

southern Sudan Interactive Radio Instruction
sSIRI

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Quarterly Report
July 1 – September 30, 2005

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Acronyms

CARE	Cooperative for Assistance and Relief Everywhere
COP	Chief of Party
DOT-EDU	Digital Opportunity through Technology implemented by Education Development Center
IRI	Interactive Radio Instruction
OTI	Office of Transitional Initiatives
SBEP	Sudan Basic Education Programme
SoE	Secretariat of Education
SOW	Scope of Work
SRS	Sudan Radio Service
sSIRI	southern Sudan Interactive Radio Instruction
SPLM	Sudan People's Liberation Movement
Terbia	Teaching English through Radio-Based Instruction for All
UNICEF	United Nations International Children's Education Fund
USAID	United States Agency for International Development
VSAT	Very Small Aperture Terminals (used for data broadcasts)

sSIRI
Southern Sudan Interactive Radio Instruction
Quarterly Performance Report
July – September 2005

EXECUTIVE SUMMARY

Project Background: The USAID-funded southern Sudan Interactive Radio Instruction (sSIRI) program is developing interactive radio instruction programs in English, literacy and mathematics for Grades 1, 2 and 3. The focus for the project is children of school age both in and out of school, youth and adults, and teachers and untrained mentors drawn from communities. sSIRI directly supports the USAID Sudan Basic Education Program (SBEP) and directly plans, develops and implements IRI with the Sudanese Secretariat of Education.

This report outlines activities and achievements of sSIRI during its 5th project quarter, from July 1 to September 30, 2005.

Technical Activities - Highlights of the technical activities completed this quarter include:

- the completion of the P1 Teacher’s Guide;
- sSIRI Formative Evaluation expansion in Maridi and Rumbek, where a total of 8 teachers are being training in the sSIRI method and program implementation;
- travel to other sites in southern Sudan, including Pochalla and Panyagor, to prepare for program implementation in the 2006 school year;
- the start of P3 Scope of Sequence;
- the participation of 18 primary school teachers in the Professional Studies 101 teacher training pilot program in Maridi; and,
- the transformation of EDC staff members’ idea for an adult language program into the design for Terbia and the series of 20 programs undergoing formative evaluation and revision.

Administrative and Management - Highlights of the administrative and management activities competed this quarter include:

- changes in key personnel and other project staff;
- review and submission of a new sSIRI budget to USAID;
- internal review of administrative and management policies and practices;
- customs clearance and delivery of 180 donated radios to Maridi to begin sSIRI program;
- progress on Maridi compound construction bid process; and
- increased collaboration with SBEP/CARE and Sudan Radio Service (SRS).

TECHNICAL ACTIVITIES

IRI – PRIMARY GRADES 1, 2 AND 3

Program Development

By the beginning of July 2005, all 100 P1 scripts had been written and programs had been recorded and edited for Formative Evaluation.

The first drafts of scripts numbers 20 to 75 of P2 were written this quarter by the sSIRI scriptwriting team. The timeline of writing scripts, including final products, dates and assignments was updated to allow for changes in staffing and scheduling. The new schedule included the work of all technical staff and allowed them to meet deadlines more effectively and efficiently.

IRI expert, Ms. Fiona Edwards traveled to Kenya from July 4th to 14th to provide support to sSIRI on scriptwriting, production, formative evaluation, creation of the teacher's guide, development of teacher training and the master plans.

The team began the design of P3 program by examining the syllabus used in the Primary Schools, Volume I: P1 – P5 by the New Sudan Curriculum Committee. After this analysis, staff began to create the Scope and Sequence for the next stage of program development, writing the P3 scripts. The Scope and Sequence is a detailed description of the topics that should be covered in each segment of each program.

Formative Evaluation

P1 Formative Evaluation took place as planned in three sites: Nairobi, Rumbek and Maridi. The results obtained in each place vary in terms of content, regularity and quality of the evaluation. By September 30, P1 programs five through 73 had been evaluated at Sud Academy, Nairobi. P2 Formative Evaluation began this quarter at Sud Academy. P2 programs one through 30 were evaluated using the same process and level of detail as was used for the evaluation of P1.

Evaluations were carried out in a systematic and continuous way to ensure that results were reliable and could be used to adjust recording pauses, teacher instructions and teaching strategies. The assumption is that what fails to work in the Sud Academy environment will most likely fail in the actual implementation and the results obtained from evaluation in Sudan supports this claim. This evaluation produced information related to user satisfaction as well as actual learning.

The sSIRI Outreach Coordinators in Sudan carried out the formative evaluation in Maridi and Rumbek. In addition to the above, results obtained from these evaluations are used to assess the level of the final user and to gauge the amount of training that the teachers will need.

Formative Evaluation in these sites was carried out as follows: Nairobi staff sent each Outreach Coordinator the CD's with the recorded programs, copies of the scripts and copies of the particular lessons from the Teacher's Guide. The Outreach Coordinators then went to the selected schools, carrying the materials with them on each visit. They observed the teacher conduct the class with the recorded programs.

School holidays in both countries interrupted Formative Evaluation for a short period this quarter. When classes resumed at each site and Formative Evaluation restarted, sSIRI found that both the teachers and the students were eager to continue activities with the Learning Village. The students participated in the lessons enthusiastically and many can now recite by heart the introduction and farewell messages and can sing the program songs.

sSIRI scriptwriter, Amule Timothy Yobuta, traveled to Rumbek on from July 18 to 22 in order to facilitate Formative Evaluation with Outreach Coordinator, Teny Mayen Teny. They also visited several schools in Rumbek County to find out the number of children in each classroom and to ascertain the pedagogic qualifications of the teachers and their level of English -- all in preparation of program broadcasting next school year. The team discovered that students enjoyed learning with the programs and that teachers used the programs appropriately even without much training.

Table 1: The following chart details the sSIRI Formative Evaluation sites in both Nairobi and in Sudan, providing the number of teachers and students in each location.

sSIRI Formative Evaluation							
Region	Payam	Name of School	Type of School	Number of Teachers		Number of Students	
				Male	Female	Male	Female
Nairobi, Kenya	Not Applicable	SUD Academy	Traditional for refugees*	0	2	23	19
Equatoria Sudan	Maridi	Nagbia Primary	Under the tree**	1	0	29	13
		Haddow Primary	Traditional	1	0	35	50
		Koanga Primary	Community girls***	0	1	12	25
Subtotal				2	4	99	107
Bahr el Gazal	Rumbek	Rumbek Girls	Under the tree	2	0	230	
		Agar Gum	Under the tree	2	0	290	
		Episcopal Church of Sudan	Under the tree	2	0	60	
Subtotal				6	0	580	
TOTAL				8	4	786	

Notes:

1. **Traditional School** is a school with physical walls, desks, chairs and some resources.
2. **Under the Tree School** is a school without physical walls, desks, or chairs and few, if any, resources.
3. This **Community Girls' School** is funded by Sudan Basic Education Program (SBEP) to provide learning opportunities for girls. The curriculum is planned so that pupils complete four years of schooling in three.

Edited and Re-recording

After Formative Evaluation results were collected, P1 21 – 70 scripts were edited and the final versions went to the studio so the changes could be incorporated. Script editing was completed for 20 programs of P2. Production was completed for all of the edited scripts.

Teacher's Guide

The P1 Teacher's Guide was revised and completed this quarter. Pages containing the material to be covered in the lessons had already been written but were redesigned and revised this quarter to reduce the final product from four pages per lesson to two pages per lesson. Besides this reduction in pages, an additional layout design was produced. Elements of the initially planned Resource Kit were included as part of the Guide to save in terms of distribution and costs as well as to ensure its

use in the classroom. The final version of the Teacher's Guide consists of an introduction, one hundred two-page lessons, a Drawing Guide, a Geometry page (which includes a ruler and a set of Village Piaster notes – a fictitious currency created to teach mathematical concepts and money handling), a Handwriting Guide and a Song List.

Lessons for the P2 Teacher's Guide were written along with their respective scripts. Seventy-five lessons were drafted this quarter.

FORMATIVE EVALUATION IN SUD ACADEMY, NAIROBI



An IRI lesson in progress



The radio lesson

FORMATIVE EVALUATION IN MARIDI



Students actively engaged in their Under-the-Tree class with interested observers.

Girls participate in an IRI class



Classroom in Maridi

Selected Sites for sSIRI Implementation

Last quarter, upon consultation with USAID, SBEP, the Commissioner of Education, Under Secretary of Education, Acting Director of Primary Education and Development Acting Director of Curriculum, sSIRI staff narrowed the site selection for the launch of sSIRI to Maridi, Rumbek, Panyagor, Malual Kon and Nimule. Two of the originally selected sites, Malual Kon and Nimule were later ruled out because of accessibility and safety respectively. Staff explored the possibility of replacing those sites with two in the Upper Nile Region. As a result of this research, Pochalla and Waat, in the Upper Nile Region were selected for the launching of the series. While Pochalla will be a principal site, Waat will only be experimental at this time, while we assess the possibility of expansion. At the end of this quarter, staff was also researching the possibility of adding another site, Kurmuk, in Southern Blue Nile.

TERBIA ACTIVITIES

Project Conceptualization

Activities began in July for the new English language and literacy project, known as Terbia – Teaching English through Radio-Based Instruction for All. Terbia will teach language and literacy and civic education to adults and youth. The three-member Terbia team met to conceive the broad outline of the new project and from this and subsequent meetings, a design document was developed outlining the activity. The plan is for Terbia, which means “education” in Simple Arabic, is to include a group of characters who go to the Terbia Market every day. During each radio program, these characters listen to a rebroadcast of part of a Sudan Radio Service (SRS) program. From each excerpt, Terbia staff will prepare English and Civic Education lessons.

There will be two separate Terbia programs, aimed at audiences with different levels of English language skills and abilities. One program is for advanced-level listeners (Program A); the other is for basic-level listeners (Program B). Program A will be designed so listeners can enjoy the program and learn English and Civics either independently or in small groups. Program B will include introductory English and literacy instruction led by a teacher or mentor who is also a Program A listener. Training will be provided for the Program B teachers and a student workbook will be developed for its listeners. Scripts for both Program A and B will be written, recorded and tested at a site in Nairobi. Revisions and edits will be made to these programs and then field tested once again in Maridi, Sudan. Using results from the field tests, a four-year Program Description and Implementation Plan will be developed and submitted next quarter.

Program Development

This quarter, 10 scripts for program A and 10 scripts for program B were written, critiqued and revised. Continued discussions were held regarding the relationships between Programs A and B. In addition, the Terbia team developed a series of principles to guide the B programs, based on Program B Formative Evaluation, the interviews with participating teachers and adult literacy best practices. The team also worked on how to provide support through a teacher manual and a student workbook. Actors were hired and trained, including two sSIRI veterans and two newcomers. Production began on the Program A scripts.

Formative Evaluation

Formative Evaluation was arranged and begun with 25 students in an adult English language class for South Sudanese refugees at St. Francis School in Ruiru, just outside Nairobi. Based on the results of the evaluations, scripts for Programs 1A-5A were edited and reproduced in the sSIRI studio. A second Formative Evaluation site was found at Sudan Women’s Association Network, close to the sSIRI office in Nairobi, and plans were made to conduct additional evaluations there.

Table 2: The following chart details the Terbia Formative Evaluation sites in Nairobi, providing the number of teachers and students in each location.

TERBIA Formative Evaluation							
Region	Payam	Name of School	Type of School	Number of Teachers		Number of Students	
				Male	Female	Male	Female
Nairobi, Kenya	Not applicable	Program A					
		St. Francis Language Learning Center	Community center school for refugees	1	0	26	4
		Program B					
		St. Francis Language Learning Center	Community center school for refugees	2	0	0	20
	Not Applicable	Program A					
		SWAN	NGO-based language center for refugees	1	0	0	6
		Program B					
		SWAN	NGO-based language center for refugees	2	0	0	10
TOTAL			6	0	26	40	

Collaborative Activities

The Terbia Project Design Supervisor, Nick Boke, met with nonformal education staff members from CARE to share plans, program scripts and obtain guidance on the appropriateness of Terbia scripts and plans as well as on how Terbia might collaborate with existing nonformal activities. He arranged a presentation of recorded Program 1A to indigenous NGOs through the National Working Group for Civic Education. NGO representatives critiqued the program, rating it very useful and appropriate. The NGOs groups included:

- Mundri Relief and Development Association
- South Sudanese Community Association in the UK
- Relief Organization of Fazugli
- Bahr el Ghazal Youth Development Agency

In addition, the Project Design Supervisor arranged a presentation on Terbia for officers of the New Sudan Women’s Federation, an organization which conducts Adult Ed activities in nine counties throughout South Sudan. They discussed the ways Terbia might be used to supplement and support

current activities. The sSIRI Outreach Advisor, Ka Vang, also arranged a presentation on Terbia with English speakers in Pochalla, Upper Nile—local response was very positive, indicating that the programs would be welcomed in the region, providing an important supplement to existing adult education work.

Pilot project descriptions were sent to several Sudanese Ministry of Education officials, including then-Commissioner Kosti Manibe, Director of Teacher Training John Aguek, Director of Curriculum Friday Oka, Director of Distance Learning Hastings Lemmy, and Acting Undersecretary Lino Girikpio. The responses received from Oka, Aguek, Manibe and Lemmy indicate interest in the program and a willingness to determine ways Terbia can support existing programs and provide adult education in locations where this does not exist.

Next Steps

The remaining pilot activities planned include:

- Completing the Nairobi formative evaluation of Programs A and B and the subsequent program editing, as appropriate;
- Developing a training module for A listeners who will serve as B teachers;
- Conducting formative evaluation on Programs A and B in Maridi, Sudan; and
- Analyzing the evaluation results; and
- Writing a concise Four-year Program Description and Implementation Plan.

PROFESSIONAL STUDIES (PS) 101 OVER THE AIRWAVES - IN COLLABORATION WITH SBEP (CARE)

During this quarter, the PS 101 Over the Airwaves pilot was aired for 18 Maridi-area primary level teachers who had been selected based on interviews and written evaluations conducted by the former IRI Advisor, Nick Boke, and the Maridi Outreach Coordinator, Edward Kasran. In preparation for the work to be carried out in Sudan, the IRI Advisor provided a two-day training for the Outreach Coordinator who served as PS 101 “Local Instructor.”

PS 101 Over the Airwaves asked the question: Can the content of the existing teacher training course, Professional Studies 101: Classroom Management and Administration, be effectively learned by asking students to rely on weekly radio broadcasts, do supplementary reading, and complete assignments from the *Student’s Manual* basically independently, rather than through traditional regular face-to-face meetings? The course was overseen by the Local Instructor, whose assignment was to lead the introductory and concluding lessons, grade weekly student assignments, and conduct one classroom observation per participant.

While the intent was for the Maridi Outreach Coordinator to meet with the students for a day-long introductory session in July and another day-long concluding session in September, the plans had to be modified because the shipment of Free Play radios was held up until mid-September.

Sudan Radio Service broadcast ten “Strides into the Future” programs, which served as the centerpiece of the PS101 course, at 6:15 a.m. and 6:15 p.m. every Friday for 10 weeks. Since the participants did not have radios, they met together each week to listen to a CD of the broadcast.

While the Maridi Outreach Coordinator coordinated the effort, he made a point of not actually conducting a class with them. Thus, the plan of having participants learn from a combination of the “Strides into the Future” lessons and the materials from the *Student’s Manual* was accomplished, though the goal of having participants listen to the “Strides into the Future” program on their own was not.

All 18 participants completed the course, even with the change in plans caused by the absence of radios and the disruption caused by the death of President of South Sudan John Garang. As of this writing, the Maridi Outreach Coordinator visited the classes of 12 of the 18 participants for formal observations. He will visit the remaining six participants after the school holiday. It is expected that between 14 and 16 of the participants will successfully complete and pass the course; graduating participants will each receive a certificate of completion and a wind-up radio. It is expected that these teachers will participate in the upcoming sSIRI program implementation.

The classroom evaluations completed by the Outreach Coordinator, his assessment of participants’ homework papers, and the conversations held between Maridi and Nairobi staff permit the conclusion that instruction which relies primarily on radio and accompanying print materials can be a successful vehicle for teacher training in South Sudan.

Table 3: The following chart details the PS101 teacher training pilot activity in Maridi, providing the number of teachers by gender.

PS 101 Over the Airwaves							
Region	Payam	Name of School	Type of School	Number of Teachers		Number of Students	
				Male	Female	Male	Female
Equatoria, Sudan	Maridi	n/a	n/a	15	3	n/a	n/a
TOTAL				15	3		

OUTREACH ACTIVITIES

Outreach Advisor

Washington-based, Ka Vang, who has previous experience working in southern Sudan, was hired on a short-term basis to replace George Ali as the Outreach Advisor. In this role, her task was to help to set up the Sudan sites in which the sSIRI Learning Village Programs will be piloted in the 2006 school year. This quarter, she traveled to two existing sSIRI sites in southern Sudan (Maridi and Rumbek) and to two new ones: Panyagor and Pochalla, in Upper Nile. In Maridi and Rumbek, she worked with the current Outreach Coordinators on formative evaluation and on the plans for the pilot phase of sSIRI. In, Panyagor and Pochalla, she assessed the possibility of including these sites in the sSIRI pilot in 2006. Due to the great need for education services in Upper Nile, EDC decided that these areas should be included in the sSIRI pilot. The Outreach Advisor worked closely with the local authorities, County Education Directors, community members, and NGOs currently present in

these areas to gain a better understanding of the local community and the education situations in each.

Outreach Coordinators

In close collaboration with the County Education Directors (CED), the Outreach Advisor recruited and hired Outreach Coordinators for Panyagor and Pochalla. In each site, an advertisement for the position was posted around town, applicants sent resumes and interviews were held to select a candidate. The interview process consisted of a writing exercise to gauge candidates' writing skills, followed by an oral interview with an interview panel. The panel consisted of the Outreach Advisor, the CED, a representative from the Commissioner's office, a representative from SRRC, and a representative from an NGO. The successful candidates were chosen based on their work experiences, familiarity with the community, knowledge of the education situation, and communication skills.

Training is planned for all Outreach Coordinator in November to prepare them to carry out their roles and the implementation of the sSIRI pilot. The first draft of the training plan for the Outreach Coordinator Workshop was completed. This workshop will 1) prepare coordinators to train classroom teachers in the IRI methodology and 2) instruct the coordinators in their role on the project--promoting IRI in schools, communities and in government offices; communicating and reporting activities to project supervisors; and setting up, monitoring and evaluating the implementation.

Site Selection and Preparation for the Pilot

In preparation for the pilot phase of the sSIRI Project, the Outreach Advisor traveled to four sites throughout southern Sudan to meet with the local officials and communities to assess the education situation and ascertain the interest level for interactive radio instruction (IRI). She also visited schools and met with current NGOs working in these areas to learn from their experiences. The Outreach Advisor was warmly received in all four sites and found much enthusiasm for the sSIRI Project.

The five sites that were originally selected include: Maridi, Rumbek, Panyagor, Malual Kon, and Nimule. In addition, EDC decided to include a few schools in Waat and Pochalla in the pilot; both of these sites are in Upper Nile, a region that had been long neglected by aid. The Outreach Advisor was able to travel to the first three sites without any complications. However, proceeding to Malual Kon and Nimule proved to be more challenging than originally anticipated. Due to a lack of accommodations in Malual Kon and insecurity in Nimule, she was not able to travel to these two areas. As a result, a decision was made by the Nairobi office to replace these two sites with Pochalla and Blue Nile. Blue Nile was considered in the early stages as a potential site and after further discussions with ROOF, an indigenous NGO charged with providing education services to Blue Nile State, it was determined that Blue Nile could still be a potential site. As for Pochalla, the original thought was to work with only a few teachers from the area, but after a trip there, a decision was made to include Pochalla as one of the five sites, based on the tremendous need for assistance in the education sector and the eagerness of the local schools and education offices to participate in sSIRI.

During her visits to Maridi, Rumbek, and Panyagor, the Outreach Advisor, together with the Outreach Coordinators, met with the County Education Directors (CED) to prepare for program

implementation. They agreed to schedule initial meetings with the key education officials in each site, including the CED, Payam education officials, Parent Teacher Associations (PTAs), and head teachers to inform these individuals about sSIRI and seek their assistance in implementing the pilot in each of the sites. These individuals will also play a role in selecting the participating teachers. Teacher training will be conducted by the Outreach Coordinators, preparing teachers and head teachers along with other officials, as appropriate.

All officials in these areas agreed that these meetings should take place before the end of the calendar year and that teacher training should be held shortly afterward.

sSIRI Scriptwriter Mike Mading traveled to Panyagor to work closely with the Outreach Advisor. Originally from Panyagor where he was a teacher, Mading's first-hand knowledge of the location and the people was valuable to sSIRI's outreach activities. He and the Outreach Advisor met with local officials, community members, and education staff to assess the education situation in the area and ascertain interest for sSIRI. They introduced sSIRI from the script writing stage to the implementation stage and played a CD so people could hear a sample and gain a better understanding of how the lessons operate. They also visited a primary school and introduced a sSIRI lesson to the class of Primary 1 and 2 students and demonstrated a sSIRI lesson to 25 teachers who were taking part in a computer training. The reaction was extremely positive; teachers are eager for sSIRI to start implementing in their schools. They also met with NGOs currently providing support to schools in the area to establish networks and discuss potential coordination with sSIRI. Since these NGOs are active in the primary schools in the area and have access to various community groups (including youth and demobilized soldiers), they will be instrumental partners.

Collaborative Activities

The Outreach and IRI Advisors met with the director of Cush Community Relief International (CCRI) in Waat to discuss the possibility of collaboration. Having recently signed a contract with CARE to rehabilitate five schools as part of the Sudan Basic Education Program, CCRI was very receptive to the idea of working with sSIRI to support these schools.

PROJECT ADMINISTRATION AND MANAGEMENT

Staffing

Ms. Barbara June Toye Welsh resigned from her position as sSIRI Chief of Party. Her last day with sSIRI was August 5. Originally assigned as Team Leader of the Terbia design activity, Dr. Leesa Kaplan Nunes, who arrived in country on July 10, assumed the role of Acting Chief of Party in addition to her initial position on Terbia. A permanent replacement for the Chief of Party will be confirmed next quarter.

The sSIRI Financial Advisor, Mr. Julius Anyega, resigned this quarter and his last day was August 12, 2005. sSIRI carried out a search for candidates for his replacement, reviewed the resumes of applicants, interviewed finalists and offered the position to Ms. Mercy Karuri who will begin work next quarter. It is important to note that, in response to USAID request, an effort was made to extend this job opportunity to a Sudanese national. sSIRI searched the Skills for Sudan database in addition to placing an advertisement in the local Nairobi newspaper but was not able to find a suitable candidate. Additionally, sSIRI experience is that the Kenyan government is reluctant to extend work permits to foreigners for this type of position.

sSIRI Finance staff, Acting Chief of Party, Project Director and EDC Regional Office staff held a series of handover meetings to ensure a smooth transition of administrative, management and financial activities upon the departure of the former Chief of Party and Financial Advisor. The Acting Chief of Party and the Finance Assistant managed accounting and office administration until the new Finance Administrator begins next quarter. The Regional Office also provided support.

Dr. Victor Vazquez arrived in Nairobi on July 19 to replace Mr. Nicholas Boke as the IRI Advisor. Nick Boke departed Nairobi on July 12 only to later return on September 6 to assume his new role as Project Design Supervisor for Terbia.

Ms. Ka Vang, arrived in Nairobi on August 3 to carry out a three-month consultancy as the sSIRI Outreach Advisor. sSIRI hired Ms. Sharon Wright for a two-day consultancy to provide an orientation for Ms. Vang, Mr. Vasquez and Dr. Kaplan Nunes. The detailed briefing included 1) history and politics of southern Sudan, 2) education systems and current activities, 3) contacts in various government and nongovernmental organizations, 4) travel, logistics, and security advice. In addition, Ms. Wright's shared valuable lessons learned from her past experience on other education projects in southern Sudan.

Mr. Amule Timothy Yobuta resigned from his position as sSIRI Scriptwriter as of August 19. Mr. Swangin Bismarck resigned from his position as Digital Editor as of September 30 and was replaced by Mr. Thiong'o Donald Thige on October 3.

Budget Revision

A complete sSIRI Budget Review and Revision was conducted this quarter by in-country and U.S. staff and was submitted to USAID on August 22 for review and approval. The review process was carried out to ensure that the reprogramming of funds included costs for staff, travel and daily operations, based on the first year of experience implementing the project. The revised budget included revisions to the original program budget, plus newly programmed funds for the following activities:

- Southern Sudan Adult Literacy (Terbia) Project Design
- Civic Education Media Specialist
- Emergency Civics Education Broadcasts
- Primary Grade 4 Interactive Radio Instruction Design
- Summative Evaluation

Procurement and Service Providers

In an effort to negotiate better costs for services, sSIRI reviewed existing contracts with current service providers and will reconsider certain vendor options.

The sSIRI finance team worked closely with USAID to complete the DA1 form to allow the donated radios to clear customs. On September 1, 2005, after negotiating with the customs agents, 180 radios donated by Freeplay cleared customs and were subsequently sent to Maridi, Sudan where they were stored for use in the coming months when the sSIRI pilot will be implemented. The first draft of the radio distribution plan was developed, as detailed below.

Table 4 – Radio Distribution Plan

Location	Number of Radios		Purpose
	Schools	ALP*	
Maridi	30	10	sSIRI primary education radio broadcast (currently P1, P2, P3)
Rumbek	30	10	
Pochalla	25	5	
Panyagor	25	10	
Kurmuk	30	10	
Waat	3		

*Accelerated Learning Program

Finance staff also worked closely with USAID on the process to clear the project generator through customs. Though the forms were completed and approved, on account of the supplier’s error on the generator serial numbers, new forms had to be completed and submitted to comply with the local Ministry procedures. Thus, the clearance and arrival of the generator have been delayed.

Policy and Procedures Manual

Training sessions were held with staff on the detailed content of the EDC Policy and Procedures Manual and its implementation.

Maridi Compound Construction

The blueprints for the construction of office and living space at the EDC compound in Maridi were edited and finalized this quarter. The Request for Bids was drafted and advertised in Sudan. Five companies expressed an interest and a meeting was held in Maridi to allow the potential bidders to view and assess the actual site. Four bids were received and were opened in a public and formal procedure with all bidders, to ensure the transparency of the process. Bids were then sent to the main office in Nairobi for the review and final selection.



EDC Compound Site

Collaboration with CARE

sSIRI continued its ongoing collaboration with CARE and is grateful for the welcome and orientation information provided by SBEP to the new sSIRI staff members. CARE has also provided support to sSIRI in communications, transportation and lodging in Sudan.

LESSONS LEARNED

Joining in the fun

During formative evaluation, staff has found that students from other classes often enter the formative evaluation classroom when they are participating in a sSIRI Learning Village lesson. Sometimes over two hundred students gather for a lesson. With only one teacher, a group of this size is difficult to manage. As a result, sSIRI staff decided to train more teachers in a school as well as the Head Teacher so that additional teachers can be appointed for support. All in all, the results obtained from this experience show the high level of interest and enthusiasm for the program.

The best-laid plans

sSIRI had ordered radios almost two months in advance to implement the PS101 course and had been guaranteed shipment before the program was to go on the air. However, shipping and customs issues prevented delivery to Maridi until almost the end of the course. In order to proceed with the course as scheduled, sSIRI decided to have participants gather for the weekly lesson instead of listening on their own. Having prepared for such an emergency, sSIRI prepared the Local Instructor to offer the playing of a CD once a week, emphasizing that this was not to be turned into a class, so that the participants could rely primarily on the "broadcast" and accompanying print materials.

They'll work for no money

Although no financial incentive was offered to the teachers enrolled in PS 101, all 18 participants attended the 10 sessions. The fact that the teachers attended without remuneration contradicts what both Sudanese and expatriates in the field have said about the absolute necessity of a financial incentive for participants in programs.

They don't all speak Simple Arabic

Simple Arabic is not as widely spoken as sSIRI had been led to believe. In a meeting among six southern Sudanese refugee women at the Sudan Women's Association of Nairobi (SWAN), sSIRI staff found that each one spoke a different mother tongue and none spoke Simple Arabic; the only one who spoke any Khartoum Arabic was from the Nuba Mountains. As a result, Terbia listening groups at SWAN will be smaller than anticipated so that all participants in one particular group share a common language. For the big picture, Terbia will not include Simple Arabic translations in its programming. English will be the language of instruction and individual teachers will interpret into the appropriate mother tongue as needed and as instructed.

English speakers in southern Sudan

Terbia research shows that while the vast majority of southern Sudanese speak little or no English, there do seem to be cadres of somewhat proficient English speakers spread throughout the region. Hence, Terbia determined that there is a listening audience for Program A (Advanced) as well as one for Program B (Basic).

Ethnically representative names matter

In choosing the names for the Terbia characters, staff made a conscious effort to select Arab or Christian names, rather than names that would identify a specific ethnic group. During formative evaluation, however, several Dinka and Nuer objected, suggesting that Terbia include a character named Deng, which is prominent among both of these ethnic groups, the two largest in the region.

Students can be teachers

Initial results of Formative Evaluation indicate that marginal English speakers enrolled in Terbia Program A can successfully lead Program B classes. With only a two-hour training conducted by Terbia staff, a participant in Program A led Program B classes in a thoughtful and engaging manner.

Listener interaction and participation

sSIRI noticed that the participants were not responding to the prompts by the radio characters in the Program A sessions. Two causes were suspected. First, low interaction may be caused by the artificial setting of the Program A listening group (a traditional class rather than small groups or individuals listening on their own). Another cause, however, may be a structural problem with the program itself. To date, sSIRI tested the latter by reorganizing the programs so that the more interactive English and literacy components were played before the Civic Education segments. A second Formative Evaluation site was located and the newly-ordered program was tested. Results showed that the order did not make a difference in terms of the interaction. Despite this issue, preliminary results of student exams show that listeners are indeed learning both civic education and the English language topics in the lessons. Additional formative evaluation will be conducted next quarter to find ways of increasing and assuring listener interaction and participation.

Communications

Communication between Nairobi and the field is extremely important when implementing the sSIRI pilot. The Outreach Advisor is the crucial link between the two and must establish a system for communicating with staff in Nairobi and Outreach Coordinators on a regular basis.

While the base for the sSIRI Project in southern Sudan is Maridi, outreach research suggests that more support is necessary for the Outreach Coordinators (OC) in Rumbek and the new sites, as they will require more assistance and guidance to gain a better grasp of their roles and responsibilities. Visits from Nairobi staff to the five sites will need to occur on a regular basis to build team spirit and increase understanding among all staff of challenges and constraints both in Nairobi and in the field.