

USAID Sudan
Southern Sudan Interactive Radio Project
ANNUAL PROGRESS REPORT
October 2009- September 2010
FY2010 Quarter 4
OCTOBER 31

**Southern Sudan Interactive Radio Project
FY 2010 ANNUAL PROGRESS REPORT
(1 October 2009-30 SEPTEMBER 2010)**



This publication was prepared for the United States Agency for International Development. It was prepared by Education Development Center.

TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS	3
1. EXECUTIVE SUMMARY	4
1.1 Qualitative Impact.....	4
1.2 Quantitative Impact	4
1.3 Project administration.....	5
2. PROGRAM PROGRESS AND KEY ACHIEVEMENTS (QUALITATIVE IMPACT)	6
2.1 Program development.....	6
2.2 Program coverage.....	6
2.3 Training of teachers and facilitators	7
2.4 Building the capacity of Ministry of Education officials.....	10
2.5 Provision of quality sound in the classroom.....	10
2.6 IT training and video at TTIs and Juba Day Secondary School.....	12
2.7 Communications.....	13
3. PROGRAM PROGRESS (QUANTITATIVE IMPACT)	14
4. MONITORING AND EVALUATION	19
4.1 Primary 2 Learning Village summative evaluation	19
4.2 Primary 4 Learning Village summative evaluation	19
4.3 Validation of IRI school data and data quality checks.....	20
4.4 Analysis of School Monitoring Data	20
4.5 Qualitative Assessment of RABEA for Beginners Program.....	21
5. NEXT YEAR’S WORK PLAN	22
6. PROJECT ADMINISTRATION	24
6.1 Constraints and Critical Issues.....	24
6.2 Personnel	25
6.3 Contract Modifications and Amendments	25
7. LIST OF DELIVERABLES	26
ANNEX 1: SUCCESS STORIES	27
CLEMENTINA USING IRI WITH HER CLASS 1	27
ANNEX 2: SCHEDULE OF EVENTS	31
ANNEX 3: LIST OF RADIO STATIONS	32
ANNEX 4: SUMMARY OF SCHOOL MONITORING DATA	33

ACRONYMS AND ABBREVIATIONS

AES	Alternative Education Systems
CEC	County Education Center
COP	Chief of Party
DCOP	Deputy Chief of Party
EDC	Education Development Center
FY	Financial Year
GoSS	Government of Southern Sudan
HEAR	Health, Education and Reconciliation Project
ICT	Information and Communication Technology
IRI	Interactive Radio Instruction
IT	Information technology
M&E	Monitoring and Evaluation
MoE	Ministry of Education, Science and Technology
MP3	MPEG-1 Audio Player 3
P1	Primary 1 (Grade 1)
P2	Primary Two (Grade 2)
P3	Primary Three (Grade 3)
P4	Primary Four (Grade 4)
PMP	Performance Monitoring Plan
PS101	Professional Studies 101
<i>Rabea</i>	Radio-Based Education for All
SSIRI	Southern Sudan Interactive Radio Instruction
Terbia	Teaching English through Radio-Based Education for All
TTI	Teacher Training Institute
USAID	United States Agency for International Development

1. EXECUTIVE SUMMARY

1.1 *Qualitative Impact*

The development and production of the radio programs was completed and the studio in Nairobi was closed. The complete version of *Learning Village P4* was broadcast this year and the Teacher's Guide edited and distributed. *Rabea Intermediate* and the additional practice lessons for P1 to P3 were developed and produced and will be broadcast in 2011.

SSIRI programs were extended to nine additional counties and the education officials, teachers and facilitators trained. New training manuals were developed for training teachers, facilitators and education officials. Training workshops were held in all counties using the new training manuals.

Ministry of Education officials have been fully involved in the program. Review and planning workshops were held in the first quarter of the year to produce plans for each state. MoE officials facilitated the training workshops with SSIRI staff and visited schools to monitor classes. Motorcycles have been provided for county education officials and bicycles for payam officials to use to monitor the program in schools.

Agreements were signed with eight additional radio stations to broadcast SSIRI programs. EDC's FM station in Juba started broadcasting the programs in July. Coby and Saber MP3 players were purchased for schools which could not receive the signal from the radio stations. Distribution of the Saber players to schools was delayed by several months as the vendor, the sole supplier, failed to supply them on time.

EDC has continued to provide support for IT training at Maridi and Arapi TTIs and at Juba Day Secondary School. Maridi TTI closed in April and did not reopen. Malakal TTI never opened so the VSAT and computers have been set up in the State MoE building for use by officials and TTI tutors.

1.2 *Quantitative Impact*

EDC exceeded all PMP targets for FY 2010 except one. The table on the next page shows the targets and the percentage by which the target was exceeded or missed. The targets for FY2011 and FY2012 marked with an asterisk will have to be adjusted in the light of the actual numbers achieved in FY2010.

PMP Indicator	Targets FY 2010	Actual FY2010	% over or under target	Targets FY2011	Targets FY2012
Learners enrolled in USG-supported schools	130,000	99,534	23% under	*200,000	*270,000
Teachers and other facilitators trained	1,125	1,450	28% over	1,663	2,617
Education administrators trained	150	190	26% over	200	2012
Adult learners enrolled in adult groups ¹	9,000	9,885	9.8% over	360,000	400,000
Materials distributed including teachers' guides, radios and other digital devices	2,530	2,939	17% over	*1,276	*1,908

1.3 Project administration

During the year, the functions of the office in Nairobi were transferred to Juba. The scriptwriters, producers and finance and admin staff were let go at the end of their contracts, and the furniture and equipment was transported to Juba.

¹ The targets for 2011 and 2012 include individual listeners not enrolled in an adult learning group. A listenership survey to be conducted in FY2011 will enable the figures for individual adults benefiting from the programs to be included.

2. PROGRAM PROGRESS AND KEY ACHIEVEMENTS (QUALITATIVE IMPACT)

2.1 Program development

In the first quarter of the year, EDC completed the formative evaluation and editing of the remaining lessons of the P4 *Learning Village* series. The draft of the Teacher's Guide which was circulated in 2009 was edited and printed, and has been distributed to all states.

Additional *Learning Village* practice lessons were developed and produced for the first three grade levels so that each grade has 120 lessons. One practice lesson is designed for every five lessons to reinforce the contents of the initial 100 lessons produced for every grade and to provide more practice in the songs. The new lessons will be broadcast in the 2011 school year and new Teacher's Guides will be distributed.

EDC also completed the development and production of the 60 English lessons for *Rabea Intermediate*. The Facilitator's Guide will be completed in the first quarter of 2011. *Rabea Intermediate* completes the RABEA series, with 120 lessons in the Beginners series, 60 in the Intermediate and 60 in the Advanced. The Beginners and the Intermediate levels are designed to be used in adult learning groups.

2.2 Program coverage

SSIRI programs are operational in 22 counties in seven of the ten states of South Sudan and one of the three areas: Western, Central and Eastern Equatoria, Upper Nile, Western Bahr el Ghazal, Lakes and Unity, and Southern Kordofan. Additional counties reached in these states are shown in the table below.

States	Existing counties	Expansion FY2010
Western Equatoria	Yambio, Nzara, Maridi, Mundri West	Ibba
Central Equatoria	Juba, Yei, Kajokeji	Lainya, Morobo
Eastern Equatoria	Torit, Magwi	Kapoeta East, Nimule
Western Bahr el Ghazal	Wau, Jur River	Raga
Upper Nile	Malakal	Fashoda
Lakes	-	Rumbek East, Rumbek Central
Unity	-	Rubkona (Bentiu)

Difficulties in identifying suitably qualified staff in Northern Bahr el Ghazal, Warrap and Jonglei states delayed the implementation of the program. An Outreach Coordinator for Aweil was finally appointed in August and the education officials and teachers will be trained and broadcasts start in the first quarter of FY2011. In Jonglei, the FM radio station in Bor is broadcasting *Rabea Advanced*, which is designed to be used by individuals to improve their English, until a suitable candidate can be appointed as Outreach Coordinator and the other programs can be implemented.

Initial discussions were held with the State Ministry of Education in Warrap and some facilitators have been trained for the *Rabea* program. It is planned to introduce the program to Warrap state in FY2011.

The total number of schools reached increased to 505 from 312 in 2009, and there was a 19% increase in the number of learners reached by the *Learning Village* series to 99,534. The number of adults using the *Rabea Beginners* series in adult learning groups increased by 23% to 9,885. The decision was made this year to introduce *Learning Village* in new schools in P1 and P2 only, as it is more difficult for teachers and learners to use the programs effectively if they have not started with the basic lessons in P1 and P2. This decision has reduced the number of learners reached in new schools.

2.3 Training of teachers and facilitators

SSIRI conducts three different training workshops. There is a four-day workshop for education officials who are new to SSIRI programs, which introduces them to the programs and trains them to train and supervise the teachers and facilitators. There is a four-day course for teachers and head teachers to train them to use *Learning Village* broadcasts in their classes. The third course is for facilitators of adult learning groups to train them to use *Rabea* programs in their groups. The training manuals for these three training courses were completed and finalized during the year and have been distributed to all the states.

Eight training workshops for education officials were conducted by SSIRI staff in Malakal, Lainya, Morobo, Rumbek, Wau, Rubkona, Heiban and Aweil. Officials in other states and counties were trained at the same time as the teachers and facilitators, but given special attention. A total of 190 officials were trained, exceeding the target by 26%. The extra officials trained was the result of state and county education offices insisting that more of their officials be trained to supervise the program and the need to train newly appointed officials.

A total of 1,450 teachers and facilitators were trained for *Learning Village* and *Rabea*, 28% over the target for the year. The Ministry conducted a downsizing exercise at the beginning of the year, removing teachers who were not qualified from the payroll. New teachers had to be trained to replace those who were “downsized”. Counties also

transferred teachers within the county and often moved an IRI-trained teacher to a non-IRI school.

Learning Village training workshops were conducted for student teachers at Arapi TTI and Yei TTI, so that the students can start using the IRI programs as soon as they are posted to schools.

Each training workshop lasts for four days, and includes extensive practical peer teaching using the radio lessons. After the workshops the outreach staff and Ministry of Education officials visit the schools and adult groups to provide monitoring and support. The Teacher's Guides and radios or MP3 players are distributed during the workshop or when the outreach staff visit the schools. The table below shows the counties where workshops were conducted during the year.

TRAINING WORKSHOPS FY2010		Number of workshops	
State	County	RABEA	Learning Village
CENTRAL EQUATORIA	Juba	1	2
	Kajokeji	2	3
	Lainya	1	1
	Morobo	1	3
	Yei	1	2
	TOTAL	6	11
EASTERN EQUATORIA	Kapoeta South	1	1
	Magwi	2	3
	Torit	0	2
	TOTAL	3	6
LAKES	Rumbek Central	0	1
	Rumbek East	0	2
	TOTAL	0	3
S KORDOFAN	Dalami	0	0
	Heiban	0	2
	TOTAL	0	2
UNITY STATE	Rubkona	1	2
	TOTAL	1	2
UPPER NILE	Malakal	1	1
	TOTAL	1	1
WESTERN EQUATORIA	lbba	0	1
	Maridi	0	1
	Mundri West	1	1
	Nzara	1	1
	Yambio	1	2
	TOTAL	3	6
WESTERN BAHR EL GHAZAL	Jur River	1	2
	Raja	0	1
	Wau	1	2
	TOTAL	2	5
WARRAP	Gogrial	1	0
	TOTAL	1	0

TRAINING WORKSHOPS FY2010		Number of workshops	
State	County	RABEA	Learning Village
	GRAND TOTAL	17	36

The teacher education audio programs, PS101, which were piloted in three counties in 2009, have not been used this year. It was planned to make them available to the County Education Centers as part of the Ministry's in-service training program. However, the in-service program was not launched until the end of the year, so the series of audio programs was not used. Following changes to the in-service curriculum, the audio programs do not match exactly the curriculum, with some programs supporting topics in semester two, while others deal with topics in semester one. The audio programs will still be made available to the CECs for use with the in-service program but it is also planned to use the programs as a short, basic in-service course in a number of areas for teachers who have not been enrolled in the four-year in-service program.

2.4 Building the capacity of Ministry of Education officials

In addition to conducting training workshops for Ministry of Education officials, SSIRI has concentrated on developing the capacity of the officials to manage the SSIRI programs. In the first quarter of the year, review and planning workshops were conducted in every state, at which officials from the counties and payams prepared a plan for the implementation of SSIRI programs in the state.

The training provided to Ministry officials has enabled the officials to take an active role in the facilitation of the training workshops for teachers and facilitators. The training workshops were planned with the officials, and they participated in the training by sharing the facilitation of the sessions with SSIRI staff. The teachers and facilitators to be trained were identified by the Ministry officials and the letters of invitation were sent out by the Ministry. In addition to facilitating sessions at the workshops, the Ministry officials supervised the disbursement of the allowances to teachers.

The project has tried to get Ministry officials to visit schools and monitor teachers, but in the past has been hampered by the Ministry's lack of transport at all levels. This year, therefore, the project targeted the provision of transport at GOSS, state, county and payam levels for the use of Ministry officials. This year five 4x4 vehicles, 22 motorcycles and 48 bicycles were purchased. One vehicle was handed over to the Alternative Education Systems department in the Ministry of Education to enable the headquarters staff to visit the states and monitor the programs. The other vehicles were given to the project's Outreach Advisors in Eastern, Central and Western Equatoria, and Western Bahr el Ghazal to enable them to take Ministry officials with them when they travel to the different counties within the state. The motorcycles were handed over to the AES officials in the County Education offices so that they could accompany the Outreach Coordinators when they visit schools, and conduct their own monitoring visits. The bicycles were bought for Payam supervisors and will enable them to supervise the programs in their payams.

Some states are only accessible by air from Juba, so the project has assisted AES officials from the Ministry of Education in Juba with air tickets so that they could accompany SSIRI staff visiting Wau, Aweil and Kauda to discuss the implementation of SSIRI programs.

2.5 Provision of quality sound in the classroom

EDC has reached agreements with eight more FM radio stations to broadcast *Learning Village* and *Rabea* programs in Juba (3), Magwi, Malakal, Rumbek, Bor and Bentiu, in addition to the eight stations already broadcasting the programs. The additional agreements have enabled the project to replace the broadcasts previously provided in many states by Miraya FM, the UN radio station which will no longer broadcast pre-recorded programs. The cessation of the broadcasts on Miraya FM has hindered the

implementation of the program in Maridi where the new FM station is not yet on air. The advantage of the state or county based broadcasting partners is that it gives an opportunity for outreach staff to work directly with state and county education officials to determine a broadcast schedule that meets the needs of most schools in the state or county. A full list of radio stations is given in Annex 3.

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

Sudan Radio Service, EDC's FM station in Juba, started broadcasting SSIRI programs in July. Broadcasting on 98.6 FM, SRS provides a strong signal to the whole of Juba county and even beyond. As a USAID-funded project, SRS is committed to providing airtime for the educational programs of SSIRI, thereby linking the Democracy and Government sector with the Education sector.

Figure 1: SRS studio broadcasting *Learning Village*

For areas that have no access to radio broadcasts, two types of audio player have been distributed, the Saber player and the Coby player. The Saber player comes with a rechargeable battery and the Coby has been fitted with rechargeable batteries, and schools have been supplied with solar panels to recharge the batteries. These players have been distributed to schools in Raja, Nimule, Mundri West, Maridi, Rumbek East, and outlying schools in other counties that cannot receive the radio signal.



Coby Portable MP3/CD Player

Serious delays were experienced in obtaining these players with the result that some teachers were trained but then had to wait two or three months before they received a

player which they could use in the classroom. The Saber players which were due to be delivered in March did not arrive until July, and another batch which was due in July had not been delivered by the end of the year. Delays were also experienced in the purchase of solar panels from a vendor in Juba.

2.6 IT training and video at TTIs and Juba Day Secondary School

An IT officer was posted to Maridi TTI in January 2010 and began providing instruction in Microsoft Office, the internet and email, and generally providing technical back-up to the computer center at the TTI and Curriculum Development Center. Support has been provided for the maintenance and fueling of the generator to provide power for the computer lab. The TTI was closed in April and did not open again as there were no funds to purchase food for the students. The IT officer continued to provide support to the tutors who remained on campus and also to SSIRI staff in Western Equatoria.

Arapi TTI has remained open throughout the year and the project has provided support for the maintenance of the generator. An IT officer has been identified and will start to implement the reviewed ICT syllabus with tutors and students. A technical expert was also sent to Arapi to inspect the solar power system and see what is required to renovate it.

The TTI in Malakal has not been renovated so it has been agreed with the State Ministry of Education to set up the computers with VSAT internet connection in a building next to the Ministry in Malakal, so that Ministry officials and TTI tutors can use the internet there until the TTI has been renovated.

ICT training was provided to teachers at Juba Day Secondary School in the last quarter of the year after security was improved. A number of computers were stolen from the computer center in the first quarter of the year. Although the center had been reinforced with steel grids on the doors and windows, the school was still considered insecure and there were several attempted break-ins. Eventually the project agreed to provide the services of a police guard during the night to patrol the school and especially the computer center.

A video training session was conducted in Juba for trainers who will implement EDC's video training efforts in the TTIs. Two participants from the Center for Curriculum Development in Maridi, two from Arapi TTI and one from Juba Day Secondary School participated in the training to write video scripts, practice video shooting and video editing techniques.

A major contribution to ICT education in Southern Sudan was made by the project through the review of the existing Ministry of Education syllabus for computer training in TTIs and Education Resource Centers. The SSIRI IT section brought together officials

from the Curriculum Development Center, MoE Directorate of Teacher Education, the TTIs and IT staff from the HEAR project to review the syllabus. The new syllabus covers training in using a computer, Microsoft Office, using the internet and using email. The project will work with the Ministry of Education to implement the final syllabus in 2011 in all TTIs and education centers.

2.7 Communications

In the final quarter of the year, the project published the first issue of a newsletter aimed at teachers and education officials. The newsletter, called '*SSIRI Focus*' will serve as a way of sharing information with the teachers that might motivate them to use the *Learning Village* and *Rabea* programs. The publication profiles teachers who model IRI best practices and learners who have benefited from the SSIRI programs. SSIRI will continue to publish this newsletter every quarter.

Outreach staff organized educational programs featuring learners, teachers and education officials talking about SSIRI programs on the local radio stations. The programs encouraged teachers to use the programs by showcasing the benefits of IRI through getting the beneficiaries to share their experiences on the radio. Members of the public have also been able to phone in to radio stations to ask questions of the panels.

3. PROGRAM PROGRESS (Quantitative Impact)

Performance on PMP Indicators on FY 2010 targets

INDICATOR TITLE: NUMBER OF ADMINISTRATORS AND OFFICIALS TRAINED																			
UNIT:		DISAGGREGATE BY: Location, event, date and gender																	
Number of administrators and officials	Geographic Location		Event/description						Date		W	M	Sub-total						
	Warrap		Training in use, management, monitoring of IRI and other technology based education programs						October 1, 2009-September 30, 2010		0	0	0						
	Central Equatorial State										8	39	47						
	Eastern Equatorial State										5	19	24						
	Southern Kordofan										3	11	14						
	Upper Nile State										4	6	10						
	Western Bahr el Ghazal										2	17	19						
	Western Equatorial State										9	12	21						
	Lakes State										2	8	10						
	Unity State										0	20	20						
	Northern Bahr el Ghazal										5	20	25						
											Totals		38	152	190				
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		Achieved		Target		Target		Target	
Gender:		W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Women (W), Men (M)																			
Project-level		0	0	38	152	0	0	11	48	12	45	15	59	25	125	32	168	150	598
Warrap		0	0	0	0	0	0	0	0	0	0	0	0						
Central Equatorial State		0	0	8	39	0	0	5	29	1	0	2	10						
Eastern Equatorial State		0	0	5	19	0	0	2	11	3	7	0	1						
Southern Kordofan		0	0	3	11	0	0	0	0	2	1	1	10						
Upper Nile State		0	0	4	6	0	0	0	0	0	0	4	6						
Western Bahr el Ghazal		0	0	2	17	0	0	0	0	2	16	0	1						
Western Equatorial State		0	0	9	12	0	0	2	1	4	1	3	10						
Lakes State		0	0	2	8	0	0	2	7	0	1	0	0						
Unity State		0	0	0	20	0	0	0	0	0	19	0	1						
Northern Bahr el Ghazal		0	0	5	20	0	0	0	0	0	0	5	20						

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. The target of 200 officials for FY2011 should be sufficient to allow for the planned expansion to new counties.

INDICATOR TITLE: NUMBER OF LEARNERS ENROLLED IN USG-SUPPORTED SCHOOLS OR EQUIVALENT NON-SCHOOL-BASED SETTINGS										
UNIT:	DISAGGREGATE BY: Location, event, date and gender									
Number of pupils	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, 2009-September 30, 2010			0	0	0
	Central Equatoria State							17634	17318	34952
	Eastern Equatoria State							7317	6233	13550
	Southern Kordofan							3888	2702	6590
	Upper Nile State							3684	4397	8081
	Western Bahr el Ghazal							9521	7015	16536
	Western Equatoria State							6590	6044	12634
	Lakes State							1660	1110	2770
	Unity State							2987	1434	4421
Totals								53281	46253	99534

Results:																			
Gender: Women (W), Men (M)	Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/09		Reporting Period 31/Mar/10		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	
Project-level	0	0	53281	46253								53281	46253	60,700	69,300	94,000	106,000	180,788	384,656
Warrap	0	0	0	0								0	0						
Central Equatoria State	0	0	17634	17318								17634	17318						
Eastern Equatoria State	0	0	7317	6233								7317	6233						
Southern Kordofan	0	0	3888	2702								3888	2702						
Upper Nile State	0	0	3684	4397								3684	4397						
Western Bahr el Ghazal	0	0	9521	7015								9521	7015						
Western Equatoria State	0	0	6590	6044								6590	6044						
Lakes State	0	0	1660	1110								1660	1110						
Unity State	0	0	2987	1434								2987	1434						

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 2009. 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.

It is proposed that the target for FY2011 be reduced to 150,000 based on expansion to 17 new counties and on the assumption that it will still be possible to operate in Abyei, South Kordofan and South Blue Nile after the referendum.

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, 2009-September 30, 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/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
Project-level	0	0	4913	4972							4913	4972	196,000	164,000	904,932	770,868
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				

The figures above indicate an increase of 23.7% in the number of adult learners enrolled in registered groups from 2009. The target for 2010 also includes 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 for FY2010 since the project has expanded to new states and counties, and new radio stations have agreed to broadcast SSIRI programs.

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	Oct 1, 2009-September 30, 2010	0	14	14
	Central Equatoria State			142	401	543
	Eastern Equatoria State			62	233	295
	Southern Kordofan			19	39	58
	Upper Nile State			15	43	58
	Western Bahr el Ghazal			32	128	160
	Western Equatoria State			20	115	135
	Lakes State			18	66	84
	Unity State			9	94	103
Totals				317	1133	1450

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	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Gender: Women (W), Men (M)																		
Project-level	0	0	317	1133	14	72	109	287	82	345	112	429	300	825	416	1,247	914	8,227
Warrap	0	0	0	14	0	14	0	0	0	0	0	0						
Central Equatoria State	0	0	142	401	14	58	62	179	5	37	61	127						
Eastern Equatoria State	0	0	62	233	0	0	19	76	17	64	26	93						
Southern Kordofan	0	0	19	39	0	0	7	15	12	24	0	0						
Upper Nile State	0	0	15	43	0	0	0	0	14	15	1	28						
Western Bahr el Ghazal	0	0	32	128	0	0	0	0	20	34	12	94						
Western Equatoria State	0	0	20	115	0	0	5	17	5	50	10	48						
Lakes State	0	0	18	66	0	0	16	0	2	66	0	0						
Unity State	0	0	9	94	0	0	0	0	7	55	2	39						

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. The target for FY2011 allows for the training of teachers in the new counties and replacements for those transferred.

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, 2009-September 30, 2010	14	14	28
	Central Equatoria State			586	593	1179
	Eastern Equatoria State			296	281	577
	Southern Kordofan			58	8	66
	Upper Nile State			65	77	142
	Western Bahr el Ghazal			161	138	299
	Western Equatoria State			140	132	272
	Lakes State			84	86	170
	Unity State			103	103	206
	Totals			1507	1432	2939

Results:

Gender: Women (W), Men (M)	Baseline		Cumulative for Fiscal Year		Reporting Period 31/Dec/09		Reporting Period 31/Mar/10		Reporting Period 30/Jun/10		Reporting Period 30/Sep/10		FY 2010 Target		FY 2011 Target		End of Project Target	
	Guides	Audio Devices	Achieved		Target		Target		Target									
			Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices	Guides	Audio Devices								
Project-level	0	0	1507	1432	86	86	426	416	446	437	549	493	2,530					
Warrap	0	0	14	14	14	14	0	0	0	0	0	0						
Central Equatoria State	0	0	586	593	72	72	270	271	48	54	196	196						
Eastern Equatoria State	0	0	296	281	0	0	96	108	81	90	119	83						
Southern Kordofan	0	0	58	8	0	0	22	0	36	8	0	0						
Upper Nile State	0	0	65	77	0	0	0	0	36	48	29	29						
Western Bahr el Ghazal	0	0	161	138	0	0	0	0	55	52	106	86						
Western Equatoria State	0	0	140	132	0	0	22	21	60	53	58	58						
Lakes State	0	0	84	86	0	0	16	16	68	70	0	0						
Unity State	0	0	103	103	0	0	0	0	62	62	41	41						

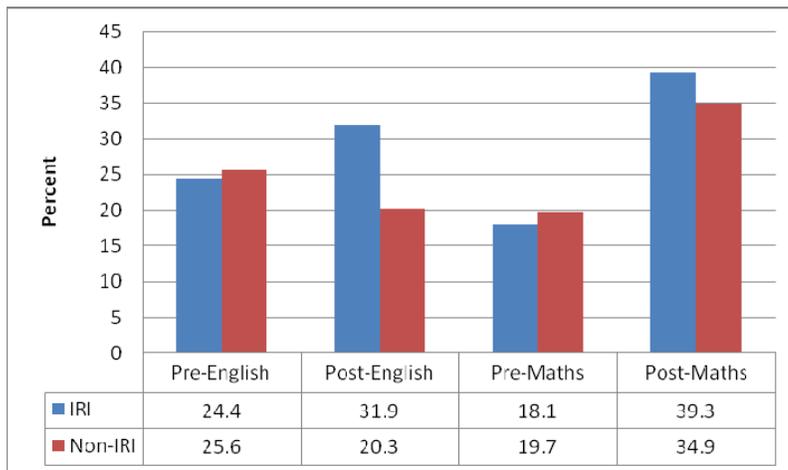
The target was exceeded by 17% because of the increase in the number of teachers trained and the need to replace radios and MP3 players which had stopped working. The target for FY2011 must be increased as 3,000 new Teacher's Guides with instructions for the new practice lessons will be issued to replace the old ones in P1 to P3. A target of 5,000 is proposed.

4. MONITORING AND EVALUATION

4.1 Primary 2 Learning Village summative evaluation

During the first quarter of the year, the project implemented the final (post-test) phase of the P2 summative evaluation. Results of the evaluation were published during the second quarter of the year. A total of 847 learners from 74 schools with pre- and post-test results were included in the final evaluation. 64% (542) of the learners who participated in the evaluation were from schools where the teachers use IRI, and the rest from schools where the teachers do not use IRI. The participating schools were selected from eight counties: Juba, Torit, Yambio, Nzara, Mundri, Maridi, Wau, and Jur River. Results from the evaluation indicate that primary two learners in classes where the teacher uses IRI showed higher learning gains in mathematics and English compared to classes where the teacher does not use IRI. The graph below summarizes the main finding of the evaluation. The detailed report has been sent as a separate document.

Learners in classes with IRI attained an average learning gain of 7.5% while those in non-IRI classes registered a 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 is statistically significant.



4.2 Primary 4 Learning Village summative evaluation

In the second quarter of the year SSIRI made preparations for and carried out the pretest phase of the primary four summative evaluation. Before the actual testing of learners, the project carried out a number of preliminary activities including a test development workshop (Juba, April 21-23, 2010) whose purpose 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 test items were piloted in two schools in Juba and suitable items selected for the final test papers. The project carried out the pre-testing of P4 learners from May 19 to June 8, 2010 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. Data entry and analysis of P4 pre-test scores has been carried out. The post-test will be conducted in November, 2010.

4.3 Validation of IRI school data and data quality checks

During the second quarter of the year, 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 year are still active. The staff also make 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 enrollment in all IRI classes through a physical count of the pupils present, a check of class registers or a discussion with class or head teachers.

The Project's M&E Specialist also carried out data quality checks in Wau and Juba to verify that the performance monitoring information obtained from SSIRI field offices is of reasonable quality. He assessed whether the M&E Officers and field staff: (a) had a good understanding of the PMP indicators and data collection forms used; (b) maintained the source documents well; and (c) consistently followed the data management guidelines put in place by the project.

From the assessment, it was clear that each of the M&E Officers in the field had instituted good systems to maintain SSIRI data source documents. This was an insightful exercise, which the project intends to expand to all the other states in the next financial year.

4.4 Analysis of School Monitoring Data

Part of the project activities includes routine visits to school and adult learning center and observations of IRI lessons by project staff and MoE officials. During quarter three, the project put in place a system to assist project staff at state level to analyze and make use of school monitoring and lesson observation data. Each of the staff in the field was required to complete a school monitoring and lesson observation form every time they visit a school or RABEA center, and submit the completed form to the M&E Officer for processing. The data collected is synthesized into a report to be reviewed by the State teams and used to improve practice in the primary schools or RABEA Centers.

At the end of the year, SSIRI analyzed *Learning Village* lesson monitoring and classroom observation data from selected project sites. The summary of the analysis is provided as an annex to this report. Some of the questions or issues explored in the analysis include: Were lessons conducted? What was the frequency of school visits? Performance of radios and quality of broadcast signal, compliance of IRI teachers to stipulated pre-, during, and post-broadcast activities.

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.

4.5 Qualitative Assessment of RABEA for Beginners Program

In the third and final quarters of the year the project made preparations for and carried out field activities related to the qualitative assessment of RABEA for Beginners radio-based program. The assessment exercise was designed to analyze the context in which the program is delivered, effects of the program on the learners and their communities, and pick out any lessons learned during the delivery of the program. A consultant was hired to manage this exercise, and has so far held 18 focus group discussions with groups of women, men, and special groups like demobilized soldiers who are or have previously benefited from the RABEA programs. The groups were selected from pastoralist communities, Arabic and non-Arabic pattern communities, urban as well as rural communities in Central, Eastern and Western Bahr el Ghazal States. Other data has been collected through key informant interviews and personal profiles to address the objectives of this assessment. The final report on this exercise is expected in the first quarter of the next financial year.

5. NEXT YEAR'S WORK PLAN

EDC will continue to emphasize the incorporation of SSIRI at all levels of MoE down to the school level. In the first quarter state review and planning meetings will be held in all states to review the implementation of SSIRI programs in the state and plan for activities during 2011. Officials from state, county and payam education offices will attend these meetings and will produce a plan for the state.

It is planned to expand or reintroduce SSIRI programs into thirteen additional counties in 2011: Tambura, Ezo, Terekeka, Aweil East, Nasir, Renk, Wulu, Leer, Gogrial/Kwajok, Pochalla, Omduram, Kurmuk and Abyei/Agok. In Nasir after the initial training of teachers and facilitators, the program will be managed by SNV. In the other counties outreach coordinators will be appointed.

The appointment of outreach coordinators for the counties where the program will be introduced, will be finalized in the first quarter and their briefing and training will be completed in January so that they can start conducting activities as soon as teachers and MoE officials become available after the referendum. The appointment of outreach coordinators planned for Kurmuk, Omduram and Abyei may have to wait for a decision on the future of these areas.

The new Teacher's Guides for *Learning Village* P1 to P3 and the Facilitator's Guide for *Rabea Intermediate* will be edited and prepared for printing in the first quarter of FY2011. Sufficient copies of the P1 to P3 Guides will be printed in the first quarter so that they can be distributed to replace the old versions. Copies of all the guides will also be printed in the first quarter so that they are ready when the school year starts in 2011.

Agreements will be signed with radio stations to broadcast the programs starting in February. There are sufficient radios in stock to supply all schools and adult groups with radios. MP3 players have been ordered and will be delivered in February. Training of new teachers will therefore start in February, when the MP3 players are available. Training of facilitators for *Rabea* will start in March.

One program on SSIRI and education will be produced by each radio station every quarter to educate the community on the value of education and the contribution made by the SSIRI programs. A newsletter featuring articles on successful teachers and learners and news about SSIRI will be published each quarter and distributed to MoE officials and teachers.

In the first quarter, the evaluation of the *Rabea Beginners* course will be completed and the report produced. The post-test for the P4 *Learning Village* evaluation will be conducted in November and the results analyzed. The report will be produced in the second quarter. The listenership survey will be conducted in the first quarter of the year and preliminary results should be ready by the end of the first quarter. The final report will be published in the second quarter.

The results of classroom monitoring will be analyzed each quarter and a brief report produced for the quarterly report.

Evaluations to be conducted in the remaining quarters of FY2011 will be decided in conjunction with USAID. Possible evaluations include a summative evaluation of the project, a pre-test/post-test evaluation of *Rabea* with a control group, a summative evaluation of digital devices, and an evaluation of the use of IT in the teacher training institutes.

6. PROJECT ADMINISTRATION

6.1 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 did not have access to a radio station were unable to use the program. However, when the players were distributed, schools started 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.

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 will 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. The replacement teachers will have to be trained in IRI. In Lainya County, implementation of the program was delayed as the Outreach Coordinator 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.

6.2 Personnel

During the first quarter of the year, the new COP took up his post in Juba and the Project Administrator moved to Juba, leaving a few staff in Nairobi to continue essential functions there. The scriptwriters in Nairobi completed their work by the end of the first quarter and were let go in December 2010. The production staff completed the production and editing of the *Rabea Intermediate* course in the final quarter of the year and the studio was vacated. All activities are now managed from Juba.

Major recruitment of outreach staff occurred during the year, with eleven Outreach Coordinators and four Outreach Advisors appointed. Two Outreach Coordinators were promoted to Outreach Advisors. A Senior Outreach Advisor and the Production Advisor were promoted to the position of Senior Technical Advisor to handle the work previously done by the DCOP who resigned in April 2010. The Finance Manager was promoted to Project Administrator and now manages all finance and administrative activities. The number of female staff increased from one to four during the year, and EDC is making a sustained effort to attract more female staff.

6.3 Contract Modifications and Amendments

EDC submitted a revised program description and budget in January 2010, which was approved in February. The changes included the move of the project office from Nairobi to Juba, changes in the COP and other staff, the expansion to new states, and assisting the MoE with in-service training. The proposals to train scriptwriters in Southern Sudan and develop an entry test for adult learners were dropped.

7. LIST OF DELIVERABLES

Printed materials

- Summative Evaluation: Primary 2 at the 'Learning Village' Final Report
- *Learning Village P4* Teacher's Guide
- Facilitators Manual RABEA Teacher Training Workshop
- Facilitators Manual Learning Village Teacher Training Workshop
- Facilitators Manual Orientation Planning and Training Workshop for MoE Officials

Audio programs

- Rabea Intermediate: 60 x 30 minute IRI lessons
- Learning Village P4: 120 x 30 minute IRI lessons
- Learning Village P1: 20 x 30 minute practice IRI lessons
- Learning Village P1: 20 x 30 minute practice IRI lessons
- Learning Village P1: 20 x 30 minute practice IRI lesson

ANNEX 1: SUCCESS STORIES

I make children learn by doing things - Teacher Clementina

By Charlton Doki

Every Monday to Friday she gets up early, prepares breakfast for her family and leaves for work. She ensures that she gets to school before 9:00 a.m. - when the Primary One *Learning Village* series is broadcast. She ensures that she powers the radio and gathers the required teaching materials before the IRI lesson comes on air.

Whenever she realizes that she may be late for the lesson, she takes a bodaboda (motor bike taxi) to get to the school in time for her first lesson. This is expensive but, because she loves teaching IRI, she always ensures that she gets to the class using all possible means.

This dedicated, energetic and fun-loving woman is Clementina Kiden Arkanjelo, who teaches at Bulluk A 1 primary school in Juba. Clementina has been teaching in the school for the last one year. She was transferred from Sadaka Primary school where she was the Learning Village teacher for Primary Two.

While in Sadaka Primary School she was teaching a SSIRI model class. So naturally when she was transferred to her new school, it was easy for her to start using the *Learning Village* program in Primary One. "It was not a new thing to me," she says. "In total I have been teaching IRI for four years now since 2007," she adds.

"I like teaching the *Learning Village* because children are more attentive in the IRI lessons than in other lessons. They are more attentive because they are hearing straight from the radio," says Clementina.



Clementina using IRI with her class 1

In addition, Clementina says, "The radio attracts the pupils' attention and so I find it easier to control and manage the class rather than when teaching other non-IRI classes."

She says that IRI is a good method of teaching that should be encouraged in all schools. "... because children participate in the action in the radio class more than in other lessons. They participate by playing, dancing and singing."

As a teacher Clementina thinks she has benefited from IRI because it has, as she puts it, modernized her teaching. She thinks she is now a better teacher than before she received training on how to implement radio lessons.

In her new class, she really enjoys teaching the *Learning Village* because, “I make children learn by doing things. I notice that the children usually remember what they have learnt in the Learning Village.”

However, there are a few challenges that Clementina encounters while teaching the learning Village. One of the challenges is that the class is crowded. “I have 118 pupils in the class. This requires at least two radios to be used in the lesson.”

Also, the children are so young. Some are not attentive. And controlling the class is difficult.

Sometimes the radio broadcast is not clear and on such days her “teaching is not up to date.” Clementina’s advice to the SSIRI project is to “talk to the radio stations to improve the quality of the broadcasts.”

Clementina sometimes sits down with fellow IRI teachers in the school to talk about their experiences in using the *Learning Village* program. Clementina urges IRI teachers to be active so that they can catch up with the radio instructions. “They need to be attentive and active to catch up with the radio teacher,” she says.

The energetic and hardworking teachers would like to “visit other schools implementing IRI, to see how other teachers are teaching these radio lessons.”

If there are training workshops in future, Clementina would like to participate so she can continue to improve her skills not only in teaching IRI but also other lessons. “I think all IRI teachers should continue to be trained and retrained so as to reinforce the skills they have already acquired,” she concludes.

IRI training has made me a better teacher – Michael Madier

Many teachers who are teaching the Southern Sudan Interactive Radio Instruction (SSIRI) radio programs, have discovered that Interactive Radio Instruction (IRI) is the key to quality education. Michael Madier Kuol is one of the teachers who believe that his teaching skills have improved tremendously following his consistent use of the *Rabea* and the *Learning Village* programs.

Michael Madier participated in the SSIRI training on IRI methodology and has continued teaching the *Learning Village* in Lomuku Primary School. In the afternoons he switches to the *Rabea* group and facilitates the radio program. He beams with excitement as he talks about his new teaching skills; “The SSIRI training improved my skills as a teacher. Today I am able to teach freely without fear. I learned the skills from the training SSIRI conducted in Yei in 2008. I can now interact freely with my learners. I ask them questions and they respond by giving answers. The radio lesson is an integrated kind of lesson, which brings in all the necessary things needed in learning. It is an interesting kind of lesson because all the learners can participate very actively.”

Michael echoes the sentiments of many dedicated teachers across Southern Sudan who have participated in the SSIRI training and have continued to use the program in their classes. He feels that his classes are also benefiting from his new skills as he now involves them in pair and group activities, games, songs, chain drills and this has made learning not only easier but also interesting.

“Everything I learned from the training has been very useful to me. I am now able to involve all my learners in the lesson. I can choose a boy or a girl to answer a question; I can choose a learner from the front, the back, middle, left or right side of the class to answer questions during the lesson. That encourages all the learners to keep alert throughout the lesson and I have realized that they are learning better.”

Michael reveals that he now enjoys his work even more as the radio and Teacher’s Guide have simplified his work. “The radio lesson reduces the work load on the teacher. The Teacher’s Guide is simple to use and it takes shorter time for me to prepare for my lessons. Besides, the instructions from the radio also give me guidance as I teach. I am no longer a sole teacher of my class. The radio teacher co-teaches with me and I only act as a facilitator who only guides the learners to respond appropriately to the questions and activities”.

Before taking part in the IRI training, Michael confesses that he would only concentrate his attention on those learners who always put up their hands to answer a question. He says that teaching pair activities has helped him to identify slow and shy learners in his class and he is able to involve them more in the lessons. Michael adds that he has learned new things like HIV/Aids, returnees and other topics which are beneficial to the learners.

“I have also learnt about landmine awareness. We do not have a special text book that has information on mines but

this is all covered in the radio lessons. I have learned much about returnees. Who are the returnees? How they are supposed to be treated in the communities? What is to be done to make them settle in society? How can they be integrated into the communities where they are staying? I have shared the experience from these radio lessons with colleagues and learners in the class and they contributed freely. Some of them are resettled returnees. They are being taken care of by their relatives and the government. It feels good to share this information with others,” Michael says.

He adds that he has now become a more active teacher because of the training on IRI methodology. “You know during the radio lessons one has to be active so that he engages the learners. The radio lessons have helped me very much in that area. The radio is like a tutor, telling me ‘teacher do this’, ‘teacher do that’. I think that the radio lesson directs me to do the right thing.”

ANNEX 2: SCHEDULE OF EVENTS

Date	Activity
2010	
October	Start editing and layout of Guides for <i>Rabea Intermediate</i> and <i>Learning Village</i> P1 to P3
October-November	Evaluation of <i>Rabea Beginners</i>
October– November	State review and planning meetings
November	Listenership survey
November	P4 <i>Learning Village</i> evaluation post-test
November-December	Printing Teacher’s Guides
December-January	Sign agreements with radio stations to broadcast programs in 2011
December	Appoint outreach coordinators for new counties
2011	
January	REFERENDUM
January-February	Complete and disseminate reports on Listenership survey, <i>Rabea Beginners</i> evaluation, P4 <i>Learning Village</i> evaluation
February	Training of teachers for <i>Learning Village</i> and <i>Rabea</i>
February	Begin broadcast of P1-P4 and English programs
February	Distribute teachers guides, radios and audio players
February	Training of teachers, facilitators and education officials
February	Begin broadcast of <i>Rabea Intermediate</i> , as well as <i>Rabea for Beginners</i> and <i>Rabea Advanced</i>

ANNEX 3: LIST OF RADIO STATIONS

Name		Frequency	Town	Counties covered	Programs aired
1.	Bakhita Radio	91.0 FM	Juba	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 Kajokeji	92.0 FM	Kajokeji	Kajokeji	All LV Programs and RABEA B1, B2 and Advanced
5.	Grace FM	95.1 FM	Kajokeji	Kajokeji, Nimule	RABEA B1, B2, and Advanced
6.	Spirit FM	99.9 FM	Yei	Yei, Lainya and Morobo counties	LV Programs and RABEA B1, B2 and Advanced
7.	Voice of Eastern Equatoria	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 (Sout al Mohaba)FM	93.6 FM	Malakal	Malakal, Fashoda and Kadok counties	LV P1, P2 and RABEA Advanced
10.	Good News FM	89.0 FM	Rumbek	Rumbek Central, East and West Counties	LV P1 and P2 RABEA B1, B2 and 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 FM	Yambio	Yambio, Nzara, Tombura, Mundri West and Maridi counties	All LV Programs and RABEA B1, B2 and Advanced
15.	Voice Of The Community	88.0 FM	Kauda	Haiban, Delling	All LV Programs and RABEA B1, B2 and Advanced
16.	Naath FM	88.0 FM	Leer	Leer County	RABEA Advanced
17.	Radio Nhomlau		Aweil	Aweil Central, East and West	RABEA B1, B2 and Advanced
18.	Kurmuk		Kurmuk	Kurmuk	LV P1, P2, P3, P4, RABEA B1, B2 and Advanced

ANNEX 4: Summary of School Monitoring Data

At the end of the year, SSIRI analyzed *Learning Village* lesson monitoring and classroom observation data from a sample of 400 schools from selected project sites. The summary of the analysis provided below is a synthesis of data from lesson observations and school visits captured by SSIRI outreach staff during the year using the SSIRI lesson observation forms.

Was lesson conducted?

Analysis shows that all (N=400) class visits were made by either a SSIRI outreach staff or education official. 62% of the class visits had a *Learning Village* lesson on the day of the school visit. 38% 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 the IRI lesson was absent.

Frequency of school visits

On the day of the school visit, available IRI lesson records showed that 53% of the sampled schools (N=400) were being visited for the first time. 18% of the sampled schools had been visited at least once prior to the current visit. 3% 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 (248) was loud enough for all the learners to hear. Similarly, a substantial proportion (67%) of the classes where IRI was conducted had a clear radio signal. In 76% of classes where IRI was conducted, the radio battery ran for either 30 or more minutes. In 8% (32) of these classes the radio battery did not last through the entire 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 77% 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. Just over 80% checked the radios to ensure that they could function well through the entire broadcast of the IRI lesson, and 81% started their IRI lessons on time.

During broadcast activities of the teachers

Analysis shows that about two thirds (185) the teachers observed (248) **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 **always** helped some learners when they had difficulty in following instructions. Over three quarters (189) 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 (248) carried out the after-broadcast session of their respective IRI lessons. 52% of the teachers observed during the IRI after broadcast lesson always ensured that their learners sought clarification whenever something was not clear. 62% of 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.

USAID Sudan
Southern Sudan Interactive Radio Project
ANNUAL PROGRESS REPORT: ATTACHMENTS
October 2009- September 2010
FY2010 Quarter 4
OCTOBER 31

Southern Sudan Interactive Radio Project
FY 2010 ANNUAL PROGRESS REPORT: ATTACHMENTS
(1 October 2009-30 SEPTEMBER 2010)

Award No. 623-A-00-04-00054-00

Period Ending: September 30, 2010

Contents