

Southern Sudan Interactive Radio Instruction

SSIRI

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ACRONYMS

AES	Alternative Education Systems
IRI	Interactive Radio Instruction
MoEST	Ministry of Education, Science and Technology
CES	Central Equatoria State
OAs	Outreach Advisors
OCs	Outreach Coordinators
PS101	Professional Studies 101
PST	Professional Studies for Teachers
SMoE	State Ministry of Education Science and Technology
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
WBeG	Western Bahr el Ghazal
VEE	Voice of Eastern Equatoria
DDR	Demobilization Disarmament and Reintegration
M&E	Monitoring and Evaluation
EDC	Education Development Centre
SMoI	State Ministry of Information
MoE	Ministry of Education
NDI	National Democratic Institute
ESN	Education Support Network
SSIRI	Southern Sudan Interactive Instruction
SBEP	Sudan Basic Education Program
P4	Primary Four (Grade 4)
GMT	Greenwich Mean Time
CEO	County Education Office
EES	Eastern Equatoria State
HR	Human Resource

EXECUTIVE SUMMARY

The Southern Sudan Interactive Radio Instruction is a project implemented by Education Development Center (EDC) in partnership with the Department of Alternative Education Systems in the Ministry of Education Science and Technology, Government of Southern Sudan.

The project's mission is to contribute to the peace and stability of Southern Sudan and the Three Areas through quality education. SSIRI focuses on the effective use of radio for delivering high-quality education programs to children, youth and adults throughout Southern Sudan and the Three Areas (Abyei¹, Blue Nile, and Southern Kordofan).

SSIRI implements three interrelated, radio-based education programs plus alternative learning technologies.

Primary Education - *Learning Village*: The *Learning Village* consists of 420 daily half-hour IRI programs based on the Southern Sudanese primary school syllabi. The lessons are designed to complement classroom instruction in local language literacy, English language, mathematics, and life skills for Grades 1 - 4.

English - *Terbia*: The *Terbia* (Teaching English through Radio-Based Instruction for All) program provides English language instruction to youth and adults. *Terbia* consists of 240 half-hour radio programs that target audiences with varying levels of English language skills and abilities.

Professional Studies for Teachers (PST): PST is a non-traditional, radio-based, distance learning course to improve the teaching practice of Southern Sudanese teachers. The programs are based on the MoEST in-service teacher education program.

Alternative Learning Technologies: Some classes are unable to use the radio lessons because they meet at times that do not coincide with the broadcast schedule. SSIRI is providing alternative digital technologies for these groups, such as MP3 players with speakers with solar charging systems. In addition, SSIRI is implementing more sophisticated technologies including computer centers with Internet capabilities and video production to strengthen teacher education programs.

During this quarter, the main activities that EDC carried out were the following:

1. The *Learning Village* programs (P1-P3) as well as the *Terbia* programs (*Terbia for Beginners*, Parts 1, 2, and *Terbia Advanced*) continued to be broadcast.
2. The *Learning Village* programs and *Terbia Advanced* were broadcast on Miraya Radio. EDC continued its initiative to contract radio stations include Bakhita Radio in Juba, Grace FM in Kajo Keji, and Spirit FM in Yei. In addition, EDC was trying to finalize agreements with the Voice of Easter Equatoria in Torit, Wau Radio and Malakal Radio. EDC plans to discontinue the use of shortwave broadcasts, except

¹ Activities in Abyei have been halted temporarily because of the security situation following the military incursion by the North earlier in 2008. Activities may resume in 2009.

- perhaps the *Terbia Advanced* series in the evenings, in December 2008 because the shortwave signals are not consistently good during the daylight hours.
3. EDC conducted two successful launching events for SSIRI in Yei and Kajo Keji, Central Equatoria State to encourage participation in IRI programs among communities, parents, and education officials. The launching events attracted over 500 and 800 participants respectively.
 4. In preparation for the redesign and development of the P4 *Learning Village* series, EDC conducted a posttest for P3 and gathered data from observations of IRI classrooms and from interviews with teachers and pupils.
 5. Work commenced on the redesign of the P4 series.

The following tables provide summary data on the implementation of IRI programs through September 2008.

Learning Village

State	Boys	Girls	Total
Southern Sudan	33,024	26,296	59,320
Three Areas	5,421	4,473	9,888
TOTAL	38,445	30,769	69,208

Terbia Listeners enrolled in groups

Location	No. of groups	Male	Female	Total
Southern Sudan	193	6,065	6,377	12,444

Number of teachers and facilitators trained

Location	Male	Female	Total
Southern Sudan	932	2217	1,149
Three Areas	111	23	134
TOTAL	1,043	240	1,283

Number of administrators and officials trained

Location	Male	Female	Total
Southern Sudan	150	25	175
Three Areas	17	2	19
TOTAL	167	27	194

Number of materials distributed to support teaching and learning

Radios distributed	1,188
Teacher's guides (all teachers and officials who were trained in 2008 received one guide)	1,194
Digital devices	109
Programs produced (40 P4 and 60 <i>Terbia Beginners -2</i>)	100
TOTAL	2,591

1.0 SSIRI PROGRAMS

SSIRI implements three interrelated, radio-based education programs plus alternative learning technologies.

i. The Learning Village:

The Learning Village is the core program of SSIRI. It consists of 420 daily half-hour IRI programs based on the Southern Sudanese primary school syllabi. The lessons are designed to complement classroom instruction in local language literacy, English language, mathematics, and life skills for Primary Grades 1 - 4.

The *Learning Village*, like all IRI programs, emphasises active learning and meaningful interaction among radio characters, the classroom teacher, and the pupils. The radio lessons engage both the children and classroom teacher in creative, fun, and instructionally-effective learning and teaching activities. The lessons are written for teachers with a moderate command of English and are delivered in an engaging manner by Southern Sudanese actors portraying characters who live in a fictional Southern Sudanese “Learning Village.”

The Learning Village is broadcast daily Monday through Friday for 20 weeks (24 weeks for P4 in 2009) each year. The programs for P1-P3 are complete and were broadcast in 2008. EDC suspended the broadcast of the P4 programs in June 2008. In September, EDC started to redesign the P4 series - refining the content and revising the scripts - to strengthen the programs and increase the level of interaction.

In preparation to the redesign of P4, EDC developed and administered a post-test for P3 in order to determine the skills of the incoming students of P4. These mathematics and English tests were administered to P4 students who were just a few months into the school year. In addition, EDC staff observed several IRI classes and conducted interview with teachers and pupils. All of the resulting information has helped to reshape the new P4 series.

EDC plans to have the P4 programs fully revised and ready for broadcast by April 2009.

ii. Terbia²:

Terbia stands for “Teaching English through Radio-Based Instruction for All.” The *Terbia* program provides an excellent opportunity for Sudanese to learn or strengthen their English language skills. *Terbia* targets audiences with varying levels of English language skills and abilities. The program is divided into *Terbia for Beginners* (parts 1 & 2), *Terbia Intermediate*, and *Terbia Advanced*. *Terbia for Beginners* targets Sudanese who do not have any English language skills. In addition to teaching English, the *Terbia for Beginners* series includes some content in health, civic education, and basic numeracy. The *Terbia Advanced* series covers topics such as Demobilization, Disarmament, and Reintegration (DDR), land ownership, women’s rights, elections, and democracy as well as health topics.

² The term *Terbia* will be changed in 2009. Although the term is a good acronym, it also means “education” in Arabic, and the Ministry of Education, Science and Technology would prefer that we not use an Arabic term for the series.

In total there will be 240 half-hour programs from beginning to advanced levels of English. To date, 180 of the *Terbia* lessons have been developed and are being broadcast. Only the 60 lessons for *Terbia Intermediate* remain to be completed by June 2009

iii. Professional Studies for Teachers:

PST is a non-traditional, radio-based, distance learning course to improve the teaching practice of Southern Sudanese teachers. The programs are based on the MoEST in-service teacher education program.

The first series of twelve programs is based on the Professional Studies (PS) module 101 (which was initiated by the Sudan Basic Education Program -SBEP) and mainly focuses on effective classroom management.

During this quarter, EDC-SSIRI planned for the implementation of PS 101. There has been strong interest in Yei, Yambio, Maridi and Torit. The program will be launched in a few locations during the next quarter.

iv. Other Technologies:

Digital devices: Although all of the above programs are designed to be delivered by radio, some classes are unable to use the radio lessons because they meet at times that do not coincide with the broadcast schedule. For that reason, SSIRI is providing alternative digital technologies for *Terbia* groups and some *Learning Village* classes. EDC has conducted further research on digital devices for delivering audio programs to schools, adult learning centers, and teacher training programs. EDC is ready to expand the use of digital devices for delivering the SSIRI programs from Juba to other locations including Kurmuk, Kauda, Yambio, Mundri, and Maridi. EDC has found that these devices work well, but also identified a problem in that the rechargeable batteries in the MP3 devices do not hold a charge. As a temporary measure, EDC will distribute alkaline batteries for these devices. Other rechargeable batteries are responding well to the solar power charging systems.

Internet Use at the TTIs: Tutors at Maridi and Arapi TTIs are increasingly making good use of the Internet. During this quarter tutors used the Internet to conduct their academic research and to identify teaching materials.

During the previous quarter, Mr. Richard Cavagnol, an international learning technologies specialist provided training at the Maridi TTI and the Curriculum Development Center for one month. He gave special attention on how to find resources on the Internet that would be useful to the staff. This quarter Richard kept in touch with the tutors and continued to provide some resourceful websites from which the tutors are now able to access information vital for their own research and to provide materials for their students.

IT staff in both Maridi and Arapi TTI worked to document Internet use by the tutors. This was done by tracking sites visited earlier and documenting them on a log form.

A Yahoo group blog has been created to which TTI tutors can post, discuss, and exchange information useful educational materials.

During this quarter EDC delivered computers to the Computer and Media Laboratory in Malakal. EDC IT staff also provided training to the IT specialist assigned to the Computer Center by the SMoE.

Internet use at Juba Day Secondary School: There has been some use of the Computer Center during the quarter, but some limits on the electrical supply. Next quarter, EDC will fix the wiring problems of the generator, buy fuel, and establish a program for regular use of the lab and conduct training.

2.0 BROADCASTING SSIRI PROGRAMS

Learning Village Broadcasts:

EDC is very appreciative of the support of Miraya FM, which has continued to provide two hours a day of airtime for SSIRI during the quarter. They are broadcasting P1-P3 of the *Learning Village* as well as *Terbia Advanced*.

The following is the broadcast schedule for the *Learning Village* and *Terbia Advanced* on Miraya 101 FM.

Lesson (Grade)	Broadcasting Time
LV Grade P1	10:00-10:30
Terbia Advanced ³	10:30-11:00
LV Grade P2	11:00-11:30
LV Grade P3	11:30-12:00

In spite of the assistance to SSIRI by Miraya, the radio station has not been without a few problems. In some locations we have encountered a volume level that is too low for the teachers the use effectively. Sometimes one or more of their relay stations has gone off the air. And, all too frequently, the wrong programs have been broadcast, which has discouraged some teachers. EDC has worked closely with Miraya to eliminate the problems.

During the first quarter of 2008-2009, EDC will send a radio engineer to several sites in Southern Sudan in order to assess the quality of the Miraya FM signal. If problems are found, this information will be conveyed to Miraya FM and solutions sought.

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

In addition, EDC signed a service agreement with Grace FM in Kajo Keji to broadcast the *Learning Village* programs. Spirit FM (Yei), Wau Radio, the Voice of Eastern Equatoria (Torit) and, possibly, Malakal Radio will be added next quarter.

³ The *Terbia Advanced* program was shifted from 11:30 to 10:30 so that the previous conflict of the *Learning Village* P2 broadcast with the morning break period at the schools could be reduced by broadcasting the P2 at 11:00 instead of 10:30.

Terbia Broadcasts:

During this quarter, all of the completed *Terbia* series were broadcast on shortwave. In addition to using shortwave for the programs, the *Terbia* series were broadcast on stations in Grace FM (Kajo Keji), Spirit FM (Yei), Bakhita Radio FM (Juba), Naath FM (Leer), Voice of Community Radio-FM (Kauda), Nhomalaau FM (Malualkon), and Miraya FM.

Next quarter, EDC will add the Voice of Eastern Equatoria-FM (Torit), Wau Radio and, possibly, Malakal Radio.

EDC to drop shortwave broadcasts and expand use of FM and AM stations:

EDC is shifting its broadcasting strategy. The shortwave signal during the daytime is proving to be too unreliable and, thus, will be dropped by the end of 2008.

In order to provide more and better coverage of SSIRI programs, EDC is extending the number of stations broadcasting SSIRI programs. In some locations where Miraya has not been reliable, such as Torit, we will broadcast both *Learning Village* and *Terbia* on a local FM station. In some locations, such as Yei, we will contract with a local station to broadcast the *Terbia for Beginners* programs, as Miraya is broadcasting the *Learning Village* and *Terbia Advanced*. In other locations, such as Kajo Keji, Miraya is not present and, thus, we will contract with a local FM station to broadcast all SSIRI programs. In two locations, Wau and Malakal, we are negotiating contracts with the government AM stations to supplement the Miraya broadcasts. Finally, we have ongoing discussions with the USAID-funded Internews project to broadcast *Terbia* programs on their new stations currently in Kauda, Kurmuk, Leer, and Malualkon.

The stations that EDC are currently using or are finalizing negotiations are the following:

Station	Location	Programs
Miraya Radio	Many locations Southern Sudan	P1-P3 (P4 in 2009) <i>Terbia Advanced</i>
Bakhita Radio	Juba	<i>Terbia for Beginners</i>
Grace FM	Kajo Keji	All SSIRI programs
Spirit Radio	Yei	All SSIRI programs
Wau Radio	Wau	All SSIRI programs
Malakal Radio	Malakal	All SSIRI programs
Voice of Eastern Equatoria	Torit	All SSIRI programs
Voice of Community Radio	Kauda	<i>Terbia Advanced</i>
Naath FM	Leer	<i>Terbia Advanced</i>
Nhomalaau FM	Malualkon	<i>Terbia Advanced</i>

The shift from shortwave to FM/AM will result in much better lessons in the target communities, but will also mean a pullback from a few locations such as Panyagor, Pochalla, and Mundri.

3.0 MONITORING AND EVALUATION

i. Assessment conducted in preparation of designing P4

In mid-2008, EDC decided that it should revise the planned program for P4. In order to ensure that the revised P4 lessons were as good as possible, EDC conducted an assessment consisting of the following components:

P3 Posttest:

EDC developed a posttest for P3 in English and mathematics and then administered the test to students who had recently begun P4. The test was administered to a small sample of our current P4 IRI classes in Juba, Torit Wau, Yambio and Pochalla. The assessment also included detailed observation of Learning Village classes as well as interviews with teachers and pupils. The assessment groups consisted of M&E Assistants, Outreach Coordinators and scriptwriters. They observed P3 lesson number 33 and interviewed at least 15 pupils in each school. On average 15 pupils were tested in every school for a total sample of 15 schools and about 250 pupils. Among other things, the test established that the pace of lessons was too fast, some examples and songs were irrelevant, and some words were not pronounced well enough for teachers to follow. Recommendations emphasized the reduction of content, slowing down of the pace, and the need to select content that is of the level of the learners targeted, and the need to use simple examples.

Teacher Assessment Exercise:

A concurrent exercise was to establish the level of English of teachers, especially listening skills that are required to understand and translate the IRI instructions. Fifteen teachers and 15 head teachers were interviewed.

Responses from the interviews indicated that most (73%) of the teachers said that the language used in the program was easy for them to understand and a majority of teachers said that the instructions were simple and concise. Yet about in 40% of the cases observed, the teachers had difficulty in translating instructions.

Observation of IRI classes:

Among other things, the assessment established that some teachers did not engage learners or concentrated too much on the same learners. Findings from 67% of the classes observed indicated that the lesson was generally not interactive and some teachers did not engage the pupils sufficiently or the lesson itself was not sufficiently interactive. The recommendations emphasized the need to provide additional training for teachers on IRI, the use additional teaching materials and aides, and more focus on general classroom management.

Findings of the P3 Post-Test and Teacher Assessment Exercise were sent to the team that is developing the P4 scope and sequence and are now being incorporated into the master plan design and final scripts.

ii. Terbia Listenership Survey:

SSIRI will contract Consumer Options, a Nairobi-based marketing research firm, to conduct a survey on the listenership of the SSIRI programs. The survey, due to be conducted in late November, will establish an estimate of the number of listeners to the programs and how often they listen, their opinion of the programs, and the characteristics of the listeners. The survey will be conducted in Juba, Wau, Kajo Keji or Yei, Maridi, Yambio, and Panyagor.

iii. School Monitoring Visits:

During the quarter, M&E Assistants as well as other outreach staff continued to visit schools to monitor radio reception, use of Teachers Guides, lesson logs, and to obtain feedback and comments from teachers and head teachers. The visits to schools were also intended to collect and verify data on the registration, enrolment and distribution of materials.

iv. Monitoring Data

The first table below includes data on all of the PMP indicators. This matrix is followed by a series of tables that present more detailed information on the indicator data.

PROGRESS ON PERFORMANCE INDICATORS

	Date DQA	Value/ Baseline 9/30/06	FY 2007 target	FY 2007 actual	FY2008 target	FY 2008 actual	Reason not met	Narrative exceeded	FY2009 target	FY 2010 target
• Policy Reform				Y	Y					
• # of learners enrolled in USG supported primary schools or equivalent non- school-based settings			47,000	40,190	69,000(*)	69,208		These data were gathered from teachers who were trained in 2008.	35,000 (**)	40,000
Women			16,450	5,334	24,150	30,769			14,000	16,000
Men			30,550	34,856	44,850	38,445			21,000	24,000
• # of adult learners enrolled in USG-supported schools or equivalent non-school based settings			262,800	8,320	265,000	12,444 registe red in groups	Data from open listenership survey (Terbia A) is not yet gathered. The listenership survey is to be completed early December.	.	28,000	33,400
Women		0	99,864	3,570	106,000	6,377			14,000	16,700
Men		0	162,936	4,750	159,000	6,065			14,000	16,700
• # of teachers/educators trained		443	1,000	928	1,500	1,283	We scaled down expansion to concentrate on quality and sustainability. A few more		900	1,025

							trainings are scheduled for calendar 2008.			
Women		89	100	149	300	240			200	300
Men		354	900	779	1,200	1,043			700	825
• # of Administrators and officials trained		0	34	34	40	194		We increased the number so as to strengthen support for teachers (monitoring, mentoring and coaching) at county and Payam level. We also considered it as a strategy for sustainability	40	50
Women		0	7	3	10	27			8	10
Men		0	27	31	30	167			32	40
• # of textbooks & learning materials		443	1,170	928	2,310	2,591 (***)			1,500	2,530

(*) This figure is based on the number of students in classes of newly training teachers in 2008 as recorded on the school registration forms submitted by the head teachers. These teachers have received training, a radio or digital device, and a teacher's guide. This number does not reflect the actual number of listeners at any given time during the school year.

(**) Estimate based on the following assumptions:

- Of the 900 teachers trained on IRI in 2009, there will be 700 new teachers and 200 for refresher training. The 700 new teachers, assuming an average class size of 50, will have 35,000 students.
- Of these 700 teachers, an estimated 28% will not be teaching IRI on a regular basis for a variety of reasons including transfer, large classes, a good broadcast signal not being available on a regular basis, etc. Thus, the number of students will be reduced from 35,000 to 25,000.
- There will be approximately 200 teachers using IRI in 2008 who will continue with IRI (with new pupils) in 2009 for a total of 10,000 pupils.
- Thus, the total of 35,000 is based on 25,000 students from teachers newly trained and 10,000 from teachers from 2008 who are continuing to use IRI in 2009 with new groups of students.

(***) 2,525 materials distributed including 1,188 radios, 1,194 teacher's guides, 109 digital devices, and 100 new programs produced (40 P4 and 60 *Terbia for Beginners-2*).

EDC-SSIRI DATA UPDATE AS OF SEPTEMBER 2008

1.0 Number Of Learners Enrolled In USG-Supported Primary Schools Or Equivalent Non-School-Based Settings (LEARNING VILLAGE)

State	County	Schools Registered	Boys	Girls	Total
Southern Sudan					
Western Equatoria	Yambio	32	2,959	3,177	6,136
	Maridi	18	2,432	1,816	4,248
	Nzara	13	1,378	1,006	2,384
	Mundri	10	1,210	1,018	2,228
Eastern Equatoria	Torit	10	2,221	1,717	3,938
	Magwi	8	2,108	1,969	4,077
Jonglei	Bor	6	1,528	1,706	3,234
	Pochalla	15	3,844	2,819	6,663
	Twic East	1	414	349	763
Central Equatorial	Kajokeji	14	1,309	1,336	2,645
	Yei	26	4,003	3,655	7,658
	Juba	31	2,928	2,127	5,055
WBG	Wau	14	3,009	2,343	5,352
	Jur River	25	3,681	1,258	4,939
Upper Nile	Malakal	22	2,670	2,059	4,729
Sub-Total		223	33,024	26,296	59,320
Three Areas (*)					
S. Kordofan	Lagawa	7	1,126	875	2,001
	Rashad	16	1,593	1,087	2,674
	Kadugli	18	1,049	1,100	2,149
	Dilling	15	555	465	1,020
Blue Nile	Kurmuk	18	1,098	946	2,044
Sub-Total		74	5,421	4,473	9,888
Totals		297	38,445	30,769	69,208

(*) The teachers were trained in September 2008, but classes began in October 2008.

2.0 Number Of Adult Learners Enrolled In USG-Supported Schools Or Equivalent Non-School-Based Settings (TERBIA)

Terbia B

States	County	Groups Registered	No. of Enrollees		Total
			M	F	
Western Equatoria	Maridi	13	403	364	767
	Yambio	26	541	1,067	1,608
	Nzara	18	162	432	594
	Mundri	14	202	421	623
Central Equatoria	Kajo Keji	19	763	811	1,574
	Yei	36	835	882	1,717
	Juba	5	293	130	423
Eastern Equatoria	Torit	5	147	180	327
	Pochalla	12	132	164	296
	Bor	6	306	318	624
WBeG	Wau	3	269	368	637
	Raga	12	-	-	-
	Jur River	2	23	33	58
Upper Nile	Malakal	12	556	444	1,000
Totals		183	4,632	5,614	10,248
Terbia A					
Central Equatoria	Yei	10	1,433	763	2,196
TOTAL LISTENERS					
		193	6,065	6,377	12,444

3.0 Number of Teachers/Educators Trained USG Support

3.1 Teachers Trained (Learning Village)

Teachers/Head Teachers Trained (Learning Village)

States	County	Head teachers Trained			Classroom Teachers Trained			Total Trained		
		M	F	T	M	F	T	M	F	T
Southern Sudan										
Western Equatoria	Yambio	2	2	4	20	11	31	22	13	35
	Maridi	4	0	4	44	1	45	48	1	49
	Nzara	11		11	22	6	28	33	6	39
	Mundri	0	0	0	15	10	25	15	10	25
Jonglei	Bor	6	0	6	40	3	43	46	3	49
	Pochalla			0	14	0	14	14	0	14
Central Equatoria	Yei	16	1	17	80	29	109	96	30	126
	Kajo Keji	2	0	2	36	22	58	38	22	60
	Juba	10	1	11	62	20	82	72	21	93
WBEG	Jur R.	20		20	42	5	47	62	5	67
	Wau	2	0	2	22	9	31	24	9	33
	Raga	12		12	55	8	63	67	8	75
Eastern Equatoria	Magwi	7	0	7	22	8	30	29	8	37
	Torit	4	0	4	22	18	40	26	18	44
Upper Nile	Malakal	1	1	2	20	9	29	21	10	31
Sub-Total		97	5	102	516	159	675	613	164	777
Three areas										
Southern Kordofan	Kauda/Rashad	0	0	0	24	10	34	24	10	34
	Lagawa	11	0	11	16	2	18	27	2	29
	Dilling	11	2	13	5	2	7	16	4	20
Blue Nile	Kurmuk	1	0	1	37	4	41	38	4	42
Sub Total		23	2	25	82	18	100	105	20	125
TOTAL		120	7	127	598	177	775	718	184	902

3.2 Terbia Facilitators Trained

States	County	No. of groups	No. of Trained Facilitators		
			M	F	Total
Terbia for Beginners					
Southern Sudan					
	Juba	24	18	6	24
Central Equatoria	Yei	26	42	3	45
	Kajo Keji	16	54	11	65
Western Equatoria	Yambio	24	28	6	34
	Maridi	10	33	4	37
	Nzara	18	26	3	29
	Mundri	14	16	6	22
Eastern Equatoria	Torit	4	15	5	20
Jonglei	Bor	6	11	1	12
	Pochalla	6	6	0	6
WBeG	Jur River	1	1		1
	Raja	12	15	1	16
	Wau	21	20	5	25
Upper Nile	Malakal	12	18	0	18
Sub-total		144	285	45	330
Three Areas					
Southern Kordofan	Rashad/Kauda	7	6	3	9
Sub-total Terbia for Beginners		151	291	48	339
Terbia Advanced					
Central Equatoria	Juba	5	4	3	7
	Kajo Keji	4	14	2	16
	Yei	10	16	3	19
Sub-total Terbia Advanced		19	34	8	42
TOTAL Facilitators Trained		170	325	56	381

4.0 Number of administrators and officials trained with USG support

State	County	Officials Trained		
		Male	Female	Total
Southern Sudan				
Central Equatoria	Juba	34	5	39
	Yei	14	4	18
	Kajo Keji	0	0	0
Western Equatoria	Yambio	23	6	29
	Maridi	2	0	2
Jonglei	Bor	29	3	32
	Pochalla	4	0	4
Eastern Equatoria	Torit	15	2	17
Upper Nile	Malakal	22	3	25
WBeG	Wau	1	0	1
	Jur River	1	0	1
	Raga	5	2	7
Sub-total		150	25	175
Three Areas				
Southern Kordofan	Kauda	17	2	19
Total		167	27	194

5.0 Number materials distributed to support teaching and learning

STATE	County	Radios(*)	Digital Devices	Teachers Guides(**)
Central Equatoria	Juba	120	30	139
	Kajo Keji	100	4	109
	Yei	95		204
Western Equatoria	Yambio	132		96
	Maridi	100		88
	Mundri	100		47
	Nzara	69		68
Eastern Equatoria	Torit	48		76
	Magwi	40		43
Jonglei	Bor	70		93
	Panyagor	52		
	Pochalla	42		24
Western Bar El Ghazal	Jur R. County	70		69
	Wau County	80		59
	Raja			93
Upper Nile	Malakal	70	5	74
Southern Blue Nile	Kurmuk			42
Southern Kordofan	Kauda		70	62
	Lagawa			29
	Dilling			20
Subtotal		1,188	109	1,194
Programs Produced	100			
Grand TOTAL	2,591			

(*) Number of radios sent to various locations.

(**) One teacher's guide distributed to each teacher, facilitator, and official trained.

4.0 WORKING WITH PARTNERS

National Democratic Institute:

EDC continued to work with NDI during the quarter. NDI offered to provide training to EDC-SSIRI staff on the use of logsheets. In addition NDI offered to scan our logsheets received to date, requested that their home office prepare the software program that will allow us to scan and automatically process our logsheets, and provide specifications on the recommended scanner for EDC to purchase. NDI also provided training to many of EDC's outreach staff on the use and care of the Lifeline radio. In addition NDI handed over the 4,539 remaining Lifeline radios. EDC had previously received 2,470 radios from NDI.

Miraya FM (Juba and throughout Southern Sudan):

Miraya FM continued to support SSIRI by broadcasting *Learning Village* P1, P2 and P3 programs. *Terbia Advanced* is also being broadcast on Miraya FM. During this quarter EDC met Miraya FM officials to discuss irregularities in SSIRI broadcasts on Miraya FM. The Miraya FM officials cited problems with the broadcast schedule, which they have now resolved so that the correct programs should be broadcast daily. A new naming format for SSIRI programs was also agreed upon. To resolve the problem of poor reception of the Miraya signal in some areas, EDC will hire a Radio Engineer next quarter to travel to a few locations in Southern Sudan to assess reception of Miraya Radio in those locations.

Grace FM (Kajo Keji):

EDC-SSIRI and Grace FM in Kajo Keji signed a service agreement in late September. Grace FM began to broadcast both *Learning Village* and *Terbia* programs. Grace FM is needed because the shortwave frequencies are inadequate in Kajo Keji and Miraya FM does not have a transmitter there. The use of Grace FM will also increase listenership to SSIRI programs because the station is popular in the County.

Spirit FM (Yei):

EDC also signed another service agreement for the broadcast of IRI programs in Yei County. The station broadcasts *Terbia* programs because the Miraya signal is fairly strong and can be received in Yei. Spirit FM may also broadcast the *Learning Village* next quarter as well.

Bakhita Radio (Juba):

Radio Bakhita continued to support SSIRI by broadcasting *Terbia B1, B2 and Advanced* during this quarter. The Comboni Sisters are working to establish radio stations in other towns where EDC may broadcast in the future.

Southern Sudan Radio Stations (Wau and Malakal):

EDC staff held discussions with officials at Wau and Malakal radio stations and drafted service agreements for broadcasting SSIRI programs. We hope to finalize these agreements and begin to broadcast from these Medium Wave stations next quarter.

Voice of Eastern Equatoria (Torit):

EDC staff met with officials of the new state-of-the-art FM station in Torit – the Voice of Eastern Equatoria State – who are interested in broadcasting the SSIRI programs. The

SMoE/AES in Eastern Equatoria and the Ministry of Information signed a memorandum of understanding regarding the broadcast of SSIRI lessons.

5.0 MoEST ACTIVITIES AND SUPPORT

Developing Ownership of SSIRI

There are two necessary conditions to ensure that SSIRI will have a 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. It needs to be owned by the Sudanese from the communities, teachers, up through the counties, states and the central MoEST.

During this quarter EDC worked closely with Alternative Education Systems officials to review the progress and challenges in the implementation of SSIRI programs. EDC encouraged government support and ownership of the program. Government officials, pledged support for SSIRI activities. In Central Equatoria State, the Minister of Education pledged to encourage his staff including inspectors to ensure proper support and to encourage flexibility in the school timetable so that children can listen to the programs. The Minister expressed strong support for SSIRI activities saying how much he has enjoyed listening to some of the programs.

In Yei and Kajo Keji counties of Central Equatoria State, education officials there have shown strong support for the program and want it to be implemented in all schools. Education officials there want schools to include IRI lessons on the schools timetable.

In order to promote IRI programs and encourage community support and participation in the programs, EDC organized two launching events in Kajo Keji and Yei. These events have boosted SSIRI activities and encouraged more support and participation in IRI programs by communities, CEO, teachers and parents. EDC will continue to organize more launching events in other locations in the future.

Focusing on Quality Implementation

The focus this quarter has been on continuing the integration of SSIRI at the state and county levels through an increase in staffing and training programs. EDC further consolidated its activities to locations that have FM or AM reception. The OC from Mundri, Western Equatoria, was transferred to Maridi, and the OCs in Magwi County, Eastern Equatoria, were transferred to Torit. In addition, EDC ceased support of Panyagor, Jonglei State. Mundri, Panyagor, and Nimule were shortwave locations. The Miraya FM signal was not sufficiently adequate in Magwi County. EDC tried to continue its new initiative in Bor, Jonglei, but withdrew its support for the remainder of 2008 because of inadequate radio reception and general difficult conditions. The shift in some locations has enabled EDC to give more focused attention to some communities that have good radio transmission and strong local support. In a few communities EDC has placed two rather than just one Outreach Coordinator. This includes Maridi, Yei and Kajo Keji.

One other aspect of quality is the training that EDC provides. EDC hired an International Consultant Phoebe McKinney for two months to revise the training materials for the *Learning Village* and *Terbia*. These materials will be available next quarter.

6.0 PROJECT ADMINISTRATION AND MANAGEMENT

Staffing and recruitment:

In order to ensure effective implementation of SSIRI activities, EDC increased its staff. This quarter EDC hired the following staff:

- A new Deputy Chief of Party for Operations posted to Juba.
- An Outreach Advisor for Secondary Schools with responsibility for implementing *Terbia* in secondary schools
- An Outreach Advisor for Special Programs with initial responsibility for implementing PS 101
- A third Senior Outreach Advisor with responsibility for Upper Nile state and the Three Areas
- M&E Assistants for five states

Logistical Support:

In order to ensure smooth running of our activities, this quarter EDC procured bicycles to facilitate the work of education supervisors in payams that are implementing IRI activities. During the next quarter EDC will continue to procure more bicycles for all payams participating in IRI programs. In addition, depending on funding, EDC would like to procure motorbikes for participating counties so that county staff is able to monitor and mentor IRI teachers and facilitators.