reviewed as per comments from USAID and resubmitted in December 06. Currently project staff is awaiting USAID's feedback in order to finalize;

## Haiti: Distance Education Inside and Beyond Classroom

### Activities (continued):

- Mechanism of sustainability: On November 15 EDA sent RFPs to FONHEP for their feedback. Following the submission the meeting with FONHEP took place on December 13. FONHEP had several suggestions on what should be included in RFP. Another meeting was scheduled for January.

### IRI Non-Formal Program 2006-2007:

- EDA Education Advisor Susanne Simard has drafted the first six weeks of the Level 2 scope and sequence. Feedback from FONHEP was received November 24<sup>th</sup>. In December the scope and sequence for the first six weeks was finalized and submitted to FONHEP.

### OOSY program:

- EDA met with FONHEP on December 6, to discuss the evaluation plan for the implementation of the OOSY program. Currently EDC/EDA is waiting for a more comprehensive list of domains/areas to be incorporated in the plan.
- Level 1 scripts: EDC's Technical Advisor continues to edit the scripts. 151 scripts have been sent by FONHEP. Up to # 147 are already reviewed by Technical Advisor.
- Level 2 scripts: Master plans week 1, 2 and 3 were completed by EDC IRI Specialist and Technical Advisor and remitted to FONHEP.

### Main activities to take place:

1. Educational workshop *IRI in Haiti* that will become the first step in the direction of institutionalized formal IRI program.
2. Informational workshop on non-formal education in Haiti in support of the development of education policy for non-formal education.

### Next Steps:

1. Continue with revision of OOSY level 1 scripts and master planning of level 2 scripts;
2. Finalize the PTA IRI Management toolkit;
3. Launch the PTA pilot starting in January 07;
4. Finalize the evaluation plan for the OOSY Level 1 pilot;
5. Finalize non-formal MOU in collaboration with IDEJEN;
6. Finalize EDA 06-07 detailed work plan;
7. Begin activities with the MENFP in January 07 as soon as MOU USAID/MENFP is signed.

## **India: Technology Tools for teaching and Training in India (T4) Phase I**

**Start date:** **September 2002**  
**End date:** **September 2007**

### **Description:**

The Technology Tools for Teaching and Training (T4) dot-EDU India Initiative seeks to assist India in applying its burgeoning technological capacity to the quest for quality education for all. The program promotes the creation of a new partnership between Indian and U.S. educators to define a common agenda for the use of technology to improve learning among difficult to reach populations, with a particular emphasis on girls. It capitalizes on global and local experience and expertise in the design and delivery of appropriate combinations of radio, video and computer technology and on utilizing these channels towards the improvement of teaching and learning.

### **Activities:**

#### **Major events:**

The Chief of Party Summit for the Asia region took place in December in Bali, Indonesia, and three members of the staff at EDC, India participated. It was a good sharing and learning experience.

#### **Current Activities:**

- The statewide broadcast of the IRI programs continued in Karnataka, Chhattisgarh, Jharkhand and Madhya Pradesh in this period;
- The activities pertaining to scriptwriting and production of new IRI programs for Karnataka and the other Hindi speaking states continued;
- In Karnataka, extensive teachers' trainings were held for the Group Teaching and Learning software to cover all the schools (approx. 1,000) where computers are available;
- Evaluation consultant, Dr. James Royer, prepared further reports for qualitative and learning gains evaluations in all the states as per USAID requirements;
- Sites for testing the Digital Library were selected and trainings were held for the evaluators as well as the teachers/resource persons of the sites;
- The formative evaluation for the new IRI programs in Hindi started;
- Monitoring activities in all the sates were initiated with monitors being trained in Karnataka, Chhattisgarh, Jharkhand and Madhya Pradesh;
- The annual report, the evaluation plan, and the evaluation reports were submitted to USAID during this period.

## **India: Technology Tools for teaching and Training in India (T4) Phase I**

### **Activities (Continued):**

#### **Geographic Reach:**

Currently the project is functioning in four states, and will reach six by 2011.

Current states: Karnataka, Chhattisgarh, Madhya Pradesh and Jharkhand. Bihar will rollout in 2008 and Rajasthan in 2009.

#### **Target Groups:**

1. Multimedia CD: The CD will be used in 1,500 schools reaching 30,000 students in Karnataka state and potentially 1,500-2,000 more schools from the other states over the next couple of years. Needs assessment analysis to determine the numbers is being conducted.
2. Interactive Radio Instruction (through government-supported All India Radio): 13 million students (in all four states) will be reached.
3. Interactive Video Instruction (through government supported EDUSat): 400 schools (Karnataka) and up to 700 more schools (Madhya Pradesh) will be reached within the next academic year.

#### **Next Steps:**

1. Evaluation activities for this year are now being planned;
2. Monitoring activities in the different states to be continued and wound up by March 2007;
3. The report for the Digital Library testing in Karnataka and Madhya Pradesh to be finalized;
4. Script writing, production and formative evaluation of the new IRI programmes to be developed in Hindi, English (Level 2 for Introductory English) and in Kannada to be continued;
5. Teacher trainings in Karnataka for the Group Teaching and Learning software in the current academic year to be completed.

## **India: Technology Tools for Teaching and Training in India (T4) Phase II**

**Start date:** September 2006  
**End date:** September 2011

### **Description:**

For USAID's new project "Technology Tools for Teaching and Learning" (dot-EDU T4 Phase II), EDC has proposed a combination of pilot and "second phase" activities for primary and upper-primary students. The primary goals of the project are to expand the use of technology tools to more states, continue supporting teachers in their professional development, extend and enhance VEC/SDMC use in educational context, and in general promote the use of technology for educational purposes.

### **Activities:**

The project is currently in the start-up phase:

- Discussing work plans with state government;
- Hiring staff;
- Establishing an office.

## **Macedonia: e-Schools**

**Start date:**

**August 2003**

**End date:**

**September 2007**

### **Description:**

This project prepares Macedonian youth for employment through ICT-informed education programs and improves the quality and relevance of instruction at the primary and secondary school levels. A key focus of the activity is to assist the Macedonian government in creating an environment among primary schools that fosters students' comfort and facility with ICTs, installing hardware and software to support reform in the secondary schools, and raising public awareness of the value and importance of the Internet and other ICTs.

### **Activities:**

#### **Current Activities:**

**Dissemination of the Innovative Use of Technology in Primary Schools Training** started in October 2006. The following activities/results have been undertaken and achieved:

- About half of the planned trainings have been conducted;
- Fourteen support meetings were facilitated by the master trainers of the Innovative Use of Technology in Primary Schools Training. The purpose of the support meetings were to provide support to teachers in development and creation of sample high-quality lesson and unit plans. These plans will be uploaded on the Education Web Portal and made available to all teachers in Macedonia;
- Teachers in each of the following cities: Kocani, Strumica, Kavadarci, Prilep, Bitola Ohrid , Struga, Tetovo, Gostivar and Kumanovo benefited from one support meeting. Four support meetings were held in Skopje.

**Education Web Portal:** During the month of December e-Schools, in collaboration with Macedonia Connects, developed the Education Web Portal Action Plan. The Web Portal Action Plan outlines the following activities:

- Development of Online Community web space with a focus on activities that promote the portal's use in school environment;
- Development of Electronic Content, with a focus on carrying out specific promotional campaigns and mechanisms to encourage portal use by teachers, and to facilitate the process of selection of relevant digital materials;
- Transition of the portal's ownership to the Ministry of Education and Science focusing on the activities that will facilitate successful transfer of the portal's development, management, and sustainability to the MoES, including creation and training of a Web Portal Administration Group.

## Macedonia: e-Schools

### Activities (Continued):

**ToolKid educational software trainings:** The dissemination of the ToolKid training started in December involving all K-4 primary schools teachers from the 100 primary schools selected as ToolKid software pilot schools.

The dissemination will be carried out by the 414 trained teachers who have undertaken the ToolKid training between March and August 2006. The targeted number of teachers that will participate in the dissemination of the ToolKid Educational Training is 1,816.

**E-Schools Off-site '07 Planning Session** was held on October 2 and 3, 2006 in Bitola. The participants discussed the e-Schools 2007 Implementation Plan activities and the resources needed to accomplish each activity.

In addition the e-Schools team conducted productivity workshops to discuss their strengths and weaknesses and find ways for improvement.

**E-Schools Project Presentation to Representatives from the Ministry of Education and Science:** On November 3, 2006 a presentation for the newly appointed representatives from the Ministry of Education and Science was held. The presentation included past, present and future activities of the e-Schools project, its accomplishments and aspirations.

**Monitoring and Evaluation:** In October Mr. Sergio Cambronero, e-Schools' M&E Consultant, visited Macedonia to train the e-Schools' M&E team in administration of the web-based questionnaire system and to carry out the second Capacity Building Workshop.

The web-based questionnaire system rolled out in November 2006. Regional coordinators registered system's users and facilitated the completion of questionnaires during the trainings. They also conducted training of trainers on the system operation. By the end of this quarter 90 % (6,241) of the teachers have registered and started to use the system.

### Next Steps:

1. Presentation of the Education Web Portal Action Plan to the MoES to be held on January 19, 2007. E-Schools team will present the strategy and discuss the necessary actions that need to be taken to transfer the ownership (administration and maintenance) of the Education Web Portal to the Ministry of Education and Science;
2. E-Schools to continue promoting the Education Web Portal and identifying relevant digital content and materials in Macedonian and Albanian language for the Portal;
3. The dissemination of the Innovative Use of Technology in Primary Schools Training to continue during the months of January and February;
4. The dissemination of the ToolKid educational software training to continue until end of May 2007.

## **Support Technology for Teachers and Parents (STEP) in Madagascar and Comoros**

**Start date:**

**January 2006**

**End date:**

**March 2008**

### **Description:**

The STEP project is a 2.25 year initiative, piloted by Madagascar's National Ministry for Education and Scientific Research (MENRS) in the provinces of Toamasina, Fianaratsoa, and Toliara. STEP activities will support the MENRS' efforts to improve the quality of education and to decentralize support through the use of appropriate information and communications technologies (ICTs). To accomplish this, STEP supplements teacher training for primary grades one and two; conducts parent and community education and awareness campaigns on basic education support; and helps improve regional capacity to analyze teachers' instructional practices and to develop action plans for teacher professional development.

In October - December 2006 STEP was also rolled out in Comoros, where the overall goal of the program is to support the government initiative and establish an effective and viable mechanism of producing high quality audio products for distance teacher education programs. The project works in close cooperation with the Ministry of Education of Comoros and the University of Comoros.

### **Madagascar Activities:**

#### **Current Activities:**

#### **Preparation of IRI broadcasts for strengthening in-service teacher training for primary grades one and two:**

- Preparation for CP1 broadcasting: Editing of the accompanying teachers' guide for teachers, recruitment of musicians, composition of the theme song for the broadcast, selection of the program titles for both CP1 and CP2, and, of course, wind up radio distribution in all regions;
- Ongoing script writing, editing, and recording for 1<sup>st</sup> and 2<sup>nd</sup> grade French, Malgache, and Mathematics;
- Identification of classrooms that will participate in the IRI testing and beginning testing of the IRI lessons of French, Malgache and Mathematics;
- Visits to the public and private schools of Mahamasina and theater companies in Antananarivo with the perspective of recruiting pupils and adult actors to interpret the main characters of the CP1 radio broadcasting;
- On-going workshops and presentations for scriptwriters and broadcast staff, including a workshop on the sound aspect in radio broadcasting;
- Collection of information on the number of classrooms, number of students per classroom, contact information of teachers and headmasters for CP1 and CP2.

## **Support Technology for Teachers and Parents (STEP): Madagascar and Comoros**

### **Madagascar Activities (continued):**

#### **Increasing community support to local primary schools through informing and educating parents and community members on how to support basic education in their communities:**

- The Central Directors provided feedback and comments on the production scripts for the Community Group radio broadcasts in all four regions. Necessary actions were taken to incorporate this feedback into the final product.

#### **In Antananarivo**

- Project staff started developing programs for the Parents Associations (FRAMs) and Community Groups (FAFs) on how they can provide support to basic education in their communities. This quarter the training modules and guides for the community group training were finalized and translated into Malgache.

#### **In Toamasina**

- Community moderators were trained to discuss the Contract for Successful Academic Career (CPRS) in their communities. The moderators presented CPRS in 25 pilot schools. The follow up activities are currently in process. One hundred schools, 50 community groups, and 25 parents associations were selected for each future CPRS;
- In preparation for the broadcast STEP staff worked on training of scriptwriters, developing contracts with partners (actors, moderators, writers, studios, artists), and editing and translation of training modules and guides for the community group training into Malgache.

#### **In Fianarantsoa**

- Formative evaluation of radio programs for FAF and FRAM was conducted and the results were presented at the first meeting of the regional validation committee. Training modules and guides for the listening community groups' moderators were finalized;
- Training of the listening community groups' moderators was conducted. The list of the participating community groups finalized.

#### **In Toliara**

- An opening ceremony celebrated the official beginning of radio broadcast in the South West Region of Madagascar;
- Preparations for the broadcast continue, including collecting and consolidating the list of listening communities; meetings and contracts with local studios, NGOs, and artists; finalization of the training guides and modules for group moderators; and cooperation with the Regional FAF and FRAM Committees.

## Support Technology for Teachers and Parents (STEP): Madagascar and Comoros

### Madagascar Activities (continued):

**Strengthening local teacher professional development** by improving regional capacity to analyze teachers' instructional practices and to use these data to develop action plans for professional development for teachers. This activity involved conducting working sessions in INFP with two pedagogical members of each of the 6 CISCO, and 3 STEP regional coordinators.

STEP staff also facilitated: A workshop for the Chef ZAP on how to collect data on training needs for teachers and principles in Ambohimahaso, Fianarantsoa, and Vatomandry; and a computer training for the CISCO staff in Toamasina, Vatomandry, Ambohimahaso, Fianarantsoa II, Bétioky Sud and Toliara II.

**Follow-up and evaluation of the STEP Program** involved elaboration of protocols on data collection for the purpose of assessing pedagogical practices of teachers of CP1 and CP2 in French, Mathematics, and Malgache.



Schoolchildren in anticipation of the IRI lesson.

### Next Steps:

1. Inauguration of New Educational Radio Programs in Toamasina by USAID;
2. Distribution of wind-up radios to community group leaders in the Toamasina I and Vatomandry school districts;
3. Ongoing script writing and recording for 1<sup>st</sup> and 2<sup>nd</sup> grade French, Malgache, and Mathematics;
4. Testing of the IRI Programs for CP1 in French, Malgache, and Mathematics in targeted schools.

## Support Technology for Teachers and Parents (STEP): Madagascar and Comoros

### Comoros Activities:

STEP in COMOROS is a project that aims at:

1. Provide the MOE of Comoros with methodological audio materials for teacher training;
2. Train MOE representatives in how to design and implement audio-based training programs for elementary school teachers;
3. Provide technical equipment necessary to produce high quality audio materials;
4. Provide the American Corner of the University of the Comoros, Ngazidja, with multimedia instructional materials for English as a Second Language course.



Meeting with partners, Comoros, November 2006

**So far the project staff has accomplished the following:**

- Presentation of the STEP Program to MOE and partners;
- Needs assessment of instructional materials to support English language instruction at the university level;
- Technical audit of the production studio of the Center for Literacy and Distance Education to identify additional equipment required to produce high quality audio products.

### Next Steps:

1. Official Launch of the STEP Program with the *Options Conference*;
2. Identification of needs and priorities in the area of teacher training through long distance learning and the types of audio products best suited for the Comorian context;
3. Purchase of audio production equipment for the MOE and the Center for Literacy and Distance Education;
4. Purchase of English language materials and equipment for the American Corner.

## **Somalia: Somalia Interactive Radio Instruction Program (SIRIP)**

**Start date:** September 2005  
**End date:** September 2008

### **Description:**

The objective of the SIRIP project is to respond to the current educational needs of Somalis while also working toward the establishment of effective educational materials. Interactive Radio Instruction (IRI) will be the primary focus, where programs are developed to address needs of access and quality. Supplemental materials will accompany these programs, which will provide schools with materials necessary for sound, primary-level instruction. The IRI programs will enable teachers to teach in an interactive learning environment. In addition to basic reading and math in Somali, the programs will contain life skills including health, conflict prevention and mediation, and democracy-building objectives.

### **Activities:**

#### **Current Activities:**

##### **Teacher Training and Master Trainer Workshops:**

- A workshop for master trainers was facilitated by Project Director Sera Kariuki and Technical Consultant Alvaro Cisneros;
- Teacher training workshops were held in the three project zones;
- Training for test administrators conducted by Evaluation Consultant Kathleen Letshabo;
- Data management workshop for staff was held to enable them to work with the new database by Technical Consultant Simon Richmond;
- Production training was held by Technical Consultant Alvaro Cisneros.

##### **Testing and Monitoring and Evaluation:**

- Baseline test (pretest) conducted throughout the country;
- Pretest data input process began and was supervised by Kathleen Letshabo. Preparation for post test began;
- Project M&E plan was revised and finalized. Operational, M&E, and annual plans were developed;
- Formative evaluation continued in four schools in and outside Hargaisa, Somaliland;
- School monitoring and classroom observations conducted in all three project zones.

## **Somalia: Somalia Interactive Radio Instruction Program (SIRIP)**

### **Activities (Continued):**

#### **Establishing and Strengthening Partnerships:**

- SIRIP staff continued to expand partnership networks and process incoming applications;
- Staff participated in DQA meeting in Nairobi.

#### **Production of Radio Scripts and Lessons:**

- Grade 4 planning and lesson objective selection began;
- Production of grade 3 Mathematics and Somali Language scripts continued.

#### **Radio Broadcast and Distribution:**

- Broadcast of grade 1 and 2 Somali Language and Mathematics lessons continued on VT Merlin, Horn Afrik, Radio Shabelle, and Radio Daljir;
- Radios were distributed in Puntland and in Somaliland;
- 2000 additional radios were acquired.

#### **Events:**

- Project recruited two additional staff in Garowe, Puntland.

## **Sudan: Southern Sudan Interactive Radio Instruction (SSIRI)**

**Start date:** June 2004  
**End date:** June 2009

### **Description:**

This activity focuses on the design, development and pilot testing of appropriate and cost-effective technologies to provide learning opportunities for children, adults, and teachers, in southern Sudan. The activity will develop three grades of interactive instructional radio programs that will complement and accelerate learning in core curriculum areas, such as initial literacy and numeracy, and which will have an impact on teachers' behavior and community support for education. In particular, the activity will assess the feasibility of using VSAT technology and local radio stations for management, communication, training, community mobilization and perhaps instructional purposes. This program will support the on-going USAID Sudan Basic Education Program (SBEP) that has been operating since July 2002.

### **Activities:**

#### **Major Events:**

1. Mr. Huub Gales, Manager of UNMIS FM Radio, agreed to provide free radio time for SSIRI in 2007 after listening to sample lessons provided by the Outreach Advisor and sharing them with supervisors of the United Nations Mission in Sudan, pending the signatures on a formal agreement between the MoEST and UNMIS.
2. Two segments per week on the topic of Peace Building Education were planned for P4. Through contacts with Benoit d'Asemberg from Refugee Education Trust (RET) and others, SSIRI developed a working relationship the United Nations High Commissioner for Refugees (UNHCR) Interagency Network for Education in Emergencies (INEE) and United Nations Educational, Scientific and Cultural Organization (UNESCO) to obtain the materials and assistance for the creation of these programs. UNESCO provided the printed material for the Inter Agency Peace Education program. Margaret Sinclair, former UNHCR officer and creator of this program, laid out the topics for these lessons via email. Her contributions were pro bono.
3. SSIRI received 160 Free Play Radios from the National Democratic Institute and stored them at the new shared AED/SSIRI office space in Juba. NDI informed SSIRI that another 1017 Free Play Radios are available to SSIRI immediately and are being kept with NDI until SSIRI locates adequate storage space and/or can distribute them. SSIRI Outreach Staff has already begun to negotiate space and prepare the distribution schedule.
4. Roll-out of Teaching English through Radio Based Instruction for All (TERBIA) A program is planned for 2007. Throughout the quarter, project staff worked on developing such tools as a registration form for identification and registration of listeners designed to assist the outreach staff in carrying out registration process, radio-distribution form, and others.

## **Sudan: Southern Sudan Interactive Radio Instruction (SSIRI)**

### **Activities (Continued):**

5. Outreach Advisors Joseph Liya and Bullen Nginzo attended Thematic Working Group Meetings in Juba the week of November 6, 2006. The Thematic Working Groups (TWGs) provide an opportunity for the MoEST, donors, and NGOs to share views, experiences, and lessons learned on issues related to basic education in Southern Sudan; and enable the MoEST to integrate the partners' activities into their major operational activity plans for the education sector. Four TWG meetings were held on: Basic Education; Vocational Training and Youth Education TWG; Alternative Education Systems; Primary Teachers Education and Training. Many potential collaborations came out of the meetings.
6. The new M&E Specialist started conducting a complete review of the existing SSIRI data collection tools. Following consultation with the project staff, it was decided to reduce the number of forms and to simplify the existing ones, all without losing vital information needed for reporting. Though new in his position, the M&E Specialist was also able to lead sessions during the staff workshop training new outreach staff to use the data collection forms and refreshing the memory of existing staff.
7. SSIRI hired Mr. Michael Cacich as Technical Advisor for the three areas and Deputy Chief of Party, Mr. Martin Omukuba as Monitoring and Evaluation Specialist, Ms. Maree Melican as Education Specialist and Mr. Joseph Liya as Outreach Advisor.
8. SSIRI moved from its location in Lavington to Umeme Plaza at Dagoretti Corner consolidating with the staff of EDC's Sudan Radio Service project and the EDC Anglo Africa Regional Office.

### **Current Activities:**

- TERBIA has begun! The Scope and Sequence for TERBIA B was developed, reviewed and edited and Master-plans completed for eleven programs. New actors and writers were hired and trained. SSIRI negotiated with the Sudan Women's Association in Nairobi (SWAN) to conduct Formative Evaluation of TERBIA. SWAN has committed to convene a group of Southern Sudanese adults who will listen to the programs for the time it takes to evaluate the sixty programs of the TERBIA A series.
- SSIRI continues its ongoing work of scriptwriting, teacher guide creation, formative evaluation and production of IRI programs. The SSIRI team completed Primary 3 programs and began the development of Primary 4.
- Broadcasts of Primary 1 and 2 programs continued as usual throughout the quarter. To match the end of the academic year, SSIRI broadcasting ended on December 8<sup>th</sup> and the completion of 100 programs of P1 and 100 of P2. SSIRI will resume broadcasting next school year which is expected to begin April 2, 2007.
- Despite the end of the school year, Outreach advisors continued to register and train more new teachers and visit implementing schools as well.

## **Sudan: Southern Sudan Interactive Radio Instruction (SSIRI)**

### **Activities (Continued):**

#### **Next Steps:**

1. Formative Evaluation of TERBIA;
2. Monitoring and Evaluation Specialist to move to Maridi;
3. Broadcast of TERBIA A in early 2007.

## **Sudan: Sudan Radio Service (SRS)**

**Start date:**

**March 2003**

**End date:**

**September 2007**

### **Description:**

This project links the recently concluded comprehensive peace agreement ending the north-south war with other initiatives engendering good governance. As part of an effort to increase the participation of southern Sudanese in governance and development processes, the project provides access to accurate, balanced information through radio-based education and entertainment programs presented in Sudanese languages by Sudanese presenters.

“This is to say a big thank you to the Sudan Radio Service team for your help here in Kakuma. We published the [news] bulletin and it included news from your website. The feedback that we received was immense and positive. The refugees loved reading news from South Sudan... Again, thank you.”

*- David Mwagiru, UNHCR in Kakuma Refugee Camp, northern Kenya*

### **Activities:**

#### **Major Events:**

- **Transition from USAID/OTI to USAID/Sudan:**

This quarter the support for Sudan Radio Service transferred from USAID’s Office of Transition Initiatives (OTI) to USAID/Sudan’s Democracy and Governance (DG) team.

During the transition SRS Chief of Party Jeremy Groce spent much time with CTO, Stephanie Funk, and Activity Manager, John Granville, to review all aspects of the project. A FY 2007 work plan was developed and a few format changes were agreed to, as well, which are detailed in this update. SRS has submitted a final technical report to OTI and is currently finalizing its inventory (asset registry), also to be submitted to OTI.

- **Reception of SRS and Frequency Changes:**

SRS struggled to have strong, clear transmissions during most of 2006. Working with our service provider, VT Merlin Communications, SRS got its transmissions moved from sites in the U.K. to sites in the United Arab Emirates and Russia. As a result, reception of SRS in Sudan had improved markedly.

SRS has also started implementing a regular reception monitoring system that we hope will help us know if/when broadcasts are less than ideal. The monitoring system is sustained by volunteers in key locations in Sudan who tune in to SRS at various times and on various frequencies and inform SRS regularly about the strength of the signal, the amount of interference, weather conditions, etc.

At the end of October 2006, SRS and all other shortwave broadcasters worldwide entered what is known as the B06 season. Feedback so far in B06 indicates that the strength and quality of SRS’ broadcasts has improved considerably in most locations.

## **Sudan: Sudan Radio Service (SRS)**

### **Activities (Continued):**

- **Format Changes (to be implemented in mid-January 2007):**

Since SRS began broadcasting six hours per day in 2004, the format has been divided into 45-minute chunks for English, Arabic, and the seven Sudanese languages used by SRS. In mid-2006 USAID hired a consultant to review SRS' broadcast reception inside southern Sudan and get some preliminary data on languages. The consultant's recommendations included reducing the amount of time devoted to English language broadcasting, increasing the number of broadcast channels, and increasing time devoted to each language to at least 60 minutes.

After much consideration, consultations with SRS producers, and review of the SRS budget, SRS management decided to make the following changes to its format:

- Simple Arabic will grow from 90 minutes per day to 180 minutes per day.
- English will reduce from 90 minutes per day to 60 minutes per day.
- Arabic will reduce from 90 minutes per day to 30 minutes per day.
- The local language slot each day would reduce from 90 minutes per day to 30 minutes per day.
- "Let's Talk," a civic education program produced with USAID support through the National Democratic Institute would air from 8 to 9 a.m., taking up one hour of SRS' regular broadcast schedule.
- To date, SRS' evening broadcasts are largely repeats of the morning broadcasts. In the new format, programs would still be repeated, but not on the same day but rather three days later.
- Finally, the amount of time devoted to news would increase slightly, so that a full newscast (12 minutes) or a news brief (5 minutes) would air every half hour.

### **Current Activities:**

#### **Journalism and Audio Production Training**

In September and October 2006, SRS organized a three-week intensive training for its producers. Twenty-five full-time SRS staff and part-time stringers (freelancers) participated in the course. The presenters - University of Nairobi Mass Communications Professor Edwin Nyutho, USIU Journalism Professor and former Chief Editor of Kenya's The Nation newspaper Joe Kadhi, and Kenyan sociologist and media expert Bantu Mwaura, SRS' senior producers and Chief of Party Jeremy Groce - covered a wide range of important topic through interactive sessions:

- The role of the media in promoting good governance, democracy, and development;
- The mission and vision of Sudan Radio Service;
- Principles of communication and journalism;

## **Sudan: Sudan Radio Service (SRS)**

### **Activities (Continued):**

- The roles of reporters, producers, technicians, and others in a modern broadcast media house;
- Writing for radio: News writing and the tenets of independent, fact-based journalism;
- Journalism ethics: The principles and techniques of effective interviewing and discussion moderating;
- Culture and folklore in radio programming;
- The voice: How to improve one's presentation and speaking skills;
- Writing drama and compelling program scripts;
- Research and investigative journalism;
- Managing time and beating deadlines;
- The press conference: How to cover "managed" events;
- Peace and conflict reporting;
- Evaluating radio programs: the process of review and improvement;
- Tools of the trade: a refresher on using digital field recording equipment.

### **News and Events Coverage on SRS**

The last quarter of 2006 was eventful and SRS' coverage remained strong. Among the issues highlighted in SRS news and programming this quarter include:

- Peace negotiations in Juba between the Ugandan government and the Lord's Resistance Army, mediated by the Government of Southern Sudan;
- World AIDS Day and the concerns of national, regional, and local officials about this disease;
- Successes and remaining challenges of the Comprehensive Peace Agreement;
- Persistent insecurity and banditry in southern Sudan, particularly in Eastern Equatoria;
- Government reshuffles and suspension of officials accused of corruption;
- Progress in development, such as construction of schools, investment of businesses, health etc;
- On-going efforts to disarm, demobilize, and reintegrate child soldiers in southern Sudan;
- On-going efforts to assist the return of hundreds of thousands of Sudanese refugees and IDP's;
- The on-going conflict in Darfur and the various efforts to bring peace to the region.

## Sudan: Sudan Radio Service (SRS)

### Activities (Continued):

Sudan Radio Service continued its dominance as one of the most prolific gatherers and reporters of news from and for Sudan. Two of SRS' biggest stories were its coverage of the fighting in Malakal that began in late November and the violent demand in December by SPLA soldiers in the Joint Integrated Units in Juba for back pay.

SRS producer Koang Pal Chang was in Malakal for nearly three weeks. Thanks to his presence, SRS' reports on the situation there were the most accurate and detailed accounts found in press accounts we saw.



Koang interviews militia leader Gabriel Gatwic, a.k.a. Tanginya

### Next Steps:

1. Sudan Radio Service hopes to enhance its technical and managerial capacities by hiring a Deputy Chief of Party next quarter. The project's shift from OTI to USAID/Sudan DG management has placed greater reporting requirements on the Chief of Party, who has also always had the role of Radio Programming Advisor. In order to fulfill these new requirements and ensure that the need for a technical advisor is adequately met, SRS will seek to add a senior-level media expert and manager to its team.
2. SRS will also implement the format changes described above and finalize SRS' FY07 work plan with USAID. Details to come in the next quarterly report.

## **Yemen: Online ICTs for the Improvement of Education**

**Start date:** June 2003  
**End date:** March 2007

### **Description:**

This project aims to connect a sample group of schools in Yemen to the Internet in order to: improve teachers' ability to facilitate student-centered lessons, including inquiry teaching and cooperative learning, by providing them with online connections to peers in Yemen, the region, and the United States, improve student learning by allowing Yemeni students, and girls in particular, to do research, access information, and share information with other students in Yemen, the region, and the United States, and assess the impact of the Internet as a teaching and learning tool in schools in Yemen.

### **Activities:**

#### **Major Events:**

1. EDC submitted a public private partnership concept paper to Mr. Shawki Hayel Saeed, the Deputy general Manager-Industrial Division of the Hayel Saeed Group on Dec. 19, 2006. The response is expected after the New Year and Eid Holiday in Yemen.
2. EDC organized two successful training workshops on proposal development for the principals and master trainers in the ten project schools in Sana'a and Aden. Each master trainer with EDC's assistance works with a team on the development of small proposals to local private partners.

#### **Current Activities:**

- EDC spent most of October and November in negotiations with USAID about the Concept Paper for the Public Private Partnership involvement;
- EDC received approval to submit the concept paper to Hayel Saeed Group;
- EDC continues to monitor the development of the proposals by the teachers;
- IEARN continues to work with teachers on the project-based online collaborative learning activities;
- SOUL is in the process of analyzing the last data collected from Aden schools;

#### **Next Steps:**

1. EDC to review the proposals produced by the teachers in the schools;
2. Schools to submit their proposals to local private partners;
3. IEARN to finish their project-based online cooperative learning work in the ten schools;
4. SOUL to submit their final report on the evaluation of the project;
5. Close out activities for the project.

## **Zambia: Quality Education Services Through Technology (QUESTT)**

**Start date:** September 2004  
**End date:** September 2009

### **Description:**

The Zambia QUESTT Project aims to improve the quality of basic education delivery systems and mitigate the impact of HIV/AIDS on education for children in and out of government schools. To accomplish these objectives, EDC is leading several initiatives to support in- and pre-service teacher training through the integration of Interactive Radio Instruction (IRI) in government schools and technology based interventions in zonal teacher resource centers. EDC is also continuing its work providing quality education to the most vulnerable children in Zambia through IRI programs incorporating life skills for orphans and others affected by HIV/AIDS and sensitizing communities on issues of HIV/AIDS awareness

### **Activities:**

#### **Current Activities:**

#### **Fast Track Initiative:**

Funds from the Fast Track Initiative (FTI) were released in November, enabling the following activities to start:

- Roll out of IRI to Government of Republic of Zambia (GRZ) and community schools:
  1. Briefing sessions for provincial and district officials on the use of IRI as an additional learning resource in conventional schools in November;
  2. December training of national training team (59 trainers) in IRI methodology and how to use the training manual;
  3. December training of district training teams (360 trainers) in IRI methodology and how to use the training manual;
- Sessions were held with the Provincial Outreach Coordinators on 2<sup>nd</sup> and 6<sup>th</sup> of December to inform them about the new initiatives planned with FTI funds and to prepare 2007 workplans;
- New staff interviewed and appointed for FTI activities. They will start work in January.

#### **PEPFAR:**

The funds for the Orphans and Vulnerable Children (OVC) Life Skills Community Radio Program were released at the same time as FTI. The following activities took place:

- Coordinator, producers and writers identified and appointed;
- Needs assessment of OVC and care givers in Southern and Eastern provinces conducted.

## **Zambia: Quality Education Services Through Technology (QUESTT)**

### **Activities (continued):**

#### **Community radio:**

The six-month extension of the Zambia Community Radio Project ended in October and the equipment will be handed over to the two community radio stations as soon as approval is given by USAID so that the stations can continue to produce the "My Village" programs.

#### **Achievement testing:**

Learners in Grade 2 in GRZ schools using IRI, in IRI centers and in community schools using IRI in four provinces were tested in English, Mathematics and Zambian language in October and November. At the same time learners in Grade 3 in IRI centers and community schools using IRI were tested in English, Science and Social Studies. The data is being analyzed and the Grade 2 report is expected to be ready in March 2007, while the Grade 3 report is scheduled for April.

#### **Cell phones for teacher education:**

An evaluation of the use of cell phones for teacher education was conducted in October by staff of the Evaluation and Research section of the Curriculum Development Centre. They concluded that the pilot had not been as successful as anticipated because the Fixed Cellular Terminals did not work as expected and thus the student teachers had to communicate with the lecturers using personal phones. In addition, no teachers had been enrolled in the Primary Teachers Diploma by Distance Learning, so they could not use this technology.

#### **Radio programs for teachers:**

The radio program for teachers "Fastele Fastele" was broadcast each week. The Teacher Education Department has decided that the 2006 broadcast of the 26 programs should be repeated in the first half of 2007, while new programs should be designed for the second half of the year.

#### **Next Steps:**

1. 4000 teachers to be trained in IRI methodology and to receive mentor's guides and a radio;
2. Bicycles to be issued to each zone to facilitate the supervision and monitoring of IRI classes;
3. IRI broadcasts to start again on January 22, including the new programs for Grade 7;
4. The reports on achievement testing of Grades 2 and 3 learners to be compiled in February - March;
5. A workshop to orient the new staff and design the radio programs for OVC to be held in January;
6. The use of cell phones for teacher education to be redesigned;
7. New weekly radio programs for teachers to be designed.

## **2.1 Completed Associate Awards**

This section provides the description and key results of the completed dot-EDU associate awards.

## **DR Congo: Complementary Instructional Strategies and Community Learning and Resource Center**

**Start date:** **September 2002**

**End date:** **December 2004**

### **Description:**

This project involved two initial small-scale education pilot projects: the Vanga Community Learning and Resource Center and the Luozi Complementary Instructional Strategy Project. These pilots used different approaches and strategies to arrive at the same objective, i.e., to improve the quality of basic education and address a number of challenges facing the education sector. Specifically, the project aimed to improve basic educational methodologies and support the existing national curriculum by fostering learning processes rooted in experience, using local knowledge and technologies, interacting effectively with local development problems, and making appropriate use of information and communication technologies. The project increased the capacity of a selected cadre of trainers, teachers, and community leaders to create culturally appropriate and language-specific instructional materials for youth and adults, access and disseminate appropriate resources through increased media literacy, and incorporate gender equity into these activities and materials.

### **Anecdotes illustrating the impact of the Vanga tele-center within the community include:**

- A medical practitioner who was able to find the manufacturer of his sonogram equipment online and thus arrange for its repair.
- The family of a child with congenital heart disease who had to send her to Paris for surgery was able to organize travel and communicate with her and the doctors during her stay in France all thanks to the fact that there was Internet in Vanga.
- Small business owners arranging for meetings and the purchase of merchandise in Kinshasa from Vanga thereby making their visits to the capital much more efficient.

### **Impact of Teacher Training:**

After the training teachers were observed to:

- Construct, out of local resources, materials for use in their classrooms to support their teaching and the learning of their students;
- Identify in the proximity of their classrooms opportunities for students to link theoretical concepts to concrete elements in their environment (see e.g. Figure 11) and organize excursions outside the classroom;
- Focus more than before on the students' learning, rather than on their own teaching;

### Impact of teacher Training (continued):

- Explain to the team why they opted for particular pedagogical strategies;
- Succeed in building bridges between disciplines, such as, when in a lesson about domestic animals, issues of naming body parts are dealt with alongside issues of food production and its economic and environmental implications as well as issues of hygiene;
- Engage in teamwork, including crossing the traditional boundaries between schools pertaining to the different religious denominations, exchanging ideas with colleagues;
- Interact more frequently, and more extensively, with their students;
- Be successful in encouraging children to take a more active part in preparing classroom events, such as when children bring in plants or help construct teaching and learning aids; and
- Be more conscious of the presence of learning spaces other than those provided by the school environment.



Examples of didactic instruments produced using local resources for their manufacture

### Links and Files:

Copy of Needs Assessment available upon request.

Internal Progress Report available upon request.

External Mid-term Evaluation Report: <http://www.dot-com-alliance.org/document/CongoEval.pdf>

## **Guatemala: Building on Proyecto Enlace in Quiche**

**Start date:** **June 2002**

**End date:** **February 2004**

### **Description:**

This project ensured that technology introduced (from previous projects through LearnLink) into Quiché teacher-training schools was systematic and sustainable and that a threshold of educational leadership in the use and application of technology was cultivated.

## **Honduras: Interactive Radio Instruction for Preschools**

**Start date:** **May 2003**

**End date:** **June 2005**

### **Description:**

This project sought to increase pre-school access and sustainability to achieve greater efficiency of student learning and reduction of student failure rates in primary education through the development and demonstration of a one-year, high-quality program offered with significant recurrent costs savings. The program was designed to increase the percentage of children enrolled in pre-school programs; reduce student repetition, particularly in the first grade (currently over 20%); and, improve student performance in essential cognitive and social skills, including early literacy.

The short term summative evaluation revealed that through a low cost, alternative learning system, positive changes can be made to the skills, knowledge and attitudes of children, community educators, parents and the community at large. *The Juego y Aprendo* project had a direct impact on the community educators who were the group who received continuous training and support from the project as change was exhibited in the classroom environment. Meanwhile, the majority of the comments made throughout the community interviews were that the center was important as it would support and advance the education of the children and with assistance parents and community member were willing to advocate for keeping the center open. In terms of outcomes for children, the results are encouraging as the data revealed that the program made a positive impact on the children across all developmental areas bringing the majority of the children from “Needs Attention” and “High Risk” to “Developed” and even a small group into the “Advanced” category. Due to the positive outcomes that the project has revealed FEREMA has been able to secure additional funding and throughout 2005 an additional 2000 preschool centers using *Juego y Aprendo* will open, helping the country of Honduras to provide quality preschool education to children not currently served by the existing system and making progress towards its goal of providing education for all.

## **Kenya: Development of ICT and Education Investment Program (Options Paper)**

**Start date:** **May 2005**

**End date:** **July 2005**

### **Description:**

The ICTs in Education Options Paper for the Ministry of Education, Science, and Technology (MOEST) in Kenya discussed the ways in which information and communications technologies (ICTs) could be leveraged to support and improve the delivery of quality education for all Kenyans. The Options Paper considered the ways in which ICTs could improve educational outcomes, with education (rather than technology) at the forefront of all interventions presented. In all, over twenty options were presented and discussed.

## **Lebanon: YouthCaN iEARN: YouthCaN Med Technology and Environment in the Classroom (YouthCaN Med Tech)**

**Start date:** **January 2003**

**End date:** **September 2003**

### **Description:**

The YouthCaN Med institute is a sustainable program designed to enhance classroom teaching by engaging teachers in environmental projects that meet their curriculum standards while also providing a solution to the meaningful integration of ICTs in classrooms. Over the course of this project, student gatherings were promoted at annual conferences at the American Museum of Natural History in New York City, elsewhere in the U.S., and around the world, linked by telecommunications technology, enabling students to understand first-hand how global environmental issues are interlinked.

## **Mali: University to University Linkage**

**Start date:** **July 2002**

**End date:** **September 2003**

### **Description:**

The purpose of this activity was to train and provide ongoing technical and pedagogical assistance to faculty, researchers, students, and IT network managers and technicians. dot-EDU implementing partners included Howard University (HU), Michigan State University (MSU), Management Systems International (MSI), Companet, and Cefib to help transfer skills and knowledge in the use of technology for instructional purposes.

Thanks to the training conducted under this dot-EDU initiative, the University of Bamako, as of September 2003, had a core cadre of trained faculty who used the Internet for teaching and research purposes. A questionnaire administered to trainees yielded the following results:

- Almost one-half of respondents (45.1%) had been using at least one email account for more than six months;
- 78.4% of respondents reported an increase in their use of Internet Communication Technologies since participating in at least one of the training workshops; and
- Post-test scores were 29% higher than pre-test scores.

## **Namibia: Initiative for Namibian Education Technology (iNET)**

**Start date:** **February 2003**

**End date:** **August 2005**

### **Description:**

iNET built on USAID/Namibia's previous support to the Ministry of Education vis-à-vis the establishment of physical, online, and human resources within the Ministry as well as assistance in policy development in relation to ICT, education, and training. The project provided specific ICTs in education support to teacher resource centers, colleges of education, regional education offices, the National Institute for Educational Development (NIED), and the Ministry's Education Management and Information System (EMIS). All support entailed in-depth ICT integration, foundation skills development, and infrastructure roll-out and support. Sustainability remained at the forefront of all interventions.

## **Namibia: GDA (School Net): Alliance to Promote Information and Communication in Schools**

**Start date:** **May 2003**

**End date:** **October 2006**

### **Description:**

This alliance, working with SchoolNet Namibia (a dot-EDU Resource Partner) as its primary implementing partner, seeks to roll out wireless and off-grid school-based computer laboratories to 50 schools throughout the country.

## **Peru: Peru CAPTIC**

**Start date:** **January 2004**

**End date:** **March 2005**

### **Description:**

This program introduced technology-based instructional components into twelve primary schools and four teacher-training centers in Peru. Program activities: 1) Worked to develop a culture of using communication tools for eLearning; 2) Built communities of teaching practice in participating schools; and 3) Enhanced teaching and learning through problem-based collaborative projects.

- During the 2004 school year, CAPTIC worked directly with 51 elementary teachers and 11 teacher educators across 11 localities in Peru. In turn, these educators were able to involve over 1,440 students and 345 future teachers in student-centered, project-based activities using ICTs.
- 60 educators received two face-to-face workshops on project-based learning and collaborative projects using technology, and participated in one virtual workshop to support online communication and professional development.
- All 60 participants of CAPTIC participated in Gender Equity workshops where each participant designed a small project or activity that would address an equity issue that they promised to do in their classroom.
- All 16 participating educational institutions organized community fairs allowed teachers and students in CAPTIC to share their work with their parents and the community.

## **Rwanda: Kigali Institute of Education (KIE) Connectivity**

**Start date:** **July 2002**

**End date:** **July 2004**

### **Description:**

The primary focus of the activity was to provide an integrated ICT (information and communication technologies) "one stop shop" for all academic and administrative needs of the Kigali Institute's main campus and six distance learning centers. The infrastructure, set up in an interactive Internet- and Web- engineering environment, effectively delivered integrated support for the Institute's educational activities while also improving existing data warehousing systems. Beyond developing infrastructure, the project addressed the issue of capacity building for administrators and educators at the Institute by providing improved network connectivity and extensive staff training.

## **Sudan: Assessment and Design for Sudan Independent Radio Station**

**Start date:** **December 2002**

**End date:** **June 2003**

### **Description:**

The project is a response to a USAID/OTI assessment that determined a lack of access to information in the Sudan, particularly regarding the Machakos peace process. The project facilitates effective media use as a vehicle to address an overriding and ever-present concern – capacity, or lack thereof. Across every sector, from governance to civil society concerns and to all others, the lack of human capacity – the result of minimal access to education – is a serious hindrance to successful program implementation. A wide array of radio borne extension programs – including local and international news, conflict resolution, human rights and education content - help build the human capacity of southern Sudan while serving as a platform for ongoing and planned programs by USAID and others.

## Uganda: Connect-ED II

**Start date:** **October 2003**

**End date:** **September 2005**

### **Description:**

Connect-ED Phase II aimed to build on the infrastructure established in Phase I, a USAID support initiative that established computer labs at Kyambogo University and 8 Primary Teacher Colleges throughout Uganda. The central focus of Phase II was on sustainability and a long-term information and communication technologies (ICT) strategy for KyU as well as for each of the eight Primary Teacher Colleges. Working in close collaboration with the Ministry of Education and Sports, activities included developing business plans and policy reform to financially sustain the PTC labs, using ICTs to increase teachers' capacity to incorporate student-centered teaching practices in the classroom, developing a web presence for KyU and each PTC, continuing to provide computer training and online professional development, and completing the digitization and enhancement of the PTC online curriculum.

*"Since the introduction of computers at my college, I find myself a greatly changed person. My capacity is enhanced, my knowledge is widened and my life is simplified. My capacity is enhanced because I can access materials for reference or clarification from the computers besides library and other sources of information. My knowledge is widened in various ways such as the ability to search information and the ability to use computers for many purposes like preparing and editing documents. My life is simplified in a way that I can communicate with my associates at any time using email. I am anxiously looking forward to learning a lot of other concepts from the computer."*

*~ Mr. Amos Ayazika, Senior Principal Tutor at Ndegeya Primary Teachers College*

Due to the efforts of a 15 person Ugandan team working tirelessly to achieve the project results, the accomplishments of Connect-ED were extensive and impressive, however, many lessons emerged. The number of PTCs impacted remained relatively low – only 8 out of a total of 47 PTCs have computers with connectivity. Thus, the final report presents Connect-ED's achievements and activities in light of laying the foundation for a more extensive ICT-in-education intervention in Uganda. With the advances in low-energy computing technologies and a more realistic understanding of maintaining and operating college computer centres, the final report provides recommendations that could address many of the challenges faced. It is recommended that any further interventions in ICT-in-education in Uganda should focus on advancing the educational priority areas of the country and rapid deployment of quality teachers for primary and secondary schools.

## **Zambia: Interactive Radio Instruction Program for Out of School and Vulnerable Children**

**Start date:** February 2003

**End date:** September 2004

### **Description:**

This project's objective was to provide an educational intervention to the HIV/AIDS crisis in Zambia by developing a community-based system of radio learning centers and utilizing interactive radio instruction methods to reach out of school youth, including orphans and other vulnerable children affected by HIV/AIDS. The program trained community mentors to facilitate daily instructional lessons in the areas of basic skill areas of literacy and numeracy as well as life skills education relative to HIV/AIDS awareness and prevention. EDC provided technical assistance to the Zambian Ministry of Education in the design, development and evaluation of instructional programs for the primary grades.

- By 2004, the number of IRI centers grew to 647 centers and 38,513 learners, exceeding the target of 624 centers set by USAID.
- A total of 1,360 IRI programs written, produced and aired for grades one through five
- Sensitization of numerous partners including community radio stations, churches, NGOs and other organizations to support project sustainability
- Final Report: [www.dec.org](http://www.dec.org)

### 3.0 Core Funded Pilot Projects and Case Studies

Location	Description	Start/End Date	dot-EDU budget	Cost share contribution
Botswana/Africa-wide	ICTs in African Schools	April 2003/May 2003	\$11,077	\$262,000
Colombia	Elluminate! Live	July 2004/April 2006	\$32,040	--
Colombia	Congenita (with Concord Consortium)	Dec. 2004/Sept 2006	\$109,672	--
Ghana, Ethiopia	MIT-AITI student and teacher training	April 2003/Aug 2003	\$33,264	\$44,800
Global	ICT Readiness Survey – Berkman Center, Harvard Law School	Sept 2002/ March 2004	\$33,000	\$100,000
Global	Sustaining School Networks: Benton Foundation	Feb 2004/July 2004	\$20,000	\$6,214
Guatemala	Transfer Enlace Quiche to an NGO	June 2004/Feb 2005	\$16,380	--
Jamaica	Jamaica Education and Technology Training	July 2004/Dec 2005	\$88,040	--
Laos	Using Low-Cost Technology to Reach Mekong Girls	Nov 2003/May 2005	\$33,021	\$160,000
Laos/Thailand	ICTs for Participatory Health and Livelihoods Skills Training	July 2004/Sept 2005	\$41,760	\$211,827
Peru	IT and early childhood development with IBM	Aug 2002/July 2004	\$36,000	\$86,745
South Africa	ILI literacy project	Apr 2003/ March 2005	\$50,000	\$100,000
Southeast Asia	SEAMEO Innotech: IBM Strategic Planning Toolkit	Oct 2003	\$26,323	\$80,000
Uganda	Information technology and HIV/AIDS prevention	Jan 2002/Jan 2003	\$35,000	\$200,825
Uganda	Thin-client project that explores low-energy lab in rural area.	Jan 2005/July 2006	\$35,000	--
<b>Total</b>			<b>\$618,097</b>	<b>\$1,252,420</b>

## **Botswana: “ICTs in Schools” Conference**

### **Description:**

As a core-funded activity, dot-EDU provided financial support and technical expertise in support of a workshop for practitioners and policymakers. SchoolNet practitioners, education policymakers and officials were engaged on issues related to the educational and digital divides in Africa.

### **Activities:**

Held from April 27th until May 2nd, 2003, the conference brought together an estimated 250 participants, including representatives of SchoolNet and organizations and ministries of education from 30 African countries.

## **Colombia: Elluminate Live!**

### **Description:**

Students in the Cundinamarca and Bolivar regions of Colombia share experiences and materials with each other and with a classroom in the U.S. using Elluminate Live! Elluminate Live! is a new software tool designed to improve communications between distant populations. Using a pc, a headset with microphone, and an internet connection of some kind (including dial up), Elluminate Live! allows users to have a virtual office or virtual classroom where they can store resources in a library, share materials and communicate with others. The students involved in this project are middle-schoolers working on environmental issues. These students work with local NGOs and teachers on projects related to relevant environmental issues. Elluminate Live! is being tested as a cost-effective tool for enabling populations in different regions to share their experiences and materials with each other. There is great potential for scale-up, given that the Colombian NGO with whom we are working is nationwide.

### **Activities:**

The Guardianes del Mangle in Cartagena, a group of youth living in the barrio of Getsemani, just submitted their artwork to an organization that became aware of them through their internet searches of organizations working to save the mangroves. The Mangrove Action Project received six submissions for the 2007 calendar of painting done of the mangrove groves in Cartagena. One of our “Guardianes del Mangles” youth, Maria Fernanda, has been chosen as an artist contributing to a calendar. Her artwork depicts the mangroves growing along the walls of the Old City in Cartagena.

## **Colombia: Congenia (with Concord Consortium)**

### **Description:**

The CONGENIA project emerged as a consequence of sharing lessons learned from the CAPTIC professional development project in Guatemala with education authorities in Colombia. The “Educational Revolution” Colombian strategic plan considers ICT a key element and includes diverse action plans to help teachers and students benefit from the educational opportunities afforded by technology. Many Colombian schools receive computers and Internet connection, and a variety of alternatives aimed at improving the educational quality with relevant professional development and access to promising ICT-based educational resources are on their way. This process focuses in on providing capacity training to classroom educators.

### **Activities:**

CONGENIA accomplished the goals proposed for the first semester of 2006 by means of conducting three blended seminars (online and onsite) focusing on topics important for participating school districts: math education, civic education, and multi-cultural education. Within each training participants discussed relevant literature, analyzed three video case studies, and applied generated knowledge to their classroom activities. The next semester will emphasize the development of collaborative projects (drawing on both local and global issues), for groups of students as well as on the creation of video cases studies for teachers, one per school.

Teachers and students from three rural areas of Colombia: Turbo, Manati, and Uribia, are implementing collaborative projects and creating their own institutional video cases. These activities complete the cycle in the pilot implementation of Congenia.

See Lessons learned at <http://congenia.blogspot.com>

## **Ghana/Ethiopia: Massachusetts Institute of Technology—Africa Internet Technology Initiative (MIT—AITI)**

### **Description:**

Proposed by dot-EDU partner, MIT, this initiative developed projects in one school in Kenya and another in Ghana. Plans included sending 8 MIT students as summer interns to instruct 100 students and 10 teachers in cutting-edge, web-related technologies and programming languages. The program emphasizes classroom teaching, builds skills using community-oriented projects and facilitates the development of innovative curriculum and pedagogy.

### **Activities:**

The project was completed in the summer of 2003, wherein 16 MIT students went to Ghana and Ethiopia, and eight MIT students remotely mentored participants in Kenya (due to travel constraints). A total of ten students and two instructors participated in the remote program, while in Ethiopia, 140 students and five faculty participated. In Ghana, three faculty and 66 students participated, for a total of 216 students and ten instructors engaged in the six-week program. During the program, innovative curriculum was developed around sophisticated technical topics, including the JAVA programming language, JAVA Server Pages, Apache WebServer, Tomcat, Sun One Studio IDE, and the Linux Operating system.

## **Global: Berkman Center, Harvard Law School ICT Survey**

### **Description:**

The dot-EDU team developed an online survey-driven tool to serve as a public resource for ICT and education practitioners and researchers; in partnership with the Berkman Center for Internet and Society at Harvard Law School.

### **Activities:**

With the support and collaboration of the World Bank Institute, the dot-EDU team from the International Technologies Group (ITG) at the Berkman Center developed and deployed surveys to heads of schools, computer lab supervisors, teachers and students in eleven developing countries to collect data on the use and impact of information communication technologies (ICTs) in education. There were over 5000 respondents from 125 schools in Brazil, Costa Rica, El Salvador, the Gambia, India (state of Karnataka), Jordan, Mexico, Panama, the Philippines, South Africa, and Uganda.

## **Global: Sustaining School Networks**

### **Description:**

Universal service has long been a goal of telecommunication's policy in the U.S., and a model for the development of policy in other countries. The U.S. and other advanced nations have outlined similar, ambitious telecommunication goals, from Australia's 1994 The Networked Nation to Singapore's IT2000: A Vision of an Intelligent Island and the subsequent policies. Some developing countries have begun to address universal service and in some instances similar to the U.S. E-Rate model.

### **Activities:**

This project identified the targets of opportunity now and the lessons, both negative and positive, that can be learned from universal service experience in countries such as Brazil, South Africa, and Uganda. Dot-EDU partners from The Benton Foundation outlined how the issues can be examined, conducted outreach to key partners, and presented options around facilitating online and in-person dialogue around the issue.

## **Guatemala: Transferring Enlace Quiche to NGO Status**

### **Description:**

This pilot activity worked with the Guatemalan Ministry of Education's plans for use of ICTs in education. It helped the newly-appointed Ministry senior staff design strategies to scale up and build on the work begun by Enlace Quiche under LearnLink and dot-EDU.

### **Activities:**

This pilot was completed in February 2005. USAID/G-CAP were involved in a local effort to find ways to incorporate pilot results into USAID's CAM strategy. As a result, the project helped position the newly-legalized Enlace Quiche NGO as an important and trusted resource for the Ministry and developed a case study to demonstrate how a project such as Enlace Quiche could be transitioned into a local NGO.

## **Jamaica: Jamaica Education and Technology Training Pilot**

### **Description:**

This pilot provided technical and training support to an innovative collaborative hardware procurement initiative undertaken by Cable & Wireless Foundation of Jamaica (C&WFJ) and Organization of American States (OAD/IACD).

### **Activities:**

Pilot activities were completed in December 2005. The initiative successfully procured almost 1,100 new computers for delivery to education institutions in Jamaica. In support of this initiative, dot-EDU worked with one of the primary counterparts, the Joint Board of Teacher Education (JBTE) to develop a technical and training support component to accompany the computers placed in the field.

## **Laos: Low Cost Technologies for Marginally-Literate Mekong Girls**

### **Description:**

This pilot, core-funded dot-EDU activity used low-cost Video Compact Discs (VCDs) to meet the learning needs of at-risk youth, especially girls, in the Mekong region of South Asia. In an effort to reach these girls before they find themselves in compromising situations, the pilot seeks to gauge the success of applying the versatile and ubiquitous VCD technology as a successful intervention for young women and girls who cross the Mekong in search of a more exciting and financially rewarding life in Thailand. The content causes migrant girls to reflect on the advantages and disadvantages of the riskier lifestyles they face in Thailand compared to their homes in Laos, and helps them make better-informed choices.

### **Activities:**

The VCDs have been completed and implemented with the target population. Moreover, there were used in on-going dialogue with USAID Regional Development Mission/Asia on best ICT strategies for addressing learning needs among hard-to-reach cross-border populations in the region.

## **Laos/Thailand: ICTs for Participatory Health and Livelihood Skills Training**

### **Description:**

ICTS for Participatory Health and Livelihood Skills Training is the second of two dot-EDU pilots focused on harnessing digital technologies to meet learning needs among vulnerable cross-border populations in the Mekong Sub-region. The end-product of the participatory learning processes is a set of Video Compact Disc (VCD) modules addressing learning needs among hard-to-reach cross-border populations in the region. This series provides at-risk populations with essential information related to locally relevant health and life skills issues.

### **Activities:**

Activities were concluded in May 2005, with the completion of VCD modules. The local NGO partner for dot-EDU on this pilot activity, Pattanarak Foundation, continues to expand the use and implementation of the VCD modules.

## **Peru: Early Childhood Development**

### **Description:**

A public-private sector partnership with IBM was established to promote the use of appropriate technology in early childhood development. This pilot holds great promise for replication in other LAC countries, including Argentina, Brazil, Chile, and Mexico.

### **Activities:**

IBM developed a virtual community of educators, and parents who are part of the IBM KidSmart Latin American program. Using Internet tools, IBM created a community of experiences and best practices in integrating technology into early childhood education. IBM held a set of strategic planning workshops from August 14-15, 2002 in Lima.

## **South Africa: Bridges to the Future Initiative/International Literacy Institute**

### **Description:**

dot-EDU supported the first year start-up of the three year ICT/Literacy project, Bridges to the Future. The principal goal of the Bridges to the Future Initiative–South Africa (BFI- SA) is to reach out of school youth and adults in poor communities in South Africa by leveraging the potential of information and communication technologies (ICTs) to improve literacy, basic skills and access to information in support of life-skills for health, HIV-AIDS prevention, and economic development. The BFI in SA is part of a multi-country effort aimed at using ICTs to help the poorest of the poor. The four main partner agencies include: the International Literacy Institute, South Africa National Department of Education, Limpopo Provincial Department of Education, and SchoolNet South Africa.

### **Activities:**

Pilot activities were completed in March 2005. This pilot project consisted of four main milestones: 1) Site location and procurement of equipment; 2) Design of the initial technology tool set; 3) Module design for health, agriculture, and HIV/AIDS prevention; and, 4) Field-testing of modules with teachers and learners. Project products include a BFI-SA multimedia proto-type (CD for literacy learning plus) and a major paper on *ICT for the Poor in Africa* - which may be found at:

[http://imfundo.digitalbrain.com/imfundo/web/papers/ltepa\\_Report/](http://imfundo.digitalbrain.com/imfundo/web/papers/ltepa_Report/)

## **Southeast Asia: IBM and SEAMEO INNOTECH**

### **Description:**

dot-EDU partners EDC, SEAMEO INNOTECH, and IBM collaborated in an activity that developed a training package to guide strategic planning for the use of ICTs in education in the countries of South-east Asia.

### **Activities:**

This activity culminated in a conference with partners Innotech and IBM held in Manila, Philippines, from October 15 – 17, 2005. The training package, which was launched at the conference, is intended to be used to inform similar efforts in other regions of the world. The cornerstone of the training package, IBM's "Reinventing Education Change Toolkit" (CTK), is based on the work of Rosabeth Moss Kanter of the Harvard Business School.

## Uganda: ICTs and HIV/AIDS Education

### Description:

The project used ICTs to complement other Information Education and Communications (IEC) Campaigns designed to reach youth.

### Activities:

Technology resources (e-mail, CD-ROMs, list-serves and the World Wide Web) linked HIV/AIDS educators and activists around the world with youth, who typically embrace the use of the technology for entertainment, learning, and communication when given access to these resources.

## Uganda: Thin Client

### Description:

This pilot demonstrated an innovative use of thin client technology for harsh environments because they consume less power, run on native DC power. The configuration of multiple monitors running off a single central processing unit provide more reliability under these circumstances because they are solid state and are less likely to fail mechanically. It is a less expensive solution than full-fledge desktop computers and they can be procured at lower marginal costs and are easier to maintain.

### Activities:

The Uganda Thin Client Pilot was completed in July following the successful setup of a 10-user computer lab and server functioning entirely off of a 12-volt power source—a particularly valuable specification for Bulera Primary Teacher's College in Hoima which frequently has power less than two days a week. This battery-generated lab, capable of storing power usually flowing in the middle of the night, now serves 450 pre-service teacher prospects and 550 in-service teachers earning certification credits.

Before:



After:



## 4.0 TDY:

Country	This quarter (October - December, 2006)	Next quarter (January - March, 2007)
DR Congo	Francine Ahouanmenou-Agueh (to Washington DC) Dr. Jacques Andre Gueyraud Konjit Hailu Jean Aimé Ntumba Biduaya	Rebecca Rhodes Sonia Arias
Haiti	Gaelle Simon Suzanne Simard	Gaelle Simon
India	Nadya Karim-Shaw Suzanne Simard	Nadya Karim-Shaw Karen Tetjen
Kenya	Nicholas Boke, Jennifer Kennedy Kathleen Letshabo Sera Kariuki Dan Braverman	Lisa Hartenberger Jennifer Kennedy
Macedonia	Sergio Cambroner	
Madagascar and Comoros	Geraldine Simonnet Max Graef Martin Pittman	Paul Frisoli Malal Diallo
Somali	Sera Kariuki Alvaro Cisneros Kathleen Letshabo Leila Bogoreh	Leila Bogoreh
Sudan	Jennifer Kennedy Nicholas Boke	Lisa Hartenberger
Yemen	Helen Boyle Abdechafi Boubkir	
Zambia	Fiona Edwards Sera Kariuki Kent Noel James O'Rourke Lisa Hartenberger Kathleen Letshabo	Lisa Hartenberger Chris Ngovi Jennifer Kennedy

## **5.0 Issues and Recommendations**

Recent civil and political activities have motivated EDC to revisit its security preparedness plans. In some cases evacuation plans are in progress or completed, most notably in Sudan, DR Congo and Somalia. Project Directors are working with other staff to make sure that security measures and contingency plans are in place in case it is necessary for staff relocation due to such extenuating circumstances. Staff are also making a concerted effort to monitor on-going situations such as Haiti.

## **6.0 Looking ahead to the next quarter**

While dot-EDU may be entering its sunset phase, there is still plenty of activity. EDC was invited by USAID/Malawi to draft a program description for an Interactive Radio Instruction service that would complement the national primary curriculum that has been recently revised. A new Associate Award is likely as a result. In Yemen, staff is organizing an event that would bring together public and private sector players to discuss potential collaborations around moving the country in the direction of a national ICT plan. This meeting of high ranking officials and members of the business and donor community is a complement to the concept paper that was submitted to the Hayel Saeed Foundation for consideration. Increased funding prospects continue for existing dot-EDU projects in important countries like Somalia and Sudan.

Home office staff are making preparations and plans for the final stages of dot-EDU and planning of the final report is underway. Field staff have started to submit drafts of their technical notes that will be included in the final report and disseminated broadly.