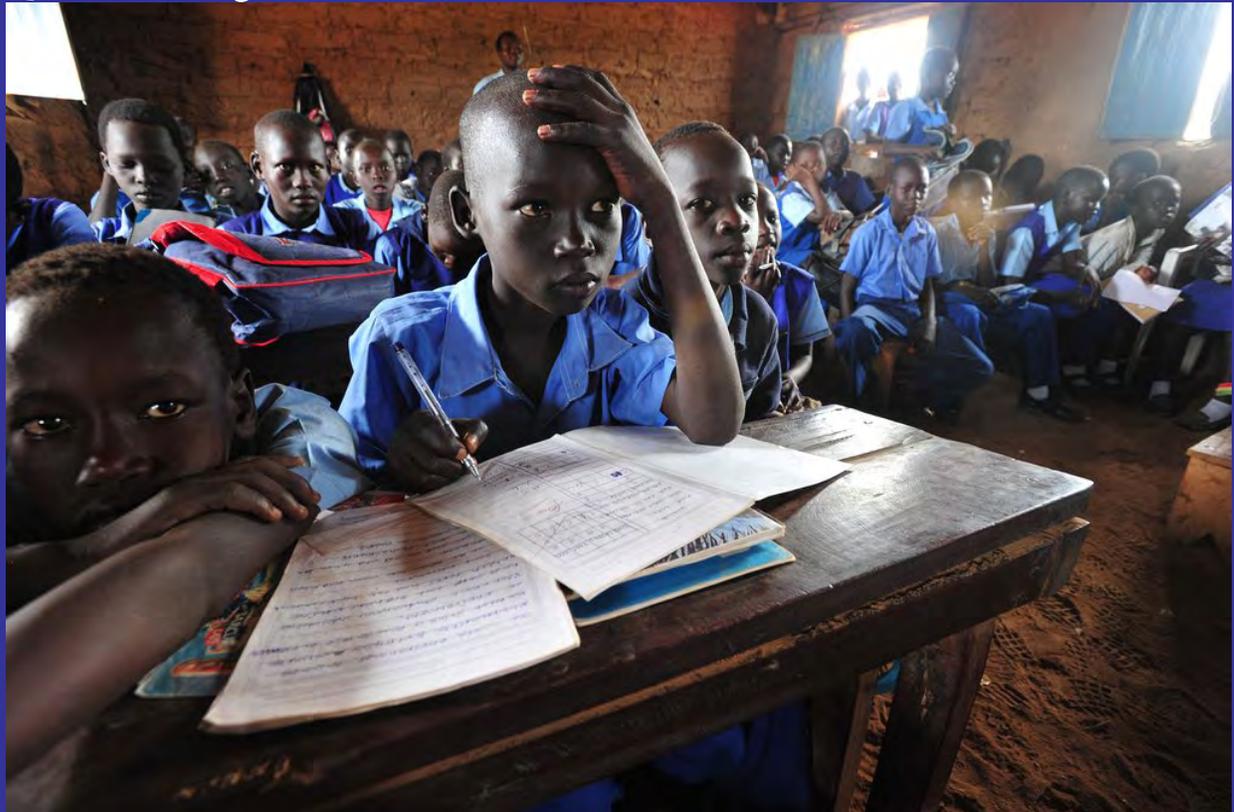


**EDC Inc.**  
**Southern Sudan Interactive Radio Instruction Project**  
**QUARTERLY REPORT**  
**April to June 2010**  
**FY 2010 Quarter 3**  
(1 April- 30 June 2010)

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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 Centre
EES	Eastern Equatoria State
EMIS	Education Management Information System
FE	Formative Evaluation
FM	Frequency Modulation
FY	Financial Year
GOSS	Government of Southern Sudan
IRI	Interactive Radio Instruction
IT	Information Technology
LV	Learning Village
M&E	Monitoring and Evaluation
MoEST	Ministry of Education, Science and Technology
NBEG	Northern Bahr el Ghazal State
NFE	Non-formal Education
NGO	Non-Governmental Organization
OA	Outreach Advisor
OC	Outreach Coordinator
P1	Primary One (Grade 1)
P2	Primary Two (Grade 2)
P3	Primary Three (Grade 3)
P4	Primary Four (Grade 4)
PMP	Performance Monitoring Plan
<i>RABEA</i>	Radio-Based Education for All
SCRN	Sudan Catholic Radio Network
SOA	Senior Outreach Advisor
SOC	Senior Outreach Coordinator
SSIRI	Southern Sudan Interactive Radio Instruction
STA	Senior Technical Advisor
TTI	Teacher Training Institute
USAID	United States Agency for International Development
USG	United States Government
VSAT	Very Small Aperture Terminal
WBeG	Western Bahr el Ghazal
WES	Western Equatoria State

# 1. EXECUTIVE SUMMARY

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

The project's goal is to improve the quality of education in Southern Sudan and the Three Areas through the effective use of radio and other technologies for delivering high-quality education programs to children, youth and adults. SSIRI implements two interactive radio instruction programs, *Learning Village* for primary schools and *RABEA* (Radio-Based Education for All), an English language program for youth and adults, and supports the use of ICT in teacher training institutions.

## 1.1 Qualitative Impact

SSIRI expanded project activities to Fashoda County in Upper Nile, Magwi in Eastern Equatoria and Rubkona county in Unity states. Expansion to Northern Bahr el Ghazal was delayed to the next quarter when it was found that none of the applicants of the position of outreach coordinator was qualified.

Contracts were signed with eight additional local FM radio stations to broadcast SSIRI programs. From the beginning of July, EDC's new FM station, Sudan Radio Service, will begin broadcasting SSIRI programs in Juba.

Outreach staff concentrated on the training of teachers during the quarter, in collaboration with MoEST officials, and distributed radios, teachers guides and training facilitators manuals for both *Learning Village* and RABEA programs. Seventeen *Learning Village* and seven RABEA training workshops were conducted during the quarter. In addition, four workshops to train education officials to supervise the SSIRI programs were held in Yei, Juba, Wau and Bentiu. The training of teachers and education officials is almost complete for FY2010, with only a few teachers to be trained in schools where teachers have been transferred.

The P1 and P2 *Learning Village* practice lessons have been completed and will be integrated into the existing programs for use in 2010. Editing of the final P3 practice lessons will be finished in the next quarter. These lessons will reinforce the topics in the original lessons. Editing of the P4 *Learning Village* teachers guide was completed and the guide was printed and distributed to schools.

Formative evaluation of *RABEA Intermediate* is continuing and the revision and editing of the lessons and facilitators guide will be completed during the coming quarter.

EDC-SSIRI held staff workshops including one to prepare for the evaluation of the P4 *Learning Village* series. In addition to developing test items, the workshop built the capacity of the participants on how to construct test items. A second workshop was held for OAs to plan for the implementation of SSIRI programs. The workshop helped build the capacity of OAs to supervise the staff under them, monitor programs

implementation and increase the impact of SSIRI programs, a second planning workshop for OAs.

Data was collected on the number of learners in *Learning Village* and *RABEA* classes, with a registration form being completed for each school and center. With further data still to be collected, the exercise showed that *Learning Village* is reaching 92,904 learners in primary schools, and 3,397 adults in learning centers.

One hundred Coby players were purchased from the USA and are being modified to allow the solar panels to be connected direct to the solar panels. Once modified the players will be distributed to schools and centers which cannot use the radio broadcasts.

Maridi TTI remained closed for the whole of the quarter but IT classes for students have been arranged when the institute reopens. Arapi TTI opened after the elections but an IT officer has not been found to support the institute. However, an MOU between EDC and the institute has been prepared and the project has been assisting with the maintenance of the generator. Classes for teachers at Juba Day Secondary School will start in July but there are still concerns about the security of the computers.

The evaluation of P4 *Learning Village* started during the quarter. Test items for English and Mathematics were developed and piloted. Test administrators were trained and the pre-test was conducted in 12 counties. A total of 1664 P4 learners, from both IRI classes and non-IRI classes, were tested

A senior staff workshop was held in June to review progress and plan for future activities.

## 1.2 Quantitative Impact

The following table shows a summary of data on the quantitative impact of the project during the third quarter.

**Table 1: Performance on PMP Indicators during quarter 3 and progress on FY 2010 targets**

<b>PMP Indicator</b>	<b>QTR 1 FY2010</b>	<b>QTR 2 FY2010</b>	<b>QTR 3 FY2010</b>	<b>Progress to date</b>	<b>Targets FY 2010</b>	<b>% Progress</b>
Number of learners enrolled in USG- supported schools			92,904	92,904	<b>130,000</b>	<b>71%</b>
Number of teachers and other facilitators trained	86	395	426	907	<b>1,125</b>	<b>81%</b>
Number of education administrators trained	0	59	56	115	<b>150</b>	<b>77%</b>
Number of adult learners enrolled in beginning English Program <sup>1</sup>	343,611	343,611	347,008	347,008	<b>360,000</b>	<b>96%</b>
Number of materials distributed including teachers' guides, radios and other digital devices	164	433	679	1,276	<b>1,500</b>	<b>85%</b>

<sup>1</sup> A listenership survey to be conducted in the next quarter will update the figures for 2010.

- Additional data on the number of learners will be collected during the final quarter of FY2010.
- Further workshops to train teachers, facilitators and education officials are planned for the final quarter.
- Coby and Saber players will be distributed during the final quarter.

### **1.3 Project Administration**

The delay in obtaining digital devices has delayed the expansion of the program into schools and centers which cannot use radio broadcasts. Although the vendor promised delivery in March, the Saber audio players will not be delivered until July, and the Coby players required modification before they could be distributed.

The transfer of teachers and the dropping of unqualified teachers by the MOEST adversely affected the program. Implementation of the program was delayed in some schools and additional teachers had to be trained to replace those who had left. Further delays were caused by the elections and the delay in announcing the results.

The Deputy COP completed her contract in April and her responsibilities have been taken on by two newly appointed Senior Technical Advisors, one for outreach and the other for production. Expansion of the program to Northern Bahr el Ghazal was postponed to the coming quarter, as a result of difficulties in finding a suitable outreach advisor.

### **1.4 Next Quarter's Work Plan**

EDC's new radio station in Juba, Sudan Radio Service, will begin broadcasting SSIRI programs in July, improving the coverage in the Juba area. An outreach coordinator will be appointed for Northern Bahr el Ghazal and the program will be reintroduced in Aweil. Digital devices will be distributed in those areas that do not have access to radio broadcasts and to groups that meet at different times.

The ICT team will continue to provide support to the TTIs and Juba Day Secondary School in computer training and provision of Internet services.

Bicycles will be procured for the Payam Education Supervisors to enable them to monitor and supervise IRI classes, and support and mentor the teachers and facilitators. The motorcycles purchased last quarter will be distributed to state and county AES officials.

A total of 18 training workshops for *Learning Village* and ten for *RABEA* will be conducted for those teachers, head teachers, and facilitators who have not yet been trained or have been newly appointed. Four training workshops are planned for education officials.

EDC will finalize the production of IRI programs. The *RABEA Intermediate* series and the practice lessons for P1-P3 *Learning Village* will be completed and the teachers guides and facilitators manuals will be produced.

The outreach staff will continue to collect enrollment data and monitor the program in schools and centers. An evaluation of *RABEA Beginners* and a listenership survey will be conducted.

## **2. KEY ACHIEVEMENTS: QUALITATIVE IMPACT**

During this quarter, EDC achieved the following:

### **1. Program development**

#### **a. Practice Lessons for P1, P2 and P3 *Learning Village***

EDC's IRI specialist, Victor Vasquez, continued developing practice lessons for *Learning Village*. During the quarter he completed the scripts for the remaining ten P2 practice lessons and all 20 scripts for the P3 lessons. All the P2 lessons have been recorded and edited by the production staff in Nairobi. The P3 lessons have been recorded and editing will be completed during the coming quarter.

The teacher's guide for the P2 practice lessons has been completed and is ready for layout and printing with the original P2 guide. The guide for the P3 lessons has been drafted and will be completed during the next quarter.

#### **b. Completion of P4 *Learning Village* Programs**

Following the visit to Nairobi by the IRI specialist in March, the P4 Teacher's Guide was completed and sent for printing in April. The printing was completed and distribution of the guide to schools started in May.

#### **c. Production of *RABEA Intermediate***

The ELT specialist, Elizabeth Summerscale, visited Juba and Nairobi at the beginning of May to review the formative evaluation of *RABEA Intermediate* and plan the editing of the scripts and the programs. As a result of her visit and discussions in Juba and Nairobi, a number of revisions were agreed based on findings and recommendations from the formative evaluation. These revisions are being incorporated into the programs.

The formative evaluation of the programs continued at Ephata ALP Centre until the end of June, when the center closed for a month's vacation. So far 40 of the 60 lessons have been evaluated and the scripts are being revised by the ELT Specialist. The programs are being edited in the Nairobi studio according to the revisions in the scripts.

### **2. Expansion of SSIRI activities**

SSIRI consolidated its activities in the locations to which it expanded in the last quarter. In the second quarter, SSIRI expanded to the counties of Lainya and Morobo in Central Equatoria state, Rumbek Central and Rumbek East counties in Lakes state. The outreach staff conducted training workshops and distributed radios and teachers guides during this quarter. There are also regular school monitoring visits by outreach staff in those counties. The monitoring visits indicate that teachers and facilitators are using the SSIRI programs in their schools and centers.

During this quarter, SSIRI expanded to Fashoda County in Upper Nile state, Magwi in Eastern Equatoria state, and Rubkona County in Unity state. Teachers from Fashoda attended training workshops in Malakal and are able to pick up the

broadcasts from Voice of Love FM in Malakal. Outreach staff conducted IRI trainings there and IRI classes are in progress.

Following a visit by the HR officer to Aweil, it was found that none of the applicants from NBEG were qualified for the post of outreach coordinator in Aweil. As a result it was agreed with State Ministry officials that SSIRI would appoint an outreach coordinator from outside the state. Arrangements are underway to appoint the outreach coordinator in July.

### **3. Enrollment of learners**

During the quarter, SSIRI staff visited all active *Learning Village* and *RABEA* classes and recorded the enrollment of learners in those classes. This activity is carried out every year to verify that all schools registered during the past financial year are active and make any enrollment updates in case of any new IRI learners. During the exercise, the staff also record enrollment in schools which introduced IRI during the current financial year. While at the school outreach staff confirm the enrollment in all IRI classes through a physical count of the pupils present, observation of class registers and discussion with class teachers and head teachers. For every IRI school enrolment verified, SSIRI staff complete a school registration form which is certified by the head teacher or teacher-in-charge, and submitted to Juba for entering into the SSIRI database.

Analysis of the data collected so far during the validation exercise shows that 92,904 learners are enrolled in primary school classes with IRI. 48% of the enrolled learners are females and the rest males. Details on enrollment in each state are indicated in the tables in section 3 of this report.

Data on the number of learners in *RABEA* classes is still being collected, and a listenership survey will be conducted later in the year. The figures shown in the tables in section 3 reflect the listenership survey which was conducted in 2008 and the data from the *RABEA* classes which has been collected so far.

### **4. Broadcast of IRI lessons**

Following the reopening of schools after the elections in April, EDC ensured the broadcast of *Learning Village* and *RABEA* lessons in all the areas where we have activities. To implement this EDC contracted eight radio stations to broadcast SSIRI programs. In April SSIRI finalized a contract with Junubna FM to broadcast the *Learning Village* series for schools in Juba until the end of June, when SRS would be on the air. A contract was also signed in April with Sudan Catholic Radio Network (SCRN) so that Good News FM in Rumbek, Bakhita Radio in Juba, and Voice of Love in Malakal, which are part of the SCRN, could also broadcast SSIRI lessons. In May SSIRI arranged with Wau FM 95, and Magwi FM to broadcast SSIRI programs. In June SSIRI arranged with Bentiu FM in Unity state and Radio Jonglei in Jonglei state to broadcast educational radio programs. The following table shows the programs broadcast by each of the stations contracted this quarter.

<b>RADIO STATION</b>	<b>TOWN/COUNTY</b>	<b>COVERAGE</b>
Junubna FM	Juba	Juba County ( <i>Learning Village</i> P1 and P2)
Bakhita FM	Juba	Juba County (RABEA for Beginners 2 and Advanced)
Good News FM	Rumbek	Rumbek Central/ Rumbek East ( <i>Learning Village</i> P1, P2, RABEA for Beginners 1 and Advanced).
Voice of Love	Malakal	Malakal, Fashoda counties ( <i>Learning Village</i> P1 and P2 and RABEA).
Bentiu FM	Bentiu/Rubkona	Rubkona ( <i>Learning Village</i> P1, P2, RABEA for Beginners 1 and Advanced).
Magwi FM	Magwi	Magwi ( <i>Learning Village</i> P1, P2, RABEA for Beginners 1).
Radio Jonglei	Bor	Bor/ Panyagor/ Nyirol ( RABEA Advanced)
Wau FM	Wau	All <i>Learning Village</i> and RABEA programs

The above radio stations are an addition to the five other stations (Grace FM, Voice of Kajojeji, Spirit FM, Voice of Eastern Equatoria, and Yambio FM), which were contracted last quarter. This brings to 13 the total number of FM stations with which SSIRI has signed agreements this year. In addition two Internews stations (Naath FM and Voice of the Community) are also broadcasting SSIRI programs. In the next quarter, partner radio station, EDC's new FM station in Juba, Sudan Radio Service, will commence broadcasts of SSIRI programs to Juba and neighboring counties.

### **5. IRI training**

Outreach staff conducted seven *RABEA* and seventeen *Learning Village* workshops to train facilitators in adult learning centers, ALP centers, English language teachers in secondary school and teachers in primary schools to use the IRI programs. In addition, they conducted four orientation workshops for education officials at state, county and payam level to build the capacity of the officials to monitor the implementation of IRI programs. A sample detailed report on the activities of a four-days training is attached as Attachment 2. After participating in the orientation workshops, education officials at state, county and payam levels participated fully in the planning and conduct of the workshops. The officials selected and invited the teachers for the workshops and participated in facilitating a number of the sessions in the workshops.

In total outreach staff conducted 28 workshops in all the counties where EDC has SSIRI activities. The total number of teachers and facilitators trained was 399: Central Equatoria 41, Eastern Equatoria 54, Southern Kordofan 36, Upper Nile 29, Western Bahr al Ghazal 55, Western Equatoria 54, Lakes 68, and Unity 62.

The following table shows the dates, types and locations of IRI trainings conducted during the quarter.

	<b>Dates</b>	<b>State</b>	<b>County</b>	<b>Type of training</b>
1.	16-17 April, 2010	CES	Yei	<i>RABEA</i>
2.	21-24 April, 2010		Morobo	<i>Learning Village</i>
3.	24-26 April, 2010		Kajojeji	<i>RABEA</i>

	Dates	State	County	Type of training
4.	21-22 May, 2010		Yei	<i>Education officials training</i>
5.	29 Mar-01 April, 2010		Morobo	<i>Learning Village</i>
6.	27-28 May, 2010		Juba	<i>Learning Village orientation</i>
7.	02-06 June, 2010		Yei	<i>Learning Village</i>
8.	23-26 June 2010		Lainya	<i>Learning Village</i>
9.	30 June-3 July 2010		Morobo	<i>Learning Village</i>
10.	23-26 May, 2010	EES	Magwi	<i>Learning Village</i>
11.	06-10 June, 2010		Torit	<i>RABEA</i>
12.	14- 17 June, 2010		Magwi	<i>RABEA</i>
13.	28 June- 30 July, 2010		Magwi (Nimule)	<i>RABEA</i>
14.	10-13 May, 2010	WES	Yambio	<i>Learning Village</i>
15.	18-21 May, 2010		Nzara	<i>Learning Village</i>
16.	08-11 June, 2010		Mundri West	<i>RABEA</i>
17.	01-04 April, 2010	LAKES	Rumbek East	<i>Learning Village</i>
18.	03-06 May, 2010		Rumbek Central	<i>Learning Village</i>
19.	10-13 May, 2010	WBeG	Wau	<i>Learning Village</i>
20.	15-18 June, 2010		Wau	<i>Learning Village</i>
21.	08-10 June, 2010		Wau	<i>Education officials training</i>
22.	17-20 May, 2010	UPPER NILE	Malakal	<i>Learning Village</i>
23.	28 June- 01 July, 2010		Malakal	<i>RABEA</i>
24.	04-07 May, 2010	UNITY	Rubkona	<i>Education officials training</i>
25.	25-28 May, 2010		Rubkona	<i>Learning Village</i>
26.	01-04 June, 2010		Rubkona	<i>Learning Village</i>
27.	01-04 June, 2010	S. KORDOFAN	Haiban	<i>Learning Village</i>
28.	24-28 June, 2010		Kawalib	<i>Learning Village</i>

## 6. School monitoring visits

During this quarter, EDC continued to improve its M&E systems at the field level. When not conducting training workshops, outreach coordinators and M&E officers are expected to visit at least four schools or centers each week to observe lessons, mentor and support the teachers and collect data. After a training workshop, the aim is to make a follow-up visit to each teacher or facilitator trained within one month to ensure that they are using the programs effectively. During the visit to the school, the outreach staff member completes a monitoring form which is submitted to the M&E section for analysis. A summary of the findings from the analysis is given in the Monitoring and Evaluation section of this report.

In addition to submitting the formal report on each school visited, outreach staff also report on their visits in their weekly reports to their supervisors.

Improvements were made in data collection at the local level and the compilation of data for producing statistical reports. To ensure improved monitoring and evaluation, the M& E officers in the states have been put under the supervision of the OAs in their states. This enables them to gather instantly M&E data from workshops and school visits. The Senior Technical Advisor (Outreach) and M&E Specialist in Juba

ensure that outreach as well as M&E officers continue to submit weekly reports of daily activities to the supervisors with copies to the COP. These reports are vital for project monitoring and enable the M&E department to track our progress against the annual targets.

### 7. Distribution of materials

A total of 336 teacher’s guides and 338 radios were distributed during the quarter. In addition five Saber players were distributed in Rumbek for community girls schools which are implementing *Learning Village*. An additional 200 Saber audio players are still on order, of which 100 were due to be delivered in April. However the vendor has informed us that the order has been delayed and the players will not now arrive until July. This delay has prevented the use of SSIRI programs in schools and centers where there is no radio coverage.

### 8. Radios and audio devices

The 100 Coby players ordered from the USA were received in June. The Coby players are also digital players that are suitable for classes that meet at times that do not coincide with the radio broadcasts or in areas that have no access to radio broadcasts.

The ICT team conducted research into the use of the Coby devices. As part of the research into digital devices, the team searched for the right-sized solar panels to charge Coby and Saber devices. It was found out that a Coby device can work more effectively once a socket for a solar panel, through which the batteries can be charged, is installed on it. Once this modification is made, the batteries do not have to be taken out for recharging. The ICT team also identified a particular make of rechargeable batteries that can work in the Coby device. Three hundred pairs of size “C” rechargeable batteries for the Coby players were purchased. Work on the modification of Cobys is ongoing. So far, one Coby has been modified. With the modification it can play for 40 minutes once charged for 3 hours. A technician has been identified to modify the remaining 99 units in July.



**Coby Portable MP3/CD Player with AM/FM Radio - Black (MPCD471).**

Flash disks and SD cards have been purchased and the programs are being loaded onto them for use with the Coby and Saber players.

In addition, the capacity of the batteries in the Freeplay radios that have been stored for two years was also tested. It was established that the batteries do not last for long unless wound up for a very long time. To enable the radios to be used, the solar panel needs to be placed in the sun while the radio is being used. The following table shows the duration the battery power will last against the number of times the radio is wound.

Number of turns	Play back time (in minutes)
60	7
120	12

<b>Number of turns</b>	<b>Play back time (in minutes)</b>
300	22
500	44

## **9. Alternative learning technologies**

During the quarter, SSIRI continued to provide alternative learning technology services to support learning.

### *Arapi TTI*

Although Arapi TTI remained closed for the whole of April due to the elections, EDC provided support to the institute as soon as it opened in May. EDC provided 100 liters of fuel to support the use of the computer center at Arapi TTI, which runs on a generator. In addition, when the generator of the institute developed a problem with the alternator, EDC ensured that spare parts are provided. EDC is making arrangements to hire an IT officer to provide IT support at Arapi TTI. In order to formalize our relationship with the TTI and provide better support, EDC initiated and signed an MoU with the TTI and the GOSS Ministry of Education, Science and Technology (MoEST). The agreement stipulates what EDC will do to support Arapi TTI, what EDC expects from Arapi TTI and what the responsibilities of MoEST will be in relation to the Arapi TTI.

### *Maridi TTI*

For the whole of this quarter, EDC did not conduct any activities at Maridi TTI as the institute remained closed. The TTI remained closed because there was no food to feed the students. The administration is still waiting for GOSS to provide food before it can reopen. This has slowed down SSIRI activities at the TTI. The TTI is now expected to reopen in the coming quarter (starting from July). IT Officer, Beneth Surur, has arranged to have computer classes for the student teachers included on the timetable once the institute reopens. The computer classes will be co-facilitated by the IT officer and TTI tutors.

### *Malakal TTI*

During the quarter EDC-SSIRI finalized another MoU with Malakal TTI and the SMOE in Upper Nile state. The agreement permits the SMOE to use the computer centre and VSAT link, which is supported by EDC, until Malakal TTI is renovated and the computer centre is relocated there. EDC-SSIRI and officials at the SMOE agreed to reinstall internet connection and reactivate the Malakal TTI computer centre, which is currently based at the ministry premises. Ministry officials and some of the TTI tutors will use the center until it is relocated to the TTI premises. EDC-SSIRI will continue to provide support to the center and train TTI staff on computer and internet application once the center is relocated to Malakal TTI.

### *Internet use at Juba Day Secondary School*

Since the theft of five computers and the Internet modem from the Computer Center at Juba Day Secondary School in the fourth quarter of the 2008-2009 FY, there has

not been any computer training or internet use at the Centre. However, the school plans to acquire more computers and plans are underway to improve security at the school. Consequently, SSIRI has made arrangements to continue active use of the Computer Center from the next quarter (beginning in July). SSIRI will send an IT officer to provide regular computer training for teachers and students and will provide fuel to run the generator during classes when there are power cuts.

#### **10. Staff workshop**

A two-day review and planning workshop was held in Juba for Outreach Advisors and senior staff from 24-25 June. Participants reviewed the implementation of work plans for 2010 and progress towards targets, reviewed budgets for activities and running costs of outreach offices, and reviewed the lines of communication and reporting systems. Staff were briefed on personnel issues, including the conduct of performance reviews, and on the results of the 2009 P2 *Learning Village* evaluation. At the end of the workshop, recommendations and action points were agreed. The workshop helped build the capacity of senior staff to supervise the staff under them, monitor program implementation and increase the impact of SSIRI programs. This was the second senior staff meeting in FY2010. It is planned to hold at least two senior staff meetings each year to review progress and improve the impact of the program.

#### **11. Building capacity of education officials**

During the quarter, SSIRI outreach staff focused on increasing local ownership of SSIRI programs by education officials at the local level. There is already a good working relationship with MoEST officials at GOSS and state level. Emphasis was placed on working with education officials at the county and payam level. In the field reports received this quarter, outreach staff noted that education officials:

- (a) wrote letters to invite teachers and facilitators for SSIRI training
- (b) Facilitated several sessions during the SSIRI training
- (c) Increasingly got involved in visiting and monitoring IRI schools
- (d) Announced SSIRI broadcast schedules to teachers on the local radio stations that broadcast SSIRI programs.
- (e) Increased involvement at the state and country levels on drafting and revising SSIRI annual implementation plans.

In addition, during this quarter EDC involved education officials at both GOSS and state levels in drafting, revising and endorsing MoUs that EDC has signed with Malakal and Arapi TTIs. These MoU stipulate the kind of support that EDC will be providing to the computer centers in these institutions, the responsibilities of the TTIs and MoEST in relation to the running of the computer centers.

#### **12. Visits and meetings**

COP and M&E Advisor attended a workshop organized by UNESCO on April 28<sup>th</sup> at which a UNESCO consultant presented the draft *Education Sector Policy Review in Sudan* to MOEST officials and partners. This is a desk-based document review of key

reports, policies and plans in the North and South of Sudan, and identifies many relevant policy documents.

Lisa Easterbrooks, EDC's Associate Project Director for SSIRI, visited Juba from May 9<sup>th</sup> to 15<sup>th</sup>. She participated in the interviews for STA, held discussions on other HR issues, the budget and how to track expenditure, the P2 evaluation report, the inventory and the Policies and Procedures manual.

Ms Easterbrooks and the COP visited Right to Play, an NGO which is supporting co-curricular activities in schools. The visit resulted in the agreement that each project would support the activities of the other in schools where both operated.

The COP attended a reception at the USAID compound for Rajiv Shah, the Administrator of USAID. In a short speech to the gathering, he emphasized the commitment of the USG to Sudan and the need for USAID to move to development aid in Southern Sudan. The education COPs met the Administrator as a group and each was given 2 minutes to describe what their project was doing.

The Western Bahr el Ghazal OA visited Kwajok in Warrap state to assess the possibilities of introducing SSIRI programs there. After meeting with officials, the OA concluded that there is interest in IRI programs in that area. Plans are underway to expand SSIRI activities to Kwajok, possibly in the coming year.

The OA and the M & E Officer for Eastern Equatoria attended a Partners' meeting chaired by the Eastern Equatoria State Minister of Education, Michael Lopuke, on 30 June, 2010. The OA made a presentation of SSIRI programs and activities. All the Directors were impressed with what EDC is doing and expressed support for IRI implementation in the state.

COP and USAID official, Leesa Kaplan-Nunes, visited Eastern Equatoria. They visited the State Ministry of Education on 30 June, 2010 and met the Deputy AES Director, Teresa Malia and the Director General in their offices. They talked briefly about education and SSIRI implementation in the state. On the same trip, they visited Arapi TTI and discussed SSIRI's assistance to the Institute.

The COP, STA Outreach, and Juba OC met with the Country Director and other senior officials of BRAC to present the findings of last year's P2 Summative Evaluation. In addition they talked about the possibility of integrating IRI lessons into BRAC's programs in community girls schools. It was agreed that BRAC teachers in Juba will be trained on *Learning Village* implementation.

The STA outreach visited Yambio and Maridi from 17-20 June, 2010 to introduce new OA for Western Equatoria, Paul Wagbia to education officials there. The SSIRI team also visited Yambio FM, which is broadcasting SSIRI programs. The stations management said listeners are interested in RABEA Advanced and have been calling the station to air the program earlier than the 9:00 pm schedule. They also visited the Operations Manager of Maridi Service Agency, which is installing an FM station in Maridi. SSIRI will make arrangements to air programs there.

The STA Outreach and Communication specialist went to Bor, Jonglei state where they met with senior education officials in the SMOE including the Director General,

Abel Manyoun Jok, and the AES Director, Philip Awuou, and discussed the implementation of SSIRI. They also met with the Management of Radio Jonglei and signed a contract for the broadcast of RABEA Advanced. The AES Director will monitor the broadcast of the RABEA on Jonglei FM. They met the Area Manager of the NGO BRAC, Abdur Rashid, and agreed to conduct *Learning Village* training for BRAC teachers in Bor County.

### 3. PROGRAM PROGRESS (Quantitative Impact)

#### Performance on PMP Indicators during quarter 3 and progress on FY 2010 targets

INDICATOR TITLE: NUMBER OF ADMINISTRATORS AND OFFICIALS TRAINED																		
UNIT: Number of administrators and officials	DISAGGREGATE BY: Location, event, date and gender																	
	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					April 1-June 31, 2010		1		0		1		
	Eastern Equatorial State											3		7		10		
	Southern Kordofan											2		1		3		
	Western Bahr el Ghazal											2		15		17		
	Western Equatorial State											4		1		5		
	Unity											0		19		19		
	Lakes											0		1		1		
Totals										12		44		56				
Results:																		
Gender: Women (W), Men (M)	Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/09		Reporting Period 31/Mar/10		This Reporting Period 30/Jun/10		Reporting Period 30/Sep/10		FY 2010 Target		FY 2011 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
<b>Project-level</b>																		
Central Equatorial State																		
Eastern Equatorial State																		
Southern Kordofan																		
Western Bahr el Ghazal																		
Western Equatorial State																		
Unity																		
Lakes																		

The project has reached 77% of the target for the year. The training of officials in Northern Bahr el Ghazal state was postponed as it was not possible to appoint an outreach coordinator from the applicants. These officials will be trained in the next quarter. Further training of education officials is also planned for Upper Nile and Eastern Equatoria.

<b>INDICATOR TITLE: NUMBER OF LEARNERS ENROLLED IN USG-SUPPORTED SCHOOLS OR EQUIVALENT NON-SCHOOL-BASED SETTINGS</b>																			
UNIT:		DISAGGREGATE BY: Location, event, date and gender																	
Number of pupils	<b>Geographic Location</b>		<b>Event</b>						<b>Date</b>				<b>W</b>		<b>M</b>		<b>Sub-total</b>		
	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)						April 1-June 31, 2010				16,497		15,986		32,483		
	Eastern Equatorial State												4,770		4,924		9,694		
	Upper Nile State												3,469		2,790		6,259		
	Southern Kordofan State												2,579		3,588		6,167		
	Western Bahr el Ghazal												6,327		8,824		15,151		
	Western Equatorial State												8,981		9,021		18,002		
	Lakes State												504		740		1,244		
	Unity State												1,322		2,582		3,904		
Totals													<b>44,449</b>		<b>48,455</b>		<b>92,904</b>		
Results:																			
		<b>Baseline</b>		Cumulative for Fiscal Year		Reporting Period 31/Dec/09		Reporting Period 31/Mar/10		This Reporting Period 30/Jun/10		Reporting Period 30/Sep/10		FY 2010 Target		FY 2011 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)		0	0	44,449	48,455					44,449	48,455			60,700	69,300	94,000	106,000	180,788	384,656
<b>Project-level</b>		0	0	44,449	48,455					44,449	48,455			60,700	69,300	94,000	106,000	180,788	384,656
Central Equatorial State		0	0	16,497	15,986					16,497	15,986								
Eastern Equatorial State		0	0	4,770	4,924					4,770	4,924								
Upper Nile State		0	0	3,469	2,790					3,469	2,790								
Southern Kordofan		0	0	2,579	3,588					2,579	3,588								
Western Bahar el Ghazal		0	0	6,327	8,824					6,327	8,824								
Western Equatorial State		0	0	8,981	9,021					8,981	9,021								
Lakes State		0	0	504	740					504	740								
Unity State		0	0	1,322	2,582					1,322	2,582								

The project has reached 71% of the target for FY2010. Additional data on the number of learners will be collected during the final quarter of FY2010.

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					
										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. The number includes individuals receiving USG-supported educational radio and/or TV programs.				April 1-June 31, 2010		380	799	1179	123,137	154,076	277,213			
		Eastern Equatorial State								672	365	1037	0	0	0			
		Jonglei								0	0	0	15,337	16,160	31,497			
		Western Bahr el Ghazal								397	286	683	34,788	41,083	75,871			
		Western Equatorial State								68	82	150	41,824	44,295	86,119			
		Warrap								219	129	348	0	0	0			
										1736	1661	3397	215,086	255,614	470,700			
<b>Results: Registered Listeners</b>																		
Gender: Women (W), Men (M)		Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/09		Reporting Period 31/Mar/10		This Reporting Period 30/Jun/10		Reporting Period 30/Sep/10		FY 2010 Target		End of Project Target		
				Achieved		Achieved		Achieved		Achieved		Achieved		Target including independent listeners		Target including independent listeners		
		W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
<b>Project-level</b>		0	0	1,736	1,661					1,736	1,661			196,000	164,000	904,932	770,868	
Central Equatorial State		0	0	380	799					380	799							
Eastern Equatorial State		0	0	672	365					672	365							
Jonglei		0	0	0	0					0	0							
Western Bahr el Ghazal		0	0	397	286					397	286							
Western Equatorial State		0	0	68	82					68	82							
Warrap State		0	0	219	129					219	129							

We report here the number of adult listeners who have registered for *RABEA for Beginners* plus the independent listeners to *RABEA Advanced* and *Learning Village*. We are especially interested in the listeners who have benefited from the programs, not just occasional listeners. According to the listener survey conducted in 2008 in 6 of the 15 IRI communities (Juba, Yei, Kajokeji, Yambio, Maridi and Panyagor), 470,700 persons listened to the programs. 73% of the randomly selected sample said they listened to the programs daily. Thus it can be estimated that 343,611 individuals have benefited from the programs. Plans are underway to conduct a further listener survey in the last quarter of FY2010. Data has been collected on 3,397 learners in adult learning centers. This brings the total of learners to 347,008.

INDICATOR TITLE: NUMBER OF TEACHERS/EDUCATORS TRAINED WITH USG SUPPORT																			
UNIT:		DISAGGREGATE BY: Location, event, date and gender																	
Number of teachers/educators	Geographic Location				Event/description				Date		W	M	Sub-total						
	Warrap				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				April 1-June 31, 2010		0	0	0						
	Central Equatorial State										5	36	41						
	Eastern Equatorial State										17	64	81						
	Southern Kordofan										12	24	36						
	Upper Nile State										14	15	29						
	Western Bahr el Ghazal State										20	35	55						
	Western Equatorial State										5	49	54						
	Lakes State										2	66	68						
	Unity State										7	55	62						
Totals											82	344	426						
Results:																			
	Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/09		Reporting Period 31/Mar/10		This Reporting Period 30/Jun/10		Reporting Period 30/Sep/10		FY 2010 Target		FY 2011 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)																			
<b>Project-level</b>	<b>0</b>	<b>0</b>	<b>204</b>	<b>703</b>	<b>14</b>	<b>72</b>	<b>108</b>	<b>287</b>	<b>82</b>	<b>344</b>			<b>300</b>	<b>825</b>	<b>416</b>	<b>1,247</b>	<b>914</b>	<b>8,227</b>	
Warrap	0	0	0	14	0	14	0	0	0	0									
Central Equatorial State	0	0	80	273	14	58	61	179	5	36									
Eastern Equatorial State	0	0	36	140	0	0	19	76	17	64									
Southern Kordofan	0	0	19	39	0	0	7	15	12	24									
Upper Nile State	0	0	14	15	0	0	0	0	14	15									
Western Bahr el Ghazal	0	0	20	35	0	0	0	0	20	35									
Western Equatorial State	0	0	10	66	0	0	5	17	5	49									
Lakes State	0	0	18	66	0	0	16	0	2	66									
Unity State	0	0	7	55	0	0	0	0	7	55									

Note: The project has achieved 81% of the target for FY2010. With more *Learning Village* and *RABEA* workshops planned for the next quarter, it is anticipated that the project will reach the target.

<b>INDICATOR TITLE: NUMBER OF TEXT BOOKS AND OTHER TEACHING MATERIALS PROVIDED WITH USG ASSISTANCE</b>																			
UNIT: Number of Learning Materials Distributed		DISAGGREGATE BY: Location, event, date and gender																	
<b>Geographic Location</b>		<b>Event</b>				<b>Date</b>		<b>Guides</b>		<b>Audio Devices</b>		<b>Sub-total</b>							
Central Equatorial State		Teacher's guides, lessons produced and other ICT technologies used for learning				April 1-June 30, 2010		57		65		122							
Eastern Equatorial State								46		79		125							
Unity State								62		62		124							
Upper Nile State								36		39		75							
Southern Kordofan								10		4		14							
Western Bahr el Ghazal								52		55		107							
Western Equatorial State								28		31		59							
Lakes State								45		8		53							
						Totals		291		343		679							
Results:																			
		<b>Baseline</b>		Cumulative for Fiscal Year		Reporting Period 31/Dec/09		Reporting Period 31/Mar/10		This Reporting Period 30/Jun/10		Reporting Period 30/Sep/10		FY 2010 Target		FY 2011 Target		End of Project Target	
		Achieved		Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target		Target	
Gender: Women (W), Men (M)		Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices
Project-level		0	0	630	646	73	91	221	212	336	343			1,500		2,530			
Central Equatorial State		0	0	259	331	62	64	140	202	57	65								
Eastern Equatorial State		0	0	46	79	0	0	0	0	46	79								
Unity State		0	0	62	62	0	0	0	0	62	62								
Upper Nile State		0	0	36	39	0	0	0	0	36	39								
Southern Kordofan		0	0	10	4	0	0	0	0	10	4								
Western Bahr el Ghazal		0	0	52	60	0	5	0	0	52	55								
Western Equatorial State		0	0	59	63	11	22	20	10	28	31								
Lakes State		0	0	106	8	0	0	61	0	45	8								

Note: The project has reached 85% of the target for FY2010. There has been a further delay in procuring digital devices for those schools which are not served by a radio station. One hundred Coby players and 200 Saber players will be ready for distribution in the next quarter. Three hundred copies of the P3 *Learning Village* teacher's guide will also be printed and distributed.

## 4. MONITORING AND EVALUATION

During the quarter, SSIRI conducted routine monitoring activities focusing on the collection of information on teacher and education officials training, distribution of teaching materials, the performance of IRI teachers in the classrooms as well as the overall implementation of Learning Village and RABEA programs. Evaluation activities carried out during the quarter included: development of RABEA for Beginners' evaluation tools; validation of Learning Village and RABEA enrollment data; publication of P2 Evaluation Results; and publication of a Request for Proposals for the radio listenership survey.

### 4.1 Routine monitoring of Learning Village lessons

At the end of quarter 3, SSIRI analyzed *Learning Village* lesson monitoring and classroom observation data from a sample of 87 schools from selected project sites. The summary of the analysis provided below is a synthesis of lesson observations and school visits captured during the quarter using the SSIRI lesson observation forms. A data observation form is attached as Attachment V. SSIRI staff use these experiences to improve the implementation of IRI lessons.

#### Was lesson conducted?

Analysis shows that all (N=87) class visits were made by either a SSIRI outreach staff or education official. 58% of these classes had an *Learning Village* lesson on the day of their school visit. 42% of the classes visited missed their *Learning Village* lesson on the day of the school visit included in this analysis. The majority of the classes missed their lessons because the teacher responsible for IRI was absent.

#### Frequency of school visits

On the day of the school visit, available IRI lesson records showed that 55% of the sampled schools (N=87) were being visited for the first time. 23% of the sampled schools had been visited at least once prior to the current visit. Two of the sampled schools had been visited more than four times.

#### Performance of radios and quality of broadcast signal

Analysis of the quality of FM broadcast and performance of the radios in the classroom shows that the volume of the radios in all classes where IRI was conducted (51) was loud enough for all the learners to hear. Similarly, most (74.5%) of the classes where IRI was conducted had a clear radio signal. In 63% of classes where IRI was conducted, the radio battery ran for either 30 or more minutes. In 14% (12) of these classes the radio battery did not last through the duration of the IRI broadcast.

#### Pre-broadcast activities of the teachers

SSIRI expects an IRI teacher to perform certain activities prior to their IRI lesson. This preparation ensures that the teacher is ready for the lesson and is likely to conduct their lesson in a diligent manner. Analysis shows that 63% of the teachers who conducted their IRI lesson on the day of the school visit prepared all the blackboard illustrations in the teacher's guide prior to the start of the radio broadcast. 67% checked the radios to ensure that they could function well through the entire broadcast of the IRI lesson, and 77% started their IRI lessons on time.

#### During broadcast activities of the teachers

Analysis shows that 26 out of the 51 teachers observed **always** listened to and followed the radio instructions. One half of the teachers who conducted their IRI lesson on the day of the school visit (51) **always** helped some learners when they had difficulty in following instructions. Over three quarters of the teachers always closely observed or kept within the pause time during the IRI lessons.

#### After-broadcast activities of the teachers

All the teachers who conducted their IRI lesson on the day of the school visit (51) carried out the after-broadcast session of their respective IRI lessons. 35 out of the 51 teachers always ensured that their learners sought clarification whenever something was not clear. 33 out of 51 teachers always attempted to select and involve every learner during the after broadcast session.

The monitoring visits are a vital element in program implementation. Visiting a school and finding the teacher absent makes the teacher realize that someone is noticing his or her absence. After the lesson observations the outreach staff mentor the teachers, giving them advice on how to handle the lessons. Sometimes the outreach staff assist the teachers during the broadcast or help the teachers to conduct the after-broadcast activities. The performance of the teacher is also discussed with the head teacher of the school.

### **4.2 P4 Learning Village Evaluation**

During the quarter SSIRI completed the pretest phase of the Primary 4 *Learning Village* Summative Evaluation. Related activities which were completed during the quarter include:

***Test development workshop (Juba, April 21-23, 2010):*** the purpose of the workshop was to work closely with GoSS Ministry of Education and selected P4 class teachers to develop suitable mathematics and English test items for the primary 4 evaluation exercise. The three days workshop was attended by Ministry of Education Science and Technology staff (3), Primary school teachers (4), EDC staff and the consultant. Day one was mostly spent on the background of the program, and understanding the process of test construction. Thereafter, two panels were formed, one for English and one for Mathematics, and each started to work on developing test items for their subject area. The panels produced sets of test items ready for piloting.

***Pilot of draft test items (Juba, April 28-30, 2010):*** Following the test development workshop, a core team lead by the consultant, Mr. Avelino Androga, developed two sets of test items for each subject. The draft tests were piloted with P5 learners from four schools in Juba, who had completed Grade 4 last year: Gudele East Primary School, Gudele West Primary School, United Believers Primary School, and Juba Model Primary School. In all, 82 learners participated in the pilot exercise.



The results of the pilot were analyzed to determine the most suitable set of test items for the primary 4 evaluation. The team computed the difficulty and discrimination indices of each test item. Only items which were not too difficult and not too easy, and discriminated well among good and weaker learners were selected. The final set of test items was compiled to form the final test papers.

***Training of Test Administrators (May 10-18, 2010):*** After drafting the final set of test papers SSIRI organized a Training of Trainers (ToT). The purpose of this training was to prepare a team of skilled individuals who would eventually train teams of test administrators at the county level. 10 SSIRI staff were trained as trainers of test administrators. The trainers subsequently trained test administrators in workshops held at the county level.

***Implementation of primary 4 pretest exercise (May 19 - June 8, 2010):*** The primary 4 pretest exercise was carried out in 12 Counties: Juba, Mundri, Maridi, Yambio, Nzara, Malakal, Wau, Jur River, Yei, KajoKeji, Torit and Magwi. In all, 1664 learners participated in the exercise, 832 learners from 52 non-IRI and 832 learners from 52 IRI schools. All the learners took the individual as well as the class tests in mathematics and English. The test instruments were administered by county education officials and SSIRI staff and completed on July 8, 2010. The exercise was completed on schedule, although there were delays in WBEG as copies of the test instruments arrived late due to lack of cargo space on the WFP flights, and in KajoKeji where there was a teacher's strike.

### **4.3: Validation of IRI school data**

During the quarter, SSIRI staff visited all active IRI classes and recorded the enrollment of learners in those classes. This activity is carried out every year to verify that all schools registered during the past financial year are active and make any enrollment updates in case of any new IRI learners. During the exercise, the staff also record enrollment in schools which introduced IRI during the current financial year. While at the school they confirm the enrolment in all IRI classes through: physical count of the pupils present, observation of class registers or discussion with class or head teachers. For every IRI school enrolment verified, SSIRI staff complete a school registration form which is certified by the head teacher or any teacher in-charge, and submitted to Juba for processing.

Analysis of the data collected so far shows that 92,904 learners are enrolled in primary school classes with IRI. 48% of the enrolled learners are females and the rest

males. Details on enrollment in each state are indicated in the tables in section 3 of this report.

## 5. PROJECT ADMINISTRATION

### 5.1 Constraints and Critical Issues

#### *Delay in the supply of digital devices*

The vendor who promised to supply one hundred Saber players by the end of March informed the project in April that they would only be available in July because they were coming from Australia by sea. One hundred Coby players arrived in June but could not be distributed immediately to schools as they needed modification to be fitted with rechargeable batteries and solar panels. These delays meant that schools which do not have access to a radio station were unable to use the program. However, when the players are distributed, schools will be able to catch up with the programs because they are not constrained by the broadcast schedules.

#### *Radio Miraya*

The implementation of SSIRI activities was negatively affected in some locations due to the decision by Miraya FM not to broadcast SSIRI programs. Primary schools in Maridi could not access IRI lessons as there is still no private radio station in that county. The alternative to radio broadcasts is the use of digital devices to deliver IRI lessons. However, delays in the procurement of digital devices meant that SSIRI could not distribute these devices to the affected schools and learning centers on time. As soon as the digital devices arrive, SSIRI will distribute them to the schools in Mairidi to enable them implement the programs.

#### *April Elections*

The general elections that were held in Sudan in April interfered with the school calendar and delayed the implementation of SSIRI programs. Some of the teachers worked as voter educators and campaign managers during the election period leaving schools unattended for over a month. Schools in Juba and Yambio only reopened after the announcement of the election results.

#### *Transfer and dismissal of teachers*

The Ministry has a policy of transferring good teachers to under-performing schools to improve education services. As they monitored the schools, outreach staff discovered that a number of those transferred are teachers who have been trained to use IRI. For instance in nine schools in Malakal 16 trained IRI teachers had been transferred and only two were posted to other IRI schools. The project is planning to train the new teachers who have replaced them.

The Ministry also dismissed teachers who did not meet the minimum requirements (Sudan School Certificate) for teaching in a primary school. Many of those dropped had been trained in IRI but were transferred to non-IRI schools. The replacement teachers will have to be trained in IRI. In Lainya County, implementation of the program was delayed as the OC found only one or two teachers in each school. As a result the training was delayed until the end of June when the replacement teachers had arrived.

#### *Insecurity in some locations*

The insecurity in some of the states where the project operates has hindered the project from expanding to certain counties and payams. For example the plan to

expand SSIRI activities in Upper Nile and Eastern Equatoria states has been limited due to the security situation in those states.

## **5.2 Personnel**

### *Promotions*

Edward Kasran: Senior Outreach Advisor to become Senior Technical Advisor (Outreach)

Jane Namadi: Production Advisor to become Senior Technical Advisor (Production). She will take up the new position in July

### *Recruitments*

Paul Levi Wagbia: Outreach Advisor for Western Equatoria State

Reec Deng Reec: Outreach Coordinator for Rumbek Central and Rumbek East Counties

Philip Adigo: Outreach Coordinator for Maridi County

Santino Machuol: Outreach Coordinator for Rubkona County in Unity State

Moses Abanja James: Driver mechanic for Juba.

John Amun: Project driver based in Juba

### *Vacant posts to be filled during next quarter*

Outreach Advisor for Central Equatoria State

Outreach Advisor for Northern Bahr el Ghazal state

Senior Human Resource officer to be based in Juba

Senior Project Accountant to be based in Juba

### *Resignations*

Singira Robert, the former OA for Western Equatoria resigned after being elected to the State Legislative Assembly.

Senior Finance Officer, Philip Yorika, resigned with effect from May 31.

Maree Melican, Deputy Chief of Party, resigned with effect from April 9. Her position will be filled by the two STAs listed above.

Shombe Fraser, Senior HR Officer resigned with effect from July 16

## **7. NEXT QUARTER'S WORK PLAN**

There are currently no plans to introduce major changes to EDC's work plan in the next quarter. EDC will continue to produce and broadcast IRI programs, expand the programs to new schools and centers while continuing to focus on quality, build the capacity of educational radio in Southern Sudan, and continue to provide alternative learning technologies. The following are the activities that EDC plans to undertake in the next quarter.

### **7.1 Alternative Technologies**

#### *Digital devices*

The Coby players will be modified and distributed to schools and centers with solar panels and rechargeable batteries. The Saber players will also be distributed when they arrive.

#### *Support Internet Use at the TTIs*

In the next quarter EDC will strengthen its support to both Maridi and Arapi TTIs. EDC will continue to support the use of the Internet at both institutes. Our IT staff will provide training to both tutors and student teachers at the two TTIs. In addition EDC will reintroduce video training to enable the tutors use video technology to teach some of the more practical lessons. EDC will experiment with the use of the Razor-Bee which allows tutors to use material downloaded from the internet in the classroom, and the e-Granary, a preloaded store of internet websites which can be used without access to the internet.

#### *Support to Juba Day Computer Centre*

The project will continue to support the Computer Center at Juba Day Secondary School. One of the Juba based IT officers will provide computer training to the teachers and students. The project is also discussing with the State Ministry of Education and the school administration how to improve security for the computers at the school so that some of the computers previously in Nairobi can be put into the computer center.

### **7.2 Increase capacity of MOEST to manage the SSIRI program**

#### *Logistical support*

EDC will continue to facilitate the work of education officials at payam and county level. In the next quarter EDC will procure bicycles to facilitate the work of education supervisors in payams that are implementing IRI activities. The motorcycles, which were purchased last quarter, will be distributed to state and county officials. The availability of a means of transport will enable the directors, inspectors and education supervisors to monitor the implementation of SSIRI programs in the schools and adult learning centers.

#### *Build capacity of teachers and education officials*

In the next quarter EDC will work to meet the targets for the FY2010 year. Outreach staff will continue to conduct training workshops for IRI teachers and facilitators to enable them implement SSIRI lessons. *Learning Village* and RABEA workshops will be held in Raja, Wau and Jur River Counties in WBeG state, Kapoeta South and Torit in EE state, Haiban and Delling counties in Southern Kordofan, Malakal county in Upper Nile state, Maridi and Ibba counties in WE state, Rumbek Central in Lakes

state, Rubkona county in Unity state, and Juba and Yei counties in CE state. In addition, there will be training of state, county and payam level education officials in selected counties on IRI methodology to enable them supervise and monitor the implementation of the programs.

### **7.3 Development of IRI programs**

In the next quarter the STA (Production) will work with the ELT specialist to complete the formative evaluation and editing of *RABEA Intermediate* lessons. The final production and editing of the programs will be completed by the end of August, when the contract of the remaining producer in the Nairobi studio will come to an end.

The additional practice lessons and the teacher's guides for *Learning Village* P1 to P3 will be completed. The additional lessons will be added to the existing teacher's guides to make it easier for the teachers to follow the correct order of the lessons.

### **7.4 Broadcasting IRI Programs**

EDC will continue working with the radio stations to broadcast P1, P2, P3 and P4 *Learning Village* programs *RABEA for Beginners 1 and 2* and *RABEA Advanced*. From the beginning of July, EDC's new radio station in Juba, Sudan Radio Service, will start broadcasting all SSIRI programs. The coverage is not yet known but is expected to reach up to 50 miles from Juba. Maridi FM is expected to come on air in July or August and the station will be contracted to broadcast SSIRI programs for Maridi County.

### **7.5 Monitoring and Evaluation**

In order to monitor and evaluate the progress of the SSIRI program, the M&E team will conduct an evaluation of the *RABEA Beginners* program and carry out a radio listenership survey to assess the number of youth and adults who are regularly listening to the SSIRI programs. The final data on the number of learners will be collected and outreach staff will continue to monitor the IRI lessons.

### **7.6 Staff recruitment**

EDC will recruit a Senior Accountant and a Senior Human Resource Officer to fill the vacancies in Juba. In addition, an outreach coordinator will be recruited for Aweil, Northern Bahr el Ghazal state to start the program in NBEG.

## ANNEX 1: SUCCESS STORY

### IRI making significant impact on learning in Southern Sudan

By Charlton Doki

Interactive Radio Instruction (IRI) improves the performance of pupils in primary schools in Southern Sudan. Pupils who study in a class where the teacher uses IRI obtain better scores in English and Mathematics compared to pupils in classes where the teacher does not use IRI.

This conclusion is contained in a report that presents the findings of an evaluation conducted of Primary Two classes in Southern Sudan published by Southern Sudan Interactive Radio Instruction (SSIRI), a project of Education Development Centre.

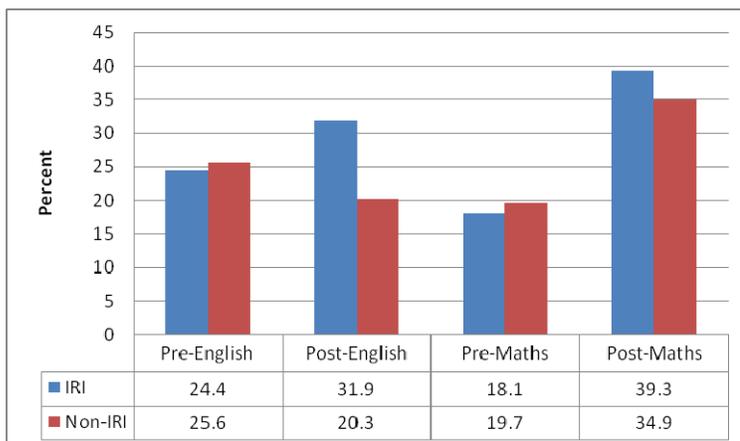
The objectives of the evaluation were to assess the learning gains during the year for the IRI classes and to compare the learning gains of learners in IRI classes with similar classes where the teachers do not use IRI. “A learning gain is the difference between scores registered at the beginning of the academic year and those scored at the end,” explains Isaac Musoke, the M&E Specialist in the SSIRI project.

Evaluation data used in the analysis was collected from a total of 847 learners from 74 schools in Juba, Torit, Yambio, Nzara, Mundri, Maridi, Wau and Jur River. 542 (64%) of the learners included in the final analysis were from IRI schools.



According to the report, the results of the evaluation indicate significant differences in performance between learners in classes with IRI and those without.

*Juba OC, Augustine Nawuyo and STA Outreach Edward Kasran conduct the P2 post test exercise in*



“Learners in classes with IRI attained an average learning gain of 7.5% in English, while those in non-IRI schools registered an inexplicable decline of 5%. In Mathematics, learners in classes with IRI posted better learning gains (21.2%)

than those in non-IRI schools (15.2%). The difference in performance between IRI and non-IRI schools was statistically significant,” said the report.

The report also shows that IRI has an incremental effect on the performance of learners. Learners in P2 IRI classes who attended IRI classes in P1 performed better in English than those who had only one year of exposure to IRI. Those who attended IRI lessons in P1 obtained an average learning gain of 9% in English compared to those who did not who obtained an average learning gain of 3.1%.

The report attributed the learning gains in IRI classes to the fact that IRI improves learner participation and enthusiasm in the learning process through the use of games, stories, songs, and radio characters with whom the learners can associate.

## ANNEX 2: SCHEDULE OF FUTURE EVENTS

Date	Location	Activity to be undertaken
July	Juba, Yei, Morobo, Malakal, Jur River, Raja, Magwi (Arapi TTI), Ibba, Haiban	<i>Learning Village</i> training workshops
July	Kapoeta South, Magwi, Lainya, Juba, Bentiu	RABEA training workshops
July	Morobo	Conduct training workshops for education officials
July	Juba	Plan Radio Listenership Survey
July 12-16	Nairobi	EDC Regional workshop
July	Juba	Provide computer training at Juba Day Secondary School
July	Juba	Plan RABEA evaluation
July	Juba	Receive and review proposals for Radio Listenership Survey
August	Juba	Finalize recruitment of Senior Accountant and HR officer
August	Nairobi/Juba	Complete production of practice lessons for P1- P3 <i>Learning Village</i>
August	Lainya, Maridi, Malakal, Wau, Aweil, Juba	<i>Learning Village</i> training workshops
August	Maridi, Malakal, Raja, Haiban	RABEA training workshops
August	Malakal, Wau, Aweil	Conduct training workshops for education officials
August	Nairobi/ Juba	Finalize <i>production of RABEA Intermediate series</i>
August	Juba	Distribute report on 2009 P2 <i>Learning Village</i> Summative Evaluation
August	Nairobi	Finalize production of Facilitators' Manual for RABEA Intermediate
August	Nairobi	Finalize production of Teachers' Guides for the P1 – P3 <i>Learning Village</i> practice lessons
August 23-27	Juba	SSIRI all staff review and planning workshop
September 13-17	Washington	EDC senior staff meeting
September	Torit (for CEC), Wau, Yei, Juba	<i>Learning Village</i> training workshops
September	Wau	RABEA training workshops

## ATTACHMENT 1: Radio Stations contracted to broadcast SSIRI Programs

No.	Name	Frequency	Town	Radius	Counties covered	Programs aired
1.	Bakhita Radio	91 FM	Juba	30 Km	Juba	RABEA B2, RABEA Advanced
2.	Junubna FM	100 FM	Juba		Juba, Terekeka	LV P1, P2, P3 and P4
3.	SRS FM	98.6 FM	Juba		Juba, Terekeka, Yei, Torit, and Lainya	All LV Programs and RABEA B1
4.	Voice of Kajojeji	92.0 FM	Kajojeji		Kajojeji	All LV Programs and RABEA B1, B2 and Advanced
5.	Grace FM	95.1 FM	Kajojeji		Kajojeji, Nimule	RABEA B1, B2, and Advanced
6.	Spirit FM	99.9 FM	Yei	70 Km	Yei, Lainya and Morobo counties	LV Programs and RABEA B1, B2 and Advanced
7.	Voice of Eastern Equa.	97.5 FM	Torit		Torit and Magwi counties	All LV Programs and RABEA B1, B2 and Advanced
8.	Magwi FM		Magwi		Magwi	LV P1, P2 and RABEA B1
9.	Voice of Love FM	93.6 FM	Malakal	60 Km	Malakal, Fashoda and Kadok counties	LV P1, P2 and RABEA B1
10.	Good News FM	89 FM	Rumbek	100 Km	Rumbek Central, East and West Counties	LV P1 and P2 RABEA Advanced
11.	Radio Jonglei	95.9 FM	Bor		Bor, Panyagor, Nyirol, part of Juba County	RABEA Advanced
12.	Bentiu FM		Bentiu		Rubkona	LV P1, P2 and RABEA Advanced
13.	Wau FM		Wau		Wau, Jur River	All LV Programs and RABEA B1, B2 and Advanced
14.	Yambio FM	90.0	Yambio		Yambio, Nzara, Tombura, Mundri West and Maridi counties	All LV Programs and RABEA B1, B2 and Advanced
15.	Voice Of Community	88 FM	Kauda		Haiban, Delling counties	All LV Programs and RABEA B1, B2 and Advanced
16.	Naath FM	88 FM	Leer		Leer County	RABEA Advanced

## ATTACHMENT 2: SSIRI *Learning Village* Training Report

1. Name of the training conducted: Primary one Learning Village Training workshop.
2. Location: C.E.S, Lainya County.
3. Dates of training: 23<sup>rd</sup> – 26<sup>th</sup>. June. 2010.
4. Training facilitators:
  - Sebi Evans: Senior Outreach Coordinator Lainya.
  - Philip Adigo: Outreach Coordinator Maridi. (Philip was attending as part of his orientation)
5. Training objectives:
  - To equip the participants with knowledge of what SSIRI is and what it does.
  - To equip the participants with knowledge and skills to effectively use the radio in teaching the pupils.
  - Give participants knowledge and skills to use the TG to conduct the lessons.
  - To enable the participants use the teaching learning aids suggested in the teacher’s Guide.
  - To give knowledge and skills to the participants on how to use and care for the radio.
  - To let teachers’ know their roles in teaching with the radio.
6. Expected outputs: From the micro-teaching conducted during the training, it showed that participants were well equipped with knowledge and skills to conduct the learning village lessons. This was evident during the micro-teaching sessions.

### Training Agenda:

Day/Date	Items Covered
<b>Day 1: Wednesday, June 23<sup>rd</sup> 2010</b>	Self introduction of facilitators as well as participants.
	Official opening of the workshop by one of the Education officials who acted on behalf of the County Education director (CED).
	Presentation of general plan for the training workshop and participants expectations of the workshop.
	Together with the participants, we laid down some rules and regulations that would govern the entire during of the workshop
	Pre-workshop assessment.
	Introduction to IRI and SSIRI. Its programs with special attention to the Learning Village Programs.
	Teaching and learning methods in the learning village. Emphasis was given to pupil-centered method, Activity – based learning.
	Reflection on the day
<b>Day II: Thursday, June 24<sup>th</sup> 2010.</b>	Reflection on the previous day’s work.
	The Learning village Teacher’s Guide. Participants explored the content in the TGs, they also learnt about the Teaching and Learning aids and they also identified some of the T/L aids contained in the TG.
	The role of the classroom teacher in the Learning Village <i>lessons before, during and after broadcast</i> . What makes a good LV teacher?
	Learning Village lesson demonstration and the getting feedback of the lesson.
	Teaching local language literacy and teaching English.
Teaching maths in the learning village using Activity-based methods and	

	Games.
	Reflection on the day
<b>Day III: Friday, June 25<sup>th</sup> 2010</b>	Reflection on the previous day
	Teaching maths with the village piasters.
	Micro – teaching where one participant comes to play the role of the classroom teacher, then the other participants would act as pupils.
	Recap of the day’s work.
<b>Day IV Saturday, June 26<sup>th</sup> 2010</b>	Reflection on the previous day’s work.
	Assessment in Rabea.
	SSIRI and Learning Village forms.
	Using and care of the free play radio.
	Distribution of free play radios and the Teacher’s Guides.
	Post workshop assessment and workshop evaluation.
	Lunch and closure of the workshop and issuing of certificates.
	Payment to participants and departure of participants.

**NOTE:**

- The technical question that came up from the participants was about the time for the after the broadcast activities. There was an argument that was presented by the since the broadcast lasts for 30 minutes and yet there is the after broadcast activity. What time would they have to conduct the after the broadcast activities. They said that at the end of every 30 minutes in primary one class, another teacher comes in. I did not have an appropriate answer to this but I told them that because of the importance of the after the broadcast activities, they LV teachers should be able to agree with the incoming teacher so that he/she borrows some ten minutes from the in-coming teacher so he/she is able to conduct the after the broadcast activities.
- The participants also requested that the schools be given some clocks/washes. They said this would help them time when the lessons for different classes begin. I did not have any answer for this though I can see its necessity and importance.
- At the start of the workshop, the participants did not seem to enjoy teaching the learning village programs. However, as the training progressed, they picked interest and during the micro-teaching, everyone wanted to come and practice. One thing that arose their interest was the “Let’s go learning song” and the “opening song”. They always song these songs even during break time.
- Evaluation and Conclusion: As part of the evaluation of the workshop, I think the workshop was successful. I arrived at this conclusion based on the remarks made by the participants’ representative during his closing remarks. He said that, “I know that every child will be interested to attend the learning village lessons and this will also attract other pupils from different classes. I therefore argue EDC to hurry up with the plans to train that primary two teachers on the learning village lesson” He also thanked EDC for extending the Learning village programs.
- The Payam Education officer for Mukaya Payam expressed his gratitude towards the training and he argued the teachers to go and implement that LV programs. However, he expressed his disappointment due to the fact that one of the Payams was not represented at the training. He said this during his closing remarks.
- The guest of honour emphasized the behavior of personalizing the radios. He said the radios are school property and should never be owned by an individual.

**Recommendation:** I recommend that I get a co-facilitator in the upcoming workshop. Training workshops are very tedious and one person is also a bore to the participants. In the past two trainings I had, I thought the AES Inspector would help in the facilitation since he has attended a number of SSIRI trainings. However, he has never had time to facilitate and I do not thing this time will ever be found.

Name of participant	Gender		Position	Name of school / adult learning centre	Materials distributed	
	M	F			# of Radios/DDs	Guides
Lemi Joel Moses	M		Head teacher	Dimo 1 Pri. school	One Radio	One P.1
Mary Sida Ben		F	Teacher	Lainya Pri. School	One Radio	One P.1
Aquila Ladu Elia	M		P.E.O	Mukaya Education office.	One Radio	One P.1
William B. Juma	M		Teacher	Yondoru Pri. school	One Radio	One P.1
Mordecia Fox Ladu	M		Head Teacher	Roronyo	One Radio	One P.1
Alfred Pitia Festo	M		D/Head Teacher	Kenyi Pri. school	One Radio	One P.1
Lomoro John Taban	M		Head Teacher	Yondoru Pri. school	One Radio	One P.1
John Sebit Simon	M		Teacher	Lora Ophanage Pri. school	One Radio	One P.1
Mark Lomuro Isaac	M		D/Head Teacher	Lokurubang Pri. school	One Radio	One P.1
Joseph Mogga M.	M		D/Head Teacher	Loka West Pri. school	One Radio	One P.1
Augustino Ladu	M		Head Teacher	Lainya Pri. school	One Radio	One P.1
Abure sahaban	M		Teacher	Dimo 1 Pri. school	One Radio	One P.1
Peresi Pita Timon		F	Teacher	Bereka Pri. school	One Radio	One P.1
Duku David Daniel	M		D/Head Teacher	Lora Orphanage Pri. school	One Radio	One P.1
Nelson Taban Obodia	M		D/Head Teacher	Roronyo Pri. school	One Radio	One P.1
Aliga John Nalubrown	M		Teacher	Roronyo Pri. school	One Radio	One P.1
Lesuk Remijo Lino	M		Head Teacher	Kupera Pri. school	One Radio	One P.1
Alemin Samuel Ejikeil	M		Teacher	Kupera Pri. school	One Radio	One P.1
Joel sebit Moi	M		Teacher	Bori Pri. school	One Radio	One P.1
Simon Laki Lokule	M		Head Teacher	Bereka Pri. school	One Radio	One P.1
Tabu James Elujai	M		Head Teacher	Bori Pri. school	One Radio	One P.1
Amule Noel Ladu	M		D/Head Teacher	Mundu Pri. school	One Radio	One P.1

Name of participant	Gender		Position	Name of school / adult learning centre	Materials distributed	
	M	F			# of Radios/DDs	Guides
Benea Kwaje Ben	M		AES Inspector	County Ed. Office	-----	-----
Philip Ezekiel Ali	M		Statistics Dept.	County Ed. Office	-----	-----

NOTE: In addition to the number of the participants, there were two baby sitters who were taking care of two babies. This is worth mentioning because it affects accommodation and feeding.

Total Number of Schools or Learning Centres	Total number of education / NGO officials trained		Total number of teachers / facilitators trained		Total number of radios and/or DDs distributed	Total number of guides distributed
	Male	Female	Male	Female		
<b>12</b>	<b>03</b>	<b>00</b>	<b>19</b>	<b>02</b>	<b>13</b>	<b>13</b>

NOTE: Thirteen schools were selected to implement the LV programs in the first phase. However, one of the selected schools did not turn up for this training workshop. I still don't know why the school did not send the teacher. In my plan, as seen in the above table, I had invited the three Education officials as facilitators since they had attended a number of SSIRI training workshops. However, my plan did not work out as planned since they instead added to the number of participants.