

dot-EDU
using information and communication
technologies to improve learning systems

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dot-EDU
Quarterly Report
January - March 2007



Education Development Center, Inc.



1.0	Executive Summary.....	3
2.0	Associate Awards.....	6
2.1	Ongoing Associate Awards.....	6
	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.....	17
	Support Technology for Teachers and Parents STEP: Comoros.....	21
	Somalia: Somali Interactive Radio Instruction Program.....	22
	Sudan: Southern Sudan Interactive Radio Instruction (SSIRI).....	23
	Sudan: Sudan Radio Service.....	26
	Yemen: Internet for Yemeni High Schools (IYHS).....	31
	Zambia: Quality Education Services Through Technology (QUESTT)	32
2.2	Completed Associate Awards.....	34
	DR Congo: Complementary Instructional Strategies and Community.....	35
	Guatemala: Building on Proyecto Enlace in Quiche	37
	Honduras: Interactive Radio Instruction (IRI) for Preschool	37
	Kenya: Development of ICT and Education Investment Program.....	38
	Lebanon: YouthCaN iEARN: Classroom (Youth CaN Med TEC)”	38
	Mali: University to University Linkage.....	39
	Namibia: Initiative for Namibian Education Technology (iNET).....	39
	Namibia: GDA (School Net)	40
	Peru: Peru CAPTIC.....	40
	Rwanda: Kigali Institute of Education (KIE) Connectivity.....	41
	Sudan: Assessment and Design for Sudan Independent Radio Station.....	41
	Uganda: Connect-ED II.....	42
	Yemen: Internet for Yemeni High Schools.....	43
	Zambia: Interactive Radio Instruction Program for Out of School Children.....	45
3.0	Core Funded Pilot Projects and Case Studies.....	46
	Botswana: “ICTs In Schools” Conference.....	47
	Colombia: Elluminate Live!	47
	Colombia: Congenia (with Concord Consortium).....	48
	Ghana/Ethiopia: MIT- Africa Internet Technology Initiative (MIT-AITI).....	49
	Global: Berkman Center, Harvard Law School ICT Survey.....	49
	Global: Sustaining School Networks.....	50
	Guatemala: Transferring Enlace Quiche to NGO Status.....	50
	Jamaica: Jamaica Education and Technology Training Pilot	51
	Laos: Low Cost Technologies for Marginally-Literate Mekong Girls.....	51
	Laos/Thailand:ICTs for Participatory Health and Livelihoods Skills Training.....	52
	Peru: Early Childhood Development.....	52
	South Africa: Bridges to the Future Initiative (ILI).....	53
	Southeast Asia: IBM and SEAMEO INNOTECH.....	53
	Uganda: ICTs and HIV/AIDS Education.....	54
	Uganda: Thin Client.....	54
4.0	TDYs.....	55
5.0	Issues and Recommendations.....	56
6.0	Looking ahead to the next quarter.....	57

1.0 Executive Summary

This is the second quarterly report of the sixth year of dot-EDU. It describes activities for ongoing projects 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.

One award, Internet for Yemeni High Schools, was completed.

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
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
Yemen	6/30/2003	3/31/2007	\$ 699,983	Complete
Zambia IRI	2/7/2003	9/30/2004	\$ 2,400,000	Complete
Total			\$ 91,984,620	

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** teaching-learning materials were distributed to all target schools including recently added project sites. Teacher training has begun in all project regions and is expected to continue strongly into the next quarter. An internal project evaluation was conducted to assess potential impacts of the program as well as to lay the conceptual groundwork for project sustainability.

In **Haiti** IRI lessons continue to be broadcasted in Creole, Reading, and Math. Several sub-agreements were signed and funds dispersed, program production continues at a regular pace, and PTA toolkits have been developed and are approaching finalization.

In **India** this quarter marked the formal release of the project's new Group Teaching and Learning software, as well as the launch of its Digital Library. In addition to this momentous event, IRI broadcasts continued and were concluded in March for the academic year. Data collection, monitoring and evaluation activities are underway and are expected to finish in April. Start-up activities continue for the second phase of the project with work plan discussions underway with state government.

In **Macedonia** training in the *Innovative Use of Technology in Primary Schools* as well as in the utilization of the ToolKid software continues with previously trained teachers taking on the role of trainers. The Education Web Portal proceeds with great success this quarter, introducing a news campaign allowing primary and secondary schools throughout Macedonia to share local news and promote activities and events from their own schools and communities.

In **Madagascar** IRI scripts are being developed and produced in French, Malachi, and math. Trainings are being generated as the first phase of the *3-year School Improvement Plan* program implementation, and the selection of participating schools is underway. In **Comoros** the official launching of STEP was hailed with the "*Options Conference*," aimed at identifying needs and priorities in the area of teacher training. Solutions discussed were distance learning and the types of audio products best suited for the Comorian context and most apt to assist the Ministries of Education in improving teaching and learning at the elementary level.

In **Somalia** teacher and master teacher training workshops were held, as were continued IRI trainings. The production of IRI programs continues and school visits were conducted in 100 schools in Somaliland and Puntland. Radios, teachers' guides, and alphabet books were also distributed to schools throughout the course of the quarter.

In **Sudan** the Southern Sudan Interactive Radio Instruction has begun broadcasting Teaching English through Radio Based Instruction for All (TERBIA—which translates to Education in Arabic) A programs in Southern Sudan, the Three Areas, and Juba, with all 60 programs complete. EDC is also finalizing an agreement with partner, AMURT, to collaborate on the implementation of SSIRI in Northern Bahr el Ghazal.

In the Sudan Radio Service project, coverage remains strong and the project continues its commitment to quality, objective news service highlighting pertinent topics related to politics, health, and local economy. In response to listener feedback, improvements have been made to language program schedules and refinements made to the broadcast's website. The project was joined this quarter by a new Deputy Chief of Party and re-launched their Web site, www.sudanradio.org.

Brief descriptions for each associate award continued:

In **Yemen**, the *Looking Forward Summit* took place, which brought together stakeholders from the public and private sectors and donor communities to begin a dialog around a national ICT strategy to be adopted by the Yemen MOE. The dot-EDU Internet for Yemeni High Schools (IYHS) project was featured prominently as a model for ICT integration and several private sector representatives, as a result of the summit, stepped forward to pledge support for continued deployment of ICT through the IYHS model.

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 March 2007. 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:

1. Procurement finalization of 10,000 student kits;
2. Finalization and printing of training manuals for trainers and teachers;
3. Distribution of EDC internal program evaluation report.

Current Activities:

- The first Teacher Training session was held in all three targeted sites during the first two weeks of January 2007. The training covered an introduction to Active Pedagogy as well as pertinent health issues, particularly HIV/AIDS prevention. Of 412 targeted teachers, 411 teachers were trained in Bandundu, 200 in Bas-Congo (representing half of the target population for that region), and 125 in Equateur (representing one third of the targeted population in that region). Due to the fact that many teachers in Bas-Congo did not receive the information on training on time, and the fact that many school teachers were in training organized by another NGO and international institution in Equateur, we were not able to train the targeted number of teachers. Those teachers who did not receive training during Session 1 will be able to be trained just before the beginning of Session 2 which is scheduled to begin in April.
- The project distributed 3,840 instructional materials to all 120 of its targeted schools.
- A Community Participation Planning Workshop was held in Kinshasa from January 16—18, 2007. This workshop was held with educators from each of the three targeted sites and lead by EDC's Jennifer Swift-Morgan. The main topics covered were: 1) Lessons learned; 2) Review and update of activity strategies; and, 3) New teacher training topics such as HIV/AIDS, lifeskills, new curriculum, and civic education.

DR Congo: DR Congo SIEEQ II

Activities continued:

- New school communities were selected this quarter adding 10 to each site, 5 from old schools and 5 from new school participants.
- The project facilitated a school-community dialogue (Community Participation) to develop action plans with the FCEs (Facilitators).
- Teacher support and follow-up visits to all teachers trained and targeted by SIEEQ II were conducted by EDC educators and inspectors.
- The distribution of teachers' kits for new teachers before the beginning of Session 2 has started.
- Kits containing instructional materials for all students were distributed to the 150 schools targeted by the project (both old and new participants). Distribution began in Bas-Congo and Equateur. An additional 10,000 kits are scheduled to arrive and the distribution will resume in Bandundu to complete outreach to all project schools. This strategy will avoid a second trip to the sites to deliver materials to new project schools.
- A project evaluation recommended by USAID-Kinshasa was designed and conducted by Mrs. Rebecca Rhodes, the COP and the EDC M&E Specialist. The purpose of the report was to: 1) Examine whether the training offered to teachers is having any consistent positive effect on students' engagement with learning and/or academic results, and 2) Identify ways in which, should the program be continued past October 2007, program results, specifically in relation to teacher training, could be achieved in a more permanent manner and with greater results for students. Findings and data are under review and the final report should be delivered next quarter.
- An internal financial process review was conducted by financial specialists with recommended measures.

Next Steps:

1. Session 1 training to be held for new teachers that were not able to assist in the training in January 07 and Session 2 of the training for new teachers and refresher training for SIEEQ I Teachers will be held in all three field sites during the month of April.
2. A classroom observation survey will be organized and implemented in April.
3. Community Participation reinforcement Training will be held in April and May.

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:

Activities with the MENFP are pending Minister's approval.

Current Activities:

- **IRI in school**

- IRI lessons aired: Creole Reading 25 to 47, Math 31 to 62.
- PTA Activity: This period EDC technical advisor and the project's M&E consultant developed the PTA toolkit. The current draft, discussed at the March 23rd sponsors meeting, is almost finalized. Due to Easter vacation, PTA/school committees training will begin mid-April. Calendar of visits and training plan are being finalized.
- Sub-Agreements: UNIQ, ACCESS, SAVE, and APV sub-agreements were signed and funds disbursed. The CRS sub-agreement has been signed and EDA is awaiting their voucher for disbursement. FPN still has not yet submitted its proposition but continues to offer the IRI program to the schools. EDA is planning to meet with them in early April.
- Mechanism of sustainability: On February 28th, EDA sent RFP's to Business Development firms (3), Legal firms (3), Marketing firms (4) and Website Development firms (4). To date two Marketing firms and one Website Development had declined the offer. One Business Development Firm, AMF Experts and one Marketing Firm, PDG Communication have submitted their proposition. EDA, AMF have met with FONHEP. Final choice of Business Development firm to be made early April.
- Database: 06-07 data received from sponsors this quarter is being entered and should be ready next quarter.

Haiti: Distance Education Inside and Beyond Classroom

Activities (continued):

- **IRI programs/Formal and Non Formal activities with the MENFP:**
 - IRI production: February 5—March 16, Radio Educative Technicians were trained by EDC's IRI Production Specialist, Alvaro Cisneros, to produce two 30-minute radio programs showcasing IRI in public schools and out-of-school youth centers, and one educative video highlighting the uses of IRI in Haiti as a marketing tool. Production was finalized by March 30.
 - Other activities with the MENFP: Pending an official agreement between USAID and the MENFP either via an MOU or official letter, activities with the MENFP are not moving along as planned. However, EDA meets with the Ministry regularly. Directors and technicians at the MENFP are aware of activities to take place in 2006-07, but both EDA and IDEJEN must wait until the Minister communicates its approval in a formal letter to USAID, hopefully by mid-April.

Next Steps:

1. OOSY level 1 scripts to be reviewed;
2. Master planning of Level 2 to be continued;
3. PTA training to be conducted;
4. OOSY Level 1 pilot evaluation plan to be finalized;
5. Formal and non formal activities with the MENFP to be launched;
6. Monthly sponsors meetings to be conducted;
7. 2007-08 IRI material to be printed.

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:

EDC hosted a very important and high profile event on March 27, 2007 at Bangalore with the Minister of Education, Education Secretary, Education Commissioner, and Public Instruction representative from Karnataka state as chief dignitaries. USAID India was also represented. The event was dedicated to the launch of the Digital Library and the release of the new GTL software. It was widely covered by the English and the local language press.

Current Activities:

- Statewide broadcasts of IRI programs continued in Karnataka, Chhattisgarh, Jharkhand and Madhya Pradesh throughout this period. The broadcast for this academic year was concluded in March.
- Activities pertaining to scriptwriting and the production of new IRI programs being developed for Karnataka and the other Hindi speaking states continued.
- In Karnataka, data collection for the evaluation of the Group Teaching and Learning software was undertaken, and the report is under preparation.
- Further trainings for the implementation of the Group Teaching and Learning software were undertaken in the states of Karnataka, Chhattisgarh, and Madhya Pradesh.
- Evaluation activities pertaining to data collection for both qualitative and quantitative analysis were undertaken and will be completed in April in all project states.
- Monitoring activities in all states were concluded with reports expected in April.

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

Activities (Continued):

Next Steps:

1. The evaluation activities for this year are under completion and the data compilation and report writing activities will occur over the next three months.
2. Follow-up and updating procedures will be developed for the Digital Library.
3. Scriptwriting, production, and formative evaluation of the new IRI programmes are under development in Hindi, English (Level 2 for Introductory English), and in Kannada.
4. Teacher trainings are expected to be completed in Karnataka regarding Distance Education activities in the current academic year.

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:

Current Activities:

The project staff continue discussions to secure support for T4 activities from international and national NGOs working in India. T4's Country Director, Vandita Sharma, has participated in meetings with interested donors and continues to pursue these sources to secure support for T4 in 2008 and beyond.

Workshops were held in Madhya Pradesh for the Digital Library (3 trainings held)

Monitoring of IRI programs continues in Madhya Pradesh, where the number of schools reached is over 81,000 and over 3.8 million children are reached with introductory English programs.

Office in Madhya Pradesh was established with the hiring of the State Coordinator, Archana Bhambal.

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' and teachers' comfort and capacity with ICTs, installing hardware and software to support reform in the secondary schools, providing training and raising public awareness of the value and importance of the Internet and other ICTs in education.

Activities:

Current Activities:

- Training in the Innovative Use of Technology in Primary Schools
 - Phase two was successfully completed in February 2007. 172 pairs of teacher trainers trained their peers in the content of phase two. During the dissemination process, these 344 teacher trainers trained 6,663 primary school teachers in 321 dissemination trainings.
 - The Education Web Portal continues to be widely used during the training for Innovative use of ICT in primary schools. Most notably, the portal was used by teachers to download lesson plan templates and supporting documents; upload lesson and/or unit plans and additional documents produced by participants during training sessions; and, facilitate training evaluations conducted through its discussion forums and blogs.
- Training on ToolKid software

In this period ToolKid Education Trainings reached 1,838 teachers (1,252 Macedonian and 586 Albanian). Trainings were carried out by 294 participants willing to disseminate training content to their colleagues out of 414 initially trained teachers.

- Second Primary School Personal Computer Installation

During the months of February and March the e-Schools team began preparation for the Second Primary School PC Installation round.

Macedonia: e-Schools

Activities (Continued):

The first part of the preparation involved the development of an initial Scope of Work for the new installation that included the following phases:

- Site Assessment
- PC Configuration
- PC Distribution and Installation
- WLAN Installation

In March, e-Schools drafted a Memorandum of Understanding (MOU) that will be signed between USAID and MoES regarding the Second Primary School Personal Computer Installation. The MOU will list the responsibilities of all implementing partners regarding the new installation. The draft MOU was sent to USAID for review and approval.

- **Education Web Portal**

The e-Schools team continued to enrich the Education Web Portal with relevant content and promote its usability. As part of this activity e-Schools started the Primary and Secondary School News Campaign allowing primary and secondary schools throughout Macedonia to promote activities and events from their schools and communities. The Campaign began on March 12, 2007 and exhibited articles from more than 15 primary and secondary schools.

- **Monitoring and Evaluation**

- Web-based questionnaires

The web-based questionnaires were finalized in March, 2007. Although almost all trained teachers (6,663) have registered as users of the web-based system, some have not completed all six questionnaires. While it was expected that 65% of the total number of trained teachers (4,526) would complete all questionnaires, as of March 27, 2007, a total of 5,303 had answered all surveys. The Second M&E progress report, attached to the project's Quarterly Report, presents and discusses the results obtained from these questionnaires.

- Lesson plan review and class visits

Regional coordinators, master trainers and teacher trainers are responsible for lesson plan review and class visits. Out of 344 teacher trainers 286 teachers were engaged in this activity. Selected participants are primary school teachers trained by e-Schools with an expressed desire to fulfill this role.

Macedonia: e-Schools

Activities (Continued):

From January 22 to February 16, 17 training sessions were held to prepare teacher trainers for school visits. These sessions were carried out by M&E and Program staff with support from regional coordinators.

- ToolKID evaluation

The ToolKID evaluation is a separate package of assessment activities that consists of:

1. Teacher interviews
2. Classroom observation
3. Interviews with principals

The M&E process for the assessment of the ToolKID software began with a workshop session held on March 22. Eight master trainers and all primary school teachers participated. The purpose of the workshop was to establish which ToolKID experiences in class might serve as grounds for development of the evaluation instruments.

During the month of February Mr. Sergio Cambronero, e-Schools' M&E Consultant, visited Macedonia in order to assist the planning of the remaining M&E activities for the primary and secondary levels. Several class visits were conducted to explore the use of both ICT and ToolKID, and their potential impact on the teaching process.

Next Steps:

1. e-Schools will continue to promote the Education Web Portal through the Primary and Secondary School News Campaign. e-Schools will continuously post articles sent by primary and secondary schools as part of the news campaign.
2. Finalization and signing of the MOU for the Education Web Portal.
3. Finalization and signing of the MOU for the Second Primary School PC Installation.
4. The ToolKid educational software training will 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, Fianarantsoa, 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:

Between January and March 2007, STEP has undertaken a range of activities, presented below according to the 4 main objectives of the program.

1. Strengthening in-service teacher training for primary grades one and two:
 - Development of master plans and writing of scripts and guides for French, Malachi and math programs.
 - Finalization, recording and editing of several scripts.
 - Testing and revision of programs in Antananarivo, Vatovandri, Sambaina and Betioky Sud.
2. Increasing community support to local primary schools through informing and educating parents and community members on how to support basic education in their communities:

Antananarivo

- Preparation for the official launching of radio broadcast on partnerships radio community in the regions of Haute Matsiatra (Fianarantsoa), Atsinanana (Toamasina) and Atsimo Andrefana (Toliara).
- Collection of media coverage on the official launching of the radio broadcast in the regions of Haute Matsiatra (Fianarantsoa), Atsinanana (Toamasina) and Atsimo Andrefana (Toliara).

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

Madagascar Activities (continued):

- Preparation of the management and financial training for the 3-year School Improvement Plan (CPRS) program.
- Putting in place procedures and criteria for the selection of 25 schools that will benefit from STEP's assistance as part of the 3-year School Improvement Plan (CPRS) program.
- Organization of the management and financial training of STEP's administrative assistants. The training was led by Yvette Nall and Marisol Montero from EDC, home office in Washington DC.

Toamasina

- Official launch of the radio broadcast in partner radio communities and distribution of wind-up radios;
- Training of the Chefs ZAP and listening community moderators. Establishment of listening groups in the CISCO of Vatomandry.
- Collection of 12 contracts for the 3-year School Improvement Plan (CPRS) programs, administered by the CISCOs.
- Recording, pre-testing and revision of regional radio programs 6-15.
- Development of master plans 11-15 and 16-20.
- Development of training modules regarding implementation of the CPRS (budgeting and local resources mobilization).
- Finalization and confirmation, with the Chief of CISCO and the DREN, of the list of schools to be supported by STEP.
- Visits to schools to identify activities already executed under CPRS.
- Provided financial training to CISCO Toamasina II pilot communities benefiting from STEP.

Fianarantsoa

- Report on training of listening community moderators for broadcast programs in Ambohimahasoa and Fianarantsoa II.
- Finalization of contracts with radios stations to broadcast in partner school communities.
- Finalization of scripts 1-3, finalization and testing of programs 3, 4, 7 and 8, and improvement of scripts 1-8.
- Meeting between STEP, the FAWE organization, and scriptwriters to finalize the monthly action plan.

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

Madagascar Activities (continued):

- Development of selection criteria for STEP target schools in Ambohimahasoia and Fianarantsoa II.
- Negotiation with the MBS radio station on the re-broadcasting of certain radio programs in Ambohimahasoia FAF and FRAM.
- Grouping of listening community moderators with the Chefs ZAP.
- Finalization of the capacity building training guide for community listening moderators in the CISCO of Ambohimahasoia.
- Approval of scripts 9-16 and masterplans 14-16; Scriptwriting workshop for programs 9-16.
- Distribution of cassettes with radio programs to listening groups not reached by radio stations.
- Training preparation for the 3-Year School Improvement Plan (CPRS) program implementation.

Toliara

- Contract signature with radio stations to broadcast in Ankililoaka and Betsioky Sud.
 - Reviewing and finalization of scripts 5-8.
 - Validation of scripts 9-20 with the Validation Committee in the DREN of Atsimo Andrefana.
 - Recording of scripts 9-20 and testing scripts of 12-20 in the CISCOs of Toliara II and Betsioky Sud.
 - Organization of listening community moderators with the Chefs ZAP.
 - Meeting with the Chefs ZAP to conduct preliminary selection of the communities/ schools to receive assistance from STEP via the 3-Year School Improvement Plan (CPRS).
3. Strengthening local planning for teacher professional development by improving regional capacity to analyze teachers' instructional practices and to use this data to develop action plans for teacher professional development:
- Preparation in ATEC Antananarivo for the second Conseillers Pedagogiques training regarding the statistical analysis and reporting of teacher, school director, and Chefs ZAP training needs. Facilitators were from the Direction de l'Education Fondamentale, Secondaire et Technique as well as from the INFP.
 - Supervision of the 12 Conseillers Pedagogiques conducting data entry and analysis.
 - Development of a detailed work plan for the period April-December 2007 by the Conseillers Pedagogiques.

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

Madagascar Activities (continued):

4. Follow-up and evaluation of the STEP Program:
 - Meetings with the DPEFST to develop a work plan for the period of January-March 2007.
 - Finalization of data collected from targeted schools, teachers and community participants in the 6 CISCOS.
 - Finalization of the report from ATEC Toamasina regarding the first data collection phase in Vatomandry and Toamasina II sample schools.
 - Preparation for the second round of data collection.
 - Development—by the DPEFST team—and finalization—by the three ATEC offices—of a questionnaire to evaluate the implementation and the effects of the listening groups; and,
 - Development of a questionnaire on the impact of programs on School-Community partnerships and on parents' understanding of their roles and responsibilities.

Next Steps:

1. Ongoing Script writing, synopsis, and recording of 1st and 2nd grade in French, Malachi, and mathematics.
2. Testing in targeted schools of the radio programs for CP1 in French, Malachi, and Mathematics.
3. Implementing the CPRS; and,
4. Follow up and data collection and analysis on the implementation of CPRS.

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

Comoros Activities:

STEP in COMOROS is a project that aims to:

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; and,
4. Provide the American Corner of the University of the Comoros, Ngazidja, with multimedia instructional materials for English as a Second Language course.

Current Activities:

- Official launching of the program in Comoros with the “*Options Conference*” which aimed at identifying needs and priorities in the area of teacher training. Solutions discussed were distance learning and the types of audio products best suited for the Comorian context and most apt to assist the Ministries of Education in improving teaching and learning at the elementary level.
- Presentation to the Ministries of Education and to the Director of the Center for Literacy and Distance Education of the additional equipment purchased to produce high quality audio products.
- Presentation to the American Corner of the ESL Materials purchased to reinforce English teaching and learning.
- Development of the design document and the master plans of all 10 radio programs.
- Writing and recording of the first 3 scripts.
- Presentation to the American Corner of the ESL Materials purchased to reinforce English teaching.

Next Steps:

1. Continuing the production of scripts and recording of radio programs.
2. Formative evaluation of developed radio programs.

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:

1. Teacher Training and Master Trainer Workshops:
 - SIRIP staff and master trainers trained 696 teachers in Somaliland.
 - SIRIP staff and World Vision trainers trained 50 teachers in Wajid, South Central Somalia.
 - SIRIP staff received additional IRI training.
 - SIRIP staff continue to be part of SCOTT teacher training and teacher training curriculum reviews.
 - Scriptwriting workshops training was conducted by Mr. Abdechafi Boubkir, Ms. Boqoreh, & Dr. Kariuki.
2. Testing and Monitoring and Evaluation:
 - 100 schools in Somaliland and Puntland were visited and monitored.
3. Production of Radio Scripts and Lessons:
 - Grade 3 programs continue to be written, recorded, and formatively evaluated.
 - Grade 1 and 2 programs continue to be broadcast via VT Merlin, Horn Afrik, Radio Shabelle, and Daljir.
4. Radio Broadcast and Distribution:
 - 345 FreePlay radios were distributed in Puntland and Somaliland.
 - SIRIP staff distributed 660 teachers' guides and 500 Alphabet Books.

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. The Teaching English through Radio Based Instruction for All (Terbia) A broadcast on shortwave began on February 12, 2007. The evening broadcast of TERBIA A in Juba began February 19 through Radio Bakhita FM. Programs are thus available in the mornings and afternoons on short-wave across Southern Sudan and the Three Areas, and in the evenings in Juba on FM.
2. The Peace Building Education portion of the Primary 4 programs received strong support from Margaret Sinclair, a pioneer in the field who has been instrumental in the conception and development of this topic. Ms. Sinclair provided the Scope and Sequence for the two weekly segments on Peace Education and wrote draft scripts of the 40 segments that will comprise the whole series in Peace Building. She has also offered to write the sections for the post-broadcast activities Teacher's Guide.
3. The IRI Advisor made a SSIRI presentation during the LINCS TOT staff workshop in Rumbek. There was much interest in the SSIRI programs.
4. The IRI Advisor met with Brian Barber from Internews Network (establishing community radio stations in Southern Sudan). Mr. Barber expressed interest in SSIRI programs.
5. EDC is finalizing an agreement with AMURT to collaborate on the implementation of SSIRI in Northern Bahr el Ghazal. The program elements are the following:
 - IRI Learning Village for 53 pilot primary schools within Aweil East County and Terbia B for 17 women groups under the AMURT micro-credit program.
 - Terbia B using MP3 CD players for girls in the Mabil Vocational Training Center.
 - Terbia A using MP3 CD players for teacher trainees currently enrolled at the AMURT TTC.

Sudan: Southern Sudan Interactive Radio Instruction (SSIRI)

Activities (Continued):

6. Mr. Kual Atem Bor, Director of Alternative Education Systems, and Tom Tilson, SSIRI COP, were interviewed on Radio Bakhita for a half hour. The interview, which was broadcast Wednesday evening February 14, focused on the launch of the Terbia program.
7. A full page announcement on Terbia (both text and a copy of the Terbia flyer) appeared in *The Juba Post* (February 16-23).
8. With assistance from Dr. Kathleen Letshabo, Monitoring Evaluation and Research Specialist, from the EDC regional office based in Botswana, SSIRI developed plans for the first comprehensive testing program. SSIRI developed a test design and instruments to measure the impact of the *IRI Learning Village* for P1. The pre-tests for local literacy, English, and mathematics will be administered in April-May 2007 in the following locations - Maridi (Western Equatoria), Panyagor (Jonglei), Kauda (Nuba Mountains), Agok (Abyei), Malakal (Upper Nile) and Malualkon (Bahr el Ghazal).

Current Activities:

- The Outreach Coordinators have continued to identify and support new listening groups for Terbia A. In general, the audio signal is good. In just two locations - Malakal and Panyagor – there are 800 and 450 listeners, respectively, in organized groups.
- Outreach Advisors continue to identify schools and teachers to train in IRI and individuals and listening groups to register for Terbia.
- All 60 programs of Terbia A have been recorded. Thirty-eight of these programs have been edited and are ready for formative evaluation 3. Twelve of the programs have been re-recorded and re-edited and are ready for broadcast. Thirty-four new songs were produced for the Grade 3 series of *The Learning Village*.
- The Teacher's Guide for Primary 3 has been approved by the Ministry of Education, Science and Technology and is being printed.
- The Scope and Sequence for Primary 4 is completed and the scriptwriters are writing the Master Plans, which provide details on the format, level of detail, and activities for each of the lessons.
- A preliminary database was created and implementation data was entered (schools, teachers, locations, training, radios distributed, etc). A more formal database software program is also being adapted from the Zambia IRI project for use in Southern Sudan.
- A schedule for monitoring the Terbia program is being finalized and the observation forms are being copied and distributed.

Sudan: Southern Sudan Interactive Radio Instruction (SSIRI)

Activities (Continued):

- The experimental design for assessing learning achievements in Primary 1-3 was reviewed and will be revised accordingly. In addition, the tests for P1 and P2 were reviewed, and are likely to be modified. The initial steps for developing tests for P3 are being undertaken.
- EDC is finalizing a reprogramming exercise that would result in increased attention to technologies in addition to radio, especially to support teacher training programs.

Next Steps:

1. Broadcast P1, P2 and P3 to begin in May 2007 on shortwave.
2. Broadcast of Terbia and the lessons for P1-P3 on Miraya FM Radio to begin in May 2007.
3. Broadcast of Terbia B to start in September 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.

“Dear SRS, thank you so much for providing this wonderful service. I thoroughly enjoy listening to the radio service over the internet. I find your broadcasts very insightful and the objectivity is a breath of fresh air as the internet is a medium polluted by opinions that are motivated by self interest and tribal bias. This demonstrates the importance of a free and independent press in the development of democracy in Southern Sudan. It is the oxygen necessary for the functioning of a democratic state. Keep up the good work.”

- Gonyi Ajawin from London, United Kingdom in January 2007

Activities:

Current Activities:

- Thematic Civics Programming

This quarter Sudan Radio Service collaborated with several of USAID/Sudan's Democracy and Governance (DG) partners to develop civic “messages” to educate listeners about the Comprehensive Peace Agreement and other important events that have an impact on the lives of Sudanese citizens. SRS covered two civil society conferences organized by Mercy Corps, developed some educational programs on the upcoming population census being supported by the US Census Bureau, and spoke with women parliamentarians being trained by the International Republican Institute. This is in addition to the ongoing cooperation SRS has with the National Democratic Institute in the development of weekly civic education programs that correspond with the civics topics highlighted in the “Let’s Talk” program, which started broadcasting on January 15.

- SRS Audience and Broadcast Reception Monitoring

This quarter SRS established systems for regular monitoring of SRS' broadcast reception and audience. Reception monitoring will enable SRS to know if transmissions are inaudible so that we can notify our transmission provider, VT Communications, of any problems. Over the past several months VT Communications has made a number of positive changes to SRS' broadcasting outlets; these changes have resulted in a vastly improved signal. SRS' partners throughout Sudan will monitor SRS for a few minutes twice a week, per a schedule SRS sends out each month.

Sudan: Sudan Radio Service (SRS)

Activities (Continued):

To monitor SRS' listening audience, NDI has agreed to include some SRS' listening questions in its regular focus group surveys. Seven questions in a survey being carried out in March/April 2007 should allow SRS to have a much better idea of the size and composition of SRS' audience.

Major Events

1. SRS' New Schedule and Language Lineup

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. After much consideration and informal discussions with listeners and others, SRS decided to make the following changes to its format:

- Simple Arabic grew from 90 minutes per day to 180 minutes per day
- English was reduced from 90 minutes per day to 60 minutes per day
- Arabic was reduced from 90 minutes per day to 30 minutes per day
- The local language slot each day was reduced from 90 minutes per day to 30 minutes per day

"Let's Talk," the civic education program produced with USAID support through the National Democratic Institute (NDI), airs each morning from 8 to 9 a.m., thus 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 are still repeated, but do not repeat on the same day. As such, a program that airs first on Tuesday morning, for example, does not repeat until Friday evening.

Finally, the amount of time devoted to news has increased slightly, so that a full newscast (12 minutes) or a news brief (5 minutes) now airs every half hour. The new format started on 15 January 2007.

2. Civic Education Specialist Joins SRS

In late 2006 SRS and USAID discussed the possibility of adding a senior position to the SRS project to assist Chief of Party, Jeremy Groce, in managing the increased workload now that SRS is part of the USAID/Sudan DG team. The "Let's Talk" program also needed someone with strong civic education knowledge and more time to devote to supervising it.

Sudan: Sudan Radio Service (SRS)

Activities (Continued):

Lisa Hartenberger had developed the pilot for “Let’s Talk” and also had considerable knowledge of media and education. In January and February Lisa came to Nairobi to intensify SRS’ efforts on the “Let’s Talk” activity, then at the end of March 2007 came back full-time to take her position as Civic Education Specialist for SRS and “Let’s Talk”. In this capacity she will also be the de facto Deputy Chief of Party.

3. SRS Revamps Website

On February 1, 2007 SRS unveiled its new website www.sudanradio.org. The site will continue to undergo renovations, but just a few of its main improvements so far include:

- News headlines appearing on the home page.
- Improved navigation allowing visitors to find the broadcasts and languages they want to hear.
- Greater ease in updating the news page and receiving listener feedback by project staff.

4. Arrest and Mistreatment of SRS Bureau Producer in Khartoum

In late March 2007 gunmen reportedly allied with the Darfur-based anti-government Sudan Liberation Movement allegedly killing a Sudan police colonel in Omdurman, the city across the Nile River from Khartoum. SRS bureau producer Nichola Mandil and a couple of fellow journalists tried to visit the site of the killing on Saturday, March 24, to speak with witnesses and learn more about the incident. However, security was extremely tight and police and soldiers had cordoned off the entire area. Mandil and his colleagues were turned away.

According to Mandil, as they were waiting for a taxi to take them back to Khartoum, they were stopped by security agents who asked for identification. While the other journalists were allowed to go, Mandil said several men, some in military uniforms and others in plain clothes, bundled him into an unmarked car and took him to the first of a few interrogation centers. He said he was accused of being a foreign agent in Sudan promoting American ideology.

When SRS learned of Mandil’s arrest, Radio Service Manager John Tanza and Project Director Kent Noel went to Khartoum and began speaking with high-level contacts who assured them Mandil would soon be released. Mandil did not sustain any serious physical injuries during his detention. However, Sudan Radio Service has not yet been able to retrieve the radio equipment or Mr. Mandil’s personal cell phone from the police.

SRS is planning to honor Mandil in Nairobi during the May 3rd World Press Freedom Day.

Sudan: Sudan Radio Service (SRS)

Activities (Continued):

5. Other News and Event Coverage on SRS

There was a tremendous amount of news coming out of Sudan during the first quarter of 2007 and SRS' coverage remained strong. The issues highlighted in SRS news and programming this quarter include the following:

- News regarding corruption and alleged corruption within the Government of Southern Sudan and state governments during this quarter. Even some high-level officials were removed from office. SRS sought to educate listeners about what corruption is and why citizens should oppose it.
- Sudan is introducing a new currency, the pound, to replace the dinar and all foreign currencies currently in circulation. SRS has aired news, programs, and public service announcements with details of the change.
- Meningitis and cholera continue to plague southern Sudan. SRS news has covered outbreaks, the efforts to combat the diseases, and information people need to know to protect themselves from infection.
- Peace efforts between militias, ethnic groups, and other communities have been ongoing. SRS covers these efforts by trying to educate listeners about the agreements the groups make in order to realize peace. The GOSS' efforts to negotiate peace between the Ugandan government and the Lord's Resistance Army have also been covered. SRS also highlights news about the ongoing Darfur crisis with a particular focus on efforts to end the fighting.



SRS Producer Koang Pal Chang visited Panyijiar County in Upper Nile January 2007. Here is the group that met him, including the county commissioner (the man dressed in white traditional clothes). Koang spent almost two weeks in the area. The county commissioner and others continue to send news regularly to SRS.

Sudan: Sudan Radio Service (SRS)

Activities (Continued):

Next Steps:

Sudan Radio Service will, of course, continue to make progress on its work plan in the coming quarter. A few highlights include:

1. Addition of a full-time bureau, likely in Wau, as well as a few part-time stringers to the SRS news gathering network;
2. Revitalization of SRS' advisory board will commence in Juba;
3. A marketing and training event in Juba in early May to commemorate World Press Freedom Day;
4. SRS will attempt to establish in southern Sudan at least one "feedback forum," a radio listening group that can suggest programming to SRS and make other constructive criticisms and comments.

Yemen: Internet for Yemeni High Schools (IYHS)

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:

- The project comes to an end on March 31, 2007.
- The IYHS project, in collaboration with the Instructional Leadership and Supervision Initiative project (ILSI) and the Ministry of Education in Yemen organized the first national summit on ICT in Education. The summit was entitled, "Looking Forward: Harnessing ICT to build the future of Yemeni education". The summit gathered leaders from both the public and private sectors, as well as the international donor community, to listen to and discuss the potential uses of different forms of technology to improve education in Yemen. Agreement was reached on convening a steering committee to foster the development of a national ICT strategy. Also, as a result of the summit, several attendees representing the private sector came forward to continue the momentum of IYHS and offered support to expand that activity.
- School teachers and principals from the 10 schools in Sana'a and Aden have finished writing their proposals for funding and started submitting them to the local private sector. The proposals topics ranged from requesting the purchase of computers, to the development of computer labs, to furnishing a home management class with cooking equipment.
- iEARN finished work with the teachers on their online projects.
- SOUL finished the data analysis and submitted a final report on the results of the IYHS projects.

Current Activities:

EDC is currently working on the project's final report.

Next Steps:

EDC and partners will prepare and submit the final report to USAID.

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:

Major Events:

- The project was visited by Dr Lisa Hartenberger, who provided a briefing for the OVC Life Skills Coordinator and the two producers and she conducted a workshop to plan the radio broadcasts for the first 30 programs and she facilitated the workshop for community radio station producers.
- The US Ambassador paid a visit to two basic schools in Mpulungu which are using IRI in Grade 1. Reception was poor, so she observed a recorded lesson at one school and spoke to the teachers and learners at the other school.

Current Activities:

- 72 district training teams conducted 108 four-day training courses in IRI methodology for 4052 Grade 1 teachers from government and community schools
- 8000 Lifeline wind-up radios received at the end of March and will be distributed in April for the newly trained teachers
- 11,500 teacher's guides distributed
- 812 bicycles distributed to Zonal In-service Coordinators, for use in monitoring and supervising teachers using IRI in their zones. (The schools in each district are divided into zones and the ZIC, who is a teacher in a GRZ school, is responsible for coordinating in-service programs in the zone.)
- QUESTT and MOE staff monitored 20 schools where teachers had been trained in IRI in January and received very positive feedback
- Term One programs were broadcast from January 22 to April 2. The Grade 7 programs were broadcast for the first time, so it is now possible for a learner to follow Learning at Taonga Market from Grade 1 to Grade 7.
- Educational Broadcasting Services is continuing to produce and evaluate the programs for Terms 2 and 3 for Grade 7.

Zambia: Quality Education Services Through Technology (QUESTT)

Activities (Continued):

- MOE officials from CDC, including some from the Zambian UNESCO office and Zambia Library Services, were briefed on IRI on March 28. The briefing included sessions on what IRI is, how it works, how the programs are produced and the successes to date. A class of Grade 6 learners was brought in to demonstrate how the program works.
- Nineteen new Peace Corps Volunteers completed their pre-service training, including training in IRI methodology, and have been posted to zonal center schools in seven districts where they will promote and supervise the use of IRI in both GRZ and community schools.
- The 26 radio programs for teachers, which were produced in 2006, are being repeated in the first half of 2007. A brochure about the programs, listing the topics and times of broadcasts, has been produced and circulated to schools to encourage them the use the programs as the basis for their school in-service meetings.

Next Steps:

- Lecturers in the colleges of education will be trained in IRI methodology so that they can incorporate IRI methodology into the pre-service curriculum
- IRI schools will be identified for a pilot using MP3 players as a new form of IRI content delivery
- Supplementary materials will be developed to support the Grade 6 LTM programs and copied on to the MP3 players.
- The reports on achievement testing of Grades 2 and 3 learners will be completed.
- The OVC Life Skills program will be monitored.
- College lecturers, in-service trainers, teachers and student teachers will be trained in the revised use of cell phones.
- Twenty-six new weekly radio programs for teachers will be produced and broadcast from July to December.

2.2 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.

Yemen: Internet for Yemeni High Schools

Start date:

June 2003

End date:

March 2007

Description:

This project objective was 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.

The last IYHS project activity - the first national summit on ICT in Education - was organized in collaboration with the Instructional Leadership and Supervision Initiative project (ILSI) and the Ministry of Education in Yemen. The summit which was entitled "*Looking Forward: Harnessing ICT to build the future of Yemeni education*". The summit gathered leaders from both the public and private sectors and the international donor community to listen to and discuss the potential uses of different forms of technology to improve education in Yemen. The summit was a great success.



Summit participants from left to right: Dr. Robert Spielvogel (EDC/USA); Dr. Helen Boyle (EDC/USA), Mr. Abdulhamid Al-Ajami (USAID/Yemen); Mr. Abdelmalek Al-Mouallimi (Minister of Communication, Yemen); Mr. Ahmed Abdullah Al-Hajri (Governor of Ta'iz); Dr. Hassan Al Sallami (Head of Education Committee in the Yemeni Parliament); Mr. Jamil Al-Khalidi (Deputy Minister of Education for Training and Supervision, Yemen); Dr. Towfick Sufian (EDC/Yemen)



The banner of the event.

Yemen: Internet for Yemeni High Schools

Start date: **June 2003**

End date: **March 2007**

Description continued:

School teachers and principals from the 10 schools in Sana'a and Aden have finished writing their proposals for funding and started submitting them to the local private sector. The proposals topics ranged from requesting the purchase of computers to the computer labs, to furnishing a home management class with cooking equipments etc.

Partners also concluded all their activities. IEARN finished their work with the teachers on their online projects. SOUL finished the data analysis and submitted a final report on the results of the IYHS projects.

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

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	Congenia (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	--
Total			\$618,097	\$1,252,420

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 from the Getsemaní and La Boquilla (one of the city’s poorest neighborhoods), recently returned from their summer vacations (December 2006-March 2007). An essay competition was drafted over this period for youth to kick-start the final year of the project. The essay competition will concern the historical ties between the city and its mangroves, mangroves’ protection and the importance of the environment overall. The competition winners will receive a free trip to the islands to visit the mangroves for the first time.

New schools have been identified in Pasto (Nariño) and San Andrés (San Andrés Archipelago) for the Guardianes del Mangle to communicate, exchange documents and ideas with.

Colombia: Elluminate Live!

Activities continued:

Thus far the Guardianes del Mangle have had to travel to La Cultural de Mar's offices, a local ecotourism company volunteering both time and resources to the project, in order to connect to the Internet and conduct the virtual exchanges. However, plans are in the making to connect these schools with the "Intel Educa" initiative, for which Intel Colombia is providing computers, connectivity and technology training to schools and teachers. By allying ourselves with Intel Colombia, not only will project participants no longer need to travel to the company's offices, but their school colleagues will also be able to benefit from this in-house exchange.

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/

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 off 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.

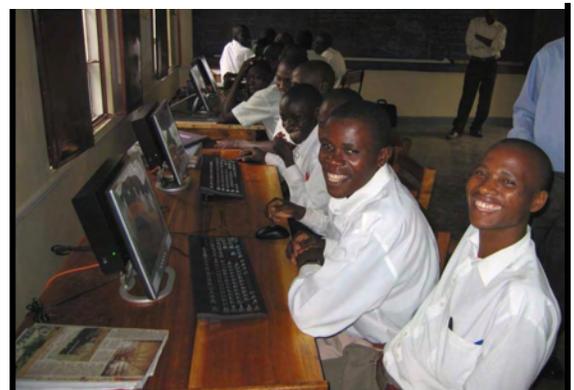
Activities:

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 (January - March, 2007)	Next quarter (April - June, 2007)
DR Congo	Rebecca Rhodes	Jean Ntumba Biduaya Rosemary Lombard
Haiti	Gaelle Simon	
India	Nadya Karim-Shaw Karen Tetjen	
Kenya	Lisa Hartenberger Jennifer Kennedy	Souleymane Camara
Madagascar and Comoros	Paul Frisoli Malal Diallo	
Somali	Leila Bogoreh	
Sudan	Lisa Hartenberger	Stephanie Foerster
Yemen		
Zambia	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. Part of this process includes analysis of resources needed to implement preparedness measures. Staff are also making a concerted effort to monitor on-going situations in Somalia, the DRC, and Haiti.

6.0 Looking ahead to the next quarter

Dot-EDU and USAID/Malawi entered formal negotiations to initiate a new project in **Malawi**. The project would bring Interactive Radio Instruction to young learners in every primary school in the country, supplementing the national curriculum that has recently been revised. Finalization of this agreement is expected in May.

The legacy of the **Internet for Yemeni High Schools** project, which officially ended March 30, 2007, was highlighted at this quarter's *Looking Forward Summit* in Yemen bringing together high-ranking officials from the Government of Yemen with leaders from both business and international donor communities. The summit focus was to discuss a national vision for integrating ICT in Yemeni schools in an effort to better prepare students for life after school. A steering committee is expected to facilitate a follow-up meeting this summer to begin drafting a national strategy with input from all relevant sectors.

In **DR Congo**, the project is beginning a new phase of monitoring and evaluation in preparation for its finalization later this year. Since October, the project has trained an additional 1,226 teachers bringing the total number of teachers trained to 4,122 (male: 2,809; female: 1,313).

Conversations with USAID have begun regarding the possibility of extending the **Sudan Radio Service** project. The service has proven to be wildly successful as a reliable source for accurate information, not only among its local listeners but also among an international audience.

Next quarter, **Zambia** is field testing a new IRI distribution platform using iPod nanos and video iPods to overcome challenges with radio broadcasting and to provide teachers with enhanced instructional content. The iPod kits come complete with foot powered generators for recharging, portable speakers, and iPods pre-loaded with IRI content. Teacher feedback will be gathered in June and July to determine the impact and scalability of this new form of IRI delivery.

A final communication plan is being developed for the **dot-EDU Leader Award** to share the accomplishments and overall dot-EDU experience with as broad an audience as possible. This will be timed with the conclusion of dot-EDU on September 25, 2007.