

# **Southern Sudan Interactive Radio Instruction SSIRI**

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## **Quarterly Report January – March 2007**

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## ACRONYMS

CARE	Cooperative for Assistance and Relief Everywhere
COP	Chief of Party
DCOF	Displaced Children and Orphans Fund
DOT-EDU	Digital Opportunity through Technology implemented by Education Development Center
GOSS	Government of South Sudan
IRI	Interactive Radio Instruction
MoEST	Ministry of Education, Science and Technology
PS101/OA	Professional Studies 101/Over the Airwaves
SBEP	Sudan Basic Education Program
SOW	Scope of Work
SRS	Sudan Radio Service
SSIRI	Southern Sudan Interactive Radio Instruction
SPLM	Sudan People's Liberation Movement
TERBIA	Teaching English through Radio-Based Instruction for All
TTI	Teacher Training Institute
UNICEF	United Nations International Children's Education Fund
UNMIS	United Nations Mission in Sudan
USAID	United States Agency for International Development
VSAT	Very Small Aperture Terminals (used for data broadcasts)

**SSIRI**  
**Southern Sudan Interactive Radio Instruction**  
**Quarterly Performance Report**  
**January – March 2007**

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

## **EXECUTIVE SUMMARY**

The USAID-funded Southern Sudan Interactive Radio Instruction (SSIRI) Project designs, develops, produces, and broadcasts interactive radio instruction programs in cooperation with the Southern Sudanese Ministry of Education, Science, and Technology (MoEST). SSIRI implements three interrelated, radio-based education programs:

- **Primary Education - The Learning Village** consists of 100 daily half-hour programs in English, local language literacy, mathematics, and life skills for primary grades 1 to 4.
- **English and Civic Education - Terbia** provides English language instruction to youth and adults, and engages the learners in important issues around the Comprehensive Peace Agreement (CPA), civic education, and health. There will be 240 lessons in two series – one for beginners and another for those with a moderate level of English.
- **Professional Studies for Teachers** is a radio-based, distance-learning course to improve teaching. The first module of twelve lessons is called PS 101 and focuses on classroom management.

The highlights of the activities completed this quarter (January-March 2007) include:

**Broadcast of *Terbia A*.** SSIRI completed an important milestone by commencing broadcast of the new ***Terbia*** English language and civics education radio series. ***Terbia A***, Part 1, consists of 60 lessons for youth and adults who already have a moderate level of English comprehension. The programs are designed for open listening, but SSIRI Outreach Coordinators also organized 558 listening groups with 8,042 listeners including 1,373 in the Three Areas. They also trained facilitators and distributed 544 radios. Monitoring forms for ***Terbia*** were developed and information about the implementation of the program is being collected.

**FM Stations.** Another major achievement was the addition of FM radio stations for broadcasting SSIRI programs in addition to the shortwave frequencies. The use of FM stations is a great advantage because of the clarity of the broadcast signal. Radio Bakhita FM in Juba broadcasts ***Terbia*** in the evenings. Radio Miraya FM, a UN sponsored station that expects to reach 60-70% of the population of Southern Sudan by late 2007, broadcasts ***Terbia*** in the mornings. Radio Miraya will also broadcast the primary school programs for grades 1-3 beginning in June, 2007. Finally, the USAID-supported Internews Network also plans to broadcast the SSIRI programs once their first stations are established by the end of next quarter.

**Primary Education – *The Learning Village*.** The P3 series was completed and the teacher's guides printed. Of particular interest was the development of a peace education curriculum for the new P4

series. Margaret Sinclair, formerly of UNHCR and a world leader on peace education, developed the curriculum, drafted the scripts for the 40 segments, and prepared the teacher's guides.

Additional schools have been identified for 2007, with the broadcasts scheduled to begin on June 4. The cumulative figures for 2006 and the anticipated numbers for 2007 are as follows: 310 schools (65 in the Three Areas), 1,182 teachers (218 in the Three Areas), and 38,965 pupils (3,815 in the Three Areas).

**Evaluation of *The Learning Village* P1.** A key objective of *The Learning Village* is to increase learning achievement of pupils in P1-P4 in English, mathematics, and local language literacy. In order to assess the impact of the IRI programs, EDC designed a testing program for P1 including the development of tests in the three subjects, purposeful selection of classrooms in six locations including Southern Sudan and the Three Areas for both radio (38 classrooms) and non-radio (7 classrooms) to be tested, and preparation for training the test administrators in April. The pre-test will be administered in April-May and the post-test near the end of the year.

**New Chief of Party.** Dr. Leesa Kaplan Nunes resigned as COP in order to become the Director of Peace Corps in El Salvador, where her family resides. Her replacement, Dr. Thomas Tilson, is a founder of IRI and brings extensive experience with Interactive Radio Instruction and as a COP.

## **SSIRI TECHNICAL ACTIVITIES**

### ***THE LEARNING VILLAGE- Primary Grades 1, 2, 3 and 4***

The heart of SSIRI is *The Learning Village*, a series of 100 half-hour programs targeting primary school grades 1 to 4. The programs are based on the Ministry of Education, Science and Technology syllabi, and include instruction in English, local language literacy, and mathematics. The radio programs are broadcast in English and require that the classroom teacher translate some of the instruction into the local language. Thus, the teacher is a key partner. Both the teacher and the pupils are very active during each lesson. The programs for P1 - P3 will be broadcast in 2007 to schools in the Three Areas; the three towns of Juba, Malakal, and Wau; and other locations in Southern Sudan. The P4 lessons will be broadcast starting in 2008.

#### **Ready to broadcast Primary 1 - 3**

Following the successful broadcast of programs for Primary 1 and 2 in 2006, Primary 3 will be added in 2007. All three programs will be broadcast beginning June 4, 2007 for a total of 1 ½ hours per day.

#### **Using Shortwave and FM**

As in 2006, the IRI programs will be broadcast across Southern Sudan and the Three Areas by shortwave. In addition, the UN supported FM radio station Miraya Radio has agreed to broadcast all three of the grades as well. Broadcasting the lessons on FM will be an enormous benefit because of the clarity of the signal. And through a series of repeater stations, Miraya Radio expects to reach 60-70% of the population of Southern Sudan in the second half of 2007.

#### **Completion of P3**

The scriptwriting and production teams completed all 100 lessons and produced a new set of 34 songs. All of the P3 lessons have been evaluated at SUD Academy, a school for Southern Sudanese in Nairobi, and revised accordingly.

#### **Development of P4**

The Scope and Sequence and 58 Master Plan for Primary 4 are completed, The Mater Plans provide details on the format, content, and activities for each of the lessons. The P4 series will be broadcast beginning in 2008.

Peace Building Education will be an important part of the Primary 4 series. Margaret Sinclair, former UNHCR officer and the creator of the Peace Building Education concept, provided the Scope and Sequence, drafted the scripts for each of the 40 segments, produced the teacher's guide, and drafted a booklet for teachers to help them have a good grasp of the objectives and teaching approaches used in the series. Her enormous contributions are pro bono.

#### **Teacher's Guides**

The P3 Teacher's Guide was approved by the MoEST, and the Teacher's Guides for P1, P2, and P3 have been printed.

### Short video for teacher training

SSIRI created a 5-minute basic video of an IRI grade 2 class in SUD Academy. This video shows the highly interactive roles among the radio characters, the classroom teacher, and the pupils. This video and future ones like it will be a helpful tool for training IRI teachers, and for showing partners what a typical *Learning Village* class is like.

## **TERBIA**

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

*Terbia* targets audiences with two levels of English language skills and abilities - *Terbia A* and *Terbia B*. The 60 programs for the first series of *Terbia A* and *Terbia B* will be completed in 2007, and the second series of another 60 programs each will be completed in 2008. Thus, there will be a total of 240 radio programs.

- ***Terbia Advanced Level (Terbia A)*** – targets individuals who already possess some proficiency in English. *Terbia A* is designed so listeners can learn English, civic education, and some health topics either independently or in small groups. SSIRI began broadcasting *Terbia A* in February 2007.
- ***Terbia Basic (Terbia B)*** – targets Sudanese who have little or no proficiency in English. The lessons include English literacy, basic numeracy, and some civics education. These programs are designed for listeners who are able to meet in groups with a facilitator. The broadcast of *Terbia B* is scheduled to begin in September 2007.

### Terbia A development

By the end of the quarter, all 60 programs of *Terbia A* were recorded, and 38 of these programs were ready for formative evaluation. Thirty-four of the lessons have been evaluated and revised, and are ready for broadcasting.

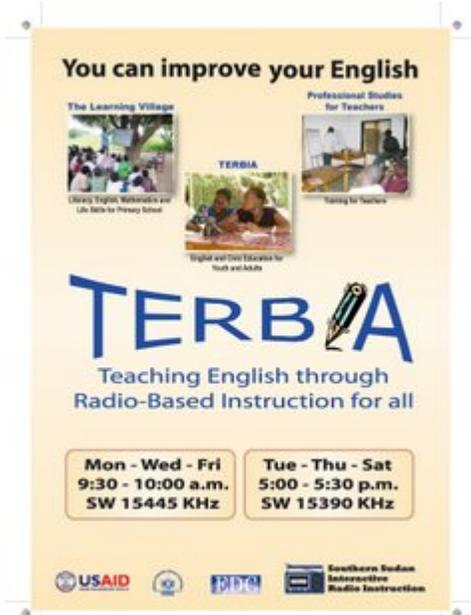
### Terbia A launch

*Terbia A* was officially launched at a MoEST workshop with state level senior Ministry officials in Rumbek in February 2007. SSIRI staff provided information and materials about *Terbia* and worked with senior officials from several of the states on ideas for incorporating *Terbia* into the state-level plans for education.

In preparation for this launch of *Terbia*, SSIRI developed several promotional materials including a brochure, poster, pin,

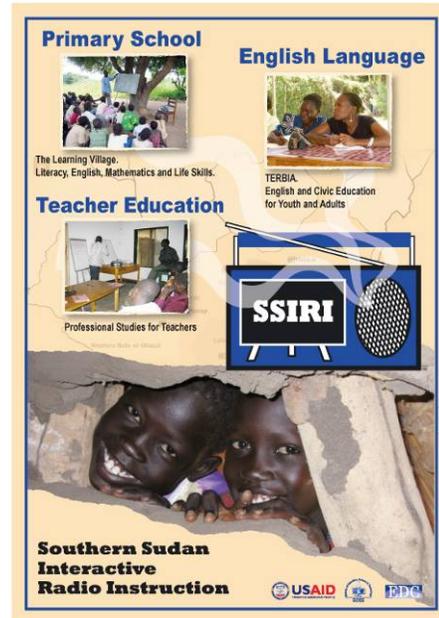


flyer, banner, and T-shirts. In addition, SSIRI issued a press release. Also, a full page announcement on Terbia (both text and a copy of the Terbia flyer) appeared in *The Juba Post* (February 16-23).



A flyer announcing *Terbia*

A poster of all three SSIRI programs



A pin



A banner

Each State Ministry received a package of promotional materials consisting of multiple copies of the SSIRI brochure, posters, flyers, pins, a banner for distribution in their states, as well as a Freeplay radio. A one-page guide on how to include *Terbia* programs in their state plans was also shared with workshop participants. In addition, a “media kit” was distributed that included the promotional materials, as well as a CD containing excerpts of SSIRI programs, promotional spots, and a pre-recorded interview with Kuol Atem, Director for Alternative Education Systems, MoEST.

**Terbia A Broadcasting**

*Terbia A* began broadcasting on February 12 using shortwave. A week later, the Catholic FM radio station Radio Bakhita in Juba began broadcasting the *Terbia* series.

Beginning on April 16, the UN station Miraya Radio FM will also begin broadcasting *Terbia* throughout much of Southern Sudan. In all cases, three *Terbia* lessons are broadcast each week. The shortwave service and Miraya Radio will broadcast each of the three weekly programs twice a week on different days. The following table summarizes the broadcasting schedule:

<b>Radio Service</b>	<b>Schedule</b>	<b>Coverage</b>
Shortwave	Mon-Wed-Fri 9:30 – 10:00 AM Tue-Thur-Sat 5:00 – 5:30 PM	All Southern Sudan and the Three Areas
Bakhita FM Radio	Mon-Wed-Fri 06:00- 6:30 PM	Juba
Miraya FM Radio beginning April 16	Mon-Wed-Fri 10:00 -10:30 AM Tue-Thur-Sat 10:00 -10:30 AM	By late 2007 coverage will expand to about 60-70% of population of Southern Sudan

### **Terbia B**

During the quarter, preliminary activities were begun for the *Terbia B* series. The following activities were accomplished:

- The Scope and Sequence and the Master Plans for the 60 lesson series were completed.
- The first two lessons were scripted, critiqued, and revised.

The scriptwriting team is currently working on templates for the English segments that provide opportunities to have intensive practice of English structures, vocabulary and conversation. Scripts and programs based on the Master Plans and the templates aforementioned will be written and recorded and formative evaluation will take place in Juba with some listening groups that have already been identified.

The MoEST Alternative Education Systems has recently completed a new syllabus for its Adult Literacy program, which may result in the need to revise the *Terbia B* Scope and Sequence and the Master Plans.

## **PROFESSIONAL STUDIES FOR TEACHERS**

Professional Studies for Teachers was originally called Professional Studies 101 (PS101) or PS101 OA (Over the Airwaves), which refers to a specific required course within the Southern Sudan Teacher Training In-service Program. The name of the course is Classroom Management and Administration.

In 2005 and 2006 SSIRI adapted a set of audio programs developed by SBEP to create a unified course that could be delivered by radio for teachers as a distance education program.

The program relies on broadcasts, a student’s manual, and the support of a local instructor. The 12 week course begins and ends with face-to-face meetings with the teachers and a local instructor. The teachers listen to the interim weekly ten programs on their own. Following each weekly broadcast, the teachers are to complete activities assigned in the Student’s Manual based on what they learned from the radio lessons. The local instructor is to conduct a minimum of two visits to observe classroom teaching practices and support the student with their weekly activities.

### **Developments with Professional Studies for Teachers**

By the end of the quarter the 12 radio programs and the Student's Manual have been revised based on recommendations from the 2006 pilot program. A Training Guide for the local instructor's and Ministry of Education trainers on implementing the program has been developed.

EDC Outreach staff was orientated to the program in a workshop. A briefing paper was prepared to assist them in presenting the program to the State and County Education Offices in their locations.

### **Broadcast plans**

A broadcast plan was developed with approximate dates, target teachers, and locations for the first broadcast. The target group for the first roll out of the broadcast is untrained teachers in SSIRI supported schools. A selection criteria and English language skills test has been developed.

Data collection and monitoring tools were also developed.

The programs will be broadcast on shortwave beginning in June 2007.

## **OUTREACH ACTIVITIES**

SSIRI outreach activities are key to the success of the project. There is need to disseminate information about SSIRI programs, to collaborate with local officials, to register participants for each of the programs, to train teachers or facilitators, to support and monitor to the classes, and to report to project partners and beneficiaries. The Outreach Advisors and Outreach Coordinators carry out these tasks. They travel constantly meeting with officials, community members, teachers, partners, and others. Sometimes they fly, but usually ride motorbikes and walk long distances. They bring the programs down to the local level and provide the link at this level to education officials and SSIRI staff at the higher levels. The success of SSIRI depends, to a large extent, on the ability of the SSIRI field staff to reach the intended audiences, to convey information, materials, and radios, and to provide training. They are also the eyes and ears of the project, gathering critical information on the success of the implementation and identifying challenges that need to be addressed.

This section summarizes their efforts during the quarter to implement the *Terbia* program and to prepare for the new school year for the *Learning Village*.

### ***Terbia A***

*Terbia A* is designed for open listening, that is, anyone with a radio and a moderate level of English is able to listen to and benefit from listening to the radio programs. However, there are advantages for listeners to hear the radio programs in small groups. In groups, the participants could support each other, practice English, and discuss the civics education and health content of the lessons following the broadcast.

The Outreach Coordinators identified 558 listening groups across Southern Sudan and the Three Areas. They distributed 544 radios to TERBIA A listeners (including groups and a few individuals) and provided initial training to the radio guardians. There is a considerable range of listener groups including the following:

- Youth groups
- Church groups
- Women’s groups
- Military groups
- Existing English language instruction groups
- Teachers and Government officials
- NGO staff

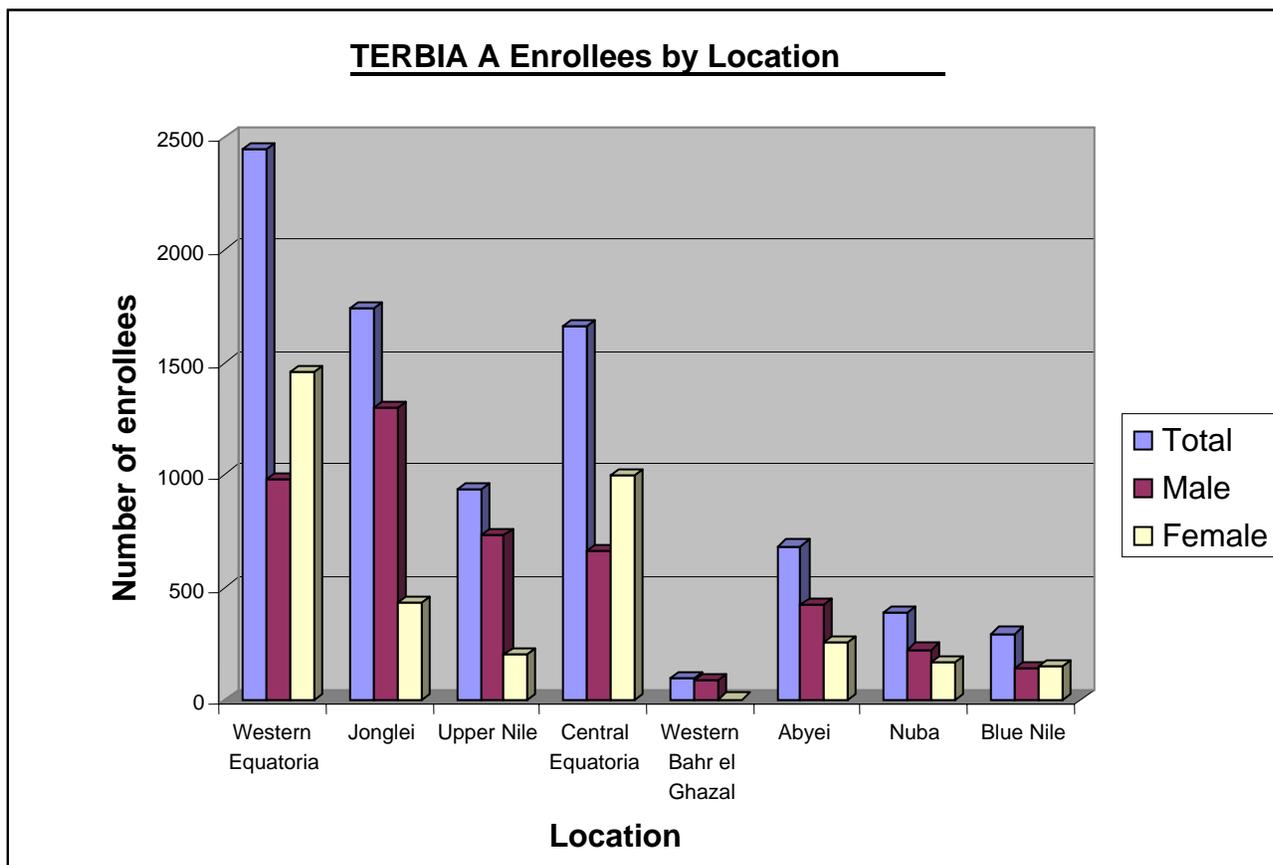
SSIRI worked extensively with partners in identifying many of the groups, including:

- MoEST at central and county levels
- Windle Trust
- Mercy Corps/IRC under the USAID-funded LINCS Project
- Episcopal Church of Sudan
- Catholic Education Diocese and Youth Groups
- SPLA
- AMURT
- Community Based Organizations (CBOs)

The following table summarizes the number of registered listeners:

<b>Enrolled TERBIA A Listeners by Location</b>			
<b>State Name</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>
Western Equatoria	2443	983	1460
Jonglei	1738	1301	437
Upper Nile	939	736	203
Central Equatoria	1658	663	995
Western Bahr el Ghazal	95	89	6
Abyei	685	426	259
Nuba	391	226	165
Blue Nile	297	144	153
<b>Totals</b>	<b>8246</b>	<b>4568</b>	<b>3678</b>

The graph below is generated from the preceding table:



The table below gives the number of listeners in organized listening groups by gender in both the Three Areas and Southern Sudan.

Enrolled TERBIA Listeners			
Location	Listeners		
	Total	Male	Female
Three Areas	1373	796	577
Southern Sudan	6873	3772	3101
<b>Total</b>	<b>8246</b>	<b>4568</b>	<b>3678</b>

83% of the registered listeners are in Southern Sudan and 17% in the Three Areas. This difference reflects the respective populations, but also the fact that SSIRI is more widely established in Southern Sudan. However, as SSIRI activities expand in the Three Areas, the gap may narrow.

## TERBIA A Estimated and Actual Listeners to Date

	Year 3 (7/06-6/07) - Proposed (1)				Year 3 (7/07-6/08) - Actual to Date			
	S.Sudan	3 Areas	3 Urban Areas	TOTAL	S.Sudan	3 Areas	3 Urban Areas	TOTAL
<b>Number of listeners/learners</b>								
1. Terbia A - Occasional Listeners (2)				225,000				No Data
2. Terbia A - Regular Listeners (3)				22,500				No Data
3. Terbia A – Enrolled Listeners (4)					4,181	1,373	2,692	8,246
<b>Subtotal (of 1, 2 and 3)</b>				<b>262,800</b>	<b>4,181</b>	<b>1,373</b>	<b>2,692</b>	<b>8,246</b>
<b>% Female</b>					<b>46%</b>	<b>44%</b>	<b>45%</b>	<b>45%</b>

- Note that these are estimates. SSIRI will conduct audience research with partners in 2007 and 2008.
- How “occasional listeners” estimates were derived: Total S. Sudan population 7.5 million, 40% of which is estimated adult population, 15% of this adult population which is English speaking; 50% of which is SRS audience.
- How “regular listeners” estimates were derived: 10% of the above population is expected to be regular listeners.
- There was no estimate for registered listeners for TERBIA A in the EDC proposal, since TERBIA A is for open listening. However, since SSIRI has organized listening groups and enrolled listeners for TERBIA A, we have added this category.

Note that TERBIA A is designed for open listening and, thus, there is need for a listenership survey(s) in order to determine an estimate of the number of listeners. SSIRI may conduct its own survey for 2008, but in the meantime, it will be participate in two upcoming surveys. One audience survey will be conducted by mid-2007 by Internews Network. The second survey will be conducted by the MoEST Alternative Education Systems Department in the second half of 2007 as part of their general survey on alternative education programs.

### *The Learning Village*

The SSIRI activities for *The Learning Village* and, thus, the target numbers, are derived from two USAID agreements. The first was the original agreement signed in 2004; the second, which was with DCOF funding and focuses on the Three Areas, was signed in 2006. The table on the proposed and actual (to date) numbers for *The Learning Village* reflect these two agreements.

SSIRI Outreach Staff worked closely with County Education Offices to mobilize schools and teachers for participation in *The Learning Village*. SSIRI plans to add 130 new primary schools in 2007 as shown in the following table:

<b>Primary Schools supported through SSIRI Learning Village program</b>			
<b>Location</b>	<b>Total</b>	<b>2006</b>	<b>2007</b>
Three Areas	65	29	36
Southern Sudan	245	151	94
<b>Total</b>	<b>310</b>	<b>180</b>	<b>130</b>

Training of new teachers will commence in early May following the administration of the pre-test for Primary 1 pupils. SSIRI Outreach Coordinators will try to encourage female teachers to participate, as only 15% of all teachers identified for the SSIRI *Learning Village* program are female.

As shown in the table on the next page, the number of children taught by SSIRI in 2006 was 23,165, which is greater than the proposed figure of 19,080. The number of teachers trained was 457, which was slightly above the target of 436.

SSIRI is also on target with the production of the IRI lessons – 100 lessons per year for grades 1-3. P3 was completed by the end of the current quarter.

Under the DCOF proposal, EDC was to have distributed and trained 12,000 educators on the use of radios by the end of 2006. However, given the delay in signing the contract to late 2006, only the number of radios required for the IRI classes was distributed as part of the teacher training program.

### The Learning Village: Programs, Children and Teachers through 2006

Proposed and Actual Results through 2006 for Learning Village Combined Original SSIRI and DCOF Funding (1)						
	Programs		Children		Teachers	
	Proposed	Actual	Proposed	Actual	Proposed (2)	Actual
Southern Sudan (Original SSIRI)	P1 - P3	P1 - P3 (4)	15,000	19,350	300	387
Three Areas (DCOF)			4,080	3,815	136	70
<b>TOTAL</b>			<b>19,080</b>	<b>23,165</b>	<b>436</b>	<b>457</b>

(1) The proposed figures for DCOF are based on EDC's proposal dated April 2006, however, the contract not signed until Oct. 2006

(2) The original SSIRI proposal for Southern Sudan stated that 500 teachers would be trained through 2008; the figure above of 300 in an estimate for 2006.

(3) The number of children under original SSIRI agreement not stated, but the estimates here are based on an average class size of 50

(4) P3 was completed by the end of the current quarter.

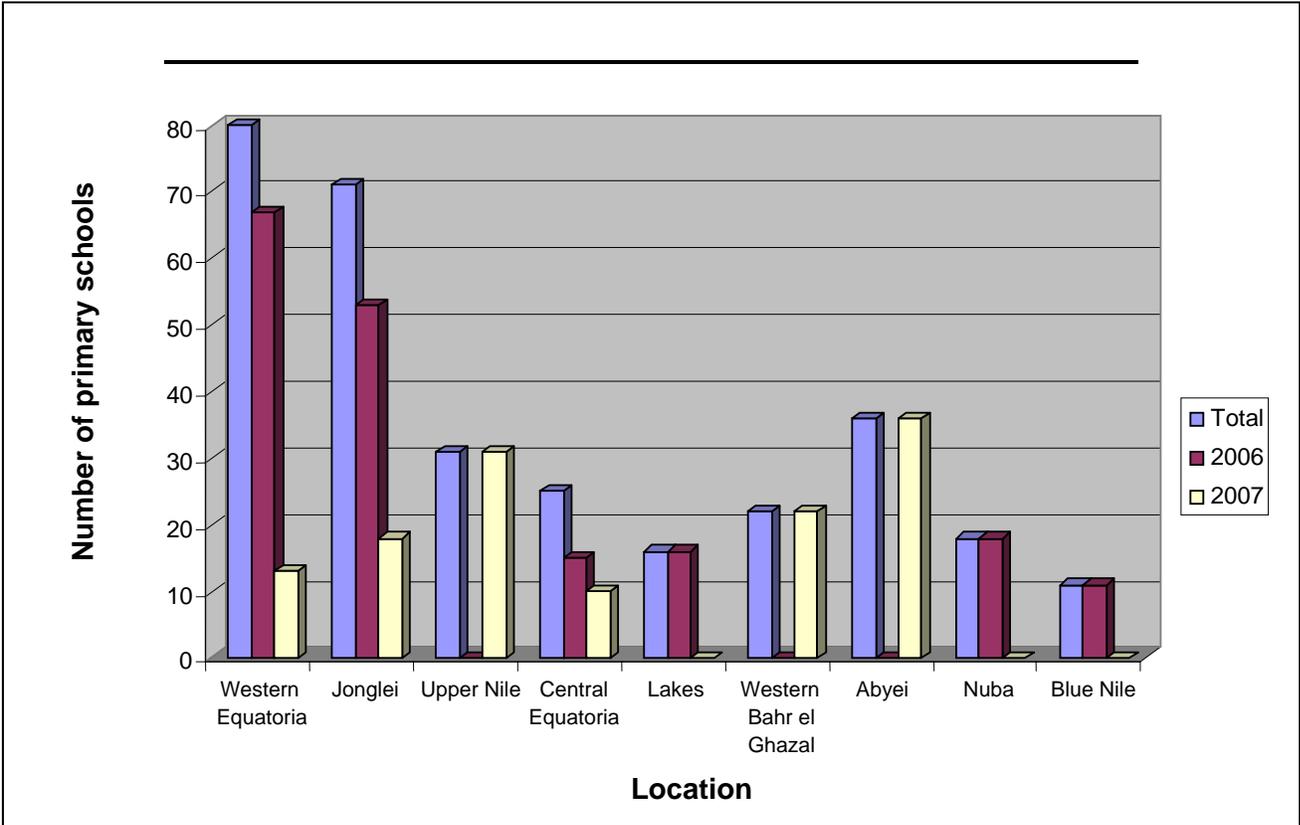
The following table shows the number of teachers trained in 2006 and an estimate for 2007.

### The Learning Village: Number of Trained Teachers in 2006 and Estimate for 2007

	Number of Teachers Trained for the Learning Village								
	TOTAL			2006 (Actual)			2007 (Proposed)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Three Areas	218	179	39	70	56	14	148	123	25
Southern Sudan	964	842	122	387	349	38	577	493	84
<b>Total</b>	<b>1182</b>	<b>1021</b>	<b>161</b>	<b>457</b>	<b>405</b>	<b>52</b>	<b>725</b>	<b>616</b>	<b>109</b>

The following graph shows the current distribution of schools throughout Southern Sudan and the Three Areas for both 2006 and the new schools for 2007:

**Primary Schools Supported Through Learning Village Program by Location**



Based on the number of schools above, *The Learning Village* will reach an estimated 38,965 pupils as shown in the table below. A comprehensive data collection exercise is underway and more up-to-date data will be presented in the next Quarterly Report.

<b>Estimated number pupils in Learning Village program by location in 2007</b>				
<b>Location</b>	<b>Number of Pupils</b>			
	<b>Total</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>
Western Equatoria	8,190	3,255	2,555	2,380
Jonglei	22,718	13,668	5,794	3,256
Upper Nile	1,085	1,085	-	-
Central Equatoria	525	525	-	-
Lakes	1,862	747	657	458
Western Bahr el Ghazal	770	770	-	-
<b>Sub-total Southern Sudan</b>	<b>35,150</b>	<b>20,050</b>	<b>9,006</b>	<b>6,094</b>
Abyei	2,800	1,260	770	770
Nuba	630	630	-	-
Blue Nile	385	385	-	-
<b>Sub-total Three Areas</b>	<b>3,815</b>	<b>2,275</b>	<b>770</b>	<b>770</b>
<b>Totals</b>	<b>38,965</b>	<b>22,325</b>	<b>9,776</b>	<b>6,864</b>

## MONITORING AND EVALUATION

### *Terbia A*

Monitoring tools for TERBIA A have been developed and are being used to collect information. The following table shows the three main data collection tools being used.

No	Name of data collection form (document file name)	When it should be filled	Kind of information collected	Purpose of instrument	User (primary)	Person responsible for sending to EDC HQ in Nairobi
1	TERBIA A – Enrollment form_Feb_07	-Once before the 10 <sup>th</sup> lesson broadcast within each broadcast CYCLE.	- Group members names - Education background - Type of TERBIA program	- Identifies unique characteristics of listeners. - Number of direct listeners.	- Outreach Coordinator (OC) during enrollment	(Outreach Advisor) OA is responsible for sending it HQ
2	TERBIA A Listening Form.March.07	Every time TERBIA lesson broadcast is listened to	- If lesson is listened to - Strength of the signal - Other comments - Stationed listened to	- Track listening habits and reception	-TERBIA group leader	Not sent to HQ but OC checks for completeness
3	TERBIA Monitoring report form	At least once per group within the 1 <sup>st</sup> 30 lesson broadcasts Other groups will be visited more often	- Members attending - lessons listened to - learning outcomes of members - Any other observations - FE	- Summarizes all the information in the forms that are not sent to HQ - Gives chance to OC to support group members where they have problems.	OC during group visit	OA is responsible for sending it to HQ

### *Learning Village program - data collection tools*

All *The Learning Village* data collection tools were reviewed at the beginning of 2007 following a staff workshop late last year in Lokichoggio. The following table summarizes each of the current tools.

No	Name of data collection form (document file name)	When it should be filled	Kind of information collected	Purpose of instrument	User (primary)	Person responsible for sending to EDC HQ in Nairobi
1	Classroom attendance roll call – reviewed Dec.06	- Everyday IRI classes are in session. - Filled only where the normal school register is not available.	- Pupils' attendance to IRI lessons	Show attendance	IRI teacher	Not to be sent to HQ but OC checks for completeness
2	Classroom registration form – reviewed Dec.06	At beginning of participating school session before broadcasts start.	- Type of school - Names of children in class - Gender and age of pupils	Show summary of pupils registered for IRI lessons by school	OC (IRI teacher assists in filling)	OA is responsible for sending it to HQ
3	Lesson observation report form – reviewed Dec.06	Once during the program cycle and only in selected locations	- Use of IRI skills by IRI trained teachers. - Use of IRI skills by non IRI trained teachers - Type of class observed and teacher.	- Show progress of IRI teachers in using IRI skills - Comparison instrument on impact of IRI in teaching (administered)	OC during visits and/or trained enumerators	OA is responsible for sending it to HQ

No	Name of data collection form (document file name)	When it should be filled	Kind of information collected	Purpose of instrument	User (primary)	Person responsible for sending to EDC HQ in Nairobi
				also to non IRI teachers)		
4	School registration form – reviewed Dec.06	Beginning of school calendar before broadcasts.	- Type of school - Pupils in school per grade and stream - Number of teachers -School calendar	- Gives program coverage in terms of schools, pupils and teachers	OC during school registration time.	OA is responsible for sending it to HQ
5	SSIRI Lesson log form – reviewed Dec.06	Every time IRI lesson is listened to.	- If lesson is listened to - Strength of the signal - Reasons for bad or poor signal reception	- Track listening habits and reception	IRI teacher	Not to be sent to HQ but OC checks for completeness
6	Teacher registration form – reviewed Dec.06	Once before IRI teacher training takes place and for each teacher trained.	-Teacher education background, training and experience.	- Gives teacher information	OC before and during training	OA is responsible for sending it HQ
7	Monitoring report form – reviewed Dec. 06	Every time OC visits a school. At least once per term per a school.	-Pupils in class - Lessons listened to - Learning outcomes of pupils - Teachers skills in handling classroom teaching	- Summarizes all the information in the forms that are not sent to HQ - Gives chance to OC to support teachers where they have problems.	OC during school visit	OA is responsible for sending it to HQ

### ***TERBIA Performance Monitoring Plan (PMP)***

Following the successful launch and roll out of TERBIA A, the project has developed a draft PMP for the TERBIA program. The PMP outlines key elements of the monitoring plan and procedures, as well as the key indicators for tracking. The draft PMP for the TERBIA will be submitted together with this report.

### ***Database development***

A preliminary database was created and implementation data was entered (schools, teachers, locations, training, radios distributed, etc). A more formal database software program is being adapted from the Zambia IRI project for use in Southern Sudan. This database will enable easy analysis and reporting of the data.

The reporting of data and the submission of reports are a challenge in Southern Sudan and the Three Areas due to poor infrastructure. However, the project plans to increase the use of technology to strengthen the submission of data and reports. Each Outreach Coordinator now has a computer and has received initial training. Where possible, the Coordinators can send data and reports through established Internet centers. SSIRI has begun exploring other means of connecting with the Internet remotely.

### **Summative Evaluation for Grade 1**

It is important to measure the impact of the project including learning gains. In 2007, SSIRI will conduct a summative evaluation of the P1 lessons. To find out how well the pupils learn from the radio programs, the project intends to test some children in the three subjects (local language literacy, mathematics, and

English) taught by radio in Primary Grade 1. A “pre-test,” which is to be administered near the beginning of the school year, will test the student’s existing level of knowledge in these subjects. The program will administer the same test to the same schools and, to the extent possible, the same pupils towards the end of school year after the broadcast of *The Learning Village* ends. The results of this “post-test” will then be compared to the earlier pre-test to show how much the pupils have learned during the course of the program.

The tests will also be administered to a few schools where *The Learning Village* is not being used. The purpose of administering the tests to these non-radio schools is to compare the learning of students in these classrooms with the learning of children in classes that are using the radio programs. The results of this testing program will be one criterion for deciding on the future expansion of the program by the MoEST.

With assistance from Dr. Kathleen Letshabo, EDC’s Regional Monitoring Evaluation and Research Specialist based in Botswana, SSIRI developed plans for the first comprehensive testing program. The pre-tests for local literacy, English, and mathematics will be administered in April-May 2007 in the following locations - Maridi (Western Equatoria), Panyagor (Jonglei), Kauda (Nuba Mountains), Agok (Abyei), Malakal (Upper Nile) and Maluakon (Northern Bahr el Ghazal).

A workshop is planned for mid-April to train the test administrators. The training will include instructions on working with each school; gathering data about the schools, teachers, and pupils; the details of each test; and how to administer the tests. The test administrators will include SSIRI staff including scriptwriters, plus a few people hired to provide assistance where needed.

### Sampling plan for P1 classrooms

Location/ Town	Number of IRI classrooms to be tested	Number of non- IRI classrooms to be tested	Total number of classrooms to be tested	Total number of learners to be tested
Maridi	6	1	7	99
Panyagor	12	3	15	227
Malakal	4	1	5	73
Maluakon	10	2	12	184
Kauda	3	1	4	62
Abyei	2	1	3	50
<b>Totals</b>	<b>38</b>	<b>8</b>	<b>46</b>	<b>695</b>

## WORKING WITH PARTNERS

### MoEST

SSIRI expanded its collaboration with MoEST this quarter, especially with SSIRI’s new COP spending considerable time in Juba with Ministry officials. Some of the specific activities are the following:

- SSIRI made a presentation at the MoEST planning meeting for State Ministers of Education in Rumbek on January 31. SSIRI officially launched *Terbia A* at this time with numerous promotional materials (see pages 4-5).
- SSIRI supported International Women’s Day on March 8 providing the only display booth in Juba Stadium. SSIRI promoted literacy and, especially, *Terbia*.

- Kuol Atem, Director, AES, MoEST and COP Tom Tilson were interviewed for 30 minutes on Radio Bakhita to highlight the importance of literacy and the *Terbia* program in anticipation of the start of broadcasting *Terbia A*.
- Presentation of SSIRI radio programs to TOT trainers from the MoEST Fast Track Training Program. Edward Kasran gave a half day presentation to approximately 30 TOT trainers in Maridi.
- TERBIA promotional materials and a radio were distributed to each State Ministry.

### **HEAR-Sudan**

The SSIRI DCOP, IRI Advisor, and Education Specialist participated in a workshop to design the training program for the USAID-funded HEAR (Health, Education, and Reconciliation) Project. EDC, along with other project partners met for several days in Nairobi to develop the framework and identify the content of a five-day workshop to be conducted in June. USAID Official Emmanuel Walla also participated in that workshop. EDC is a sub-contractor, along with JSI and two local Sudanese partners, with Creative Associates as the prime contractor. The project will focus its education and health activities in Abyei, Kauda, and Kurmuk. SSIRI Outreach Advisor, Joseph Liya, participated in a PRA exercise, HEAR recruitment, and state/county orientation meetings with the HEAR Program Director and Creative Home Office staff in Kauda and Kurmuk.

### **National Democratic Institute (NDI)**

- SSIRI Outreach Staff supported NDI with some training of community members in the use of radios during NDI's mass distribution campaign in Abyei.
- During an NDI field coordinators training workshop in Juba, EDC was invited to meet and exchange information on their educational radio programs and locations of operation. NDI field coordinators were briefed on SSIRI radio programs and received SSIRI promotional materials. Locations and names of field staff were shared and opportunities were identified for how EDC and NDI can strengthen their collaboration, especially in terms of promoting radio programs and of exchanging information on radio distribution locations and dates.
- NDI provides radios to EDC for distribution to support the SSIRI programs. SSIRI and NDI staff met during the quarter to discuss possible joint initiatives, especially in Abyei, and developed tentative plans for collaborative training. In addition, they reviewed the needs and schedule for additional radios.

### **Localizing Institutional Capacity Building in Southern Sudan (LINCS)**

In Rumbek, as part of a LINCS TOT staff workshop in February, the IRI Advisor gave a 30-minute presentation on SSIRI. There was much interest in the programs and some initial informal agreements were made on using SSIRI in locations where LINCS was working.

### **AMURT**

EDC finalized an agreement with AMURT to collaborate on the implementation of SSIRI in Northern Bahr el Ghazal. The program elements are the following:

- *IRI Learning Village for 53 pilot primary schools within Aweil East County*
- *Terbia B using MP3 CD players for girls in the Mabil Vocational Training Center*

- *Terbia A* using MP3 CD players for the teacher trainees currently enrolled at the AMURT TTC
- *IRI Learning Village and Terbia B* for 17 women groups under the AMURT micro-credit program

In March, SSIRI Outreach Advisor, Bullen Murangi, traveled to Malualkon to train teachers from the 53 AMURT schools along with local education officials and representatives from the AMURT TTC and micro-credit program. SSIRI will provide the radios, teacher's guides, and CDs for the CD players that AMURT will provide where needed.

### **Radio Bakhita**

EDC and Radio Bakhita, a new FM station in Juba, signed an agreement whereby Radio Bakhita began broadcasting the *Terbia A* series beginning February 19.

### **Windle Trust, Wau**

SSIRI distributed radios and trained staff of Windle Trust in Wau. Windle Trust began using the *Terbia A* programs in their English language classes for state MoEST officials and secondary school teachers in Wau. In April, EDC's Communications Specialist Stephanie Foerster will video tape one of their classes using *Terbia*.

### **Mercy Corps**

EDC and Mercy Corps staff met to discuss possible collaborative initiatives. Subsequently, the IRI Advisor attended part of the Mercy Corp's LINCS project training workshop in Rumbek and met with the team that manages the project. Some possible areas of collaboration discussed in this meeting were:

- Since many of their CSOs manage adult education projects, LINCS can foresee the use of *Terbia B* in some of their groups beginning in September 2007.
- LINCS also showed interest in providing English for their staff members through *Terbia B* in their Resource Centers using either radios or CD players.
- LINCS offered support to SSIRI in conducting an outreach campaign in the different localities in which they have functioning resource centers.

Staff participating in the workshop became very interested in *Terbia* after a presentation of the IRI Advisor. They offered to promote *Terbia* in their communities when they returned to their places.

### **Land O Lakes**

EDC, Land o Lakes, and USAID met to discuss possible collaboration between SSIRI and their program in Eastern Equatoria, which focuses on supporting cooperatives among Toposa pastoralists. Follow-up meetings between EDC and Land o Lakes were scheduled for early April.

### **NRC (Norwegian Refugee Council). Lakes State**

EDC held discussions with NRC/Lakes Region regarding possible use of SSIRI programs. At this point, NRC believes that the most relevant program for their participants will be *Terbia B*, which will be available in September.

### **Internews Network**

The IRI Advisor also met with Brian Barber from Internews Network, a USAID-supported project that aims to establish community radio stations in Southern Sudan. Mr. Barber stated that they worked very

closely with LINCS and that they would be interested in good programs for their stations even if they were in English. There will be follow-up meetings with Internews Network in April.

## **PROJECT ADMINISTRATION AND MANAGEMENT**

### **Staffing**

During the quarter Dr. Leesa Kaplan Nunes resigned as Chief of Party in order to accept a position as Peace Corps Director in El Salvador where her family resides. Dr. Thomas Tilson became the new COP following a short overlap period with the former COP. Dr. Tilson has a long history with IRI beginning with the first IRI project, the Radio Mathematics Project in Nicaragua, in the mid 1970s. He has devoted much of his career to support IRI programs in many countries including Ethiopia where he served as COP of a large USAID-funded education project before moving to Kenya to be the Deputy COP of SBEP.

SSIRI also hired new Outreach Coordinators for Kauda and Wau and has begun recruiting for an Outreach Coordinator for Juba, as well as for another Outreach Advisor. SSIRI now has outreach staff in 8 locations throughout the Three Areas and Southern Sudan including: Maridi, Panyagor, Pochalla, Malakal, Kurmuk, Kauda, Abyei, and Wau; plus two Outreach Advisors who travel throughout the SSIRI project area providing support where needed.

### **Reprogramming**

EDC worked on revising the budget including a request for supplemental funding and preparing a proposal for USAID to provide additional attention to the application of technologies other than radio, especially to support teacher training. Dr. Tilson brings considerable experience, not only with IRI, but also with other technologies, and the SOW for his position includes providing support in this area. The proposal and budget will be submitted in early May 2007.

### **Miscellaneous**

- EDC leased a house in Juba near the Ministry of Education, Science and Technology. The house has two bedrooms and can also be used for office space.
- EDC procured a vehicle, which should arrive in Southern Sudan next quarter.