

Southern Sudan Interactive Radio Instruction

SSIRI

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ACRONYMS

CBO	Civil Society Organizations
CPA	Comprehensive Peace Agreement
HEAR	Health, Education And Reconciliation project
IRI	Interactive Radio Instruction
LINCS	Localizing Institutional Capacity in Sudan
MoEST	Ministry of Education, Science and Technology
PS101	Professional Studies 101
SSIRI	Southern Sudan Interactive Radio Instruction
TERBIA	Teaching English through Radio-Based Instruction for All
TTI	Teacher Training Institute
USAID	United States Agency for International Development
VSAT	Very Small Aperture Terminals (used for data broadcasts)

Southern Sudan Interactive Radio Instruction Quarterly Performance Report January – March 2008

Harnessing the power of radio and other technologies to reach children, youth, and adults with quality education across Southern Sudan and the Three Areas

EXECUTIVE SUMMARY

The USAID-funded Southern Sudan Interactive Radio Instruction (SSIRI) Project is an integral part of the Department of Alternative Education Systems, Ministry of Education, Science and Technology. The Project designs, develops, produces and broadcasts interactive radio instruction programs. SSIRI has the following three interrelated, radio-based education programs.

- **Primary Education** - The *Learning Village* consists of 400 daily half-hour programs in English, local language literacy, mathematics, and life skills for grades 1 to 4.
- **English - Terbia** provides English language instruction to youth and adults while engaging the learners in civic education, numeracy, and health topics. There will be 240 half-hour radio programs from beginning to advanced levels of English.
- **Professional Studies for Teachers** is a radio-based, distance-learning course to improve teaching.

In addition to radio, SSIRI works with other technologies:

- **Low-cost technologies**, especially portably media devices, provide an alternative to radio in situations where the broadcasts cannot be used by the listeners, usually because of the broadcast schedule.
- **More sophisticated technologies**, especially for teacher education, consisting of computer centers with VSAT equipment and video production.

This report outlines activities and achievements of SSIRI from January 1 to March 31, 2008. During this quarter, schools were not in session and, thus, implementation activities were limited. A major emphasis was to begin implementing a strategy for accelerating the expansion of SSIRI activities and to ensure full integration and ownership of SSIRI at all levels within the Ministry.

The following are key implementation data for *The Learning Village*. There is no major change since last quarter because the schools have been closed.

Number of Pupils – the <i>Learning Village</i>						
Grades Primary 1-3	Southern Sudan		Three areas		Totals	
	Male	Female	Male	Female	Male	Female
Subtotal by Sex	23,106	13,605	3,128	2,206	26,234	15,811
TOTAL	36,711		5,334		42,045	

Number of classes – the <i>Learning Village</i>		
	2007	2008 To be completed when schools open next quarter
Southern Sudan	710	
The Three Areas	135	13
TOTAL	845	13

Number of Teachers (<i>Learning Village</i>) and Facilitators (<i>Terbia</i>)									
Year	South Sudan			The Three Areas			Totals		
	M	F	T	M	F	T	M	F	T
2007	643	109	752	62	15	77	808	151	959
2008				24	8	32	24	8	32

Terbia Advanced English programs are designed for open listening. In addition to individual listening, EDC organized 590 groups with 8,186 participants. Again, there are no changes.

<i>Terbia Advanced - Listeners in Groups</i>				
Location	Groups	Listeners		
		Male	Female	Total
Southern Sudan	460	3,687	3,090	6,777
Three Areas	130	867	542	1,409
Total	590	4,554	3,632	8,186

Terbia for Beginners is designed for individuals who have little or no experience with English. The listeners meet in groups and are led by a facilitator.

<i>Terbia for Beginners - Listeners in Groups</i>						
Location	Group	Facilitators trained		Enrolled listeners		Total
		M	F	M	F	
<i>Subtotal - Southern Sudan</i>	91	93	21	689	599	1288
<i>Subtotal - Three Areas</i>	31	30	1	244	246	490
<i>Grand Total</i>	122	123	22	933	845	1778

Summary of the Trained Officials

MOEST Officials trained									
Year	South Sudan			The Three Areas			Totals		
	M	F	T	M	F	T	M	F	T
2007	643	109	752	62	15	77	808	151	959
2008	103	20	123	78	5	83	181	25	206

1.0 SSIRI PROGRAMS

The Learning Village- Primary Grades 1, 2, 3 and 4

The heart of SSIRI is the *Learning Village*, a series of 400 half-hour programs targeting primary school grades P1 to P4 – 100 lessons per grade. The programs are based on the Ministry of Education, Science and Technology syllabi and include instruction in English, local language literacy, mathematics, and life skills such as HIV/AIDS, mine risk awareness, and peace education. The radio programs are broadcast in English and require that the classroom teacher translate some of the instructions into the local language. Thus, the teacher is a key partner and both the teacher and the pupils are very active during each lesson. The programs for P1 - P3 are complete and were broadcast last year. The staff began work on P4 during the quarter. All of the series will be broadcast beginning in May-June, 2008.

The only training this quarter was in Kauda, Southern Kordofan, because they have a difference academic calendar. EDC conducted a 3-day workshop 1-4 of March for 32 teachers (8 female) from 13 schools. EDC also gave training to *Terbia for Beginners* facilitators and GOSS officials on low-cost technologies.

TERBIA (Teaching English through Radio-Based Instruction for All)

The *Terbia* English language programs provide an excellent opportunity for Sudanese to strengthen their English language skills while, at the same time, to engage in important issues around the Comprehensive Peace Agreement (CPA) and civic education. For example, the *Terbia Advanced* program covers topics such as: Demobilization, Disarmament and Reintegration (DDR), land ownership, democracy, elections, the role of civil society organizations in development, and constitutional issues such as the Bill of Rights, succession, and the rights of women. In addition, there are health segments on topics such as nutrition, water and sanitation, hygiene, cholera, meningitis, and HIV/AIDS.

Terbia targets audiences with a range of English language skills. There will be a total of 240 half-hour lessons from beginners to advanced levels. To date, one half of the 240 half-hour radio lessons have already been written and broadcast. EDC began by producing the most advanced series of 60 lessons -*Terbia Advanced*; it then produced the first 60 lessons of *Terbia for Beginners*. During this quarter, there was great progress on developing the second 60 programs for *Terbia for Beginners* – Part 2.

Broadcasting SSIRI Programs

Beginning in May 2008, three of the four *Terbia* series will be broadcast. In addition to the shortwave broadcasts, EDC will make arrangements to broadcast on programs on local FM stations in several towns. Bakhita Radio/FM in Juba will continue to broadcast the *Terbia* programs. We hope to be able to take advantage of their proposed new stations in Gidel (Nuba Mountains), Wau, Malakal, Torit, Rumbek, Yei and Yambio.

In addition, at least some of the USAID-supported Internews Network stations will broadcast the *Terbia* programs. They have, or soon will have, operating stations in Kauda, Kurmuk, Leer, and Malualkon. In addition, we will try to work with other government and private FM stations in the major towns including Juba (done), Wau, Malakal, Yei, and Rumbek.

We are very grateful to Miraya Radio for continuing to provide two hours a day of broadcasting time for SSIRI. This year they will broadcast all four grades of the *Learning Village* – Monday – Friday beginning May 19 for P1 – P3 and June 2 for P4.

Broadcast schedule for the *Learning Village* on Miraya 101.0 FM

Grade	Broadcasting Time
P1	10:00
P2	10:30
P3	11:00
P4	11:30

The *Learning Village* programs will also be broadcast on shortwave for those schools not in the reception area of one of the Miraya FM repeaters.

The following table shows the current schedule for broadcasting the *Terbia* programs.

**Terbia broadcasting schedule
Beginning May 12**

Radio Service	Schedule	Program Category	Frequency
Shortwave	Mo-We-Fr 9:30 a.m.	Terbia for beginners 1	15660 KHz
	Mo-We-Fr 4:00 p.m.	(Repeat)	15485 KHz
	Mo-We-Fr 9.30a.m.	Terbia for Beginners 2	17660 KHz
	Mo-We-Fr 4.00 p.m.	(Repeat)	15390 KHz

	Mo-We-Fr 9.30 a.m.	Terbia Advanced	15530 KHz
	Mo-We-Fr 4.00 p.m.	(Repeat)	12070 KHz
Bakhita FM Radio	Mo-We-Fr 4:30 p.m.	Terbia for beginners 1	91 FM
	Tue-Thu-Sat 4.30 p.m.	Terbia for beginners 2	
	Mo-We-Fr 10.30 a.m.	Terbia Advanced	
	Tue-Thu 8.30 p.m.	Terbia Advanced (Repeat)	
Voice of Kauda FM	To be determined		

Professional Studies for Teachers

Professional Studies for Teachers is a radio series for teachers as part of the MoEST in-service teacher education program. The first course is *Classroom Management and Administration* and is known as PS101. The course has been developed into a twelve week radio series.

The original ten radio programs called *Strides into the Future* were developed by the Sudan Basic Education Program (SBEP). EDC then developed an introduction for week 1 and a final program for week 12 and created a structure for implementing the series with teachers. EDC has plans to expand the radio series beginning in mid 2008 with the development efforts being located in Maridi. The expansion is possible because the Ministry has recently completed the development of all four phases (years) of the in-service program.

Although the program will be introduced to some teachers in 2008 including a few of the teachers using IRI, the main purpose of *Professional Studies for Teachers* is to support the MoEST in-service teacher training program. The in-service program is only just beginning to be implemented through the County Education Centers. We don't anticipate a significant introduction of the in-service program until 2009.

Other Learning Technologies

There are two principal objectives for other learning technologies:

1. There is need for *low-cost alternatives to radio* broadcasts to accommodate classes and learning groups that cannot meet at the time of the broadcasts. For example, the schools in Southern Kordofan are on a different academic calendar. Also, these low-cost technologies will be particularly helpful for *Terbia* listening groups, many of which cannot meet at the times of the broadcast. The introduction of low-cost alternatives to radios potentially marks a significant change in the approach of IRI over the past decades, which has firmly held to using radios because of lower costs, ease of administration, and the programmatic discipline of having a set broadcast schedule throughout the year. While this rationale largely still holds, the advent of inexpensive, robust new technologies such as MP3 players and the advantages of a clear sound and flexibility of times for the lessons present new opportunities for making IRI even more effective. A major challenge is to identify cost-effective solar or hand cranking systems to recharge batteries.
2. The second objective is to strengthen *the teacher education programs*. The major activity is the procurement and installation of VSAT equipment and the subsequent ongoing training and support. The major purposes of these centers are to enable staff (a) to establish professional communications with colleagues both inside and outside of Sudan and (b) to provide access to a wealth of materials for personal development and for strengthening the courses and academic program. In addition, there could be online professional development courses for tutors that could supplement the MoEST programs. Another important activity is the development of basic skills in video production so that teacher training staff can produce videos to help strengthen their academic program, especially pedagogy.

Launch of Low-Cost Technologies in Juba

Since the launch of the low-cost technologies at a workshop in Juba in November 2007, EDC issued different low-cost technologies systems to fifteen *Terbia* groups in Juba. Preliminary results show a largely successful start, although some teachers have had a problem with batteries in the MP3 players going dead too quickly. During the next quarter EDC will continue to assess these new devices and further expand the implementation to Southern Kordofan. We anticipate identifying other systems that may be tested at a later date.

Support for Internet Facilities

EDC hired and posted an IT specialist to Arapi and Maridi TTIs to provide ongoing support and training, and continued recruitment of additional IT specialists.

In addition, EDC installed a new computer center with VSAT equipment at the Juba Day Secondary School. The center is to be inaugurated by USAID and MoEST officials on Education Day on April 4, which is part of USAID's week-long program in support of the CPA (Comprehensive Peace Agreement).

Video Workshop Training

Follow-up on the initial training on video production at the Arapi TTI during the last quarter, a similar training was conducted for staff at the Maridi TTI. EDC initiated a video production competition this quarter and several staff from both TTIs are currently producing their first videos.

2.0 MONITORING AND EVALUATION

Monitoring Data

See the summary data in the Executive Summary. There is a slight increase in the number of MoEST officials and teachers this quarter, but otherwise no change in the data on learners because of the long school break. The report for the next quarter will begin to show an increase in participants as a result of the expansion program.

Achievement Test for P1

During the quarter, EDC completed the report on the summative evaluation of the grade 1 *Learning Village* programs that was conducted last year. A summary of the results was presented in the previous Quarterly Report. The final report of the study will be available next quarter.

3.0 WORKING WITH PARTNERS

NDI (National Democratic Institute)

EDC continued to work with NDI during the quarter. EDC is finalizing the accounting of approximately 1,600 Freeplay Lifeline and 1,000 Ranger radios that it has received from NDI. In addition, NDI and EDC have initiated discussions on the transfer of 7,000 additional Lifeline radios to EDC by the end of 2008.

HEAR-Sudan

EDC is a subcontractor to Creative Associates International, Inc (CAII) on the USAID-funded HEAR (Health, Education And Reconciliation) Project in the Three Areas. Although HEAR is not a part of SSIRI, we report on some of our work under HEAR because of the similarity of EDC's activities under SSIRI and HEAR.

The planning for a shift in responsibilities for EDC has continued. Under the proposal, EDC would take over the HEAR IRI activities under SSIRI. EDC would then focus on the development and effective use of the Education Resource Centers, especially to develop the Internet and technology-based capacity of the HEAR resource centers to respond to the information and audio-visual needs of teachers in HEAR schools. Topics of interest would include information technology, health, and teaching/learning resources.

Inveneo Computers

EDC has continued its contact with Inveneo, a US-based company that manufactures desktop computers that have very low power consumption – just 18 watts. These computers are appropriate for countries such as Sudan where electrical power is not well developed, and where solar powered/battery systems could provide an option for powering computers. EDC has purchased one computer to test in Southern Sudan.

LINCS (Localizing Institutional Capacity in Sudan)

Mercy Corps is implementing the LINCS Project in Southern Sudan and the three transitional areas. EDC is finalizing an agreement with Mercy Corps to support the promotion of and access to communities and CSOs (Civil Society Organizations) to *Terbia* programs in the LINCS centers.

4.0 MoEST ACTIVITIES AND SUPPORT

Ownership and scaling up the implementation of SSIRI

There are two necessary conditions to ensure that SSIRI will have a significant, long-term impact on education in Southern Sudan. The program must be significantly scaled up and it must be fully incorporated into the structure of the Ministry at all levels. In order to have a major impact that will contribute significantly to the peace dividend and development, the programs must be widely implemented. In order to ensure sustainability of SSIRI, it needs to be fully integrated into the education system at all levels.

A major focus of the activities for this quarter centered on these two key issues – scaling up and integration/ownership. EDC, in collaboration with MoEST, developed a strategy for significantly expanding the implementation of the SSIRI activities. During calendar 2008, EDC plans to do the following:

- Implement the SSIRI activities in all ten states and the Three Areas

- Give special attention to six states where EDC already has a firm foundation (Western Equatoria State, Central Equatoria State, Eastern Equatoria State, Western Bahr el Ghazal, Northern Bahr el Ghazal, and Jonglei).
- For these six states, employ an Outreach Advisor and an M&E Assistant at the state level
- Hire one Outreach Advisor with responsibility for implementing *Terbia* in secondary schools and, probably, another dedicated Outreach Advisor to work with partners.
- Assign three Senior Outreach Advisors with responsibility for multiple states.
- Increase the number of Outreach Coordinators at the county level from approximately 8 to 26.
- Increase the number of IT specialists from 1 to 9
- Expand the support of computer centers/VSATs from 2 to 6.
- Procure additional vehicles and motorbikes. We hope to provide motorbikes to counties and bicycles to payams where we are working in order to provide the necessary transportation for Ministry staff to train teachers/facilitators and monitor SSIRI activities.

SSIRI Workshop

The MoEST and EDC sponsored a workshop in Yei in February for AES Directors and SSIRI Inspectors. Seven states and the Three Areas were represented. The purpose of the workshop was to provide detailed information on the SSIRI programs and to initiate a planning process for each state on implementing SSIRI in 2008. This was the first AES workshop to get the states fully involved in SSIRI. It was an important start for developing ownership of SSIRI at the state level.

The participants responded enthusiastically and, by the end of the workshop, each state had drafted a preliminary SSIRI implementation plan. The major follow-up activity for each state was to plan for and implement a workshop for state and county level staff, and then to train teachers (for the *Learning Village*) and facilitators (for *Terbia*) while distributing radios and guides.

5.0 PROJECT ADMINISTRATION AND MANAGEMENT

Staffing

In preparation for program expansion in 2008, EDC initiated a recruitment drive to identify Sudanese who will augment our outreach staff as well as to provide technical assistance and support to our technology initiatives. New staff will continue to be hired for the expansion program through at least the end of next quarter.

All EDC staff in Southern Sudan are Sudanese, with the exception of the Deputy Chief of Party, one IT Specialist and one M&E Specialist. This hiring policy is designed to enhance capacity building.