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ACRONYMS AND ABBREVIATIONS

AES	Alternative Education Systems
ALP	Accelerated Learning Program
AM	Amplitude Modulation
CEC	County Education Center
CES	Central Equatoria State
EDC	Education Development Centre
EES	Eastern Equatoria State
FM	Frequency Modulation
FY	Financial Year
GoSS	Government of Southern Sudan
IRI	Interactive Radio Instruction
IT	Information Technology
M&E	Monitoring and Evaluation
MDTF	Multi-Donor Trust Fund
MoEST	Ministry of Education, Science and Technology
MP3	MPEG-1 Audio Layer 3
OC	Outreach Coordinators
PMP	Performance Monitoring Plan
P1	Primary One (Grade 1)
P2	Primary Two (Grade 2)
P3	Primary Three (Grade 3)
P4	Primary Four (Grade 4)
PS101	Professional Studies 101
SMoE	State Ministry of Education Science and Technology
SSIRI	Southern Sudan Interactive Radio Instruction
TOT	Trainer of Trainers
TTI	Teacher Training Institute
USAID	United States Agency for International Development
USG	United States Government
VSAT	Very Small Aperture Terminal
WBeG	Western Bahr el Ghazal
WES	Western Equatoria State

I. SOUTHERN SUDAN INTERACTIVE RADIO INSTRUCTION - EXECUTIVE SUMMARY

Qualitative Impact

During this quarter, EDC continued to consolidate on the achievements registered in the previous quarters. EDC had the following major accomplishments during the quarter:

1. Continued broadcasting of the *Learning Village* programs (P1-P3) and *Rabia (English) for Beginners* and *Rabia Advanced*.
2. Contracted several radio stations to broadcast the lessons – in Torit, Yei, Kajokeji, Juba, Wau and Malakal – to supplement the broadcasts on Miraya Radio.
3. Continued to support the implementation of PS101 (*Professional Studies for Teachers*) in Western Equatoria State
4. Continued to develop the P4 series.
5. Undertook a pretest of P2 *Learning Village* as part of the summative evaluation
6. Continued to develop model SSIRI classes by providing ongoing support to teachers and facilitators.

Quantitative Impact

During the quarter, SSIRI made considerable progress on its PMP targets and is on track to achieve its annual targets for all six standard USG indicators. The following table provides data on the targets for FY2009 and progress during the quarter and to date this FY.

SSIRI PMP Indicators, Targets and Progress to Date

		FY 2009 Target	Progress to Date	1st and 2nd Quarters	3rd Quarter
1	Number learners in primary schools	35,000	50,167		50,167
2	Number of adult learners	28,000	107,761 ¹	106,277	1,484
3	Teachers trained	1,500	608	224	384
4	Officials trained	40	99	66	33
5	Material distributed	1,500	991	383	608

The targets for the indicators highlighted in blue above have already been surpassed for the year. Thus, EDC has more than met the annual targets for primary learners enrolled, adult listeners, and officials trained.

Project Administration

EDC and the Ministry of Education, Science and Technology are most grateful that EDC received a three-year extension of SSIRI that will take the project to June 2012. However, the activities during the quarter were constrained by insufficient funds and, EDC has reduced staff and activities accordingly.

EDC continues to have a strong working relationship with the Ministry of Education, Science and Technology (MoEST) - at the GoSS, state, county and payam levels. At all levels there is strong support for SSIRI and requests for expanding the program. EDC is exploring options for

¹ Please see page 11 for an explanation of this figure. Note that the figure 1,484 is the number of individual who registered for *Rabia for Beginners* and 106,277 is the number of independent listeners for *Rabia Advanced*.

expanding access through partners and the leadership of Ministry officials, especially at the county level.

Next Quarter's Work Plan

There is no major deviation of plans for the next quarter. EDC will continue to:

- Continue to train teachers and officials
- Work with the local MoEST offices to integrate *Learning Village* in school timetables and to show how the *Learning Village* relates to the other daily English and math periods
- Complete the pre-test of the P2 classes as part of the summative evaluation
- Complete development of the new P4 *Learning Village* series and the teacher's guides
- Begin the broadcast of P4
- Conduct a promotional campaign on SSIRI throughout Southern Sudan
- Evaluate the effectiveness of last year's pilot version of the PS101 course

II. PROGRAM PROGRESS AND KEY ACHIEVEMENTS (Qualitative and Quantitative Impact)

This quarter SSIRI continued to work in Western Equatoria, Central Equatoria, Eastern Equatoria, Western Bahr el Ghazal, Upper Nile, and Southern Kordofan. There are limited activities in Kurmuk following the resignation of our Outreach Coordinator there and activities have been suspended in Abyei because of security issues and in Jonglei because of lack of radio coverage and issues with implementation. EDC hopes to resume activities in Kurmuk and Jonglei next quarter. In addition, there has been an agreement in principle with Winrock that they will introduce SSIRI programs in the three states where they are working under the BRIDGE program – Warrap, Northern Bahr el Ghazal, and Unity. EDC is also talking with Mercy Corps so see if they can support SSIRI in the Three Areas under the BRIDGE program.

EDC implemented the *Learning Village* for primary schools and the *Rabia - Radio-Based Instruction for All* - English language programs (formerly named *Terbia*). Teachers, facilitators and education officials were trained on how to implement IRI programs. EDC also continued with the implementation of PS101 with teachers in Western Equatoria State. Finally, EDC continued to support IT activities at the Maridi and Arapi TTIs and the Juba Day Secondary School.

There was also progress on the use of digital devices in schools, mostly in Southern Kordofan and to a smaller extent in Torit, Yambio, and Mundri.

The following were the areas of achievement:

1. Ensuring Quality implementation

EDC continued to emphasize quality implementation plus modest expansion of the SSIRI programs. In order to ensure quality implementation, EDC ensured that:

- a. Outreach Coordinators, M&E Assistants and, at times, MoEST officials visit *Learning Village* classes and *Rabia* listening groups on a daily basis.
- b. Field staff regularly meet with and report on activities to County and State officials as well as invite them to participate in monitoring visits to schools and centers.
- c. The staff continues to strengthen the capacity of teachers and facilitators through training.
- d. A new training manual for use by EDC and Ministry staff for training teachers and facilitators has been developed and is nearly complete
- e. Field staff submit weekly written reports by email of their activities, especially details of school visits and training workshops. An example of a weekly report is attached as Attachment III.
- f. The staff continue to nurture model classes that exemplify good IRI teaching

2. Training of teachers, facilitators, and education officials

Outreach staff conducted various trainings on the *Learning Village* and *Rabia English* programs. *Learning Village* training workshops were conducted in Blue Nile (27 participants), Nzara (42 participants), Yambio (44 participants), Maridi (45 participants), Jur River (36 participants), and in Juba (25 participants). In addition, *Rabia* training workshops were held in Kajokeji (55 participants), Nzara (32 participants), Maridi (45 participants), and Yambio (29 participants). Also, there were TOT and orientation workshops in Juba for the Central Equatoria counties of Juba, Yei and Kajokeji as well as in Torit for Eastern Equatoria.

Participants in these trainings were teachers, MoEST officials at all levels, and partner organizations (NGOs). A sample training report is attached as Attachment IV. This report shows the involvement of MoEST officials in the implementation of SSIRI activities.

3. Provision of quality sound in the classrooms

Most classes received good audio signals as the broadcasts have been clear and easily accessible on the Freeplay Lifeline radios. However, the many large classes, often over 100 pupils, creates a major problem, as the Lifeline radios are not designed for such large classes. To compensate, many classes use two and, sometimes, three Lifeline radios simultaneously. An important exception to adequate radio reception has been Wau where many teachers report too soft a volume. EDC staff have verified this and are providing new Lifeline radios that have a louder volume. In Southern Kordofan, the *Learning Village* programs continued with the use of digital devices. EDC ensured that there was good quality sound in the classrooms by:

- a. Discontinuing, with effect from December 2008, shortwave broadcasts that were characterized by low strength and unreliable signal
- b. Renewing contracts with FM stations in Yei, Torit and Kajokeji, Juba, Wau and Malakal 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. The stations shown on the following table are broadcasting SSIRI programs. Note that the last three stations are by Internews through USAID funding; there are no contracts with these stations.
- c. Changing the way in which the audio files are compressed in order to help ensure a louder volume.
- d. Using 2 or even 3 radios in large classes.
- e. Implementing the use of digital devices for delivering the programs in classrooms and listening groups in locations outside of radio coverage or when the classes meet at times that are different from the broadcast schedule.

Station	Location	Programs
Miraya Radio	Many locations Southern Sudan	P1-P4 <i>Rabia Advanced</i>
Bakhita Radio	Juba	<i>Rabia for Beginners</i> and <i>Advanced</i> and P2
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 Kauda Radio	Kauda	<i>Rabia Advanced</i>
Naath FM	Leer	<i>Rabia Advanced</i>
Nhomalaau FM	Malualkon	<i>Rabia Advanced</i>

Miraya Radio has informed EDC and MoEST that it will cease broadcasting the SSIRI programs by the end of 2009 because of their introduction of a new program format and their decision that Miraya needs to produce or co-produce all programs that they broadcast.

EDC will contract with two new stations next quarter – Yambio FM and the Voice of Kajojeji. In addition, the Ministry will write Juba Radio to request their support in broadcast SSIRI programs.

4. Increasing the level of ownership of SSIRI

Long-term sustainability of SSIRI depends of developing ownership of SSIRI at all levels. EDC is giving high priority in 2009 to having the Ministry at all levels increase their ownership of SSIRI. EDC involved Central Equatoria education officials (consisting of State and county officials from Juba, Yei and Kajojeji counties) in a workshop geared towards increasing the level of program ownership, and another forum of senior state and county officials is scheduled for next quarter. In Torit, a second workshop was held for education official in Eastern Equatoria State. EDC officials continued to meet with MoEST officials to discuss their priorities for 2009, especially those activities related to SSIRI, and to reinforce the fact that SSIRI is a part of the Department of AES, but with implementation through other departments, as well – Department of Primary Schools, Department of Secondary Schools, and Department of Teacher Education. In addition, payam officials in Yei, Kajojeji and Torit accompanied our outreach staff during school monitoring visits to primary schools and ALP centers. EDC also worked with Primary Education Departments to get schools to include SSIRI on the daily timetable. In addition, outreach staff involved education officials at the state and county levels in drafting SSIRI annual implementation plans. As a sign of this increased ownership, MoEST is now working to expand and incorporate SSIRI in all AES program and will procure digital devices and learning materials as part of their funding from MDTF.

5. Alternative Technologies

a. Digital devices

EDC continued to assess a range of digital devices from MP3 players for teachers to boom boxes for large classes. During the quarter, EDC received 101 MP3 players from Nextar Company as a donation through the efforts of a former SSIRI consultant Matt York. EDC was also able to clear from Nairobi customs 25 canister speakers for use by small to medium sized groups and 40 MegaVoice units that will be distributed to teachers participating in PS 101.

Apart from expanding the use of digital devices in areas where there is no FM coverage, EDC also expanded the use of such devices to classes that meet at times different from the broadcasts, such as schools that meet in the afternoon as in Torit.

The ICT Coordinator has developed a research plan to systematically assess the various digital devices being used by EDC. Factors such as a clear sound, reliability, each of use, battery charging time, etc. will be assessed next quarter.

b. Support of Internet Centers

The most active center during the quarter was Juba Day Secondary School, which was established in April 2008. Most importantly, EDC began an IT training program for teachers and third-year students who are enrolled in a computing class. IT Assistant Beneth Surur began teaching the program to about 10 teachers and 50 students divided into two groups. EDC revamped the curriculum and began teaching almost immediately about how to use the Internet and to how to communicate through email and Skype. Only the, did we introduce MS Word and the Windows operating system. One priority for the school is to start a process for getting more computers.

EDC continued to support the Arapi TTI including rewiring part of the campus that runs off of the generator provided by SSIRI. Although EDC continued to support the computer center and VSAT at the Maridi TTI, and many of the staff continued to use the center, the TTI could not open because it did not have funds to pay for food.

III. PROGRAM PROGRESS (Quantitative Impact)

INDICATOR TITLE: Number of Administrators and Officials Trained																				
UNIT:		DISAGGREGATE BY: Location, event, date and gender																		
Number of administrators and officials	Geographic Location			Event/description						Date		W		M		Sub-total				
	Central Equatorial State			Training in use, management, monitoring of IRI and other technology based education programs						As of June 30, 2009		5		32		37				
	Eastern Equatorial State											1		9		10				
	Southern Kordofan											0		2		2				
	Western Bahr el Ghazal											0		0		0				
	Western Equatorial State											11		39		50				
Totals										17		82		99						
Results:																				
		Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/08		This Reporting Period 31/Mar/09		Reporting Period 30/Jun/09		Reporting Period 30/Sep/09		FY 2009 Target		FY 2010 Target		End of Project Target		
				Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target		Target		
Gender: Women (W), Men (M)		W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
Project-level		0	0	17	82	0	0	15	51	2	31	-	-	8	32	10	40	82	325	
Central Equatorial State						0	0	4	12	1	20	-	-							
Eastern Equatorial State						0	0	0	0	1	9	-	-							
Southern Kordofan						0	0	0	2	0	0	-	-							
Western Bahr el Ghazal						0	0	0	0	0	0	-	-							
Western Equatorial State						0	0	11	37	0	2	-	-							

INDICATOR TITLE: NUMBER OF LEARNERS ENROLLED IN USG-SUPPORTED SCHOOLS OR EQUIVALENT NON-SCHOOL-BASED SETTING

UNIT: Number of administrators and officials	DISAGGREGATE BY: Location, event, date and gender					
	Geographic Location	Event	Date	W	M	Sub-total
	Central Equatorial State	Number of pupils formally enrolled in USG-supported primary schools or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge.	By June 30, 2009	7,408	7,528	14,936
	Eastern Equatorial State			1,802	1,589	3,391
	Southern Blue Nile			2,898	2,841	5,739
	Southern Kordofan			4,922	3,711	8,633
	Western Bahr el Ghazal			4,498	2,076	6,574
	Western Equatorial State			5,799	5,095	10,894
Totals			27,327	22,840	50,167	

Results:

	Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/08		This Reporting Period 31/Mar/09		Reporting Period 30/Jun/09		Reporting Period 30/Sep/09		FY 2009 Target		FY 2010 Target		End of Project Target	
			Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target		Target	
Gender: Women (W), Men (M)	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Project-level	0	0	27,327	22,840					27,327	22,840			14,000	21,000	16,000	24,000	69,620	85,092
Central Equatorial State									7,408	7,528								
Eastern Equatorial State									1,802	1,589								
Southern Blue Nile									2,898	2,841								
Southern Kordofan									4,922	3,711								
Western Bahar el Ghazal									4,498	2,076								
Western Equatorial State									5,799	5,095								

Notes:

1. Data is collected yearly, one month after schools open and broadcasts start, plus additional pupils in classes from subsequently trained teachers
2. End of Project target is an accumulation of annual total enrolment for Year One (FY2006) plus new intake in subsequent years. New intake is defined as P1 entrants plus new classes added as new teachers are trained in IRI or 'old' IRI trained teachers start IRI in previously non-IRI classes. New intake also includes learners joining other Grades (P2, P3 or P4) where IRI is conducted from non-IRI classes or schools.

INDICATOR TITLE: NUMBER OF ADULT LEARNERS ENROLLED IN USG-SUPPORTED SCHOOLS OR EQUIVALENT NON-SCHOOL-BASED SETTINGS

UNIT: Number of Learners enrolled	DISAGGREGATE BY: Location, event, date and gender			Registered			Independent			
	Geographic Location	Event	Date	W	M	Sub	W	M	Sub	Total
	Central Equatorial State	Training in use, management, monitoring of IRI	By June 30, 2009	368	452	820	26,866	60,481	60,481	
	Eastern Equatorial State			-	-	-				
	Jonglei					3,005	3,167	6172		
	Western Bahr el Ghazal		445	108	553	7,039	8,313	15,352		
	Western Equatorial State		35	76	111	11,788	12,485	24,272		
				848	636	1484	48,698	57,580	106,277	107,761(*)

Results:

Gender: Women (W), Men (M)	Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/08		This Reporting Period 31/Mar/09		Reporting Period 30/Jun/09		Reporting Period 30/Sep/09		FY 2009 Target		FY 2010 Target		End of Project Target	
			Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target		Target	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Project-level	-	-	-	-	-	-	276	313	572	323			14,000	14,000	16,700	16,700	71,280	77,220
Central Equatorial State							255	277	113	175								
Eastern Equatorial State							-	-	-	-								
Southern Kordofan							-	-	-	-								
Western Bahr el Ghazal							-	-	445	108								
Western Equatorial State							21	36	14	40								

(*) Notes:

We report here the number of adult listeners who have registered for *Rabia for Beginners*, plus the independent listeners to *Rabia Advanced*. Since we are only interested in listeners who have benefited from the programs, not just casual listeners, we have included only the number of *Rabia Advanced* listeners who report listening to the programs daily. The number of independent listeners was based on an audience survey of 1,185 individuals in randomly selected households conducted in late 2008 in six countries (Juba, Yei, Kajokeji, Yambio, Maridi, and Panyagor). The findings show that a significant percentage of the individuals listens to both the *Learning Village* and *Rabia English* programs. The largest number of youth and adults listen to the *Learning Village* designed for primary schools, some 310,591. We have chosen to report only on the *Rabia English* programs, especially the *Rabia Advanced* series, since these programs are designed for independent listeners. 85% of all the respondents listen to radio. Of these 30% or 145,585 individuals reported listening to the *Rabia Advanced*. Of these, 73% or 106,277 individuals reported listening to the programs daily. Thus, we are reporting this figure as the number of listeners who are benefiting from the program plus the 1,484 adults who signed up for the *Rabia for Beginners* series for a grand total of 107,761. In future Quarterly Reports we will continue to report the 106,277 independent listeners plus whatever number of people who register for the *Rabia for Beginners* course until a new listenership survey is conducted in 2010. Finally, these numbers are only from 6 of the 15 counties where SSIRI is being implemented.

INDICATOR TITLE: NUMBER OF TEACHERS/EDUCATORS TRAINED WITH USG SUPPORT																			
UNIT:		DISAGGREGATE BY: Location, event, date and gender																	
Number of administrators and officials	Geographic Location			Event/description					Date		W		M		Sub-total				
	Central Equatorial State			Number of individuals who have successfully completed a pre- or in-service training program to teach in schools or equivalent non-school-based settings (pre-primary; primary; lower-secondary; upper-secondary; adult literacy), with USG support					By June 30, 2009		63		139		202				
	Eastern Equatorial State										15		37		52				
	Jonglei										0		1		1				
	Southern Blue Nile										5		37		42				
	Southern Kordofan										2		25		27				
	Western Bahr el Ghazal										3		55		58				
	Western Equatorial State										33		193		226				
Totals								121		487		608							
Results:																			
		Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/08		This Reporting Period 31/Mar/09		Reporting Period 30/Jun/09		Reporting Period 30/Sep/09		FY 2009 Target		FY 2010 Target		End of Project Target	
				Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target		Target	
Gender:		W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Women (W), Men (M)																			
Project-level		0	0	121	487	10	31	34	149	77	307	-	-	200	700	300	825	914	8,227
Central Equatorial State		0	0			10	29	25	82	28	28	-	-						
Eastern Equatorial State		0	0			0	0	2	17	13	20	-	-						
Jonglei		0	0			0	1	0	0	0	0	-	-						
Southern Blue Nile		0	0			0	0	0	0	5	37	-	-						
Southern Kordofan		0	0			0	0	2	25	0	0	-	-						
Western Bahr el Ghazal		0	0			0	0	0	1	3	54	-	-						
Western Equatorial State		0	0			0	1	5	24	28	168	-	-						

INDICATOR TITLE: NUMBER OF TEXT BOOKS AND OTHER TEACHING MATERIALS PROVIDED WITH USG ASSISTANCE

UNIT: Number of Learning Materials Distributed	DISAGGREGATE BY: Location, event, date and gender					
	Geographic Location	Event	Date	Guides	Digital Devices	Sub-total
	Central Equatorial State	Training in use, management, monitoring of IRI	By June 30, 2009	177	189	366
	Eastern Equatorial State			26	43	69
	Southern Kordofan			96	15	111
	Western Bahr el Ghazal			74	86	160
	Western Equatorial State			100	151	251
	Southern Blue Nile			18	16	34
Totals			491	500	991	

Results:

Gender: Women (W), Men (M)	Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/08		This Reporting Period 31/Mar/09		Reporting Period 30/Jun/09		Reporting Period 30/Sep/09		FY 2009 Target		FY 2010 Target		End of Project Target	
			Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target		Target	
	Guides	Devices	Guides	Digital Devices	Guides	Digital Devices	Guides	Digital Devices	Guides	Digital Devices	Guides	Digital Devices	Guides	Digital Devices	Guides	Digital Devices	Guides	Digital Devices
Project-level	-	-	-	-	96	15	133	139	262	346								
Central Equatorial State							101	104	76	85								
Eastern Equatorial State							-	-	26	43								
Southern Kordofan					96	15	-	-	-	-								
Western Bahr el Ghazal							-	-	74	86								
Western Equatorial State							32	35	68	116								
Southern Blue Nile									18	16								

IV. MONITORING

Strengthening M&E Systems

EDC continued to strengthen its M&E systems through improved data collection at the local level and the compilation of data for producing statistical reports. The M&E department created (a) preliminary database structure for coding classroom observations forms, (b) preliminary ideas for a database for our registration data, and (c) a revised classroom observation form. As part of the improvement of our M&E processes, the team updated the PMP M&E indicator sheets and submitted them to USAID.

EDC has strengthened its monitoring of activities through the improvement of data quality control processes. Notably, EDC has reviewed its PMP and data collection tools, and the team has also created a preliminary database structure for coding learning village and RABIA observation forms.

P2 Summative Evaluation

EDC designed a summative evaluation to assess the impact on achievement of the P2 *Learning Village* lessons. The test includes items on mathematics and English and is administered to individual children in six sites. During the quarter, EDC created the test design (with both control and experimental groups), developed the tests, trained the test administrators, and administered the test in most locations. AES officials participated in the workshop and the Secretariat of Examinations approved the summative evaluation questions. The M&E team worked with international consultant Diane Garavaglia to design a survey instrument for the P2 pretest exercise and to develop the test items.

The pretest was conducted in Juba, Central Equatoria; Torit, Eastern Equatoria; and Wau, Western Bahr al Ghazal states. In Yambio, Maridi, Mundri, Western Equatoria the exercise has not yet been conducted because teachers went on strike to protest the government's delay in paying their salary arrears and then schools closed for a holiday break. The pretest will be administered when schools re-open for the next term. The M&E department has started compiling data from the areas where the exercise has been completed. A learner achievement assessment questionnaire used during the pretest is attached as Attachment II.

Data verification exercise

Our M&E department conducted an exercise to verify data on teachers and pupils in SSIRI schools. The team verified the statistics on our registration forms against the actual numbers of teachers and pupils in those schools. The exercise was conducted in Eastern Equatoria, Central Equatoria and Western Bahr el Ghazal. Data in SSIRI schools in Western Equatoria will be verified next quarter when schools have reopened and teachers have resumed teaching. A data verification checklist used during the exercise is attached as Attachment I.

School monitoring visits

EDC ensured that our outreach staff, especially the M&E Assistants and Outreach Coordinators, 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 obtained feedback and comments from teachers and head teachers. During the school visits, outreach staff collected and verified data on the likely impact of delayed and insufficient salary payments from GoSS. This quarter our field staff involved county and payam officials in the monitoring and mentoring process. A sample weekly report is attached as Attachment III. 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 will not be any major changes to EDC's work plan next quarter. EDC will continue to broadcast the *Learning Village* and *Rabia* lessons, train more teachers and facilitators, and monitor classes. EDC will complete the development of the P4 *Learning Village* lessons by the end of 2009. The content for this series includes English, mathematics, and life skills, especially peace education, but not local language literacy. EDC will begin broadcasting the new P4 *Learning Village* series in August.

In addition, EDC will continue to work with the MoEST Department of Teacher Education and Management on their plans to roll out the in-service teacher training program in the 20 new CECs across Southern Sudan. EDC will support some of the new CECs with SSIRI programs, and will count on a contribution from MoEST (with MDTF funds), especially to procure digital devices.

EDC will also work AES as they implement the new pastoral education program to be launched in Eastern Equatoria, Jonglei, Western Bahr el Ghazal, Northern Bahr el Ghazal, Warrap, Lakes and Unity states. Overall, AES is planning for about 5,200 teachers and 600,000 learners (plus 150,000 pastoralist learners) in 2010 and they project about 1 million learners with 11,220 teachers in 2011. AES has 18 activity areas for 2010 including the "Expansion and incorporation of SSIRI in all AES programs."

In order to create a sense of ownership among education officials and teachers and encourage support by communities, EDC will launch a national promotional campaign to market SSIRI. Activities will include prize giving ceremonies for teachers, distribution of promotional materials, and radio programs among others. As another example for developing ownership, EDC will help to organize a forum for key CES officials including department heads, education directors from all six counties, and Juba payam officials.

In the next quarter EDC will:

- Undertake a national promotional campaign to market SSIRI and encourage community support and participation in IRI activities.
- Work with the local MoEST offices to integrate *Learning Village* in school timetables and to show how the *Learning Village* relates to the other daily English and math periods;
- Complete the pre-test of *Learning Village* for P2 as part of the summative evaluation
- Review and update the PMP
- Evaluate the effectiveness of PS101 course for teachers
- Conduct a formal assessment of the range of digital devices being tried out by EDC
- Continue write scripts, produce lessons, and conduct a formative assessment of P4.
- Begin broadcasting P4
- Seek MoUs with new radio stations, such a Yambio FM and the Voice of Kajokeji
- Conduct state levels quarterly review meetings

VI. FINANCIAL INFORMATION

EDC received a three-year extension of the SSIRI project until June 2012.

EDC received addition funds that will allow the continuation of SSIRI on a constrained basis through the first quarter of the extension period (the last quarter of FY 2009). However, the lack of full funding for Phase I (up to June 2009) has resulted in reduced staffing and activities for 2009.

The pipeline analysis in Attachment VI presents the current financial situation and lays out the financial needs for continuing the project until September, the end of the current fiscal year.

VII. PROJECT ADMINISTRATION

Constraints and Critical Issues

EDC continues to have excellent relations with MoEST in Juba and at the state and lower levels. There is strong demand at all levels to expand SSIRI.

However, the delayed and reduced payment of teachers' salaries, both in primary schools and in the ALP centers, continues to cause a problem in implementing SSIRI programs. Teacher morale is affected and teacher absenteeism remains high. Also, some teachers expect EDC to provide an incentive payment for teaching the *Learning Village*. Until this problem is addressed, the education system as a whole will suffer including the implementation of SSIRI.

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 a few English language schools remaining in Kurmuk and Yabus; the remaining schools are Arabic pattern. EDC is trying to recruit a new Outreach Coordinator.

The situation in Southern Kordofan remains somewhat volatile. Nevertheless during the last quarter EDC consolidated the implementation of the use of digital devices in schools there. EDC is exploring further ways of improving program implementation in that area. The school year ended in June; the new school year begins in October.

Personnel

One of the key changes to EDC's work plan in the next two quarters is the move of Nairobi-based positions to Juba. Key elements of the move to Juba are:

1. COP is to be posted to Juba October 1, 2009.
2. All full-time Nairobi-based finance and administration staff are to be phased out by December 31, 2009 except for the logistics/procurement position and a custodian. EDC expects to maintain three part-time staff through mid 2010.
3. The scriptwriting and production activities will continue in Nairobi with the expectation that the scriptwriting activities will be complete by December 2009 and the production activities by July 2010.

Changes in the Project

There will be no major changes in the project next quarter. Except for Southern Kordofan, the schools in all locations will continue. EDC will continue to focus on quality and look for opportunities for modest expansion.

- Explore with some states and counties the idea of expanding SSIRI where there may be strong capacity and good enthusiasm primarily relying on state or county officials to lead this process.
- Collaborate with USAID partners, especially under the new BRIDGE program working in the border states and the Three Areas. Winrock and Mercy Corps have expressed interest in collaborating on the implementation of SSIRI.
- Work with the Ministry on plans to roll out the in-service teacher training program through new county education centers.
- Work with AES on integrating SSIRI in the rollout of the new pastoralist program.

Contract Modifications and Amendments

EDC has received approval from USAID for a three year extension from 2009-2012.

ATTACHMENT I: EDC-SSIRI DATA VERIFICATION CHECKLIST

1. Ensure that you have an up to date (2009) list of IRI schools, RABIA Centers, list of IRI trained teachers, list of trained education officials, and list of RABEA facilitator. All these should be provided by Simon (Data Manager)
2. On arrival, brief the outreach team on the purpose of your trip. Basically, the purpose of your trip is to ensure that all data (MS Excel lists provided by Simon) are accurate, and have supporting evidence in form of school, teacher, facilitator, and RABEA center registration forms. The school registration forms must be certified by the Head Teacher.
3. Share with the outreach team all lists provided by Simon. Confirm with the outreach that the lists provided are accurate. Confirm that the outreach team has the necessary support evidence (school, teacher, facilitator, and RABEA center registration forms) for the data availed. If you find missing evidence, find out if the forms were transmitted to Juba (SSIRI Coordinating Office). In this case, obtain signed confirmation from the outreach team that the evidence referred to was submitted to Juba. The signed confirmation should indicate when the evidence was transmitted to Juba and who received the evidence.
4. Ensure that all IRI trained teachers (FY2009) have their schools registered. Obtain certified evidence for any school registration made.
5. Confirm through your report that you have evidence for all data (MS Excel lists provided by Simon). Document all missing evidence.
6. Obtain as much information as you can about all trainings carried out during FY2009. Obtain any outstanding training signed attendance logs. These may be photocopies.
7. Visit all FY2009 IRI registered schools. Start with the nearest schools. When at the school, confirm the enrolment in all IRI classes through any of the following methods: physical count of the pupils present or observation of class registers or discussion with class teachers or discussion with Head Teachers. Please take care to only confirm enrolment of classes where IRI is currently a method of instruction. If a class has more than one stream, only confirm enrolment for the stream(s) where IRI is currently a method of instruction.
8. For every IRI school enrolment verified, please remember to complete a school registration form. The form is complete if it is certified by the Head Teacher.
9. Submit a report along with all the relevant evidence to the Data Manager (Simon Logoye) or M&E Specialist (Isaac Musoke) upon return from the field. In your report indicate the site visited, activities carried out, methods used to estimate school enrolment, observations made, proposed changes in list of schools and enrolment for example.

ATTACHMENT II: SSIRI LEARNING VILLAGE PROGRAM LEARNER ACHIEVEMENT ASSESMENT

PRIMARY 2 MATHEMATICS

Pre-Test Administration

LEARNER PROFILE INFORMATION

School name:			Grade:	Name of teacher:		Test Administration Date: ____ / ____ /2009
Village Boma:	Payam:	County:	State:		Name of Test Administrator:	
ID (Leave Blank)	Name of Learner		Age (years)	Sex (M/F)	How many P2 IRI lessons did learner attend this school year? (provide number of classes)	Is this school an IRI School? (circle one) Yes or No
Did learner participate in P1 IRI classes last year? (circle one) Yes or No						
If Yes, how many classes (circle one)			A few (less than 7)	Some (8 to 14)	Most (15 to 20)	
Any other observations?:						

Test Administration Instructions

- Administer all questions to one pupil at a time, away from other pupils.
- Do the test in the language that the pupil feels more comfortable with when working Mathematics.
- Write the words and the sentences in the local language in the cards that you are going to use.
- Keep the Scoring Instructions in front of you when testing, so that you can mark the pupil’s answers directly on this sheet in the Scoring Section.
- Give a piece of paper and a pencil to the pupil to write the answers that need to be written.

Read these instructions to the pupil and begin the test. You will record the pupil’s score for each question directly on this sheet in the column that reads Score. Circle the Score that best represents the pupil’s response to each question. You will have one Primary 2 Mathematics sheet for each student to whom you administer the test.

Read:

- 1. We are going to begin doing some mathematics questions now. Sometimes I will ask you to tell me the answer, and other times I will ask you to write your answer down on paper, OK?***
- 2. Now, here is the first question***

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>Score</i>
Question 1.	Show student	<u><i>Before administering the test</i></u> • <i>Select the correct card</i>	<i>Does not report a value for either tens or ones or fails to attempt the task</i>	0

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>Score</i>
The number 395 is made up of how many ones and how many tens ?	number: 395	<u>Administering the question</u> <ul style="list-style-type: none"> Ask the pupil to point to the ones and tell you how many ones are in the number Ask the pupil to point to the tens and tell you how many tens are in the number Answer: 5 ones, 9 tens	Provides correct answer for only the number of ones (5) or Provides correct answer for only the number of tens (9).	1
			Provides correct answer for both tens and ones values	2

Content: 1.2a place value up to 999

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>Score</i>
Question 2. Add the following numbers and provide an answer. $\begin{array}{r} 129 \\ +15 \\ \hline \end{array}$	Show the student the card with the correct addition operation $\begin{array}{r} 129 \\ +15 \\ \hline \end{array}$	<u>Before administering the test</u> <ul style="list-style-type: none"> Select appropriate card with the addition operation. <u>Administering the quest</u> <ul style="list-style-type: none"> Show the student the card Tell the student to work on the answer either orally or on a piece of paper 	Not able to add at all, adds the numbers but completely wrong answer, guesses, or fails to attempt the task	0
			Attempts addition and provides an incorrect answer: makes a reasonable mistake, e.g., interchanging the digits, getting the tens correct and the ones wrong, or vice versa, doesn't carry. Ex answers: 134, 14?, 1?4	1

		<p><i>Answer: 144</i></p> <p><i>Without guidance or assistance from the administrator, the student can self-correct addition errors he/she makes while solving the operation.</i></p>	<p><i>Adds correctly and provides the correct answer, 144.</i></p>	<p>2</p>
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Content: 1.2d addition of 3 digit numbers with carry operation

Question Stem	Selection	Instructions for the administrator	Scoring Instructions	Score
<p>Question 3.</p> <p>What number is needed in the box to complete the addition operation?</p> <p>$10 + \square = 27$</p>	<p><i>Show the student the appropriate card:</i></p> <p>$10 + \square = 27$</p>	<p><u><i>Before administering the test</i></u></p> <ul style="list-style-type: none"> <i>Select the appropriate card.</i> <p><u><i>Administering the test</i></u></p> <ul style="list-style-type: none"> <i>Show the student the card.</i> <i>Tell the pupil to work on the answer either on a piece of paper or orally.</i> <p><i>Answer: 17</i></p>	<p><i>Not able to add at all, adds the numbers but comes up with a completely wrong answer, or fails to attempt the task</i></p>	0
			<p><i>Attempts the addition, makes a reasonable mistake, e.g., interchanging the digits, getting the tens correctly and the ones wrong, or vice versa.</i></p>	1
			<p><i>Replaces missing value with correct number</i></p>	2

Content: 1.2e find missing numbers in addition

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>Score</i>
Question 4. Subtract the following numbers and provide an answer. $\begin{array}{r} 145 \\ - 121 \\ \hline \end{array}$	Show the student the appropriate card: $\begin{array}{r} 145 \\ - 121 \\ \hline \end{array}$	<u>Before administering the test</u> <ul style="list-style-type: none"> Select the appropriate card. <u>Administering the test</u> <ul style="list-style-type: none"> Show the student the card Tell the student to work on the answer either orally or on a piece of paper Answer: 24	Not able to subtract at all, subtract the numbers but comes up with a completely wrong answer, or fails to attempt the task	0
			Attempts the subtraction but interchanges the digits, gets the tens correctly and the ones wrong, or vice versa	1
			Subtracts correctly	2

Content: 1.2f Subtraction up to 3 digits without borrowing

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>score</i>
Question 5. Multiply the following numbers and provide an	Show the student the appropriate card:	<u>Before administering the test</u> <ul style="list-style-type: none"> Select the appropriate card. 	Not able to multiple at all, provides completely wrong answer, or fails to attempt the task	0

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>score</i>
answer. $5 \times 4 =$	$5 \times 4 =$	<u>Administering the test</u> <ul style="list-style-type: none"> Show the student the card Tell the student to work on the answer either orally or on a piece of paper Answer: 20	Multiplies correctly	1

Content: 1.2j Multiplication up to 10x10

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>Score</i>
Question 6. Divide the following numbers and provide an answer. $5 \sqrt{25} =$	Show the student the appropriate card: $5 \sqrt{25} =$	<u>Before administering the test</u> <ul style="list-style-type: none"> Select the appropriate card. <u>Administering the test</u> <ul style="list-style-type: none"> Show the student the card Tell the student to work on the answer either orally or on a piece of paper Answer: 5	Not able to divide at all, provides completely wrong answer, or fails to attempt the task	0
			Divides correctly	1

Content 1.2i Division of numbers up to 100 by numbers up to 10

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>Score</i>
<p>Question 7.</p> <p>Your Mother bought a cluster of bananas for 8 pounds and three mangos for 10 pounds.</p> <p>How much money did she spend altogether?</p>	<p><i>No Card</i></p>	<p><u>Before administering the test</u></p> <ul style="list-style-type: none"> • <i>Select the appropriate card.</i> <p><u>Administering the test</u></p> <ul style="list-style-type: none"> • <i>Show the student the card</i> • <i>Tell the student to work on the answer either orally or on a piece of paper</i> <p><i>Answer: 18 pounds</i></p>	<p><i>Not able to add at all, adds the numbers but comes up with a completely wrong answer, or fails to attempt the task</i></p>	0
			<p><i>Attempts the addition but gets incorrect answer (eg. gets the tens correctly and the ones wrong, or vice versa)</i></p>	1
			<p><i>Adds correctly</i></p>	2

Content 2.2h Addition and subtraction of pounds and piastres without carrying and borrowing

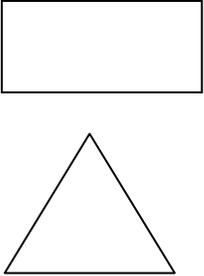
<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>Score</i>
<p>Question 8.</p> <p>Nako's mother had 541 pounds and spent 320 pounds to</p>	<p><i>No card</i></p>	<p><u>Before administering the test</u></p> <ul style="list-style-type: none"> • <i>Have paper ready in case student asks for it</i> 	<p><i>Not able to subtract to get balance at all, subtracts the numbers but comes up with a completely wrong answer, or fails to attempt the task</i></p>	0

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>Score</i>
<p>purchase items to repair the house.</p> <p>How much money does she have now?</p>		<p><u>Administering the test</u></p> <ul style="list-style-type: none"> Tell the student to work on the answer either orally or on a piece of paper <p>Answer: 221 pounds</p>	Attempts subtraction to get balance but gets wrong answer.	1
			Subtracts and gets correct balance.	2

Content 2.2i Shopping, getting and giving correct balance.

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>Score</i>
<p>Question 9.</p> <p>Tell students to say out loud the months of the year beginning with January.</p>	No card	<p><u>Before administering the test</u></p> <p><u>Administering the test</u></p> <ul style="list-style-type: none"> Tell the students to say their answer out loud in English Tell the student to begin with month of January <p>Answer: Correctly says the months</p>	Not able to say the months, says more than 1 month out of order, or fails to attempt the task	0
			Correctly says the months but with one month listed out of order	1
			Ex., January, March, February, April, May... December	Says months in correct order in English.

Content 2.2j Days of week and months of the year

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>Score</i>
<p>Question 10.</p> <p>Which two shapes are represented below,</p> 	<p>Show the student the appropriate card:</p> <p>Card with shapes</p>	<p><u>Before administering the test</u></p> <ul style="list-style-type: none"> Select the appropriate card. <p><u>Administering the test</u></p> <ul style="list-style-type: none"> Tell the students to point to each shape and say the name of the shape out loud <p>Answer: Correctly points to each shape and uses the correct term, rectangle and triangle</p>	<p>Not able to name both shapes, or fails to attempt the task</p>	0
			<p>Provides correct name for only one of the shapes and calls the other shape by wrong name</p>	1
			<p>Names both shapes correctly</p>	2

Content 3.2a Identifies geometric shapes

<i>Question Stem</i>	<i>Selection</i>	<i>Instructions for the administrator</i>	<i>Scoring Instructions</i>	<i>Score</i>
<p>Question 11.</p> <p>Complete the pattern shown below.</p>	<p>Show the student the appropriate card:</p> <p>Card with shape</p>	<p><u>Before administering the test</u></p> <ul style="list-style-type: none"> . Select the appropriate card. 	<p>Not able to complete the pattern, or inserts a different shape other than square or triangle, or fails to attempt the task</p>	0

	<p><i>pattern</i></p>	<p><u><i>Administering the test</i></u> <i>Tell the students to select the shape that completes the given pattern. Student will say shape out loud and write the shape in his/her paper.</i></p> <p><i>Answer:</i> </p>	<p>Correctly names or draws the shape</p>	<p>1</p>
			<p>Correctly completes pattern by selecting correct shape and names and draws the shape</p>	<p>2</p>

Content 3.2b Ready made patterns

END OF TEST

Test Administrator: In your own words...

Thank the student for his/her help today.

Tell the student it is OK that he/she did not know the answers to all of the questions. In fact, he/she shouldn't have known all of the answers yet but by the end of the school year, he/she will have been taught the information.

ATTACHMENT III: WEEKLY REPORT

Name: Ale Peter Michael

Location: Yei, Central Equatorial State

Week ending: 26/6/2009

SECTION ONE: WEEKLY ACTIVITIES REPORT

DATE	ACTIVITY	FINDINGS	ACTIONS OR FOLLOW-UP
<p>Monday 22/6/2009</p>	<p>Visited Ronyi Primary School</p> <p>Visited Spirit FM</p>	<ul style="list-style-type: none"> • Learning Village teachers have eagerly been waiting for the broadcast. They requested if they could teach the lessons being broadcasted by Spirit. OC told them to wait because there is a prospect of Spirit Fm broadcasting from next week. • The expected transmitter had been brought on 21/6/2009 together with a new antenna and the engineer was working on them. The new transmitter has a capacity to reach far this time as it 	<ul style="list-style-type: none"> • OC will continue to follow up with Spirit. • The learning village lesson broadcast will have to begin after a radio talks meant to sensitize the masses.

	Visited Ibis	<p>has a capacity of 300 watts compared to the first one which only had 100 watts.</p> <ul style="list-style-type: none"> • The Spirit Fm management appreciated EDC-SSIRI for the patience and promised to do a better job this time. • Unable to meet the Head Trainer of Ibis (Wani Daniel) to discuss the possibility of incorporating LARBEA sessions in their forthcoming one-month training which will take place starting early next week. Some of the staff of Ibis were in Lanya for a 3 days workshop for Head teachers. 	<p>OCs will meet the Head trainer on Thursday to discuss again.</p>
Tuesday 23/6/2009	Met the County Education Director, Mr. Amule Felix	<ul style="list-style-type: none"> • Salaries for ALP teachers and those in the Adult schools are being processed in the State Ministry of Education and he is working hard so that the payment is effected by the end of this month. • NGO coordination meeting will be called in few days time and each NGO 	<ul style="list-style-type: none"> • OCs will continue to do follow up on the coordination meeting.

		<p>would be asked to contribute something little for refreshment since the forthcoming meeting is expected to take a long.</p> <ul style="list-style-type: none"> • The Director asked the OC to give him more information that he felt should be included in the County quarterly report to the State Ministry of Education which was done immediately. The information given included, non-payment of salaries to ALP teachers among others. 	
<p>Wednesday 24/6/2009</p>	<p>Visited Ronyi Primary School</p>	<ul style="list-style-type: none"> • P1 teacher, James Abe, who is also the head teacher, had left for a head teachers' workshop in Lanya and hence the P1 lesson was not taught. The P2 teacher could not help the situation because the Guide was with the head teacher. • P2 lesson (lesson44) broadcast came on 	<ul style="list-style-type: none"> • The two selected teachers will be given orientation on Friday this week in which they will be expected to demonstrate a lesson.

		<p>time and was loud and clear.</p> <ul style="list-style-type: none"> • The pupils participated actively and were so excited because they had missed learning village lessons for quite a long time. • The teacher was well prepared and did an excellent job. • The teacher did the after broadcast activities which also turned out to be very interesting. • P2 radio had problem with the solar funnel and the OC effected replacement immediately. • P3 teacher, Regina Alfred was absent, as usual. <p>The Deputy Head teacher was concerned and enquired from the OC if more teachers could be identified and given training to help teach P1 and P3 classes. The OC accepted on condition</p>	
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		<p>the identified teachers would be given on training but may need to be given some orientation and then mentoring by the trained teachers. Two potential and willing teachers were immediately selected.</p>	
<p>Thursday 25/6/2009</p>	<p>Visited Kanjoro Primary School</p>	<ul style="list-style-type: none"> • Learning Village program is not in the new general school timetable. • The new school Head teacher did not the value of learning village in primary schools and hence asked the OC a lot of questions. • After thorough briefing of the head teacher about SSIRI and its programs the head teacher immediately scheduled to meet all the learning village teachers in the school the following day together 	<ul style="list-style-type: none"> • All the Head teachers of Yei Payam need to be met and sensitized since half of them are new. • Promotional activities should target head teachers and education officials.

		<p>with the OC and an Education Official.</p> <p>The meeting is intended to sensitize and motivate the teachers.</p>	
<p>Friday 26/6/2009</p>	<ul style="list-style-type: none"> • Visited Kanjoro Primary School 	<ul style="list-style-type: none"> • Met the five Learning Village teachers together with the head teacher who were not happy to have missed the T-shirts (giving T-shirts to only few teachers can de-motivate others). • P1 class will be taken by the P4 teacher because the P1 teacher has been transferred. • Three out of five Learning Village teachers are not in the Government Pay 	<ul style="list-style-type: none"> • More T-shirts should be sent to Yei for the teachers that have not received to boost their morale. • All the activities meant to promote SSIRI should be planned by the outreach staff in their various locations and then approved by the Communication Specialist for the purpose of effectiveness (i.e. in terms of what can

		<p>roll.</p> <ul style="list-style-type: none"> • The head teacher is going to ensure that IRI is included in the general school timetable. He promised to supervise it (this implies that he needs skills on IRI). • The current school Timetable robs P1 time for after broad cast activities and P2 of the first 5 minutes. P1 lesson (10:00 – 10:30), Break (10:30 am – 11:00 am) and P2 (11:00 – 11:30 am). • After the meeting the teachers expressed their willingness to start teaching Learning Village lessons 	<p>work). For example giving cheap prices (Watches, wall clocks or even a bar of shop etc) to LV teachers in a simple organized sitting can motivate to teach here in Yei.</p> <ul style="list-style-type: none"> • In the next phase of the project special attention should be paid to strategies to create project ownership by all Education stakeholders. • Schools have the capacity to motivate Learning Village teachers if only the head teachers are made to know the value of the program.
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	<p>Met County Girl Child Coordinator</p>	<p>seriously starting from next week.</p> <ul style="list-style-type: none"> • Girl child Day will be on 7/7/2009 and EDC is expected to contribute towards its celebration. 	<ul style="list-style-type: none"> • Special attention needs to be paid to head teachers who are the direct supervisors on the ground. The continuation of SSIRI after EDC has pulled out will depend on the seriousness of the head teachers. • OCs will take advantage of the Day to at least be given chance to talk on education of girls where they will sneak in information on SSIRI
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ATTACHMENT IV: TRAINING REPORT

SSIRI Training Report

1. **Name of Training: Learning Village**
2. **Location: Yei Teachers' Training College (YTTC) – Yei Payam, Yei County, CES**
3. **Dates of training: June 11th – 14th 2009**
4. **Training facilitators:**
 - **Ale Peter Outreach Coordinator – Yei**
 - **Newton C. Wilson Outreach Coordinator – Yei**
 - **Felix Malish English Language Tutor – YTTC**
 - **Maree T Melican DCOP EDC/SSIRI - Juba**
5. **Training objectives:**
 - Equip year two student-teachers of YTTC with skills, knowledge, attitudes and beliefs on IRI methodology.
 - Prepare YTTC tutors for future integration of IRI methodology into YTTC Teacher-Education program.
 - Advocate and ensure strong partnership for future sustainability of SSIRI by all education stakeholders.
 - Encourage quality in the primary schools.
 - Cover the training materials fully (as planned).
6. **Expected outputs**
 - **Year two students fully equipped with skills, knowledge, attitudes and beliefs on IRI so as to be able to implement Learning Village once they are out of college.**
 - **YTTC tutor fully prepared for smooth future integration of IRI in the college.**
 - **Strong partnership created between YTTC and SSIRI**
7. Information on the training conducted:

Training Agenda:

Day/Date	Items Covered
<p>Day 1: Thursday, June 11th 2009</p>	Official opening by Abdul Agoi; YTTC - DOS
	Introduction of participants, discussion on participants' expectation, presentation of the general plan for the training and how they will spend the time during the workshop.
	Introducing EDC in Sudan (SRS & SSIRI), SSIRI and all its programs (LV, RABEA & PS101) and the components of AES in the MOEST/GOSS.
	Teaching a LV Lesson (81 for P2) with the participants acting as pupils.
	Playing Learning Village songs e.g. "Let's go learning...", "school is for all"
	Discussion about the demonstrated lesson and general aspects of IRI methodology
	Understanding and using the LV teacher's guide with emphasis on the introduction.
	The roles of a teacher in IRI (before, during and after broadcast)
	Question and clarification and reflection on the day.
<p>Day II: Friday, June 12th 2009</p>	Reflecting on the previous day
	Played the review video in Maridi (Haddow P1 class) for the participants to watch – emphasizing it is possible in big classes
	Place Value and place value game (click, stump, clap and jump)
	Addition with Village Piasters
	Participants practice addition with Village Piasters
	Multiplication with Village piasters
	Participants practice multiplication with Village Piasters
	Playing LV songs
	Subtraction with Village Piasters

	Practice subtraction with Village Piasters
	Division with Village Piasters
	Practice division with Village Piasters
	Ping – Pong game
	Pretending actions
	Practice: Pretend you are performing an action.
	Discussion of the lesson taught by the participant
	Working with sentence - Teaching Local Language
	Question and clarification and reflection on the day.
Day III: Saturday June 13th 2009	Reflecting on the previous day
	Drawing on the board
	Participants practice drawing on the board.
	Sang “little finger” and gender songs
	Number Cruncher game
	Played a number cruncher segment from the lessons
	8 participants practiced teaching LV lesson segments while others acted as pupils
	Comments on the lessons/segments (English, Maths, local language and after broadcast) taught.
	Civic Education and health topics discussed in groups and clarifications
	Working in groups (pairs or in fours)
	The use and maintenance of a Free play Radio
Reflection on the day	
Day IV Sunday, June 14th 2009	Reflecting on the previous day
	Filling of LV teacher registration form and introduction to some SSIRI forms e.g. Lesson Log form
	Final reflection and wrap-up
	Closure: By Peter Rocky Anguaku – Tutor in YTTC (on behalf of the principal)
	Handing out of Attendance Certificates
	Departure!

8. Details of participants

Name of participant	Gender		Position (i.e. CEO inspector, head teacher, P1, 2, 3 or 4 teacher, ALP teacher, NGO, YTTC student teacher etc)	Name of School or center (either the teacher was there before or will be there after training)	Payam	County	State
	M	F					
Kenyi Jimmy	M		Student teacher	Wonduruba P/S	Wonduruba	Juba	CES
Lomude Wilson	M		Student teacher	Wonduruba P/S	Wonduruba	Juba	CES
Wani Joseph James	M		Student teacher			Juba	CES
Moro John Wilson	M		Student teacher	Injili Girls P/S	Gulumbi	Morobo	CES
Moga Awiya Alex	M		Student teacher	Kirikwat P/S	Kupera	Lainya	CES
Yuga Alex James	M		Student teacher	New Gener. P/S	Yei	Yei	CES
Azikuru Jennifer		F	Student teacher	Injili Girls P/S	Gulumbi	Morobo	CES
Malish James	M		Student teacher	Gimunu P/S	Yei	Yei	CES
Ezangubo Constantino	M		Student teacher	Lujulo P/S	Lujulo	Morobo	CES
Pako John	M		Student teacher	Limuro P/S	Wuji	Lainya	CES
Juma Philip Eggry	M		Student teacher			Lainya	CES
Dada Mathew John	M		Student teacher	Longamere P/S	Mugwo	Yei	CES
Buruga Richard Yakani	M		Student teacher	Ryokapoto P/S	Kimba	Morobo	CES

Name of participant	Gender		Position (i.e. CEO inspector, head teacher, P1, 2, 3 or 4 teacher, ALP teacher, NGO, YTTC student teacher etc)	Name of School or center (either the teacher was there before or will be there after training)	Payam	County	State
	M	F					
Latio John	M		Student teacher	Wonduruba P/S	Wonduruba	Juba	CES
Khamis Alfred Luga	M		Student teacher	Morobo P/S	Gulumbi	Morobo	CES
Amule Charles	M		Student teacher	Wuji P/S	Wuji	Lainya	CES
Lesuk Ramijo Lino	M		Student teacher	Kupera P/S	Kupera	Lainya	CES
Alias Joseph	M		Student teacher	Tore P/S	Tore	Yei	CES
Kiri Wilson Samuel	M		Student teacher	Wonduruba P/S	Wonduruba	Juba	CES
Ayume Michael	M		Student teacher	Dudulabe P/S	Kimba	Morobo	CES
John Taban	M		Student teacher	Wonduruba P/S	Wonduruba	Juba	CES
Abuda David Edmond	M		Student teacher	Mongo P/S	Otogo	Yei	CES
Lokonyen Godfrey	M		Student teacher	Yondoru P/S	Mukaya	Lainya	CES
Halima Susan		F	Student teacher	Jigomoni P/S	Yei	Yei	CES
Aloro James	M		Student teacher	Harvester P/S	Yei	Yei	CES
Ariye Betty		F	Student teacher	Wuluturu P/S	Yei	Yei	CES
Juma Simon E.	M		Student teacher	Mongo P/S	Otogo	Yei	CES
Amos-sule John	M		Student teacher	Kawori P/S	Rejanga	Terekeka	CES

Name of participant	Gender		Position (i.e. CEO inspector, head teacher, P1, 2, 3 or 4 teacher, ALP teacher, NGO, YTTC student teacher etc)	Name of School or center (either the teacher was there before or will be there after training)	Payam	County	State
	M	F					
Aparita Paskwali	M		Student teacher			Juba	CES
Luba Monika		F	Student teacher			Morobo	CES
Maliamungu Milton	M		Student teacher	Kaya P/S	Kimba	Morobo	CES
Malish John Amos	M		Student teacher	Jamara P/S	Kupera	Lainya	CES
Frazer Taban	M		Student teacher	Mongo P/S	Otogo	Yei	CES
Lubang Samuel Kenyi	M		Student teacher	Dar-Es-Salam P/S	Yei	Yei	CES
Pitia Mururu James	M		Student teacher	Wunduruba P/S	Wunduru	Juba	CES
Lemi Joel Moses	M		Student teacher	Komoi P/S	Mukaya	Lainya	CES
Gordon Sebit	M		Student teacher	Tore P/S	Tore	Yei	CES
Yukuwe Mary		F	Student teacher	Kimba P/S	Kimba/Morobo/CES	Morobo	CES
Poni Jane Sosten		F	Student teacher	Kupera P/S	Kupera	Lainya	CES
Betty Sitima E.		F	Student teacher		Kupera	Lainya	CES
Khamisa Rachel		F	Student teacher	Immanuel Model P/S	Yei	Yei	CES
Asiki Charles	M		Student teacher	Kaya P/S	Kimba	Morobo	CES
Pita Jackline		F	Student teacher		Tali	Terekeka	CES

Name of participant	Gender		Position (i.e. CEO inspector, head teacher, P1, 2, 3 or 4 teacher, ALP teacher, NGO, YTTC student teacher etc)	Name of School or center (either the teacher was there before or will be there after training)	Payam	County	State
	M	F					
Samuel Kaden	M		Student teacher	Wonduruba P/S	Wonduruba	Lainya	CES

NB:

1. Neither guides nor radios were distributed to the students.
2. Except 6 LV teacher's guide (2 each of P1, P2 & P3) given to College library for the students to read especially the introduction part.
3. Those without schools and Payam have not been practicing teachers and are waiting for recruitment and deployment by MoEST after completing their studies.

Total Number of Schools or Learning Centres	Total number of education / NGO officials trained		Total number of teachers / facilitators trained		Total number of radios and/or DDs distributed	Total number of guides distributed
	Male	Female	Male	Female		
			35	9		

Evaluation of the training (your evaluation as well as feedback from the participants)

- ❖ The training went as planned.
- ❖ 8 student teachers are from Juba County, 2 from Terekeka, 10 from Morobo, 11 from Lainya and 13 from Yei Counties
- ❖ Unlike last year all the counties are represented in the training except Kajokeji County.
- ❖ YTTC administration has an open door for the SSIRI programs such as this to be conducted again.
- ❖ The training was very interesting but too short (according to participants)

Conclusions and recommendations for the future

- ❖ Once expansion starts Morobo and Lainya should be targeted. Morobo has 19 LV teachers trained at YTTC.
- ❖ YTTC tutors should be oriented for SSIRI so that they conduct LV as part of their courses.

ATTACHMENT V: SCHEDULE OF FUTURE EVENTS

Date	Location	Activity
Early July	Kajokeji	Resume formative evaluation of P4
Early July	Southern Sudan	Commence data verification exercise
Early August	Southern Sudan	Resume implementation of PS 101
10 August	Juba	Begin P4 LV broadcast
14 August	Southern Sudan	Complete P2 pre-test Western Equatoria
17 August	Southern Sudan	Broadcast of LV P1-P3 resumes
23 November	Southern Sudan	Administer post-test P2 Achievement Test