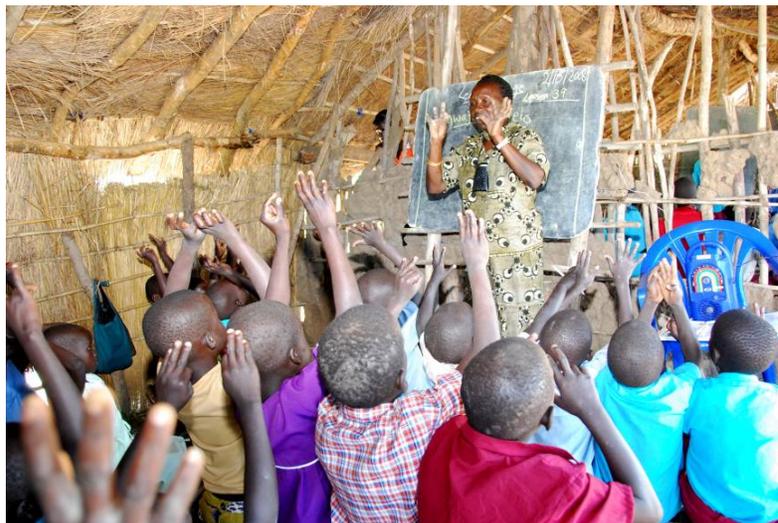


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Southern Sudan Interactive Radio Project
FY 2009 ANNUAL PROGRESS REPORT
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ACRONYMS AND ABBREVIATIONS

AES	Alternative Education Systems
ALP	Accelerated Learning Program
CEO	County Education Office
CES	Central Equatoria State
EDC	Education Development Center
EES	Eastern Equatoria State
FY	Financial Year
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
P1	Primary 1 (Grade 2)
P2	Primary Two (Grade 2)
P3	Primary Three (Grade 3)
P4	Primary Four (Grade 4)
PS101	Professional Studies 101
<i>Rabea</i>	Radio-Based Education for All
SSIRI	Southern Sudan Interactive Radio Instruction
Terbia	Teaching English through Radio-Based Education for All
TTI	Teacher Training Institute
USAID	United States Agency for International Development
WES	Western Equatoria State

I. SSIRI - EXECUTIVE SUMMARY

Qualitative Impact

There was significant improvement in the implementation of SSIRI including the following:

1. Broadcast the P1-P3 programs plus the new P4 *Learning Village* lessons as well as *Rabea (English) for Beginners* and *Rabea Advanced*¹. The six series have a total of 600 half-hour programs.
2. Developed P4 series with 120 lessons, conducted formative evaluation, then revised and broadcast lessons
3. Implemented PS101 in Maridi, Nzara and Yambio in Western Equatoria State with 60 teachers
4. Arranged for thirteen radio stations to broadcast SSIRI programs
5. Expanded use of alternative digital devices for delivering programs where radio is not possible, especially in Southern Kordofan, Western Equatoria and Central Equatoria
6. Increased local ownership of SSIRI by MoEST at all levels. As one example, two states have issued directives in support of SSIRI and three others are planning to do so
7. Conducted a household audience survey by research firm (Consumer Options) to estimate the number of regular independent listeners of SSIRI programs - 344,506 in six communities

Qualitative Impact

EDC exceeded all PMP targets for FY 2009.

SSIRI PMP Indicators, Targets and Progress to Date

		FY 2009 Target	Cumulative for fiscal year	1st and 2nd Quarters	3rd Quarter	4 th Quarter
1	Number learners in primary schools	35,000	83,448			83,448
2	Number of adult learners	28,000	351,595²	344,206	344,506	351,601
3	Teachers/educators trained	900	975	179	449	347
4	Officials trained	40	122	66	33	23
5	Material distributed	1,500	1,712	399	697	616

Project Administration

The main challenge was insufficient funding for FY 2009, but this issue has now been resolved. An ongoing problem has been the delay by MoEST in paying teachers' salaries, which has created morale and absentee problems among teachers and negatively impacted on SSIRI implementation. Very large classes also create problems for SSIRI. The new COP Richard Trewby will begin in November.

Next Quarter's Work plan

Classes will be ending next quarter, except for Southern Kordofan, which begins the school year in October. One important activity will be the administration of the posttest for the P2 summative evaluation. The project will develop plans to return to Lakes State and Abyei, and expand to the remaining three states (Warrap, Northern Bahr el Ghazal, and Unity) in collaboration with partners including Winrock/BRIDGE, Stromme Foundation, and AMURT.

¹ The *Rabea* English programs (Radio Based Education for All) were formally known as *Terbia*.

² See page 11 for an explanation of this figure. Note that the figure 351,601 consists of 7,990 registered listeners in *Rabea for Beginners* plus an estimated 343,611 independent listeners to either *Rabea* or the *Learning Village* programs on a daily basis. This latter figure is based on the finding that 73% of the respondents who listen to the programs said that they listened to the programs daily.

II. PROGRAM PROGRESS AND KEY ACHEIVEMENTS (QUALITATIVE IMPACT)

a. Program coverage

The project continued to work in six states and two areas - Upper Nile, Western Bahr el Ghazal, Western Equatoria, Central Equatoria, Eastern Equatoria and Jonglei states, plus Southern Kordofan and Blue Nile. However, activities were largely withdrawn in Jonglei and Blue Nile. In Jonglei, activities were reduced because, with the cancellation of shortwave broadcasts, there is only one FM station in the state (Bor), and that station was not reliable; also local support within education was weak. However, EDC issued digital devices to Pochalla to maintain some activities in the state. In Blue Nile, there are only five English pattern schools remaining in Kurmuk and, with the resignation of the Outreach Coordinator there, EDC is seeking collaboration with the HEAR Project to provide basic supervision to the remaining schools.

Within the other states, there has been modest expansion – a few more counties, payams, and schools. Part of the expansion and improved broadcasting has been due to a larger number of radio stations broadcasting SSIRI programs – agreements with a total 9 stations broadcasting both the *Learning Village* and *Rabea* programs plus 4 community Internews stations that are broadcasting the *Rabea* programs. Expansion and improved quality has also been due to greater use of digital devices in locations where radio broadcasts are not possible.



b. Local Ownership of Interactive Education

This year EDC has given special attention to increasing local ownership of SSIRI by MoEST officials at all levels (GoSS, State, County and Payam levels), and within the schools. SSIRI is a major component of the Department of Alternative Education Systems at the GoSS level. SSIRI is also a part of the education structure at the state and county levels, but as one moves closer to the schools and classrooms, some individuals see SSIRI a NGO program, not that of the Ministry. As a result, some teachers have been reluctant to teach the *Learning Village*, and have even asked EDC to make incentive payments.

EDC has worked with Ministry officials, especially at the state and county levels, to promote greater integration of SSIRI within schools. EDC has done the following to strengthen the implementation of the *Learning Village* in schools:

- Increased the involvement of officials from primary education
- Worked more with the Departments of Secondary Education on the introduction of *Rabea* programs
- Worked with CES and WES on a series of memos from the senior officials down to the school level that says SSIRI is an official Ministry program, that IRI schools should have the time of the SSIRI broadcasts on the timetable, and that the trained IRI teachers should be using the program. EDC staff is working with the other states on drafting similar memos.
- Involved both state and county officials in conducting training of teachers
- Increased efforts to involve county and payam officials on school visits

- Greater involvement at the state and country levels on drafting and revising SSIRI annual implementation plans

c. Improved M&E

EDC strengthened its M&E systems through improved data collection at the local level and the compilation of data for producing statistical reports. EDC improved the collection of source data such as signed attendance sheets from workshops and enrollment data from schools. EDC also strengthened the capacity of its Monitoring and Evaluation team through additional training and the revision or addition of data and monitoring forms.

All field staff members continued to submit weekly reports of daily activities to the supervisors with copies to the COP and DCOP using the Internet. These reports have been extremely valuable for project monitoring.

In addition, EDC designed a summative evaluation for P2, created the tests for English and mathematics, identified the schools for both IRI and non-IRI classes, and administered the pre-test. The post-test will be administered in late November.

d. Training of Teachers, Facilitators, and Education Officials

Throughout the year outreach staff conducted training on the *Learning Village* and *Rabea* English programs. *Learning Village* and/or *Rabea* trainings were conducted in Yei, Kajokeji, Juba, Lainya, Torit, Yambio, Nzara, Maridi, Wau, Jur River, Malakal, Dilling and Kurmuk Counties. Participants in these trainings were selected from schools and adult learning centers, MoEST officials at all levels, and partner organizations (NGOs). Statistics on the number of people trained can be found in the section detailing the qualitative impact of the project. A sample training report is included as Attachment I. As part of the increase in local ownership of interactive education, education officials actively participated in co-facilitating the training workshops.

A consultant completed detailed training materials that are being piloted and will be edited and produced. These new materials will be very valuable beginning in 2010.

e. Provision of Quality Sound in the Classrooms

EDC arranged for the broadcast of SSIRI programs in all the participating states and counties. The number of new stations is steadily increasing, and EDC has taken advantage of the new opportunities to broadcast the lessons. EDC/SSIRI began with shortwave broadcasts, but as FM stations became available, dropped shortwave because a strong shortwave signal was not reliable. A major breakthrough was the agreement with Miraya Radio FM, which has repeater stations throughout much of Southern Sudan. Miraya is supported by the Hironnelle Foundation and the United Nations, which agreed to donate two hours a day broadcasting time. This support has been very valuable, but, in addition, EDC has contracted with an increasing number of local stations where possible. Local stations can include more broadcasting time to SSIRI during the day, can arrange the broadcasting schedule according to the local school calendar, and can set a daily schedule that takes into account the school timetable and meeting times of adult



learning centers. Currently, in addition to Miraya Radio, EDC has agreements with 8 radio stations in the following locations (Torit, Juba, Yei, Kajokeji, Yambio, Wau and Malakal). In addition, there are four community Internews stations that are broadcasting *Rabea* programs (Kauda, Malualkon, Leer, and Kurmuk)

In addition, EDC has distributed digital devices to schools and adult groups that are not in a radio coverage area, or meet at a time when the SSIRI programs are not being broadcast. To date, these devices are used in Southern Kordofan, Western Equatoria and Eastern Equatoria. A more detailed description of these devices follows.

EDC has worked to ensure that there was good quality sound in the classrooms by:

- i. Discontinuing shortwave broadcasts, which were characterized by low signal strength.
- ii. Changing the way in which the audio files are compressed in order to help ensure a louder volume.
- iii. Establishing or renewing contracts with FM stations in Yei, Torit, Kajokeji, Juba and Wau for broadcasting the SSIRI programs. A list of radio stations that EDC worked with in 2009 is attached as Attachment III.
- iv. Implementing the use of digital devices for delivering the programs in classrooms and listening groups where learners have no access to live radio broadcasts.

f. Planning for Quality Implementation

In January 2009, EDC held a planning workshop for the SSIRI project field staff to prepare for quality implementation. The workshop covered training on mentoring techniques, preparing good reports and plans, orientation on HR policies, security matters, and work expectations. A major emphasis was on developing state and county plans for 2009. MoEST AES officials participated in the workshop and outlined their department's plan and priorities for 2009. Outreach staff returned to their locations to work with education officials to develop state annual implementation plans. Subsequently, EDC conducted a training workshop for its M&E Assistants on the importance of quality data and to on how correctly collect, manage and interpret this data.

g. Ensuring Quality implementation

Throughout the year, EDC built on the achievements in 2008, which were captured by the external USAID Review of the project in November-December 2008. In order to ensure quality implementation, EDC ensured that;

- i. Coordinators and M&E Assistants visited schools and listening groups on a daily basis when programs were being broadcast and completed a monitoring form for each class visited
- ii. Field staff submitted written weekly reports by email detailing their activities, especially details of school visits.
- iii. The staff continued to nurture model classes that exemplify good IRI teaching and regular mentoring of those teachers
- iv. The staff strengthened the capacity of teachers and facilitators through IRI training
- v. Field staff regularly met with and reported on activities to county and state officials as well as invited them to participate in monitoring visits to schools and centers

h. Alternative Technologies

i. Internet Use at the TTIs

During the first part of the FY, tutors at Maridi and Arapi TTIs made good use of the Internet to conduct their academic research and to identify instructional materials. EDC IT Officers posted to the Computer Centers provided ongoing support, especially regarding training on computer applications, Internet use, email communication, and video production. In Maridi and Arapi, a few videos were created by the staff.

However, EDC had to reduce training because financial constraints resulted in IT staff layoffs, and the lack of GoSS funds to procure food meant that the Maridi TTI had to close and the Arapi TTI was delayed in opening.

The EDC IT staff at both Maridi and Arapi TTI documented Internet use by the tutors. This was done by tracking Internet sites visited using a log form. The tutors made use of the Yahoo group blog that was created by IT staff. With this blog, TTI tutors were able to post, discuss, and exchange information and useful educational materials. And the staff at Arapi and Maridi held one Skype conference to share information and discuss education topics.

ii. Internet use at Juba Day Secondary School

There was active use of the Computer Center from the first to the third quarter including regular classes for teachers and pupils taught by an EDC instructor. EDC helped with wiring and provided fuel to run the generator at the Center. Unfortunately, five of the eight computers and the Internet modem at the center were stolen at the beginning of the fourth quarter. Consequently, the regular use of the lab stopped and EDC could not continue with training.

EDC will continue to support the Computer Center in terms of IT support and training when the school acquires more computers and the security situation is improved.



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				Oct 1-Sept 30, 2009		8	40	48						
	Eastern Equatorial State										1	16	17						
	Southern Kordofan										0	2	2						
	Western Bahr el Ghazal										0	2	2						
	Western Equatorial State										11	42	53						
Totals										20	102	122 (1)							
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	20	102	0	0	15	51	2	31	3	20	8	32	10	40	82	325
Central Equatorial State		0	0	8	40	0	0	4	12	1	20	3	8						
Eastern Equatorial State		0	0	1	16	0	0	0	0	1	9	0	7						
Southern Kordofan		0	0	0	2	0	0	0	2	0	0	0	0						
Western Bahr el Ghazal		0	0	0	2	0	0	0	0	0	0	0	2						
Western Equatorial State		0	0	11	42	0	0	11	37	0	2	0	3						

(1) The actual number of administrators and officials trained was 122 vs. a target of 40. The higher actual number was a result of special efforts by EDC outreach staff to invite officials to training workshops as part of a larger initiative to increase ownership and sustainability of SSIRI.

INDICATOR TITLE: NUMBER OF LEARNERS ENROLLED IN USG-SUPPORTED SCHOOLS OR EQUIVALENT NON-SCHOOL-BASED SETTING (1)						
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. (2)	Oct 1 2008-Sept 30, 2009	11,673	11,703	23,376
	Eastern Equatorial State			4,020	4,342	8,362
	Southern Blue Nile			2,841	2,898	5,739
	Upper Nile State			3,469	3,606	7,075
	Southern Kordofan State			3,711	4,922	8,633
	Western Bahr el Ghazal			4,021	6,737	10,758
Western Equatorial State	9,237			10,268	19,505	
Totals			38,972	44,476	83,448 (4)	

Results:																			
Gender: Women (W), Men (M)	Baseline		Cumulative for Fiscal Year (3)		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	0	0	38,972	44,476										14,000	21,000	16,000	24,000	69,620	85,092
Central Equatorial State	0	0	11,673	11,703															
Eastern Equatorial State	0	0	4,020	4,342															
Southern Blue Nile	0	0	2,841	2,898															
Upper Nile State	0	0	3,469	3,606															
Southern Kordofan	0	0	3,711	4,922															
Western Bahar el Ghazal	0	0	4,021	6,737															
Western Equatorial State	0	0	9,237	10,268															

Notes:

1. Data is collected yearly, one month after schools open and broadcast start, plus additional pupils in classes from subsequently trained teachers
2. The number of pupils is sum of the school enrollment data as certified by the head teacher for every teacher who receives training on IRI and is distributed with a radio or digital devices and a teacher's guide.
3. End of Project target is a cummulation 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.
4. The actual number of pupils (83,448) in FY 2009 is much higher than the target number (35,000) because the target was set based on a different assumption than finally agreed upon. The low target of 35,000 was an estimate of the number of pupils actually using the IRI programs on a regular basis, not the number of pupils enrolled in the classes of IRI trained teachers. The lower figure is based on an assumption that not all trained IRI teachers use the SSIRI programs on a regular basis for a variety of reasons, such as classes too large, problems with the radios, teacher transfers, etc. Subsequently, EDC and USAID agreed to establish the number of pupils based on enrollment of trained teachers.

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												
	Geographic Location		Event		Date		Registered Listeners			Independent Listeners			Grand Total
							W	M	S-total	W	M	S-total	
	Central Equatorial State		Number of adult learners formally enrolled in USG-supported centers or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge. This includes individuals receiving USG-supported educational radio and/or TV programs. (1)		Oct 1-Sept 30, 2009		1,616	2,363	3,979	123,137	154,076	277,213	
	Eastern Equatorial State						66	50	116	0	0	0	
	Jonglei						0	0	0	15,337	16,160	31,497	
	Upper Nile State						451	820	1,271	0	0	0	
	Southern Kordofan						0	0	0	0	0	0	
	Western Bahr el Ghazal						571	1,074	1,645	34,788	41,083	75,871	
Western Equatorial State		518					461	979	41,824	44,295	86,119		
Totals					3,222	4,768	7,990	215,086	255,614	470,700	478,690 (2)		

Results: **Registered Listeners**

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 including independent listeners		Target including independent listeners		Target including independent listeners	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Project-level	0	0	3,222	4,768	0	0	307	288	318	577	2,619	3,881	14,000	14,000	16,700	16,700	71,280	77,220
Central Equatorial State	0	0	1,616	2,363	0	0	277	255	175	113	1,186	1,973						
Eastern Equatorial State	0	0	66	50	0	0	0	0	0	0	66	50						
Upper Nile State	0	0	451	820	0	0	0	0	0	0	451	820						
Southern Kordofan	0	0	0	0	0	0	0	0	0	0	0	0						
Western Bahr el Ghazal	0	0	571	1,074	0	0	0	0	108	445	463	629						
Western Equatorial State	0	0	518	461	0	0	30	33	35	19	453	409						

Notes:

1. We report here the number of adult listeners who have registered for *Rabea for Beginners* plus the independent listeners to *Rabea Advanced* and the *Learning Village*. We are especially interested in the listeners who have benefited from the programs, not just occasional listeners. According to the survey, of the people who said that they have listened to the programs (470,700 persons), 73% said that they listened to the programs daily. Thus, it can be estimated that 351,601 (73% of 470,700 + 7,990) individuals have benefited from the programs. Note that this listenership is based on only 6 of the 15 IRI communities – Juba, Yei, Kajokeji, Yambio, Maridi, and Panyagor. The survey was conducted with 1,185 individuals in randomly selected households in late 2008. In the future, Quarterly Reports we will continue to report these data, with only changes in registered learners, until a new listenership survey is conducted in 2010.
2. The number of estimated listeners (478,690) is much higher than the target (28,000). The original target of 265,000 was greatly reduced when the proposal for the three year extension was developed based on the results of a survey on Miraya Radio and subsequent estimates on the number of people who had sufficient English, etc. The assumptions and calculations that were included in SSIRI Proposed Extension 2009-2012 can be found in Appendix XIV. In addition, the large number of independent listeners to the *Learning Village* programs was not anticipated.

INDICATOR TITLE: NUMBER OF TEACHERS/EDUCATORS TRAINED WITH USG SUPPORT																		
UNIT: Number of administrators and officials	DISAGGREGATE BY: Location, event, date and gender																	
	Geographic Location		Event/description						Date		W		M		Sub-total			
	Bentiu		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						Oct 1-Sept 30, 2009		0		1		1			
	Central Equatorial State										97		250		347			
	Eastern Equatorial State										18		45		63			
	Jonglei										0		1		1			
	Southern Blue Nile										5		37		42			
	Southern Kordofan										2		25		27			
	Upper Nile State										15		54		69			
	Western Bahr el Ghazal										23		93		116			
Western Equatorial State		39									270		309					
Totals								199		776		975						
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	0	0	199	776	10	31	25	113	87	362	77	270	200	700	300	825	914	8,227
Bentiu	0	0	0	1	0	0	0	0	0	0	0	0						
Central Equatorial State	0	0	97	250	10	29	16	47	37	63	34	112						
Eastern Equatorial State	0	0	18	45	0	0	2	17	13	20	3	8						
Jonglei	0	0	0	1	0	1	0	0	0	0	0	0						
Southern Blue Nile	0	0	5	37	0	0	0	0	5	37	0	0						
Southern Kordofan	0	0	2	25	0	0	2	25	0	0	0	0						
Upper Nile State	0	0	15	54	0	0	0	0	0	0	15	54						
Western Bahr el Ghazal	0	0	23	93	0	0	0	0	3	43	20	50						
Western Equatorial State	0	0	39	270	0	1	5	24	29	199	5	46						

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	Radios & Digital Devices	Sub-total
	Central Equatorial State	Teacher's guides, lessons produced and other ICT technologies used for learning	Oct 1-Sept 30, 2009	242	283	525
	Eastern Equatorial State			39	63	102
	Southern Blue Nile			18	16	34
	Upper Nile State			45	32	77
	Southern Kordofan			113	15	128
	Western Bahr el Ghazal			103	131	234
	Western Equatorial State			268	344	612
Totals				828	884	1712 (1)

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	
	Guides	Devices	Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target		Target	
			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	0	0	828	884	96	15	137	151	337	360	258	358	1,500	2,530				
Central Equatorial State	0	0	242	283	0	0	109	115	89	96	44	72						
Eastern Equatorial State	0	0	39	63	0	0	0	0	26	43	13	20						
Southern Blue Nile	0	0	18	16	0	0	0	0	18	16								
Upper Nile State	0	0	45	32	0	0	0	0	0	0	45	32						
Southern Kordofan	0	0	113	15	96	15	0	0	17	0	0	0						
Western Bahr el Ghazal	0	0	103	131	0	0	0	0	103	86	0	45						
Western Equatorial State	0	0	268	344	0	0	28	36	84	119	156	189						

(1) The actual number of materials distributed (1,712) is 14% above the target (1,500). The main reason exceeding the target is that the number of teachers trained was 8% over the target. In addition, we distributed 116 digital devices (plus 768 radios), which is a higher number than we anticipated for FY 2009.

III. MONITORING

This year EDC strengthened the M&E processes by assigning an M&E Assistant to every state where there are significant SSIRI activities. In addition, EDC has improved the monitoring forms and processes. The EDC Monitoring and Evaluation Department has created a database for storing information on participating schools and listening groups, the teachers and facilitators trained, the number of pupils and learners by gender, the distribution of the radios, etc. The progress in data collection and reporting was assessed as part of the USAID Review of SSIRI in November 2008, and progress was noted.

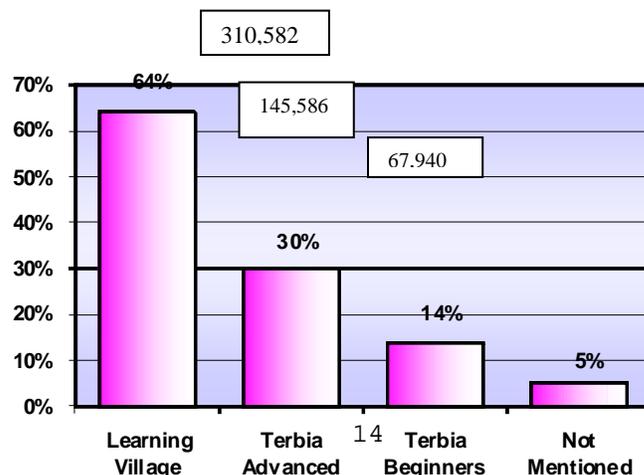
The main M&E activities conducted during the year include the following;

P.4 Formative Evaluation

During the first quarter of this year, SSIRI conducted an initial formative evaluation of the new P4 lessons in Juba and Kajokeji Counties in Central Equatoria State. Ten programs were evaluated in selected schools. The results of the formative evaluation indicated that the mathematics segments were effective, but that the English segments needed revision because the level of English of the pupils was not as high as anticipated. Based on these findings, the scriptwriting team revised the early lessons of P4 in order to simplify the English and to enable teachers to do more translation. This evaluation guided the final development of P4 lessons. From the second quarter up to date, SSIRI has been conducting formative evaluation of the new P4 lessons in two schools in Kajokeji. Overall the lessons are of excellent quality and only minor changes have been needed. A script is included as Attachment IV that shows some of the findings of the formative evaluation.

Audience Survey

In the first quarter, EDC contracted a Nairobi-based marketing research firm Consumer Options to conduct a household audience survey to estimate the number of listeners of the SSIRI programs outside of schools and listening groups. The research firm collected data in Yambio, Maridi, Yei, Juba, Wau and Panyagor from 1,185 youth and adults. The survey assessed the overall listenership of SSIRI’s programs with special attention to *Terbia (Rabea) Advanced*. The survey established 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 final report of the survey showed a potential listenership of 570,923 in the six communities of 17 year olds and older. As can be seen on the following chart, the estimated number of out-of-school listeners in these six communities is 310,582 for the *Learning Village* and 145,586 for *Terbia (Rabea) Advanced*.



A remarkable 82% (an estimated 470,700 people) of the respondents reported that they have listened to at least one of the SSIRI programs. Of those who have listened, 73% (an estimated 343,611 people) of the individuals said that they listened to the lessons daily. It is this number that we count at beneficiaries. For more details on the findings of the listenership survey, please see the Quarterly Report for January-March 2009.

USAID Review of SSIRI

During the first quarter, a USAID Review Team with an external evaluator completed its assessment of SSIRI. The review was a follow-up to the Mid-term Evaluation in May, 2008. In all sites visited, the team saw good IRI classes, and even a few exceptionally fine classes. The team visited Juba, Kajokeji, Yei, Maridi, Yambio, Kauda and Wau where they saw *Rabea (Terbia)* listening groups as well as *Learning Village* classes. They also assessed SSIRI's progress with the computer center and Internet services at the Maridi TTI. In Kauda, the team assessed the success in using digital devices.

The report from the Evaluation Team included the following recommendations. The actions taken by EDC are also noted.

Recommendations	Actions Taken
EDC should work with the local MoEST offices to integrate <i>Learning Village</i> in school timetables and to show how the <i>Learning Village</i> relates to the other daily English and math periods	EDC has worked with education officials at the state and county levels, as well as with individual schools, to ensure that the time for SSIRI broadcasts in on the school timetable. Two states (Western Equatoria State and Central Equatoria) have issued formal decrees that SSIRI is a Ministry program and that the schools should have the SSIRI broadcasts on the timetable. As a result of efforts of the EDC outreach staff, schools increasingly include SSIRI on their timetables.
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.	An EDC consultant has developed new training materials for the <i>Learning Village</i> and <i>Rabea</i> . These materials are being piloted and will be ready in final form in early 2010.
Assess fully and resolve technical issues with Miraya FM and the Lifeline radios	EDC hired a radio engineer to conduct a survey of Miraya Radio broadcasts and the volume of the Freeplay Lifeline radios. EDC also wrote Freeplay Energy regarding problems with the Lifeline model. <ul style="list-style-type: none"> • EDC has changed the file compression process to normalize the files at 100% • Several suggestions were given to Miraya Radio, but no changes were made • Freeplay sent EDC a Lifeline radio with a modified circuit board that minimized two problems, broadcast of one station on multiple frequencies and Miraya Radio overpowering another FM used by EDC in the same community • EDC has replaced about 150 Lifeline

Recommendations	Actions Taken
	<p>radios with new radios</p> <p>As a result of these steps, the EDC outreach staff in most sites are reporting good radio volume. Mainly in Malakal there are reports of a soft volume level.</p> <p>Freeplay reports that the volume level of their proposed new Lifeline model will have a 20% increase in volume</p>
<p>Continue to assess 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</p>	<p>EDC has continued to assess digital devices that can be used as an alternative to radio broadcasts for locations and groups where this is necessary. The full assessment of options is not scheduled until 2010. However, EDC has narrowed the recommended options to the following:</p> <ul style="list-style-type: none"> • Megavoice units for individual or small groups of teachers • Canister style A-108 speakers with an SD Card slot and built-in battery plus a solar panel for groups up to 30 • The “Saber” unit for large classes with an excellent loud sound, a hand crank to charge the internal battery, 1 GB internal memory, and a USB port for a memory stick. A solar panel is recommended. <p>One reason for conducting the study in 2010 is that EDC would like to include the new Lifeline model that will have the option for storing and reading audio files, but this radio will not be available until at least April 2010.</p>
<p>Expand the use of appropriately sized digital devices where they are needed and where it is economical</p>	<p>EDC has distributed additional digital devices, especially to Southern Kordofan, Eastern Equatoria and Western Equatoria. However, the numbers being distributed have been limited because of a shortage of funds. More units will be purchased in FY 2010. In addition the Department of Alternative Education Systems and Department of Teacher Education and Management will be procuring digital devices using the Multi Donor Trust Funds.</p>
<p>Continue to do formative assessment of P4</p>	<p>Still ongoing</p>
<p>Finalize MoU agreements with potential partners to support the implementation of SSIRI</p>	<p>Some MoUs have been completed, but there is need for more emphasis on the MoUs in FY 2010. Even more importantly, however, has been the success in two states to issue decrees in support of SSIRI.</p>

P2 Summative Evaluation

The summative evaluation was designed to assess the impact of IRI lessons on the achievement in mathematics and English in P2. With the assistance of a consultant, EDC created the experimental design with IRI (experimental) and non-IRI (control) classrooms, developed the tests in mathematics and English, and administered the pre-tests. The pretest was carried out in forty one (41) IRI and forty (40) non-IRI schools selected from six counties; Juba (CES), Torit (EES), Yambio, Nzara, Maridi and Mundri (WES), and Wau (WBeG) respectively. The total population of learners for which complete results were obtained amounts to 611 in control schools and 622 in experimental schools. The test administration was delayed for about four weeks in Western Equatoria as a result of a teacher's strike and the subsequent school break. The post-test will be administered in late November 2009.



Data Verification Exercise

SSIRI has developed a standardized approach to collecting information on the number of pupils formally enrolled in primary school classes with IRI trained teachers. Annual data on the number of pupils is collected yearly, one month after schools open and the broadcasts start, plus additional pupils in classes from subsequently trained teachers. During the second quarter, the outreach staff conducted an exercise to register all learners in new and graduated IRI classes, and classes with newly trained IRI teachers. This exercise was carried out in all states where SSIRI is active. SSIRI outreach staff visited all active IRI schools, cross-checked class registers and verified records by visiting the classes. For every IRI class enrolment verified, the EDC staff completed a school registration form, which was eventually certified by the head teacher of the school. SSIRI M&E staff also used this exercise as an opportunity to confirm that outreach teams at the state-level had in storage copies of all the necessary support evidence; completed school, teacher, and RABEA center registration forms, for the data availed to Juba. Juba is the location of SSIRI's central M&E coordinating unit.

School Monitoring Visits

M&E Assistants and other outreach staff continued to visit schools to monitor radio reception, the use of Teachers Guides, and lessons listened to, as well as the quality of the teaching of IRI lessons. The visits to schools and adult centers were recorded on monitoring forms. Education officials were also introduced to and provided with monitoring forms and encouraged to complete them whenever they observed a SSIRI lesson. The staff also obtained feedback and comments from teachers and head teachers about the impact of the *Learning Village* program on pupil's learning. 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. A sample weekly report is attached as Attachment II. This report shows successes of IRI in several classes, but also some of the challenges the project faces in implementing SSIRI.

IV. NEXT YEAR'S WORK PLAN

EDC will continue to emphasize the incorporation of SSIRI at all levels of MoEST down to the school level. EDC will expand the implementation of SSIRI including renewal of activities in Lakes States and Abyei, and re-introduce the programs in Bor, Jonglei. In addition, EDC plans to work with partners to implement SSIRI in the remaining states – Northern Bahr el Ghazal, Warrap and Unity States – through partners including Winrock/BRIDGE, the Stromme Foundation, and AMURT.

By the end of the first quarter FY 2010 the schools will close until the new school year begins in April 2010. Only the schools in Southern Kordofan will remain open as their school year begins in October. EDC staff will continue to monitor and support teachers during this period.

One major activity will be the administration of the post-test for the P2 summative evaluation and the subsequent analyses of the data and writing the final report. EDC will also design a new summative evaluation for another grade, either P3 or P4, and administer the pre-test. In addition, EDC will conduct an assessment of the *Rabea for Beginners* program.

EDC will conduct an assessment of the PS 101 program that was implemented in Maridi, Yambio and Nzara counties of Western Equatoria State. EDC will work with MoEST on implementing PS 101 at some of the 20 new county education centers that will be rolled out by MoEST in 2010. Another objective for EDC in 2010 is to continue to work with MoEST officials in order to increase the ownership of the program at all levels. Officials in Western and Central Equatoria have already instructed head teachers to incorporate IRI lessons into the schools timetables. EDC will work with other states to ensure that there is local ownership of SSIRI. To ensure increased local ownership of IRI, EDC will continue to emphasize the importance of having states take more ownership of the SSIRI programs through joint planning, training, and supervision.

EDC will work on developing annual work plans for SSIRI at the GoSS, state, and country levels during the first two quarters and then embark on training teachers, facilitators, head teachers and education officials on implementation of IRI programs.

In the first quarter in FY 2010, EDC will develop the one remaining radio series – *Rabea Intermediate*. Under the leadership of consultant Elizabeth Summerscale, the framework for the new series has been designed. This framework, along with a sample lesson, has been presented to MoEST and it was well received. It is anticipated that the scripts for the 60 lessons will be completed by December 2009 and the production will be complete by January 2010. Formative evaluation of the series will be done in Southern Sudan.

In addition, the *Learning Village* P1-P3 series will be revised and twenty new review lessons will be added to each grade. The IRI Specialist Victor Vasquez will carry out this work.

EDC will continue to strengthen the teacher training programs in TTIs, especially through 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. Depending on the availability of resources, and support from MoEST, video programs may be incorporated into a multimedia teacher education program. These activities will depend on the ability of MoEST to open the TTIs.

In addition, EDC will work with the Department of AES in the Ministry of Education Science and Technology in GoSS to incorporate SSIRI into the new AES pastoralist education program. The AES Department is ready to pilot this program in six states – Eastern Equatoria, Jonglei, Lakes, Northern Bahr el-Ghazal, Warrap, and Central Equatoria. The Ministry has already secured funding for this program through the MDTF. Included in the budget are funds to procure digital devices for each of the 30 (five in each state) learning centers. EDC will support for this initiative by providing radios if centers are within radio coverage, some additional digital devices, as well as technical support to train the pastoralist teachers on IRI methodology and how to implement SSIRI.

As part of next year's plans EDC will work with the Department of Quality Promotion and Innovation in MoEST once they start their in-service teacher training program in the new county education centers across Southern Sudan. EDC will support this initiative by providing technical support to train trainers and tutors on IRI methodology and, in particular, SSIRI programs as well as providing training materials, Lifeline radios, and guides.

Another objective for EDC will be to complete the revision of the new teacher training materials, publishing them, and providing these materials to the counties and states with training so they can offer more support.

I. PROJECT ADMINISTRATION

Constraints and Critical Issues

The only critical issue this year was the shortage of funds. As a result, EDC had to reduce staff and curtail some activities including the development of *Rabea Intermediate* and an achievement testing program for the *Rabea for Beginners*. EDC will conduct these activities next year.

Although the SSIRI activities are fully supported by the Ministry of Education, Science and Technology at the central, state and county levels, the government's delay in paying teachers' salaries has led to low morale and absentee problems among teachers, which has negatively impacted on SSIRI.

Many teachers continue to request additional payment for teaching the *Learning Village* lessons. The Ministry and senior government officials recognize that the salary issue is a major problem, but until this problem is addressed, the education system as whole will suffer including the implementation of SSIRI.

Regarding work in the Three Areas, EDC's activities in Kurmuk, Blue Nile State have slowed down. The northern government has exerted considerable influence on the schools in the SPLM areas. One hundred and thirty teachers in English pattern schools were recently transferred to different Arabic pattern schools by the State Ministry of Education in Damazin and the teachers are now being paid by the government. Teachers in the English pattern schools are not paid by the government. As a result, the *Learning Village* is being implemented in only five English medium schools in Kurmuk, three of which are being supported by a local NGO. The option of introducing the *Rabea* programs in primary schools beginning in grade 5 when English is introduced plus some adult learning groups was investigated, but it was found that there is only one school in Kurmuk that has a primary five class.

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

EDC currently operates in schools in Diling, Lagawa, Kadugli and Rashad Counties of South Kordofan, which are under the Kauda Regional Education Office.

Another issue this year has been the transfer of IRI teachers from one school to another. When this happens, the IRI lessons stop. In addition, probably due to the government's delay in paying their salaries, some teachers abandoned teaching altogether.

Due to the military situation that occurred in Abyei in 2008, EDC withdrew from Abyei. However, the security situation has now improved and EDC plans to return to Abyei in 2010.

Personnel

At the request of USAID, EDC is moving the remaining staff and activities in Nairobi to Juba, only allowing the final production work to be completed in Nairobi until mid-2010. The Communication Specialist moved to Juba in September. The Senior Finance Administrator and the Chief of Party are to be based in Juba beginning November. New administrative staff have been hired in Juba.

The current Chief of Party Thomas Tilson is not able to move to Juba and, thus, will be replaced by an experienced IRI project director Richard Trewby in November. He will be posted to Juba.

In Nairobi, the scriptwriting team will end their work with the completion of *Rabea Intermediate* series in December. This will leave only a small production team in Nairobi until mid-2010 that will record the *Rabea Intermediate* series and the revised lessons for P1-P3.

MoEST appreciates the decision to move the staff to Juba and EDC's commitment to staff the project with Sudanese. There are only three non-Sudanese working in Southern Sudan on SSIRI.

EDC will hire additional staff (some to replace positions that were dropped for lack of funds and some to expand capacity in Southern Sudan). The positions include Outreach Coordinators, Outreach Advisors, Senior Outreach Advisors, and IT staff, plus additional administrative staff that will take over responsibilities currently being carried out in Nairobi.

Changes in the Project

The project will modestly expand to new locations in Southern Sudan. In addition, EDC plans to return to areas where we had suspended operations such as Rumbek, Bor and Abyei.

EDC will do the following:

- Extend the *Rabea* program to more secondary schools, especially those that have been on the Arabic pattern.
- Try out on a limited basis having local Ministry staff at the county or payam levels implement a SSIRI program.
- Collaborate with USAID partners, especially with the new BRIDGE program working in the Border States and the Three Areas. Winrock and Mercy Corps have expressed interested in collaborating on the implementation of SSIRI.
- Support the Ministry initiative to implement their pastoralist education program by providing digital devices, radios and possibly training for teachers.
- 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 received a three year extension for SSIRI to June 21, 2010, plus incremental funding for FY 2010.

VI. FINANCIAL INFORMATION

Finances were a constant struggle during FY2009. EDC had a significant pipeline in the first few months and, as a result USAID initially did not think that EDC needed additional money. However, EDC had projected a significant increase in the monthly expenditures as a result of the need for increased staff and activities to support implementation. The expenditures did increase as planned and USAID was able to respond by providing additional obligations to help meet the costs. However, EDC still had to reduce staff and activities to remain within budget as the project was not fully funded. In addition, EDC had to save money to help fund activities for the first four months of the three-year extension until USAID could issue a new obligation.

The recent obligation by USAID provides the necessary funding through FY2010.

Please see the financial summary in Attachment XV. Note that the figures for September 2009, the end of EDC's fiscal year, are not yet finalized, but the amounts shown should be a close estimate.

ATTACHMENTS

ATTACHMENT 1: SAMPLE SSIRI TRAINING REPORT

1. Name of Training: **Learning Village**

Name of participant	Gender		Position (i.e. CEO Inspector, head teacher, P1,2,3, or 4 teacher, ALP teacher, NGO etc)	Name of school/adult learning center	Materials distributed	
	M	F			Radios (insert serial no.)	Guides (insert grade P1,2,3,or 4 or Terbia B1 or B2)
John Kibo G.	M		P4 teacher	Nyongwe	AB029050	P4
Chaplain Lemi	M		Head Teacher	Yembe		
Leju Chaplain	M		P4 Teacher	Wuluturu		
Saidia Lilian		F	P1 Teacher	Wuluturu		
Yonana Draga	M		P1 Teacher	Nehemiah	AB026214	P1
Baiga Francis	M		P4 Teacher	Immanuel		P4
Augustine Guya	M		P2 Teacher	Immanuel		P2
Philip Lomude	M		P1 Teacher	Nyongwe	AB029590	P1
Kuyunge Grace		F	P2 Teacher	Nyongwe	AB029594	P2
Stephen Malish	M		P3 Teacher	Rubeke	AB025121	P3
Lokonga Moses	M		P2 Teacher	Peace	AB025308	P2
James Hakim	M		P3 Teacher	Nyongwe	AB029080	P3
Luwong Jackson	M		P2 Teacher	Rubeke	AB025159	P2
Emmanuel Baka	M		P2 Teacher	Kejiko	AB026427	P2
Mike Mikaya	M		P1 Teacher	Kejiko	AB026128	P1
Martin Malish	M		P3 Teacher	Yembe	AB025360	P3
Faustino Khemis	M		P4 Teacher	Yembe	AB025088	P4
Martin Dondi	M		P1 Teacher	Yembe	AB025298	P1
Boboya Justin	M		P4 Teacher	Nehemiah	AB025774	P4
Aku Salome		F	P2 Teacher	Nehemiah	AB026292	P2
Diana Dudu		F	P3 Teacher	Nehemiah	AB026227	P3
Rejina Ayaba		F	P2 Teacher	Yembe	AB025346	P2
Tawila Louis	M		Head Teacher	Nehemiah		
Poni Agnes		F	P3 Teacher	Peace	AB025075	P3
Alex Juma	M		P4 Teacher	Rubeke	AB025134	P4
Awate Margaret		F	P4 Teacher	Lutaya	AB025458	P4
Tabu Susan		F	P1 Teacher	New Generation	AB025765	P1
Zechariah Lagu	M		Head Teacher	Rubeke		
Susan Yabu		F	P1 Teacher	Rubeke	AB025160	P1
Mogga Albert	M		P4 Teacher	New Generation	AB026430	P4
Atiku A. Alex	M		Head Teacher	New		

				Generation		
Meling Annet		F	P3 Teacher	New Generation	AB026469	P3
Tabani Steven	M		P2 Teacher	New Generation	AB025764	P2
Lilias Sitima		F	P1 Teacher	Logo I	AB029821	P1
Bebe Dom	M		P1 Teacher	Peace	AB025533	P1
Mary Sunday		F	P2 Teacher	Logo I	AB029919	P2
Luka Guya	M		P4 Teacher	Peace	AB025470	P4
Michael Hakim	M		P4 Teacher	Logo I	AB029884	P4
Santino Bidali	M		P3 Teacher	Logo I	AB029861	P3
Bidali Samuel	M		P4 Teacher	Yangkonye	AB026229	P4

2. Location: Yei Community Resource Center (YCRC) – Yei Payam, Yei County, CES

3. Dates of training: September 28 – October 1, 2009

4. Training facilitators:

- Ale Peter Outreach Coordinator – Yei
- Newton C. Wilson Outreach Coordinator – Yei
- Hakim Alfred Inspector for Primary Schools
(Could not Co facilitate because he was sick but made an elaborate speech at closing).

5. Training objectives:

- Equip new teachers with enough skills, knowledge, attitudes and believes on IRI methodology.
- Equip the trained teachers with radios and teachers' guides.
- Mobilize support for SSIRI by including new head teachers and Education Officials into the training.
- Advocate for proper implementation of LV program in the primary schools.

6. Expected outputs

- Teachers acquired enough skills and knowledge on IRI and are highly motivated to teach Learning Village lessons.
- Each and every teacher equipped with a radio and Teacher's Guide.
- Head teachers highly enlightened to accord Learning Village the necessary support.
- SSIRI correctly perceived as a program of AES/MOEST.

7. Details of participants

Total Number of schools	Total number of education officials trained		Total number of teachers trained		Total number of radios distributed	Total number of guides distributed
	Male	Female	Male	Female		
10			28	12	32	32

Note:

Five (5) of the teachers are from three (3) (Wuluturu, Immanuel Model and Yangkonye) old Learning Village Schools and replaced missing teachers. In total there are 8 new schools

8. Information on the training conducted: Information on the training conducted:

Training Agenda:

Day/Date	Items Covered
Day 1: Monday, September 28, 2009	Official opening by Charles Lumori; County Education Director –Yei County
	Introduction of participants, discussion on participants' expectation, presentation of the general plan for the training and how they will spend the four days during the workshop.
	Introducing EDC in Sudan (SRS & SSIRI), SSIRI and all its programs (LV, & PS101) and the components of AES in the MOEST/GOSS; including AES structure.
	Teaching a LV Lesson 25 for P2 with the participants acting as pupils.
	Discussion about the demonstrated lesson and general aspects of IRI methodology.
	Participants listen to LV songs played at random
	Understanding and using the LV teacher's guide with emphasis on the introduction and also that the P4 guide is a draft.
	The roles of a teacher in IRI (before, during and after broadcast)
	Exposed Place Value concept in Mathematics for participants to know that teaching it can be fun e.g. click for thousands, clap for hundreds, jump for tens and stamp for ones.
	Questions and clarifications including reflection on the day.
Day II: Tuesday, September 29, 2009	Reflecting on the previous day
	Addition with and without carrying using LV piasters
	Participants practice adding numbers using LV piasters
	Played the review video in Maridi (Haddow P1 class) for the participants to watch – emphasizing that IRI is possible in big classes
	Participants ask questions on the aspects of the video and answers were supplied accordingly

	Multiplication with Village piasters
	Participants practice multiplication with Village Piasters
	Subtraction with Village Piasters
	Practice subtraction with Village Piasters
	Division with Village Piasters
	Practice division with Village Piasters
	Playing LV songs
	Land mine song
	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: Wednesday, September 30, 2009	Reflecting on the previous day
	Drawing on the board
	Participants practice drawing on the board.
	Sang "little finger" and "go to school" songs
	Number Cruncher game
	Participants had more practice in adding and multiplying using LV piasters.
	Comments on the lessons/segments (English, Maths, local language and after broadcast) taught.
	Participants had more practice in subtracting and dividing using LV piasters.
	Mathematics games e.g. Ping Pong
	Participant taught LV lesson while others acted as pupils which was followed by discussion about the lesson.
	Working in groups (pairs or in fours)
Day IV Thursday, October 1, 2009	Reflection on the previous day
	Participant taught LV lesson while others acted as pupils which was followed by thorough discussion about the lesson.
	Reflecting on the previous day
	Learning for Life and Mine Awareness discussion
	Played a number cruncher segment from the lessons
	Pretending actions
	Filling of LV teacher registration form and introduction to some SSIRI forms e.g. Lesson Log form
	Distribution of Radios and Guides
	The use and maintenance of a Free play Radio
	Final reflection and wrap-up
	Closure by Hakim Alfred; Primary School Inspector (made an interesting elaborate speech)
	Handing out of Attendance Certificates
	Departure!

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

- ❖ All the 40 participants reported and attended fully.
- ❖ The Co-facilitator did not turn up because he was sick.
- ❖ The Workshop was officially opened by the County Education Director (Charles Lumori) who confidently warned the participants against failure to implement LV. He threatened to relief any teacher who fails to implement LV of his/her teaching position. He advised the teachers to attend fully.
- ❖ Participants were given by handouts developed by the OCs.
- ❖ There was very good participation from the participants and most had a good level of English language.
- ❖ On behalf of the participants, the representative gave a speech describing the workshop as “the most educative and enjoyable” and the facilitators “Very friendly and full of resources”.
- ❖ Through their Course Leader the participants asked for incentives for teaching learning Village lessons which to them were extra and the Inspector for Primary schools answered them accordingly; emphasizing that it was not extra work, but part of their duties to accomplish what is in the curriculum.
- ❖ There were 3 babies and 3 baby sitters and our budget was almost going to be affected but, lucky enough, the Manager did not charge EDC-SSIRI for the expenses incurred by the baby sitters although he promised to charge any next time. Had he to charge EDC-SSIRI the budget would be less by 444 SDG.
- ❖ The Head teachers were the ones that signed for the radios and the guides.
- ❖ The Training workshop was closed very late in the evening by the County Inspector of Primary Schools who appealed to the head teachers to ensure that LV is fixed in the general school timetable and followed strictly.
- ❖ The Inspector of Schools urged the teachers to take proper care of the radios and the Guides which he said are for the school.
- ❖ The Certificates were awarded by the County Inspector of Primary schools punctuated with a lot of ululations and photographing (Surely, this is the most remarkable LV workshops!).
- ❖ Incidentals and transport refunds were given out by two Head teachers since there was only one Education Official (Inspector of Primary Schools) whom we had to excuse because he had to hurry for injection in the clinic.

Conclusions and recommendations for the future

- County education officials should be given chance to open and close SSIRI workshops to give them time to talk to the teachers.
- There is need for contingency in the training budget to cater for other eventualities such as baby sitters.
- Participants should be given Learning Village handout to avoid a lot of copying during sessions at the expense of listening and timely content coverage.
- Attendance Certificates should be given to teachers during any training as it helps to boost their morale.
- Head teachers are to be the ones to sign for Radios and Guides

ATTACHMENT II: SAMPLE WEEKLY REPORT

WEEKLY REPORT

Name: Newton C Wilson

Location: Yei

Week ending: October 9, 2009

SECTION ONE: WEEKLY ACTIVITIES REPORT

DAY/DATE	ACTIVITY	FINDINGS	ACTIONS OR FOLLOW-UP
<p>MONDAY</p> <p>OCT. 5.09</p>	<p>Visited Jombu primary school</p>	<ul style="list-style-type: none"> o P2 Lesson 81 started off well with 36 boys and 30 girls who seemed to have missed LV for that period of the break. o John Malish conducted his IRI Lesson fairly well as he did not conduct the after broadcast activities. o Malish also claimed that the former H/T did not give them (the IRI teachers) the lesson log forms which he (H/T) was supposed to collect from the Payam Education Office. o In P1 which has two streams (A&B) the teacher conducted in one of its streams. P1 B had been confused with pre-school by even the Payam Education Officials. The H/T was able to clarify that it is actually one of the P1 streams. o Other classes conducted the IRI lessons while I was in Jombu Progressive secondary school. 	<ul style="list-style-type: none"> o Advised Malish to always conduct the after broadcast activities. o Informed the new H/T; Dada Alfred to get more log forms or teachers should record the taught lessons on any book for reference since getting the log forms from our office may take some time. o Dada will organize who among the teachers will be involved in teaching two IRI classes. o Another form for school registration was completed to update data since P4 materials were issued.

<p>Went to Jombu Progressive secondary school Reached Mugwo Payam Education Office Met AES Inspector.</p>	<ul style="list-style-type: none"> o The H/T stood with the idea that one of his IRI teachers will have to teach two IRI classes i.e. P1B and P4. o “In the ALP the attendance is normally low during market days” Alfred said. The following was the statistics of the day; according to the H/T it is about a third of the total: <table border="1" data-bbox="718 444 1377 597"> <thead> <tr> <th></th> <th>Girls</th> <th>Boys</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>8</td> <td>10</td> <td>18</td> </tr> <tr> <td>Level 2</td> <td>4</td> <td>4</td> <td>8</td> </tr> <tr> <td>Level 3</td> <td>3</td> <td>2</td> <td>5</td> </tr> <tr> <td>Total</td> <td>15</td> <td>16</td> <td>39</td> </tr> </tbody> </table> <ul style="list-style-type: none"> o Two ALP teachers are getting AES incentives while two who are called trainee teachers (language of Ibis) are getting the “training allowance” from Ibis. o Some learners are younger than the expected age group of ALP. ‘The 7 year old are just allowed to learn because their parents couldn’t pay school fees for them’ H/T said. o The H/T Mr. Khamis Kanyama and his teachers came to Yei for salaries; hence no students were in the school. The visit which was to complete an enrollment listeners’ form was futile. o No one was in the office at around 3pm. When consulted on phone, John Gwodi; the Statistician said it would be possible to collect the documents (radio, guide distributions log, and agreement) on Thursday. o Philip Taban was given another responsibility as County Education Administrator along side his current position. 		Girls	Boys	Total	Level 1	8	10	18	Level 2	4	4	8	Level 3	3	2	5	Total	15	16	39	<ul style="list-style-type: none"> o Luckily enough the H/T met Ale and was informed of the purpose of my visit. o The form was completed in our office as the H/T traveled with the information and his stamp. o Agreed with Gwodi to collect the completed forms for the distribution of radios and guide to 4 primary school on Thursday same week. o Shared with Philip about Jombu ALP. o Made an appointment to visit the Adult center in Yei Army Garrison together him.
	Girls	Boys	Total																			
Level 1	8	10	18																			
Level 2	4	4	8																			
Level 3	3	2	5																			
Total	15	16	39																			

		<p>proper.</p> <ul style="list-style-type: none"> o The center at the main Garrison has Level 1A class with 38 and 1B with 51 learners, L2 67, L3 63 and L4 51. o There are 10 teachers (3 women and 7 men) being paid by AES-SPLA and other security organ department and 4 volunteers but have some pay from the Army office. o Major Scopas who is one of the wounded but highly educated in the university of Asmara welcome RABEA B and told us to make sure they are invited for RABEA B Facilitators' Training. To him it may take time to ensure that the training Samuel Dem of AES/GOSS said is done. o Philip also explained SSIRI to the officers and they nodded in agreement. o The center is undergoing renovation and learning is under trees some times interrupted by rains. o They hoped that SPLA HQs will construct classroom for both children and adults. 	<ul style="list-style-type: none"> o The teachers from these centers will be invited to attend the forthcoming Facilitators' Training Workshop.
<p>WEDNESDAY</p> <p>OCT. 7.09</p>	<p>Went to Dongoda</p> <p>P/S</p>	<ul style="list-style-type: none"> o P3 pupils of Dongoda who had started experiencing LV from Monday this week mastered welcome and closing songs. In the middle of the lesson, some learners sang the "Body parts game" well. o There were only 9 pupils in the class of whom 5 were girls. o Obede Wani had difficulties in conducting the lesson according to the instructions from the radio; may be because he had just started the program on Monday. o He was challenged with the mathematics segment where "Ping Pong" game came in. o Obede wanted to immediately leave the class after the broadcast had ended. o P1 lessons were not conducted due to H/T's absence as he was attending to his sick wife in the hospital. o Simon Elias said all LV lessons were taught on Monday and Tuesday this week. He is the P4 	<ul style="list-style-type: none"> o Conducted the 'after broadcast activity' as the teacher was watching. Children really like the program. o Reviewed addition and subtraction problems, introduced both 'ping pong' and 'number cruncher' games to the pupils. o Encouraged Obede to push on and he would be better after conducting more than 4 or 5 lessons. o Encouraged Elias to keep-up with the spirit and should help together with the H/T the other teachers i.e. P2 and P3 IRI teachers.

		<p>teacher.</p> <ul style="list-style-type: none"> o As I was finishing with the after-broadcast activities in P3, Elias was busy with P4 lesson. I then caught up with him in the middle of the lesson. o There were 2 girls in the class of five who enjoyed their lesson with passing of a pen game. Their teacher was more confident than the P3 one. o Elias conducted the segment I show according to the instructions. o He conducted the after broadcast session. o The majority of the school populated seemed to be in P4 class where I saw about 40 pupils in their wall less class. 	
<p>THURSDAY</p> <p>OCT.8.09</p>	<p>Went to Payawa</p> <p>P/S</p>	<ul style="list-style-type: none"> o I saw two radios having no antennae and no solar panels. But the new H/T; John Muto said "The panels are in the store because the holders are loose." o One radio had "shooo" sound. o In the P4 class, the teacher, Satimon Mawa was late and was running with his radio as the welcome song was going on. Meanwhile pupils were also welcoming with singing. o It was the 4th lesson of LV for P4 being enjoyed by 14 girls and 27 boys. o Mawa though late controlled his class with confidence and succeeded in conducting a successful lesson. o He also moved around the class as required by the activity and conducted the all the required sessions in IRI lesson. o When pupils were asked to rearrange number in descending order one said it was simple and demanded for more exercise – meaning he had understood the point. o Lupai who was going to visit the school on ALP issues confessed "We (Ibis) are getting to know SSIRI and it is a good approach to teaching." English and Mathematics. He further said once he met an ALP 	<ul style="list-style-type: none"> o Informed the teachers charge the radio using the solar sometimes so that it remains effective. o The one with "shooo" sound should be tried by charging it for a long time. If the problem persists then H/T will explain the problem and ask for another one. o Informed Mawa not be late again and also advised him specifically. o Told Lupai that off course IRI is a wonderful program in improving quality of education. So he could find from the internet how it is done around the world for the last 25 years.

	<p>Met Lupai John of Ibis in Payawa</p> <p>Met Education Officials of Mugwo Payam</p>	<p>teacher conducting RABEA B in Alero ALP class.</p> <ul style="list-style-type: none"> o John Gwodi; Payam Education Office's Statistician distributed life line radios in accordance to the instruction I gave last week on Friday. All distribution forms for guides and radio to 5 schools were completed and they handed to me. o School re-registration forms were also completed to update the data for those schools. o Emmanuel Kindu; AES Supervisor followed up the radio and the guide belonging to Peremasu P/S which was with Jokudu Jera who was transferred to Longamere P/S and she was taking it back. 	<ul style="list-style-type: none"> o Appreciated their contribution in ensuring those items went to intended schools and that will remain their work so they better start experiencing the forms used for future ownership. o Some of the school re-registration forms with no stamp will be sent later after stamping.
<p>FRIDAY</p> <p>OCT.9.09</p>	<p>Went to Nyongwe P/S</p>	<ul style="list-style-type: none"> o The P1 IRI teacher was not sober so he was not able to go to conduct LV lesson. o But Grace Kuyunge who taught once a good IRI lesson during the last LV teacher training, was more than ready to conduct the P2 IRI lesson. o Pupils sang well "Southern Sudan has beautiful faces..." and followed Madam Rhoda with the syllable 'ya, ye, yi, yo, yu' o She involved pupils by distributing activities to her 80 pupils. o The teacher kept within the pause while solving a number with Village Piasters. o With a lot of humor she conducted the after broadcast activities including revision of her previous lesson. o It was interesting where a boy was not able to get an answer as he was starting to add from the hundreds. 	<ul style="list-style-type: none"> o Informed the teacher to get another time to solve a similar problem by emphasizing that "we start with ones, then tens etc. o Map of Sudan to be reviewed next time as the concept was not clear. o Told her to keep up the good spirit. o Encouraged the H/T to supervise the program.

		<p>But a girl who should be a first learner came and solved the addition number with carrying very well.</p> <ul style="list-style-type: none"> o Student teachers from YTTC were there and said that some of them have been trying to conduct the LV lessons and the Deputy H/T confirmed. 	
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SECTION TWO: ADMINISTRATION ISSUES

Equipment and resources: (thuraya, laptop, motorbike, chargers etc)

Date problem occurred	What is the problem?

Logistics:

Finances: Finance for the RABEA B training should be sent latest on Monday.

SECTION THREE: PLANS FOR THE NEXT WEEK

DAY	Plan
MONDAY	<ul style="list-style-type: none"> o Visit County and Payam Education Offices. o Go to Logo 1 P/S
TUESDAY	<ul style="list-style-type: none"> o Visit Nemaya P/S o Visit Kinji Secondary and school
WEDNESDAY	<ul style="list-style-type: none"> o RABEA B Facilitators' workshop.
THURSDAY	<ul style="list-style-type: none"> o RABEA B Facilitators' workshop.
FRIDAY	<ul style="list-style-type: none"> o RABEA B Facilitators' workshop.

ATTACHMENT III: LIST OF RADIO STATIONS

Station	Location	Programs
Miraya Radio	Many locations in Southern	P1-P4 Learning Village <i>Advanced</i>
Bakhita Radio	Juba	<i>for Beginners 1 & 2</i> , and Advanced; Primary 2 Learning Village
Voice of Kajokeji	Kajokeji	P4 Learning Village <i>Advanced</i>
Yambio FM	Yambio	All SSIRI programs
Grace FM	Kajokeji	P1-P3 Learning Village <i>for Beginners 1&2</i>
Spirit FM	Yei	All SSIRI programs
Wau Radio	Wau	All SSIRI programs
Voice of Love	Malakal	All SSIRI programs
Voice of Eastern Equatoria	Torit	All SSIRI programs
Voice of Kauda Radio	Kauda	<i>Advanced</i>
Nyaath FM	Leer	<i>Advanced</i>
Nhomalaau FM	Malualkon	<i>Advanced</i>
Kurmuk FM	Kurmuk	<i>Advanced</i>

ATTACHMENT IV: SAMPLE SCRIPT FOR FORMATIVE EVALUATION EXERCISE

SSIRI LEARNING VILLAGE P4

Program #: 90

Scriptwriter responsible: Mercy Kolok

Total length of program: Time during FE was 28 minutes.

	Segment	Format	Segment time	Time elapsed
1	Opening	3 minutes	3.30	3.30
2	Story	1 minute 30 seconds	2.28	5.58
3	English	7 minutes	7.11	13.19
4	Song/Game	2 minutes 15 seconds	2.15	15.34
5	Math	6 minutes	4.07	19.41
6	Song/Game	2 minutes 30 seconds	1.52	21.33
7	Reflection/Wrap up	1 minute 45 seconds	2.12	23.45
8	Closing	38 seconds	0.38	24.23

<p>Sound Effects:</p> <p>1. TICKING CLOCK</p>	<p>Suggested cuts/adds:</p> <p>1. Segment #: Add/ cut line#s:</p> <p>2. Segment #: Add/ cut line #s:</p> <p>3. Segment #: Add/ cut line #s:</p>
<p>Songs and Music:</p> <p>1. THE LINE SONG 2. COMPETITION MUSIC</p>	<p>Characters:</p> <p><input type="checkbox"/> Khemis <input type="checkbox"/> Norah <input type="checkbox"/> Bobo <input type="checkbox"/> Mimi <input type="checkbox"/> Jessica</p>
<p>Scriptwriter(s): Mercy Kolok</p> <p>Date: 02/06/09</p>	<p>Reviser(s): Nicodemus Bior</p> <p>Date: ??/??/08 . ??/??/08</p>
<p>Reviser(s):</p> <p>Date:</p>	<p>Reviser(s):</p> <p>Date: ??/??/08 ??/??/08</p>

SSIRI LEARNING VILLAGE		
PRIMARY 4		
PROGRAM #: 90	SEGMENT #: 1	DRAFTAILOR: Pre FE 1
SCRIPTWRITER: Mercy Kolok		DATE: 02/06/09
OBJECTIVE: To introduce the program and pupils understand the meaning of the keywords.		
KEY CONCEPTS: Bush, signal		
REQUIRED MATERIALS: None		
CHARACTERS: NORAH, KHEMIS, MIMI, BOBO.		

01. FX: OPENING MUSIC FADES IN “WELCOME, WELCOME, TO THE LEARNING VILLAGE” AND FADES UNDER 08”
02. NARRATOR: This is Southern Sudan Interactive Radio Instruction, a project of the Ministry of Education, Science and Technology, and Education Development Center, supported by the USAID. Stay tuned the Learning Village starts shortly.
03. FX: OPENING MUSIC FADES IN “WE SING, WE DANCE, WE PLAY, WE LEARN” 08” (PLAY THE WHOLE SONG SO PUPILS CAN SING ALONG)
04. KHEMIS: Hello, teacher and pupils!
05. PSR: 05”
06. NORAH Welcome to Program **ninety** of the learning Village for Primary Four!
07. KHEMIS Teacher, please prepare to write the key words of the day at the top of the blackboard as Madam Norah says them.
08. FX: KEYWORD MUSIC: 05”
09. NORAH: Teacher, the first key word of the day is ...**craft**...
C, R, A, F, T.....
10. NORAH: Teacher, please read the word **craft** out loud.

11. PSR: 05''
12. KHEMIS: Now, pupils, please say **craft!**
13. PSR: 05''
14. BOBO: **Craft**
15. NORAH: Thank you! Teacher, in local language, tell the pupils that the word **craft** means making things with your hands.
16. PTR: 10''
17. NORAH: Teacher, the second key word of the day is **tools**.....
T, O, O, L, S.....
18. NORAH Teacher, please read the word **tools** out loud
19. PSR: 05''
20. KHEMIS: Now pupils, please say **tools**.
21. PSR: 05''
22. MIMI: **Tools.**
23. NORAH: Teacher, in the local language tell the pupils that a **Tool** is an instrument, like a hammer, that is used to make things.
24. PSR: 10''
25. KHEMIS Thank you teacher and pupils!
26. NORAH Pupils, listen carefully. See if **you** can hear the key words in today's program...
27. FX: END OF SEGMENT CUE: 03''

Note: In this segment, all the instructions read by Uncle Khemis were too low. They have to be re-recorded. These gave both the teacher and the pupils hard time to pick the instructions.

ATTACHMENT V: SCHEDULE OF FUTURE EVENTS

Date	Location	Activity
October	Nairobi	Commencement of designing and writing scripts for <i>Rabea Intermediate</i> with international consultant
October	Kajokeji	Resumption of formative evaluation of P4
November	Southern Sudan	Conduct P2 Summative Evaluation (post-test)
November	Southern Sudan	Begin support to AES on rollout of SSIRI activities within the new pastoralist education program
January	Southern Sudan	Staff training and development of plans for 2010
February	Southern Sudan	State level planning workshops
February	Equatorias	Begin broadcast of P1-P4 and English programs in some locations
February	Juba	Distribute report of summative evaluation of P2
February	Southern Sudan	Training of teachers, facilitators and education officials
February	Southern Sudan	Begin broadcast of <i>Rabea Intermediate</i> , as well as <i>Rabea for Beginners</i> and <i>Rabea Advanced</i>
March	Southern Sudan	Begin implementing SSIRI as part of MoEST rollout of County Education Centers
April	Southern Sudan	Begin broadcast of P1-P4 and English programs in some locations
April	Southern Sudan	Initiate new PS101 groups, mostly in CECs
May	Southern Sudan	Administer pre-test P3 or P4 Achievement Test

ATTACHMENT VI: SUCCESS STORIES

1. FOR IMPLEMENTING IRI, SCHOOL GETS FACE LIFT

Before the renovations began, debris would always fall on students during class time. Whenever it rained the roofs would leak, which made it almost impossible for teachers to conduct lessons during the rainy season.



The new look of Juba Commercial Secondary School after the recent renovation by USAID.

But for now such inconveniences are things of the past.

In the last 60 years, Juba Commercial Secondary School had never been repaired. The school was first built in 1949.

“The learning environment is now conducive. Before the renovations began the classrooms were a health risk. The asbestos sheets used to fall on the students even during lessons,” said the headmistress, Maimuna Saida.

Ms Saida says that she believes the renovation of the school will attract more students to enroll there. “The school now looks beautiful and all of us are happy and motivated to implement the radio lessons.”

The headmistress is happy that SSIRI chose her school for repair as a reward implementing IRI programs.

She expresses enthusiasm about the radio programs. “We have gained not only knowledge from the radio lessons but our school has been repaired too. As an English language teacher myself I would like to see the English program continue,” she said.

Like the school headmistress students are also pleased that their school was chosen for renovation.

Moses Anyuar, a form three student hopes to learn better in a clean environment.

“If the school is dirty, it cannot be a good learning environment. Even if it is your house you need to repair it so that you can live and sleep comfortably,” he says.

The school was one of three recently renovated by the United States Agency for International Development on account of its participation in the implementation of Southern Sudan Interactive Radio instruction (SSIRI) programs.

SSIRI Chief of Party, Tom Tilson says that “USAID wanted to repair some schools and they asked us to select schools that are implementing IRI programs. Among others, we selected Juba Commercial, Juba Day and Sadaka Primary school.”

Tom hopes that the renovations will improve the learning environment and improve the delivery lessons including the radio lessons ones.

In the meantime, both teachers and students at the school want to continue to use the radio lessons. “ has enabled me to better understand concepts like corruption. Secondly, before we started using the radio lessons teachers would ask us to use dictionaries to learn the meanings of new words but now the radio explains everything in depth.”

Catherine Sereao, a form three English teacher, says that she has also leant new vocabulary from the radio lessons and wants to continue to implement the program in her class.



The school buildings now have new roofs for the first time in 60m years.

2. A WOMAN SHARES HEALTH INFORMATION WITH OTHERS

Mary Linda Simon has become a volunteer health educator in her community in Maridi town, Western Equatoria, Southern Sudan. During her free time, the 18-year-old mother of two teaches women to maintain personal and environmental hygiene to prevent disease.

When Linda goes to the community borehole, she talks to the women there about the importance of hygiene in the home. She encourages them to keep their water storage and cooking utensils clean. Linda tells the women that if they keep their utensils clean and their food well covered, they can prevent their families from contracting diseases.

Linda is thankful for the English educational radio series, one of the programs designed and produced by the Southern Sudan Interactive Radio Instruction (SSIRI) project, which is part of the Ministry of Education, Science and Technology. The program receives funds from USAID and technical assistance from the Education Development Center. Although the series focuses on language instruction to youth and adults, Linda is especially interested in health topics.



Evans Sebit, one of the project's scriptwriters, explains that the health segment of the series educates its audience about diseases including malaria, yellow fever, tuberculosis and HIV sensitised, it becomes easy for them to prevent the numerous killer diseases," explained Sebit.

A woman listens to *Rabea* broadcast at Maridi Hospital

Linda started listening to the English series a year ago and was so impressed by the program that she convinced her husband to buy a radio. Today she does not want to miss a single radio lesson. Ironically, the first time she heard the program was in Maridi hospital. "My son had been admitted to that hospital with severe malaria," Linda recalls. While she was seated outside the children's ward with other women, someone tuned into the program. On this day the program had a segment on the cause and prevention of malaria. "During the lesson I learned that sleeping under a mosquito net can prevent the spread of malaria," she remembers. "I wish I had heard this information much earlier," she said.

Her two children always fell sick with malaria and Linda had to take them to hospital at least a dozen times every year. It was the radio program that introduced her to the importance of using a mosquito net. Now their children fall sick less often than they used to. “My husband and I did not know why our children were falling sick all the time.” she concluded.

Linda understands English better than most women in her area. She likes the radio programs because it strengthens her English language skills, but she attaches more value to the health topics. “Whenever I learn something from the radio lesson, I share it with the other women in our village. Many of our people don’t know these things...” she added.

3. IRI TRAINING HAS MADE ME A BETTER TEACHER

Joseph Taban is proud of his work as a teacher in one of the primary schools in Kajokeji County of Central Equatoria state.

In Pamoju Primary School where he is the P3 Class Teacher, Joseph teaches Mathematics and English to 60 boys and girls.

But it is his new assignment to teach Interactive Radio Instruction (IRI) lessons that has particularly made him proud as a teacher. He has gained new skills and thinks he is now a better teacher.

“Whenever I was teaching, I would always direct my questions to the brighter pupils. I did not want to waste time on pupils who take long to learn. But now I know that every pupil can become a better learner if you involve them,” says Joseph.

Joseph started teaching an IRI teacher class after being trained on IRI methodology. To date, with support from the United States Agency for International Development (USAID), the Southern Sudan Interactive Radio Instruction (SSIRI) project has trained at least 60 teachers in Kajokeji alone. Most of these teachers are now implementing IRI lessons in 16 primary schools within the county.

This year (2009) alone EDC expects to train 1,500 teachers in southern Sudan and the Three Areas.

Joseph says he was never trained as a teacher but thinks that what he has learnt from implementing IRI has made him a better teacher than some of his colleagues who have attended teacher training colleges.

“Before I started teaching IRI, I did not know the importance of preparing for a lesson. I would just go to class and start teaching.” And because of lack of preparation, Joseph would often make mistakes.

“But from the IRI training I learnt that one should prepare; have the teaching aids in place, read through the teacher’s guide manual, and check the radio for power.” Joseph now prepares for all his lessons including the mathematics and English lessons.

Within the last one year, Joseph has noticed that his pupils now understand him better. Last year Joseph started teaching IRI in P2 but at the beginning of this year he was re-assigned to teach P3.

“Even some of them (pupils) who could not participate in class and were too shy to speak English are now very active,” Joseph says- attributing the improvement to his newly gained skills.

However, he complains that much as he loves teaching, he is finding difficulties meeting the financial needs of his family due to the government's delay in paying teachers' salaries. "Last month I received my salary after waiting for a period of three months. To make it worse, the salary was lower than what I expected."

The Ministry of Education, Science and Technology of the Government of Southern Sudan says it is making efforts to pay teachers salaries' on time.

ATTACHMENT VII: LIST OF DELIVERABLE PRODUCTS

- Summative evaluation for P2 developed and the pre-test administered
- P4 series of 120 lessons scripted, produced through lesson 100, evaluated and being broadcast; teacher's guide developed.
- P1-P3 lessons broadcast from October-December 2008 and May-September 2009
- *Rabea for Beginners* and *Rabea Advanced* broadcast October-December 2008 and May-September 2009
- *PS 101* implemented with 60 teachers in Maridi, Nzara, and Yambio, Western Equatoria State
- Cadre of well qualified Southern Sudanese scriptwriters developed
- Computer centers with VSAT supported at Arapi, Maridi and Malakal TTIs. (Malakal facility established, but the TTI is not yet open)
- Production of *Rabea for Beginners* completed, adding to the *Rabea Advanced* that had been completed earlier
- Provided broadcasting of SSIRI programs through the use of nine stations, plus four Internews community stations
- Exceeded all PMP indicator targets for FY 2009

ATTACHMENT VIX: ESTIMATED NUMBER OF RABEA INDEPENDENT LISTENERS

28-Oct-08

Selection Factor	Potential Listeners		COMMENTS
	Percentage	Miraya FM & Other FM/AM	
Total Population (to be confirmed by census)		8,000,000	According to Miraya, they cover over 50% of population; remaining 50% only has shortwave access
Population over 15 years	50%	4,000,000	A rough estimate is that 50% of the population is over 15 years old, which is the primary target of Rabea.
Percentage of population that listen to radio	58%	2,320,000	According to the recent Miraya Radio survey, 58% of those interviewed listen to radio. Thus, 42% of the population is excluded as possible listeners.
Percentage of radio listeners who have listened to Miraya in last 7 days (13% shortwave listeners have tuned into program in last 7 days)	33%	765,600	According to Miraya survey, 13% of listeners have heard Miraya in last 7 days.
Percentage of Miraya population that claim they understand 50-75% of the programs in English	54%	413,424	According the recent Miraya Radio survey, 54% of the respondents said that they could understand 50-75% of the radio programs in English. This appears to be an appropriate target audience for Rabea Advanced.
Listeners who state language improvement as high priority	12%	49,611	According to the recent Miraya survey, 12% of the respondents said that they see language improvement as a high priority for radio. Assume same for shortwave listeners.
TOTAL estimate occasional listeners to Rabea on FM/AM		49,611	
<p>A listenership survey will be conducted in November 2008 to confirm the assumptions stated above. As a result of the survey findings, the target figures may have to be adjusted.</p>			