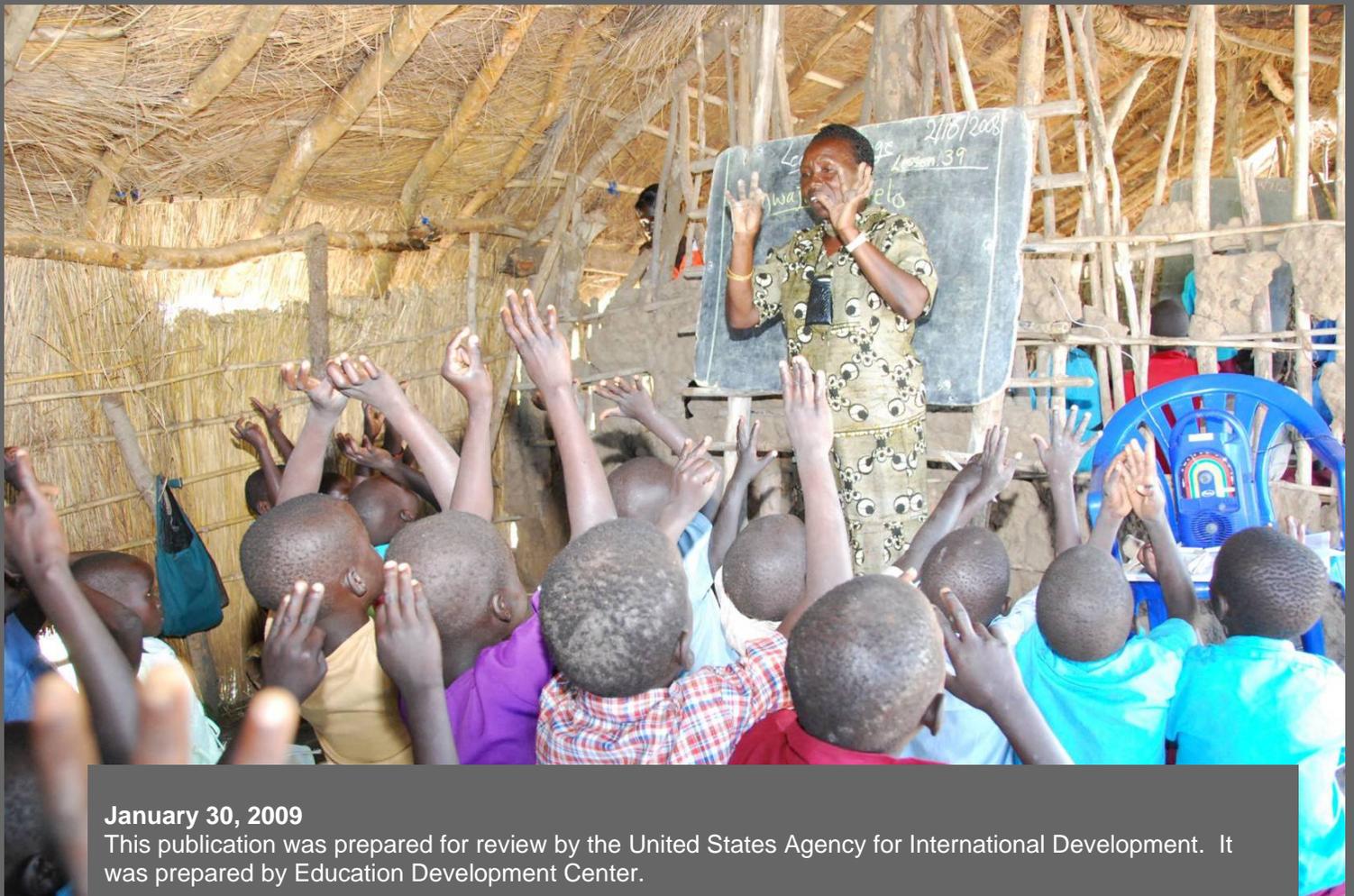




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USAID Sudan Southern Sudan Interactive Radio Project Quarterly Report October-December 2008 FY2009 Quarter 1



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Acronyms and Abbreviations

AES	Alternative Education Systems
ALP	Accelerated Learning Program
CES	Central Equatoria State
EDC	Education Development Centre
EES	Eastern Equatoria State
GoSS	Government of Southern Sudan
IRI	Interactive Radio Instruction
M&E	Monitoring and Evaluation
MDTF	Multi-Donor Trust Fund
MoEST	Ministry of Education, Science and Technology
MP3	MPEG-1 Audio Layer 3
P4	Primary Four (Grade 4)
PS101	Professional Studies 101
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
VSAT	A Very Small Aperture Terminal
WBeG	Western Bahr el Ghazal
WES	Western Equatoria State
YTTC	Yei Teacher Training College

I. SOUTHERN SUDAN INTERACTIVE RADIO INSTRUCTION - EXECUTIVE SUMMARY

Qualitative Impact

This quarter marked significant improvement in the implementation of SSIRI in schools as noted by the USAID Review Team following their assessment of the project in November 2009. In every one of the six locations visited, the team found good IRI classes – good sound by radios or digital devices in the classrooms, trained teachers, and active pupil participation. Officials at all level expressed strong support for SSIRI and a desire for further expansion. EDC had the following major accomplishments during the quarter:

1. Continued broadcasting of the *Learning Village* programs (P1-P3) and *Terbia (English) for Beginners and Terbia Advanced*.
2. Contracted several new radio stations to broadcast the lessons – in Torit, Yei, Kajokeji, Juba, Wau and Malakal – to supplement the broadcasts on Miraya Radio.
3. Implemented the use of digital devices on a substantial scale in Southern Kordofan.
4. Implemented PS101 (*Professional Studies for Teachers*) in Western Equatoria State
5. Continued to redesign the P4 series.
6. Contracted a Nairobi-based marketing research firm Consumer Options to conduct a household audience survey to estimate of the number of listeners of the SSIRI programs outside of schools and listening groups.
7. Continued to develop model SSIRI classes by providing ongoing support to the teachers and facilitators.

Quantitative Impact

	FY2008 Target	FY 2008 Actual			FY2009 Target
		Total	Men	Women	
# of learners enrolled in USG supported primary schools	69,000	73,943	41,115	32,828	35,000
# of adult learners enrolled in USG-supported schools or equivalent non-school based settings	265,000	12,442 registered in groups (*)	6,065	6,377	28,000
# of teachers/educators trained	1,500	1,283	1,043	240	900
# of administrators and officials trained	40	194	167	27	40
# of textbooks & learning materials	2,310	2,591 (**)			1,500
(*) Audience survey conducted in December 2008 to determine estimate number of listeners outside of schools. Results to be report in February 2009.					
(**) 2,591 materials distributed including 1,188 radios, 1,194 teacher's guides, 109 digital devices, and 100 new programs produced (40 P4 and 60 <i>Terbia for Beginners-2</i>).					

Project Administration

A significant challenge has been insufficient projected USAID funding for SSIRI for FY2009. EDC continues to work with the Mission on resolving this issue. On the government side, the delayed and insufficient payment of teachers' salaries has created morale and absentee problems among teachers that negatively impacts on SSIRI implementation.

Next Quarter's Work Plan

There are no major deviations of plans for the next quarter, although the project will need to contract somewhat because of insufficient funding.

II. KEY ACHIEVEMENTS (Qualitative Impact)

The project worked in the following states during the quarter – Upper Nile, Western Bahr el Ghazal, Jonglei, Western Equatoria, Central Equatoria, and Eastern Equatoria. In addition, the project carried out activities in Blue Nile and Southern Kordofan. EDC has suspended activities in Abyei because of the security situation. In all locations, EDC implemented the *Learning Village* and the *Terbia* programs. EDC began implementing PS101 only in Western Equatoria.

This quarter marked substantial improvement in the implementation of SSIRI, much of which was captured by the external USAID Review of the project in November-December, 2008. Following the results of the Mid-Term evaluation in May, 2008, EDC substantially revised its implementation approach, the results of which were evident in the external Review during the current quarter. In addition, there was progress on the use of alternative technologies in the TTIs.

1. Emphasis on quality implementation and not expansion

EDC gave top priority to ensuring quality implementation of the programs in schools and listening groups. Expansion will come later. It reduced the number of participating states and counties and focused on quality implementation. Some of the specific actions were as follows:

- a. Placing two Outreach Coordinators in a few counties
- b. Ensuring that the Coordinators and M&E Assistants were visiting schools and listening groups on a daily basis
- c. Submitting of weekly written reports through emails by all field staff on activities, especially details of school visits. The regular use of computers and the Internet is an exceptional accomplishment given the lack of such experience in Southern Sudan.
- d. Identification of model classes, that is, classes that exemplify good IRI teaching, and regular mentoring of those teachers

2. Provision of quality sound in the classrooms

A major finding of the Mid-Term Evaluation was that most classes were not receiving a good audio signal – unreliable shortwave, soft volume on FM, interruption of broadcast service, and the wrong lessons being broadcast. EDC responded in the following ways:

- a. Hired a radio engineer consultant to visit several locations for testing the Miraya FM signal and to make recommendations on how to improve the signal. Several suggestions were given to Miraya. In addition, EDC has changed the way in which it compresses the audio files in order to help ensure a louder volume.
- b. In two locations, the Miraya signal overpowered a local FM station on which the SSIRI programs were being broadcast. The problem seemed to be confined to the Freeplay Lifeline radios. EDC contacted Freeplay about the problem, and Freeplay has sent a Lifeline radio with modified electronics for testing in early 2009.
- c. EDC worked with Miraya on establishing a process in order to eliminate the broadcast of the wrong lessons. Much progress has been made, although the problem is not yet completely solved.
- d. After gathering additional experience with the shortwave broadcasts during the daytime hours, EDC terminated all shortwave broadcasts effective December.
- e. EDC contracted additional radio stations for broadcasting the SSIRI programs. In some locations, these stations complement the service of Miraya Radio; in other locations, these stations are the only source for broadcasting. See the following table. Note that the last three stations are supported by USAID through Internews. There are no contracts with these stations.

Station	Location	Programs
Miraya Radio	Many locations Southern Sudan See annex.	P1-P3 (P4 in 2009) <i>Terbia Advanced</i>
Bakhita Radio	Juba	<i>Terbia for Beginners</i>
Grace FM	Kajokeji	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>
Nhomalau FM	Malualkon	<i>Terbia Advanced</i>

- f. EDC began to implement the use of digital devices for delivering the programs in classrooms and listening groups, especially in Southern Kordofan. The digital devices are, potentially, an important alternative to radio broadcasts in locations outside of radio coverage or when the classes meet at times that are different from the broadcast schedule.
 - a. The devices differ in size and complexity, ranging from an MP3 player with an earplug for teachers participating in PS101 to relatively large boom boxes for large classes. We have selected boom boxes that can accept a memory stick or a SD card that can contains the audio programs. We supply these devices with rechargeable batteries and a solar panel for charging the batteries.
 - b. As noted during the USAID Review, these devices provide a sound level and quality far superior to that of the Lifeline radios.
 - c. EDC will continue to assess the use of these devices as well as continue to identify and test additional devices for both large and small classes.
 - d. EDC provided feedback to Freeplay on their specifications for an improved Lifeline model including the option for accepting digital programs through a SD card, memory stick or MP3 player.

3. Improved M&E

EDC strengthened its M&E systems through improved data collect at the local level and the compilation of data for producing statistical reports. As part of this process, EDC improved the collection of source data such as signed attendance sheets from workshops and enrollment data from schools. The USAID Review commented on the improved systems since the USAID Program Audit in June, 2008. EDC will continue to strengthen the M&E systems in 2009.

4. Alternative Technologies

Internet Use at the TTIs

Following the training on computers and Internet during the previous quarter, this quarter the tutors at Maridi and Arapi TTIs made good use of the Internet to conduct their academic research and to identify instructional materials.

IT staff in both Maridi and Arapi TTI documented Internet use by the tutors. This was done by tracking sites visited earlier in a log form. The tutors made use of the Yahoo group blog that was created by IT Assistants. With this blog, TTI tutors can now post, discuss, and exchange information and useful educational materials.

IT Assistants posted to the VSAT/Computer Centers continued to provide ongoing support especially regarding training on computer applications, Internet use, e-mail communication, and video production. In Maridi a few new videos were created by the staff.

In the next quarter EDC will strengthen the teacher training programs, especially though more support to tutors on obtaining useful materials on the Internet for their own

development and for use in their classes. Additional support will be given to video production. Eventually, it is hoped that, video programs can be incorporated into a multimedia teacher education program.

Internet use at Juba Day Secondary School:

There has been some use of the Computer Center during the quarter, but progress has been hindered by limits on the electrical supply. Depending on the availability of funds in the 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.

EDC will follow-up on the following draft recommendations from the USAID Review report:

- We recommend a study of the scalability and sustainability of (1) digital audio playback devices, (2) wind-up radios, and (3) a context-sensitive combination of the two, examining both financial and implementation issues.
- The MoEST and USAID should *very soon* secure a Memorandum of Understanding with the United Nations and Miraya to continue using its air time for *Learning Village (LV)*.
- Assess fully and resolve current technical issues with both Miraya and Lifeline, exploring the possibility of buying louder wind-up radios with better high frequency response;
- Expand the use of appropriately sized digital devices where they are needed and where it is economical. This mode of delivery is currently providing the most value to users.
- Conduct rigorous summative assessments of *LV* at a number of grade levels;
- Evaluate the effectiveness of this year's pilot version of the PS101 course;
- Increase the number of model classes by fading in current schools and moving to others;
- Work with the local MoEST offices to integrate *Learning Village* in timetables with explicit understandings to relate *LV* teaching to the other daily English and math periods;
- Complete revising teacher and trainer training designs, publishing them and providing these materials to the counties and states with training so they can offer more support;
- Arrange for AM transmission in Wau and continue to expand over new FM stations;
- Maintain audio lesson revision criteria (pauses, songs, longer teacher led activities); and
- Continue to do formative assessment of P4 and subsequent programs in Southern Sudan.

III. PROGRAM PROGRESS (Quantitative Impact)

The following table provides detailed information on the progress towards meeting our PPMP targets. The table includes figures by state; in the Annex, the data are broken out by counties within each state.

1.0 Number of Learners Enrolled In USG-Supported Primary Schools Or Equivalent Non-School-Based Settings (*Learning Village*)

	FY 2007	FY 2007	FY2008	FY 2008	FY 2009
	Target	Actual	Target	Actual	Target
TOTAL	47,000	40,190	69,000	73,943	35,000
Girls	16,450	5,334	24,150	32,828	14,000
Boys	30,550	34,856	44,850	41,115	21,000

	2008 Actuals by State		
State	Boys	Girls	Total
Southern Sudan			
Western Equatoria	7,979	7,017	14,996
Eastern Equatoria	2,221	1,717	3,938
Jonglei	5,786	4,874	10,660
Central Equatoria	8,240	7,118	15,358
Western Bahr el Ghazal	6,690	3,601	10,291
Upper Nile	2,670	2,059	4,729
Sub-Total	35,694	28,355	64,049
Three Areas			-
Southern Kordofan	4,323	3,527	7,850
Blue Nile	1,098	946	2,044
Sub-Total	5,421	4,473	9,894
Totals	41,115	32,828	73,943

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

The number of adult listeners is the sum of the number of registered learners in groups and the number of independent listeners, especially listeners of the *Terbia Advanced* programs. At the end of 2008, EDC only has data on the number of registered listeners. The number of independent listeners is being estimated by a household survey conducted in six locations within Southern Sudan in December 2008 by a Nairobi-based research firm Consumer Options. The data will be available in February 2009.

	FY2007	FY 2007	FY2008	FY 2008	FY 2009
	Target	Actual	Target	Actual	Target
TOTAL	262,800	8,320	265,000	12,442	28,000
Women	99,864	3,570	106,000	6,377	14,000
Men	162,936	4,750	159,000	6,065	14,000

2008 Actuals by State			
Terbia B			
States	No. of Enrollees		Total
	M	F	
WES Subtotal	1308	2284	3,592
CES Subtotal	1891	1823	3,714
Eastern Equatoria	147	180	327
Jonglei Subtotal	438	482	920
WBeG Subtotal	292	401	693
Upper Nile	556	444	1,000
Totals	4,632	5,614	10,246
			-
Terbia A			-
Central Equatoria	1,433	763	2,196
TOTAL LISTENERS	6,065	6,377	12,442

3.0 Number of Teachers/Educators Trained With USG Support

The number of teachers trained is the sum of the number of primary school teachers (and head teachers) trained plus the number of facilitators trained for *Terbia*.

Of the total of 1,283 trained in 2008, 902 were primary schools teachers (including 127 head teachers) and 381 were *Terbia* facilitators. 134 were from the Three Areas and the balance of 1,149 was from Southern Sudan.

	FY2007	FY 2007	FY2008	FY 2008	FY 2009
	Target	Actual	Target	Actual	Target
TOTAL	1,000	928	1,500	1,283	900
Women	100	149	300	240	200
Men	900	779	1,200	1,043	700

Teachers/Head Teachers Trained (Learning Village)								
States	Head teachers Trained		Classroom Teachers Trained			Total Trained		
	F	T	M	F	T	M	F	T
Southern Sudan								
Western Equatoria	2	19	101	28	129	118	30	148
Jonglei	0	6	54	3	57	60	3	63
Central Equatoria	2	30	178	71	249	206	73	279
Western Bahr el Ghazal	0	34	119	22	141	153	22	175
Eastern Equatoria	0	11	44	26	70	55	26	81
Upper Nile	1	2	20	9	29	21	10	31
Sub-Total	5	102	516	159	675	613	164	777
Three areas								
Southern Kordofan		-			0	0	0	0
Blue Nile	-	1	37	4	41	38	4	42
Sub Total	2	25	82	18	100	105	20	125
TOTAL	7	127	598	177	775	718	184	902

3.2 Terbia Facilitators Trained			
States	No. of Trained Facilitators		
	M	F	Total
Terbia for Beginners			
Southern Sudan			
Central Equatoria	114	20	134
Western Equatoria	103	19	122
Eastern Equatoria	15	5	20
Jonglei	17	1	18
Western Bahr el Ghazal	36	6	42
Upper Nile	18	-	18
Sub-total	303	51	354
Three Areas			
Southern Kordofan	6	3	9
Sub-total Terbia for Beginners	291	48	339
Terbia Advanced			
Central Equatoria	34	8	42
TOTAL Facilitators Trained	325	56	381

4.0 Number of Administrators and Officials Trained With USG support

	FY2007	FY 2007	FY2008	FY 2008	FY 2009
	Target	Actual	Target	Actual	Target
TOTAL	34	34	40	194	40
Women	7	3	10	27	8
Men	27	31	30	167	32

State	Officials Trained		
	Male	Female	Total
Southern Sudan			
Central Equatoria	48	9	57
Western Equatoria	25	6	31
Jonglei	33	3	36
Eastern Equatoria	15	2	17
Upper Nile	22	3	25
Western Bahr el Ghazal	7	2	9
Sub-total	150	25	175
Three Areas			
Southern Kordofan	17	2	19
Total	167	27	194

IV. MONITORING

P.4 Formative Evaluation

This quarter, SSIRI conducted formative evaluation of the new P4 lessons in Juba and Kajokeji Counties, Central Equatoria state. Ten programs were evaluated in selected schools. The results of the formative evaluation indicated that the mathematics segments went quite well, however, the English segment need revision because the level of English of the pupils is not as high as anticipated. Stories in English including the peace education segments will be broken up into smaller segments and we will engage the teacher more in translating the radio instructions. As the lessons in P4 progress, it is expected that the lessons can revert to a more direct English method of teaching.

Terbia Audience Survey

This quarter SSIRI contracted Consumer Options, a Nairobi-based marketing research firm, to conduct a survey on the listenership of the SSIRI programs. The research firm collected data in Yambio, Maridi, Yei, Juba, Wau and Panyagor for a total of 1,185 questionnaires and interviews. The survey assessed the overall listenership of SSIRI's programs with special attention to *Terbia Advanced*. The survey will establish an estimate of the number of listeners to the programs, the characteristics of the listeners, how often they listen, as well as their opinion of the program. The firm completed data collection in December and the researchers have now editing, coding and analyzing data from the questionnaires. The survey results will be released during February 2009.

USAID Evaluation

During this quarter, a USAID Review Team with an external evaluator successfully completed its assessment of SSIRI. The review was a follow-up to the Mid-term Evaluation in May, 2008. In all locations the team saw some good IRI classes, and even a few exceptionally fine classes. The team visited Juba, Kajokeji, Yei, Maridi, Yambio, Kauda and Wau where they saw *Terbia* listening groups as well as *Learning Village* schools. They also assessed SSIRI's progress with the computer center and Internet services at the Maridi TTI. In Kauda, the team assessed our success in using digital devices. During the exercise, they talked to teachers, officials and other stakeholders, all of whom were very supportive of SSIRI. The team will release its evaluation report early next quarter. The report will include both findings and recommendations.

School Monitoring Visits

M&E Assistants and other outreach staff continued to visit schools to monitor radio reception, the use of Teachers Guides, and lesson logs, as well as the quality of the IRI lessons. The staff also obtained feedback and comments from teachers and head teachers. The school visits were also intended to collect and verify data on the registration, enrollment, and distribution of materials. In the course of the visits, the outreach staff collected information regarding teacher attendance and the likely impact of delayed and insufficient salary payments from GoSS. Next quarter EDC will analyze the findings from the weekly reports.

A sample weekly report is attached in Attachment VI. This report shows successes of IRI in several classes, but also some of the challenges the project faces in implementing SSIRI.

V. NEXT QUARTER'S WORK PLAN

There are no proposed significant changes to the work plan for next quarter. In January, EDC will hold a staff training workshop and invite Ministry participation. A major outcome will be draft annual plans for every state and county where we are working. Our outreach staff will then return to their post and work with their colleagues in the Ministry to complete a final plan. Each state will then hold a planning workshop for relevant state and county officials.

A major objective for SSIRI in 2009 is to increase the level of ownership of the program at all levels.

We will give special attention to working with the MoEST Department of Teacher Education and Management on their plans to roll out the in-service teacher training program in new County Education Centers across Southern Sudan. SSIRI will be a part of this roll out.

EDC will work with MoEST/AES officials to try to find a way to incorporate SSIRI into the new AES pastoral education program to be launched in Warrap, Northern Bahr el Ghazal, Lakes, and Unity states. The SSIRI programs would be a natural fit with the pastoral program with the use of digital devices.

The writing and production of P4 lessons will proceed at a strong pace with continued formative evaluation in Kajokeji as soon as the schools open in February.

VI. FINANCIAL INFORMATION

A major concern of EDC is insufficient funds to complete the current contract in June 2009. Early in 2008, EDC had a large pipeline, but by April EDC had substantially increased the burn rate as a result of an increase in the number of staff as well as more implementation of activities. EDC presented projections to USAID indicating the need for almost all the contractual amount in order to carry out its planned activities. The expenditures through December 2008 are in line with EDC's projections and will be within the contract ceiling by June 2009. However, the obligations to EDC have not met these projected needs and, as a result, EDC is in the process of reducing staff and the level of activities and would be forced to close the project by April should additional funds not become available..

The pipeline analysis in Attachment VII presents the current financial situation and lays out the financial needs for completing the project in June. Even if the required additional funds are obligated, there would not be sufficient funds to continue the project through August or September should SSIRI be extended.

VII. PROJECT ADMINISTRATION

Constraints and Critical Issues

The only critical issue is a shortage of funds, which is described in the previous section. As a result, EDC is reducing staff and curtailing some activities including two that were supposed to be completed by June 2008 – the development of *Terbia Intermediate* and an achievement testing program for the *Terbia for Beginner*). EDC will conduct these activities during the first year of the project extension, should this be approved.

We have full support of the Ministry of Education, Science and Technology at the central, state and county levels. A major problem, however, is the impact of delayed and reduced payment of teachers' salaries. As a result of this issue, teachers are demotivated, many do not show up regularly at school, and many teachers request payment for teaching the *Learning Village* lessons in their classes. The Ministry and senior government officials recognize the salary issue as a major problem and the 2009 GoSS budget includes money for paying salaries in arrears. Until this problem is addressed, the education system as whole will suffer including the implementation of SSIRI.

Regarding our work in the Three Areas, EDC withdrew from Abyei as a result of the military conflict there in May 2008. Fortunately, the officials of the North and South seem to have resolved this potential flashpoint peacefully, although some minor exchanges have occurred recently. EDC does not plan to return to Abyei before the end of the current contract in June 2009.

Our activities in Blue Nile have been affected by the political situation. The northern government has exerted considerable influence on the schools in the SPLM areas. As a result, there are only three English language schools remaining in Kurmuk and only one in Yabus. All other schools are Arabic pattern. One option may be to explore with the government in Demazin the possibility of introducing the SSIRI English programs in primary schools beginning in grade 5 when English is introduced and, possibly, in some adult learning groups as well.

The situation in Southern Kordofan remains somewhat volatile, but EDC has been able to make considerable progress there since the SPLM exerts considerable control over their areas of influence.

Personnel

EDC made great progress in 2008 in expanding its staff with more qualified Sudanese. In fact, other than the two DCOPs and two senior technical staff from the region, all employees posted to Southern Sudan are Sudanese. This is greatly appreciated by the Ministry and is important in terms of capacity building.

Changes in the Project

There are no major proposed changes in the project for 2009. This will be a year of further consolidation with a continued focus on quality. Nevertheless, there is pressure from Ministry officials at all levels to expand the project – there is a stated desire for implementing SSIRI in more states, counties, and payams. With constrained funding, EDC will not be able to respond positively unless there is more funding during an extension period. Nevertheless, EDC will do the following:

- Appoint an Outreach Advisor for Partners. This person will help to identify potential partners, establish an agreement where possible in which the partners take on the responsibility for implementing SSIRI in certain locations, and provide some monitoring and support.
- Collaborate with USAID partners, especially under the new BRIDGE program working in the border states and the Three Areas. Hopefully, some of the partners will be interested and able to include SSIRI as part of their quick delivery of services in primary schools.
- Try out on a limited basis, only where there may be strong capacity and good enthusiasm, the possibility of having local Ministry staff at the county or payam levels implement a SSIRI program.
- Support the new Ministry initiative to roll out the in-service teacher training program through new county education centers. The initiative will help to further institutionalize SSIRI. EDC will explore the possibility of having the Ministry include in its budget for MDTF some money to support SSIRI activities.

Contract Modifications and Amendments

EDC has submitted a proposal for a three year extension from 2009-2012.

Attachment I: Detailed PPMP indicators, targets, and actuals by state and counties

1.0 Number of Learners Enrolled In USG-Supported Primary Schools Or Equivalent Non-School-Based Settings (<i>Learning Village</i>)									
	FY 2007	FY 2007	FY2007	FY 2007	FY2008	FY 2008	FY 2009		
	Target	Actual	Target	Actual	Target	Actual	Target		
TOTAL	47,000	40,190	47,000	40,190	69,000	73,943	35,000		
Women	16,450	5,334	16,450	5,334	24,150	32,828	14,000		
Men	30,550	34,856	30,550	34,856	44,850	41,115	21,000		
			2008 Actual						
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				
WES Subtotal		73	7,979	7,017	14,996				
Eastern Equatoria	Torit	10	2,221	1,717	3,938				
	Magwi	8	2,108	1,969	4,077				
EES Subtotal		18	4,329	3,686	8,015				
Jonglei	Bor	6	1,528	1,706	3,234				
	Pochalla	15	3,844	2,819	6,663				
	Twic East	1							

			414	349	763					
Jonglei Subtotal		22	5,786	4,874	10,660					
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					
CES Subtotal		71	8,240	7,118	15,358					
WBeG	Wau	14	3,009	2,343	5,352					
	Jur River	25	3,681	1,258	4,939					
WBeG Subtotal		39	6,690	3,601	10,291					
Upper Nile	Malakal	22	2,670	2,059	4,729					
Sub-Total		245	35,694	28,355	64,049					
Three Areas					-					
S. Kordofan (*)	Lagawa	7	1,126	875	2,001					
	Rashad	16	1,593	1,087	2,680					
	Kadugli	18	1,049	1,100	2,149					
	Dilling	15	555	465	1,020					
S. Kordofan Subtotal		56	4,323	3,527	7,850					
Blue Nile	Kurmuk	18	1,098	946	2,044					
Sub-Total		74	5,421	4,473	9,894					
					-					
Totals		319	41,115	32,828	73,943					
(*) 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)							
	FY 2007	FY 2007	FY2007	FY 2007	FY2008	FY 2008	FY 2009
	Target	Actual	Target	Actual	Target	Actual	Target
TOTAL	47,000	40,190	262,800	8,320	265,000	12,442	28,000
Women	16,450	5,334	99,864	3,570	106,000	6,377	14,000
Men	30,550	34,856	162,936	4,750	159,000	6,065	14,000
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		
WES Subtotal		71	1308	2284	3,592		
Central Equatoria	Kajokeji	19	763	811	1,574		
	Yei	36	835	882	1,717		
	Juba	5	293	130	423		
CES Subtotal		60	1891	1823	3,714		
Eastern Equatoria	Torit	5	147	180	327		
Jonglei	Pochalla	12	132	164	296		

	Bor	6	306	318	624				
Jonglei Subtotal		18	438	482	920				
WBeG	Wau	3	269	368	637				
	Raga	12	-	-	-				
	Jur River	2	23	33	56				
WBeG Subtotal		17	292	401	693				
Upper Nile	Malakal	12	556	444	1,000				
Totals		178	4,632	5,614	10,246				
					-				
Terbia A					-				
Central Equatoria	Yei	10	1,433	763	2,196				
					-				
					-				
TOTAL LISTENERS		193	6,065	6,377	12,442				
3.0 Number of Teachers/Educators Trained With USG Support									
	FY 2007	FY 2007	FY2007	FY 2007	FY2008	FY 2008	FY 2009		
	Target	Actual	Target	Actual	Target	Actual	Target		
TOTAL	47,000	40,190	1,000	928	1,500	1,283	900		
Women	16,450	5,334	100	149	300	240	200		
Men	30,550	34,856	900	779	1,200	1,043	700		

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	-	4	44	1	45	48	1	49
	Nzara	11		11	22	6	28	33	6	39
	Mundri	0	-	-	15	10	25	15	10	25
WES Subtotal		17	2	19	101	28	129	118	30	148
Jonglei	Bor	6	-	6	40	3	43	46	3	49
	Pochalla			-	14	0	14	14	0	14
Jonglei Subtotal		6	0	6	54	3	57	60	3	63
Central Equatoria	Yei	16	1	17	80	29	109	96	30	126
	Kajokeji	2	-	2	36	22	58	38	22	60
	Juba	10	1	11	62	20	82	72	21	93
CES Subtotal		28	2	30	178	71	249	206	73	279
WBeG	Jur R.	20		20	42	5	47	62	5	67
	Wau	2	-	2	22	9	31	24	9	33
	Raga	12		12	55	8	63	67	8	75
WBeG Subtotal		34	0	34	119	22	141	153	22	175
Eastern Equatoria	Magwi	7	-		22	8	30	29	8	37

				7						
	Torit	4	-	4	22	18	40	26	18	44
EES Subtotal		11	0	11	44	26	70	55	26	81
Upper Nile	Malakal	1			20	9	29	21	10	31
Sub-Total		97	5	102	516	159	675	613	164	777
Three areas										
Southern Kordofan	Kauda/Rashad	0	-	-	24	10	34	24	10	34
	Lagawa	11	-	11	16	2	18	27	2	29
	Dilling	11			5	2	7	16	4	20
S. Kordofan Subtotal			2	13			0	0	0	0
Blue Nile	Kurmuk	1	-	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										
Central Equatoria	Juba	24								
	Yei	26	18	6	24					
	Kajojeji	16	42	3	45					
			54	11	65					

CES Subtotal		66	114	20	134					
Western Equatoria	Yambio	24	28	6	34					
	Maridi	10	33	4	37					
	Nzara	18	26	3	29					
	Mundri	14	16	6	22					
WES Subtotal		66	103	19	122					
Eastern Equatoria	Torit	4	15	5	20					
Jonglei	Bor	6	11	1	12					
	Pochalla	6	6	-	6					
Jonglei Subtotal		12	17	1	18					
WBeG	Jur River	1	1		1					
	Raja	12	15	1	16					
	Wau	21	20	5	25					
WBeG Subtotal		34	36	6	42					
Upper Nile	Malakal	12	18	-	18					
Sub-total		194	303	51	354					
	Three Areas									
Southern Kordofan	Rashad/Kauda	7	6	3	9					
Sub-total Terbia for Beginners		201	291	48	339					
Terbia Advanced										
Central Equatoria	Juba	5								

			4	3	7					
	Kajojeji	4	14	2	16					
CES Subtotal	Yei	10	16	3	19					
Sub-total Terbia Advanced		19	34	8	42					
TOTAL Facilitators Trained		220	325	56	381					
4.0 Number of Administrators and Officials Trained With USG support										
		FY2007	FY 2007	FY2008	FY 2008	FY 2009				
		Target	Actual	Target	Actual	Target				
TOTAL		34	34	40	194	40				
Women		7	3	10	27	8				
Men		27	31	30	167	32				
State	County	Officials Trained								
		Male	Female	Total						
Southern Sudan										
Central Equatoria	Juba	34	5	39						
	Yei	14	4	18						
	Kajojeji	0	-	-						
CES Subtotal		48	9	57						
Western Equatoria	Yambio	23	6	29						
	Maridi	2	-	2						
WES Subtotal		25	6	31						

Jonglei	Bor	29	3	32					
	Pochalla	4	-	4					
Jonglei Subtotal		33	3	36					
Eastern Equatoria	Torit	15	2	17					
Upper Nile	Malakal	22	3	25					
WBeG	Wau	1	-	1					
	Jur River	1	-	1					
	Raga	5	2	7					
WBeG Subtotal		7	2	9					
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
	Kajokeji	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 B. 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.

Attachment II: Miraya FM Transmitting Stations

LOCATION RADIUS COVERAGE(approx.)	TRANSMITTER POWER	TRANSMITTER
Juba	5 kw	80 km
Malakal	5 kw	65 km
Wau	5 kw	65 km
Rumbek	5 kw	65 km
Torit	1 kw	40 km
Maridi	1 kw	40 km
Yambio	1 kw	40 km
Bor	1 kw	40 km
Yei	1 kw	40 km
Aweil	250 w	25 km
Bentiu	250 w	25 km
Melut	250 w	25 km
Naseer	250 w	25 km

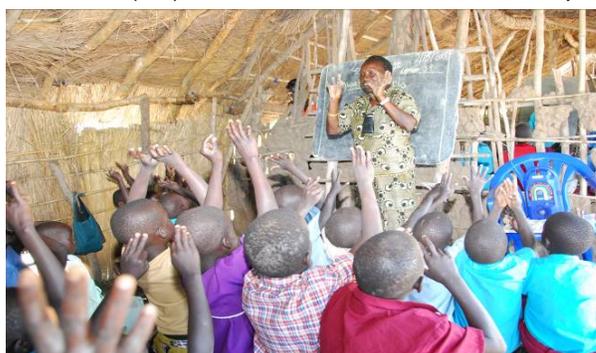
Attachment III: Success Stories



The following two success stories were submitted during the quarter:

KAJOKEJI RESIDENTS THRILLED BY RADIO-BASED EDUCATION

Nowadays Moses Modi goes to school earlier than he used to six months ago. Modi is in Primary two and studies in a class of nearly 60 pupils at Kajokeji Town Primary School in Kajokeji County, Central Equatoria State. Since the introduction of Interactive Radio Instruction (IRI) in his school, Moses has been punctual in class every school day. He does



A learning Village Class in progress at Tipere Primary School in Kajokeji

not want to miss any class. So do the rest of his classmates. And when Margaret Poni, their IRI teacher enters the classroom, the pupils become excited. They know it's time for the Learning Village, one of Southern Sudan Interactive Radio Instruction (SSIRI)'s radio-based educational programs targeting primary school pupils. The others are Terbia, which teaches English and Professional Studies for Teachers, which aims to improve the skills of teachers in matters such as classroom management.

Moses and his classmates like the radio teacher and they like to sing along with her. They like participating in all the activities as instructed by the radio teacher; they draw, they count and they also get to answer questions. The story is the same in all the 16 primary schools that have been selected to implement SSIRI programs. Teachers have confirmed that children now report to school earlier than they did before the radio-based learning in this that County. Daily attendance has also improved in the IRI classes as well as in centers where the Accelerated Learning Program is conducted.



Residents participate in the Murye traditional dance during the launch

Only four months into implementation, the project has been received with a lot of enthusiasm in Kajokeji County, more than anywhere else in southern Sudan and the Three Areas.

The enthusiasm was displayed recently during the official launch of SSIRI in the County. During the event held on 1 October, 2008, close to a thousand residents turned up to participate.

Local authorities including the County Commissioner, County Education Director, SPLM County Secretary as well as Payam officials all graced the occasion. The enthusiasm was displayed recently during the official launch of

SSIRI in the County. During the event held on 1 October, 2008, close to a thousand residents turned up to participate.

Local authorities including the County Commissioner, County Education Director, SPLM County Secretary as well as Payam officials all attended the function.

Girls from Pamoju Secondary school sang and danced. They praised SSIRI for helping improve literacy rates in the County.

Bibi, a women's Terbia Group sang and danced too. They thanked SSIRI for saving women from Kitchen chores and "for giving us the opportunity to learn English so we can one day seek paid employment." They would soon speak the language of "yes, yes" (English), they sang.

When local officials spoke during the launch they were even more supportive. The County Commissioner, Oliver Mule called for the implementation of IRI in all primary as well as secondary schools in the county. "Let's mobilize our selves in our families and communities to participate in this program. As our children listen to the program in their classes, let us the adults, also listen in our homes. I would like everybody to benefit from this program," he added.

The County Education Director, Amos Longa Modi, said IRI lessons, especially the Learning Village would be included in the schools timetables. He urged everyone to take advantage of the introduction of IRI to learn what they could not learn from other sources.

Modi enumerated the advantages of IRI; "This program provides opportunities to a large population of school dropouts including SPLA soldiers. The program will close the education gap created by the war. Those who did not go to school due to the war now have an opportunity to learn." He said the introduction of SSIRI programs in Kajokeji, especially Terbia had helped the community to learn or improve their English, adding that, "Some mothers, while cooking food are able to listen to the radio and learn English."



Guests follow the proceedings at the launch



Pupils of Kajokeji Town Primary School walk back to their seats after demonstrating a Learning Village lesson at the launch

Mr. Modi's compliments regarding IRI struck a chord that is familiar to some Kajokeji residents. In a community where there are specific gender roles and women do most of the domestic chores, Terbia has come in handy. Young girls, some of whom had to drop out of school simply to attend to domestic work, as well as married women, are finding it convenient to learn English through the radio programs. They are finding that radio is a convenient medium; you can listen to it while cooking or doing laundry.

When I met Rose Muja, a member of the Bibi Terbia Group a day before the launch, she told me' "I can plan my day because I know the time when Terbia will be broadcast every day. I go to the

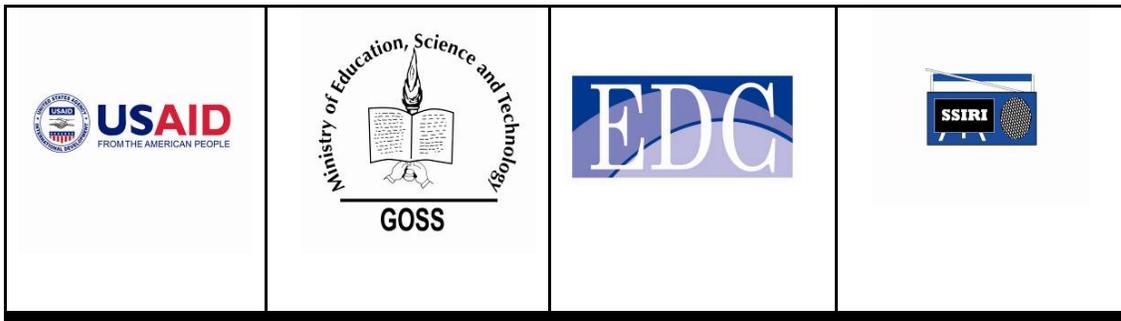
garden in the morning, come back prepare lunch for my children and then go to Bibi ALP Centre where I and other women attend English lessons.

In the evening when I am preparing supper, I can listen to Terbia Advanced as well. I listen to all the Terbia programs because they are all interesting and educative. During the evening broadcast, my husband explains to me some of the words I don't understand."

Muja said, "I have always wanted to learn English and now that I have started, I want to continue learning until I can speak it very well. After learning English I will enrol for a professional course. I want to learn to type with a machine..."

The Learning Village is being implemented in 16 out of 77 primary schools, while Terbia advanced is being implemented in 5 out of 11 secondary schools within the county.

SSIRI is a program of the Ministry of Education, Science and Technology, Department of Alternative Education Programs (AES). SSIRI is supported with funds from USAID and is administrated by the Education Development Centre (EDC).



INTERNET RESOURCES IMPROVING TEACHER EDUCATION IN SOUTHERN SUDAN

Kamilo Dominic Mandil was born 38 years ago and had worked as a business trainer for several years before joining Maridi Teacher Training Institute (TTI) as a Tutor. But until four months ago Kamilo did not know how to surf the Internet, let alone how to use a computer. He had not even touched a computer, let alone seeing it closely.

Today he is proud of himself for what he has achieved in only four months. He has learnt a couple of computer packages including Ms Word, Ms Excel, Ms PowerPoint Internet and E-mail.



The Computer Centre at Maridi TTI

To Kamilo and his fellow tutors, the most important benefit of the VSAT/Internet Center is that they can now conduct research online and access educational materials online.

“When I visit an educational website and find useful instructional materials I only do a small editing and it becomes ready for my students. It is also easy to produce handouts for the students,” explains Kamilo.

Tom Tilson, SSIRI Chief of Party says this is an achievement for SSIRI because “the primary purpose of the technologies is to enable TTI staff to communicate with colleagues at other institutions and to identify appropriate materials on the Internet that can be used or adapted to improve their classes.”

In order to ensure tutors got the best out the VSAT/Computer Centre, two months ago, IT staff with the help of an International Consultant, Richard Cavagnol, trained Tutors on how to use the Internet effectively for identifying good instructional materials. TTI staff have also received initial training in video production and have already created their first videos for strengthening their courses. An Information Technology (IT) Assistant at Maridi TTI, Beneth Surur says that, “The Tutors are now using the internet for research and to gather instructional or teaching materials. They now prefer the internet to the available text books because it saves them a lot of time.”

Maridi is one of three TTIs where Southern Sudan Interactive Radio Instruction or SSIRI, a Project of Education Development Centre (EDC) is supporting more sophisticated technologies for teacher training. EDC is being funded by United States Agency for International Development, USAID. In addition to Maridi, SSIRI has installed a Computer Center with VSAT/Internet capabilities and development of video production capacity in Arapi TTI. Another VSAT/ Internet Centre has been temporarily installed at the State Ministry of Education in Malakal but will soon be moved to the Malakal TTI. EDC has also inaugurated a computer Centre with VSAT equipment in Juba Day Secondary School, a newly designated science school.

IT Staff hired by EDC have now documented the resourceful websites. This was done by creating a yahoo group email, to which tutors now post and discuss important educational matters.

Computer Center Arapi TTI



“We have talked to the tutors to have all previous sites visited for instructional materials trucked and posted to the forum so we can compile and document them,” explains Beneth.

Other Tutors are equally appreciative of the introduction of the VSAT/Internet Centre at the institution. Kodani Bosco Roma, another tutor, learnt to use a computer and the Internet six months ago. He now holds online meetings with colleagues using Skype and yahoo messenger. “I used to feel bored whenever I was idle but since I learnt how to use a computer, I have found it to be very entertaining,” Kodani said.

For both Kamilo and Kodani, the VSAT/Internet Centre coupled with the computer training provided by EDC has enabled them to communicate and share knowledge with colleagues in other institutions. “I normally hold Skype conferences and chat with colleagues using yahoo messenger,” explains Kodani.

Having anticipated that staff in both Arapi and Maridi would need to share information and knowledge, with each other, EDC introduced Skype as communication software to both Institutes. Most of the tutors now have personal Skype IDs as well as email addresses. There has been regular use of Skype including the first collaborative communication between tutors of the two Institutes. According to EDC ICT Programs Coordinator, Athanas Mwamba subject Tutors from the two institutes have held several online Skype meetings with the aim to; bring together subject teachers from the two Institutes, share teaching materials and experiences as well as to improve communication among the tutors. “There is

enthusiasm about using Skype as a means to participate in online meetings,” says Athanas.



When the tutors are not searching for educational materials, or communicating with friends they use the internet to read online newspapers, listen to BBC online radio and Miraya FM, both of which are very popular in southern Sudan.

Kamilo says with his newfound knowledge of computer application and internet use he

believes his life has changed. "My life has really changed. I can now communicate through Skype. I just wear earphones..... I never knew that it was so easy to learn about what is happening in other parts of the world just by using the internet."

He added, "I use the internet to communicate with my family members in Uganda, Khartoum, Juba and Wau as well as friends in other parts of the world."

Kamilo is mesmerized by his new knowledge and ability to use the internet. Recently, he applied online to a University in Uganda and received his admission letter through email. "If I had not known how to use a computer, I would have had to travel up to Uganda. That would cost me a lot of money," he notes.

For now EDC wants to continue to provide support to develop further these skills by encouraging and supporting continuous usage of the computers and media resources at the TTIs.

Attachment IV: Schedule of Future Events

Date	Location	Activity
15 January	Nairobi	Resumption of designing and writing scripts for P4 with international consultant
26-30 January	Juba	Staff training and development of plans for 2009
15 February	Kajokeji	Resumption of formative evaluation of P4
15 February	Southern Sudan	Distribute report on audience survey
15 February	Southern Sudan	Begin state level planning workshops
Early March	Southern Sudan	Begin broadcast of P1-P3 and English programs
Early March	Western Equatoria	Resume PS101
Early May	Southern Sudan	Begin broadcast of P4
Early May	Southern Sudan	Administer pre-test P4 Achievement Test
21 June	Southern Sudan	Current Cooperative Agreement with USAID ends

Attachment V: List of Deliverable Products

There were no deliverables during the quarter.

Attachment VI: Sample Weekly Report

EDUCATION DEVELOPMENT CENTER, INC Southern Sudan Interactive Radio Instruction

Name: *Ale Peter Michael and Newton C. Wilson (Waniba)* Duty Station: *Yei, Central Equatorial State*

Day/Date	Activity	Findings	Way forward or Follow-up
Monday 10/11/2008	Went to Ronyi Primary School Went to ECS guest house and then to Spirit fm	<ul style="list-style-type: none"> The P1 teacher was not present It was lesson 86 Met ALP teacher; Malish Justin Joseph (a facilitator of Terbia B). He has taught 8 lessons of Terbia B1 OC Picked the CDs with programs of LV from Rev. John Kanyikwa who received them from Maree in Juba and helped carrying them to Yei. Immediately transferred the CDs to spirit fm and were loaded. 	<ul style="list-style-type: none"> Registered an announcement to inform the teacher on the commencement of LV broadcast on Spirit fm as from 11/11/2008 with lesson 81 for the three classes.
Tuesday 11/11/2008	Visited Kinji Primary School Visited Ronyi Primary School	<ul style="list-style-type: none"> P1 lesson was taught by Evaline Poni. The broadcast by Spirit Fm came on time and was loud and clear. Pupils participated actively. However, the class was overcrowded (212 pupils) and the class control and management was very poor. Mr. John Juma, the P2 teacher, entered his class 5 minutes just before the broadcast. The broadcast came exactly at 10.00am and it was loud and clear. The pupils participated actively. The teacher distributed the questions well and was able to cater for both boys and girls equally. However, the radio was placed on the floor. 	<ul style="list-style-type: none"> School administration should consider dividing the P1 class into two streams. Broadcast by Spirit Fm should continue. The teacher should place the radio on a high position by either putting it on a table or hanging it.

	<p>Went to Marakonye Primary School</p> <p>Went to Lomuku Primary School</p>	<ul style="list-style-type: none"> • P3 teacher, Madam Regina Alfred, has gone to sit for her final examinations and would not be back until early December. • The <i>Terbia</i> B facilitator for ALP, Justin Malish, took up from Regina. He entered P3 class and did, surprisingly, a commendable job. Pupils enjoyed the lesson. • Clear and loud reception on Spirit fm. • Teacher conducted lesson 81 with some minimal difficulties especially in translation and the use of two local languages (local Arabic and Kakua) in the P1 class. • LV lessons were not taught and teachers gave their excuses on whether Miraya would register an error or not. • The competent H/T who is always receptive to LV program, murmured near OC as he explained his dissatisfaction to how the Government treats teachers the way they are suffering now; "teacher in the so called private schools are not being given the irregular pay from the government, even now the contribution from the parents has reduced due to the announcement of free education at Yei freedom square by the minister of education CES which in the other hand contradicts the "Go to school Initiative" which has mobilized all children to go to school. One wonders how the pupils will stay at school where the government is not paying teachers and has stopped the parents/guardians from paying the school fees of their parents. Again the county education office has stopped the 	<ul style="list-style-type: none"> • The Terbia B facilitator should continue to teach the P3 class until the P3 teacher is back. • Teacher advised to use one local language of the Majority pupils. • Advised them to now continue constantly since the broadcast on Spirit is clear and load. • This part of the report will be discussed with the County Education Director.
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		<p>teachers from private school from handing their documents for appointment – what is the fate of the teachers in the private schools like mine. The H/T Mr. Michael Adier wondered”.</p> <ul style="list-style-type: none"> • One of the IRI teachers who was transferred by the Payam to Kanjoro P/S surfaced and made his point clear that he has stopped teaching LV lesson because after-all EDC is not paying him like the government. 	<ul style="list-style-type: none"> • OC asked Mayen if he could recall the explanation made during their training regarding pay... However, his issue will be discussed in length when visit is made to Kanjoro and together with the H/T a way forward will be advanced or H/T reports to Payam. There are lots of frustrations among the teachers due to the issue of salary.
Wednesday 12/11/2008	<ul style="list-style-type: none"> • Visited Alero Primary School 	<ul style="list-style-type: none"> • P1 lesson came at 10.00 am and was loud and clear. • The teacher, Moses Lomoro, managed his class of 40 pupils very well. • He distributed questions well thereby ensuring full class participation • The teacher had problem with the local language literacy and sounds of alphabets. 	<ul style="list-style-type: none"> • Local language literacy and sound of letters should be given special attention in the refresher courses early next year.
	<ul style="list-style-type: none"> • Visited Payawa Primary School 	<ul style="list-style-type: none"> • P2 teacher tuned to Miraya Fm unknowingly only to be surprised when the broadcast was on lesson 88. • Teacher was able to continue with his lesson normally after the OC helped to tune to Spirit Fm immediately. It was a class of 73 pupils. • The broadcast went off in the middle of the lesson because the teacher did not give enough power to the radio. He continued after rewinding again. • There was a lot of disturbance from P1 pupils who wanted to force their way into the class to enjoy the lesson as the P2 lesson was during break time 	<ul style="list-style-type: none"> • Teachers need to be reminded from time to time to ensure proper tuning and powering of the radios before the lessons. • OC talked to the school Administration to adjust the school timetable to normal to suit the LV lessons.

	<p>Visited Kinji Adult School</p>	<p>in Payawa Primary School.</p> <ul style="list-style-type: none"> • P3 teacher, John Mutto, had a big problem teaching his lesson as most of the pupils entered the class when the broadcast had started. However, he adjusted after 8 minutes into the lesson which then went on well with full pupil participation. • Hillary Garrison was punctual for his lesson which went on well. He had a class of 10 learners as many had not turned up that day. The learners were very excited and participated actively. • The radio reception was loud and clear. 	<p>Spirit Fm should continue to broadcast the programs for Yei.</p>
	<p>Went to Immanuel Model P/S</p> <p>Went to Lutaya Primary school</p> <p>Visited Kanjoro Adult School</p>	<ul style="list-style-type: none"> • P1 teacher was at the county office; in the panel of examinations, i.e. he didn't teach the lesson. • P2 teacher was preparing to teacher as OC was leaving for another school. • P3 teacher had started teaching when the broadcast started on Spirit fm and it is loud and clear. P4 teacher has been helping teaching P3 teacher. • The P2 IRI teacher (Mary Anite) taught the lesson with some challenge in translation and class control. Number cruncher was not explained well and after the broadcast OC explained the concept to both the teacher and pupil. • P3 lesson was also conducted but P1 teacher didn't come. • TERBIA B program was conducted to with 17 learners that day (female 7, male 10) • Spirit played lesson 24 and with the confidence of the facilitator OC failed to recognize that it was not lesson 14-which was 	<ul style="list-style-type: none"> • More encouragements to the teachers especially those with the low levels of education. • For the future improvement of the program, especially with the part of lesson 24 of TERBIA B1 which requires the learner to answer the

Friday 14/11/2008	Visited Immanuel Model Primary School	<ul style="list-style-type: none"> • P2 teacher was not audible enough in her class of 154 pupils. The 3 radios she took were not properly tuned to Spirit Fm. There was a lot of confusion in the first 5 minutes. However she was able to adjust in the middle of the lesson. • The 3 radios were not well positioned. • The lesson was interrupted a lot by pupils who kept on entering the class (they were from breakfast). 	<ul style="list-style-type: none"> • The Teacher should position the radios on high surfaces. • The duty teacher should ring the bell for going to classes 5 minutes before time to avoid interruption of P2 LV lesson which starts immediately after break.
	Visited Kanjoro Adult School (TERBIA B Center)	<ul style="list-style-type: none"> • The TERBIA B lesson broadcast came on time and was loud and clear. • There was evidence of enough preparation by the facilitator as lesson was successful. • The facilitator was full of humor and involved the learners well during the lesson. • Some of the children at the back were not attentive. 	<ul style="list-style-type: none"> • Such an excellent teacher deserves a token of appreciation next time.
	Went to Jigomoni Primary School	<ul style="list-style-type: none"> • P1 lesson was not conducted and it seemed they were not aware that the broadcast was on Spirit fm. • P2 teacher; Sarafino Juma got the point from OC and conducted the lesson in his class of 150 present with some absentees. The lesson went on fairly ok with challenges of noise in the class. Number cruncher was not understood well. • P3 teacher Luete Asu misfired the new time for P3 LV lesson. He actually taught the P2 lesson while OC was still busy in the P2 class. 	<ul style="list-style-type: none"> • OC revised the concept of number cruncher together with the pupils and it was a fan; their participated as the teacher was viewing. • OC met all of the three IRI teachers and the deputy H/T of the school to clarify some of their short comings and lastly encouraged them to continue. • P1 teacher-Night Rejoice and Luete Asu who said they are volunteers were advised to follow their cases with the County Education office.

	Went to Yei Day Secondary Schools	<ul style="list-style-type: none"> The School will start exams on 20th November 2008 while 5 secondary schools were confirmed to begin theirs on Monday 17th November 2008. The Deputy H/T Mr. Aloro Jude reported. 	<ul style="list-style-type: none"> It is, therefore, not possible for the evaluators to see a TERBIA A group in Yei.
Saturday 15/11/2008	Compiled the Weekly Activity Report.		To be sent immediately

