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SOUTH SUDAN INTERACTIVE RADIO INSTRUCTION PERFORMANCE EVALUATION REPORT

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CONTENTS

ACRONYMS

AES	Alternative Education Systems (Directorate of the MoGEI)
ALP	Accelerated Learning Program (of the AES)
AME	Assessments, Monitoring, and Evaluation
CBO	Community-Based Organization
CES	Central Equatoria State
COP	Chief of Party
CPA	Comprehensive Peace Agreement
CSO	Civil Society Organization
DDR	Demobilization, Disarmament, and Reintegration
DO	Development Objective
EDC	Education Development Center
EES	Eastern Equatoria State
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
FY	Fiscal Year
GoSS	Government of Southern Sudan*(acronym no longer in use after South Sudan became a nation and then became known solely as RSS)*
ICT	Information and Communication Technology
IR	Intermediate Result
IRI	Interactive Radio Instruction
JRS	Jesuit Refugee Service
LOP	Life of Project
LV	Learning Village (SSIRI Interactive Radio Programs and Teacher's Guides)
MASTEC	Maridi SSIRI Teachers of English Club
MDTF	Multi-Donor Trust Fund
MoE	Ministry of Education *(acronym no longer in use; now known solely as MoGEI)*
MoGEI	Ministry of General Education and Instruction
MOU	Memorandum of Understanding
MP3	Moving Picture Experts Group Layer-3 Audio
MSI	Management Systems International
NGO	Non-Governmental Organization
OA	Outreach Advisor

OC	Outreach Coordinator
P1…P4	Primary 1, 2, 3, or 4
PMP	Performance Monitoring Plan
PS101	Professional Studies 101
RABEA	Radio-Based Education for All
RSS	Republic of South Sudan
SBEP	Sudan Basic Education Program
SMoE	State Ministry of Education
SO	Strategic Objective
SOW	Statement of Work
SRS	Sudan Radio Service
SSIRI	South Sudan Interactive Radio Instruction Project
SSP	South Sudanese Pound
SSTEP	South Sudan Teacher Education Program
SUPPORT	Services Under Program and Project Offices for Results Tracking
TAP	Technical Assistance Project
TERBIA	Teaching English through Radio-Based Instruction for All
TOT	Training of Trainers
TTI	Teacher Training Institute
USAID	United States Agency for International Development
VEE	Voice of Eastern Equatoria
VSAT	Very Small Aperture Terminals (used for data broadcasts)
WES	Western Equatoria State

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The authors would like to acknowledge the participation of many individuals in this evaluation. We note especially the assistance provided by staff from the South Sudan Ministry of General Education and Instruction (MoGEI) throughout the entirety of this evaluation. Poni Betty Eluzai, Senior Inspector for Interactive Radio Instruction and Abraham Maker Gol, Literacy Mobilizer from the Directorate of Alternative Education Systems participated in the design of data collection tools, accompanied the evaluators to all schools and evaluation sites, conducted interviews and observations, participated in the analysis of data, and provided valuable feedback during the drafting of this report. The intimate participation of ministry staff throughout the evaluation proved an extremely useful facet of the research, revealing details about the degree to which national MoGEI staff were aware of the state of the program, and the forms of communication between the central MoGEI staff and counterparts at the state and county levels. We would also like to highlight the significant participation of EDC staff, most notably Isaac Musoke, Monitoring and Evaluation Specialist, and Edward Kasran, Senior Outreach Advisor, who alternately represented EDC on all field visits. We also highlight the important contribution of Anyieth Ayuen, USAID Education Specialist, who traveled with the evaluation team and offered valuable perspective throughout the field work.

Although the possibility that research participants altered their responses to the evaluators' questions because of the presence of ministry, EDC and USAID staff, the evaluators determined that this phenomenon did not materialize. In fact, the participatory nature of the research design greatly enhanced the outcome, and benefited all parties involved. Finally, we would like to thank the great many state, county and payam staff of the MoGEI for making themselves available to the evaluators for what were sometimes very lengthy interviews. We specially acknowledge and thank senior MoGEI staff: Kuol Atem, Acting Director General of the Alternative Education Systems Directorate; Odur Nelson, Deputy Director of the Alternative Education System; Edward Kokole, Director of Teacher Education, and Gibson Brown, Director of Primary Education.

PROJECT SUMMARY

Project Name: South Sudan Interactive Radio Instruction (SSIRI) Project	
Implementing Partner: Education Development Center (EDC)	
Mechanism: Cooperative Agreement	**Agreement Officer's Technical Representative:** Anyieth Ayuen
Start Date: June 22, 2004	**Planned End Date:** June 21, 2012
Total SSIRI Estimated Cost: Through June 21, 2009, the total commitment was $15.85 million, including DCOF $2.86 million for expansion of *The Learning Village* in the Three Areas and$7.62 million for expansion of TERBIA/PS101 in The Three Areas. Subsequently, a 36-month extension of performance of the Cooperative Agreement to 06/2012 added $14.79 million for a total estimated cost of $30,175.524.	**Geographic Focus:** From 2004–2009 the focus was South Sudan with special focus on three urban areas, plus the Three Areas. Since 2009 the project has expanded to operate in all states, but as of the date of this evaluation operations have ceased in the Three Areas.

EXECUTIVE SUMMARY

A two-member team of US-based evaluation consultants arrived in Juba on October 10 and led a six-week participatory evaluation in six states of South Sudan, focused on Western, Central, and Eastern Equatoria, and Jonglei, Warrap, and Western Bahr el Ghazal. Project sites visited included Juba, Lainya, Yei, Maridi, Mundri, Torit, Bor, Wau, Jur River, and Kwajok. Accompanying the evaluators were representatives from the Ministry of General Education and Instruction (MoGEI), the United States Agency for International Development (USAID), and EDC. The evaluation is designed to respond to specific questions (see Table 1 below and Annex 3).

The broad objective of the evaluation is to assess the effectiveness of the SSIRI project as it approaches its planned end date in terms of (1) its impact on access to quality basic education and literacy in the South Sudan context, (2) EDC's progress in meeting deliverables, and (3) the quality of project outcomes data. It is also intended to (4) make recommendations for replicable components and follow-on interventions aligned with USAID and Republic of South Sudan (RSS) priorities.

The SSIRI project supports primary schools by providing audio for teachers and students and printed teacher's guides. To support formal education in primary schools, it has produced 480 Learning Village audio lessons that are distributed via radio and by digital audio player. It supports non-formal education via the Accelerated Learning Program (ALP) and serves out-of-school youth with 180 RABEA (Radio-Based Education for All) audio programs offering the primary school curriculum together with civics, health, and English-language content. It also supports informal learners via 60 RABEA audio programs that also provide civics, health, and conflict-sensitive messages. From 2006–2011, over 473,000 primary school students have been enrolled in Learning Village classes; over 55,000 ALP learners have been enrolled in RABEA classes; 7582 teachers have been trained to use SSIRI audio with their students; and 944 education officials and administrators have received training. Finally, the SSIRI project has created a short in-service course for teachers called PS101, and it has provided technology support to Teacher Training Institutes (TTI).

Close-Out, Alignment, and Relationships: While the MoGEI has at times expressed both appreciation for and criticism of SSIRI, as the culmination of the project emerges, the MoGEI has expressed a wish for SSIRI activities in schools and learning centers to continue. The reasons provided have centered more on a desire for continuity rather than any direct mention of effectiveness in learning outcomes. In the context of the new nation, the experience of a project ending is as yet unfamiliar. It must also be noted that SSIRI represents a large share of the activities of the MoGEI's Alternative Education Systems (AES) Department, and cessation represents a significant disruption; however, the project has not devised or shared a promising exit strategy with the MoGEI, though it has informed the MoGEI that time is running out. Neither party thinks preparations have been adequate to keep the project from being discontinued or severely faltering if handover occurs in June 2012.

Regarding future possibilities for SSIRI or any follow-on project that incorporates similar activities, SSIRI is well aligned with the USAID Transition Strategy for South Sudan(DO3 with links to DO1 and DO2); with the USAID Education Strategy (Goal3 with links to Goal1); and with the RSS's South Sudan

Education Sector Strategic Plan (Areas 1–4).[1]The EDC-SSIRI project has few institutional relationships other than with the MoGEI's AES Department at the central, state, and county levels. It also has contractual relationships with 21 radio stations to reach its audiences. The tone of these relationships is good.

Ownership and Staffing: SSIRI has a staff of 70, with over half of these staff members leading implementation of the project in 35 counties. The MoGEI staff positions most similar to SSIRI's are the SSIRI Senior Inspector (Juba), the State AES Director and Inspectors, the County AES Supervisors, and the Payam General Education Supervisors. The MoGEI's AES Directorate sees the project as its own and is firm in its belief that SSIRI project activities are essential to its mission and should continue. While much training has been done, SSIRI has not transferred enough responsibility to MoGEI personnel for the MoGEI to effectively take over by June 2012. The AES Directorate sees that its capacity to steward the project is limited. The elevation of AES to a Directorate has created 14 new positions that may possibly be used to fulfill SSIRI functions, such as those of SSIRI Outreach Advisors and Monitoring and Evaluation (M&E) Advisors.

SSIRI Classrooms / Training / Teaching / Learning Gains: The context of South Sudan education remains one of the most challenging anywhere. SSIRI Learning Village (LV) classrooms confront the same challenges as other classrooms in the country: large class sizes, lack of learning materials such as notebooks and pencils, language barriers on the part of both students and teachers, a lack of proper education and training for teachers, and an insufficient number teachers, among other challenges. Sixty percent of the classrooms observed were overcrowded with more than 75 students in a class, and a third of these met in semi-permanent shelters or under trees. The design of the Learning Village programs is very demanding in terms of its pace, as well as the level of English comprehension required for teachers to adequately follow it in the given classroom environments. Teachers who choose to augment their daily teaching load and use SSIRI's RABEA programs to teach out-of-school youth and adults are paid one salary, perhaps slightly augmented, yet they are expected to teach from early in the morning to late in the afternoon. For these and many other reasons, there has been a high degree of attrition of teachers trained in SSIRI programs.

There was no opportunity to observe SSIRI activities at about 20 percent of the sites that the evaluators visited. According to EDC school monitoring data, 40 percent of their own monitoring visits presented no opportunity to observe a LV or RABEA lesson. Consequently, the criteria and frameworks used to assess pupil, teacher, and project performance must be carefully considered. The quality of teaching observed in most Learning Village classrooms was mediocre to poor. However, it was observed in specific instances that SSIRI teacher practices are fundamentally different from most other teacher practices in South Sudan. Whereas the most common practices in conventional classes involve repeated choral response and copying from the board, SSIRI classrooms utilized songs, games, and stories, and SSIRI teachers called students to the board, paid attention to the front and back of the classrooms, and sought gender-balanced involvement of pupils. The use of audio as a learning technology has helped teachers to adopt new

[1]USAID has funded EDC to implement the South Sudan Teacher Education Program (SSTEP), which as of the date of the evaluation is slated to incorporate only a small portion of SSIRI activities, namely support to Teacher Training Institutes (TTIs) and limited use of some RABEA audio and print materials for use in school-based listening groups. There is as yet no commitment from SSTEP to in any way sustain SSIRI's two main programs, Learning Village and RABEA, for out-of-school youth and adults.

practices. Of those surveyed, 79 percent of head teachers, 89 percent of LV teachers and RABEA facilitators, and 75 percent of education officials say that SSIRI has improved the quality of teaching.

There is some evidence to support increased learning gains and higher promotion rates among LV students, though gains appear to be concentrated in certain counties and states. There is also broad consensus among teachers and head teachers, education officials, and parents that SSIRI has a positive impact on both primary school achievement and on attendance, even if they are often unable to substantiate these assertions with data. More research needs to be done to conclusively assert specific positive impacts on teaching and on pupils' learning. Given the current context of schooling conditions in South Sudan, it is not entirely reasonable to expect a noticeable positive differential in learning gains attributable to SSIRI, seeing as SSIRI is still a small part of a student's schooling experience.

Materials and Equipment: The teaching and learning materials are of good quality. However, when evaluating them in use it is clear that the design of the 30-minute audio programs creates serious difficulties for many teachers due to (1) the need for them to be able to understand procedural instructions in English, and (2) the short time allowed for many learning activities that require active pupil participation. It may be possible that editing and modest revision of the audio programs could remedy some major problems. The viability of such revision needs further assessment. Wind-up radios perform reasonably well when class sizes are smaller or when a number of radios are used simultaneously in a large class, but the future of classroom audio for South Sudan is in digital audio players with louder speakers that can serve 80–120 students in a classroom; however, the failure rate of the digital audio players acquired by EDC is too high to recommend shifting from radio at this time. Research and testing of MP3 players should continue.

Teacher Training Institutes (TTIs) have received valuable video, computer, and internet technology assistance and training from SSIRI, but problems have repeatedly arisen with internet connectivity due to power and equipment failures. The absence of students from TTIs for long periods of time due to budgetary problems has been demoralizing for both students and faculty and has impeded the regular use of educational technologies at these sites.

Gender Sensitivity: Both the RABEA and LV materials and training promote equal treatment of boys and girls. For example, the LV programs ask the teacher to call upon boys and girls with equal frequency. RABEA programs promote women's equal rights to work and to hold positions of authority, and they provide female health messages as well as general health messages.

Radio Transmission: Problems seen in the classroom as noted above also come from failure by radio stations to play the proper programs on time each day, or to play them at all when equipment fails. Some of these problems can be easily fixed by SSIRI staff being more attentive to the stations. There are significant scheduling problems as well, in which schools and broadcasters each play a part. Radio broadcasting is costing the project about $250,000 per year. It is unclear how such recurrent costs (or the alternative MP3 investment) will be shouldered in the medium term. If political will to continue the project is demonstrated on the part of RSS authorities, we recommend study of the potential for a government or other radio educational network to broadcast such programs until MP3 takes over.

However, merely handing over recordings to a radio network to be led by MoGEI without the necessary learning adjuncts, such as training of education officers and teachers, distribution of teacher's guides, and program monitoring, would not be a solution. Professional third-party listenership research from 2011 contracted by SSIRI indicates that there is a large "shadow audience" of listeners to SSIRI programs beyond those registered in schools and ALP centers. Some of these may listen only to the various RABEA series, but the survey shows a greater number listening to Learning Village.

Data Quality and Monitoring: Data quality checks were performed in multiple field sites and SSIRI's data management practices can be characterized as honest, professional, and largely accurate. Significant weaknesses exist in closely tracking the incidence of equipment failures as well as the failure of some teachers to ever implement SSIRI after training. And while attention to performance management plan (PMP) indicator data by EDC has generally been satisfactory, and in most cases annual PMP indicator targets have been met, focusing on these indicators does not reveal certain very important facts, such as the massive attrition of SSIRI teachers and schools taking place as new teachers and schools are being added to compensate for those losses. Only 36 percent of the teachers trained by SSIRI remain active in SSIRI schools, indicating a need for many more active trained teachers. Operating in the challenging context of the South Sudan education environment, SSIRI has been possibly inescapably inefficient in retaining trained teachers and engaged SSIRI schools and ALP centers, but drastic project expansion over the last two years has made for a less stable system.

Sustainability: EDC has not been able to build capacity in the MoGEI to sustain the project in the near term. Though planned for Maridi, no audio production capacity was built in South Sudan, as EDC chose for reasons of efficiency to produce the programs in Nairobi. In the last few months, EDC has intensified its efforts to prepare the MoGEI for a possible end of project in messages from EDC and the MoGEI to education officials at all levels, and by having MoGEI staff accompany SSIRI staff on monitoring visits much more frequently than before. Now that AES has become a full directorate, there is an opportunity to hire MoGEI staff tasked with key SSIRI functions, and to upgrade the central AES Department's M&E functions. The financial streams between the various levels of government in the MoGEI are weak or unreliable and are presently a barrier to a successful even partially financed handover of the project. However, gradually exploring fixed obligation grants from USAID to the MoGEI at the central and/or state level, or similar fixed-price contracts from the SSIRI implementing partner, may be a worthy option.

Recommendations: While SSIRI is an EDC project, the MoGEI is the final owner of SSIRI. SSIRI has long been included in AES's organizational structure (see Annex 25, which contains a MoGEI organigram from 2009), with a Senior Inspector of SSIRI and a countrywide AES Inspectorate that increasingly understands its work to include supporting SSIRI activities. The AES Directorate has a strong interest in serving the country further with various forms of learning support and specifically with SSIRI's Interactive Radio/Audio Instruction. There is great growth potential in the ALP system for out-of-school youth if certain administrative bottlenecks can be eliminated, and there are many thousands of teachers and pupils in nearly 4,000 schools that could be served with audio-assisted instruction. Although the success and sustainability of the SSIRI project faces daunting challenges, we recommend that project funding be extended over an additional two-year period under a revised work plan. This is based on our confidence that, should our more detailed recommendations be acted upon, the SSIRI project can (1) improve substantially, and (2) provide an opportunity for the MoGEI to properly steward a very popular project that is making a meaningful contribution to education in South Sudan. Our recommendations thus have three corresponding objectives:

1. Improve the health of the existing system and link to the South Sudan Teacher Education Program (SSTEP) where possible.

2. For elements of SSIRI that the MoGEI has expressed its willingness to take forward and support/direct from its own resources, prepare to transfer the remaining aspects of the SSIRI project over to full MoGEI administrative and financial control.

3. Through research, provide data-driven strategies for aspects of the SSIRI system that are to be continued or that have been included in SSTEP to support improvement of results and sustainability.

Detailed short-term and mid-term recommendations for each objective are provided in Section XIII.

I. BACKGROUND

The Republic of South Sudan: Between colonial independence in 1956 and the signing of the 2005 Comprehensive Peace Agreement (CPA), South Sudan was characterized by years of underdevelopment, war, famine, drought, and flood, producing a crisis of enormous proportions across the region and resulting in the devastation of economic, political, and social structures. In addition to the loss of lives, opportunities, and infrastructure, the war displaced families and divided communities. As a consequence, the health, education, and infrastructure status of the South Sudanese people are among the poorest globally.

In January of 2011, as provided for in the CPA, the people of Southern Sudan voted overwhelmingly in a national referendum to secede from Sudan, creating the newest independent nation on earth, the Republic of South Sudan (RSS). Many challenges remain across most sectors. In education, South Sudan remains near the bottom of most measures compared with other nations, including on literacy and numeracy, net enrollment, school survival, and girls' access. The education system in South Sudan continues to face debilitating challenges, including large class sizes and language barriers on the part of both students and teachers. Schools often lack learning materials such as notebooks and pens and do not have adequate infrastructure, such as permanent structures and working latrines. There are an insufficient number of qualified teachers, many teachers often do not have the proper education and training, and the rate of teacher truancy is high. Additional challenges for the education system include the lack of transportation infrastructure that makes it difficult for teachers and students to come to school when it rains, insecurity and lack of child safety, and gender-based violence, teacher sexual predation, and early marriage that affects girls' access to schooling. The system, however, endured throughout the war period and continues to grow rapidly as more children enroll in school and tens of thousands of families return from exile.

The South Sudan Interactive Radio Instruction (SSIRI) project was initially funded in 2004 to address USAID/Sudan's then Strategic Objective (SO) 6: "Improved Equitable Access to Quality Education." SO 6 was part of USAID/Sudan's Interim Strategic Plan that had the overarching goal of "Foundation established for a just and durable peace with the broad participation of the Sudanese people." Following the signing of the CPA in 2005, the USAID/Sudan Mission developed and approved a new strategy under the Fragile States Strategy, designed to nurture the achievement of a just and lasting peace through the successful implementation of the CPA.

Under the Fragile States Strategy, the education portfolio of the Mission contributed to achievement of results under SO 9: "Avert and Resolve Conflict" and SO 10: "Promote Stability, Recovery, and Democratic Reform." Currently under a new Transition Strategy, approved in January 2011 for the transition period from2011–2013, the education portfolio is contributing to Development Objective (DO) 3, which is focused on developing and sustaining the delivery of "Essential Services in Health, Education, Nutrition, and Water and Sanitation. "The Results Framework of the USAID/South Sudan Transition Strategy is excerpted from the full document and attached as Annex 20.

The SSIRI project was initially awarded to the Education Development Center (EDC) in 2004 with a total estimated amount of $5,000,000.Through a number of modifications, the total estimated cost of the

Cooperative Agreement has been increased to $30,175,524 and the life-of-project (LOP) period extended through June 2012.

Description of the SSIRI Project:[2]The SSIRI project was designed and is being implemented to address sources of fragility and threats to the CPA, and to enhance the achievement of an increasingly stable South Sudan in the immediate post-CPA period, through the achievement of four project objectives:

1) Increased support for education in selected communities;
2) Improved literacy and numeracy skills of participating learners/students;
3) Improved teaching skills of targeted teachers; and
4) Increased institutional capacity of government and non-government officials to use technology appropriately in education.

As an interactive instructional intervention, SSIRI designs, develops, produces, and broadcasts interactive radio instruction programs in cooperation with the RSS Ministry of General Education and Instruction (MoGEI) Directorate of Alternative Education Systems (AES).SSIRI has three interrelated, radio-based education programs, plus the integration of learning technologies:

The Learning Village (Primary Grades 1–4): The heart of SSIRI is Learning Village, a series of 480 half-hour programs targeting primary school grades P1 to P4with 120 lessons per grade. The programs are based on MoGEI syllabi and include instruction in English, local language literacy, mathematics, and life skills such as HIV/AIDS and landmine risk awareness. The radio programs are broadcast in English and require that the classroom teacher translate some of the instructions into the local language of the benefiting community. Thus, the teacher is a key partner, and both the teacher and pupils are very active during each lesson. The programs for P1–P4 are being broadcast to schools in 10 states and 35 counties in South Sudan, but they are no longer broadcast to or supported by the project in the "Three Areas."[3]

RABEA (Radio-Based Education for All): The RABEA English language programs provide an excellent opportunity for South Sudanese to strengthen their English language skills while at the same time engaging in important issues around the CPA and civic education. For example, the RABEA advanced program covers topics such as demobilization, disarmament, and reintegration (DDR); land ownership; democracy and elections; the role of civil society organizations in development; and constitutional issues such as the Bill of Rights, succession, and the rights of women. In addition, there are health segments on topics such as nutrition, water and sanitation, hygiene, cholera, meningitis, and HIV/AIDS.RABEA targets audiences with a range of English language skills. There are a total of 240 half-hour lessons at four levels, from beginner to advanced, with 60 programs at each level. All 240 half-hour radio lessons have already been written and are being broadcast. EDC began by producing the most advanced series of 60 lessons, RABEA Advanced; it then produced the 120 lessons of RABEA B1 and

[2] Information for much of this section was drawn from the evaluation project Scope of Work (SOW).
[3] The "Three Areas," or the transitional north-south border regions, are comprised of Abyei, Blue Nile State, and Southern Kordofan,areas affiliated to South Sudan during the Civil War that were given special status by the Comprehensive Peace Agreement. Two of the three areas have become part of Sudan after South Sudan's declaration of independence, whereas the status of Abyei still remains unresolved. It is thus impossible for SSIRI and other USAID/South Sudan programs to function in the Three Areas.

B2 (for beginners). In FY2010, EDC-SSIRI produced the last batch of 60 RABEA Intermediate programs, and broadcast of RABEA Intermediate began in FY 2011. RABEA B1 and B2 are being used to support the MoGEI's Accelerated Learning Program (ALP), which is designed to enable out-of-school youth to complete eight years of primary schooling in four years.

Broadcasts: SSIRI makes arrangements with local FM radio stations in the 10 states to broadcast the Learning Village (LV) and RABEA Programs. To date SSIRI has arrangements with 21 local FM radio stations that broadcast the SSIRI programs. In locations that are out of range of radio signal, SSIRI has distributed MP3 players (digital devices) to be used by teachers to bring the Learning Village and RABEA programs to learners. The production of all 480 programs of Primary 1–4 was completed by January 1, 2010.

Professional Studies for Teachers (PS101): Professional Studies for Teachers is designed to be part of the MoGEI in-service teacher education program. The first course, which focuses on *"Classroom Management and Administration*," is known as PS101.The course is built around a 12-week audio series. The original 10 audio programs, called *Strides into the Future,* were developed by the Sudan Basic Education Program (SBEP).EDC then developed an introduction for Week 1 and a final program for Week 12 and created a structure for implementing the series with untrained teachers.PS101 began in late 2008 with a pilot project in Western Equatoria State that was never completed. After a long hiatus, a second pilot was launched in June 2011. While some aspects of this project may be logically applicable to the South Sudan Teacher Education Program (SSTEP), SSTEP managers did not indicate that they intend to integrate any aspect of PS101 into SSTEP.

Other Learning Technologies: Progress has been made with respect to learning technologies to support SSIRI programs. There are two principal objectives for these learning technologies:

1. Implementing an alternative technology to radio broadcasts to accommodate classes and learning groups that cannot meet at the time of the broadcasts and/or groups that are out of range of radio broadcasts. MP3 players also allow for pre-auditioning of programs by teachers (especially useful for teachers of limited English proficiency), and they allow for the use of programs at a teachers' convenience. Digital playback devices are also particularly helpful for RABEA listening groups, many of which cannot meet at the times of the broadcast.

2. Strengthening teacher training programs, with the major project activities being the procurement and installation of VSAT equipment and internet and computer training and support to the Teacher Training Institutes (TTIs).Another important activity is the development of basic skills in video production so that teacher training staff can produce videos to help strengthen their academic program, especially pedagogy.

Other ongoing and future EDC Activities in South Sudan: As of November 2011 USAID is funding SSTEP, to be implemented by EDC over the next three years. With EDC set to undertake a major new set of activities for the MoGEI over three years, the possibility exists to articulate the outputs and accomplishments of the SSIRI project (e.g., PS101, RABEA, and LV) with new SSTEP activities.[4]EDC also now has a radio station in Juba, Sudan Radio Service (SRS) that is expected to soon add five or more

[4]During the evaluators' research in South Sudan, planned SSTEP SSIRI-type activities did not go beyond support to TTIs and limited use of an unspecified number of RABEA programs for school-based teachers' listening groups to improve their English language skills.

repeater transmitters to broaden its coverage area. Whatever size this network attains, it could well continue to enable the continued use of SSIRI programs at least in some of the areas currently served.

II. EVALUATION OBJECTIVES AND METHODOLOGY

This end-of-project performance evaluation of SSIRI was undertaken between October 10 and November 6, 2010for accountability purposes and was intended to document lessons learned and best practices, as well as to provide recommendations to inform evidence-based future programming.[5]The specific objectives of the SSIRI evaluation are:

1. To assess the effectiveness of the SSIRI approach in terms of its overall impact on access to quality literacy instruction in the South Sudan context.
2. To assess progress to date in meeting the deliverables of the EDC-SSIRI Cooperative Agreement (including amendments and modifications to the original agreement)
3. To verify the quality of project data (specifically outcome and impact indicators and data)
4. To make recommendations for and identify:
    a) Project components that could be scaled up or phased out for greatest impact. Replicable components are anticipated to inform further Mission investments in similar activities.
    b) Short and medium-term dynamic follow-on interventions which are appropriately responsive to both new USAID/South Sudan and RSS/MoGEI priorities.

A two-member team of evaluation consultants led evaluation activities in Juba, Lainya, Yei, Maridi, Mundri, Torit, Bor, Wau, Jur River, and Kwajok counties in South Sudan, including the states of Western, Central and Eastern Equatoria, Jonglei, Warrap, and Western Bahr el Ghazal. These sites were selected prior to the involvement of the evaluation consultants by a consensus of managers from EDC, Management Systems International (MSI), and USAID based on safety and access considerations, as well as on an attempt to include a non-scientific representative sample of the state of the SSIRI project implementations to date. The evaluation team held briefings with EDC, MSI, and USAID representatives in Juba prior to beginning the evaluation. Based on these briefings, the team developed an evaluation work plan (Annex 3) and data collection protocols (Annex 1) designed to provide answers to the evaluation questions enumerated in Table 1 below and included in the SOW (Annex 21). A list of all sites visited is contained in Annex 4.

As mandated by the SOW, this evaluation was conducted in a collaborative manner, meaning that relevant SSIRI project staff, USAID representatives, and MoGEI officials at the national, state, county,

[5] In line with USAID's Evaluation Policy (2011) and its Evaluation for Program Managers modules, performance evaluations focus primarily on descriptive and normative questions—what the intervention has done, how it is being implemented, whether and why expected results are occurring, and other relevant management and design-related questions.

and payam levels were present at most evaluative functions. Methods employed by the evaluation team to answer the primary research questions involved are described as follows:

Desk Study: The Evaluation Team prepared for the evaluation by reviewing project documents sent to them by MSI, EDC, and USAID including:

- All contract agreements and subsequent modifications;
- Project reports, including annual reports, quarterly reports, and biweekly reports;
- Other reports and policy documents, as deemed appropriate;
- Training manuals and educational resources; and
- M&E data including individuals trained, school monitoring reports, etc.

EDC office visits: Evaluators interviewed EDC staff at the head office in Juba, as well as at field offices in Yei, Maridi, Mundri, Torit, Bor, Kwajok, and Wau. In Mundri, Torit, and Wau, the evaluators conducted data quality checks by reviewing documents and data collection and management procedures. (See Annex 9: Map)

School Visits: Once in the field, individual schools were selected for evaluation visits by the evaluation consultants on the morning of the visitation day. SSIRI staff did not know which schools would be visited in advance of that morning. The evaluators selected the schools based on previous conversations with SSIRI outreach coordinators and advisors on the state of the SSIRI project in the region. Attempts were made to visit representative shares of large and small schools in urban and rural settings, as well as those that would reflect the project's strengths and challenges. Preference was given to schools that had been using SSIRI for three or four years in order to bias the sample toward a measure of longer-term impact of the project; 60 percent of the schools visited by the evaluation team met this criterion. A total of 31 schools were visited where data was available. Annex 4 lists the individual schools visited by city, county, and state.

Crowded P2 class with two radios, Lighthouse School, Juba

Classroom Observations: Fifty classrooms in 31 schools were observed by evaluators across six states and 12 counties, 45 of which were primary school classrooms utilizing Learning Village (LV) and five of which were Accelerated Learning Programs (ALP) utilizing RABEA. One-third were rural schools, a one-fifth were village or sub-urban, and almost half were located in or near urban areas. Sixty percent of the classrooms were overcrowded with more than 75 students in a class; one-third of these met in semi-permanent shelters or under trees. Fifteen of the 50 classrooms observed were using digital devices. Information was collected about the classroom conditions and audio equipment, class management and preparedness, program design and utilization, pupil interaction with the teacher and audio programs, and teacher performance based on the objectives of the SSIRI teacher training regime.

Teacher and Head Teacher Interviews: A total of 45 teachers and 29 head teachers were interviewed by evaluation team members. Just over 50 percent of the teachers and 85 percent of the head teachers had completed secondary school. Nearly three-quarters of the teachers, and almost all of the head teachers, had obtained some form of formal teacher training. All had completed the SSIRI training for Learning Village or RABEA. Forty-five percent of the teachers had less than four years of teaching experience while more than fifty percent of the head teachers had more than 10 years of experience. Eighty percent of the teachers and 90percent of the head teachers were male. In addition to background information, interviewees were asked about the quality of the support for SSIRI they received from EDC and the county and payam education officials; how SSIRI is monitored and managed in their school; the quality and longevity of the audio equipment; and their perceptions about the impact of SSIRI on student achievement, teacher practices, and parent attitudes.

Education Official Interviews: Twenty-seven education officials were interviewed, including payam supervisors, county AES and basic education inspectors, and state AES and Primary inspectors, directors general, and ministers of education. Education finance and planning officials were also interviewed or present. Most of the county and state officials and some of the payam officials interviewed had attended both SSIRI education official trainings and SSIRI Annual Planning and Review Meetings, had accompanied SSIRI outreach coordinators and advisors on school monitoring visits, and had participated to varying degrees in the provision of teacher training for Learning Village or RABEA. Interview questions focused on the interviewee's knowledge of the SSIRI project activities in his or her region, scheduling and curriculum issues, training and teaching practices, monitoring and evaluation, equipment and broadcast issues, and sustainability issues.

Parent Focus Group Discussions: Five parent focus groups were convened, all of which were in rural schools. Since the evaluators did not disclose which schools were to be visited until the morning of the visit and thus parent groups had to be organized spontaneously, such organization was more feasible in rural settings where many parents lived and worked nearby. Groups ranged from five to 26 parents, about one-third of whom were female. Most had children in a SSIRI classroom and/or were PTA members. Questions were asked about the parents' knowledge of the audio devices; the use of these in their children's classroom; their perceptions of SSIRI's impact on learning; their perceptions of out-of-school youth and girls' access; their own ownership of radios and listening habits; and their involvement in the school.

School Statistics: At each school visited, evaluators collected enrollment data by class, disaggregated by gender, and the training and educational attainment characteristics of teachers, disaggregated by gender, payment, and volunteer status. These figures were used to calculate pupil promotion and survival rates for comparison with county and state averages.

Radio Station Visits: Evaluators visited radio stations in each of the six states visited to assess their relationship to the SSIRI system, how their broadcasts were managed, and their plans and needs for the future. Interviews were conducted with managers and program directors at eight radio stations.

Other Data: The consultants also collected and analyzed additional quantitative data for the purpose of this evaluation. These include:

- South Sudan Education Management Information System (EMIS)
- P2 and P4 Summative Evaluations by EDC
- Yei County Exam data collected by the Jesuit Refugee Service (JRS)

Analysis Methods: The data collected for this report were analyzed through two main methods. First, qualitative data were copied from field notes and data collection tools from all members of the evaluation team into a single electronic file organized by tool and theme, and then coded by the consultants. All qualitative data was entered into a customized Excel spreadsheet, whereupon frequency distribution and multivariate analysis was conducted by the consultants to address the specific questions in the SOW. Extensive interview notes captured in narrative form were reviewed and highlighted to analyze content patterns and identify emergent themes. In addition, findings, conclusions, and recommendations were outlined and presented to the SUPPORT Assessments, Monitoring, and Evaluation (AME) staff and USAID staff prior to the drafting of the report.

Organization of the report: This report is organized thematically, based on the functional components and objectives of the SSIRI project rather than on the sequence of evaluation questions outlined in the SOW. It was determined by the evaluation team, in consultation with the SUPPORT AME staff, that the objectives of the evaluation would be better served and achieved in this manner. This organization was also chosen because using the evaluation questions as a report guide would have made for a more repetitive and disorganized narrative. As such, a Table 1 is included below that aligns each evaluation question with the report section(s) in which it is most directly addressed. Additionally, as part of each theme's subsection of conclusions, the corresponding evaluation questions are footnoted.

Table 1: Report Organization

Evaluation Question	Corresponding Section of Report
1. How does the design and objectives of the project align with the RSS current education strategy and with technical areas and current implementation approaches appropriate for USAID/South Sudan's continued investment (i.e., aligned with USAID/South Sudan Transition Strategy)?If necessary, how might any future USAID/South Sudan investments be refocused?	Section 3
2. How satisfied are the end users with the quality of the project in terms of how much they have learned? Is the project benefiting the intended target population, including female learners?	Section 5, 6, 11
3. How effective and efficient has the project been in achieving its performance targets and whether the achievements are worth the cost of the investment?(Is the project achieving what it's supposed to achieve and is it doing so in a timely manner and demonstrates value for money?)	See 3A, 3B, 3C immediately below

A. Assess project performance and progress towards achieving project results in all the key project areas as measured against targets established in the Cooperative Agreement, annual implementation plans and the Performance Management Plans.	Section 6, 7, 9, 10 (and Annex 16)
B. Are the project results commensurate to the USAID investment in the project? (This question will be dealt with to the degree that financial documentation is available and lends itself to a cost-benefit analysis).	Section 11
C. What evidence is there that the project is producing quality impact/outcome data (i.e., how accurate is data reported, especially Listenership surveys, enrollment figures, number of learners reached by the project, measurement of learning gains, etc.)?	Sections 8, 10, 11
4. What is the nature and quality of the relationships between SSIRI and its local partners, communities, other USAID cooperating agencies, other NGOs and donor partners?	Section 4
5. Using available quantitative and qualitative data (including that gathered during the evaluation), assess the overall impact of the SSIRI project to date.	See 5A, 5B, 5C and 5D below
A. To what extent is the project having an effect on access to primary education and English language literacy in South Sudan?	Sections 8, 9,and 11
B. To what extent is the project having an impact on access to primary education and English language literacy in South Sudan?	Sections 8, 9, 11
C. What impact has the project had on development of technology based education in South Sudan?	Sections 6, 7, 8, 9
D. What impact has the project had in developing human and institutional capacity in the MoGEI/SMoE?	Sections 5, 9, 12
6. What strategies has the project adopted in order to bridge the gender gap in education in South Sudan?	Section 6, 9
7. To what extent is the project addressing the needs of the out-of-school youth?	Sections 6, 8, 9, and 11
8. How well is the project presently owned by the host government or alternatively, what are the indicators of progress toward host government ownership of the SSIRI project? Does the design of the SSIRI project address continuity if USG funding support were to end?	Section 5, 12

Limitations of the Study: The number and characteristics of project sites visited by evaluators in each of the 12 counties does not represent a scientifically verifiable representative sample of all SSIRI schools and centers. As stated above, the counties were chosen prior to the involvement of the evaluators and were the outcome of consensus building between officials at USAID, EDC, and MSI around an attempt to send evaluators to sites that would be representative of the SSIRI project as a whole; however the sample was not stratified nor randomly selected in a scientifically rigorous manner. Access and security issues were considered as there were many sites that could not be included. Once in the field, the external

evaluators chose specific school and center sites on the same day they were visited, attempting to visit a mix of urban and rural—and large and small—schools and centers. EDC regional staff were informed of the evaluators' presence in the county ahead of time, and they may have communicated this to many teachers, head teachers, and education officials. Although there was no knowledge of which schools would be visited, this may have impacted what was observed or observable.

The two tables in Annex 12 contain the main characteristics of the classrooms and teachers observed by evaluators. A complete table summarizing the field evaluation activities can be found in Annex 2.There was no opportunity to observe SSIRI activities at about 20 percent of the sites that the evaluators visited. According to EDC school monitoring data, 40 percent of their own monitoring visits presented no opportunity to observe a LV or RABEA lesson. The most common reasons why this is so are reflected in the graph shown in Annex 11.

The Yei County Exam data collected by the JRS and obtained with permission from JRS by the SSIRI evaluators presented an opportunity to compare the performance of nearly 1000 SSIRI and 1000 non-SSIRI students in grades 1 through 3 on a reportedly standardized, county-wide third-term exam in English and math. Unfortunately, an initial review and analysis of this data by the evaluators determined that the reliability of the data remains in question, without a further investigation of the test design and how the test was administered and scored. Furthermore, coding and analysis of scores of SSIRI and non-SSIRI pupils' revealed large inconsistencies and fluctuations in scores regardless of SSIRI status, gender, or subject. The impact of SSIRI—positive, negative, or neutral—thus could not be determined given the time and data at hand. Evaluation question 3B regarding measuring project results relative to the monetary investment of USAID using cost-benefit analysis was not possible within the scope of the evaluation due to a lack of available budgeting information from SSIRI and other comparable projects, and by limitations of time and available expertise.

III. FINDINGS

Alignment

Alignment: The SSIRI project has a number of components, each with various activities, and each with particular beneficiaries and objectives cited in Section I. These activities directly support elements of the USAID Transition Strategy for South Sudan, the USAID Education Strategy, and the South Sudan Education Sector Strategic Plan (Annex 5: Indicative Table of Alignments).

USAID Transition Strategy for South Sudan
SSIRI supports USAID's Transition Strategy for South Sudan Development Objective (DO) 3 and some of its Intermediate Results (IR) with direct linkages to certain IRs in DO 1 and DO 2.

- **DO 3 Essential Services Developed and Maintained—**e.g., "support to alternative education technologies (radio instruction, innovative ways to reach mobile populations)"

SSIRI's project components are closely aligned with this DO. Learning Village services, in particular, have reached every state, responding to IR 3.1 ("Essential services to target communities expanded"). The training of MoGEI inspectors, education officers, and teachers responds to IR 3.1.1 ("Professional capacity of service providers enhanced"). The provision of radios and/or digital media players, and high-quality teacher's guides responds to IR 3.1.2 ("Critical infrastructure equipped and supplied"). The

provision of motorbikes and bicycles to the State and County MoGEI offices for monitoring, as well as the guidance in structured monitoring and reporting procedures responds to IR 3.2 ("Goss systems and enabling environment for service delivery strengthened"). The annual inclusion of education officers and ministers at the national, state, county, and payam levels in SSIRI Annual Planning and Review workshops responds to IR3.2.1 ("Planning and management capacity of government service delivery systems strengthened").

- **DO 3 to DO 1 Linkage: Conflicts in Flashpoint Areas Mitigated**

SSIRI's RABEA component regularly broadcasts information about civic participation, rule of law, health and education, and basic education. The LV series of 480 programs for grades 1–4 are seen to be providing improved basic primary school education services in a number of conflict-prone areas. In this way, SSIRI links DO 1 and DO 3 by supporting "local authorities and civil society organizations (CSOs) in their nascent efforts to extend basic services in conflict-prone areas."[6]

- **DO 3 to DO 2 Linkage: Effective Inclusive and Accountable Governance Strengthened**

In addition to the RABEA and LV programs, SSIRI has in the last year been co-producing live talk shows with their respective broadcasting partners. These radio shows variously provide an opportunity for the public to hear from education officials and from SSIRI staff on education subjects. SSIRI has also inspired over 60 teachers in Maridi to form and register The *Maridi SSIRI Teachers of English Club* (MASTEC) as a new community-based organization (CBO) to promote improved educational outcomes in Western Equatoria State (WES), with special emphasis on English-language skills of teachers and with direct support from the County Commissioner.[7]In this way SSIRI links DO 3 to DO 2 and specifically IR 2.3: "Citizen Engagement with Government Institutions Increased," and IR 2.3.1: "Citizen access to balanced information and civic education expanded" and supporting "engagement between civic actors and GoSS through media and civic groups … and facilitating opportunities for dialog with public officials."

USAID Education Strategy

SSIRI supports Goal 3 of the new USAID Education Strategy, with links to Goal 1:

- Goal 3: "*Increased equitable access to education in crisis and conflict environments*." SSIRI has expanded to all states in the last year and is serving in areas where enrollment has grown dramatically (e.g., Wau) due to influx of returnees from Sudan. In this regard it has sought to promote equitable access. It is still a special project managed by an NGO that has only been able to turn over to government a small part of the responsibility for the work required to keep it afloat. It cannot yet be scaled to reach all schools the way a simple textbook delivery project might be. The MoGEI's draft Education Sector Strategic Plan (ESSP) makes a distinction between equitable and equal, "allowing the implementer to temporarily focus scarce resources on programs that may have a higher short-term impact on the long-term success of the endeavor." The evaluators interpret this to allow for selective focus and partial service for a temporary period if a project is being strengthened for later expansion.

- Goal 3 to Goal 1 Linkage: *Improved learning outcomes with emphasis on early grade reading*. The evaluators note that USAID has embraced the view that children in the early grades should learn in

[6]USAID Transition Strategy for South Sudan 2011–2013, p. 29.

[7] MASTECappears well-managed and now funds itself through member dues. Though nascent and untested, with external support it could grow and provide meaningful service, at least in WES, and possibly act as an example for other states—though, without a SSIRI audio program, its rationale may be diminished.

their local language even as they may be taught English as a subject. LV teachers are directed daily to teach reading in the local language while teaching only oral/aural English in the first two grades.

RSS Education Sector Strategic Plan

The RSS ESSP is focused on five program areas, which address similar goals and objectives as those stated in USAID's Transition Strategy for South Sudan and the USAID Education Strategy. Further, the same features of SSIRI cited above that indicate the SSIRI project's alignment with both sets of USAID objectives also attest to SSIRI's objectives being well aligned with four of the five ESSP program areas. These are Area 1:"Enhancing education quality"; Area 2:"Increasing access and improving efficiency of the educational system"; Area 3:"Enhancing literacy and alternative education"; and Area 4:"Enhancing institutional and human capacity."

The evaluators note that the Draft Aid Strategy for GoSS calls for donor project funds to be routed through the RSS as far as possible, and through the center and not through the states ("parallel").[8]The paper advises that "Development Partners provide GoSS with Budget Support, starting at the sectoral level."[9]This could be very problematic since "Sector Budget Support" expenditures "will not be separately identifiable in the expenditure budget.[10]Providing budget support to RSS (Project, Sector, or General) is not yet in keeping with USAID's implementation approach in South Sudan. Following a positive assessment offiduciary risk, USAID may choose to fund projects directly through government, but currently USAID prefers to route funding through international, national, or local NGOs.

Conclusions[11]

1. SSIRI is well aligned with the USAID South Sudan transition and USAID global education strategies, as it is with the MoGEI Education Sector Strategic Plan (ESSP).

Relationships

Relationships: From the many interviews conducted, it was evident to the evaluators that relationships between SSIRI and local partners, communities, USAID cooperating agencies, other NGOs, and donor partners with MoGEI offices are generally very good. State, county, and payam education officials appreciate the motorbikes (states/counties) and bicycles (payams) given to inspectors and supervisors for monitoring. However, the government has apparently not fulfilled its commitment to SSIRI to provide fuel for monitoring, which has resulted in MoGEI staff not being as active in the project as planned. This

[8]The *Draft Aid Strategy for the Government of South Sudan*states, "The Government has emphasized the importance of decentralisation and is seeking to strengthen State and County Government in the provision of services.Development partners are thus requested to support this process. This is best achieved by establishing strong Government of South Sudan policies and systems for decentralised service delivery at the centre, rather than directly supporting individual States. Importantly, in the provision of financial aid, aid operations should use central Government transfer systems established for funding decentralised service delivery, and not create parallel funding mechanisms," p.15.

[9] Ibid, p. 20.

[10]Ibid, p. 18.

[11] This conclusion addresses Evaluation Question 1.

is an indication of the level of the MoGEI's commitment or lack thereof, as well as a view into what could occur in the future should any collaborative mechanism for continuation be established. Seventy-seven percent of education officials felt that EDC had adequately prepared teachers to teach with LV. At the school level, 86 percent of head teachers stated that the support they get from the EDC staff is very good. Teachers and parents greatly appreciate SSIRI, with 89 percent of teachers saying that the SSIRI project has improved their teaching skills. Regarding other NGOs, BRAC managers and teachers expressed their appreciation for the training and support SSIRI has provided to them, as well as their appreciation for the Learning Village materials that their teachers use in the many community girls schools BRAC manages in Eastern Equatoria. While there is no formal memorandum of understanding (MOU) between EDC-SSIRI and BRAC, the two organizations clearly have a positive informal relationship.

In the case of broadcasting, SSIRI has contractual relationships with 21 radio stations. SSIRI also has an unwritten agreement with EDC's own SRS station. These relations are generally good, although two stations (Voice of Eastern Equatoria and Radio Wau) indicated that earned payments were late. While most broadcasting is going on and the tone of the relationships between SSIRI and the stations appears to be good, station performance is poor and timely contracting by EDC with adequate specificity is weak, as is guidance of stations by EDC (See Section VIII "Reaching Learners…"). In Jonglei the schedule of broadcasting was still unclear to the station management. In Torit the station manager implored SSIRI to bring his staff more fully into the picture of what SSIRI is trying to do and incorporate the radio station staff into the effort to better serve the public.

While SSIRI work plans often mention relationships to be built with groups such as Ananda Marga Universal Relief Team, The Stromme Foundation, Mercy Corps, IBIS, Windle Trust, and Winrock, none of these have materialized as formal agreements. It was reported that such relationships have failed to take off because (1) SSIRI asks groups to incorporate SSIRI materials into their activities without providing additional funding, or (2) technical issues have complicated relationships, such as in the case of IBIS (Yei) where the sequence of RABEA B content presentation did not match the sequence of their existing syllabus, creating a perceived need for extra time each day.[12]Other than broadcasters, BRAC appears to be the only functional relationship between the SSIRI project and another NGO.

SSIRI contributes a considerable amount of time and resources to building the capacity of state, county, and payam officials in the implementation and monitoring of SSIRI programs through (1) inclusion in trainings for education officials, (2) provision of motorbikes, bicycles or—in the absence of the MoGEI providing fuel for transportation—"ride-alongs" with SSIRI Outreach Coordinators (OCs) during school monitoring visits, and (3) annual planning and review meetings. SSIRI is officially situated in the AES Directorate at the MoGEI, whose Acting Director General expressed sincere appreciation for EDC's longstanding contributions and support. Despite SSIRI support activities, most education officials interviewed, including those at AES, expressed a deep conviction that they are not ready to take over administrative and financial management of SSIRI in the event that USAID stops funding SSIRI in 2012. As it stands, according to the Acting Director General of AES, no notice has been issued by EDC

[12]IBIS said it took a year to work out a relationship with SSIRI, and by the time the training was to happen (July 2011) the SSIRI Outreach Coordinator fell ill and it had to be postponed. IBIS is now getting out of the business of running ALP centers but would be happy to explore a relationship with EDC in teacher training.

outlining a timeline or plan for handover of the SSIRI project, despite its impending contractual end. This has created considerable consternation among most education officials interviewed and is a now a very sensitive area in MoGEI relations with USAID and EDC.

Conclusions[13]

1. SSIRI's external relations are few but good in tone. The main relationship is with the MoGEI, which would like to continue with the SSIRI concept/approach if support is provided, which has not been in the plans to date. While more numerous working relationships with other NGOs might indicate greater realized or potential short-term impact, the lack of such partnerships may be attributable, in part, to an emphasis on the part of EDC on sustainable long-term implementation through the MoGEI.
2. The RSS preference for project funding to be routed through the central government has many implications for USAID, the MoGEI, and for future funding for projects like SSIRI.
3. "Conditional state transfers for basic service delivery" may at some point provide an acceptable means of such funding as long as expenditures can be identified, or alternatively, fixed obligation grants with specific deliverables can be used, when appropriate.[14]
4. Many of the radio stations contracted to broadcast SSIRI programs are not performing well, and while this is outside EDC's control to a degree, closer involvement by SSIRI staff with the stations (monitoring, training) could reduce the incidence of errors by the stations. Further training and collaborative planning with the stations could result in added value being delivered to communities in the respective broadcasting areas of the stations (for example, Torit).
5. The absence of an explicit plan to handover, or phase out, SSIRI from EDC to the MoGEI—with just a few months before possible project termination—is a source of great concern to education officials and is a major factor in the current relationship between the MoGEI's AES Directorate and USAID.

Ownership and Staffing

As written on the first page of the most recent teacher's guide for its flagship radio/audio/print series, Learning Village, SSIRI is "a project of the Education Development Center and the Ministry of Education." By design and by intent, over the last seven years the SSIRI project has progressively embedded itself in the AES Department of the General Education Directorate of the MoGEI, albeit with mixed results. The SSIRI project began in close association with the Education Secretariat of the Sudan People's Liberation Movement. Some of the SSIRI materials being used today were conceptualized and developed under the Secretariat's guidance through the either the Sudan Basic Education Program (SBEP) or through SSIRI itself.[15]The SSIRI project is now at a critical juncture. It is widely regarded by South Sudan education officials as a project that is improving teaching and learning across all 10 states. Its many products comprise an asset that they believe can deliver value for years to come. Despite these beliefs, with the project funding cycle ending in June 2012 there is as of yet no plan for the transfer of administrative and financial stewardship responsibilities to the MoGEI; and few individuals that the team spoke with, including officials of the MoGEI, believe the MoGEI is ready for such a transfer.

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[13] These conclusions address Evaluation Question 4.

[14] *Draft Aid Strategy for the Government of South Sudan,* p. 19.

[15] SBEP was funded by USAID and is implemented by CARE, American Institutes for Research, University of Massachusetts, Save the Children US, World Vision, New Sudan Council of Churches, Makerere University, Kyambogo Teachers Training College, and others.

EDC has taken steps for a number of years to develop the capacity of the MoGEI to progressively take more "ownership" of the project. SSIRI has become the largest of the AES Directorate's seven programs.[16] The MoGEI has an AES Senior Inspector for SSIRI in Juba and AES inspectors and supervisors in 10 states and 35 counties, many of whom have been trained by SSIRI and some of whom are designated as "SSIRI focal persons." It does not appear that any of these staff, except perhaps the Senior Inspector, is solely dependent on SSIRI for job security, as each has generalized AES duties. Based on the evaluators' interviews, these government staff generally understand that SSIRI is a project of government for which they have certain monitoring responsibilities. EDC has created a Training of Trainers Manual bearing the RSS Ministry of Education, Science, and Technology crest for training MoGEI personnel that notes under the heading "Roles and Responsibilities of the MoE in implementing SSIRI":

"It is important to understand that SSIRI is part of the MoE—it is not just an EDC NGO project… States should have appointed a SSIRI Inspector whose role is to work with the EDC-SSIRI staff as well as provide overall support and directives to AES and Primary officials. States are to include the implementation of SSIRI in their annual work plan."[17]

Numerous Directors General and Directors of Education at state and county levels told evaluators that the MoGEI has either informed or attempted to inform its officials and head teachers and other constituents that SSIRI is a government project. But according to some AES inspectors and supervisors, many teachers remain unwilling to regularly use LV (an AES Directorate program) as a core subject required for primary school(like other primary subjects required by the General Education Directorate). After all, the 2011 General Education Bill states, "Alternative Education Systems shall provide learning opportunities for learners who have missed the opportunity to complete their basic education and those who have never joined basic education."[18] While SSIRI's RABEA B and Intermediate programs for out-of-school youth and adults clearly relate to the General Education Bill's description of AES's purposes, LV's positioning in the daily primary curriculum seems to confuse many teachers and officials. Resistance to use of LV persists among some head teachers and teachers, who associate all SSIRI programs with an external NGO (EDC) that can provide them additional money above their salaries for using LV. Teachers also feel under-remunerated or that part of their salary is not reaching them; according to the Education Status Report, many only receive 65percent of their salaries.

At the payam level there are no education supervisors specifically for AES. They are more often general education primary supervisors reporting upward through a different channel to a different department than AES. Consequently a special form of cooperation is called for in the management of LV at the payam, county, and state levels. The evaluators noted above that the *MoE SSIRI Training of Trainers (TOT) Training Manual for Facilitators* calls for state "SSIRI inspectors" (AES) to "provide overall support and directives to (both) AES and Primary officials." The evaluators find that the term "SSIRI Inspectors" is not actually used in the field. The county AES Supervisor or Inspector is responsible for monitoring both LV schools (morning) and RABEA ALP and Adult centers (afternoon), as well as the other AES

[16]Laws of the Republic of South Sudan, General Education Bill, 2011, Part 1, Chapter III, 8.d.3, November 2, 2011.

[17] MOE SSIRI TOT Training Manual for Facilitators, February 2011, p. 27.

[18]This issue may now be settled through the disposition of IRI within AES in the General Education Bill.

programs, but the ability of these inspectors to do so effectively is limited both by transportation issues and proper educational background or training. The Primary Inspectors also have responsibilities to monitor the same schools in the mornings. There are very practical consequences of these arrangements with regard to primary school timetabling and to the efficiency of monitoring, reporting, and data management, which will be taken up in later sections.

RABEA "ownership" and management within the MoGEI is more clearly understood as an AES program than is LV. RABEA takes place in the afternoon as part of the Accelerated Learning Program (ALP).The RABEA audio classes observed were seen to function well, though implementation of the ALP system has significant challenges with high staff attrition rates. Many NGO partners assist the AES in running ALP centers, though AES is taking over from some NGOs (e.g. IBIS) in the payment of facilitators' salaries. The various states and counties have widely varying approaches and salary structures for ALP facilitators.[19]Such factors complicate consistent and stable staffing and use of RABEA across ALP and Adult centers. Despite the increased numbers of RABEA facilitator trainings each year, only 32 percent of facilitators trained since 2008 remain in the centers.[20]

Training of education officials in managing and monitoring LV and RABEA has been a feature of training activities since 2006. This is the major form of capacity development SSIRI has offered to the MoGEI. Since 2006, 944 education officials (138 female and 806 male) have been trained, as shown in Table 2 below.

Table 2: Education Officials Trained

Education Officials Trained	2006–2008 Actual, %/yr, (Cumulative, Target)	2009 Actual , %/yr, (Target)	2010 Actual , %/yr, (Target)	2011 Actual , /yr, (Target)	Totals
Female	30, 16%,(24)	20,16%, (8)	38,20%,(25)	50,12%(32)	138
Male	198, 84%,(84)	102,84%, (32)	152, 80%, (125)	354, 88%, (168)	806
Total	228(108)	122(40)	190(150)	404(200)	944

In order to gradually convey responsibility to the MoGEI, the SSIRI project has placed Outreach Advisors (OAs) at the state level and Outreach Coordinators (OCs) at the county level. As the project has expanded to some 35 counties, by 2011 the total SSIRI staff has grown to 70 people, with some 37 of these being

[19]While AES budgets as much as SSP 400/month for facilitators, payment at the county level is often much less. Differentials also exist for ALP facilitators who teach primary school in the morning (as little as SSP 50/month) and facilitators whose sole teaching is in afternoon ALP classes (~SSP 250).Various sorts of salary differentials seem to be a major cause of facilitator attrition and irregularity/loss of ALP classes.

[20]Had EDC been required to report cumulative retained SSIRI classrooms and learning centers rather than just annual totals of schools, centers, trainees, and pupils enrolled, such attrition would have been revealed.

OAs or Senior OAs (6) or OCs or Senior OCs (31). Although the original project design was for these staff to sit in the state or county offices to fully engage MoGEI counterpart staff in day-to-day SSIRI activities, this was not always possible due to lack of electricity or internet access for computing and communications in MoGEI offices. While some of the county offices had computers, the AES inspectors are generally not equipped with, nor are trained to use, computers and so do not function fully as counterparts to SSIRI field staff. At the state level, SSIRI has posted five M&E Officers and one M&E Assistant. The evaluators did not observe any counterpart M&E staff from the SMoGEIs.

Field reports about the state of LV and RABEA are communicated to the M&E department in the SSIRI head office in Juba through the OCs to the OAs or through the M&E Specialist. No reports come to SSIRI's head office from the MoGEI's AES Department despite Education Official training. As with upward reporting to Juba in the Primary Department, little feedback from AES field staff about SSIRI that could assist in timely monitoring and planning reaches the AES Directorate in Juba. AES field staff are more likely to pass information to the SSIRI OCs and OAs who then subsume it into their own reporting to EDC-SSIRI in Juba (where that information is reported periodically to USAID). EDC also shares some of that information with the Acting Director General of AES in the form of quarterly and annual reports. This same information also reaches the Senior Inspector for SSIRI through the AES Acting Director General.

EDC had originally planned to produce programs in a new studio in Maridi near the Curriculum Development Center, where scripting was to be done. The complications of producing high-quality audio and print materials in volume led EDC to locate and maintain its production facilities in Nairobi through the end of production (2010). Consequently, and with implications for both ownership and sustainability, SSIRI has been not built a viable educational media production unit in South Sudan. Yet SSIRI has produced hundreds of audio programs and integrated lesson plans, purchased thousands of radios and MP3 players, and installed VSATs and computers for online learning at Teacher Training Institutes; all of these are now assets that will become the legal property of the RSS. Reasonably, the MoGEI hasexpressed concern that there has been no official notification from USAID or EDC that the project is going to terminate on a certain date. As one Minister of Education said, "So far we rely on donors. What is our role as owners of the project?" As the Acting Director for AES told us:

"There are no plans we know about for EDC to strengthen AES for when it leaves. We don't know of any increase in the intensity of the Training of Trainers. If they are leaving by now the Outreach Coordinators would be replaced in the counties. Some programs would be run by the states. Our staff would sit with EDC at EDC. EDC has been doing a lot … no doubt they've built capacity, but they've not come up with a strategy for handover—where is that letter so government can come up with a plan. What are the requirements for this, for that… It must be done at a central level. Central government will have the budget and create positions at the state and county to run and pay for it."

Conclusions[21]

1. SSIRI is widely regarded by South Sudan education officials, teachers, and parents as a project that is improving teaching and learning across all 10 states. Its many products comprise an asset that they believe can deliver value for years to come.
2. While in nominal terms there is ownership of the SSIRI project at the MoGEI, in practical terms the MoGEI has not yet taken responsibility for the majority of project support activities. While expressing enthusiastic support for the project and a desire to take it over eventually, educationofficials at the payam, county, state, and national levels have also expressed with certainty that the MoGEI is not ready to do so at this time. If the MoGEI has an intention to continue with all aspects of SSIRI, capacities to act as an effective steward and owner of the project (at all programmatic levels, such as educational materials development and production, training of trainers, etc.)would need further development.
3. EDC and MoGEI have promoted SSIRI as a government project and not as a project of an NGO. The MoGEI has increased communications to let teachers know that LV is a government project to be done in normal working hours, but there remains some confusion among the rank and file, which has led teachers to seek additional payment for teaching LV.
4. The positioning of Learning Village, which is a program for primary schools, within AES rather than Primary contributes to inefficiencies in scheduling, monitoring, and reporting. This raises a question as to how the SSIRI projects best housed within the MoGEI: with both LV and RABEA in the AES Department, or with RABEA in AES and LV in the General Education Directorate's Primary Department.
5. SSIRI has exceeded its PMP targets for training education officials and in this regard has made substantial, if insufficient, efforts to build MoGEI capacities and prepare the MoGEI for ownership of the SSIRI project.
6. Communications from the field to both AES and Primary at the MoGEI in Juba are weak, thus impeding effective management of the SSIRI project by the MoGEI, which is a logical precondition for effective stewardship of SSIRI by the MoGEI.
7. The MoGEI, as owner of the SSIRI assets, needs to know either (1) that support for SSIRI will continue and/or (2) the explicit exit strategy (for EDC as the SSIRI project manager and for the MoGEI) designed to enable the MoGEI able to sustain select project activities.

Teaching and Learning Materials Provided

SSIRI's main function is to provide effective teaching materials and support their effective use. This section reviews the distribution and use of these materials, including teacher's guides and audio programs.

Project Monitoring Plan Indicators: EDC has largely met its annual PMP indicators for materials provided (See Annex 6: SSIRI Materials Provided). The indicator refers to "teaching and learning materials" but does not specify the type or breakdown of print and audio equipment or supplies to be distributed. In practice these have been accounted for solely in terms of teacher's guides, and either radios or digital audio devices. In this way the PMP indicator tracks both hardware and software.

[21] These conclusions address Evaluation Questions 2, 5D, and 8.

It is notable that in 2011 the target number of materials almost doubled from 2530 to 5000. This accompanied an increase of 82 percent in the number of pupils.[22] Although the large (98 percent) increase in materials was originally intended to replace aging radios and outdated books and to support more modest growth of the system, in practice this increase supported a later decision to greatly increase school numbers in response to demand from the MoGEI, and possibly to compensate for EDC having fallen short of its 2010 target of 130,000 pupils by over 30,000 pupils.

Teacher's Guides: The SSIRI teacher's and facilitator's guides are considered highly useful by most of the teachers interviewed for this evaluation and appeared as such during evaluators' observations of their use. In addition to the classroom audio, the guides comprise the most tangible benefit to teachers. With a lesson plan for each of 120 days, the guides provide LV teachers with needed assistance in lesson planning and management. The guides provide a visual correlate for the audio programs and elaborate on them with suggestions for activities to do after the broadcast. In this way the guides extend the influence of SSIRI audio into additional teaching time. Most LV teachers (81 percent) and head teachers (78 percent) say that the guides and audio programs directly follow the sequence of the South Sudan curriculum.

The teacher's guides provide useful methods information and guidelines for daily use. Each lesson describes what the teacher is to do before, during and after the broadcast. A "Practice Lesson" is provided after every fifth lesson to help the teacher revise the content of the previous five lessons and conduct pupil assessments. Special assessment activities are also provided for but rarely used. Helpful hints about child psychology and general teaching methods are sprinkled throughout the lessons.

In some locations, (as the evaluators observed in Wau, Jur River, and Maridi) teachers used the guide to create effective lessons when audio is not available, likely modeling these on the example set by the radio in previous lessons. In Jur River in particular the young teacher was highly animated in leading the children in songs and activities in the same way he would have had the radio been on the air that day. The guides have been distributed across all the project areas evaluated, and teachers appear to be using them. In the schools the team observed, teachers had the guides with them in the classroom in81 percent of cases; in13 percent of cases they did not have the guide with them, and in 6 percent of cases evaluators were unsure.

The LV series is in keeping with the language policy of the MoGEI, with children being taught literacy in the local language for the first three grades, and English being taught only as a subject, gradually progressing from just speaking and listening in P1 and P2 to the introduction of reading and writing in English at P3. English becomes the language of instruction from P4 and beyond.

The RABEA B1 guides present not only the basic education syllabus (math, local language literacy, English), but also content on civics. The RABEA B2 guides add content on health to the basic education syllabus. RABEA Intermediate is focused on English language competence. As with the LV guides, the RABEA teacher's guides are durable, spiral-bound, and attractive.

Audio Programs: According to the radio station personnel interviewed, the audio programs are of generally good quality in their sound and production value. Educational programs, however, cannot be

[22] The target had been a more modest 15 percent increase.

assessed in isolation from their use, and based on classroom observations many challenges remain. The half-hour long programs consume the entire 30-minute class period for P1-P3 pupils, leaving no time for follow-up activities during the official class period. And where radio stations play LV programs back-to-back, teachers must move the radio(s) immediately to the next class for the next period's LV teacher, though some of the subsequent program is often missed (see Schedules, Section VIII). The evaluation team—the leader of which also conducted the midterm evaluation of the SSIRI project in 2008—observed that the audio lessons, and especially those of the Learning Village series, continue to fall short of fully serving the interests of teachers and students. Such observations from the midterm evaluation are worth revisiting, among them:

"The series' audio programs are of adequate production quality, though they reveal certain careless production … (bridge music edits that are truncated, absence of fades in musical treatments, unintelligible voices at times, songs that are too fast for most primary English learners or whose lyric choices lead to hurried or unnatural phrasing)… Most seriously, the lack of pauses of sufficient length for translation and interaction can also be problematic for teachers, especially where their English skills are very low. Many pauses are shorter than the time the observed teachers needed to complete the task."[23]

Little account is taken of the actual conditions of classrooms throughout South Sudan, such as large and crowded classes and language barriers. The pauses in the audio programs are too short in many places. This becomes critical in large classes when teachers are to be asked to have children move about the room, be paired, or grouped. Some songs are still too fast and, sung as they often are by many voices, can be hard to understand. The children observed were seen too often to not be singing at all or simply moving their mouths without speech. Teachers consistently miss or misunderstand directions. Put simply, those teachers with limited English capacities and those with excellent English find they have to move very quickly to keep up with the programs' fast, and sometimes impossibly fast, pace. Frustration and attrition of some teachers can be attributed in some measure to this fact.

Once again, the production process by which these programs were made comes into question. The P1-P3 programs were formatively evaluated in a school in Nairobi rather than in South Sudan. Though the population of that school was Sudanese, they had higher English skills than the target audiences in South Sudan. By the time of P4 production (2008–09) the overly optimistic assumptions about the capacities of the target audiences were known to SSIRI producers and formative evaluation work was shifted to KajoKeji. In line with the mid-term evaluation, the current evaluation finds that there is a continuing need to review and modify the programs; following recommendations from the earlier evaluation regarding LV P1-P3 programs:

1. *"Get the Pauses Right: The key radio scriptwriters should be brought to Southern Sudan to see a number of their programs at work in Southern Sudan schools. This should help them to internalize the time really needed for teachers and pupils to complete their directives.*

[23] *Southern Sudan Interactive Radio Instruction (SSIRI) Program, Mid-Term Evaluation,* by Stuart Leigh and Charles Tesar, PhD, June 2008, p. 28.

2. *"Consider Longer Teacher Led Activity Sections: Writers should also consider injecting longer teacher-led activities of perhaps 1–2 minutes in length that can at least occasionally, if not daily, allow teachers to work with a larger number of children in series; to practice communicative language teaching methods in a more intensive way that will be easier to generalize to further English teaching after the program is over; and to establish more relaxed and naturalistic communication in the class.*
3. *"Examine all Songs for Sing-ability: Those songs that are too fast or too unwieldy for young non-English speakers to voice easily and naturally should be rewritten.*"[24]

SSIRI management began revising the P1-P3 LV programs but later abandoned the revision project once they determined that it would be too time-consuming and expensive. This has left the series with the same problematic issues regarding usability, as evidenced by observations of teachers using the programs. The few examples of LV for P4 that the current evaluators witnessed (2011) seemed to suffer much less from these features, indicating that EDC took some of the comments from the midterm evaluation into account during production of P4.

Unlike some IRI series that address the children directly most of the time, the Learning Village programs address the teacher the great majority of the time. For the children, the intelligible content that reaches their ears is mostly coming from the teacher. Consequently, in many classes observed, especially where the radio was low in volume, the pupils focused on the teacher and would rarely respond to the radio even when the program addressed them.

One of the LV classroom observation criteria was "The teacher responds to the children constructively." In only about 50 percent of cases was the teacher seen to do this "most of the time." This appeared to have been because there was so little time for the teacher to engage with any particular child knowing that the program would be moving on rapidly. And it was hard to find instances where the teacher had to respond verbally to the students because s/he had to constantly pay attention to the radio and be directive in response to the radio's instructions for the teacher.

Many pupils were observed to be more engaged in learning activities immediately after the radio lesson than during it, likely due to (1) the active style of the audio program just heard, (2) a good teacher, and (3) the fact that they could jump in more easily after the lesson when the radio was no longer tightly controlling whether the teacher could call on particular children to participate.

The LV programs present three subjects in 30 minutes, about 10 minutes for each subject. This raises the question of how LV relates to the other periods of teaching each day. Teachers variously consider that they have taught a little bit of each and so having inserted an extra 30 minutes of work into their teaching day they reduce the time given to each of the three subjects during the rest of the day. Others are told to insert LV during the English period and make no other changes. Scheduling is confused and varies greatly

[24]Ibid, p, 37.

from place to place, as do teachers' understandings as to what LV is: is it a separate subject or is it an exemplar of what they should do when they teach the same subjects at other times each day?

RABEA: ALP facilitators were observed to make effective use of RABEA. Emmanuel Sala in Maridi has 37 students in his ALP class, almost evenly balanced between men and women (18 women and 19 men). A bit fewer than half of them (17) are out-of-school youth between the ages of 12–25, and 20 of them are over the age of 25. He uses both RABEA B1 and B2.

"I choose to use the radio because it's easy to make the learners get the knowledge. It's easy to make them talk English. The radio makes it easy to present a good lesson. We can listen to the radio and learners get voices clear on how to talk and speak. There are challenges when there is bad weather or if the power is off."

Many ALP centers that had used RABEA have closed, and many RABEA teachers have left their positions due to low pay. Some facilitators also indicated that students drift away from the centers for a variety of reasons, leading to cessation of ALP center activities or to consolidation of multiple centers' students in a single remaining center, as observed in Mundri.

Gender Sensitivity: Both the RABEA and LV series promote even-handed treatment of boys and girls. For example, the LV audio programs ask the teacher to call upon boys and girls with equal frequency. Teachers are vocally coached to bring one girl and one boy to the front of the class, etc. There are explicit stories and vignettes in the RABEA programs that promote women's equal rights to work and to hold positions of authority. Health messages dealing with female bodies (e.g., menstruation) are found in the RABEA B2 series materials. Additionally, Program #5 in the PS101 course focuses on girls and "equality in the classroom."

PS101—As was noted in the midterm evaluation report, the core of SSIRI's PS101 teacher training program was produced during the SBEP effort. EDC planned to integrate the first 12 PS101 audio programs/modules in the first of the four years of the MoGEI's planned course. SSIRI had a "second Pre Service Training deliverable" calling for 24 more programs, for a total of 36. This never happened. In fact it appears that the PS101 project was dropped for a number of years (from early 2009) and only resuscitated in 2011. The evaluators interviewed PS101 students and tutors. A student now teaching in Yei who completed Senior 4 last year said, "I listen critically to programs. They are enjoyable. I am learning how to arrange the class, and about time management. Before this course I just thought to get in the class and go. Really this course has given me experience and helped me a lot."

APS101 tutor who is also the Basic Education Supervisor in Yei said that both the book and the audio were okay and were sufficient for the course, but that he could do his job with the book alone. This may be because he had not been provided with a digital player and some of the players provided to his trainee group were defective. By way of criticism he said that the part in the course about lesson planning was not from South Sudan (possibly out of keeping with local nomenclature/structure) and it was "too sketchy." It did not include the certain elements he expected to find. While he suggested that PS101 needed to be revised, he also said that the course will be effective and that all 18 of his students had sent in their assignments. A second PS101 tutor, Genesa Giovana Dasta from Maridi, said that every week her

20 students across 10 schools bring their assignments to her. "The program should continue," she said. Her students have completed the P8, S1, and S2 education levels and these make reasonable candidates for the course. Unlike the tutor from Yei, she saw the audio as essential. "I don't prefer the student who just uses the book. You should never just do an assignment from the book without the audio."

Conclusions[25]

1. SSIRI has met its quantitative PMP indicators in the provision of learning materials.
2. The LV and RABEA lesson plans in the teachers and facilitator's guides are well designed, widely distributed, and very helpful to teachers. The guide saves them much daily work in lesson planning by providing coherent sequenced plans for at least one teaching period every day, which teachers can do even when there is no radio program on the air.
3. The LV audio programs, while of generally good production quality, frequently suffer from too rapid a pace; songs that are often too fast to be sung easily by children and that are sung by a large number of voices, reducing the intelligibility of the lyrics; and language barriers. P4 seems to suffer less from this than P1-P3.
4. The LV programs are 30 minutes long, which causes utilization problems for P1-P3 where class periods are only 30 minutes or where radios must be shifted from room to room.
5. Scheduling of LV is confusing and varies greatly from place to place, as do teachers' understanding as to whether LV is a separate subject or an exemplar of what they should do when they teach the same subjects in other periods.
6. The PS101 audio programs and print manuals are appreciated by students and instructors but may need some revision to better incorporate current South Sudan nomenclature and approaches.
7. SSIRI materials are gender sensitive and promote gender-balanced instructional practices.
8. The midterm evaluation assessed SSIRI when it was a very big pilot project. Had the correctives suggested then been adopted, SSIRI would likely have significantly reduced some of the most serious design issues that still impede LV teachers.

Hardware: Promoting Use of Technologies in Education

To enable its prime function—providing audio-assisted teaching and learning resources—SSIRI is dependent on various types of hardware. The PMP indicators for "materials provided" include essential radios and digital audio devices, and while this indicator has nearly been met, this communicates very little about the state and impact of the project's diverse technology inputs.

Radios: The main hardware item provided has been the analog Lifeline radio, from Freeplay. Many of those originally provided are still in use. While the midterm evaluation outlined certain limitations of these units, including low volume, insufficient treble response, and poor station selectivity, this is the best radio for the purpose identified so far, and the newer units seem to be better than the ones first purchased. There are many of these older units in stock yet to be distributed, but the batteries have become weak from age. In response, EDC has ordered replacement batteries to be installed before distributing them.

[25] These conclusions address Evaluation Questions 2, 3A, 5C, 6, and 7.

The evaluators agree with EDC's IT Program Coordinator's assessment of the Lifeline radios—that they are a "very good device in places that have [working] FM stations, and good for a class of 20 to 45 students." Unfortunately, these conditions are not always present for schools in the SSIRI system.

Getting good strong sound in the room is generally essential precondition for a successful IRI lesson; however, except in small indoor classes, these moderate volume radios can only provide adequate sound when multiple sets are used at once. Because the LV audio programs predominantly address the teacher and not the pupils, evaluators often observed teachers orienting the radio to face themselves and not the class; this runs counter to conventional IRI practice. This practice can be seen in the photo to the right. Sometimes, low volume (requiring a teacher to hold the radio in his/her hand) is due to the strength of transmission from the local station rather than to the radios, as the evaluators suspected was the case in Torit and Kwajok where the volume complaint was widespread.[26] With some exceptions, radios seem to run for a full class period. No other analog radios than the Lifeline were seen in use.

P4 Class: Torit East Primary School

Digital Audio Devices: The best classes that the evaluators saw were those that used digital audio devices. Not only was the sound clear and often louder than a single radio, but the teacher was able to control the time of use. This is the first reason for using digital players—it frees teachers from the inflexibility of radio broadcast schedules. These players also provide the teacher with an opportunity to review and prepare for the lesson before leading it. This is particularly useful for teachers with limited English proficiency. Procedural instructions are hard to understand on first hearing even for native speakers, and teachers are usually multitasking in managing classrooms, especially crowded ones or those under trees where ambient noise is high.

The opportunity to spend extra time with the lesson outside of class can provide teachers with greater confidence that they can respond appropriately and effectively to the English instructions during the actual classroom lesson. Consequently, EDC has purchased numerous types of digital audio players with varying results (see Table 3 and Annex 7, Summary of Digital Devices). Some 590 have been distributed to schools and ALP centers (see Annex 6). An unknown number have failed: in one county the rate was said to be about 30 percent, but the timeframe over which the failures had occurred was not specified. No replacement spares are kept for the various players for when they fail. In addition, some 400 MP3 capable Freeplay "Lifeplayers" have been purchased, but not yet distributed, since none can currently play a full 30-minute audio program when charged. The SSIRI project is clearly at the 'bleeding edge" of a very new educational technology.[27] The engineering department at Freeplay has stated that an improvement is in the works and some re-engineered units may be available by January, but when pressed for a percentage improvement in the running time Freeplay said "about 50 percent," which may not be reliable enough for playing half-hour lessons.

[26]The radio station in Torit reported that their 2KW transmitter needed repair and was operating at 625 W.

[27]Prior to this evaluation, the team leader acquired and tested one of the Lifeplayers and can confirm that it will not run reliably for more than 10–15 minutes at a low volume, even when using radio and not MP3.

Table 3: Digital Devices used by SSIRI

SSIRI Digital Devices (2007–2011)		Approximate Price**
Lifeplayer*	400*	$82
Sanyo	80	?
Jwin	96	$65
Nexstar	0	?
Megavoice	0	$45
Canister	18	$45
Saber	75	$45
Coby	111	$30
Sonifex	210	$80
Total distributed	**590**	
*Not distributed		
**Exclusive of transport or accessories such as solar panels		

Hardware Failure: One of the weak points in SSIRI's hardware provisioning system is the tracking of equipment failures and replacements. It is hard to determine what the comparative failure rates of various units are, orwhy they fail, as this information is not sufficiently kept by EDC. However, SSIRI's IT Program Coordinator provided useful information about the various digital devices (see Annex7: Summary of Digital Devices). For instance, the Saber cannot be charged in full sun or the winding mechanism's wheel distorts in the heat and the winding band slips off it. The Jwin, considered among best of the devices, is no longer being made and is very susceptible to dust intrusion. Some device failure information is available at the individual OA level, but is not reported to SSIRI in Juba. Only when the logistics department in Juba gets a request from an OA for another radio or digital player does such information reach Juba, and then it is not often clear if the request is for a replacement or to equip an additional class. The collection of information as to the suspected causes of failure is not systematically pursued. Replacement time for faulty radios reportedly varies from a week to a few months, according to interviews with teachers, head teachers, and education officials.

Information and Communication Technologies forTeacher Training Institutes:SSIRI has made meaningful contributions to technology infrastructure and utilization at a number of TTIs. SSIRI bought or put into service VSAT equipment for four sites (the three TTIs at Maridi, Malakal, and Arapi, and a secondary school in Juba). In Maridi the VSAT equipment (from an earlier CARE project) is located on the grounds of the Curriculum Development Center across the road from the TTI. The SSIRI

projectconnected the Maridi TTI to the VSAT, and although maintaining internet service has at times been difficult due to various equipment failures, this has enabled internet communications between the TTI tutors and tutors at other TTIs. The project also provided six computers to the Maridi TTI computer lab. The lab also serves the students with computer training, but over the last few years students have had to be sent home for months at a time due to lack of budget for food and operations. This perennial problem has been so persistent that some students have decided to drop out of their studies. In Maridi, having previously relied on point-to-point wireless technology that was sensitive to weather damage, EDC laid fiber-optic cable underground between the TTI and the Curriculum Development Center to provide reliable high speed service. Connections at both ends are all that remain to complete this.Internet capacity has also been provided in Arapi and at Juba Secondary School. Theft of the equipment at the latter site led the school to increase the security of the replacement installation. In Arapi, Norwegian Church Aid has been managing the VSAT, and in Malakal the TTI is not functioning, so the VSAT was located nearby for the MoGEI to use.

Training of TTI tutors in standard office and browser software has been experienced as a very important development. "Now they are independent," says instructor BenethSurur about the TTI tutors. "They make notes, type, edit, print, use projectors in the classroom…it's a great achievement." When asked about impact, one of the tutors said, "It has been very tremendous. It has transformed us. We are now well versed."While a good start has been made, EDC's IT Program Coordinator says there needs to be more communication between the various TTIs.

"In 2008, 11 trained tutors started using groupmail and Skype between the Maridi and Arapi TTIs to see how the syllabus was being covered by their colleagues. Whatever they found on the internet could also be shared. Unfortunately Arapi has been inactive now for months after two trained tutors left, and the remaining tutors appear to be less interested in using technology."

In addition to internet capability, tutors at both Maridi and Arapi were provided with video cameras, video editing software, and some training in educational program production. A few short pieces were created on the TTI's computers, but this work seems to have stalled in the last few years. Tutors report a need for more storage space (hard drives) and training. While video is not regularized into their work lives, they see this as another important aspect of their upgrading.

Conclusions[28]

1. Lifeline radios are more durable than the current set of digital devices and are still the best single audio equipment choice. The promise of a long-playing, durable, wind-up, solar, MP3 player remains very attractive but elusive. Compared to radio, MP3 players, when operating properly, are *a more effective way of delivering audio to the classroom.* If a hardware model is found that on careful consideration and testing appears to be durable enough to last 3–4 years under the conditions typically found in South Sudan schools; that can be powered from integrated or affordably obtained wind-up or solar sources; that can provide high volume for large classrooms; and that can run for 40 minutes on a wind-up charge which does not require exhausting physical effort, these units could be purchased in

[28] These conclusions address Evaluation Questions 3A, 5C, and 7.

volume to transition classroom use of interactive audio from radio to MP3 players. Once this is done the evaluators believe the impact of educational audio in South Sudan will be far stronger than is the case now.

2. TTIs have received and are continuing to receive valuable video, computer, and internet technology assistance and training from SSIRI, but problems have repeatedly arisen with internet connectivity due to power and equipment failures. The absence of students from TTIs for long periods of time due to budgetary problems has been demoralizing for both students and faculty, and has impeded regularization of utilization of educational technologies. Refresher training and upgrading of a few computers is likely to be needed for video to be incorporated into regular TTI processes.
3. Starting from near zero, the wide distribution of audio technologies represents a substantial contribution to developing technology-based education in South Sudan, especially if audio continues to be used; if not, the contribution will be much less.

Reaching Learners: Radio Stations, Distribution, Scheduling

SSIRI uses various media strategies to reach and serve its target audiences. It provides audio services either by radio or by recorded media (MP3 audio players). It distributes print materials such as teacher's guides to teachers at training events, together with radios and lesson log forms to track teachers' use of programs. SSIRI OCs deliver materials to the schools when materials and equipment need replacement. The MoGEI's role in distribution and delivery of SSIRI materials is nil or very limited, as its own distribution and tracking systems are not well-developed.

During the 2008 midterm evaluation, SSIRI was using Miraya FM to reach the majority of its audience, augmented by a few other FM stations. With a single Miraya network contract, SSIRI was able to reach many population centers. SSIRI now uses 21 separate radio stations. (See Annex 10: List of SSIRI Contracted Radio Stations).One station, Sudan Radio Service (SRS) is owned by EDC. The evaluators visited eight radio stations and interviewed station managers, transmission engineers, and program directors. (See Annex 9 for a map of SSIRI radio coverage. Notes on the stations visited by evaluators are shown in Annex 8). The evaluation team also met with the former Miraya FM Program Director who is now the Country Director for Internews, which has just signed a contract for two of its stations to resume broadcasting of Learning Village, RABEA B, and RABEA A. All stations said they had plans for repeaters, but only Voice of Eastern Equatoria (VEE) in Torit now has one (in Kapoeta). Production facilities at some stations are meager (Jonglei), though others (VEE, Voice of Hope, SRS) are excellent.

Stations are paid between SSP 60 and SSP 80 for each half-hour they broadcast. This comes out to between about SSP 24,000 and SSP 36,000 per station per year. In one case (Spirit) the fee was SSP 42,000 per year.[29]In addition to airing the pre-produced LV and RABEA programs, stations now are asked to produce quarterly or monthly live talk shows in cooperation with the local SSIRI OA or OC and to feature MoGEI personnel in discussions of education issues. This is part of the public information and communications strategy from SSIRI's 2011 work plan. According to SSIRI's Chief of Party (COP),

[29] Apparently not all contracts are identical in their requirements. According to Spirit-FM's management, at the time of the evaluation EDC's contract did not include broadcast of RABEA Advanced. The same was true in Bor. These are serious oversight issues for EDC. One of the counties included in the listenership survey was Yei,yet they appear to have not been providing RABEA Advanced broadcasts.

EDC is spending close to $250,000 per year on broadcast fees. This presents a serious sustainability issue, as the AES Acting Director General and Deputy Director indicated that the MoGEI will not be inclined to fund commercial and private radios to air programs if and when the management of SSIRI is turned over to the MoGEI. In interviews, they expressed strong interest in MP3 players as well as a desire for the development of a government-owned educational radio network.[30]The evaluators were told by the Director of South Sudan Radio and TV in Wau that there is active discussion in government about the linking the entire country with an improved FM network. However, no specific plans were described.

When asked about the SSIRI radio programs, radio station personnel said they were "technically good production," "effective," "people like them," "when used regularly they become part of their lives," "[LV] is developmentally-related and mission-related for us," and "they are very important programs, returnees benefit because it helps them change from Arabic." Stations report few problems working with SSIRI. Those that did expressed concerns about (1) late payment (Torit), (2) slow contracting and/or imprecise contract specifications (Jonglei), (3) confusing naming/numbering of MP3 files turned over to the stations, and (4) program lengths not being consistent or being too long (>28:30). Both SSIRI staff and the evaluators found problems with many stations, as shown by the errors observed and cited in Annex 8: Radio Station Notes. According to EDC's own school monitoring reports, lack of radios and incorrect broadcasts accounted for about one-quarter of the reasons why lessons were not conducted at the time of monitoring visits. Of the eight stations visited by the evaluators, only two stations properly presented all SSIRI programs for the day. In more than one case, problems were caused by confusion over naming of SSIRI audio files. SSIRI's insertion of "Practice Lessons" in between consecutively numbered lessons has evidently confused both teachers (as observed in Torit), and radio broadcasters (as observed in Torit and Bor). EDC has scheduled future training for radio station personnel to try to address such problems.

Schedules: Broadcast schedules are developed for each station. This is necessary because each state has its own school calendar, which makes more centralized broadcasting problematic. While some stations' broadcast schedules matched the school's timetable, the evaluators found matching was a problem in many places. There was also considerable variability in the way stations broadcast the SSIRI programs. Some stations (Internews) play the four 30-minute LV programs back-to-back (2 hours). Other stations insert gaps of 10 minutes between each program. Still others insert a single 30-minute gap in between just two programs to match the schools' break time. (In Juba the breakfast break for some schools comes at the same time as the P4 broadcast). Inserting time between 30-minute programs makes sense because the lessons call for about 5–10 minutes of follow-up teaching activities after the broadcasts and because the class periods for P1—P3 are only 30 minutes long. With a full 30-minute broadcast, there is no time to shift radios to the next classroom after each broadcast, and teachers in subsequent classes may miss the beginning of their program. Nor is there any margin for slippage at the radio station if the radio technician has trouble quickly finding the next program to play. Education officials note that use of MP3 players would address many such scheduling issues.

[30]Regarding lack of available radio networks, SRS's station manager noted that SRS expects to add five or more repeaters, which could be the basis for a network, and he suggested the following concerning a potential government educational radio network: South Sudan TV uses C-band digital satellite broadcasting. There are eight audio channels for each video channel. Some of these are likely not being used, and these could carry educational audio to repeater transmitters or directly to schools.

Audience Research: Of the eight stations surveyed, only SRS, Internews, and Voice of Hope conduct any audience research. SRS used a research group called Synovate to try to assess reach as well as share of audience and cumulative audience figures. Voice of Hope surveyed 350 people about their preferences, and it also intends to test various formats to make further assessments, and will determine if it will keep SSIRI programs on the air. Internews is the only station or producer other than SSIRI and Miraya that may have a good idea of the size of its audience.

SSIRI did its own large-scale survey of listenership.[31] The methods employed appear to be sound. This study used structured questionnaires to "estimate, through projection, the current proportion of the adult population (15+ years) in the SSIRI project areas who consistently listen to IRI programs." It surveyed 2191 respondents from an estimated population (age 15+) of 1.15 million people living in 14 counties in five states. It found that about 363,000 people were consistently listening to Learning Village, and 101,000 people were consistently listening to RABEA.[32]"Consistently" meant listening at least once a week and within the last week. It is important to remember that by design RABEA A is broadcasting and RABEA B and LV are narrowcasting to organized groups. The survey of listenership to "RABEA" that was not distinguished by "A" or "B" leaves a question about whether most RABEA listeners tune in to RABEA A in the evening or RABEA B in the afternoon.

With regard to content, the 92.5 percent respondents who had heard about the respective programs said the LV/RABEA programs were "very educative and informative. " A total of 82.1 percent said the "RABEA programs helped people speak better English"; 94 percent said the "RABEA lessons helped improve people's understanding of the CPA"; and 89.7 percent said that RABEA lessons "have promoted people's participation in the elections." This supports the view that SSIRI programs are useful in conflict-prone South Sudan. Not incidentally, each LV program emblematically ends with trusted radio teacher, Madame Rhoda, saying "Goodbye everybody, be good to each other."

Conclusions[33]

1. Radio stations in the SSIRI system are not reliably broadcasting the correct LV and RABEA programs daily, and some are not broadcasting at all for extended periods of time. Failure by radio stations to play programs properly is more than inconvenient; when radio stations fail to play any program on time or to play the correct program, teachers are disappointed, confused, frustrated, and disempowered in front of their students. If a station goes off the air, a whole community may begin to doubt the utility of radio in schools. Stations need to be monitored more closely by SSIRI field staff as it was unclear to evaluators how long some stations were broadcasting incorrect lessons. Many serious problems caused by radio stations' performance could be fixed easily, some by further SSIRI training of personnel and by more regular monitoring of broadcasts by SSIRI OCs and/or by MoGEI AES inspectors.
2. Diverse school calendars call for multiple origination points for radio programs, which (1) poses an issue for any proposed centralized or semi-centralized educational radio network and (2) may

[31] Extent of Listenership to Southern Sudan Interactive Radio Instruction Programs, Socio-Economic Data Centre Limited, USAID, EDC, March 2011.
[32] The survey did not distinguish between RABEA B and RABEA A.
[33] These conclusions address Evaluation Questions 5A, 5B, 5C, and 7.

decrease efficiencies in performance and increase costs. Aligning broadcasts, school calendars, and class timetables has proven to be challenging across the SSIRI system.

3. Radio station personnel find the SSIRI programs to be of good production quality, judge them to be effective in use, and report that listeners like them.
4. The MoGEI is not likely to pay for private stations to broadcast programs, which is currently costing SSIRI close to $250,000 each year.
5. Competent listenership research from 2011 indicates that there is a large "shadow audience" of listeners to SSIRI programs beyond those registered in schools and ALP centers. Some of these may listen only to the various RABEA series, but the most recent survey shows a greater number are listening to Learning Village.
6. EDC's own station, SRS, and its growing network of repeater transmitters may be able to play a larger role in educational broadcasting in the near future, and RSS's own TV network's audio channels may be able to enable educational radio program distribution.
7. MP3 players represent an alternative to broadcasting. Taking radio stations out of the SSIRI equation would reduce the recurrent cost of audio delivery; it would also afford schools and teachers more flexibility in scheduling and allow them time to prepare fully for a lesson, thereby reducing the comprehension load for LV teachers with limited English language ability. Given the high rates of teacher truancy and attrition, as well as canceled school days due to weather and equipment failure, with MP3 players' lesson continuity can be maintained (since radio stations will broadcast regardless of local interruptions at particular school). Unfortunately, there is as of yet no viable digital device that has proven durable enough to last in the dusty and hot conditions of South Sudan, nor one that works on renewable sources that has proven to reliably last an entire 30-minute lesson on a single charge. Once a viable device is available, this is likely the future of audio-assisted classrooms.

SSIRI Classrooms, Training, and Teaching

This section will describe the teachers, teaching practices, and learning environment observed by evaluators and measure these observations against the teacher training and monitoring objectives of the SSIRI project. Over the course of three weeks, evaluators observed 50 teachers using radios, digital devices, or, in a number of cases, the Learning Village or RABEA teacher's guides only (without an audio component) because radio broadcasts were not available or equipment was broken. The characteristics of the classrooms observed and teachers interviewed by evaluators are contained in tables in Annex 12.Based on this information, the evaluation sample is similar to national averages in terms of teacher-to-pupil ratios, but dissimilar in terms of school buildings, where the evaluation sample was more concentrated in permanent structures. Teachers were generally similar to national averages, although there was a higher percentage of female teachers in the sample.

The training regime for both Learning Village and RABEA teachers involves a four-day training workshop and, in the following year, a 2–3 day refresher course that was designed by the SSIRI Outreach Advisors based on their perceptions of the needs of the teachers. All of the teachers observed had attended the four-day workshop; however, only about a quarter of the teachers attended a refresher course. The Learning Village workshop covers the areas of teacher roles, the simultaneous use of local language and English, activity-based methods, games, and songs for English and math instruction, the use of practice lessons, assessment, monitoring forms and procedures, and care of the audio equipment.

General Teaching Practices: Based on observations and interviews, SSIRI teacher practices are fundamentally different from most other teacher practices in South Sudan. Whereas the most common

teaching practices involve repeated choral response and copying from the board, SSIRI classrooms consistently utilized songs, games, stories, calling students to the board, gender-balanced involvement of pupils, and attention to the front and back of the classrooms. SSIRI classrooms, however, confront the same challenges that most classrooms throughout the country face, namely large class sizes; lack of learning materials such as notebooks and pens; language barriers on the part of both students and teachers; lack of proper education and training on the part of teachers; lack of proper school infrastructure such as permanent structures and working latrines; lack of enough teachers; high rates of teacher truancy; lack of transportation infrastructure, which makes it difficult for teachers and students to come to school when it rains; insecurity and lack of child safety; and gender-based violence, teacher sexual predation, and early marriage that affects girls' access to schooling. These endemic challenges are not directly addressed by the SSIRI project design, except for teacher training and gender-balanced instruction.

Despite the widespread challenges facing SSIRI teachers in delivering successful audio-assisted lessons, described in more detail below, there are widespread perceptions among teachers, head teachers, education officials, and parents that SSIRI improves teacher quality, and that students in SSIRI classrooms have higher levels of learning gains and attendance, and lower drop-out rates, than their non-SSIRI counterparts.

- 79 percent of head teachers, 89 percent of LV teachers and RABEA facilitators, 75 percent of education officials, and all of the parent groups believed that the SSIRI training improves the quality of teaching.

Nearly the same percentages perceived that students in SSIRI classrooms performed better on exams than non-SSIRI students, although there was no clear, consistent evidence to prove such assertions. Songs, in particular, along with the presence of the radio, were the features of the lesson design most cited by teachers, head teachers, education officials, and parents as evidence SSIRI classrooms were superior learning environments to non-SSIRI classrooms. While most teachers (89 percent) reported that SSIRI helped them be better teachers in their non-SSIRI classrooms, of the 45 teachers interviewed, only three were readily able to describe the particular practices from the SSIRI training that they used in their other classes.

Using Audio-Assisted Instruction: Measured against the goals of the SSIRI teacher training and audio lesson design, there remain considerable challenges for teachers in delivering effective audio-assisted lessons. A few of the skills and procedures reviewed in the LV and RABEA training were not observed in practice. Only a few teachers appeared to know or feel free to sing along with many of the songs in the broadcast save the Welcome and Goodbye songs, even though most songs were reviewed in the workshop. Assessment practices were not observed, and according to EDC staff, are rarely practiced as the assessment forms referenced in the LV training are no longer distributed; instead emphasis has been placed on practice lessons and completion of the lesson log forms.

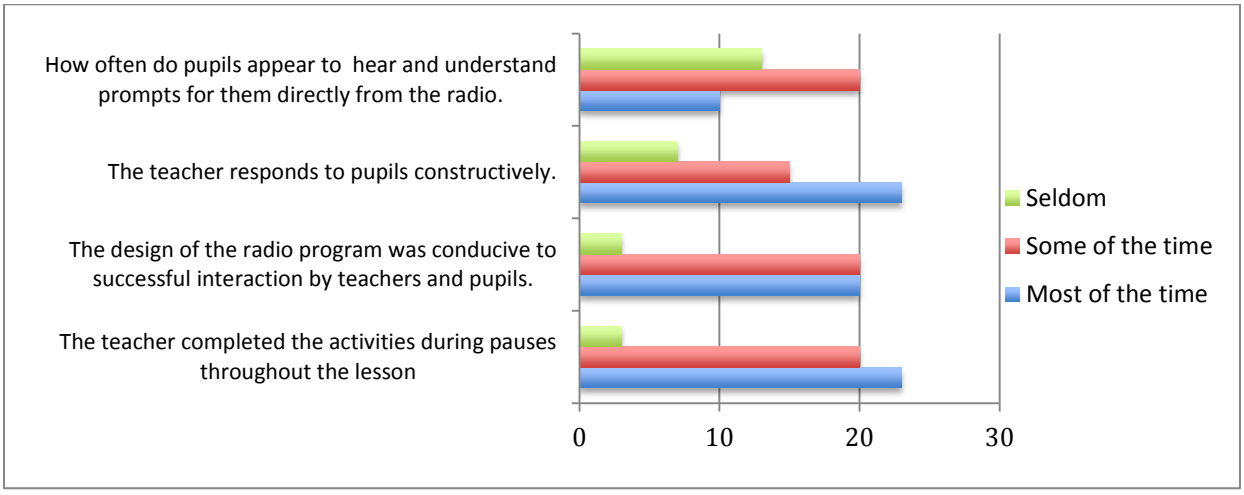
Neither the Learning Village nor RABEA teacher trainings make sufficient allowances for trainees to practice actual lessons and get feedback during the training period, even though a considerable amount of time is spent listening to the lessons, and learning about the different teaching methods utilized therein. This is likely due to time and resource constraints. It raises some questions, however, as to the ability of

the training to adequately prepare teachers. Furthermore, the training does not appear to formally address typical challenges faced by SSIRI teachers, including large class sizes, multi-age and multilingual class populations, and the regular interruption of broadcasts or equipment failure. In fact, there appears to be mixed signals from the project about what SSIRI teachers should do in the case of a lack of audio: in some cases, teachers have been counseled to revert to the regular curriculum, while others have been counseled to use the LV or RABEA teacher's guides without the audio components.

There is some evidence to support increased learning gains and higher promotion rates among LV students, but more research needs to be done in order to conclusively assert such an impact. A discussion of promotion rates and comparative levels of learning gains follows in Section X. Evidence to support the claim of increased attendance for LV students compared with others was not available. There is nonetheless broad consensus among teachers and head teachers, education officials, and parents that SSIRI has a positive impact on both achievement and attendance.

Learning Village: On average, approximately half of the Learning Village teachers observed were able to demonstrate for a majority of the class period the practices reviewed in the training and measured by EDC's classroom monitoring form. For instance, 55 percent of the teachers observed engaged in follow-up activities, the primary way for teachers to attempt more individualized attention and practice the skills and knowledge reviewed during the broadcast. Half were able to complete activities during lesson pauses for most of the broadcast; just under half demonstrated successful interaction with students, including responding to them during the lesson. Although lack of consistent follow-up lessons may be due to time constraints, most of the teachers who did not do them appeared unprepared, such as not having their teacher guides.

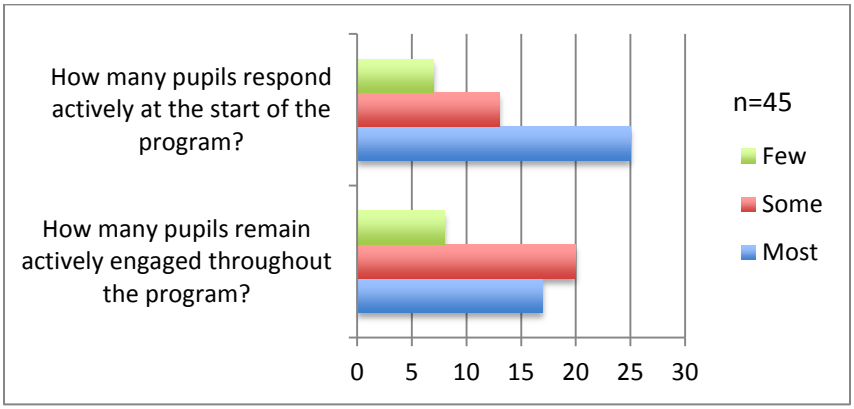
Figure 1: Lesson Design and User Responses (Lesson observation questions #15, 16, 17, 21)



Although in 25 of the 45 classrooms where this information was recorded, students appeared engaged at the start of the lesson, that number dropped to 17 by the end of the lesson. This is likely due to large class sizes and language barriers, but in many of the remaining 28 classes, observers recorded descriptions of uninspired and lethargic teaching, and teachers having difficulty following or understanding the radio

teacher's directions. There were many observations of teachers unable to understand, misunderstanding, or unable to properly hear the directions from the radio teacher, which often led to the dissemination of misleading or incorrect information to students.

Figure 2: Student Engagement (Lesson observation questions 19, 20)

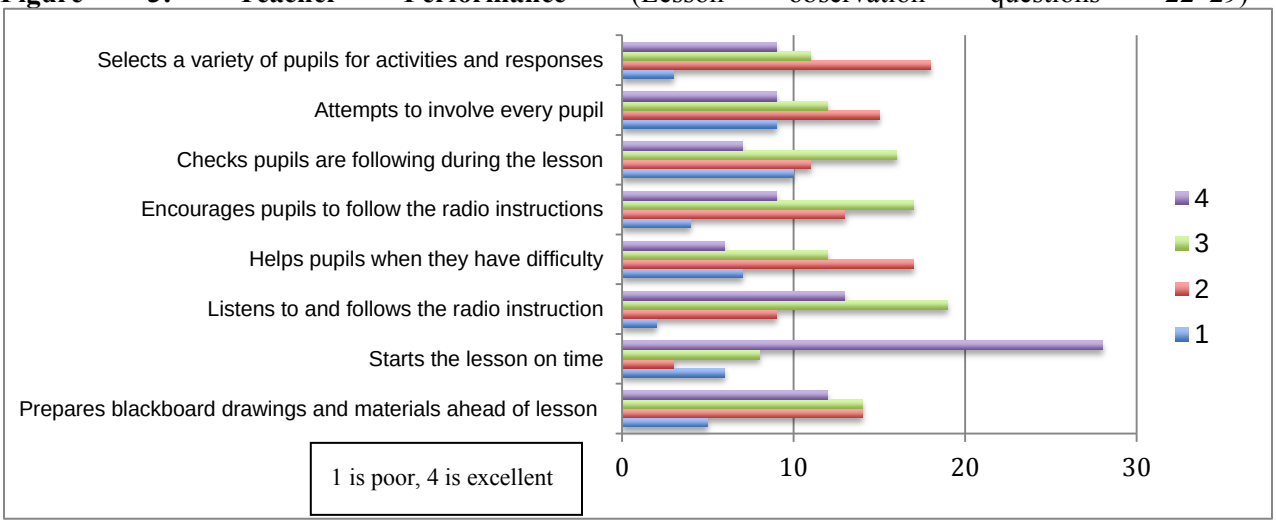


Based on measures drawn from the EDC classroom monitoring form, teachers appeared more capable when measured for things like *starting the lesson on time* (as this was often driven by broadcast schedules), *prepares the blackboard,* or *listens to the radio instructions.* However, the teachers observed fared poorly as a group when measured against elements of teacher-pupil interaction, such as *helps pupils when they have difficulty, checks pupils are following,* and *attempts to involve every pupil*. Much of this may be due to lesson design, as time is seldom allowed for teacher-pupil interaction beyond that with individuals called up to the front of the class as directed by the radio teacher. Large class sizes also made it nearly impossible to involve very many students, and often the noise made it difficult to hear the audio properly. This was also the case for classes which met under trees (as depicted in the photo at right).

Learning Village P2 Class, Kotobe, WES

The evaluators' findings concerning classroom practices expressed by the tables in this section are comparable to EDC's own findings (after a comparison was made between the evaluators' findings and EDC's monitoring reports) and can thus be considered close to representative of the larger SSIRI teacher corps.

Figure 3: Teacher Performance (Lesson observation questions 22–29)



RABEA: Evaluators were able to observe only five RABEA classes. This was partly because RABEA classes did not meet every day as Learning Village classes do, but also because teachers were no longer there, equipment had failed and had not been replaced, or there were no radio broadcasts in the area due to radio station problems. Evaluators discovered significant personnel problems regarding compensation, and this affected the attrition of active RABEA teachers. Even for teachers who have the ability and willingness to positively integrate SSIRI into their teaching, a major challenge is that many are paid one salary, possibly slightly augmented, yet they are expected to teach from early in the morning to late in the afternoon. Taken together with the specialized nature of adult learning, as well as overall exhaustion, such factors cannot be overstated. In various places facilitators are paid either by NGOs or by government, and at various levels. In some cases they are paid as little as SSP 50 per month, and in others as much as SSP 180 (Torit) or SSP 250.In Mundri, five ALP centers using RABEA had consolidated into one due to attrition of staff and students. In Wau, many ALP centers stopped using RABEA because the radio was no longer broadcasting, although a handful of teachers were using just the RABEA teacher's guide. One of the better lessons was observed in this context; not only was the teacher actively and creatively engaged with his students, he was speaking in four different languages in order to involve everyone present in the RABEA lesson even without the audio. Most of the RABEA lessons that were observed with and without the audio components, however, were generally well-executed. While the target audience for RABEA is out-of-school youth (12–25) the evaluators found that ALP classes often have as many or more adults as they do out-of-school youth. Registration forms do not distinguish between age groups.

PS101: The evaluators interviewed individuals associated with two PS101 cohorts, in Maridi and in Yei. This program of SSIRI, designed to provide basic classroom management skills over 12 weeks, remains in the pilot phase. Tutors each have 10 pairs of unqualified teachers whom they mentor. Each pair of teachers receives an MP3 player that they use to listen to 10 weekly audio programs and complete assignments to be graded by the tutor in the manner of a correspondence course. The 10 weeks of teachers 'working alone and in pairs at their school sites are bracketed with meetings with the tutor, who also visits each school at least once between weeks 7 and 11. The evaluators were unable to collect any information regarding the impact of this project on teaching practices. However, those interviewed were very positive about the project and all felt strongly that it should be continued.

Model lessons: There were a handful of observations that could be considered models or near models in the demonstration of SSIRI teaching practices. It is worth noting here the conditions under which these models were found. In many cases, the teachers were among the more educated members of the observed sample, most having completed both secondary school and some form of formal teacher training beyond SSIRI. Some were university students. Most of these had been educated in Kenya or Uganda, where the education—and English language training—is far superior to that obtainable in South Sudan. Some of the best lessons observed were by teachers who were using only SSIRI teacher guides because radio broadcasts had stopped in the area. In these cases, teachers had more freedom and time to establish creative teacher-pupil interactions while still following the SSIRI lesson structures. Demonstrating their prior use of LV, they opened their lessons by leading the children in the familiar "Welcome" song, and then followed the printed lesson plan to create a successful lesson.

But even among the more highly qualified teachers, most still experienced some challenging moments during lessons, especially in the areas of being able to complete activities within the given pause time if using the audio devices, attend to individual students, and correct students when they made mistakes. Large class sizes were the primary barrier to such practices.

Conclusion[34]

1. Teaching practices among SSIRI teachers—even among the majority who struggle to deliver an effective audio-assisted lesson—are dramatically different from those employed by most non-SSIRI teachers; these teaching practices display the beginnings of improved pedagogy and are perhaps the most powerful impact of the project to date.

2. SSIRI-related teaching practices are gender balanced to the extent that teachers are directed by LV and RABEA broadcasts and teacher guides to involve boys and girls equally. Beyond these elements that are built into the SSIRI project, there is little evidence that the project increases access to primary education for girls.

3. SSIRI teacher training has been insufficient for most teachers.

4. The quality of teaching and learning in most SSIRI classrooms via the use of Learning Village is mediocre to poor.

5. The LV lesson design is very demanding both in terms of its pace (length of time allowed for teacher-led activities) and in terms of the level of English it uses for teachers to be able to adequately following the current challenging classroom environments.

6. Language barriers (especially English) among teachers and a lack of quality education obtained by SSIRI teachers are among the most significant factors limiting the impact of teaching and learning in SSIRI classrooms.

7. Large class sizes, inadequate classroom structures, and a lack of learning materials make it very difficult for teachers and pupils to realize the benefits of SSIRI. While these factors are external to the

[34] These conclusions address Evaluation Questions 3A, 5A, 5B, 5C, 6, and 7.

SSIRI project, they should be addressed in its design and training regime because they represent the realities of teaching and schooling in South Sudan. It can be argued that the project design should have taken the many endemic challenges to education (large class sizes, lack of learning materials, etc.) into consideration; had it done so, this may have increased the likelihood that the SSIRI project's impact would include a reliable increase in student learning gains compared to non-SSIRI counterparts. The evidence of this occurring is mixed and remains inconclusive (see Section X). Given the current context of schooling conditions in South Sudan, it is not entirely reasonable to expect noticeable positive differentials in learning gains attributable to SSIRI, seeing as SSIRI is still a small part of a student's schooling experience.

8. RABEA teachers appear more able to successfully execute audio-assisted lessons or RABEA teacher's guide–assisted lessons than LV teachers. The larger ALP system, however, is impeded by facilitators leaving their employment for various reasons often related to inadequate or irregular pay.

Data Quality, Monitoring Systems, and Target Indicators

Evaluators conducted data reliability checks in the EDC field offices in Mundri West, Torit, and Wau. This involved the review of record and data keeping systems, a review of selected paper records for proper use and completion, and comparing paper records with data reported by the central office in Juba. All three offices were found to have sound and accurate monitoring and reporting systems. It should be noted that USAID conducted a data quality check in 2010 of EDC's record keeping systems and also confirmed such a conclusion. There are three areas of concern in the case of monitoring and reporting, however: the monitoring of audio equipment, teacher attrition, and the growth of SSIRI schools.

Audio equipment monitoring: One area of weakness is in the monitoring and evaluation of audio equipment. While records are kept of how many radios and digital devices are distributed, little information is kept or organized in such a way to monitor their maintenance, repair, failure, or replacement. There is a section in the school monitoring forms to report about equipment. In 2011, a form was introduced to track equipment replacement. However, EDC staff are unable to determine the number of audio players that are no longer in use, or the various probable reasons why. Based on the observations of the evaluators, equipment failure is a major issue for SSIRI, since a large majority of the schools visited had at least one audio device that was not working properly. Given that audio equipment is a lynchpin of the project, proper and accurate monitoring is essential.

A review of EDC monitoring and evaluation systems and field visits has determined that the project indicator numbers EDC reports to USAID are accurate, and where estimated, such as listener surveys, are so in good faith. Based on their field visits and the M&E review however, a number of concerns have been raised by the evaluators regarding these numbers that do not question their accuracy so much as what they conceal about the impact and health of the project. There are high attrition rates among enrolled SSIRI schools and trained teachers. The reported annual number of schools and centers and of teachers trained deserve some scrutiny in this regard. If schools and centers are dropping out each year at some unknown time after training or after the July data reference date, it is difficult to determine to what degree they have really benefitted from the project.

Teacher attrition: In 2011, 2,616 teachers were trained in 53 LV and 33 RABEA trainings, averaging 30 participants per training. This was a dramatic increase over the previous year, almost doubling the annual numbers trained. However, as of July 2011, 7,582 LV and RABEA teachers had been trained over the life of the project, but only 2,201 remain active in SSIRI classrooms. This is an attrition rate of 71 percent. Since 2008, when annual numbers of active teachers became available, the cumulative rate of attrition has been 64 percent. In fact, the number of teachers trained in 2011 (2,616) is about 400 teachers higher than the number listed as active as of July 2011 (2,201). Each year, more teachers are trained than were active in July of that year. Based on interviews with head teachers, education officials, and EDC staff, this is likely because not all end up using SSIRI after their training, many are transferred or move to other positions, or the implementation of project assets may not be in sync with training, such as when radio broadcasting is not available. This rate of loss can be also attributed to a number of other external factors, including the massive downsizing of the teaching corps by the MoGEI, the attrition of schools out of the SSIRI system, and insecurity. Table4 below contains the annual numbers of teachers trained since 2006 and those that remain active.

Table 4: Teacher Attrition

Year	Total RABEA Trained	Total RABEA Active	Total LV Trained	Total LV Active	Grand Total Trained	Grand Total Active
2008	396	n/a	993	n/a	1839	980
2009	280	n/a	610	n/a	890	844
2010	335	264	1115	1088	1450	1352
2011	762	576	1854	1625	2616	2201
Total	1773	32% retained	4572	36% retained	6795	32% retained

The table shows that nearly two of every three teachers does not remain an active SSIRI teacher after four years. The number of active teachers is very unstable. In nearly one-third of the schools visited by evaluators, SSIRI teachers were discovered to have been transferred or to have left the school, despite EDC records to the contrary. The SSIRI project training regime, while generally meeting and often exceeding its PMP targets, is lacking in efficiency and longevity.

School attrition and growth: The number of primary schools and centers with SSIRI programs that drop out of the system each year is also a cause for concern. A total of 20–30 percent of the schools enrolled in the SSIRI project since 2008 leave the system annually. The graphs below illustrate the annual numbers of new, re-reregistered, and drop-out schools.

Figure 4: Learning Village School Attrition

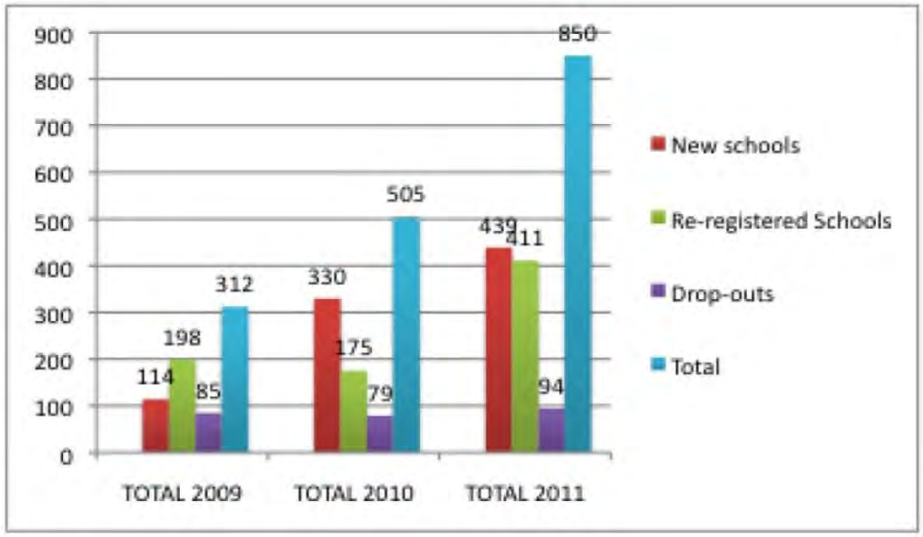
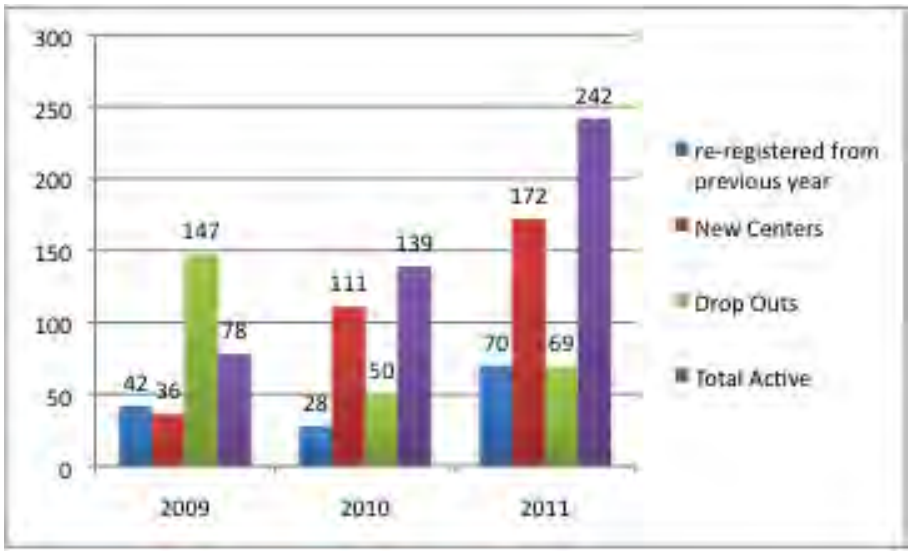


Figure 5: RABEAALP Center Attrition



The reasons why schools leave the system are, generally, (1) because they no longer have active SSIRI teachers, (2) the system audio assets, such as radio broadcasts and audio devices, no longer function, or (3) due to insecurity, such as in the case of SSIRI schools in the Three Areas. Half of the schools visited by evaluators in and around Mundri West were no longer teaching with SSIRI because the digital devices they were using were not functioning properly. Such factors do not show any immediate sign of abatement and they will continue to affect school attrition.

The ratio of all active LV teachers to all LV pupils in 2009 was 1:114, went down to 1:91 in 2010, and then rose again to 1:111 in 2011. As only 36 percent of the teachers trained remain active in the system, attrition has had a significant impact on these ratios and represents a system in need of many more active trained teachers.

Another characteristic of school attrition that is not apparent in reported PMP indicator numbers is the number of schools that lose teachers due to transfers and other reasons described above and, as a result, offer fewer SSIRI classrooms. Thirty-five percent of the schools visited by evaluators had fewer SSIRI classrooms than that reported by EDC. Eleven of the 97 SSIRI classrooms reported by EDC to be active were no longer active in the schools visited by evaluators, representing a 10 percent drop in just three months since the numbers were reported. Teacher attrition and equipment failure were the most common reasons. Although outreach coordinators and advisors attempt to recruit more teachers in such schools for training, expanding the SSIRI system in terms of numbers of schools has been prioritized over maintaining it. This is indicated by the generally poor state of SSIRI in the schools that evaluators experienced. From 2009 to 2011, the number of schools added to the system nearly tripled, from 312 to 850, and the number of teachers tripled, from890 to 2616. This expansion was pursued by the MoGEI, EDC, and USAID despite the 2008 midterm evaluation's recommendation to focus on quality rather than quantity. During this same period, 285 schools left the SSIRI project, and at least 530 teachers left SSIRI schools.

Teaching Practices Monitoring Forms: Upon close review of the field monitoring reports, it was found that the mechanism used to evaluate SSIRI teaching practices was limited. Teaching practices are currently rated on a scale of *never, sometimes,* or *always*. As it is unlikely for most teachers to do anything *always* or *never,* the *sometimes* rating becomes a category covering such a wide spectrum of frequency so as to make it meaningless. The evaluators recommended switching to a four-point number scale or changing *always* and *never* to *most of the time* and *seldom,* respectively, to improve the usefulness and accuracy of the form.

Conclusions[35]

1. EDC project monitoring and data collection and management since 2009 is of good quality. The monitoring of equipment needs to be improved, especially in tracking rates of failure and replacement.
2. SSIRI has met or come close to all PMP indicator targets.
3. The number of active teachers is very unstable. In nearly one-third of the schools visited by evaluators, SSIRI teachers were discovered to have been transferred or to have left the school, despite EDC records to the contrary. While EDC data is of good quality, SSIRI reporting obscures the fact that there has been a very high rate of loss of trained teachers from SSIRI schools. This should not necessarily be seen as an altogether negative outcome, as any training is likely to have a positive impact on the quality of teaching as a whole, assuming many of these trainees remain in schools—even schools that do not use SSIRI. But it does not bode well for the long-term growth and sustainability of the project if nearly two of every three teachers does not remain an active SSIRI teacher after four years. This is no way an indictment of EDC or the accuracy of their reporting

[35] These conclusions address Evaluation Questions 3A and 3C.

mechanisms. Rather, it reflects the constant inflows and outflows of the system; the way in which project indicator numbers are reported masks this important phenomenon. Mobility and attrition is an endemic part of the South Sudan teacher corps for many reasons, and as a result the SSIRI project training regime, while generally meeting and often exceeding its PMP targets, is lacking in efficiency and longevity.

4. If the MoGEI downsizing of teachers, which was conducted countrywide between 2008 and 2010, had a significant impact on teacher attrition statistics, as appears to have been the case, one would have to conclude that many of the teachers trained by SSIRI were unqualified in the eyes of the MoGEI. The MoGEI, in turn, was either unaware of the training these teachers received through SSIRI, or this training — and the sustainability of the SSIRI project—was not seen as a priority.
5. The SSIRI system is inefficient in retaining trained teachers and engaged schools and ALP centers. The system has expanded dramatically and extremely fast, and a result of this rapid expansion is an unstable system that has adversely affected SSIRI's project implementation.

Learning Gains and Costs

While learning gains is not a PMP indicator, EDC has expended significant effort in determining if the SSIRI project has had a measurable impact on learning. USAID has also expressed an interest in learning gains, and asked the evaluators to collect any evidence that might shed light on this topic. It is the position of the evaluators, however, that in such a context—namely the conflict-affected setting of South Sudan with its very long history of low educational access, unusually high teacher mobility, etc.—an expectation of learning gains may be premature, and must be tempered in the overall judgment of the value of the SSIRI project and the performance of EDC in carrying out the project objectives. The following section is thus an investigation of what data on learning gains are available, but equally an exercise that may lead to suggestions for future research.

Promotion rates: As requested, the evaluators examined data collected from EDC and from the field on indicators related to learning and achievement gains. One such indicator is promotion rates. If children are being promoted in IRI schools at higher rates than in non-IRI schools and being retained in school, higher promotion rates may be a useful, if imprecise, proxy for learning. Similarly, if children attend school more regularly and/or remain in school when others drop out, this also likely results in greater learning gains. The assumptions here are that children are promoted based on how much they have learned and that SSIRI is a contributing factor. However, these assumptions are deeply problematic for a number of reasons. First, promotion is generally based on exams designed by teachers in the school, and neither the quality of these exams nor the uniformity of their provision can be verified. Second, many children may not be promoted for reasons other than a lack of learning gains, such as health, transhumant migration, or an inability to pay exam fees. Lastly, the quality of the education pupils receive outside of the SSIRI classroom likely has a larger impact on learning gains as this represents the bulk of their schooling. Given these caveats, higher-than-average promotion rates can suggest that SSIRI schools offer something to students that other schools do not.

In the 16 SSIRI schools from which enrollment data was collected, promotion rates were found to stand in positive contrast to the averages for the same six states in which those schools are located. The comparison data are drawn from the most recent EMIS data from 2010. By collecting data from head teachers about the number of enrolled students for 2010 and 2011, and accounting for the numbers of repeaters, transfers, and new students in each class, the evaluators were able to derive a promotion rate for years in which IRI was a presence in the classes under examination. While the results are based on a small sample that in no way is scientifically representative, the P1 and P2 children in these schools were promoted at substantially higher rates than others.

Promotion between classes	Promotion Rate (2010–2011) 16 IRI schools	Promotion Rate (2009–2010) All schools same 6 states
P1 to P2	88.4%	61.3
P2 to P3	92.3%	78.4

With regard to attendance rates the evaluators have only the reports of education officials and head teachers. Our structured questionnaires asked either "Has there been any reported effect of LV on school attendance?"or (does) "SSIRI help(s) pupils have better attendance." Answers were largely affirmative:

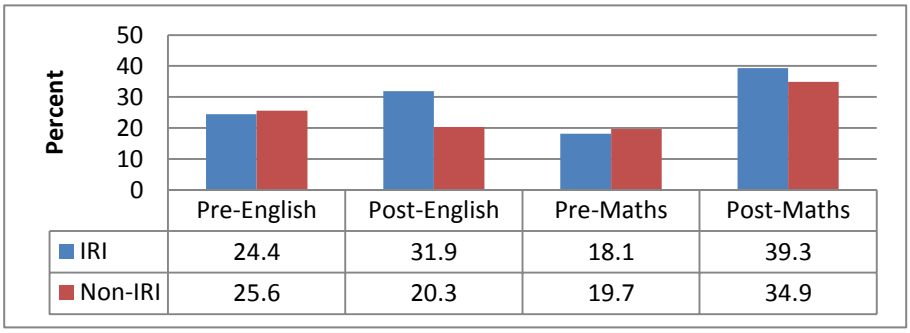
"Has there been any reported effect of Learning Village on school attendance?"	Yes	No	Don't know
Respondents: Education Officials (n=14)	71%	21%	7%
"SSIRI helps pupils have better attendance (come to school more regularly)."	Mostly true	Sometimes true	Seldom true
Respondents: Head Teachers (n = 28)	68%	18%	14%

With regard to "drop out" rates there are two anecdotal levels of reporting. Many of the children who took the P2 and P4 pre-tests described below were unavailable to take the post-test. There were many reasons why this may have been so, but it was the case that many more (89 percent) of these putative "drop-outs" were from non-IRI schools (n=229) than from IRI schools (n=121). Whatever the cause of their absence, at the end of the year this trend was observed in both the P2 and P4 tests. SSIRI's COP has said that this trend was also observed in IRI testing in Zambia, as noted in SSIRI's report of the P4 test results.[36]

Parents in focus groups had mixed perspectives about the effect of SSIRI on drop-out rates. While many thought that SSIRI had a positive effect on retention, most argued that dropping out of school was due to factors outside the influence of SSIRI, such as health, early marriage, transhumance, food insecurity, and lack of enough teachers and proper facilities. Education officials were also reluctant to posit effects of SSIRI on actual drop-out rates, although a majority believed it did have an impact.

"Has there been any reported effect of Learning Village on retention (drop-outs)?"	Yes	No	Don't know
Respondents: Education Officials (n=14)	57%	14%	28%

Pupil Achievement Tests: EDC endeavored to measure the impact of SSIRI on learning gains through their pre- and post-testing of SSIRI groups and control groups ofP2 pupils (2009) and P4 pupils (2010). Below are the mean score results for the P2 tests of English and math of 847 pupils in LV classes and in classes not using IRI.



[36]Effectiveness of Primary Four Interactive Radio Instruction in Southern Sudan, Summative Evaluation report by SSIRI Program in Collaboration with the Directorate of Alternative Education, MOE, March 2011, p. 18.

If other countries provide a model, one would expect learning gain differentials between the IRI and non-IRI classes to be greater in early grades that in later grades. This was also found when the subsequent test of 1161 P4 pupils was done.

Close analysis of the P4 test also shows that while overall IRI pupils gained 4 percent and 3 percent more than non-IRI pupils in English and math respectively, this difference was produced by just three out of 11 counties. In the other eight counties the differences between groups was not statistically significant, and in some counties the results were inverted with on-IRI pupils scoring higher than the IRI pupils. The gain differentials of 4 percent and 3 percent resulted from the fact that about 30 percent of the total sample came from those three counties. When viewed by state, of the five states participating in the test, only Central Equatoria State (CES) showed strong gains for the IRI group. (See Annex 22: Tables 17 and 16 from the SSIRIP4 test report). While the reasons for this are unclear, it is possible that higher gains may be due to higher levels of English competence among teachers and the general population in CES than in some other states.

Difference between IRI and non-IRI		
–	**English IRI - Non-IRI (Mean Scores)**	**Math IRI - Non-IRI (Mean Scores)**
P2	7.5	21.2
P4	4.0	3.0

Limitations of the tests: The P2 test was not as rigorously developed and administered as the P4 test.[37] EDC informed the evaluators that (1) the number of P2 pupils dropped by 30 percent between the pre- and post-tests, (2) P2 items were not formally tested for their item difficulty and discriminating power, and (3) the test administration procedures may have varied between locations.

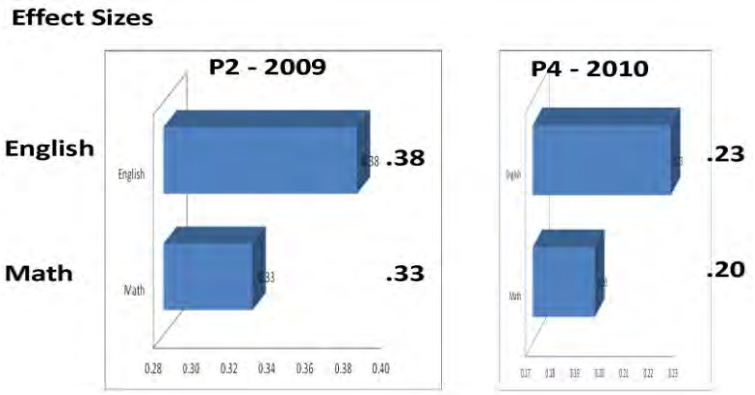
Substantial efforts were made to control for these factors in the later P4 test. The items were assessed for difficulty and discriminating power, and oversampling was done for the pre-test (1664 pupils) so that if a similar 30 percent did not appear for the post-test there would still be a large enough tested cohort. This in fact happened (n=1161). While the P4 test was developed with greater rigor, and while some inconsistencies in the manner of test administration may introduce elements of uncertainty, on balance EDC's M&E department in Juba, in consultation with the EDC home office, feel confident that the P2 test results are statistically meaningful, though perhaps somewhat less reliable than the P4 results.

One interesting feature of the tests is that in addition to analyzing pupil performance using mean scores, EDC has also developed a target gain score of 10 percent. EDC uses this to determine the percentage of pupils who attain a gain of at least 10 percent on the test.

[37]The procedures for developing and administering the test are detailed in EDC reports.

"After controlling for all other factors including gender, age, previous participation in IRI P1 class and class structure, learners in IRI schools were 1.7 and 2.3 times more likely than those in non-IRI schools to register at least 10% learning gains in Mathematics and English respectively."[38]

Effect Sizes: For purposes of this evaluation, and to determine the overall significance of these tests, effect sizes were computed. Effect size refers to the degree to which an intervention would have a similar effect on the control group when compared to the effect on the experimental group. Effect sizes of .3 or lower are generally considered small. The strongest SSIRI effect size was in English for P2 at .38.



Comparison data showing representative effect sizes for different countries are illustrated in Annex 13. The range is from .24 to .94. By comparison, the South Sudan effect sizes are small.

RABEA: A mixed mode qualitative/quantitative assessment was done with 306 randomly selected student learners from seven ALP centers in three counties that each completed two sets of achievement tests in Mathematics and English. A comparison of the learners' scores by level of exposure to RABEA (number of lessons completed) was made. This test suffered from the fact that there was no control group and no testing of items for difficulty. Students who had attended more than seven lessons (for the purposes of this test, considered "high exposure") scored 99.5 percent on the mathematics portion and 90.1 on the English portion. Such high scores indicate weak discrimination, and the evaluators judge the quantitative results to be not useful. However, as part of the assessment the testers interviewed ALP facilitators, education officials, and RABEA students. All spoke highly of RABEA, could specify the learning attributable to RABEA, and unanimously expressed support for its continued use.

(Rough) Costs per Beneficiary: The slight cost data available to the evaluators did not break down spending by program category (e.g., LV, RABEA, or other). Rough costs per beneficiary may be simply computed by dividing the spending through September 2011 by the number of beneficiaries. Through September 2011, SSIRI PMP indicators show that 473,223 pupils were enrolled in Learning Village classes for at least part of a school year. Another 35,076 students had been enrolled in ALP centers that used RABEA. Some 7,582 teachers had received training, as had some 944 Education Officials. Based on radio listenership surveys, as many as 500,000 people may have benefitted indirectly, though the nature of the benefit is hard to specify and the survey's projected numbers may diverge substantially from reality. EDC has reported as many as 446,000 in a single year (2010). The current annual estimate is 360,000.

[38] SSIRI Summative Evaluation Primary 2 At The 'Learning Village' Final Report, May 30, 2010, p.28.

SSIRI Cumulative Beneficiaries (from 2006–2011) *(Source: EDC PMP data summarized in Annex 16)*			Spending	Costs per Beneficiary
1	Learning Village Pupils	473,223		
2	RABEA Students in ALP Centers	35,076		
3	LV Teachers and RABEA Facilitators	7,582		
4	Education Officials	944	**$23,788,672.71**	
PMP Indicator Totals		**516,825**		**$46.03**
5	Indirect Beneficiaries (Radio Listeners)	500,000		
Extended (rough) Total		*1,016,825*		*$ 23.40*

Spending from the beginning of the project through September 2010 was reported to be $19,263,916, with projected spending through the end of FY 2011 of $23,783,383.[39] Actual spending was $23,788,672.71[40].Using the latter figure, the costs per beneficiary appear to be in the range of $23–$46.

Conclusions[41]

1. There is data to suggest that achievement and promotion rates are higher than average in some SSIRI schools, but more research is required to confirm this and to better establish causality and effect. While it is true that, when considered as an 11-county cohort, P4SSIRI pupils performed slightly better than non-SSIRI pupils, only three of the 11 counties showed consistently significant differences in favor of SSIRI pupils.
2. The great majority of education officials, head teachers, and teachers believe that Learning Village has improved achievement and attendance.
3. Education officials and RABEA users believe that RABEA is providing effective basic education support for out-of-school youth and also contributing to democratic participation and civic awareness among adults, though further research would be needed to establish the learning gains attributable to RABEA B and Intermediate above and beyond standard ALP teaching.
4. Further research would be necessary to determine the measurable degree to which LV positively impacts the teaching behaviors of teachers.
5. Costs per beneficiary (variously defined) appear to be in the range of from $23–$46.

[39] SSIRI Quarterly Report, October to December 2010,FY 2011 Quarter 1, p.35.
[40]Email from EDC-Nairobi, January 5, 2012.
[41] These conclusions address Evaluation Questions 2, 3A, 3B, 3C, 5A, 5B, and 5D.

Sustainability / Capacity / Transition

SSIRI is "a project of the Education Development Center and the Ministry of Education."–LV Teacher's Guide, 2011

"I honestly doubt that the MoE (MoGEI) can do the training without SSIRI. If the system is handed to the MoE without the proper care, it will fall apart."–County AES Supervisor

"Let EDC not leave us until 2015 when we'll be able to stand on our own two legs. If they leave next year it will fall apart."–State Director General of Education

"It will die a natural death if left decentralized to the states."—AES Acting Director General

By its own assessment, the MoGEI is not ready for full stewardship of SSIRI. Much has been done by EDC to build capacity within the MoGEI, but most of these inputs have been in the form of three- and four-day training workshops. Through FY2011, the project has trained 7582 LV teachers and RABEA facilitators in this manner. As noted earlier, attrition rate for SSIRI-trained teachers is high. This threatens the sustainability of the system. Also important for project sustainability are the 944 education officials trained to monitor and eventually manage the project, an unknown number of whom remain in their posts today.

Monitoring: Some officials at the MoGEI have taken steps to embed the project in their monitoring structures and processes. Notable is the appointment as early as 2008 of a Senior Inspector for SSIRI in Juba. While special SSIRI inspectors have not been appointed in the counties, and few are designated "SSIRI focal persons," most County AES Inspectors and Payam Supervisors are aware of their intended role in monitoring SSIRI. Systems of reporting are not well-linked, however, and scarcity of fuel keeps MoGEI inspectors from regular school visits. There is evidence that EDC is ramping up its approach to preparing the AES system to monitor SSIRI in advance of a project transfer to the MoGEI. Beginning in July 2011 at the annual planning meetings, SSIRI leadership began to inform education officials of the end of the project funding cycle in June 2012. (See Annex 14, EDC Staff notes on sustainability). July 2011 coincided with a marked increase in efforts to have the AES inspectors accompany SSIRI OCs on

SSIRI Monitoring Visits			
2011	# of Monitoring Visits	# with Ed. Officials	Percent
Q1	235	15	6%
Q3	279	43	15%
Q4	240	132	55%

monitoring trips.[42] Interestingly, EDC monitoring forms began to track accompanying visits in FY2011. Data is available for three of four quarters, showing an increase in accompanied visits after July 2011.

Education officials consistently said that SSIRI makes teachers' jobs easier and produces positive changes in teaching practices, and they unanimously support the project's continuation. Yet sustainability remains tenuous as AES still relies on OCs for virtually all key SSIRI functions:(1) leadership in training, (2) hardware and learning materials support, (3) much of the MoGEI's monitoring transportation, and (4) leadership in annual SSIRI planning. The evaluators asked education officials specific questions to gauge perceptions about the readiness of the MoGEI to take over various SSIRI functions.

Sustainability Questions for Education Officials	Yes	No
1. Can the training of SSIRI teachers be maintained by MoGEI?(n=18)	89%	11%
2. Can printing and distribution of SSIRI radio guides be managed by MoGEI?(n=15)	73%	27%
3. Can revision/production of new SSIRI audio series be managed by MoGEI?(n=11)	64%	36%

Training: As the 89 percent figure above indicates, officials express some confidence that they can manage training on their own if provided with more training of trainers (TOT). The evaluators see SSIRI training as one area in which the MoGEI can immediately step up its ownership/leadership role. There is a well-designed *Facilitator's Manual for MoE SSIRI TOT Training Workshops* that can be the basis for intensified skills transfer. For some time, MoGEI officials have had limited roles in conducting trainings (organizing participants, administering attendance, opening and closing workshops). In 2011 some training workshops have featured local MoGEI staff in somewhat more demanding roles. In Wau, for example, at the March 2011 training of 24 LV teachers, two county inspectors, Stephen Musa and Gasfa Ali, led important sections of the training:

- "Exploring the Learning Village Teacher's Guide and its Importance"
- "Learning Village Lesson Demonstration #1"

Still, most of the substantial March 2011 training sessions in Wau were co-led by SSIRI's Senior Outreach Coordinator or M&E Advisor. There remains considerable variability state-to-state and county-to-county in the preparedness of officials to conduct training.

[42]OCs and OAs seem to be the only monitors with mobility. Provision of motorbikes to the states and counties for the AES inspectors and supervisors has not been effective since counties do not provide fuel, and any fuel or maintenance costs for SSIRI motorbikes has had to come from the inspectors' own pockets. In Wau, the County Education Director was the person using the motorbike rather than the AES Inspector.

SSIRI's plan for FY2012 activities includes "Consolidation: No expansion to new counties." The outline also shows a very active training schedule for the first two quarters of FY2012, with 40 LV workshops (1600 people) and 39 RABEA workshops (1560 people). The evaluators imagine that these are not so much refresher trainings to improve quality but rather new schools (in current counties) to achieve the elevated annual target number of new learners, which is 33 percent greater than FY2011. There are also 20 PS101 workshops planned for a total of 400 students, but there appears to be little or no interest in building on this series in EDC's new SSTEP project.

SSIRI's plan also calls for 10 trainings for education officials (250 people). The evaluators do not know if these workshops are to be based around the TOT *Facilitator's Manual* or if they are for the Annual Planning and Review Workshops that began in October 2011. Officials who attended the first of these workshops explained that they discussed the need to prepare for a "handover of the project" as well as to prepare their annual work plans. The work plans that come out of those workshops are in the form of project planning timelines. Two samples of the FY2012 joint planning process are provided (see Annex18: Lakes State SSIRI Work Plan 2011/2012 and Annex 19: Eastern Equatoria State Activity Planner FY2012). The specification of responsibilities in these plans still shows SSIRI OCs and OAs involved in all activities. Most who were interviewed who attended the workshops said the MoGEI was not ready and EDC should be given two or three more years to continue to train and develop the capacities of the MoGEI.

Materials—Teacher's Guides, Equipment: Most education officials interviewed (73 percent) say that the MoGEI can print the Teacher's and Facilitator's Guides should they be provided with the digital files of the guides and funds for printing and distribution. While distribution of books to schools is not done well by the MoGEI, some local officials feel the MoGEI can distribute materials if necessary. However, without a tracking system of some kind in the field beyond what the evaluators believe to be there now, materials are likely to be unaccounted for. Regarding radios, the AES Acting Director General suggested that the MoGEI's central procurement could buy equipment through normal tendering processes. Some are skeptical about MoGEI procurement, which was invited to use Multi-Donor Trust Fund (MDTF) funding to acquire digital devices, but AES was finally unable to do so. This may have been attributable to the strict requirements of the MDTF but it may also indicate weakness in the procurement system.

Audio Production: Under any long-term view that includes educational media for and from South Sudan, a local capacity to edit existing programs and produce new programs—whether for SSIRI or for any other educational purpose—will be required. This may be done through private associated firms, or through the MoGEI itself. While 64 percent of those interviewed said that the MoGEI could create a new series of audio programs, the evaluators believe this to be extremely unrealistic, and they saw no evidence of any such capacities in or around the MoGEI. Though EDC's early deliverables included a recording studio in Maridi, by keeping production in Nairobi it did not built local audio production capacity. If production is to be done in South Sudan, certain radio stations could provide the studio equipment and location: for example, VEE (Torit), Voice of Hope (Wau), or SRS (Juba). Scriptwriters or script revisers would need to be recruited and trained.

Radio Stations: SSIRI plans to train radio station personnel, which could reduce the high incidence of broadcast errors. This is a short-term strategy. A large question remains about the need for and role of a

central broadcaster. Key MoGEI officials inform us that when the RSS takes over, it will not pay private radio stations to carry programs. Thus the government radio stations must step in or another solution must be found. Some at EDC suggest that government should lobby Miraya to carry SSIRI programs again, or that perhaps government can eventually absorb the Miraya infrastructure. Sudan Radio Service (SRS) may offer similar opportunities since it is about to expand via a network of repeaters. The role of SRS, an EDC property, remains puzzling to some, including the AES Deputy Director, "SRS is not promoting SSIRI—we thought once it comes it will improve SSIRI but that has not happened ."Surprisingly, SRS's COP said that the station would likely *not* be interested in acting as a production partner for SSIRI if revision work needs to be done. while SRS may soon install repeaters to enlarge its coverage area, EDC says it will not move to expand the SRS system via repeaters without government assurance that it will maintain the equipment if and when those assets are turned over to the government. Finally regarding the future of radio networks in South Sudan, the SRS COP informed us that the government's own digital TV service is a C-band system with unused audio channels. These could be utilized for centrally originated programs down-linked to small satellite dishes, the outputs of which could feed local transmitters or local amplifiers.

Staffing: The minutes from a July 2011 meeting of SSIRI senior staff show that at that time some felt that "At state and county level, there is no one in the AES structure responsible for SSIRI activities." By October 2011 most of the state- and county-level AES personnel interviewed said that MoGEI (AES and primary) staff were responsible for monitoring SSIRI, though most thought that only SSIRI was responsible for training. The message had clearly gone out to them that responsibilities were changing. This highlights the fact that if there is success in effectively moving ownership and responsibility to the county and state education officials, it will have come very late in the project. "They should have come to the payam level sooner," said the Payam Education Officer in Munukipayam in Juba County. From a technology perspective, EDC's IT Program Coordinator offered this view of steps toward sustainability:

"If the project closes in June, my area, the equipment area, will have no one. The Inspectors don't know about equipment. Even the OCs if they are incorporated into the MoE, even they rely on the central SSIRI IT department. And even SSIRI central must rely on others to fix radios… Training them to manage the file system and database may be possible too, but June 2012 may be too close…. More should have been done earlier in 2011 for the OCs to involve the AES inspectors. On the tech side I would install a small solar power system for the county offices to run computers with one to two computers and one printer. I would train them to manage a database and give them Office training. Six months is enough to run someone from zero till he can manage. I would have redundancy in the officers trained…SSIRI's M&E would move to the SMoE level. This was the thinking early. The OAs were supposed to sit in the MoE."

New Staff for SSIRI: Because AES has just become a Department, according to its Acting Director General there will be 14 new staff positions to fill. It may be a fortunate coincidence that this is happening just as EDC's SSIRI staff of 70 people are seeing the end of their employment with the project. There is an opportunity here to hire MoGEI level staff tasked with SSIRI functions such as those of the OAs, and to upgrade the central AES department's M&E functions.

Financial Capacity of the MoGEI: The financial streams between the various levels of government are weak or untrustworthy and are presently a barrier to a successful handover of the project. SMoGEIs

typically receive no operating budget from the RSS other than that needed to run the SMoGEI offices. Additional funding needs must be submitted to the state through the Council of Ministers and Governor. In the one current state budget shown to the evaluators there was no provision for "training," "equipment," or "special supplies."(See Annex 17, Sample State Education Budget). It is hard to imagine a state managing the SSIRI project without some means of training teachers, or purchasing equipment or project supplies. Creative approaches are needed to address these issues. The Draft Aid Strategy for GoSS recommends that donors not provide parallel funding mechanisms (to the states) but rather fund RSS Ministries through Project Support, Sector Budget Support, or General Budget Support. Some education officials have recommended using local, non-political "Executive Directors" at the state and eventually the county levels to manage budgets and MoGEI sub-accounts established and funded by the MoGEI in Juba. Others, including some at USAID, are looking to the Technical Assistance Project (TAP), which is piloting fixed obligation grants to three pilot states as a possible model.

Conclusions[43]

1. Education officials are concerned that the educational benefits of SSIRI not be lost and they hope to take over SSIRI to the maximum extent possible whenever EDC is no longer doing so, but they are not yet ready to take over the tasks of managing SSIRI.
2. In some places there is already capacity for county and payam education officials to train SSIRI teachers and monitor SSIRI schools, though readiness varies widely from state to state.
3. The positioning of SSIRI in AES highlights the importance of the relationship between the AES and other directorates, most notably the General Education Primary Department.
4. While there is increasingly engagement between directorates and departments around SSIRI at the state and county level, there is virtually no exchange of information about SSIRI between the Primary and AES Departments at the central MoGEI level.
5. Sample FY2012 SSIRI work plans created jointly by OAs with the states do not clearly show a substantial leadership role for the AES staff.
6. The MoGEI financial system is not yet accountable enough to rely solely on budget support as a means of continuing support for SSIRI.

[43] These conclusions address Evaluation Question 5D.

IV. RECOMMENDATIONS

The burdens of maintaining the SSIRI project in its current form are substantial. So too are the implications of abandoning the project altogether. Among the options open to USAID are:

1) Ending project funding for SSIRI in June, with no further support for SSIRI activities that have not been included in SSTEP (which consist of virtually the entire SSIRI project except for some use of certain RABEA programs).
2) Extending support for a project for two years with a technical support component but at a lower level of funding than now, for specific SSIRI activities (and when appropriate also in the form of fixed obligations grants to states, possibly starting on a pilot basis in a few states that have shown particular interest).
3) Initiating small agreements, grants, or contracts with organizations that have taken a leading role in institutionalizing SSIRI (there are none other than the MoGEI), or those that aspire to do so, such as MASTEC, if it expresses an interest.

These options are analyzed further in Annex 15, IndicativeRisk Analysis.

Based on the findings and conclusions described in the previous sections, the evaluators submit the following recommendations: Although the success and sustainability of the SSIRI project faces daunting challenges, the evaluators recommend that the project be extended overran additional two-year period through any funding that may become available (through the MoGEI or other sources). This is based on our confidence that, should our recommendations be acted upon, the SSIRI project can (1) improve substantially, (2) provide an opportunity for the MoGEI to steward a popular project, and (3) provide useful research opportunities on determinants of quality service delivery and educational system performance. Our recommendations have three corresponding objectives:

1. Improve the health of the existing system and link to the new SSTEP program where possible.
2. For elements of SSIRI that the MoGEI has expressed its willingness to take forward and support/direct from its own resources, prepare to transfer the remaining aspects of the SSIRI project over to full MoGEI administrative and financial control.
3. Through research, provide data-driven strategies for aspects of the SSIRI system to be continued or, for those aspects that have been included in SSTEP, to support improvement of results and sustainability.

1. Improve the health of the existing system

a. Cease or drastically scale back all expansion activities in order to focus on the health of existing SSIRI schools within range of active SSIRI radio broadcasters. To do this:

- Reposition LV as an in-school teacher professional development tool (in line with the SSTEP project's goals) for regular use in classrooms to model good practice of literacy, English, and math teaching.

- Begin immediately to conduct TOT trainings for inspectors, supervisors, head teachers, and deputy head teachers of existing SSIRI schools to enable them to monitor the project and be able to identify and train new staff to use SSIRI as a way to address high teacher truancy and attrition.

- Conduct refresher trainings for the existing SSIRI teacher corps with an emphasis on practicing lessons and managing short pause times (until they may be lengthened via program revision), strategies for large class sizes, employing active-learning techniques for "after the broadcast" practice, and for the transferability of SSIRI teaching practices into other periods of teaching in teachers' non-SSIRI classes. Have the MoGEI brand, print, and distribute the training materials and co-implement the trainings.

- Re-equip SSIRI schools with radio players as needed, and improve the monitoring of equipment distribution, replacement, and failure.

- Immediately address alignment of timetabling, broadcasting schedules, and problems of stations broadcasting lessons in the correct sequence.

- Enroll SSIRI teachers in SSTEP in-service and English-language development activities.

b. Facilitate communication and accountability between national, state, and county bodies to stabilize and standardize ALP teacher compensation, and to provide refresher training for existing RABEAALP facilitators to address high attrition.

c. Over the next 18–24 months, and based on independent assessment of the viability of affordable revision of existing LV lessons to be conducted in the next few months, address the pacing and production problems in LV and RABEA audio lessons and guides, and consider the removal or reduction of local language literacy segments as a way to shorten the programs and open more time for teacher-led activities with longer pauses for activities.

d. Not everything that has been done under SSIRI needs to be sustained, since some of SSIRI's functions may be absorbed into the SSTEP project. At the time of writing these functions are(1) assistance to TTIs (including ICT support), and (2) limited use of RABEA by MP3 for school-based, head teacher-managed listening groups for audio-assisted English language support. We suggest EDC consider (3) some use of PS101 (though SSTEP managers have no plan to do so).If there are positive outcomes of the current PS101 piloting activities under SSIRI, the PS101 approach would be a logical candidate for absorption into the in-service component of SSTEP. Opportunities also exist for mutual reinforcement with other USAID-funded education projects. For example, many of the Windle Trust English language trainees could be drawn from LV schools. RABEA Intermediate broadcasts can be used to augment use of RABEA by MP3 devices (as SSTEP intends as outlined above). Targeted ongoing use of RABEA by radio could allow a much larger number of schools to participate than the 500 or so now under discussion.

e. RABEA A does not require organized learning groups. If airtime can be found, RABEA A could continue for an indefinite period either in an extended SSIRI project (or possibly under Democracy

and Governance support for SRS and/or other radio stations). It would be best to refresh this programming over time (some people interviewed asked if there could be more civics programs). Remaining topical and up to date will be important to holding an audience's interest.

2. Prepare to transfer project over to full MoGEI control and financial support

a. Immediately establish detailed written plans developed jointly by MoGEI, EDC, and USAID for an appropriate duration (suggested two-year) phased hand-off of the SSIRI project to the AES Department of the MoGEI.

b. As part of the handover strategy, the Primary Education Department should be actively involved or, at the very least, should be involved and informed.

c. Build the capacity of National and State AES systems:

- Immediately identify MoGEI counterparts to take over specific EDC staff functions at the national (program management and M&E), and state (OA, M&E) levels utilizing the new AES Department staff positions, providing intensive job shadowing, and exploring the secondment of senior AES staff to EDC offices (e.g., management, M&E).
- Absorb SSIRI state OA roles into the AES Department by designating MoGEI staff (possibly personnel hired by the central AES Department under their increased staffing plan) to be stationed at the state level as "SSIRI Advisors" to provide support to the State AES Directors (e.g. training, equipment management, M&E).
- Outfit the AES national- and state-level system with computing and communications capacity, and provide corresponding training and job shadowing.
- Provide, when possible, fixed obligation grants to the states for training, fuel, and equipment purchase and maintenance (with radios to be purchased by MoGEI procurement system and then made available to the states).This could start on a pilot basis in three states in FY2012 in cooperation with the TAP program. To enable this, states should be given immediate assistance in planning/budgeting activities and deliverables.

d. Build monitoring capacity for county and payam of SSIRI:

- Establish designated "SSIRI focal persons" in the county and payam education offices.
- Establish clear monitoring and reporting procedures so payam and county supervisors and inspectors properly funnel information to state and national AES managers.
- Continuing monitoring "ride-alongs" for MoGEI supervisors/inspectors with SSIRI OCs.

e. If USAID decides to extend the SSIRI project, in Year Two of this extension:

- Phase out OC positions and officially hand over county- and payam-level training and monitoring of SSIRI programs to inspectors, supervisors, and focal persons.

- Phase out OA positions and officially hand over state-level monitoring, equipment procurement (done through MoGEI), and transportation support to the state AES Directors and state-based MoGEI "SSIRI Advisors."

3. Conduct further research to provide data-driven strategies for SSIRI system improvement and sustainability.

- Before April 2012, conduct independent assessment of the feasibility and advisability of revising the SSIRI audio programs (especially Learning Village) as per recommendations above under 1c.
- Before April 2012, evaluate the near-term and mid-term potential of SRS and free government radio broadcasting to provide support to LV and RABEA for teacher development (reinforcing SSTEP).
- Before June 2012, explore the future disposition of SRS as a radio network and its potential roles in the future of educational broadcasting and audio production; linked to this, facilitate discussions between the MoGEI and Ministry of Information to explore the capacity and potential interest of the government in utilizing its radio stations/network for educational broadcasting purposes.
- Before June 2012, explore possible partnership between USAID Education and Democracy and Governance units to support SRS or other educational radio broadcasting infrastructure development.
- Beginning before June 2012 and continuing thereafter, research the viability of particular MP3 players and move the project to MP3 equipment as soon as it is practical.
- If USAID extends the SSIRI project, conduct a baseline assessment of teacher practices in association with the SSTEP project with the objective of comparing SSIRI and non-SSIRI teacher practices in order to better establish the impact of audio-assisted teaching and other SSTEP activities on teaching skills.

ANNEX 1: FIELD TOOLS

SSIRI Project Evaluation

Education Official Interview Protocol

Interviewer_____ Name _____Position _____

Location (State/County/Payam)_____Date _____

"The SSIRI program offers support for primary schools (Learning Village), support for adult learners and out-of-school youth (Rabea), and support for TTIs with ICTs and in-service teachers with an audio-based course, PS101 (Professional Studies for Teachers).Please tell us how SSIRI programs are working in your area."

1. *How long have you been in this position? _____years / months
2. *Tell me about the SSIRI project in your state/county/payam.

   _____

   _____*(circle all that apply)***LVRabeaPS101**
3. *Have you attended any SSIRI annual review and planning workshops? **yes/no**
4. *If yes, when was that workshop and what was discussed?_____
5. *Who is responsible for monitoring the SSIRI program in your area?*(identify all responsible positions)*

   EDC_____/MoE_____
6. Have you adjusted your budget, staffing or tasking of staff to support to SSIRI activities? **yes/no**

   If so how?_____
7. *Approximately what percentage of your schools are using Learning Village? **____%**
8. *If some schools do not, what prevents them from doing so?

   _____
9. *Do you have ALP learning groups doing Rabea B and if so, about how many? **Yes,#_____/no**
10. *What has SSIRI done to address pupil & teacher gender gaps in education?

    _____

_____

___

Scheduling and Curriculum

11. *Is SSIRI an extra program or an integral part of teaching the MoE curriculum? **extra / integral**
    Explain:

    _____

12. *Are the SSIRI audio and print materials consistent with the approved curriculum? **yes/no/d.k.**
13. *Is SSIRI on the official timetable for the schools in your area? **yes/no/d.k.**
14. Are there challenges related to timetabling, and if so what are they? _____
15. Do LV radio lessons interfere with other essential activities / classes in the schools? **yes/no/d.k.**
16. *Is the sequence of "Learning Village" subject content (e.g. math, English, local language) in step with the sequence of other teaching of the same subjects? **yes/somewhat/no/d.k.**
    If somewhat or no, explain

    _____

17. *Is the sequence of "Rabea" subject content (e.g. math, English) in step with the sequence of the Accelerated Learning Program? **yes/somewhat/no/d.k.**
    If somewhat or no, explain

    _____

Training

18. Have you attended any SSIRI trainings?*(circle all that apply)*

    LVRabeaPS101

19. *What role do MoE staff play in SSIRI trainings?

    _____

20. Have staff from the MoE (county/payam) led any parts of the most recent trainings? **yes/no**
21. *Have SSIRI trainings adequately prepared teachers to teach with SSIRI technologies? **yes/no/d.k.**
22. *Can MoE staff (state/county/payam) manage and lead all SSIRI training programs for teachers and inspectors if not supported by EDC staff? **yes/no/d.k.**

Teaching Behaviors / Skills

23. *Comparing teachers' performance and teaching skills before SSIRI and now, have there been changes?*(Circle one)* **Positive changes / negative changes/ no changes/d.k.**
    Can you give an
    example:_____

24. *Do you see effects of SSIRI training on SSIRI teachers in their *other classes* and in other periods when they don't use the radio?*(Carry-over effects)* **yes/ no / d.k.**
    Example:_____

Monitoring and evaluation

25. Is there a SSIRI monitoring schedule posted here that we can see? **yes/ no / d.k.**
26. *Has there been any reported effect of LV on school attendance? **yes/ no / d.k.**
27. *Has there been any reported effect of LV on retention (drop out)? **yes/ no / d.k.**
28. *How does your office assess SSIRI's effectiveness in improving pupils' learning?
    _____
29. *Have you seen any evidence that pupils are doing better in LV classes than other pupils? **yes/no**
    *If so, what evidence:
    _____
30. *To what extent is SSIRI promoting English literacy?
    _____

Equipment

31. *Are the various SSIRI equipment adequate (radios, MP3 players, etc.)? **yes/ no / d.k.**
    If no, which equipment, and how?_____
32. *What challenges are there in using the equipment?_____
33. If equipment fails how long does it take to replace/repair it?_____ (days / weeks)**/d.k.**

Broadcast signals

34. *Is the quality of the SSIRI radio signal good enough for teaching? **yes / no / sometimes / d.k.**
35. Does the radio broadcast the programs on the correct day and time? **always /mostly / sometimes / d.k.**

Rabea

36. *Is Rabea B relevant to the needs of out-of-school youth in ALP groups? **yes/no/somewhat/d.k.**
    About how many youth are now enrolled? _____
37. *Is Rabea B relevant to the needs of older adults in learning groups? **yes/no/somewhat/d.k.**
    About how many older adults are now enrolled? _____
38. *Is Rabea A effective in educating adults who listen alone? **yes/no/somewhat/d.k.**

Professional Studies for Teachers (PS101)

39. *What can you tell me about PS101?

    _____

Acceptability / Demand *(if comment is specific to only LV or Rabea, circle "LV" or "Rabea")*

40. *How do teachers and principals feel about LV and Rabea (do they complain, welcome it, ask for it…)

    _____

    __

41. *Does use of SSIRI technologies make teaching easier or more difficult? **easier/ more difficult/both**
42. *What do parents and the community say about LV and Rabea?

    _____

43. What would you change or improve about LV?

    _____

44. What would you change or improve about Rabea B or A ? _____

Sustainability / Budget:(at some point donors may reduce funding for SSIRI)

45. *In your judgment are SSIRI technologies (e.g. radio, MP3) basic and affordable enough to be maintained by the MoE or the community in the absence of donor project funding? **yes/no**
46. *Can the training of SSIRI teachers be maintained by the MoE? **yes/no**
47. *Can printing and distribution of SSIRI radio guides be managed by the MoE? **yes/no**
48. *Can revision / production of whole new SSIRI audio series be managed by the MoE? **yes/no**
49. *What has the SSIRI project done to address continuity and sustainability if USG funding ends?_____

    _____

    _____

    __

    _____

__

    _____

__

Prompt for further ideas on whether/how to continue/sustain SSIRI (if not previously discussed) (e.g.):

Materials (LV / Rabea):

maintenance/ expansion / distribution of **current** SSIRI programs (both LV and Rabea);

revision of current SSIRI materials/ development and distribution of **new** SSIRI series

Training (LV and Rabea)

training of LV teachers and inspectors/ Rabea facilitators

Radio / Audio Distribution

Broadcasting/ audio distribution by digital devices (e.g. wind-up/solar mp3 players)

Pre-service TT

Improving / expanding use of internet technologies/ video integration in TTIs

In-service TT

Improving / expanding use of audio-based training for untrained teachers (PS101)

Other Notes:

SSIRI Project Evaluation

Classroom Observation Protocol

Observer_____Date _____

School_____Payam _____ State _____

Rural/Urban/Sub-urban Grade Level _____Lesson# _____

Start Time _____End Time _____

I. Classroom Conditions

1. Pupils Present:
#boys ___+ #girls ___= total_____

2. Structure (circle one):

Permanent ☐Semi-Permanent☐ Tree☐

other _____

3. Audio technology used *(Circle one):*

Radio ☐ **MP3player ☐**

4. Years of teaching experience

____

5. SSIRI Training:

Main training ☐Refresher ☐None ☐

6. Formal teacher training, other than SSIRI _____

_____

II. Classroom management

7. Seating arrangement *(Circle one in each column):*

☐ ***Onfloor***	☐ ***Rows***
☐ ***Chairs***	☐ ***Groups***
☐ ***Other***	☐ ***Disorganized***

8. Number of radios/players used _____ _____

9. Was radio tuned to proper station or MP3 program ready and teacher prepared?

Yes ☐No ☐

10. Pupils were ready and attentive?

Yes ☐No☐

11.Did the teacher have the program guide**?**

Yes ☐No ☐Unsure ☐

12. Did the teacher have the other materials called for by this lesson?

Yes ☐No ☐DK ☐NA ☐

13. The audio equipment was loud enough for pupils to hear:

Most ☐Some ☐Few ☐

14. How clear (without "hiss" or noise) was the audio signal itself (not loudness)?

Very noisy and unclear ☐

A little noisy or somewhat clear ☐

Very clear (no noise) ☐

III. Program

15. The teacher completed the activities during pauses throughout the broadcast:

Most of the time ☐

some of the time ☐

seldom☐

16. The design of the radio program was conducive to successful interaction by teacher and pupils*(comment as needed on pause lengths, quality of voices, songs, sound effects etc.)*

Most of the time ☐

some of the time ☐

seldom☐

17. The teacher responds to pupils constructively

Most of the time ☐

some of the time ☐

seldom☐

18. Post-broadcast lesson activities occur immediately after the radio program?

Yes ☐

No ☐

IV. Pupil Responsiveness

19. How many pupils respond actively *at the start* of the program?

Most ☐

Some ☐

Few ☐

20. How many children remain actively engaged *throughout?*

Most ☐

Some ☐

Few ☐

21. How often do pupils appear to hear and understand prompts for them directly from the radio:

Most of the time ☐

some of the time ☐

seldom☐

V. Teacher Performance

Please rate on a scale of 1 to 4: **1** is poor and **4** is excellent

22. Prepares blackboard drawings and materials ahead of lesson	1234
23. Starts the lesson on time	1234
24. Listens to and follows the radio instruction	1234
25. Helps pupils when they have difficulty	1234
26. Encourages pupils to follow the radio instructions	1234
27. Checks pupils are following during the lesson	1234
28. Attempts to involve every pupil	1234
29. Selects a variety of pupils for activities and responses	1234

Classroom layout:

Comments:

SSIRI Project Evaluation

Head Teacher Interview Protocol

Interviewer _____ **Date** _____ **School** _____

Payam _____ **County** _____ **State** _____

I. Head Teacher Characteristics

1. Gender: **M/F**

2. Years of teaching experience _____

3. SSIRI Training **Main training** **Refresher** **None** **Dates** _____

4. Other formal teacher training: _____

5. What class(s) do you teach? _____

6. Which subjects do you usually teach besides SSIRI? _____

7. How many years has this school been using SSIRI? _____

8. How many years have you been using SSIRI? _____

9. How would you describe your English skills?

Speaking:	**Very good Fair Not very good**
Reading:	**Very good Fair Not very good**
Writing:	**Very good Fair Not very good**

10. How regularly do classes use SSIRI:

P1: **Every Day A few times a week A few times a month Seldom**

P2: **Every Day A few times a week A few times a month Seldom**

P3: **Every Day A few times a week A few times a month Seldom**

P4: **Every Day A few times a week A few times a month Seldom**

II. SSIRI Support

11. How would you describe the support you get from the EDC SSIRI outreach staff:

Very good Fair Not very good Frequency of visits_____

Describe the support you get, if any: _____

_____

_____

12. How would you describe the support you get for SSIRI from MoE inspectors and supervisors:

Payam: **Very good Fair Not very good** Frequency of visits_____

County:**Very good Fair Not very good** Frequency of visits _____

Describe the support you get, if any: _____

_____

_____

13. Please identify areas where there is a lack of support, if any:_____

_____

_____

14. What information do you collect about pupils and teacher's use of SSIRI in your school?

_____

_____

15. How do you use this information?

_____

16. Have you made any changes or improvements to the SSIRI classes in your school, or would like to make some changes? What are they:

_____

_____

_____

_____

_____

_____

Are the following statements mostly true, sometimes true, or seldom true in your view:

15. SSIRI directly follows the sequence of the South Sudan syllabus.

mostly true/sometimes true/seldom true

16. SSIRI helps teachers be better teachers.

mostly true/sometimes true/seldom true

17. SSIRI helps pupils perform better in school.

mostly true/sometimes true/seldom true

18. SSIRI helps pupils have better school attendance.

mostly true/sometimes true/seldom true

19. The school has enough radios/players to meet the needs of all SSIRI classes.

mostly true/sometimes true/seldom true

20. SSIRI teachers are competent at using the radio in the classroom.

mostly true/sometimes true/seldom true

21. The SSIRI radios/players work properly and run for the full class period.

mostly true/sometimes true/seldom true

22. The SSIRI radios/players are loud enough for most children in large classes to hear.

mostly true/sometimes true/seldom true

23. Parents support or approve the use of SSIRI in school.

mostly true/sometimes true/seldom true

24. Parents listen to SSIRI (LV or Rabea) broadcasts at home.

mostly true/sometimes true/seldom true

25. Managing a SSIRI school/ALP Center is difficult.

mostly true/sometimes true/seldom true

(The questions above are designed to illicit follow-up explanations for their answers.)

SSIRI Project Evaluation

Education Official Interview Protocol

Interviewer _____Name _____Position _____

Location (State/County/Payam)_____Date _____

"The SSIRI program offers support for primary schools (Learning Village), support for adult learners and out of school youth (Rabea), and support for TTIs with ICTs and in-service teachers with an audio-based course, PS101 (Professional Studies for Teachers).Please tell us how SSIRI programs are working in your area."

50. *How long have you been in this position? _____years / months
51. *Tell me about the SSIRI project in your state/county/payam. _____
    _____*(circle all that apply)***LVRabeaPS101**
52. *Have you attended any SSIRI annual review and planning workshops? **yes/no**
53. *If yes, when was that workshop and what was discussed?_____
54. *Who is responsible for monitoring the SSIRI program in your area?*(identify all responsible positions)*
    EDC_____/MoE_____
55. Have you adjusted your budget, staffing or tasking of staff to support to SSIRI activities? **yes/no**
    If so how?_____
56. *Approximately what percentage of your schools are using Learning Village? **____%**
57. *If some schools do not, what prevents them from doing so? _____
58. *Do you have ALP learning groups doing Rabea B and if so, about how many? **Yes,#_____/no**
59. *What has SSIRI done to address pupil & teacher gender gaps in education? _____
    _____

Scheduling and Curriculum

60. *Is SSIRI an extra program or an integral part of teaching the MoE curriculum? **extra / integral**
    Explain: _____
61. *Are the SSIRI audio and print materials consistent with the approved curriculum? **yes/no/d.k.**
62. *Is SSIRI on the official timetable for the schools in your area? **yes/no/d.k.**
63. Are there challenges related to timetabling, and if so what are they? _____

64. Do LV radio lessons interfere with other essential activities / classes in the schools? **yes/no/d.k.**
65. *Is the sequence of "Learning Village" subject content (e.g. math, English, local language) in step with the sequence of other teaching of the same subjects? **yes/somewhat/no/d.k.**
    If somewhat or no, explain _____
66. *Is the sequence of "Rabea" subject content (e.g. math, English) in step with the sequence of the Accelerated Learning Program? **yes/somewhat/no/d.k.**
    If somewhat or no, explain _____

Training

67. Have you attended any SSIRI trainings?*(circle all that apply)* **LVRabeaPS101**
68. *What role do MoE staff play in SSIRI trainings? _____
69. Have staff from the MoE (county/payam) led any parts of the most recent trainings? **yes/no**
70. *Have SSIRI trainings adequately prepared teachers to teach with SSIRI technologies? **yes/no/d.k.**
71. *Can MoE staff (state/county/payam) manage and lead all SSIRI training programs for teachers and inspectors if not supported by EDC staff? **yes/no/d.k.**

Teaching Behaviors / Skills

72. *Comparing teachers' performance and teaching skills before SSIRI and now, have there been changes?*(Circle one)* **Positive changes / negative changes/ no changes/d.k.**
    Can you give an example:_____
73. *Do you see effects of SSIRI training on SSIRI teachers in their *other classes* and in other periods when they don't use the radio?*(Carry-over effects)* **yes/ no / d.k.**
    Example:_____

Monitoring and evaluation

74. Is there a SSIRI monitoring schedule posted here that we can see? **yes/ no / d.k.**
75. *Has there been any reported effect of LV on school attendance? **yes/ no / d.k.**
76. *Has there been any reported effect of LV on retention (drop out)? **yes/ no / d.k.**
77. *How does your office assess SSIRI's effectiveness in improving pupils' learning? _____
78. *Have you seen any evidence that pupils are doing better in LV classes than other pupils? **yes/no**

    *If so, what evidence: _____
79. *To what extent is SSIRI promoting English literacy? _____

Equipment

80. *Are the various SSIRI equipment adequate (radios, MP3 players, etc.)? **yes/ no / d.k.**
    If no, which equipment, and how?_____
81. *What challenges are there in using the equipment?_____
82. If equipment fails how long does it take to replace/repair it?_____ (days / weeks)**/d.k.**

Broadcast signals

83. *Is the quality of the SSIRI radio signal good enough for teaching? **yes / no / sometimes / d.k.**
84. Does the radio broadcast the programs on the correct day and time? **always /mostly / sometimes / d.k.**

Rabea

85. *Is Rabea B relevant to the needs of out-of-school youth in ALP groups? **yes/no/somewhat/d.k.**
    About how many youth are now enrolled? _____
86. *Is Rabea B relevant to the needs of older adults in learning groups? **yes/no/somewhat/d.k.**
    About how many older adults are now enrolled? _____
87. *Is Rabea A effective in educating adults who listen alone? **yes/no/somewhat/d.k.**

Professional Studies for Teachers (PS101)

88. *What can you tell me about PS101? _____

Acceptability / Demand *(if comment is specific to only LV or Rabea, circle "LV" or "Rabea")*

89. *How do teachers and principals feel about LV and Rabea (do they complain, welcome it, ask for it…)
    _____
90. *Does use of SSIRI technologies make teaching easier or more difficult? **easier/ more difficult/both**
91. *What do parents and the community say about LV and Rabea? _____
92. What would you change or improve about LV? _____
93. What would you change or improve about Rabea B or A ? _____

Sustainability / Budget:(at some point donors may reduce funding for SSIRI)

94. *In your judgment are SSIRI technologies (e.g. radio, MP3) basic and affordable enough to be maintained by the MoE or the community in the absence of donor project funding? **yes/no**
95. *Can the training of SSIRI teachers be maintained by the MoE? **yes/no**
96. *Can printing and distribution of SSIRI radio guides be managed by the MoE? **yes/no**
97. *Can revision / production of whole new SSIRI audio series be managed by the MoE? **yes/no**
98. *What has the SSIRI project done to address continuity and sustainability if USG funding ends?_____

_____

_____

_____

Prompt for further ideas on whether/how to continue/sustain SSIRI (if not previously discussed) (e.g.):

Materials (LV / Rabea):

maintenance/ expansion / distribution of **current** SSIRI programs (both LV and Rabea);

revision of current SSIRI materials/ development and distribution of **new** SSIRI series

Training (LV and Rabea)

training of LV teachers and inspectors/ Rabea facilitators

Radio / Audio Distribution

Broadcasting/ audio distribution by digital devices (e.g. wind-up/solar mp3 players)

Pre-service TT

Improving / expanding use of internet technologies/ video integration in TTIs

In-service TT

Improving / expanding use of audio-based training for untrained teachers (PS101)

Other Notes:

SSIRI Project Evaluation

Classroom Observation Protocol

Observer_____Date _____

School_____Payam _____ State _____

Rural/Urban/Sub-urban Grade Level _____Lesson# _____

Start Time _____End Time _____

I. Classroom Conditions

1. Pupils Present:
#boys ___
\+ #girls ___
= total _____

2. Structure (circle one): Permanent ☐

Semi-Permanent☐

Tree☐

other _____

3. Audio technology used *(Circle one):* **Radio ☐**

MP3player ☐

4. Years of teaching experience ____

5. SSIRI Training: **Main training ☐**

Refresher ☐

None ☐

6. Formal teacher training, other than SSIRI _____

_____

II. Classroom management

7. Seating arrangement *(Circle one in each column):*

☐ ***On floor***	☐ ***Rows***
☐ ***Chairs***	☐ ***Groups***
☐ ***Other***	☐ ***Disorganized***

8. Number of radios/players used _____

9. Was radio tuned to proper station or MP3 program ready and teacher prepared? **Yes ☐**

No ☐

10. Pupils were ready and attentive? **Yes ☐**

No☐

11.Did the teacher have the program guide**?** **Yes ☐**

No ☐

Unsure ☐

12. Did the teacher have the other materials called for by this lesson? **Yes ☐**

No ☐

DK ☐

NA ☐

13. The audio equipment was loud enough for pupils to hear: **Most ☐**

Some ☐

Few ☐

14. How clear (without "hiss" or noise) was the audio signal itself (not loudness)?

Very noisy and unclear ☐

A little noisy or somewhat clear ☐

Very clear (no noise) ☐

III. Program

15. The teacher completed the activities during pauses throughout the broadcast:

Most of the time ☐

some of the time ☐

seldom☐

16. The design of the radio program was conducive to successful interaction by teacher and pupils*(comment as needed on pause lengths, quality of voices, songs, sound effects etc.)*

Most of the time ☐

some of the time ☐

seldom☐

17. The teacher responds to pupils constructively

Most of the time ☐

some of the time ☐

seldom☐

18. Post-broadcast lesson activities occur immediately after the radio program? **Yes ☐**

No ☐

IV. Pupil Responsiveness

19. How many pupils respond actively *at the start* of the program? **Most ☐**

Some ☐

Few ☐

20. How many children remain actively engaged *throughout?*

Most ☐

Some ☐

Few ☐

21. How often do pupils appear to hear and understand prompts for them directly from the radio:

Most of the time ☐

some of the time ☐

seldom☐

V. Teacher Performance

Please rate on a scale of 1 to 4:**1** is poor and **4** is excellent

22. Prepares blackboard drawings and materials ahead of lesson	1234
23. Starts the lesson on time	1234
24. Listens to and follows the radio instruction	1234
25. Helps pupils when they have difficulty	1234
26. Encourages pupils to follow the radio instructions	1234
27. Checks pupils are following during the lesson	1234
28. Attempts to involve every pupil	1234
29. Selects a variety of pupils for activities and responses	1234

Classroom layout:

Comments:

SSIRI Project Evaluation

Head Teacher Interview Protocol

Interviewer _____ **Date** _____ **School** _____

Payam _____ **County** _____ **State** _____

I. Head Teacher Characteristics

1. Gender: **M/F**

2. Years of teaching experience _____

3. SSIRI Training: **Main training Refresher None** **Dates** _____

4. Other formal teacher training: _____

5. What class(s) do you teach? _____

6. Which subjects do you usually teach besides SSIRI? _____

7. How many years has this school been using SSIRI? _____

8. How many years have you been using SSIRI? _____

9. How would you describe your English skills?

Speaking: **Very good Fair Not very good**
Reading: **Very good Fair Not very good**
Writing: **Very good Fair Not very good**

10. How regularly do classes use SSIRI:

P1: **Every Day A few times a week A few times a month Seldom**
P2: **Every Day A few times a week A few times a month Seldom**
P3: **Every Day A few times a week A few times a month Seldom**
P4: **Every Day A few times a week A few times a month Seldom**

II. SSIRI Support

11. How would you describe the support you get from the EDC SSIRI outreach staff:

Very good Fair Not very good Frequency of visits_____

Describe the support you get, if any: _____

_____

_____

12. How would you describe the support you get for SSIRI from MoE inspectors and supervisors:

Payam: **Very good Fair Not very good** Frequency of visits_____

County:**Very good Fair Not very good** Frequency of visits _____

Describe the support you get, if any: _____

_____

_____

13. Please identify areas where there is a lack of support, if any:_____

_____

14. What information do you collect about pupils and teacher's use of SSIRI in your school?

_____

15. How do you use this information?

_____

16. Have you made any changes or improvements to the SSIRI classes in your school, or would like to make some changes? What are they:

_____

_____

_____

Are the following statements mostly true, sometimes true, or seldom true in your view:

26. SSIRI directly follows the sequence of the South Sudan syllabus.

mostly true/sometimes true/seldom true

27. SSIRI helps teachers be better teachers.

mostly true/sometimes true/seldom true

28. SSIRI helps pupils perform better in school.

mostly true/sometimes true/seldom true

29. SSIRI helps pupils have better school attendance.

mostly true/sometimes true/seldom true

30. The school has enough radios/players to meet the needs of all SSIRI classes.
    mostly true/sometimes true/seldom true
31. SSIRI teachers are competent at using the radio in the classroom.
    mostly true/sometimes true/seldom true
32. The SSIRI radios/players work properly and run for the full class period.
    mostly true/sometimes true/seldom true
33. The SSIRI radios/players are loud enough for most children in large classes to hear.
    mostly true/sometimes true/seldom true
34. Parents support or approve the use of SSIRI in school.
    mostly true/sometimes true/seldom true
35. Parents listen to SSIRI (LV or Rabea) broadcasts at home.
    mostly true/sometimes true/seldom true
36. Managing a SSIRI school/ALP Center is difficult.
    mostly true/sometimes true/seldom true

(The questions above are designed to illicit follow-up explanations for their answers.)

ANNEX 2: SUMMARY OF EVALUATION ACTIVITIES

State	Classrooms Observed	Teachers Interviewed	Head Teachers Interviews	Education Officials Interviewed	School Stats	Parent FGD	Radio Stations
CES	18	12	7	10	7	2	2
EES	8	10	8	5	8	2	1
WES	12	15	8	3	8	1	1
Jonglei	5	4	2	3	2	0	1
Warrap	2	2	1	4	1	0	1
WBG	5	2	3	2	3	0	2
TOT	50	45	29	27	29	5	8

ANNEX 3: WORK PLAN

SSIRI Evaluation Activity

MSI

Stuart Leigh and Andrew Epstein

October 7, 2011

BACKGROUND

An evaluation of the Southern Sudan Interactive Radio Instruction project will be conducted in South Sudan from 10 October to 19 November, 2011. The process will actively engage stakeholders from USAID-Sudan, the Southern Sudan Ministry of Education and the contractor, Education Development Center (EDC), in an analysis of the impact, benefits, processes and outcomes of the SSIRI activity from its inception to 2011, with special emphasis on the period since the completion of both the Mid-term Evaluation (June 2008) and the subsequent Management Review (December 2008), as conducted by MSI.

The two MSI evaluators are Stuart Leigh, Team Leader, and Andrew Epstein. The Team Leader also led the two 2008 evaluation activities noted above. The full team for the current evaluation comprises representatives from the above-mentioned organizations, who will travel to project sites throughout Southern Sudan. Members have agreed to employ an open and consultative format; however, the ultimate responsibility for gathering and interpreting information rests with the MSI evaluators.

PURPOSE

This performance evaluation is being carried out for accountability purposes and is intended to document lessons learned, best practices, and provide recommendations to inform evidence-based future programming.

The principal deliverables of the consultancy will be an oral debriefing and written report, the first draft of which will be submitted to USAID-Sudan before departure on November 19. The evaluation will provide answers to a set of questions posed by USAID Sudan and assess the execution and outcomes of the SSIRI project with special focus on:

1. Effectiveness of the SSIRI approach in terms of its overall impact on access to quality literacy instruction in the South Sudan context.
2. Progress to date in meeting the deliverables of the EDC/SSIRI Cooperative Agreement (including amendments and modifications to the original agreement)

3. The quality of project data (specifically outcome and impact indicators and data)

4. Recommendations for and identification of:

   a) Project components that could be scaled up or phased out for the greatest impact with special attention to replicable components that may inform further Mission investments in similar activities.

   b) Short and medium-term dynamic follow-on interventions which are appropriately responsive to both new USAID/South Sudan and GOSS/MoE priorities.

METHODOLOGY

The evaluation process will incorporate the following methodologies:

1. Desk review of SSIRI project documents, including the Cooperative Agreement Modifications, work plans, internal evaluations, annual and quarterly reports and consultant reports, as well as related GOSS/RSS and USAID documents;

2. In-depth debriefings, face-to-face debriefings with EDC project management and USAID Education team members charged with SSIRI project oversight;

3. Discussions and structured interviews with a wide range of MoE officials, including GOSS employees responsible for integrating SSIRI assets into educational operations; State MoE Directors, County MoE officials, TTI personnel, school headmasters, and many teachers; supported as appropriate by use of structured questionnaires;

4. Focus group discussions as possible with students, parents, adult learners, out-of-school youth participants in SSIRI programs, and community members;

5. Consultations/interviews with NGOs involved with education working in association with the contractor (EDC) in support of the SSIRI approach;

6. Field visits to radio broadcasting organizations;

7. Site visits to at least six (6) States in Southern Sudan and up to eleven (11) counties to the extent security limitations permit;

8. Structured classroom observations of the impact of radio instruction on students, and follow on discussions with students and teachers;

9. Observations of RABEA learning groups for adults and out of school youth;

10. Site visits to the major teacher training institutes (TTIs) to gauge the impact of the SSIRI on pre-service and in-service teacher professional development;

11. Examination and review of a representative sample of radio/audio instructional units from each series together with any integrated print materials and descriptive documents related to the planning of the instructional programs; and,

12. Site visits to inspect alternative technologies and teacher training programs.

The MSI evaluators have been provided with a set of questions that will form the basis for the evaluation activity and report. These are listed as 8 major questions with subsidiary questions. For each question relevant data types and their sources will be designated. These data will form the basis for findings, which will form the basis for conclusions; which in turn will underpin recommendations. Attached is a draft of the matrix provided by MSI *"Answering A/E/SS Questions with Secondary Data"* with the main and subsidiary questions listed, elaborated by a draft listing of SSIRI deliverables and indicators culled preliminarily from various project documents shown with their relevant data sources. These will more specifically provide a basis for answers to the given evaluation questions.

OUTCOMES and DELIVERABLES

The evaluation is expected to document overall performance of EDC in the execution of the SSIRI activity and the impact of the project. This will include the consideration of primary and secondary research with special focus on the findings of the MSI team. The Final Report will provide documentation, findings, conclusions and recommendations specific to the SOW.

The Final Report will be submitted in a format consistent with MSI's agreed-upon format with USAID Sudan. A draft table of contents is attached as Annex I.

DRAFT (10/07/11):Answering A/E/SS Questions with Secondary Data

At this date, while we have EDC reports and GOSS and USAID strategy documents that are critical in establishing project commitments/objectives and deliverables / milestones either met or unmet, our reading of them is not yet enough to support "answers." Virtually all the other documents and the M&E processes called for by this evaluation are at this stage considered "still needed" and so we utilize the rightmost column to note data sources and methods of obtaining such data).

Evaluation/Research Question	Answers and Data Sources	Data Still Needed (and how it will be obtained)
Strategy and Meeting Needs		
1. How does the design and objectives of the project align with the RSS current education strategy and with technical areas and current implementation approaches appropriate for USAID/South Sudan's continued investment (i.e. aligned with USAID/South Sudan Transition Strategy)?If necessary, how might any future USAID/South Sudan investments be refocused?		GOSS Aid Strategy; South Sudan Development Plan, Medium Term Capacity Development Strategy; other GOSS policy documents; South Sudan Transition Strategy 2011–2013, observations of technology in use; KII and structured questionnaires;
2. How satisfied are the end users with the quality of the program in terms of how much they have learned? Is the program benefiting the intended target population, including female learners?		KII and structured questionnaires; test scores; enrolment figures disaggregated by gender; TTI and ME/SMoE/CEO reports and responses; MOU documenting commitments
Program Management and Implementation (i.e. Effectiveness and Efficiency)		
3. How effective and efficient has the Program been in achieving its performance targets and whether the achievements are worth the cost of the investment?(That is, is the program achieving what it is supposed to be achieving and is it doing so in a timely manner and demonstrates value for money?)		Deliverable schedules; indicators from PMP; quarterly and annual EDC SSIRI reports noting progress to and fulfillment of deliverables relative to proposed schedule of accomplishment; spending reports

A. Assess program performance and progress towards achieving program results in all the key program areas as measured against targets established in the Cooperative Agreement, annual implementation plans and the Performance Management Plans.		As above
B. Are the program results commensurate to the USAID investment in the program? *(This final question will be dealt with to the degree that financial documentation is available and lends itself to a cost-benefit analysis).*		KII with USAID officials and MoE officials; spending reports;
C. What evidence is there that the project is producing quality impact/outcome data (i.e. how accurate is data reported, especially; Listenership surveys; enrollment figures, number of learners reached by the project, measurement of learning gains, etc.)?		Review of data sets and comparison to reported figures in quarterly and annual reports; inspection of tests and test procedures and test data
4. What is the nature and quality of the relationships between SSIRI and its local partners, communities, other USAID cooperating agencies, other NGOs and donor partners?		KII and structured questionnaires, MOUs with GOSS offices, broadcasters, and allied NGOs and any donor partners.
5. Using available quantitative and qualitative data (including that gathered during the evaluation), assess the overall impact of the SSIRI Project to date.		
A) To what extent is the program having an effect on access to		Test scores, reports of educators at all levels (GOSS, State, County);

primary education and English language literacy in South Sudan?		KIIand structured interviews.
B) To what extent is the program having an impact on access to primary education and English language literacy in South Sudan?		Evidence of wide use of alternatives to radio; Collaboration agreements with partners (e.g. Windle Trust, Winrock BRIDGE); Screening English test for teachers; SMoE and Counties MOUs; New FM agreements; "Facility registration" forms EDC reports; KII / structured questionnaires
c) What impact has the program had on development of technology based education in South Sudan?		TTI progress documents; MOUs; observed installations of technology; produced videos; collaborative curriculum; (same at Juba Secondary); infrastructure changes (SRS radio); digital devices in use; KII / structured questionnaires
d) What impact has the program had in developing human and institutional capacity in the MoE/SMoE?		Counterpart staffing done at SMoE and County levels; MOUs signed; budgets committed; KII / structured questionnaires
Cross-cutting issues		
6. What strategies has the program adopted in order to bridge the gender gap in education in South Sudan?		Enrolment records of girls and boys; Training records of women and men; Observations, KII and structured questionnaires
7. To what extent is the project addressing the needs of the out-of-school youth?		Age sensitive enrolment of Rabea learners; observation of Rabea classes; "Facility registration" forms KII
Sustainability		

8. How well is the project presently owned by the host government or alternatively, what are the indicators of progress toward host government ownership of the SSIRI project? Does the design of the SSIRI project address continuity if USG funding support were to end?		Counterpart staffing done at SMoE and County levels; MOUs signed; budgets committed; demonstrated understanding of the requirements for quality SSIRI; monitoring schedules posted at county level; KII / structured questionnaires
Evaluation issues/questions as otherwise noted in the SOW & project documentation		
1) SSIRI effectiveness in terms of Access		Evidence of wide use of alternatives to radio; Collaboration agreements with partners (e.g. Windle Trust, Winrock BRIDGE); Screening English test for teachers; SMoE and Counties MOUs; New FM agreements; "Facility registration" forms EDC reports; KII / structured questionnaires
2) Effectiveness in terms of Quality		EDC learning gains test results (P4 2009–10, P2 later); Reports / assessments of teacher performance by inspectors, directors, EDC M&E; Observations; KII / structured questionnaires
3) Progress in meeting deliverables of the cooperative agreement		Quarterly and annual reports; Data files in EDC offices correlating with reports;
4) Verification of quality of project data		Quarterly and annual reports,

related to outcome and impact indicators		Data collection forms and summary computer files in EDC offices—correlating with reports;
From 2008–09 EDC Work plan:		Time sensitive assessment to be done—when was step X completed
420 Learning Village, 240 Learning English, 12 PS 101, 4 VSAnTs, 1500 teacher's guides and learning materials produced, 35,000 primary school children, 28,000 youth and adults with English programs, 900 teachers with IRI, 40 education officials trained		Audio programs; training records; materials available; enrolment records for participating schools; enrolment records for adult/youth learner groups
From Modification 12 program description ("Phase 2"):		
Revise LV P1-P3(year 1) (Nairobi)		KII with producers and writers; production logs assessed; audio programs auditioned
4 VSATs installed and internet operative and in use. MOU with TTIs signed .		
Video production ongoing at TTIs		
AES directorate SSIRI staff active		
State AES SSIRI representatives active		
OCs at CEOs co-develop county SSIRI plans, school monitoring schedules posted at CEO, bicycles & motorbikes in place		County SSIRI plans
System to hand over to counties in 2 years		EDC plan/program reports
Radio production quality & adapted form		Edited programs LV English / math only
Formal Indicators from Modification 12 and Modification 15:		
Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings by each of 3 years		Enrolment records

Number of adult learners enrolled in USG-supported schools or equivalent non-school-based settings by each of 3 years		Enrolment records
Mean gain scores on English Language and numeracy, tests		Test scores
Number of teachers/educators trained with USG support by each of 3 years		Training records
Number of administrators and officials trained by each of 3 years		Training records
Number of textbooks and other teaching and learning materials provided with USG assistance by each of 3 years		Materials production and distribution records
Does your program support education systems/policy reform? If yes, please describe the contributions of your program, including progress against any mission-level outcome or impact indicators.		Note: Mission-level indicators to be identified. EDC offers "narrative" response here—but we can have questions with concrete correlates geared specifically to, e.g. institutionalization issues.
"Deliverables" from Modification 12		
Revised radio programs P1-P3		
Programs broadcast P4, All Terbia		
Summative evaluation completed		
Technologies evaluated		
Production studio completed		
Annual targets of 40,000, 63,000,110,000 primary school learners?		
Census based targets 11 m or 7–8 m 92,000, 101,500 etc.		
Number of outreach coordinators 30?		
"Deliverables" from Modification 15		
300 revised radio programs P1-P3, 60 new P1-P4 LV programs; ?? Rabea Intermediate (was 120 in Mod 12)		

480 P1-P4 programs broadcast; All Rabea (240 x 2) annually		
P2, Rabea Beginners (Part 1) summative evaluation completed (year 1); P3 (or another grade in Year 2); P4 in year 3		
Technologies evaluated (one in Year 1 at TTIs and Juba Day; one in Year 2—digital technologies		
Production studio completed		
Annual targets of 130,000, 200,000, 2700,000 primary school learners?		
360,000 adult learners annually		
Teacher/educators trained (1125, 1663, 2617)		
Administrators trained and still working (150,200,250)		
Textbooks and other teaching and learning materials provided (2530, 1276, 1908)		
Listener targets???		

ANNEX I

DRAFT TABLE OF CONTENTS

October 7, 2011

ANNEX 3B: SCHEDULE OF SITE VISITS

WORK PLAN
MISSION: SSIRI End of Project Evaluation
DATES (In-Country): o/a October 10 arrival - departure Nov 19 (36 days LOE)
CONSULTANTS: Stuart Leigh & Andrew Epstein
USAID CONTACT PERSON: Anyieth Auyuen
Other team members: Edward Kasaran, Issac Musoke, Betty Poni, Abraham Maker

Day	Date	City	Activity	Location & Time	Tasks/Notes	Juba	out of Juba
Mon	10-Oct	JUBA	Arrival in JUBA	Juba	day 1 of TPM - just consultants and MSI	1	
Tue	11-Oct	JUBA	day 2 of TPM: entire group; meeting with USAID	Curtsey call to front office in USAID (9:00am - 9:45am) depending; TPM- Juba (10:00am - 3:45pm); meeting USAID	day 2 of TPM: entire group (PM for review of data collection tools)	1	
Wed	12-Oct	JUBA	Meetings	Juba - time (TBD)	interviews with, MOE, EDC head office, etc	1	
Thu	13-Oct	JUBA	site visits	Travel (9:00 -5:00am)	team tests out EOP Review tools in Juba county	1	
Fri	14-Oct	JUBA	site visits (TBD)	Travel (9:00pm - 5:00pm)	team tests out EOP Review tools	1	
Sat	15-Oct	JUBA	Meeting	Juba (9:00am - 5:00pm)	team refines methodology for next set of field visits	1	
Sun	16-Oct	JUBA	OFF			1	
Mon	17-Oct	JUBA	Two teams travel to Lanyia - meet authorities/conduct interviews	Meetings (11:00am - 5:00pm);	Full team travels to Lanyia to visit individual schools - travels to Yei to sleep		1
Tue	18-Oct	Lanyia	Complete unfinished interviews Lanyia/begin work in Yei	Interviews/school observations in Lanyia and Yei	Full team travels to Lanyia to visit individual schools and then begins work in Yei		1
Wed	19-Oct	JUBA/Yei/Maridi	full day in Yei - fly to Maridi (4pm)	Meetings (9:00am - 4:00pm); fly Maridi (4:00pm - 4:30pm)	Both teams travels to Maridi		1
Thu	20-Oct	Maridi	Meetings in Maridi	Meetings (9:00am - 5:00pm)	Full team visit sites in Maridi		1
Fri	21-Oct	Maridi	Meetings in Maridi	Meetings (9:00am - 5:00pm)	Full team complete Maridi sites		1
Sat	22-Oct	Maridi	Two teams fly to back to Juba	Juba (pm)	Full team comes together to snythesize data collected in Yei, Lanyia, and Maridi	1	
Sun	23-Oct					1	
Mon	24-Oct	Mundri	Two teams fly to Juba - Mundri	Meetings (10:00am - 5:00pm)	Site visits		1
Tue	25-Oct	Mundri	Meetings in Mundri	Meetings (9:00am - 5:00pm)	site visits		1
Wed	26-Oct	Mundri	Two teams fly to Torit (am)	Fly (9:00am - 10:00am); meetings (12:00am - 5:00pm)	Full team flies to Torit (cars come from Juba to meet team at airport)		1
Thu	27-Oct	Torit	Meetings in Torit	Meetings (9:00am - 5:00pm)	site visits		1
Fri	28-Oct	Torit	Meetings in Torit	finish up meetings	full team travels back to Juba (by car)- discuss/synthesize information, plan for next field trips	1	
Sat	29-Oct	Torit	team works together in Juba	Juba	discuss/synthesize information, plan for next field trips	1	
Sun	30-Oct	JUBA	OFF	Juba		1	
Mon	31-Oct	JUBA	Travel - **team I** flies to Wau and Jur River; **team II** flies to Bor	Travel(9:00am - 12:pm); meet local authorities (2:00pm - 4:00pm)	teams split - team I flies to Wau; team II flies to Bor		1
Tue	1-Nov	Wau/Bor	Meetings in Wau/Bor	Meetings (9:00am - 5:00pm)	site visits in Wau/Bor		1
Wed	2-Nov	Wau/Bor	Team II flies to Wau	Meetings (9:00am - 5:00pm)	site visits in Wau/Bor		1
Thu	3-Nov	Wau/Bor	Meetings in Wau	Meetings (9:00am - 5:00pm)	Data synthesis in Wau/Bor (team returns from Bor)		1
Fri	4-Nov	JUBA	team returns from Wau	Travel	Full team assemble in Juba		1
Sat	5-Nov	JUBA	Data synthesis for all field visits	Juba - time (TBD)	Team leader works with the full team to pull all the field data together	1	
Sun	6-Nov	JUBA	OFF	Juba		1	
Mon	7-Nov	JUBA	report drafting/data synthesis	MSI Office - time (9:00am - 5:00pm)	report drafting/data synthesis	1	
Tue	8-Nov	JUBA	report drafting/data synthesis	MSI Office - time (9:00am - 5:00pm)	report drafting/data synthesis	1	
Wed	9-Nov	JUBA	report drafting/data synthesis	MSI Office - time (9:00am - 5:00pm)	report drafting/data synthesis	1	
Thu	10-Nov	JUBA	report drafting/data synthesis	MSI Office - time (9:00am - 5:00pm)	report drafting/data synthesis	1	
Fri	11-Nov	JUBA	report drafting/data synthesis	MSI Office - time (9:00am - 5:00pm)	report drafting/data synthesis	1	
Sat	12-Nov	JUBA	report drafting - preparation for USAID debriefings/presentations	MSI Office - time (9:00am - 5:00pm)	report drafting - preparation for USAID debriefings/presentations	1	
Sun	13-Nov	OFF					
Mon	14-Nov	JUBA	report drafting - USAID debriefing	Juba -2:00pm (TBD)	report drafting - USAID debriefing	1	
Tue	15-Nov	JUBA	report drafting	MSI Office - time (9:00am - 5:00pm)	report drafting	1	
Wed	16-Nov	JUBA	report drafting - presentation to government and other outside audiences	MSI Office - 2:30 (9:00am - 5:00pm)	report drafting - prepare for public presentation	1	
Thu	17-Nov	JUBA	Incorporting comments from debriefying	MSI Office - time (TBD)	report revising -	1	
Fri	18-Nov	JUBA	Incorporting comments from debriefying	MSI Office - time (TBD)	report revising -	1	
Sat	19-Nov	JUBA	report finalization and submission to MSI	MSI Office - time (TBD)		1	
Sun	20-Nov	JUBA	depart Juba for Home	Juba		1	
					TOTALS	27	14

ANNEX 4: SITES VISITED

Day	Date	City	Site Visits
Thu	13-Oct	Juba	Lighthouse Primary School Juba County Education Offices Munuki Payam Education Office
Fri	14-Oct	Juba	Atlabara Primary School Central Equatoria State Ministry of Education
Sat	15-Oct		
Sun	16-Oct		
Mon	17-Oct	Lanya	Lukurubang Primary School Lainya Primary School Loka West Primary School Lainya County Education Office
Tue	18-Oct	Yei	Ligi Primary School Jombu Primary School Yei Teacher Training Institute Yei County Education Office
Wed	19-Oct	Yei	Spirit FM Radio Lujira Primary School Jigomoni Primary School Lizira Primary School Jesuit Refugee Service Lomuku ALP
Thu	20-Oct	Maridi	Manubu Primary School Munari Primary School Maridi County Education Office County Commissioner's Office Maridi FM
Fri	21-Oct	Maridi	Seventh Day Adventist Primary School Haddow Primary School Maridi Teachers Training College Curriculum Development Center ALP Center, no classes

Sat	22-Oct	Maridi	MASTEC Maridi SSIRI Teachers of English Club
Sun	23-Oct		
Mon	24-Oct	Mundri	Okari Primary School Hai Malakal Primary School Baya ALP Mundri County Education Office
Tue	25-Oct	Mundri	Mirikalange Primary School Janga Primary School Kotobi Primary School EDC Field Office Data Quality Check
Wed	26-Oct	Torit	St. Theresa Primary School Torit East Primary School Eastern Equatoria State Ministry of Education-DG Torit 1 ALP Center
Thu	27-Oct	Torit	Torit Model Primary School Hillieu Primary School Ibalany Primary School Voice of Eastern Equatoria Radio
Fri	28-Oct	Torit	Airport View Primary School Torit West Primary School Torit County Ministry of Education Eastern Equatoria State Ministry of Education-AES Director EDC Field Office Data Quality Check
Sat	29-Oct		
Sun	30-Oct		
Mon	31-Oct	Wau/Bor	Bor Public Primary School (Bor) Leudier ALP (Bor) Kuanya ALP (Wau) Jur River County Ministry of Education Jonglei State Ministry of Education Jonglei Radio
Tue	1-Nov	Kwajok/Bor	Gakyoum A Primary School (Bor) Gakyoum B Primary School (Bor) Kwajok Girls Primary School Kwajok FM

			Warrap State Ministry of Education
Wed	2-Nov	Wau	Wau A Girls Primary School Hai Bafura Primary School Radio Wau FM
Thu	3-Nov	Wau	Malweil Primary School Marial Ajieth Primary School New Bilpham Primary School Mayo Girls Primary School Western Bahr el Ghazal State Ministry of Education
Fri	4-Nov	JUBA	Voice of Hope Radio EDC Field Office—data quality check

ANNEX 5: INDICATIVE TABLE-SSIRI-USAID-GOSS ALIGNMENTS

SSIRI Programs	USAID-Transition Strategy for South Sudan 2011–13	USAID Education Strategy 02/11	GoSS Education Sector Strategic Plan 2012–16
"Learning Village" audio/radio for basic early primary school local language literacy, English and mathematics Rabea B1, B2, Intermediate audio/radio enrichment of the Accelerated Learning Program (primary education equivalency)	**DO 3** Essential Services Developed and Maintained **IR 3.1** Essential Service Delivery to target populations/communities improved and expanded **IR 3.1.1** Professional capacity of service providers enhanced **IR 3.1.2** Critical infrastructure constructed, equipped, and supplied (including support to alternative education technologies (e.g. radio instruction, innovative ways of reaching mobile populations) **IR 3.2**: GOSS systems and Enabling Environment for Service Delivery Strengthened(policies and strategies based on evidence and analysis.. at the state and county levels) **IR3.2.1** Planning and management Capacity of Government Service Delivery Systems Strengthened **Link to DO 1** Conflicts in Flashpoint Areas Mitigated "Supporting local authorities and civil society organizations (CSOs) in their nascent efforts to extend basic services in conflict-prone areas."[44]	**Goal 3:** Improving Equitable Access to Education in Crisis and Conflict environments **Result 3.3**: Institutional Capacity to Provide Services Strengthened **Link to Goal 1:** Improved Learning Outcomes with emphasis on early grade reading **Link to Result 1.2**: Reading Delivery Systems Improved	**Program area 1:** Enhancing education quality. Objective: Provide qualified teachers, academic staff and a relevant curriculum for general education. **Area 2:** Increasing access and improving efficiency of the educational system.Objective: "universal access and completion of free primary education. **Area 3:** Enhancing literacy and alternative education. Objective: Increase literacy and functional skills for

[44] USAID Transition Strategy for South Sudan 2011–2013, p 29.

	"This entails building local government infrastructure, enabling isolated and insecure communities to have access to information and markets and to discuss and analyze conflict drivers and dynamics." SSIRI possibly as part of USAID "integrated assistance package" Possible indicator: "Increased state government presence in areas with high potential for conflict."		youth, adults and provide alternative and accelerated learning opportunities for out of school children.

Rabea Advanced (Basic and civics education and information via radio)	**DO 3:** Essential Services Developed and Maintained **IR 3.1.1:** Professional capacity of service providers enhanced **Link to DO 1** Conflicts in Flashpoint Areas Mitigated "Supporting local authorities and civil society organizations (CSOs) to extend basic services in conflict-prone areas." "..Building local government infrastructure, enabling isolated and insecure communities to have access to information... and to discuss and analyze conflict drivers and dynamics."	**Goal 3:** Improving Equitable Access to Education in Crisis and Conflict environments	**Area 3:** Enhancing literacy and alternative education.
Develop capacity of MoE, SMoE, CED staff, offices PS101 (audio assisted teacher training)	**DO 3:** Essential Services Developed and Maintained **IR 3.1.1:** Professional capacity of service providers enhanced Re: PS101: This component could be integrated with the TPDI project. Note: Illustrative Activities under Goal 3 of USAID Education Strategy (Global) include Strengthen School System, Monitor and Evaluation, Establish formal and non-formal programs, Restore access to learning…	**Link to Goal 2:** Quality and relevance of tertiary and workforce development programs **Goal 3:** Improving Equitable Access to Education in Crisis and Conflict environments	**Area 1:** Enhancing educational quality. **Area 4:** Enhancing institutional and human capacity. Objective: 'Strengthen capacity of education managers, systems….
ICTS for TTIs (internet, video training)	**DO 3:** Essential Services Developed and Maintained **IR 3.1:** Essential Service Delivery to target **IR 3.1.1:** Professional capacity of service providers enhanced	**Result 3.3:** Institutional Capacity to Provide Services Strengthened	**Area 1:** Enhancing education quality.

SSIRI Radio talk shows on Education **And offshoot SSIRI outcome—the new CBO:** Maridi SSIRI English Teachers Club (MASTEC)	**DO 3:** Essential Services Developed and Maintained **IR 3.1:** Essential Service Delivery to target **IR 3.1.1:** Professional capacity of service providers enhanced (e.g. MASTEC has registered in Western Equatoria as a CBO, engaged with the County Commissioner in Maridi and been awarded land for their activities designed to support educational quality in Western Equatoria.) **Link to D02** Effective Inclusive and accountable Governance Strengthened **IR 2.3**: Citizen Engagement with Government Institutions Increased **IR 2.3.1**: Citizen access to balanced information and civic education expanded—support engagement between civic actors and GOSS through media and civic groups … and facilitating opportunities for dialog with public officials"	**Goal 3:** Improving Equitable Access to Education in Crisis and Conflict environments	**Area 3:** Enhancing literacy and alternative education.

ANNEX 6: SSIRI MATERIALS PROVIDED

SSIRI Materials Provided					
Audio and Print to Support Learning Village and Rabea B					
Year	**Guides**	**Free play Radios**	**Digital Devices**	**Actual Total**	**Target**
2006					200
2007				**928**	1170
2008				**2350**	2310
2009	828	768	116	**1712**	1500
2010	1507	86	1346	**2939**	2530
2011	2278	1789	214	**4281**	5000
2012					2000
Grand Total	**4613**	**2643**	**1676**	**12210**	14710

ANNEX 7:TABLE SUMMARIZING AUDIO DEVICES USED BY SSIRI PROJECT

S/N	Audio Device Name	Description	Accessories distributed with	Location Distributed to	Feedback from the users
1	Sanyo	 2 Speakers, CD player, Cassette player, USB port, LCD Screen that shows action from CD or USB, and takes 8 Size D Batteries	Flash disk, 5W solar panel and 8 rechargeable batteries	65 in South Kordofan, 5 in Kajokeji-CES, 10 in Juba-CES,3 in Maridi-WES	• Good volume for group of listeners from 40 to 120 and easy to operate. • Common problem reported & solved; constant low volume, constant higher volume, completely no volume, volume knob not working, battery not charging, radio-solar connector broken, USB port not reading flash disk, CD compartment broken, cassette door broken and damage of sound Integrated Circuit (Sound IC)
2	Jwin	 2 Speakers, CD player,USB port, SD Card Port, LCD Screen that shows action from CD USB or SD card and takes 8 Size C Batteries	SD Card, 5W Solar panel and 8 rechargeable batteries	18 in South Kordofan, 18 in Pochalla-Jongeli State,10 in Maridi-WES, 3 in Yambio-WES, 10 in Juba-CES, 10 in Yei-CES, 20 in Mundri-WES, 5 in Wau-WBeG, 2 in Magwi	• Good volume for learners from 40 to 110. It has excellent volume, easy to operate and ease of lesson selection by teachers. • Problem: Broken solar cable connections reported from Mundri-WES and Juba-CES • It's the best radio for the project but the factory stopped its production

3	Nesxtar	 MP3 Player with earphone and USB Port, wide LCD Screen, Inbuilt 1GB memory and inbuilt battery	4.8/5.8V Solar	Tested in Maridi and Mundri, WES Not in Use at the moment	• Good for single teacher with the earphone • Collected back after the test
4	MegaVoice-Ambassador	 Handheld unit with Small speaker, Operation interface on one side. solar panel on the back. Has earphone jack , 9V DC jack, inbuilt 1GB memory & inbuilt battery	Non	Tested in Maridi and Mundri, WES	• Good for a group of 5 to 10 adult listeners • Collected back after the test • Problem: uses a customized file format

5	Canister	 Cylindrical unit with operation interface and LCD screen on top. USB and SD card Ports on the side, two mini Speakers and in built battery	3w solar panel and SD card	10 in Iba-WES, 5 in Kajokeji-CES, 3 in Malakal-UNS	• Loud enough for a group of 10 to 30 listeners • One problem reported from Kajokeji on the unit not charging, It was the solar connection problem. This was solved
6	Saber		SD Card and 3W solar panel	15 in Mundri-WES, 4 in Rumbek-LS, 5 in Kajokeji-CES. 2 in Torit, 2 in Yei, 9 in Pochalla, 10 in Terekeka, 10 in Awiel, 16 Southern Kordofan, 2 in Morobo	• Good volume that supports group of listeners from 40 to 80 • Problem reported are; hand winding belt roll out of the pulley, battery not charging and device not reading the audio file. These were solved
7	Coby	 2 Speakers, CD player, USB port, LCD Screen that shows action from CD/USB and takes 6 Size C Batteries	3W solar panel, flash disks and 6 rechargeable batteries	14 in Rumbek, 15 in Maridi, 15 Mundri, 14 in Juba, 3 in Morobo, 25 in Torit, 15 Wau, 10 Malakal,	• Loud enough for 30 to 100 listener • Problem: flash dish not reading, it has been noticed that the flash disc compartment of the unit is not good

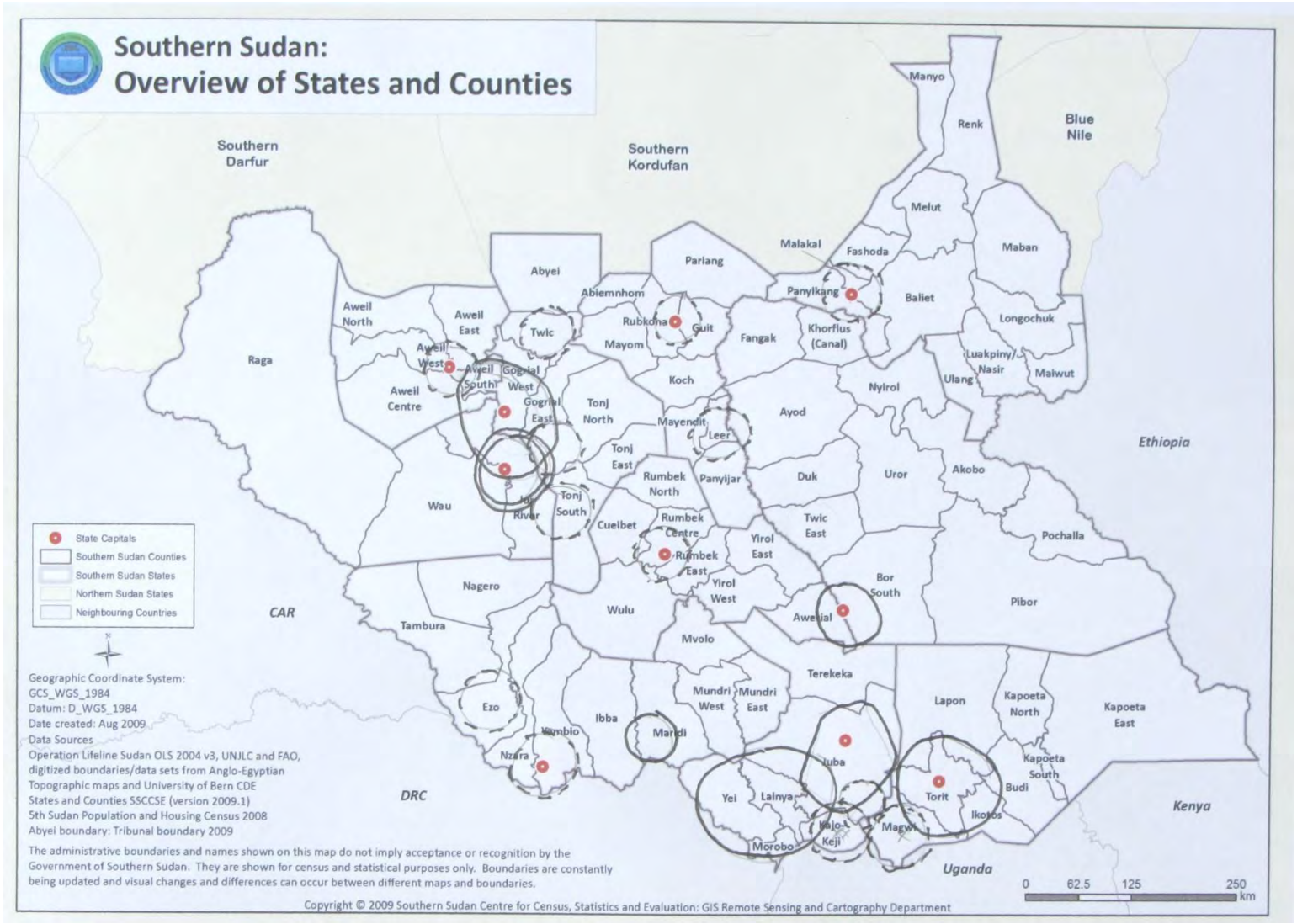
8	Life Player	 1 Speakers, radio, micro SD Card slot, LDC screen, 16GB internal memory, Solar panel pack with 3.6V each battery and 4.8V internal battery Batteries	Non	- Not distributed - 400 in Juba store	• The solar panel provided with the unit does not charge the device enough. Eg: 6 hours charging plays for an average of 42 minutes. • A 3W solar panel work well. Eg, Charging for 2 hours play 1hr and 46minutes
9	Lifeline radio		Non	Across project operation locations	• Very good device in places that have FM stations. • Good for a class of 20 to 45 students
10	Sonilex		4 pairs of non-rechargeable batteries	10 in Rumbek Central, 10 in Rumbek east, 10 in Wulu, 10 in Morobo, 10 in Nzara, 10 in Yambio, 10 in Yei, 10 in Kajokeji, 10	• Good volume for 20 to 60 listeners • Problem: there was problem with the intern battery but was resolved and no problem reported again

		 2 Speakers, radio,USB port, SD Card slot,4 Size D Batteries		in Maridi, 10 in Mundri, 10 in Robukona, 10 in Leer, 10 in Magwi, 10 in Equoto, 10 in Torit and 10 in Awiel East	

ANNEX 8: RADIO STATION VISIT NOTES

	Radio Station	Location	Notes
1	98.6 SRS FM	Juba (EDC owned)	(2KW)Broadcast LV at the correct times. SRS may soon have additional repeaters (5—20) Upon transfer to GOSS this could be part of an educational broadcasting network. Station Manager says Learning Village may be the most important program they broadcast.
2	Spirit FM	Yei	(500W) SSIRI progressing smoothly.
3	Maridi FM	Maridi	(1KW) Off the air for the week of evaluation due to lightning strike previous week.
4	Voice of Eastern Equatoria (VEE)	Torit	(2KW) Broadcast wrong program (#117) when Practice Lesson 18 was due, issue with numbering of files on EDC distribution discs. This is the only station currently a "repeater"—(2KW) in Kapoeta
5	Radio Jonglei	Bor	(150W) Broadcast the same Rabea program twice in the same afternoon for 2 different classes. Broadcast Rabea during LV following day. No Rabea A broadcast.
6	Kwajok FM	Kwajok	(700W) Broadcast lesson #43 in one class and #42 in P2 when they should have done the same lesson number for each class that day. As a government radio station the managers said they are willing to broadcast without payment in future, if necessary.
7	Radio Wau FM	Wau	(200W—FM) Off the air due to transmitter amplifier problem. Radio Wau also has a Medium Wave station not used now for LV/Rabea.
8	Voice of Hope	Wau	(1KW) No SSIRI broadcasts yet. Contract through December 2011.

ANNEX 9: MAP OF SSIRI RADIO STATIONS

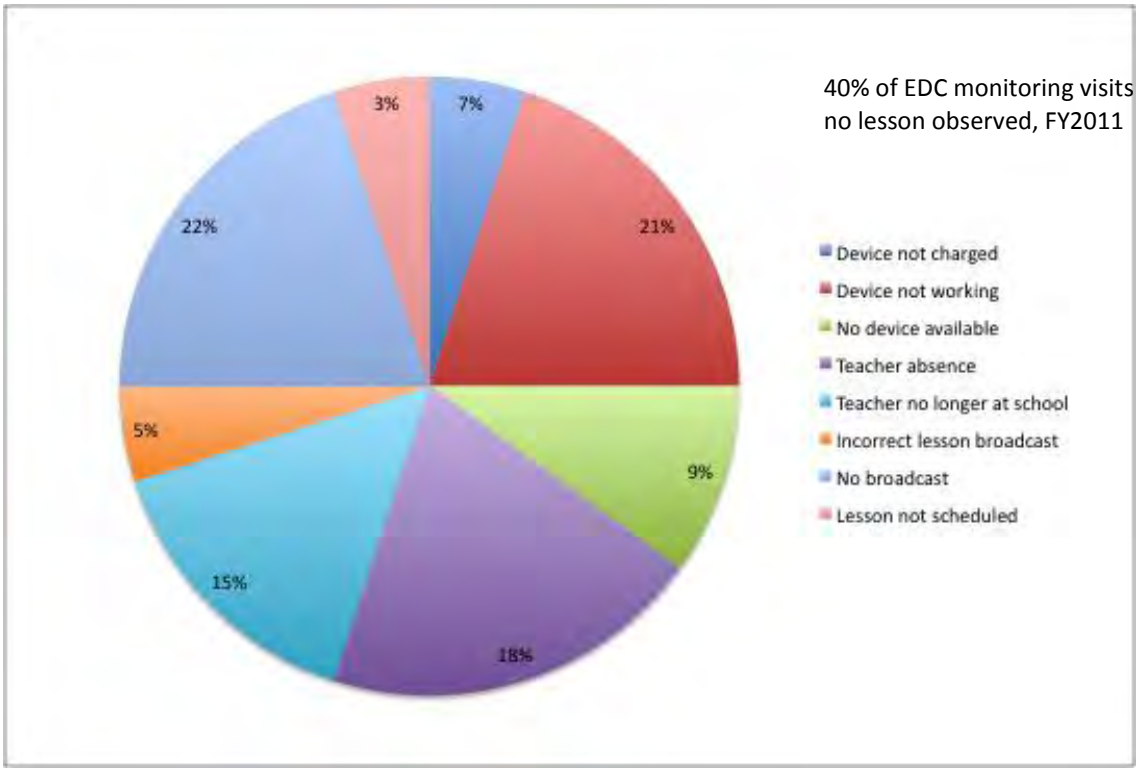


Note: Solid lines show approximate coverage areas of stations visited based on detailed research discussions with station staff. Dotted lines show transmitter locations only without very rough approximation of coverage since these stations were not visited for research.

ANNEX 10: LIST OF SSIRI RADIO STATIONS

	Radio Station	Location	Status for 2011
1	98.6 SRS FM	Juba	Arranged(EDC station)
2	Radio Jonglei	Bor	Signed
3	Magwi FM	Magwi	Signed
4	Voice of Eastern Equatoria	Torit	Signed
5	Radio Borongole	Pageri	Signed
6	Grace FM	Kajo Keji	Signed
7	Voice of Kajo-Keji	Kajo Keji	Signed
8	Spirit FM	Yei	Signed
9	Wau FM	Wau	Signed
10	Radio Weer Bei, Malualkon	Aweil	Signed
11	Radio Bentiu	Bentiu	Signed
12	Yambio FM	Yambio	Signed
13	Maridi FM	Maridi	Signed
14	Ezo FM	Ezo	Signed
15	Kwajok FM	Kwajok	Signed
16	Good News Radio	Rumbek	Contract signed with Sudan Catholic Radio Network in Juba
17	Radio Sout al Mohaba	Malakal	Contract signed with Sudan Catholic Radio Network in Juba
18	Naath FM—Leer	Leer	Contract discussed with Country Director of Internews and will be signed
19	Mayardit FM—Turalei	Twic	Contract discussed with Country Director of Internews and will be signed
20	Don Bosco FM	Tonj	Signed

ANNEX 11: REASONS FOR NO SSIRI LESSONS[45]



[45] The data for this chart was taken from EDC monitoring visits data for Q1, 3, and 4 FY2011, and the data from this evaluation's sample schools.

ANNEX 12:CHARACTERISTICS OF THE CLASSROOMS AND TEACHERS OBSERVED BY EVALUATORS

Table: Characteristics of classrooms observed

State	classrooms	Location			Class size			Structure		
		urban	village	rural	Sm (<50)	Med (50–99)	Lrg (>99)	Perm	Semi	Tree
C.E.	18 (36%)	4 (22%)	7 (39%)	7 (39%)	6 (33%)	9 (50%)	3 (17%)	12 (67%)	4 (22%)	2 (11%)
WE	12 (24%)	4 (33%)	2 (17%)	6 (50%)	5 (42%)	7 (58%)	0	7 (58%)	2 (17%)	3 (25%)
EE	8 (16%)	6 (75%)	1 (12%)	1 (12%)	2 (25%)	5 (62%)	1 (12%)	5 (62%)	2 (25%)	1 (12%)
Jonglei	5 (10%)	3 (60%)	0	2 (40%)	4 (80%)	0	1 (20%)	3 (60%)	0	2 (40%)
WBG	5 (10%)	4 (80%)	0	1 (20%)	2 (40%)	2 (40%)	1 (20%)	4 (80%)	1 (20%)	0
Warrap	2 (4%)	2 (100%)	0	0	2 (100%)	0	0	0	0	2 (100%)
Total	**50 (0.4%)**	**23 (46%)**	**10 (20%)**	**17 (34%)**	**21 (42%)**	**23 (46%)**	**6 (12%)**	**31 (62%)**	**9 (18%)**	**10 (20%)**
Nat. [46]	**12,082**	**data not available**			**TPR: Samp.=1:63,Nat.=1:50**			**(30%)**	**(39%)**	**(29%)**

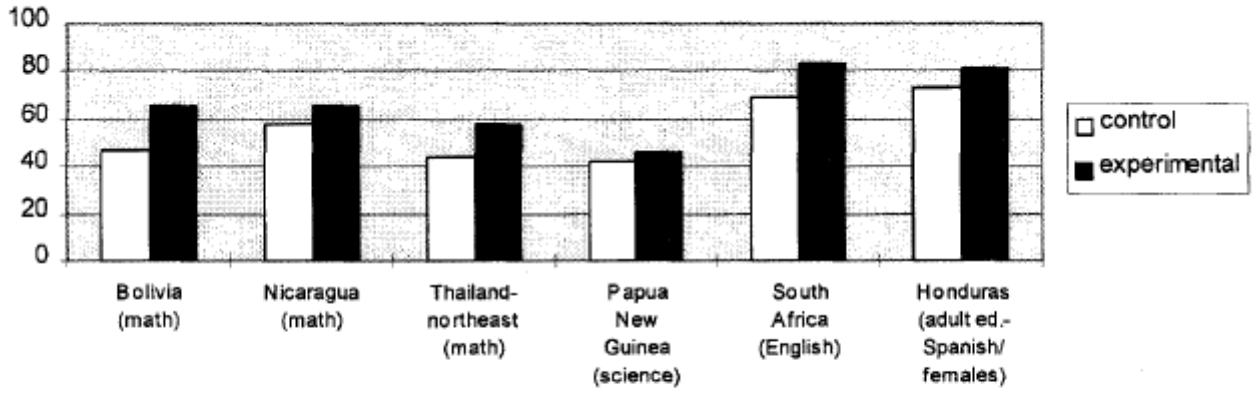
[46] Based on the 2010 EMIS data, including only the six states visited by evaluators.

Table: Characteristics of teachers interviewed

State	Gender		Years teaching experience				Education			
	M	F	<=1	2–4	5–9	>=10	<=P8	S1-S4 leaver	2ndary Cert.	some university
C.E.	9	3	3	4	2	3	0	4	6	2
WE	13	0	1	2	4	8	0	6	7	1
EE	6	4	0	5	2	3	0	4	6	0
Jonglei	4	0	0	3	1	0	0	3	1	0
Warrap	1	1	0	1	1	0	0	0	2	0
WBG	2	2	0	1	1	0	0	0	2	2
TOT	**35**	**10**	**4**	**16**	**11**	**14**	**0**	**17**	**24**	**5**
% of n (45)	**78%**	**22%**	**9%**	**36%**	**24%**	**31%**	**0%**	**38%**	**53%**	**11%**
National	**85%**	**15%**	**na**	**na**	**na**	**na**	**na**	**35%**	**52%**	**na**

ANNEX 13:EFFECT SIZES—COMPARATIVE

Figure 2. **Comparisons of Mean Post-test Scores**



effect size:	*.94*	*.58*	*.24*	*.36*	*.72*	*.54*

sources: Tilson, Jamison, Fryer, Edgerton, Godoy-Kain, Imhoof, Christensen and Roy (1991); Leigh, 1995; Corrales, 1995. Raw data are attached in appendix.

ANNEX 14: SUSTAINABILITY

SUGGESTIONS FROM SENIOR STAFF WORKSHOP JULY 2011

Ministry of Education

1. We must continue to build capacity of MoE officials
2. We need to change the attitude of MoE officials through regular contact and sharing results so that they see the value of the program
3. At state and county level there is no one in the AES structure responsible for SSIRI activities
4. We must continue to involve officials at county and payam levels. Officials must be involved in planning, budgeting and implementation of the program
5. EDC needs to organize meetings with AES on exit strategy and share the work plan.
6. We should organize workshops for all inspectors to inform them of the end of the project
7. We should conduct a pilot test on the involvement of education officials in training. Let the officials do the training while the SSIRI staff sit. The same should be done with monitoring—let the officials do it while SSIRI staff watch.
8. The Ministry must accept responsibility for the maintenance of radios and motorbikes.

Materials and broadcasting

1. All material should be updated and left with the AES Directorate
2. A national broadcast service is required, e.g. Miraya FM
3. The Ministry should encourage Miraya to resume broadcasts
4. We need to find a better power source for the DDs

Other suggestions

1. *Learning Village* should be integrated into Basic Education

2. Community structures should be used for RABEA

3. We need to sensitize the "masses,' and especially political and religious leaders

ANNEX 15: INDICATIVE RISK ANALYSIS

Policy Choice	Indicative Risks	Mitigating Steps
Ending project funding for SSIRI in June, no further support for SSIRI activities that have not been included in SSTEP, (which consist of virtually the entire SSIRI project except for some use of certain RABEA programs).	Reputational risk (recalling abrupt end of SBEP)	Communications initiative explaining rationale
	Assuming MOE will not pay private broadcasters, potential benefits lost to children, teachers, facilitators	MOE to urge current SSIRI users to continue using print materials
	Loss of regularizing and professionalizing effects of SSIRI procedures on the MOE labor force	None other than those that are similar to SSIRI's regularizing / professionalizing effects that the SSTEP project might provide
	Loss of potential to reinforce the activities of SSTEP project through continued broadcasting and systematic use of audio for teacher education	SSTEP to use SRS (+ others?) to broadcast Rabea to expand school-based teacher's listening groups for English skills development, head teacher training(now appears to be planned)
	Potential to direct the development of educational broadcasting reduced	Continue support to SRS (predicated on commitment of GOSS to maintain SRS after it is expanded for use as an educational public service broadcaster) and/or to other educational broadcasting networks
Extending support for a project for two years with a technical support component at a lower level of funding, for specific SSIRI activities, (and when appropriate also in the form of fixed obligations grants to states, possibly starting on a pilot basis in a few states that have	Technical partner retains too much day to day control for effective transfer of management responsibility to occur	Convert targeted EDC staff to MOE staff or advisors.
	State offices do not assume effective management	Single counterpart to current SSIRI OAs identified in each state, continuing technical assistance provided from support partner.
	County Education Offices unable to effectively assume training and monitoring functions in time available.	Gradually terminate OCs, require CEO staff to take up the OCs' duties with SSIRI/MoGEI OA oversight. Embed SSIRI TOT leadership(materials, personnel) in MoGEI, including head teacher training
	County Education Offices unable to effectively support purchase and maintenance of	Fixed annual % replacement equipment ceilings for states and counties. Central MoGEI tendering, purchasing, supply. Local

shown particular interest.)	equipment, etc.	private maintenance supplier(s) identified.
	MoGEI unwilling to pay for private broadcasting	SRS to install repeaters (optimally in same areas where fixed grants for SSIRI successor project are done) and continue to broadcast specific SSIRI program series, as appropriate.
	MoGEI unable to define practical and effective project activities prior to June 2012	Require emphasis on quality over expansion, technical partner to intensively assist MoGEI in designing further activities and management policies, requiring maximal MoGEI leadership
	MoGEI unable to implement necessary activities after June 2012	Technical partner staff hired ASAP by MoGEI (14 new positions in the AES Directorate are now or possibly soon to be available)
	Direct support to MoGEI remains inappropriate in opinion of USAID due to weak accountability systems	As outlined by Mr. Kokole in discussions with evaluators, MoGEI's Central Bank accounts for SMoGEIs are set up (as they may be at the county level at a later date) & only Executive Directors (civil service as opposed to political appointees) controlling expenditures
	MoGEI unwilling to pay for private broadcasting	SRS to install repeaters (same areas as fixed grants for SSIRI are done?) and continue to broadcast SSIRI programs
Initiating small agreements, grants, or contracts with organizations that have taken a leading role in institutionalizing SSIRI, such as MASTEC, if they express an interest.	Too few of these exist for this to be a meaningful strategy to hand over what is now a national program and for which there continue to be national aspirations from the MoGEI AES Directorate.	MASTEC to be funded to develop not only its local capacity but also to model for other regions what they might do. Radio stations can be invited to propose joint activities with training professionals to support listening groups for out-of-school youth and possibly for others. (The Voice of Eastern Equatoria expressed interest in being brought more fully into a partnership role with the SSIRI project. This could be a model for other radio stations to consider … however extends beyond the typical skill set of the small radio stations now under contract and such an approach might not be broad based or integrate well enough with the MoGEI policies in any state to support a primary school Learning Village implementation—unless led by the MoGEI. Note: (Evaluators know of only one independent group—Maridi SSIRI Teachers of English Club (MASTEC)—that has expressed an interest in institutionalizing SSIRI and that group, though registered as a non-profit organization has barely begun. While another organization, Windle Trust, is a likely candidate with some positive views of SSIRI's RABEA audio, they have not taken any initiative in integrating SSIRI into their teacher education work.)

ANNEX 16:SSIRI-PROJECT MONITORING PLAN FIGURES

Indicator	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012 Target	LOP target
Target			**BASELINE YEAR**							
Primary schools with InteractiveRadio Instruction (LV)	—	—	—	—	**238**	**254**	**505**	**850**	**945**	
Target				**1,000**	**1,500**	**900**	**1,125**	**1,663**		
Target Women or Girls / Actual						**200 / 199**	**300 / 317**	**416 / 420**		
Target Men or Boys / Actual						**700 / 776**	**825 / 1133**	**1247 / 2196**		
Teachers trained to use IRI in primary schools (LV) and ALP centers (Rabea)	—	—	**504**	**928**	**1,109**	**975**	**1,450**	**2,616**	**972**	**7,596**
Target Total				**47,000**	**69,000**	**35,000**	**130,000**	**150,000**	200,000	
Target Women or Girls / Actual				**16,450 / 5,334**	**24,150 / 32,828**	**14,000 /38,972**	**60,700 / 46.253**	**70,040 / 81,378**	93,400	
Target Men or Boys / Actual				**30,550 / 34,856**	**44,850 / 41,115**	**21,000 / 44,476**	**69,300 / 53,281**	**79,960 / 99,429**	106,600	
Learners enrolled in Primary Schools with IRI	—	—	—	**40,190**	**69,244**	**83,448**	**99,534**	**180,807**	**200,000**	**384,656**
Target										

ALP centers with Interactive Radio Instruction (Rabea)	—	—	—	—	**204**	**78**	**139**	**242**	**120**	
Target				**262,800**	**265,000**	**28,000**	**9,000**	**10000***		
Target Women or Girls / Actual						14,000		8151		
Target Men or Boys / Actual						14,000		8720		
Learners enrolled in ALP centers or alternative, with IRI (figures exclude indirect beneficiaries)	—	—	—	**8,320**	**7990*** **	**12,835****	**9,885**	**16,871**	**12,000**	
Target							**360,000**	**360,000**	**360,000**	
Indirect beneficiaries (Rabea & Learning Village) -audience survey, extrapolation based on population characteristics	—	—	—	—		**351,595**	**445,936**	—	—	**445,936**
Target				**34**	**40**	**40**	**150**	**200**		
Target Women or Girls / Actual				**7 / 3**	**10 / 27**	**8 / 20**	**25 / 38**	**32 / 50**		
Target Men or Boys / Actual				**27 / 31**	**30/167**	**32 / 102**	**125 / 152**	**168 / 354**		
Education Administrators trained	—	—	—	**34**	**194**	**122**	**190**	**404**	**100**	**598**
Target				**1,170**	**2,310**	**1,500**	**2,530**	**5,000**		
Materials distributed	—	—	—	**928**	**2,350**	**1,712**	**2,939**	**4,281**	**2,000**	**14,710**

* plus 350,000 independent learners

** EDC 2009 annual report: additional estimated 343,611 independent learners in this figure for Rabea or LV (total 351,595)

***Annual report for registered learners varies from Isaac's number work plan listed actual 12,442 registered in groups

ANNEX 17: SAMPLE SMOE BUDGET

Sample State Education Office Budget			
Salaries			Expenditure
	Salaries	8,230,188	15,222,216
	Overtime/Incentives	something ??	
Operating			
	Contract Employment / Professional Services	100,000	
	Utilities	78,000	
	Cell Phone	48,000	
	Domestic travel		
	Foreign travel		
	Promotion and Advertising	70,000	
	Equipment		
	Training Workshops		
	Hospitality and Entertainment		
	Special supplies		
	Office and General	120,000	
	Fuel	150,000	
	Vehicle Maintenance	70,000	

ANNEX 18: ANNUAL WORKPLAN SUMMARY 2011- LAKES STATE

LAKES STATE SSIRI WORKPLAN2011/2012

State ***LAKES*** **Outreach Advisor** ***Lokiri Luke***

		TARGET				QTR 1 (2011)			QTR 2 (2012)			QTR 3 (2012)			QTR 4 (2012)			Proposed activity completion date
COUNTY	ACTIVITY	Participants/ materials	Number of Workshops	Number part/mats	Responsibility	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
RUMBEK CENTRAL	Assessment of schools and teachers for Learning Village and RABEA Centers	Primary school teachers			OA,OC, M&E and Education Officials.		x											Nov 2011
	Education officials training workshop	Education officials MOE	1	16	OA,OC, M&E and Education Officials.		x											Nov 2011
	Training on learning village work	Primary teachers	2	90	OA,OC, M&E and Education Officials.				x	x	x							Jan, Feb, & Mar 2012
	Distribution of learning Village and Rabea materials	Teachers Guides and Freeplay radios		180	OC, M&E, OA, AES Inspectors and Payam Supersivors				x	x	x	x	x	x	x	x	x	On going process
	Monitoring and visits to learning village	Teachers /Learning village schools			OC, M&E, OA, AES Inspectors and Payam Supersivors		x				x	x	x	x	x	x	x	Ongoing process

	teachers																	
	RABEA training	Adults/ALP Facilitators	2	70	OC, M&E, OA, AES Inspectors and Education Officials.				x	x			x					Jan, Feb, & Mar 2012
	PST training for teachers	Teachers' Manuals, radios & memory cards	2	40	Ocs & Local instructor				x			x						Jan &April 2012
	Distribution learning village ,Rabea materials & PST	Teachers Guides and Free play radios		320	OC, M&E, OA, AES Inspectors and Payam Supervisors				x	x	x	x	x	x	x	x		Ongoing process
	Refresher Training for Learning village Teachers and Rabea facilitators		3	120	OC, M&E, OA, AES Inspectors and Payam Supervisors							x	x	x				April, May& June
RUMBEK EAST	Assessment for schools and teachers for Learning Village and RABEA Centers	Primary school teachers			OC, M&E, OA, AES Inspectors and Payam Supervisors		x											Nov-12
	Education officials training workshop	Education officials MOE	1	7	OC, M&E, OA, Education Officials		x											Nov-11
	Training on learning village work	Primary teachers	3	90	OC, M&E, OA, Education Officials				x	x	x							Jan, Feb, & Mar

	Distribution of learning village and Rabea materials	Teachers Guides and Free play radios		360	OC, M&E, OA, Education Officials				x	x	x	x	x	x	x	x		Ongoing process
	RABEA training	ALP Facilitators	2	60	OC, M&E, OA, Education Officials				x		x							Jan,& Mar 2012
	Refresher Training for Learning village Teachers and Rabea facilitators		3	120	OC, M&E, OA, Education Officials							x	x	x				April, May& June
WULU	RABEA training	Adults/ALP Facilitators	1	30	OC, AES Inspectors and Payam Supervisors				x									Jan-12
	Assessment for schools and teachers for Learning Village and RABEA Centers	Teachers/Facilitators			OC Wulu, AES Inspector		x											Nov-11
	Education officials training workshop	County and Payam Education Officials	1	5	OC Wulu, AES Inspector		x											Nov-11
	Training 1/ Work Shop LV Teachers	Primary teachers	2	60	OC Wulu, AES Inspector				x		x							Jan & march 2012
	Distribution of learning village, Rabea & PST materials	Teachers Guides and Free play radios		260	OC, AES Inspectors and Payam Supervisors				x	x	x	x	x	x	x	x	x	Ongoing process

	Monitoring and visits to Schools/Centers.	Teachers /Learning village schools			OC, AES Inspectors and Payam Supervisors					x	x	x	x	x	x	x	Ongoing process
	PST training for teachers		2	40	OC wulu, Local Instructor, OC, AES Officials				x		x						Jan & April2012
	Refresher Training for Learning village Teachers and Rabea facilitators		2		OC, AES Inspectors and Payam Supervisors							x	x				May-12

ANNEX 19: DETAILED ANNUAL PLAN FOR EES STATE

South Sudan Interactive Radio Instruction (SSIRI) Project

P.O. Box 345

Juba, South Sudan

Behind Human Rights Commission

Tongping

249–913–567264

rtrewby@edc.org

EDC Learning transforms lives.

EASTERN EQUATORIA STATE ACTIVITY PLANNER FY2012

Program	*Activity*	*Responsible people*	*Q12011*			*Q2 2012*			*Q32012*			*Q42012*		
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Learning Village	Assess old and new schools within implementing areas and identify training needs in Torit, Magwi, Ikwoto & Kapoeta South.	County & Payam Education officials & OCs												
	Request radios, digital devices and guides for Torit, Magwi, Ikwoto & Kapoeta South.	OCs												
	Train LV teachers in Torit, Magwi, Ikwoto & Kapoeta	County & Payam Education officials												

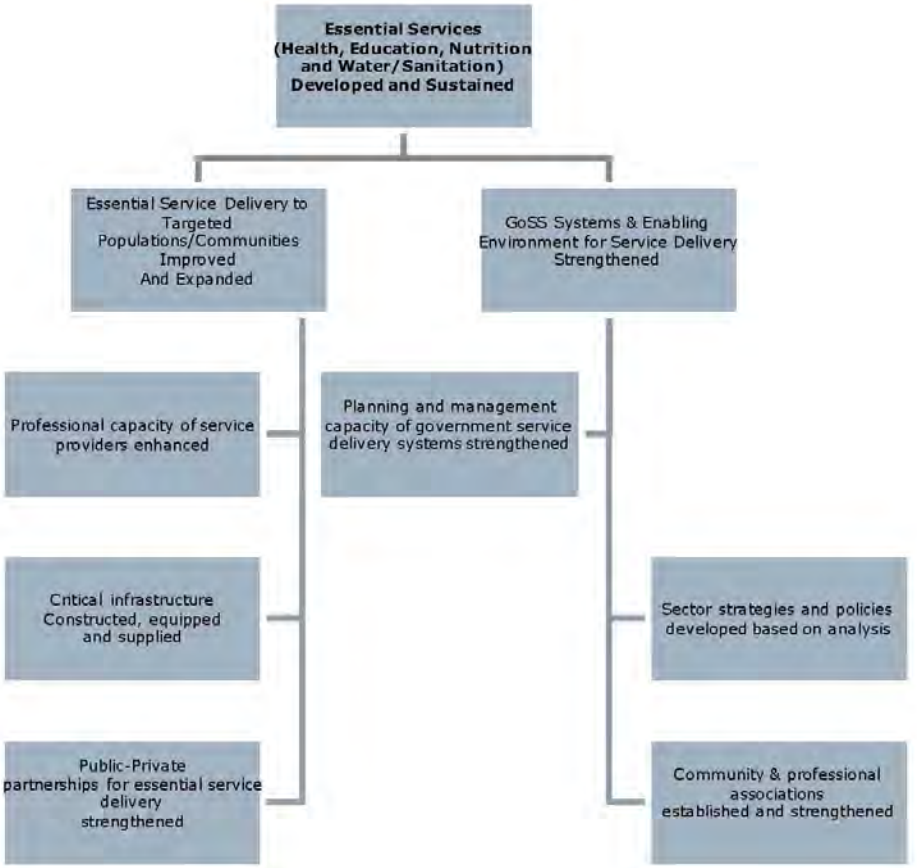
	South.	&OCs												
	Visit schools to observe teachers in classes in Torit, Magwi, Ikwoto & Kapoeta South.	County & Payam Education officials & OCs												
	Identify model teachers and schools in Torit, Magwi, Ikwoto & Kapoeta South.	County & Payam Education officials & OCs												
Radio Based Education for All (RABEA)	Assess old and new schools within implementing areas and identify training needs in Torit, Magwi, Ikwoto & Kapoeta South.	County & Payam Education officials & OCs												
	Request radios, digital devices and guides for Torit, Magwi, Ikwoto & Kapoeta South.	OCs												
	Train RABEA Facilitators in Torit, Magwi, Ikwoto.	County & Payam Education officials & OCs												
	Launch RABEA Intermediate Program in Magwi County	OC, OA & MoE Officials												
	Train RABEA Intermediate facilitators in Torit, Magwi & Ikwoto.	OC, OA & Education Official from Bor County												
	Visit schools to observe teachers in classes in Torit, Magwi, and Ikwoto & Kapoeta South.	County & Payam Education officials & OCs												

	Identify model teachers and schools in Torit, Magwi, Ikwoto & Kapoeta South.	County & Payam Education officials & OCs												
Professional Studies for Teachers(PST)	Advertise and receive applications from schools in Torit, Magwi and Ikwoto.	OCs												
	Conduct face-to-face sessions with trainees in Torit, Magwi and Ikwoto	OC hand selected Tutor												
	Marking of assignments and visits to schools in Bor	Tutor												
Sustainability & Ownership Building	Conduct talk-shows to sensitize and mobilize community in Jonglei Fm in Bor	OCs, OA (Ale), M&E Officer and AES Director												
	Conduct State Review & Planning workshop in Bor	OA (Ale), OCs, M&E Officer and Education officials												
	Train Education officials to Manage SSIRI in Torit, Magwi, Ikwoto & Kapoeta South.	OCs and OA												
	Hold meetings with education officials Torit, Magwi, Ikwoto & Kapoeta South.	OA (Ale) and OCs												
	County Directives to schools regarding SSIRI in Torit, Magwi, Ikwoto & Kapoeta South.	County Education Directors												

Monitoring & Evaluation	Visit schools to collect data on enrolment for verification in Torit, Magwi, Ikwoto & Kapoeta South.	OA(Ale), OCs and Education officials													
Integration of SSIRI into teacher Education and training programs	Meetings Director for Teacher Training & College Administrations	OCs & OA (Ale)													
	Train student teachers on Learning Village program	OCs, M&E Officer and education officials													
Project Administration activities	Complete radio station contract	Communication Officer, OA													
	Commence broadcasting	OCs													
	Stocktaking of all project equipment and facilities in the state	OA & OCs													
	Handover of equipment to relevant office	OA & OCs													
	Preparation of Final State Report	OA													
	External Evaluation of SSIRI project in State	OA, OC, AES Director													
	Second classroom observation of teachers using SCOPE	OA, M&E Officer and trained MoE Officials													

ANNEX 20: RESULTS FRAMEWORK FROM SOUTH SUDAN TRANSITION STRATEGY

8 Development Objective 3: Essential Services (Health, Education, Nutrition, and Water/Sanitation) Developed and Sustained[7]



ANNEX 21: FINAL STATEMENT OF WORK

Management Systems International (MSI) Support Project with USAID/South Sudan[47]

End of Project Evaluation for South Sudan Interactive Radio Instruction (SSIRI) Project

Implemented by Education Development Center, Inc. (EDC)

(Estimated start date: October—November 2011)

1. Project Details

Name:

Southern Sudan Interactive Radio Instruction (SSIRI) Program

Award Type:

Cooperative Agreement: Leader with Associates Award No. 623-A-00–04–00054–00

Program Funding:

$30,175,524

Program Beginning/End Dates:

June 22, 2004 to June 21, 2012

Key Agreement/Contract Modifications:

[47]MSI has a 3-year contract to provide Mission-wide support to USAID/South Sudan in program and project evaluation and designs, MIS management, translation services, facilities management, VIP hosting, and research.An in-country team, based in Juba, will provide these services, supplemented by short-term technical assistance.

Mod# 2, 4, 9, 12 and 15 (the rest are incremental funding mods)

Implementing Partners(s):

Educational Development Center Inc. (EDC)

USAID/South Sudan Technical Office:

Education

AOTR:

Anyieth Ayuen

2. ***Purpose***

This performance evaluation[48]is being carried out for accountability purposes and is intended to document lessons learned, best practices, and provide recommendations to inform evidence-based future programming.

The specific objectives of the SSIRI evaluation are:

5. To assess the effectiveness of the SSIRI approach in terms of its overall impact on access to quality literacy instruction in the South Sudan context.
6. To assess progress to date in meeting the deliverables of the EDC/SSIRI Cooperative Agreement (including amendments and modifications to the original agreement)
7. To verify quality of project data (specifically outcome and impact indicators and data)
8. Make recommendations for and identify:
    a) Project components that could be scaled up or phased out for the greatest impact. Replicable components are anticipated to inform further Mission investments in similar activities.

[48] In line with USAID's Evaluation Policy (2011) and its Evaluation for Program Managers modules, performance evaluations focus primarily on descriptive and normative questions—what our intervention has done, how it is being implemented, whether and why expected results are occurring and other highly relevant management and design-related questions.

b) Short and medium-term dynamic follow-on interventions which are appropriately responsive to both new USAID/South Sudan and GOSS/MoE priorities.

The intended users of the evaluation will be USAID decision makers, government counterparts, and USAID personnel in other countries who are interested in designing similar projects. In line with the USAID Evaluation Policy (2011), increased rigor of methodologies will be assured by MSI and the USAID Education Team. In particular, the evaluators will strive to identify empirical evidence. As Interactive Radio Instruction (IRI) programs are being funded by the USAID Education sector worldwide, the evaluation will ensure that the final report is useful for a global audience which may be interested in both student-learning and teacher learning through IRI. By carefully selecting a range of quantitative, qualitative, and mixed method approaches and methodologies, it will be possible to identify untested hypotheses and to question presuppositions surrounding IRI relevance, reach, and scope, which will be investigated during the evaluation. These will be expected to inform both the South Sudan context, as well as IRI projects implemented in other countries which use similar strategies.

3. Background

The SSIRI project was initially funded in 2004 to address USAID/Sudan's then Strategic Objective (SO) 6: "Improved Equitable Access to Quality Education." S06 was part of USAID/Sudan's Interim Strategic Plan which had the overarching goal of "Foundation established for a just and durable peace with the broad participation of the Sudanese people." Following the signing of the Comprehensive Peace Agreement (CPA) in 2005, the USAID/Sudan Mission developed and approved a new strategy under the Fragile States Strategy (FSS), designed to nurture the achievement of a just and lasting peace through the successful implementation of the CPA.

Under the FSS, the education portfolio of the Mission contributed to achievement of results under SO 9: "Avert and Resolve Conflict" and S010: "Promote Stability, Recovery and Democratic Reform." Currently under a new strategy, approved in January 2011 for the transition period—2011 to 2013, the education portfolio is contributing to Development Objective (DO) 3 which is focused on developing and sustaining the delivery of "Essential Services in Health, Education, Nutrition and Water and Sanitation. The Results Framework of the USAID/South Sudan Transition Strategy is attached as Annex 1.

The SSIRI program was initially awarded to the Education Development Center (EDC) in 2004 with a total estimated amount of $5,000,000.Through a number of modifications, the total estimated cost of the Cooperative Agreement (CA) has been increased to $30,175,524 and the length-of-project (LOP) period extended through June 2012.The SSIRI program thus straddles three strategy periods, through its CA implementation period from 2004 through 2012. Despite the length of the implementation of IRI here in South Sudan, it is expected that SSIRI will continue to be relevant and contribute to the achievement of results under the newly approved Transition Strategy.

Over the course of the previously mentioned strategy periods, USAID/Sudan supported development assistance activities in the education sector by assisting to establish foundational activities which bolster confidence in the CPA and the new Republic of South Sudan (RSS) among its constituents. The activities serve to support the foundations for a fledgling education system in South Sudan by standing up the Ministry of Education, and by improving education

service delivery at the state and county levels. These efforts strengthen the government's education institutions through teacher training, as well as education officials and managers, and policymakers at the Ministry; strengthen the financial and data management systems of the MoE at the RSS, state and county levels; and provides technical assistance to develop policies and laws which allow effective implementation of education policies. The SSIRI program has been particularly pivotal in extending literacy instruction to both in-school children and adults in the community, assisting to raise the levels of literacy in South Sudan

Description of the SSIRI Program

The SSIRI program was designed and is being implemented to address sources of fragility, threats to the CPA and to enhance the achievement of an increasingly stable South Sudan in the immediate post-CPA period, through the achievement of four program objectives:

5) Increased support for education in selected communities;
6) Improved literacy and numeracy skills of participating learners/students;
7) Improved teaching skills of targeted teachers; and
8) Increased institutional capacity of government and non-government officials to use technology appropriately in education.

As an interactive instructional intervention program, SSIRI designs, develops, produces and broadcasts interactive radio instruction programs in cooperation with the RSS Ministry of Education, (MoE)—Directorate of Alternative Education Systems (AES).SSIRI has three interrelated, radio-based education programs, plus the integration of learning technologies:

The Learning Village—Primary Grades 1—4

The heart of SSIRI is *The Learning Village,* a series of 480 half-hour programs targeting primary school grades P1 to P4—with 120 lessons per grade. The programs are based on MoE syllabi and include instruction in English, local language literacy, mathematics, and life skills such as HIV/AIDS and landmine risk awareness. The radio programs are broadcast in English and require that the classroom teacher translate some of the instructions into the local language of the benefiting community. Thus, the teacher is a key partner and both the teacher and pupils are very active during each lesson. The programs for P1—P4 are being broadcast to schools in the "Three Areas"[49]; and many counties in South Sudan.

[49] The "Three Areas" or the transitional north-south border regions comprise of Abyei, Blue Nile State, Southern Kordofan which are areas affiliated to South Sudan during the Civil War and were given special status by the Comprehensive Peace Agreement (CPA). At the moment two of the three areas have become part of Sudan after the declaration of independence for South Sudan whereas the status of Abyei still remains unresolved to date. It thus impossible for USAID/South Sudan to have projects in the two areas mentioned above.

Broadcasts: SSIRI arranges broadcasts with local FM radio stations in the 10 states and Three Areas to broadcast *the Learning Village* and *RABEA* Programs. To date SSIRI has arrangements with 18 local FM radio stations that broadcast the SSIRI programs. In locations that are out of range of radio signal, SSIRI has distributed MP3 players and other digital devices to be used by teachers to bring the learning village and RABEA programs to learners.

The production of all 480 programs of Primary 1–4 was completed by August 30, 2010.

RABEA (Radio Based Education for All)

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

RABEA targets audiences with a range of English language skills. There are a total of 240 half-hour lessons from beginner to advanced levels. All the 240 half-hour radio lessons have already been written and are being broadcast. EDC began by producing the most advanced series of 60 lessons – *RABEA Advanced;* it then produced the 120 lessons of *RABEA for Beginners. In the last quarter of FY2010, EDC-SSIRI produced the last batch of 60 RABEA Intermediate programs.* Broadcast of RABEA Intermediate began this FY 2011.

Professional Studies for Teachers

Professional Studies for Teachers is a program to support the development of teachers as part of the MoE in-service teacher education program. The first course which focuses on *Classroom Management and Administration* is known as PS101.The course has been developed into a twelve-week radio series.

The original ten radio programs, called *Strides into the Future,* were developed by the Sudan Basic Education Program (SBEP).EDC then developed an introduction for Week 1 and a final program for Week 12 and created a structure for implementing the series with teachers. This series began in June 2011.

Other Learning Technologies

Progress has been made with respect to learning technologies to support SSIRI programs. There are two principal objectives for these learning technologies:

3. There is need for alternative technology to radio broadcasts to accommodate classes and learning groups that cannot meet at the time of the broadcasts and/or groups that are out of range of radio broadcasts. For example, the schools in Southern Kordofan are on a different academic calendar. Although the Voice of Kauda reaches many schools, there are still schools outside the range of this FM station. Also, these low-cost learning technologies are particularly helpful for *RABEA* listening groups, many of whom cannot meet at the times of the broadcast.

4. The second objective is to strengthen the teacher training programs. The major activity is the procurement and installation of VSAT equipment and the subsequent ongoing training and support to the Teacher Training Institutes (TTIs).Another important activity is the development of basic skills in video production so that teacher training staff can produce videos to help strengthen their academic program, especially pedagogy.

4. *Evaluation Main Tasks*

Under the guidance of MSI's Assessment, Monitoring and Evaluation Advisor the Consultants are to:

1. Prior to arrival in South Sudan:
   a. Review major documents including the program description of the CA, monthly and quarterly reports and other relevant program implementation reports (to be provided by USAID Education Team);
      i) Quarterly reports
      ii) Annual reports
      iii) Cooperative Agreement and amendments
      iv) Mid-term evaluation
      v) Listenership surveys for 2008 & 2010
      vi) Formative evaluations for primary grade two & primary grade four and RABEA
      vii) Annual work plans
      viii) PMP documents
      ix) Initial Environmental Examination
      x) USAID strategies (2006/8, Transition Strategy 2011–13)
      xi) MOE Interim Strategy
      xii) Education Status Report
   b. Review the report of the mid-term evaluation of the program conducted in 2008 and identify whether major findings and recommendations for the current evaluation would still be applicable and whether actions were taken
   c. Prepare draft methodology (answering evaluation questions and data collection tools) and an annotated report outline, including provisions for including women informants in the research and other gender concerns
2. On arrival, finalize methodology and evaluation work plan (in collaboration with additional team members)
      a. Within quantitative methods, include some of the following: rapid surveys, socio-metric techniques, output from program monitoring system, secondary survey data
      b. Sources may include school records, test scores, head counts, student or teacher questionnaires, or brief household surveys
      c. It should be expected that a period of validation through triangulation will take place
      d. Focusing solely on key informant interviews, focus group discussions, document review, and other qualitative methods would not be acceptable
3. Based on interviews with SSIRI staff, teachers, RSS officials at all levels and field visits to schools and listening groups, conduct an evaluation addressing the questions listed in the following section

5. Evaluation Questions

The key questions (followed by illustrative examples) and issues to be addressed are:

Strategy and Meeting Needs

9. How does the design and objectives of the project align with the RSS current education strategy and with technical areas and current implementation approaches appropriate for USAID/South Sudan's continued investment (i.e. aligned with USAID/South Sudan Transition Strategy)?If necessary, how might any future USAID/South Sudan investments be refocused?

10. How satisfied are the end users with the quality of the program in terms of how much they have learned? Is the program benefiting the intended target population, including female learners?

Program Management and Implementation (i.e. Effectiveness and Efficiency)

11. How effective and efficient has the Program been in achieving its performance targets and whether the achievements are worth the cost of the investment?(That is, is the program achieving what it is supposed to be achieving and is it doing so in a timely manner and demonstrates value for money?)

    D. Assess program performance and progress towards achieving program results in all the key program areas as measured against targets established in the Cooperative Agreement, annual implementation plans and the Performance Management Plans.

    E. Are the program results commensurate to the USAID investment in the program? *(This final question will be dealt with to the degree that financial documentation is available and lends itself to a cost-benefit analysis).*

    F. What evidence is there that the project is producing quality impact/outcome data (i.e. how accurate is data reported, especially Listenership surveys, enrollment figures, number of learners reached by the project, measurement of learning gains, etc.)?

12. What is the nature and quality of the relationships between SSIRI and its local partners, communities, other USAID cooperating agencies, other NGOs and donor partners?

13. Using available quantitative and qualitative data (including that gathered during the evaluation), assess the overall impact of the SSIRI Project to date.

    A. To what extent is the program having an effect on access to primary education and English language literacy in South Sudan?

    B. To what extent is the program having an impact on access to primary education and English Language literacy in South Sudan?

    C. What impact has the program had on development of technology based education in South Sudan?

    D. What impact has the program had in developing human and institutional capacity in the MoE/SMoE?

Cross-cutting issues:

14. What strategies has the program adopted in order to bridge the gender gap in education in South Sudan?

15. To what extent is the project addressing the needs of the out-of-school youth?

Sustainability:

8. How well is the project presently owned by the host government or alternatively, what are the indicators of progress toward host government ownership of the SSIRI project? Does the design of the SSIRI project address continuity if USG funding support were to end?

6.Team Composition, Activities and Timing

Team composition

USAID/South Sudan is conducting the SSIRI program final evaluation in a collaborative manner to maximize learning opportunities on program performance and potential for USAID, RSS and EDC. In addition to MSI independent consultants hired to conduct the evaluation, other members of the team will include USAID, RSS and EDC staff members which may include the USAID/South Sudan Education Specialist and program AOTR; EDC staff with expertise in IRI programs in South Sudan. Every effort will be made to have a sizeable amount of women in the team in order to facilitate broadening the range of responses during community sessions. In summary the team will include[50]:

1 USAID AOTR–Anyieth Ayuen

1 Additional USAID Program Office or Education Office staff

2 MSI hired external evaluation consultants

1 MoE participant (TBD)—AES

1 EDC-SSIRI

1 Interpreter

MSI will be expected to take the lead in conducting the evaluation and providing three key technical personnel who will have the principal responsibilities for drafting the final evaluation report. The MSI hired members of the evaluation team will include: a team leader with strong skills in evaluation and analysis of USAID technology-based education projects, and extensive experience working in Africa and similar post-conflict settings. Specifically, the following capacities must be present among the evaluators:

1. Strong skills in evaluation and analysis of USAID projects (preferably 10 years or more)

[50] Team Leader will be responsible for assigning roles and responsibilities and determining the team make up for all interviews/meetings

2. Experience in the design, management, or implementation of integrated development projects in conflict-affected contexts (preferably 5 years or more)
3. Strong research and writing skills
4. Strong statistical data review and analytical skills
5. Extensive experience working in East Africa and in South Sudan
6. Facilitation experience, experience leading participatory evaluations, or at least evaluations where evaluation teams include critical stakeholders as active participants
7. Experience arranging meetings, setting up travel schedules for field visits, reporting on meeting outcomes, and generally managing the logistics of the evaluation (although significant logistical assistance will be provided by the MSI SUPPORT team in Juba)

The USAID, RSS and EDC team members will fully participate in the evaluation and field visits. Their participation is intended to provide historical, contextual and programmatic background information that will inform the eventual product because it is also recommended that USAID and RSS team members will contribute to the assessment of EDC performance, this may require meetings and discussions with stakeholders to discuss EDC's performance and, therefore, EDC will not participate in selected meetings.

8. *Activities and Timing*

The USAID/South Sudan Mission requests that the entire Team arrive in Juba at the same time (i.e., fragmentation of team member's arrivals would result in start-up difficulties) for the initial briefings and discussions with USAID's Education Office(Education Team Leader), Agreement Officer's Technical Representative (AOTR)and other Mission officers, as well as EDC and RSS representatives. Subsequently, the Team will commence its field trips and meetings. The location of those trips will be determined prior to the Team's arrival and will be handled by MSI, in conjunction with USAID and EDC.

The project is currently implemented in 10 states and one of the "Three Areas" adding up to a total of 40 counties. Some of the counties are fairly new and the evaluation can look both at the old and new counties to assess progress and possible impact. Possible site visits include the following:[51]

A).Central Equatoria State

1. Juba County

[51]B and E can only be accessed by air but the rest can easily be accessed by land. However, one can still go to Aweil by land from Wau.

2. Lainya County
3. Yei River County

B). Western Bahr el Gazal State

1. Jur River County
2. Wau County

C). Eastern Equatoria State

1. Magwi County
2. Torit County

D). Western Equatoria State

1. Mundri County(one in greater Mundri)
2. Maridi County

E). Northern Bahr El Gazal State

1. Aweil Centre County

F). Jonglei State

1. Bor County

During the initial meetings in Juba, the Evaluation Team Leader (supported by MSI) will present in writing and orally the team's proposed work plan for the entire period of their presence in South Sudan as well as thereafter with respect to the submission of the final report, which shall be no later than ten work days after receipt of the Mission's final comments on the draft report. The work plan will include a schedule for periodic USAID meetings/progress updates and possible submissions of specific work products, as determined by the two parties. The Evaluation Team Leader (supported by MSI) will be responsible for managing team members, organizing the team's work, and ensuring quality control and delivery of the required report as agreed by all parties.

While subject to change with the acceptance by both parties, it is envisioned that the two team members will be in South Sudan the entire duration of the evaluation's in-country component, i.e., 40 days (six-day work weeks are authorized).Besides travel days, an additional five days are provided for each team member for purposes of the team's initial out-of-country preparations and an additional two days for any necessary post-South Sudan work related to the completion of the final report. The Team Leader, however, will be provided a total of three additional day's out-of-country to ensure the completion and transmission of the final report as well as the closure of any outstanding matters.

Projected Level of Effort (LOE):

Tasks (All Team members unless otherwise noted)	Work Days[52]	Timeline for Completion
Initial preparation Review advance background documents, prepare draft methodology and data collection tools, give input into workplan (as appropriate) and travel days	2 travel days, 5 days of prep	Oct 2011
In-country evaluation Initial briefings (including Team Planning Meeting), meetings, field visits (potentially 5 states/10 counties), draft report preparation and debriefings	36	Oct—Nov 2011
Return travel	2	
Final report preparation in U.S. Incorporate collective South Sudan feedback, complete final report, and submit to USAID Education Team Leader	2each and 3 for TL	10 work days after receipt of USAID's comments on draft report(out-of-country)
Total for each evaluation team member	47	
Total for evaluation Team Leader (1 additional day1)	48	

9. Report Production and Format

The team will present for approval by USAID a draft outline of the report during its first week in country. The report must:

- Reflect guidance provided by the USAID Evaluation Policy (2011)
- Distinguish clearly between findings, conclusions (based strictly on findings) and recommendations (based clearly on the report's findings and conclusions);
- Comply with all instructions of the SUPPORT Project's "Evaluation/Special Study Quality Management Guide" and meet the specific requirements of the "Evaluation Report Review—Score Sheet," contained therein;
- Include a Table of Contents; a list of acronyms, an Executive Summary of no more than three pages; a section describing the project to be evaluated and purpose of the evaluation; a section on the methodology employed, including relevant skill sets of the evaluators;

[52] 6-day weeks in South Sudan, 5-day work weeks in U.S.

- Include any annexes the team consider useful to the reader; and
- A copy of this SOW as an Annex.

A formal debriefing will be provided to USAID, the IP and the RSS, as scheduled during the TPM and recorded in the evaluation work plan. The team will present key findings, conclusions and recommendations for comment from stakeholders. The team will record all relevant feedback from the meeting and will respond to all comments in completing its draft reports. The external evaluators need not include all suggestions in the report, but must consider such suggestions in finalizing the draft report.

An electronic (in MS Word) version of the draft report will be presented to USAID in Juba prior to the departure of the Team Leader. The document will be a minimum of40 pages in length, excluding annexes and Executive Summary.

The Mission and the IP will each submit its respective comments on the draft report *electronically* to MSI's M&E Advisor—using the "track changes" and "comments" functions as much as possible—within ten work days. Each organization will combine internal comments, resulting in a unified set of comments from USAID and the IP. The external evaluators will then incorporate the final feedback into a final report, which will be branded. The Mission will receive the final report as an electronic version, once the Mission has accepted the product.

10. Deliverables

1. Evaluation methodology (answering evaluation questions) and annotated outline
2. Work plan for the evaluation
3. PowerPoint presentation on preliminary findings to USAID/EDC/MOE officials to solicit feedback and comments
4. Draft Report: Prior to the departure of the evaluators, a draft report on the findings, conclusions and recommendations of the Evaluation Team will be presented to MSI which will in turn share it with the USAID/South Sudan Education Team. The document, in MS Word, will not exceed 40 pages (excluding maps, fact sheets, data charts and graphs).The report should include:
    - Executive Summary
    - Introduction
    - Background
    - Methodology
    - Findings
    - Conclusions
    - Recommendations

- Lessons Learned
- Annexes: Vital source documents consulted and any other relevant materials that cannot be part of the body of the report.

5. Final Report: Following the USAID Mission's expedited internal review (within 10 working days) and comments on the draft report, the consultants will incorporate feedback and comments into a final report. The final report will be submitted to MSI 10 work days after the consultants' receipt of USAID's final written comments on the draft report. The Mission will receive electronic copies of the final report after formatting and cover design work by MSI. This final report will be reviewed and approved by USAID to be uploaded to the DEC.

11. *Compliance to USAID Regulations*

The Evaluation Team will ensure that the evaluation is fully compliant with the Evaluation Policy (2011) and terms for Project Evaluations contained in the USAID Automated Directives System (ADS) Series 203 and other relevant regulatory requirements, as may be determined by USAID. Additionally, the Team will utilize MSI's "SUPPORT Evaluation/Special Study Quality Management Guide. The Guide will be presented to the Team members prior to their initial MSI out-of country briefing.

ANNEX 22: RESULTS OF THE TEST OF LEARNING GAINS FOR P4 SSIRI PUPILS BY STATE AND COUNTY

Table 1: Learner Performance by State

Characteristic			Mathematics				English			
			IRI	Non-IRI	Over all	*p-value*	IRI	Non-IRI	Over all	*p-value*
State	Central Equatoria	Mean gain (%)	19.5	12.9	16.2	***0.009***	21.4	10.7	15.7	***0.012***
		10% gain	78.6	59.9	69.1	***0.000***	70.7	47.8	58.6	***0.008***
	Eastern Equatoria	Mean gain (%)	7.8	8.7	8.4	***0.453***	7.6	9.0	8.4	***0.323***
		10% gain	43.4	47.0	45.6	***0.325***	40.0	45.8	43.4	***0.216***
	Upper Nile	Mean gain (%)	7.2	9.9	8.1	***0.342***	8.3	7.0	7.8	***0.221***
		10% gain	36.8	37.9	37.2	***0.552***	42.1	20.7	34.9	***0.040***
	Western Bahr el Ghazal	Mean gain (%)	11.8	13.2	12.4	***0.653***	4.2	8.0	6.4	***0.021***
		10% gain	53.5	54.2	53.8	***0.530***	29.7	44.8	38.4	***0.042***
	Western Equatoria	Mean gain (%)	16.8	15.8	16.6	***0.389***	17.5	11.5	16.4	***0.118***
		10% gain	70.2	72.7	70.6	***0.472***	64.5	48.6	61.8	***0.061***
	Significance for mean gain		***p=0.000***	***p=0.002***	***P<0.001***		***P<0.001***	***P=0.572***	***P<0.001***	
	Significance for 10% gain		***p=0.000***	***p=0.008***	***P<0.001***		***p=0.000***	***p=0.097***	***p=0.007***	

ANNEX 23: LIST OF DOCUMENTS REVIEWED FOR SSIRI EVALUATION

S/N	Document
USAID Strategic Documents	
1	USAID Service Delivery in Fragile States_2005
2	USAID Monitoring and Evaluation in Post-Conflict Settings March, 2006
3	USAID Guide to Gender Analysis and Integration March 2010
4	USAID Sudan Strategy Statement FINAL
5	USAID Fragile States Strategy_2005
RSS Documents	
6	Sudan CPA
7	Interim Constitution of Southern Sudan 2005
8	Background Note on GoSS Aid Strategy—Final
9	Aid Strategy Revision—DRAFT—24–03–12
10	MTCDS_Third_Draft_17_May (South Sudan Development Plan)
11	Kiir Inauguration Speech
MSI and USAID Quality Assurance Documents	
12	USA_FA Evaluation Guidelines March 2009
13	USA_FA Evaluation Glossary March 2009
14	TIPS for Constructing an Evaluation Report
15	AME guide 3–4-11 Final Draft for sharing
Awards and Amendments	
16	623-A-00–04–00054–00 (EDC) MOD#08 Sep 11 2007 (2).pdf
17	623-A-00–04–00054–00 Award Mod 15 signed by EDC.pdf
18	6090 Award Mod 09 signed.pdf
29	EDC A-4–54 MOD1.pdf

20	EDC MOD 1.pdf
21	EDC MOD 03.pdf
22	EDC Mod 09.pdf
23	EDC 623-A-A-00–04–00054–00 MOD 12.doc
24	Learning Technologies FINAL Feb 9.doc
Annual Workplans	
25	Annual Work Plan 2008–2009 Feb 2009.doc
26	SSIRI Annual Plan 2009–2010 Fina101_20_10.doc
27	SSIRI Annual Plan FY2011 final with AA edits.doc
Performance reports	
28	Draft Quarterly Report Jan-March 2009 FINAL ex finances May 3.doc
29	Quarter 17 July-Sept 09 draft Nov 14 Final (2).doc
30	Quarter 17 July-Sept 09 draft Nov 14 Final amended (2).doc
31	Quarter 1 progress report.pdf
32	Quarterly Report April to June 2011.pdf
33	SSIRI QUARTERLY REPORT OCT-DEC 2009 2.pdf
34	SSIRI QUARTERLY REPORT OCT-DEC 2009 3.pdf
35	SSIRI QUARTERLY REPORT OCT-DEC 2009.pdf
36	Combination.pdf
37	4th Quarter Report—Attachments.doc
38	Quarterly Report Jan to Mar 2011 for USAID.doc
39	Quarterly Report Oct to Dec 2010 for USAID w.AA edits.doc
40	Annual Report SSIRI Final.doc
41	Quarterly Report January-March 2010 final.doc
42	Quarterly Report Oct-Dec 2008 new format Jan 30 2009.doc
43	Annual Report SSIRI FY2010 Final.doc
44	DRAFT QUARTERLY REPORT APRIL-JUNE 2009 Final Aug 5.doc

45	Quarterly Report April to June 2010 revised.doc
46	Quarterly Report January-March 2010 received May21_2010.doc
47	Annual Report_SSIRI_Draft_Oct25.doc
48	DRAFT_QUARTERLY_REPORT_APRIL-JUNE_2009_Final_Aug_5[1].doc
49	Quarterly Report January-March 2010 revised.doc
50	SSIRI Quarterly Report Oct to Dec 2010 for USAID.doc
Survey Reports	
51	Audience Survey number listeners-short.ppt
52	SSIRI Radio Listenership Survey Report final.doc
Evaluation Studies	
53	SSIRI Primary 2 Learning Gains Evaluation Report final 16 06 2010–4publish.pdf
54	SSIRI Primary 4Learning Gains Evaluation Report
55	SSIRI Evaluation of the Performance of RABEA
56	FINAL EVAL SSIRI 8–3-08.pdf
Documents from Radio Projects in other countries	
57	Evaluation instruments from Somalia Interactive Radio Instruction Project
58	Evaluation instruments from Malawi/Tikwere Interactive Radio Instruction Project
Instructional Materials Produced by the SSIRI Project	
59	Learning Village Teacher's Guide for P1
60	Learning Village Teacher's Guide for P2
61	Learning Village Teacher's Guide for P3
62	Learning Village Teacher's Guide for P4
63	RABEA Intermediate Facilitator's Guide
64	SSIRI Facilitator's Manual for Ministry of Education SSIRI ToT Training Workshop 2–2011
65	SSIRI Facilitator's Manual for Learning Village Teacher Training Workshop 2–2011
66	SSIRI Facilitator's Manual: RABEA Teacher Training Workshop 2–2011
Other Documents	

67	Primary Teacher Education and Training Program
68	Certificate of Registration for the Maridi SSIRI Teachers' English Language Club (MASTEC)
69	MASTEC Concept Paper (August 2011)
70	MASTEC Constitution (August 2011)

ANNEX 24: EDUCATION OFFICIALS AND OTHER KEY PEOPLE INTERVIEWED

Partial List of Education Officials and other Key People Interviewed for the SSIRI Evaluation				
Name	**Position**	**Location**	**Contact**	**Email**
Deng Jeroboam Machior	Acting Director of Planning and Budgeting	Bor	0915 402 045	
Akech Kuol	AES Senior Inspector	Bor	0956 091 502	
Ayul Ajak Arou	County Education Director	Bor		
John Majer	County Planning and Budgeting Officer	Bor		
Mary Kiden	County Planning Officer	Bor		
Name	Director Basic Education	Bor		
Elijah Alier Achiek	Payam Education Supervisor, Baidit	Bor		
Name	State AES Director	Bor		
Gatkuoth Simon Duol Kueth	State Director General of Education	Bor		
Kuol Atem	Acting Director General, Alternative Education System, MoGEI	Juba		
Fahim Akbar	Advisor for EMIS, MoGEI, FHI360	Juba		
Richard Trewby	Chief of Party, SSIRI	Juba		
Jon Neustrom	Chief of Party, Sudan Radio Service	Juba		
Barthalomeo Marbe	County Ed. Director	Juba		
Osman Abulinni	Deputy Director for Primary Education, MoGEI	Juba		
Odur	Deputy Director, Alternative Education System, MoGEI	Juba		

Gibson Brown	Director of Primary Education, MoGEI	Juba		
Edward Kokole	Director of Teacher Education, MoGEI	Juba	0955 022 722	
Moro John	ICT Coordinator, EDC, SSIRI	Juba		
Daniel Losuba	Program Manager, Sudan Radio Service	Juba		
Ms. Dicho Elizabeth Clement	Senior Inspector for Primary Education, MoGEI	Juba	0924 410 178	dichoelizabeth@yahoo.co.uk
James Kwaje	Senior Technician, Sudan Radio Service	Juba	249 955332125	
David Lowela	State Director General	Juba		
Stephen Omiri	Station Manager, Sudan Radio Service	Juba		
Benea Kwaje	County AES inspector	Lanya	0956 137 577	beneakwaje@rocketmail.com
Obadia Manase	County Ed. Director	Lanya		
Albert Samuel	?	Maridi	0918 925 203	
Scopus Lubang	Acting Administrator, Curriculum Development Center, Maridi	Maridi	0929 804 840	
Bangama, Albert & Oliver	AES & Payam Deputy Director	Maridi		
Emmanuel Sala	ALP facilitator (RABEA)	Maridi		
Oliver Khamis	County Commissioner, Maridi	Maridi	0918 920 437	
Charles	Deputy Principal, Maridi TTI	Maridi		
Philip	EDC, Outreach Advisor, Maridi	Maridi	0927 968 964	
Camillo	Finance officer, Maridi TTI	Maridi		
Daniel Maribici	Head Teacher, ALP program facilitator (RABEA)	Maridi	0918 926 042	
Beneth Surur	ICT Advisor to Maridi TTI	Maridi		

Genesa Giovanna Dasta	Instructor, PS101, Maridi TTI	Maridi	092 838 3334	
Shaban Ladu	MASTEC, Maridi	Maridi		
Joseph Wanjala	Tutor, Maridi TTC	Maridi		
Wilson	AES Inspector, Mundri West	Mundri West		
Michael	ALP RABEA facilitator	Mundri West		
Steven Taban	County Basic Ed. inspector	Mundri West		
Isaac Welton	County Ed. Director	Mundri West		
Ms. Agnes	Payam Supervisor—Kotobe	Mundri West		
John Biar Kwany	?	Torit	0955 466 235	
Celestino Nyei Dumo	Acting Director for General Education	Torit	0955 925 877	
Okello Severino Akule	Acting Director General	Torit		
Josephine	BRAC Torit	Torit		
Sheila	BRAC Torit (referred us to Abdu Rashid, the head)	Torit	(Abdu 0922 922 257)	
Leon Otwari	County AES Supervisor	Torit		
El-Amin Amanya	County Ed. Director	Torit		
Cornelio	Deputy Director	Torit		
Theresa Malia Abelo	Deputy Director AES SOME/EES/Torit	Torit	0955 043 751	
Akello John Okello	Inspector Community Girls Schools	Torit	0955 031 528	
Oreste Lobitik	Payam Ed. Director	Torit		
Julius Onen	Windle Trust, Torit	Torit	0955 314 898	
Martin Monga Udo	AES Director	Wau	0916 005 678	
Barnaba And/Or Peter Ftur	County Ed. Director	Wau		

Mathew Puol Rust	Deputy County Ed. Officer	Wau		
Hussein Mohamed	Deputy Director for Planning and Budgeting	Wau	0955 786 511	yobokaja@yahoo.com
Abdullahi Ali Abdullahi	Director General of Education	Wau	0914 752 393	abdallajadeed@yahoo.com
Enrika	Director of Radio, Voice of Hope	Wau		
Louis Pasquale Aleu	Director, SS Radio and Television	Wau	0955 177 370	
Matthew Perotti	technical Director, Voice of Hope	Wau		
Dr. Odil Athamaziou Surur	Minister of Education	Wau	0912 674 497	athanaziou45@gmail.com
Peter	State Project Manager, Windle Trust, Wau	Wau	0955 393 360	
Henry Makuar Madut	Statistics & Planning Officer & SSIRI Focal Person	Wau		
Abdul Haram Juma	TAP Program Officer, FHI360	Wau	0955 400 730	ahakim@fhi360.0rg
Simaya Kenyi Modi	SSIRI Outreach Coordinator Jur River County	Wau/Jur River		
Martin Woja Balla	AES Inspector	Yei		
Stephen Lojong	AES Supervisor	Yei		
Saroba Samuel Yatta	Basic education supervisor, Otogo Payam, PS101 instructor	Yei		
Phillip Taban Issa	Deputy County Ed. Officer	Yei		
James Loruba & Simon Begin	Director AES & Basic Ed.	Yei		
Victoria Brown	IBIS, Program Director	Yei		
Daniel Wani	IBIS, program officer	Yei		
Nelson Matayo	Payam Education Director	Yei		
Emmanuel Kindo	Payam Education Supervisor	Yei		

ANNEX 25: DEPARTMENT OF ALTERNATIVE EDUCATION SYSTEMS (AS OF 2009)