

EDC Inc.
Southern Sudan Interactive Radio Instruction Project
QUARTERLY REPORT
October to December 2010
FY 2011 Quarter 1
(1 October- 31 December 2010)

Report Type: Quarterly Task Order
Award No. 623-A-00-04-00054-00
Quarter Ending: December 31, 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
MoE	Ministry of Education
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

The first quarter of FY2011 also marked the last months of the school year. Outreach staff continued to monitor schools, but the major activity of the quarter was planning for the 2011 academic year. State review and planning meetings were held with MoE officials in all eight project states and produced state work plans. The plans for the two new states will be prepared in the next quarter, when the staff have been appointed.

In 2011, the SSIRI programs will be spread to 14 new counties, making a total of 40 counties in all. The HR office was busy recruiting staff for these new counties and a total of 14 new staff have been appointed.

The teacher's guides for *Learning Village* P1 to P3 incorporating the new practice lessons were prepared for printing, and will be printed ready for distribution in the next quarter. The Facilitator's Guide for the new RABEA course, RABEA Intermediate, was also completed and will be printed and distributed next quarter.

New CDs, including the practice lessons for *Learning Village* and RABEA Intermediate, have been prepared for the FM radio stations. Agreements have been signed so far with eleven of the radio stations. A further ten agreements are still to be signed.

IRI training was conducted at Kotobi TTI in Western Equatoria and at the two CECs in Eastern Equatoria for teachers on in-service training programs. Following the appointment of an IT Assistant at Arapi TTI in October, basic computer training was provided for the tutors. At Maridi TTI the IT Officer assisted the tutors with preparations for their lectures.

The posttest for the P4 *Learning Village* evaluation was successfully completed in twelve counties with 1243 learners being tested. The data was analyzed and the report will be ready in the next quarter. The collection of data for the evaluation of RABEA Beginners was completed and a draft report produced, which will be finalized in the coming quarter. The radio listenership survey was conducted in fourteen counties and the survey teams interviewed 2,213 households to find out how many individual

adults consistently listen to SSIRI programs. The results will be ready in the next quarter.

1.2 Quantitative Impact

Since this was the final quarter of the school year, very little progress was made on the indicators for FY2011. The training of education officials, teachers and facilitators and the distribution of materials will start in the second quarter of FY2011. However, 13 officials were trained in Terekeka to prepare for the introduction of SSIRI programs to the county, and 129 teachers were trained in the use of IRI at Kotobi TTI and the CECs in Kapoeta and Torit.

Table 1: Performance on PMP Indicators during quarter 1 and progress on FY 2011 targets

PMP Indicator	QTR 1 FY2011	Targets FY2011	% Progress
Number of learners enrolled in USG-supported schools	99,534	150,000	66%
Number of teachers and other facilitators trained	129	1,663	7%
Number of education administrators trained	13	200	7%
Number of adult learners enrolled in beginning English Program	N/A	360,000	N/A
Number of materials distributed including teachers' guides, radios and other digital devices	0	5,000	0%

- Data on the number of learners will be collected from schools in the third quarter of FY2011
- The results of the listenership survey, which will provide the number of independent adult listeners, will be available in the next quarter.

1.3 Project Administration

Eleven new Outreach Coordinators (OCs) and two M&E officers were recruited for the new counties and will start work in January 2011. The appointment of new OCs in Abyei, Kurmuk and Omduran was postponed until the results of referendum are published and the effects of secession known. Advertisements were placed for two senior technical advisors, one to replace STA Production and the other to take charge of teacher education activities.

1.4 Next Quarter's Work Plan

The ICT team will continue to provide support to the TTIs and Juba Day Secondary School in computer training and provision of Internet services. The support to TTIs will be expanded by the installation of the VSAT and computers at Malakal TTI, and possibly Aramweer and other TTIs, depending on their operational status. The possibility of providing solar power systems will also be assessed.

Training in managing the IRI programs will be provided for education officials in the new counties, and motorcycles for state and county AES officials and bicycles for payam AES officials will be purchased to enable them to monitor SSIRI programs. Workshops in the use of IRI programs will be conducted for the teachers and facilitators in the new counties, and also for the new teachers and facilitators in the old counties.

The new teacher's guides for *Learning Village* will be distributed and broadcast of RABEA Intermediate will begin. Agreements with the radio stations will be finalized and broadcasts will start as the schools open in different states.

Reports on three evaluation studies will be completed and disseminated, Primary 4 *Learning Village*, RABEA Beginners, and the Listenership survey. Preparations will be made for an assessment of teacher performance using EDC's SCOPE instrument.

M&E officers will attend a short workshop on data management. An orientation workshop will be held for newly appointed staff in January.

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*

New CDs for P1, P2 and P3 *Learning Village* have been prepared for the radio stations with one of the newly developed practice lesson inserted after every five original lessons. The lessons will therefore be broadcast in the following order: lessons 1 to 5, practice lesson 1, lessons 6 to 10, practice lesson 2, etc. The new CDs will be distributed to the radio stations in the next quarter ready for broadcasting as soon as the schools open. New SD cards and memory sticks with the new lessons will also be prepared for the MP3 players and other audio devices. New teacher's guides have been prepared to include the guides for the practice lessons in the same order as they will be broadcast. The layout was completed in December and they will be printed in the next quarter. As soon as they have been printed, the new teacher's guides will be distributed to all schools using *Learning Village* and teachers will be briefed about the addition of the practice lessons.

b. Production of *RABEA Intermediate*

The facilitator's guide for *RABEA Intermediate* was completed and edited during the quarter. The layout and printing will be completed during the next quarter and the program will be ready for broadcasting in March 2011.

2. Expansion of SSIRI activities

Discussions were held with the State Ministries of Education on the expansion of SSIRI programs to additional counties with the result that the following additional counties will be supported by the project in 2011.

Table 2: States and counties implementing SSIRI programs

State	Current Counties FY2010	Additional Counties in FY2011
Western Equatoria	<ul style="list-style-type: none"> • Yambio • Nzara • Maridi • Mundri West • Ibba 	<ul style="list-style-type: none"> • <i>Tambura</i> • Ezo
Central Equatoria	<ul style="list-style-type: none"> • Juba • Kajokeji • Yei • Lainya • Morobo 	<ul style="list-style-type: none"> • <i>Terekeka</i>
Eastern Equatoria	<ul style="list-style-type: none"> • Torit • Magwi • Kapoeta East 	<ul style="list-style-type: none"> • Ikwotos
Western Bahr el Ghazal	<ul style="list-style-type: none"> • Wau • Jur River 	No additional counties planned

	<ul style="list-style-type: none"> • <i>Raja</i> 	
Upper Nile	<ul style="list-style-type: none"> • Malakal • <i>Fashoda</i> 	<ul style="list-style-type: none"> • Mawuit
Jonglei	<ul style="list-style-type: none"> • <i>Bor</i> 	<ul style="list-style-type: none"> • <i>Pochalla</i>
Lakes	<ul style="list-style-type: none"> • Rumbek Central • Rumbek East 	<ul style="list-style-type: none"> • <i>Wullu</i>
Unity	<ul style="list-style-type: none"> • Rubkona • Bentiu 	<ul style="list-style-type: none"> • <i>Leer</i>
Warrap		<ul style="list-style-type: none"> • <i>Kwajok/Gogrial</i>
Northern Bahr el Ghazal		<ul style="list-style-type: none"> • Aweil Town • Aweil West • <i>Aweil East</i>
Southern Kordofan	<ul style="list-style-type: none"> • Rashad • Heiban • Kawalib 	<ul style="list-style-type: none"> • <i>Omduran</i>
Southern Blue Nile		<ul style="list-style-type: none"> • <i>Kurmuk</i>
Abyei		<ul style="list-style-type: none"> • <i>Abyei/Agok</i>

New Outreach Coordinators have been recruited for the counties in italics. The expansion to Mawuit has been requested by SNV and they will manage the program in that county. Program activities in Ikwotos and Ezo will be managed by the Outreach Coordinators in adjacent counties. An additional Outreach Coordinator has been recruited to cover the 25 schools in the Nimule area, since it is difficult for the Outreach Coordinator to cover the area from Magwi where he is stationed.

3. Planning

State review and planning workshops were conducted in October and November in the eight states which are implementing SSIRI programs, in order to ensure that every state had a plan for all SSIRI activities and that AES county and state officials participated in the planning. At the two-day workshops, the Ministry and SSIRI staff reviewed activities in 2010, developed an implementation plan for 2011, reviewed the roles of MoE officials and SSIRI staff and reviewed the letter of agreement between EDC and the State MoE. The full schedule for the workshops can be found as Attachment 2.

Initial discussions have been held with MoE officials in the new States, Jonglei and Warrap, but full plans will be developed with MoE officials in the second quarter, when outreach staff have taken up their posts. Review and planning workshops were not conducted in the Three Areas because of uncertainty over their future until the results of the referendum are known.

Table 3: State review and planning workshops

S/NO	DATE	NAME OF STATE	STAFF IN THE FIELD	VISITING STAFF
1.	15 – 16 Oct 2010	Yambio, WES	Wagbia Paul, OA	Jane Namadi
2.	22 - 23 Oct 2010	Rumbek, Lakes State	Reec Deng, OC	Edward Kasran
3.	25 - 26 Oct 2010	Malakal, UN State	Peter Vuni, OA	Jane Namadi
4.	26 - 27 Oct 2010	Torit, EES	Ale Peter, OA	Edward Kasran
5.	1 - 2 Nov 2010	Wau, WBG	Newton Crispo, OA	Jane Namadi
6.	5 - 6 Nov 2010	Aweil, NBG	Robert Wuda, OC	Jane Namadi
7.	9 - 10 Nov 2010	Juba, CES	Joseph Gbundu, OA	Isaac Musoke
8.	3 - 4 Nov 2010	Rubkona, Unity	Santino Machuol, OC	Edward Kasran
9.	Next year	<i>Kauda,</i>	Joyce Geri Abe, OA	
10.	Next year	<i>Bor,</i>		
11.	Next year	<i>Kwajok,</i>		
12.	Next year	<i>Abyei</i>		
13.	Next year	<i>Kurmuk,</i>		

4. Outreach activities

Outreach staff were busy during the quarter with the post-test of P4 learners but still found time to visit schools to mentor the teachers. In Wau, classes in schools were interrupted by preparations for the inter-state sports meeting which was scheduled to be held there but was eventually held in Khartoum. In Upper Nile State, outreach staff visited ten schools and four adult groups. They found that teachers still thought SSIRI programs were NGO programs and requested incentives to use the radio programs. However after a meeting with the OA, the education supervisors and inspectors agreed to visit schools regularly and urge head teachers to add the *Learning Village* lesson to the schools' timetables. In Eastern Equatoria State, schools closed early in the middle of November but outreach staff were able to visit schools in the Nimule area with MoE officials. *Learning Village* has been scheduled on the school timetable. In Northern Bahr el Ghazal, schools also closed in November and are not scheduled to open again until April 1st.

5. IRI Training

As this quarter occurs at the end of the academic year, very little training of teachers was required. Outreach staff have targeted teacher training institutes (TTI) and county education centers (CEC) In Western Equatoria, the OA and OC conducted an IRI training workshop at Kotobi TTI for 27 teachers undergoing in-service training at the Institute. In Eastern Equatoria, 86 teachers on the MoE in-service course at Torit CEC and 50 teachers at Kapoeta CEC were trained in November and December. The school year in Southern Kordofan starts in November, so 40 teachers were trained in IRI in Heiban. In Lainya and Morobo counties, as a result of the weaknesses identified during monitoring visits to schools, the OCs conducted refresher courses for teachers and county officials.

6. Broadcast of IRI lessons

The radio stations continued to broadcast *Learning Village* and RABEA programs in October and November but ceased broadcasting as schools closed towards the end of the year. Negotiations were started with radio stations for the broadcast of programs in 2011. The table below indicates the status of negotiations with the stations by the end of the quarter. Radio Borongole, Kwajok FM and Ezo FM are new stations that have not been used previously. Since EDC's radio station in Juba is now operational and broadcasting all SSIRI programs, contracts with Radio Bakhita and Radio Junubna have not been renewed. In Kajo Keji and Northern Bahr el Ghazal, where there are two radio stations, one station has been given the contract for Rabea programs and the other for *Learning Village*.

Table 4: Status of agreements with radio stations

Radio Station	Location	Status for 2011
98.6 SRS FM	Juba	Arranged - Ready to broadcast.
Radio Jonglei	Bor	Signed
Grace FM	Kajo Keji	Signed
Voice of Kajo-Keji	Kajo Keji	Signed
Magwi FM	Magwi	Signed
Voice of Eastern Equatoria	Torit	Signed
Radio Borongole	Pageri	Signed
Spirit FM	Yei	Signed
Wau FM	Wau	Contract sent to OC
Radio Nhomlau	Malualkon	Contract Sent to Country Director Internews in Juba. (We have permission from him to start broadcast next year without the contract as it is already with him.)
Radio Weer Bei	Malualkon	Contract sent to OA
Radio Bentiu	Bentiu	Signed
Yambio FM	Yambio	Signed
Maridi FM	Maridi	Signed
Kwajok FM	Kwajok	OA to send the manager's contacts
Ezo FM	Ezo	Contract to be prepared
Good News Radio Radio Sout al Mohaba	Rumbek Malakal	To be worked out with Sudan Catholic Radio Network in Juba
Naath FM – Leer	Leer	Contract to be worked out with Internews (We are yet to know which programs they are willing to provide time for. Last year they only broadcast Rabea Advanced.
Kurmuk FM	Kurmuk	Pending- To be worked out with Internews
Voice of Hope- Kauda	Kauda	Radio is off-air. Likely to resume in March

7. Distribution of materials

The distribution of the remaining motorcycles to state and county AES officials was completed during the quarter. The State MoEs expressed their gratitude for the provision of this means of transport. They will be responsible for the fuel for the motorcycles and for their maintenance.

8. Radios and audio devices

Thirty-seven Saber players with solar panels were distributed to Eastern Equatoria and Southern Kordofan. Eleven Sanyo radios, which had been sent to Juba for repair, were repaired and returned to Kauda.

Lifeline Energy has developed a new wind-up radio called the Lifeplayer to replace the Lifeline radio. The Lifeplayer has a detachable solar panel which has its own set of rechargeable batteries and can therefore be placed outside to recharge while the radio is still playing in the classroom. It also has an internal SD card, which can store up to 16 GB of programming, as well as a slot for an external SD card. 400 Lifeplayers have been ordered and delivery is expected at the end of February. The SD cards will be loaded at the factory with all the SSIRI programs, so they will be used in places without radio reception.

QuickTime™ and a
decompressor
are needed to see this picture.

9. Alternative learning technologies

During the quarter, SSIRI continued to provide alternative learning technology services to support learning. The syllabus for computer training for teacher training institutions and education resource centers was finalized and handed to the MoE for review. In the meantime, the draft is being used to guide the training in the TTIs and ERCs.

Arapi TTI

An IT Assistant was recruited for Arapi TTI and started work in October. He was accompanied to Arapi by the IT Officer from Maridi TTI to help set up the computer lab and organize the training of tutors. Basic computer training was started for the tutors and the administration will include computer training on the timetable for second year students from January 2011.

Maridi TTI

Maridi TTI opened on October 15th for the in-service training program of the MoE. Tutors from the Universities of Nairobi and Juba joined the tutors of the college to implement the program. EDC's IT Officer assisted the tutors with the preparation of notes and the use of the projector in lectures.

Malakal TTI

Malakal TTI was also opened in October and is now running the MoE in-service training program. Some renovations have been done at the TTI but the room which

has been allocated to EDC for the computer lab requires some renovation before it is fit for use as a computer lab. It has proved difficult to obtain three quotations for the renovations from builders in Malakal. So far only one detailed quotation has been obtained, while the other gives a round figure without specifying the work to be done. The required three quotations will be obtained and the computers and VSAT presently stored in the State MoE will be moved to the TTI in the next quarter.

Internet use at Juba Day Secondary School

By the end of the school year, fifteen teachers at Juba Day had been trained on computer basics, MS Word, Excel and the Internet. The project continued to pay for the services of the police security guard to ensure the safety of the computers.

10. Staff workshop

A two-day planning workshop was held in Juba from December 21st to 22nd for outreach staff to review the project and ensure that the state annual work plans were complete. Either the OA or, in the absence of an OA, an OC from each state participated. The objectives of the workshop were to:

- conduct a SWOT analysis of project
- develop strategies to build on strengths, remedy weaknesses and exploit opportunities
- review project and state annual work plans to include strategies
- consolidate project and state work plans

By the end of the workshop, each state had an approved annual work plan.

11. Building capacity of education officials

During the quarter, outreach staff concentrated on involving the MoE officials at state, county and payam level in the process of planning program activities for 2011. Meetings were held with payam and county officials in preparation for the state planning meetings, and they were able to participate fully in developing the plans for the coming year. Each county AES inspector reported on progress and achievements in his county and the AES directors reported on achievements at the state level. Separate activity plans were drawn up for each county to ensure that each county was aware of the activities to be conducted. This proved to be a very valuable exercise and will be repeated earlier in 2011 in order to feed into the MoE planning schedule for 2012.

12. Communications

SSIRI organized a radio talk show on Yambio FM featuring education officials from Yambio and Nzara counties on the benefits of the SSIRI programs, encouraging teachers to use the radio programs. Listeners phoned in with questions and comments for the education officials during the hour-long program.

A short three and a half minute video was prepared featuring learners, teachers and officials talking about SSIRI programs and showing extracts from IRI lessons.

During the official opening of the SRS studio, a large room was made available for SSIRI. Posters and pictures of the project were displayed, the video was projected

onto a screen and the various audio devices were displayed. In addition a class from United Believers School in Juba was brought to the radio station and demonstrated an extract from a P2 *Learning Village* lesson to the VIPs and other guests at the launch.

A calendar with pictures of learners in class has been designed. 1000 copies will be printed in Juba and distributed to all states.

3. PROGRAM PROGRESS (Quantitative Impact)

Performance on PMP Indicators during quarter 1 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							
		Warrap	Training in use, management, monitoring of IRI and other technology based education programs						October 1, 2010- December 31, 2010	0	0	0							
		Central Equatoria State								1	9	10							
		Eastern Equatoria State								0	0	0							
		Southern Kordofan								0	0	0							
		Upper Nile State								0	0	0							
		Western Bahr el Ghazal								0	0	0							
		Western Equatoria State								0	2	2							
		Lakes State								0	0	0							
		Unity State								0	0	0							
		Northern Bahr el Ghazal								0	1	1							
		Totals							1	12	13								
Results:																			
		Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/10		Reporting Period 31/Mar/11		Reporting Period 30/Jun/11		Reporting Period 30/Sep/11		FY 2011 Target		FY 2012 Target		End of Project Target	
		Achieved		Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target		Target	
Gender: Women (W), Men (M)		W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Project-level		0	0	1	12	1	12							32	168	20	80	109	489
Warrap		0	0	0	0	0	0												
Central Equatoria State		0	0	1	9	1	9												
Eastern Equatoria State		0	0	0	0	0	0												
Southern Kordofan		0	0	0	0	0	0												
Upper Nile State		0	0	0	0	0	0												
Western Bahr el Ghazal		0	0	0	0	0	0												
Western Equatoria State		0	0	0	2	0	2												
Lakes State		0	0	0	0	0	0												
Unity State		0	0	0	0	0	0												
Northern Bahr el Ghazal		0	0	0	1	0	1												

INDICATOR TITLE: NUMBER OF LEARNERS ENROLLED IN USG-SUPPORTED SCHOOLS OR EQUIVALENT NON-SCHOOL-BASED SETTINGS																			
UNIT: Number of pupils		DISAGGREGATE BY: Location, event, date and gender																	
		Geographic Location				Event				Date				W		M		Sub-total	
		Warrap				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.				October 1, 2010-December 31, 2010				0		0		0	
		Central Equatoria State												17318		17634		34952	
		Eastern Equatoria State												6233		7317		13550	
		Southern Kordofan												2702		3888		6590	
		Upper Nile State												4397		3684		8081	
		Western Bahr el Ghazal												7015		9521		16536	
		Western Equatoria State												6044		6590		12634	
		Lakes State												1110		1660		2770	
		Unity State												1434		2987		4421	
						Totals				46253		53281		99534					
Results:																			
Gender: Women (W), Men (M)		Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/10		Reporting Period 31/Mar/11		Reporting Period 30/Jun/11		Reporting Period 30/Sep/11		FY 2011 Target		FY 2012 Target		End of Project Target	
				Achieved		Achieved		Achieved		Achieved		Achieved		Target		Target		Target	
		W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Project-level		0	0	46253	53281	46253	53281							70040	79960	93400	106600	180788	203868
Warrap		0	0	0	0	0	0												
Central Equatoria State		0	0	17318	17634	17318	17634												
Eastern Equatoria State		0	0	6233	7317	6233	7317												
Southern Kordofan		0	0	2702	3888	2702	3888												
Upper Nile State		0	0	4397	3684	4397	3684												
Western Bahr el Ghazal		0	0	7015	9521	7015	9521												
Western Equatoria State		0	0	6044	6590	6044	6590												
Lakes State		0	0	1110	1660	1110	1660												
Unity State		0	0	1434	2987	1434	2987												

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			Total adult learners enrolled
				W	M	S-total	W	M	S-total	
	Warrap	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.	October 1, 2010-December 31, 2010	129	219	348				
	Central Equatoria State			2016	1528	3544				
	Eastern Equatoria State			1262	1164	2426				
	Southern Kordofan			0	0	0				
	Upper Nile State			375	465	840				
	Western Bahr el Ghazal			533	702	1235				
	Western Equatoria State			193	163	356				
	Lakes State			0	0	0				
	Unity State			405	731	1136				
	Totals	4913	4972	9885						

Results: Registered Listeners																		
Gender: Women (W), Men (M)	Baseline		Cumulative for Fiscal Year				Reporting Period 31/Dec/10		Reporting Period 31/Mar/11		Reporting Period 30/Jun/11		Reporting Period 30/Sep/11		FY 2011 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		
Project-level	0	0	4913	4972	4913	4972								196,000	164,000	248000	206000	
Warrap	0	0	129	219	129	219												
Central Equatoria State	0	0	2016	1528	2016	1528												
Eastern Equatoria State	0	0	1262	1164	1262	1164												
Southern Kordofan	0	0	0	0	0	0												
Upper Nile State	0	0	375	465	375	465												
Western Bahr el Ghazal	0	0	533	702	533	702												
Western Equatoria State	0	0	193	163	193	163												
Lakes State	0	0	0	0	0	0												
Unity State	0	0	405	731	405	731												

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				October 1, 2010- December 31, 2010		0		0		0					
	Central Equatoria State									0		0		0					
	Eastern Equatoria State									11		69		80					
	Southern Kordofan									0		0		0					
	Upper Nile State									0		0		0					
	Western Bahr el Ghazal									0		0		0					
	Western Equatoria State									6		20		26					
	Lakes State									0		0		0					
	Unity State									0		0		0					
Northern Bahr el Ghazal			3							20		23							
Totals								20		109		129							
Results:																			
		Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/10		Reporting Period 31/Mar/11		Reporting Period 30/Jun/11		Reporting Period 30/Sep/11		FY 2011 Target		FY 2012 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
Project-level		0	0	20	109	20	109							416	1,247	243	729	1603	5993
Warrap		0	0	0	0	0	0												
Central Equatoria State		0	0	0	0	0	0												
Eastern Equatoria State		0	0	11	69	11	69												
Southern Kordofan		0	0	0	0	0	0												
Upper Nile State		0	0	0	0	0	0												
Western Bahr el Ghazal		0	0	0	0	0	0												
Western Equatoria State		0	0	6	20	6	20												
Lakes State		0	0	0	0	0	0												
Unity State		0	0	0	0	0	0												
Northern Bahr el Ghazal		0	0	3	20	3	20												

INDICATOR TITLE: NUMBER OF TEXT BOOKS AND OTHER TEACHING MATERIALS PROVIDED WITH USG ASSISTANCE																		
UNIT: Number of Learning Materials Distributed	DISAGGREGATE BY: Location, event, date and gender																	
	Geographic Location	Event						Date		Guides	Audio Devices		Sub-total					
	Warrap	Teacher's guides, lessons produced and other ICT technologies used for learning						October 1, 2010- December 31, 2010		0	0		0					
	Central Equatoria State									0	0		0					
	Eastern Equatoria State									0	0		0					
	Southern Kordofan									0	0		0					
	Upper Nile State									0	0		0					
	Western Bahr el Ghazal									0	0		0					
	Western Equatoria State									0	0		0					
	Lakes State									0	0		0					
Unity State	0									0		0						
Totals										0	0		0					
Results:																		
Gender: Women (W), Men (M)	Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/10		Reporting Period 31/Mar/11		Reporting Period 30/Jun/11		Reporting Period 30/Sep/11		FY 2011 Target		FY 2012 Target		Cumulative for Fiscal Year	
	Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices	Target		Target		Target	
Project-level	0	0	0	0									5,000		2,000		14,710	
Warrap	0	0	0	0														
Central Equatoria State	0	0	0	0														
Eastern Equatoria State	0	0	0	0														
Southern Kordofan	0	0	0	0														
Upper Nile State	0	0	0	0														
Western Bahr el Ghazal	0	0	0	0														
Western Equatoria State	0	0	0	0														
Lakes State	0	0	0	0														
Unity State	0	0	0	0														

4. MONITORING AND EVALUATION

4.1 Primary Four *Learning Village* Evaluation

In the first quarter of the year SSIRI carried out and completed the posttest phase of the primary four summative evaluations. The exercise was conducted by SSIRI staff and State MoE officials from November 8-30, 2010 in the same schools in the 12 Counties as the pretest. Prior to the actual testing the teams in each county conducted a two-day orientation workshop for the test administrators. The counties covered include: Juba, Mundri, Maridi, Yambio, Nzara, Malakal, Wau, Jur River, Yei, Kajo Keji, Torit and Magwi. In all, 1243 learners completed both the pre and post-test. Specifically, 572 learners from 31 non-IRI and 671 learners from 47 IRI schools participated. There were no major hitches encountered during the exercise, apart from delays in transmission of test papers to Malakal, Kajo Keji and Yei by WFP.

Test scoring and data entry started in the first week of December. Merging of the pre and post-test datasets was done in December, and data analysis and report writing is expected to commence during the second week of January 2011. The project expects to produce a draft report on the P4 Evaluation during the first week of February 2011. As with the previous *Learning Village* evaluations, the P4 evaluation report will serve two purposes; first, to show the learning gains during the year for the IRI classes and, second, to present an analysis of the comparison of the relative learning gains among learners in IRI classes relative to a comparable group of P4 classes where teachers do not use IRI.

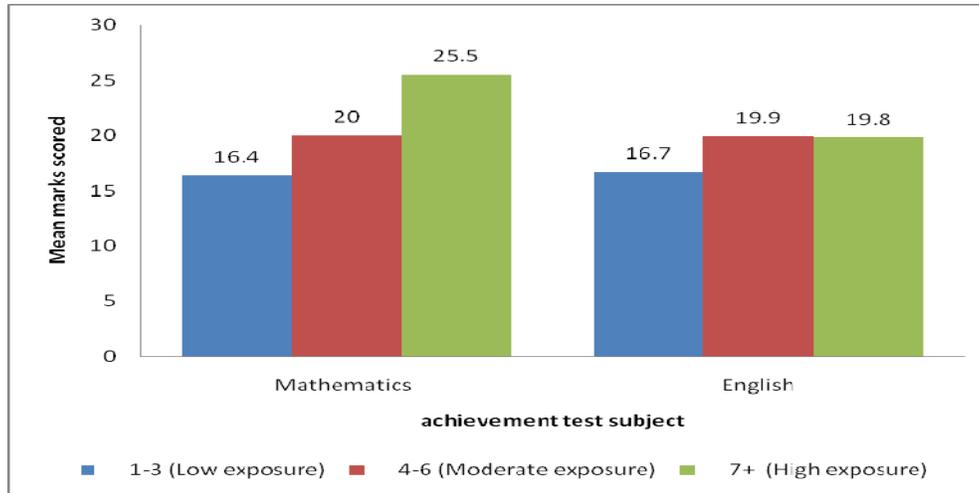
4.2 Evaluation of *Rabea* for Beginners Program

The evaluation of *Rabea* for Beginners program was commissioned by SSIRI during the third quarter of FY2010. The purpose of this evaluation is to enable SSIRI to obtain evidence on what is working as far as the *Rabea* program is concerned, factors facilitating or hindering its implementation, and any promising practices which could be used to improve the quality of the implementation of *Rabea*. A local consultant was hired to manage this exercise, and produced a draft report at the end of quarter one of FY2011. This report has been reviewed by EDC and the final report is expected to be presented during the second quarter of the financial year. Below is a summary of three key highlights of the evaluation report:

- 306 *Rabea* B learners were given mathematics and English language achievement tests. They were residents of three states, Central Equatoria-Juba (99), Eastern Equatoria-Torit (126) and Western Bahr el Ghazal - Wau (81). The results show that learners from Western Bahr el Ghazal state got the best overall mean mark (20.9) in the mathematics test. More specifically learners from Wau County had the highest mean over all mark of 22.9 in mathematics. As indicated in figure 1 below, the test results showed that the performance in English language and mathematics improved significantly with increasing degree of exposure,

indicating that the more lessons a learner attended, the better their performance in English language and mathematics;

Figure 1: Mean performance (%) in Mathematics and English according to degree of exposure



- Evidence from the data collected through personal profile interviews, key informant interviews and focus group discussions suggests that attending *Rabea* lessons is beneficial. During the interviews, most of the *Rabea* learners interviewed told the evaluation team that they had improved their English language skills (especially the use of the correct tenses and speaking) as a result of participating in *Rabea* classes. Most also told the team that they find classes with radio instruction enjoyable, and three of those interviewed said that the radio classes had made it easier for them to learn mathematics.
- All the *Rabea* facilitators interviewed also reported that they like the radio program, have benefited from the IRI trainings carried out by SSIRI, and have learnt interactive approaches to classroom instruction. These examples were reflected in all the three states (Central Equatoria, Western Bahr el Ghazal, Eastern Equatoria) visited by the evaluation team.

4.3 SSIRI Program radio listenership survey

During the quarter, SSIRI contracted a research firm from Uganda, Socio-Economic Data Centre Ltd, to conduct a population-based radio listenership survey. The survey is a biennial activity carried out as a part of the project’s M&E activities. The purpose of this survey is to accurately project the current proportion of the adult population (15+ years) in Southern Sudan in the 14 SSIRI program counties who consistently listen to SSIRI programs, and obtain their views and perceptions on the quality of programs.

Data collection for the survey started on 8th and ended on the 19th November 2010. The exercise was conducted by eight teams in the fourteen counties with a total of 33 interviewers led by eight team leaders. Interviews were carried out in fourteen counties from five states in Southern Sudan where SSIRI radio programs are broadcast. The fourteen counties included; Wau and Jur River counties in Western Bahr el Ghazal state; Yambio, Nzara, Maridi and Mundri West counties in Western Equatoria state; Magwi and Torit counties in Eastern Equatoria state; Malakal county in Upper Nile State and the counties in Central Equatoria state were Juba, Kajo Keji, Lainya, Yei and Morobo. The major challenge encountered was that the data collection exercise coincided with the referendum registration activities in Southern Sudan. As such, the study teams sometimes could not find eligible persons at home since most of them had either gone to attend the rallies organized by senior government officials or to be registered to participate in the referendum. Consequently, some sampled households did not have eligible persons in their homes. Despite the challenge, the survey team completed 2,213 household interviews. Data entry was carried out on a rolling basis, and a draft report is expected during the second week of January 2011.

Project indicators

In discussion with USAID, the project targets for 2011 and 2012 were revised to take into account the changes in project expansion in FY2010 and 2011. The targets for the number of education officials trained, the number of teachers trained, and the number of textbooks and other teaching materials distributed have been increased. The target for the number of learners in schools reached has been reduced, while the target for the number of adult learners remains the same. The new targets are reflected in the section 3 of this report – Program Progress (Quantitative Impact) and a more detailed explanation is given in Attachment 3.

Data quality assessment (DQA)

A team from USAID including the AOTR carried out a data quality assessment of SSIRI data in October. The aim of the DQA was to assess whether the data collection tools used by SSIRI met the requirements of the project's PMP. The team analyzed the project's data flow and storage system. The team found the project's methods for collecting and storing data satisfactory.

5. PROJECT ADMINISTRATION

5.1 Constraints and Critical Issues

Delay in the supply of digital devices

A number of vendors have proved unsatisfactory, providing good quotations and then failing to supply the goods on time. As a result, there were further delays in the procurement of the second batch of 100 Saber players, but they eventually arrived in Nairobi in December. As they did not arrive in time to be delivered to Juba before the end of the year, the Customs exemption letter has expired and will have to be renewed in January. Another vendor quoted for the supply of solar panels but then requested payment in advance so that he could purchase them in Nairobi.

Transport

The project uses WFP flights to transport items to the different offices. Several times during the quarter, WFP have delayed the delivery of items consigned to them as a result of lack of space in their planes. The delivery of motorcycles to Upper Nile and WBEG were delayed, and the test papers for Malakal, Kajo Keji and Yei were also delayed.

Insecurity in some locations

Although there were no incidents involving project staff, the OA in Upper Nile and the OC in NBEG were reluctant to return to their posts after returning from leave, citing fears for their security. The situations in the two places were discussed and it was pointed out that the final results of the referendum would not be released until the middle of February. The staff eventually returned to their posts one week late.

5.2 Personnel

Recruitment

In order to prepare for the expansion of the SSIRI program in new counties, advertisements for eleven new Outreach Coordinators and two M&E officers were prepared and interviews conducted with State MoE officials. The new staff appointed will take up their posts in January 2011, after attending a two-day orientation and training workshop in Juba.

Positions were also advertised in the Three Areas, Kurmuk, Omduran and Abyei, but appointment of OCs in these places will be delayed until the results of the referendum are known.

James Arapi was appointed as IT Assistant at Arapi TTI in October.

Mercy Kolok, a former scriptwriter in Nairobi, was appointed as Communications Officer in November.

An Administrative Assistant has been appointed for the Juba office and will take up her appointment in January.

Resignations

Jane Namadi, Senior Technical Advisor – Production, resigned in December
Ladu Mikaya, driver, resigned in December

The number of staff in the project at the end of the year was 51, of whom 48 are Sudanese.

Training

The Project Administrator and the Logistics Officer attended a one-day training course in Juba organized by CFC Stanbic Bank. The topics covered were:

- Global economic outlook
- Foreign currency transactions
- Fraud awareness compliance relating to international transactions.

6. NEXT QUARTER'S WORK PLAN

The project's Annual Work Plan was developed and finalized during the quarter, incorporating the activities planned in the state planning meetings. As this quarter marks the start of the new school year, the main focus of activities will be preparing teachers and education officials for the start of the broadcasts. Support to the TTIs will be increased as they continue to operate in difficult circumstances, and reports of the three evaluation exercises completed in 2010 will be published and disseminated.

6.1 Alternative Technologies

Digital devices

New batteries have been purchased for the Lifeline radios in store and they will be distributed to outreach staff to ensure that all broken radios are replaced and large classes have at least two or three radios so that all the learners can hear the programs.

100 Saber players and 400 LifePlayers will be distributed to schools without radio reception, as soon as they arrive in Juba.

Support Internet Use at the TTIs

In the next quarter EDC will strengthen its support to the TTIs. EDC will continue to support the use of the Internet at both Arapi and Maridi. 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.

At Malakal TTI, EDC will renovate the computer room and move the computers and VSAT to the TTI from the State MoE.

EDC will assess the IT needs at other TTIs, including Yei and Aramweer, and prepare a plan for assisting them in establishing computer labs. During the assessment, EDC will also assess the power requirements of the TTIs with a view to providing sustainable solar power systems to provide 24-hour power to the computer labs without having to rely on generators.

Support to Juba Day Computer Centre

The project will continue to support the Computer Center at Juba Day Secondary School. Five of the computers from Nairobi will be moved to the school, so that there are sufficient computers to give students access to the computer lab.

6.2 Increase capacity of MoE 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 will be purchased for the MoE officials in the new counties and distributed to state and county officials on the same conditions as in 2010. 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 train teachers, facilitators and education officials for the start of radio broadcasts in the new school year. Workshops to train *Learning Village* teachers and RABEA facilitators will be conducted in all counties. Separate training for education officials will be conducted in Yei, Lainya, Kajo Keji and Juba in Central Equatoria, Bentiu and Leer in Unity, Malakal in Upper Nile, Aweil in Northern Bahr el Ghazal, Wau in Western Bahr el Ghazal, and Ezo and tombura in Western Equatoria. Other new officials will be trained during the workshops for teachers.

6.3 Development of IRI programs

The Facilitator's Guide for RABEA Intermediate will be printed and distributed, together with the radio programs.

The new Teacher's Guides for *Learning Village* P1 to P3 will be printed and distributed to schools.

6.4 Broadcasting IRI Programs

Agreements with all the radio stations will be finalized and the stations will start broadcasting the lessons as soon as the schools open.

6.5 Monitoring and Evaluation

The draft reports on the three studies completed in the last quarter, Listenership survey, RABEA evaluation, and P4 *Learning Village*, will be reviewed by EDC and the final reports published. Dissemination sessions will be organized with the GOSS MoE and State MoEs.

SSIRI M&E staff will be trained on data quality, and the management, analysis and reporting of data.

Preparations will be made for the evaluation of teacher performance using EDC's SCOPE assessment tool. Videos of teachers in class will be made to be used for training observers and a training workshop for the observers will be held. Data will be collected at the beginning of the school year before the teachers have started to use the IRI programs.

6.6 Staff recruitment

EDC will recruit two STAs, for Production to replace Jane Namadi, and for Teacher Education to manage the work in the TTIs.

New staff will attend a two-day orientation workshop in Juba in January during which they will be briefed on the project and trained on EDC's policies and procedures. After the workshop, they will be escorted to their posts and introduced to the MoE officials by the OAs and STA.

ANNEX 1: SUCCESS STORY

IRI has changed my life



Elizabeth Benedict a P.2 Learning Village teacher at Soura Al Bander Boys Primary School with her pupils during an IRI broadcast.

Every weekday at 9.30am, Elizabeth Benedict a P.2 Interactive Radio Instruction teacher at Soura al Bander Boys Primary School is met by eager pupils. The pupils know that it is time for the *Learning Village* program. They are always happy to see their teacher because they know that they will listen to the radio program.

“My pupils listen to the *Learning Village* program on a regular basis. They are always eager to learn using the radio and whenever I miss school because of sickness, the pupils will always come to my house to enquire when I will go back to school so that we can have the radio lesson,” says teacher Elizabeth.

She goes ahead to point out that she has noticed a big improvement in the children’s performance since they started using the Interactive Radio Instruction programs.

“Most pupils are doing well in Mathematics and can now express themselves in English though we have a few who still find it hard to follow the programs because of the heavy Arabic influence but they are still interested in the programs and in learning English,” she says.

The *Learning Village* programs are not only beneficial to the pupils but have also benefited teacher Elizabeth. She says her teaching skills have improved since she started teaching the radio program adding that she now enjoys her work more than before.

“My pedagogical skills- have enormously improved as I teach English, Maths and literacy within 30 minutes - counting using fingers and sticks besides being instructed by the radio teacher,” said teacher Elizabeth.

Elizabeth used to teach in Arabic only but later switched to English after gaining interest in the language. She says English is an important language and will probably be used as a medium of instruction in a few years to come. She goes ahead to encourage people who do not know English to learn it.

“As a teacher, I got interested in learning English because it’s a very important subject to me and I think it will be a medium of instruction in the long term if Southern Sudan gets her independence by 2011. Compared with Arabic, I find that English is a very easy language to learn if one puts enough efforts,” she said.

Teacher Elizabeth always goes out of her way to tell other teachers about IRI and how to teach the *Learning Village* programs. She also encourages other IRI teachers in her school to implement the program. Teacher Elizabeth is pleased when her pupils’ performances improve and that encourages her to continue implementing the program, as she wants a better future for her pupils.

“I am very happy teaching the IRI lessons because some of the pupils will one day remember me as their former teacher when they are grown up with better jobs,” she said.

IRI programs are changing the lives of teachers, pupils and learners all over South Sudan. Elizabeth and her pupils are a good example of those whose lives have become better because of using IRI programs. This is evidenced by improved performances in Mathematics, English and Communications skills.

ATTACHMENT 1: TARGETS FOR FY2010-2012

1. Number of administrators and officials trained

FY2010

The target of 150 officials was exceeded by 40 (26%) as the State and County education officials requested that more officials be trained than planned and there were also a number of newly appointed officials.

FY2011

The target of 200 officials for FY2011 should be sufficient to allow for the planned expansion to new counties and train new officials who have been appointed in existing counties. It is estimated that between 10 and 20 new officials will need to be trained in each of the existing states, while 15 to 20 officials will need to be trained in each new state or area, Warrap, Jonglei, Abyei and Kurmuk.

FY2012

The target for 2012 should be 100, as there will be no new states and only consolidation in the existing states. It is estimated that a maximum of 10 officials per state will need to be trained to replace those who have been transferred.

2. Number of learners enrolled in USG-supported schools

FY2010

Although the target of 130,000 learners was not reached, the number of learners increased by 19% over the number enrolled in 2009, and the program reached 505 schools, an increase from the 312 reached in FY2009. Factors which prevented the project from reaching the FY2010 target were:

- The project was unable to recruit outreach staff for Jonglei, Warrap, Abyei, Southern Blue Nile, and the Outreach Coordinator for Aweil was only appointed in August 2010.
- The number of learners in Southern Kordofan was limited by transmission problems from Voice of Community radio station in Kauda
- Some schools, notably in Maridi County, were unable to listen to the programs because Radio Miraya was no longer broadcasting them.
- In the new schools, the program was introduced in P1 and P2 only, as it is more difficult for the teachers to use the programs in P3 and P4 with learners who have not used them before.

FY2011

It is proposed that the target for FY2011 be reduced to 150,000 from 200,000, based on the difficulties experienced in FY2010 in finding new staff to expand to new states. The target of 150,000 allows for expansion to 17 new counties and is based on the assumption that it will still be possible to operate in Abyei, South Kordofan and Southern Blue Nile after the referendum. This figure was calculated from the actual numbers achieved for each state in 2009 and 2010.

FY2012

It is proposed that the target for 2012 be changed to 200,000 from 270,000. The project ends in June 2012, so the assumption is made that it will be possible to collect the data on schools before the end of April 2012,

3. Number of adult learners

FY2010

The figures above indicate an increase of 23.7% in the number of adult learners enrolled in registered groups from 2009. The target for learners in registered groups in FY2010 was 9,000 so the number reached has exceeded the target by just under 10%. The total target for 2010 also included the number of independent listeners. These figures will be available in the next quarter when the listenership survey has been completed. The last listenership survey was conducted in 2008 and does not give a reliable estimate since the project has expanded to new states and counties, and new radio stations have agreed to broadcast SSIRI programs.

FY2011

The FY2011 target for adult learners in registered groups is 10,000, as no large expansion is expected in the number of Accelerated Learning Program groups. The target for the number of independent listeners in FY2011 is 350,000.

FY2012

The targets for FY2012 will be the same, as there will be no expansion to new radio stations.

4. Number of teachers/educators trained with USG support

FY2010

The target of 1,125 was exceeded by 28% as the Ministry of Education transferred or “downsized” IRI-trained teachers, necessitating the training of their replacements.

FY2011

The target for FY2011 allows for the training of teachers in the new counties and replacements for those transferred. It is estimated that 1000 teachers will be trained for new schools, while approximately 663 will be trained to replace teachers who have been transferred.

FY2012

The target for FY2012 is 972, as it is not planned to expand to any additional counties. This number will allow for the training of replacement teachers in schools already registered.

5. Number of textbooks and other teaching materials

FY2010

The target was exceeded by 17% because of the increase in the number of teachers trained and the need to replace radios and MP3 players which had stopped working.

FY2011

The target for FY2011 must be increased to 5,000. 3,000 new Teacher’s Guides with instructions for the new practice lessons will be issued to replace the old ones in P1 to P3. 1,000 radios will be issued to new teachers. The remaining 1,000 items allows for the

replacement of radios that have stopped working and the distribution of audio devices to schools which cannot receive the radio signals.

FY2012

The target for 2012 will be 2,000. This figure allows for the provision of teacher's guides to new teachers and the replacement of radios that have broken.

ATTACHMENT 2: STATE REVIEW OF 2010, PLANNING for 2011

Objectives of the meeting:

During the meeting, the participants will:

1. Review 2010 implementation of SSIRI plans for 2010 in each county and payam and identify gaps
2. Develop an implementation plan for 2011 academic year
 - a. Identify new schools/centres in each payam to expand to in 2011 (consider FM coverage)
 - b. Develop a plan for including SSIRI training in pre and in-service teacher training programs conducted in TTIs and CECs
 - c. Review 2010 broadcast schedule and plan for 2011 broadcast schedule
 - d. Identify training needs for education officials, TTI/CEC tutors and teachers for 2011
3. Review roles and responsibilities of state, county and payam officials, EDC and other development partners to implement SSIRI
4. Review the Letter of Agreement or Memorandum of Understanding between the State and EDC

Meeting Outcomes

1. A State work plan that includes details of new counties, payams and schools for 2011
2. A detailed county training and implementation plan for SSIRI in 2011
3. A draft Letter of Agreement or MOU

Participants

1. State Ministry of Education
 - D/G
 - Directors – AES, Basic/Primary Education, Secondary, Quality Promotion/Teacher Training, Development Partners
 - TAP Advisor
2. County Education Office (all counties where SSIRI is being implemented as well as new counties being targeted for 2010)
 - County Education Directors
 - County Education Inspectors and Officers (Primary and AES) and / or
 - SSIRI focal person at the County
3. Payam Education Office (at least from county where meeting is being held)
 - Payam AES and Primary Inspectors, and / or
 - SSIRI focal person at the Payams
4. EDC: OA, OCs, M & E Specialist, M & E Officer, COP, STA
5. Development partners (current partners could be involved in some sessions)

Draft agenda

(The Draft Agenda indicates areas that must be covered to achieve the objectives of the meeting. States may add additional sessions if they are necessary)

DAY 1 - STATE – SSIRI Review and Planning Meeting

Time	Session	Content	Activity	Facilitator
9:00 – 9.15	Welcome and introduction to the workshop	<ul style="list-style-type: none"> Welcome from AES Director Welcome from SSIRI OA Introduction of participants 	Plenary	AES Director
9.15 – 9.30	Overview of the meeting and expectations from participants	<ul style="list-style-type: none"> Objectives of the meeting Overview of the agenda Expectations of participants Share meeting objectives and overview of the 2 days Facilitators highlight some expectations they have of the participants 	<ul style="list-style-type: none"> Plenary 	OA
9:30 – 10:00	EDC report on the implementation of SSIRI in the State and Southern Sudan	<ul style="list-style-type: none"> Overview of SSIRI programs in Southern Sudan (locations, programs, statistics, successes, challenges) Overview of P2 <i>Learning Village</i> Evaluation report Plans and targets for 2011 	<ul style="list-style-type: none"> Plenary 	OA
10.00 – 10.30	Review implementation of SSIRI in the State (Counties and Payams share reports)	<ul style="list-style-type: none"> State AES Director presents a report on SSIRI 	Plenary	State AES Director
10.30 – 11.00	T E A B R E A K			
11.00 – 01.00	Review implementation of SSIRI in counties and payams	<ul style="list-style-type: none"> County Directors present status reports: <ul style="list-style-type: none"> share achievements, challenges, reflections on strategies for successful implementation and way forward. Assess level of participation by Education Officials, teachers and community Workshop identifies successes and challenges 	Plenary	County Directors
01.00 – 02.00	L U N C H B R E A K			
02.00 – 03:00	Gap analysis	<ul style="list-style-type: none"> Based on county presentations, identify lessons learnt and successful solutions Summarize good implementation practices at State, County and Payam levels 	Group work	EDC

Time	Session	Content	Activity	Facilitator
03.00 – 04.00	Planning for 2011	<p>Prepare County level SSIRI implementation plan for 2011 academic year (introduce planning format). The following issues should be considered in planning for 2011:</p> <ul style="list-style-type: none"> ▪ How accessible are the schools and centres to county and payam supervisors and EDC for support and monitoring ▪ Will any TTI (pre-service) open in the State and will any CEC (in-service) open in any county? ▪ Is there an FM radio stations and will the broadcast reach schools and centres? ▪ Did the broadcast schedule fit in with the school timetable? Does it need to be adjusted? Can the station make this adjustment? ▪ What was learned from the previous year that could assist in the implementation this year? ▪ What technical support and resources are available from EDC? ▪ What other dev partners are engaged in primary, AES and teacher training activities and could be requested to support SSIRI implementation especially to monitor schools and centres? ▪ Are areas secure? 	Members divided into counties, come up with SSIRI plan for 2011	EDC
04.00 – 04.30	EVENING TEA			
4.30 – 5.00	Planning for 2011 (cont)	<ul style="list-style-type: none"> ▪ As above 	As above	EDC

DAY 2 - STATES – SSIRI Review and Planning Meeting

Time	Session	Content	Activity	Facilitator
09.00 – 10.30	Review of plans for 2011	Groups report back on plans for 2011	Plenary discussion of reports	AES Director
10.30 – 11.00	MORNING T E A B R E A K			
11.00 – 12.45	Reviewing the MOU	The draft MOU or Letter of Agreement is read out clause by clause and agreement is reached about any necessary changes	Plenary	EDC
12.45 – 01.00	Evaluation	Workshop evaluation	Pair work: <ul style="list-style-type: none"> ▪ Which part of meeting was useful to you professionally? ▪ What part of the meeting was not useful to you professionally? ▪ What objectives were not met? ▪ What questions or issues do you want to know more about? 	Education official
01.00	Closure	Closing remarks from EDC and AES Director	Plenary	
01.00 – 02.00	L U N C H B R E A K			