

EDC UPDATE

A group of young girls in blue school uniforms are clapping and smiling, gathered around a large black speaker on a patterned rug. The scene is set indoors, possibly in a school hallway or classroom, with a microphone stand visible in the background.

Summer 2010

Sonic Boom

Across India, radio instruction transforms education

—Page 14



Dear Friends,

We send our children to school for many reasons: to get a good education, to develop the skills they will need to move forward in life, to make friends. But what do we do when schools or organizations are not able to fully deliver the support and education our children need?

Answering that question motivates much of EDC's work. In India, many schools are overcrowded, teachers are undertrained, and classrooms lack basic resources such as books or desks. EDC's Technology Tools for Teaching and Training (T4) project is using Interactive Radio Instruction on a large scale to establish new standards for quality, equity, and access to education (p. 14).

Massachusetts, where EDC has its headquarters, recently became the 42nd state in the country to pass important anti-bullying legislation, which will help make schools safer places to learn. Our expert on bullying at EDC, Ron Slaby, is confident that bullying can be prevented (p. 12).

Slaby's confidence echoes throughout EDC as we seek to improve health and education around the world. From helping public health departments in the United States address the pervasive issue of child abuse and maltreatment (p. 8) to improving education in schools for English language learners (p. 4), EDC programs are finding creative ways to overcome the challenges we face in giving our children a better future.

Best regards,

A handwritten signature in black ink that reads "Luther S. Luedtke". The signature is written in a cursive style.

Luther S. Luedtke
President and CEO
Education Development Center, Inc.

Education Development Center, Inc. (EDC), is a global nonprofit organization that develops, delivers, and evaluates innovative programs to address some of the world's most urgent challenges in education, health, and economic development.

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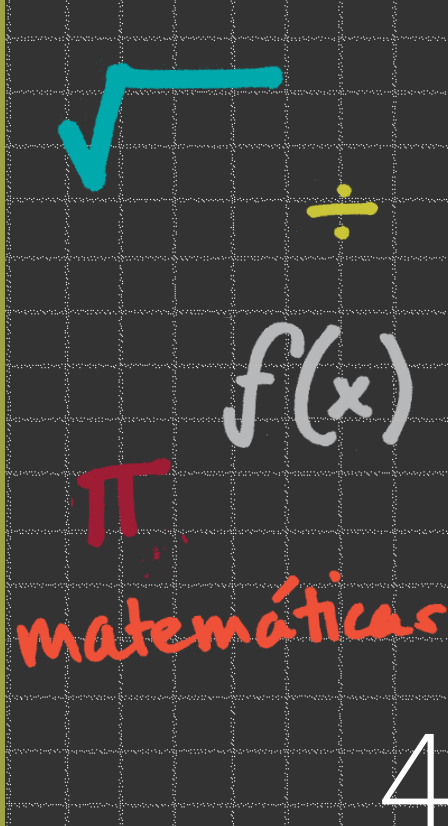
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E-mail us at update@edc.org.

Cover Story

The day's lesson engages students in a classroom in India.
Photo by Vinayak Das

Learning and Teaching



Health and Human Development



International Development



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Just Back →

Shelley Pasnik
India

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✓ Making the Grade

Mathematics teachers tackle language barriers

The first day of school in a new classroom can be daunting to any student. But what if it stayed that way for the entire school year?

For many English language learners (ELLs), the classroom remains—quite literally—foreign during the months or years it may take them to master the English language. And for their teachers, the language barrier makes it challenging to effectively communicate the day's lesson.

In math class, the problem is especially acute.

EDC's Mark Driscoll, an award-winning leader in mathematics, has developed a novel program that equips teachers with skills to help their English-learning students. His program, developed in partnership with the Lawrence Hall of Science, has provided professional development to middle school math educators who work with ELLs in three New York City schools.

Currently, in New York City, ELLs receive math instruction in their native language for a year or two before transitioning into the English-speaking classroom. The project helps teachers develop the mathematics communication skills and strategies they need to teach mathematics to English-learning students in their classrooms.

Tools for teaching

New York's sizable ELL population puts the district at high risk of failing to meet the standards of the No Child Left Behind (NCLB) Act, which requires that 95 percent of the overall student population—including English learners—improve their standardized test scores.

This demand has led New York to search for a new way to help ELLs perform at the same level as the general student population. And, in the case of the EDC project, help classroom teachers take responsibility for reaching all their students.

“A major hurdle nationally is that math teachers don’t often see ways to advance the mathematics thinking of ELL students.”

—Mark Driscoll

“A major hurdle nationally is that math teachers don’t often see ways to advance the mathematics thinking of ELL students,” says Driscoll. “This project is a way to spread the ownership. ELL success is not only within the purview of an ELL specialist.”

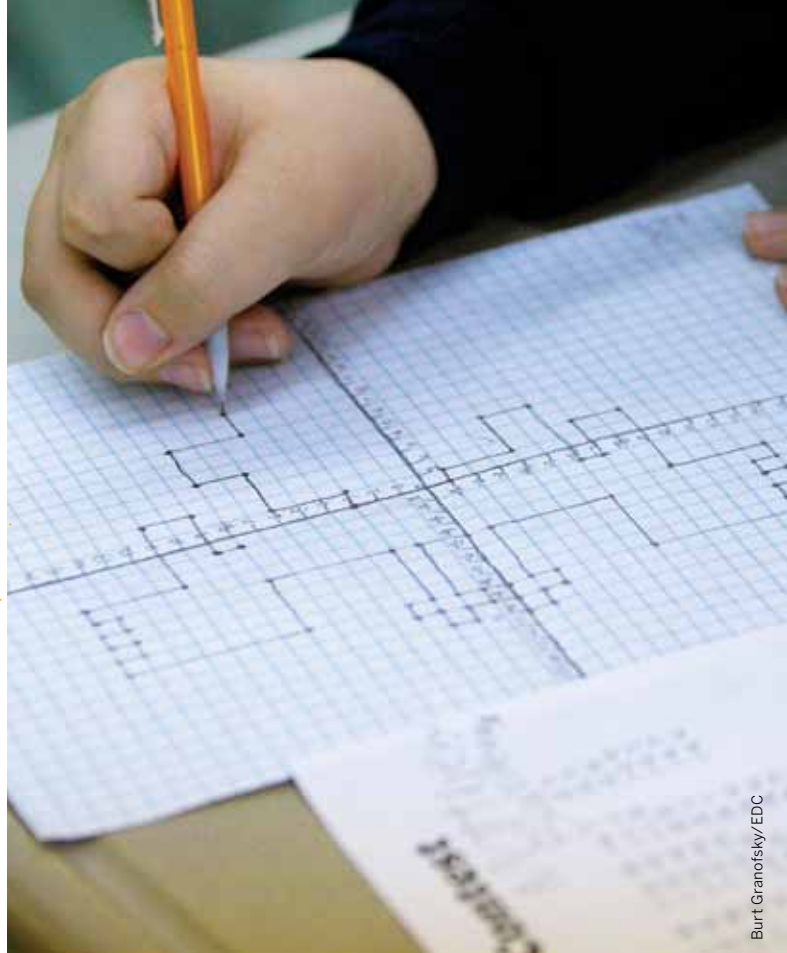
The program is based on three principles developed by Driscoll and his colleagues, who hope that the math communication skills acquired by the teachers will improve the test scores of all students.

The first principle is to engage all ELLs in work that challenges them to reason and solve problems. The second involves making ample use of pictures, diagrams, presentations, written explanations, and gestures. The third equips math teachers with ways to develop the precise academic language necessary to succeed in teaching mathematics to ELLs.

During monthly sessions, the teachers engage in challenging math problems, which they bring back and teach in the classroom. Later, they work with trainers to analyze how their ELLs solved the problems.

Partnership for the future

So far, the project, which is still in its pilot phase, has improved the performance of English-learning students. The students—who attend two schools in Chinatown and one in Washington Heights—have already increased their grades.



Burt Granofsky/EDC

The program, if formally adopted, will be implemented by low-performing schools in New York City.

Driscoll’s success in New York is just one example of his contributions to mathematics over the past four decades, which recently earned him the Ross Taylor/Glenn Gilbert National Leadership Award, given by the National Council of Supervisors of Mathematics.

“Early results from the partnering schools show significant mathematic gains for middle school ELLs,” wrote Maria Santos, executive director for students with disabilities and ELLs for the New York City Department of Education, in a letter of recommendation for the award.

Inspired by New York’s accomplishments, Driscoll continues to search for other districts interested in piloting the program to turn around underperforming schools.

“We’re just happy that the schools all ended up with ‘A’ grades,” says Driscoll. —A.F.

➡ Contact Mark Driscoll: mdriscoll@edc.org

A Team Effort Builds Literacy

At Gorton High School in Yonkers, New York, ninth-grade teachers created a multidisciplinary lesson that connected their areas of language arts, science, and mathematics. For this lesson about an 18th-century plague, their students read the novel *Fever 1793*, studied diseases, and created charts and graphs of the plague's exponential growth.

Using EDC's professional development program Supported Literacy,

these teachers have demonstrated the promise of integrating subject areas while building their students' literacy skills.

"For years, high school teachers have been ensconced in their disciplines," says EDC's Cindy Mata-Aguilar.

"Today, however, we are working together in creating lessons that infuse literacy into their day-to-day teaching, and we are crafting interdisciplinary units that build deeper understanding for students. Today's



Teachers and students benefit from interdisciplinary lessons.

high school teachers are seeing the power of collaborative thinking, planning, and sharing."

Supported Literacy is funded by the Yonkers Public Schools and is being implemented with teachers from five high schools in the district. —E.M.

► Contact Cindy Mata-Aguilar: cmata-aguilar@edc.org

School Counselors Guide College-Bound Students

Should I go to college? How do I pay for my education? Is a two-year or four-year school right for me?

High school students often approach their school counselors seeking answers to these and other questions. The online course College Access for All Students, designed by EDC, helps school counselors whose students are anxious about issues such as applying to college, paying expenses, and leaving home.

The course equips counselors to help students explore all of their options after high school. "The project is focused on counselors in high-need

areas that have significant economic and education challenges, including low graduation rates, high unemployment, and low income," says EDC's Leinda Peterman.

EDC developed the course in partnership with the Southern Regional Education Board (SREB) for counselors in Alabama, Delaware, Georgia, Mississippi, South Carolina, and Tennessee.

"SREB wanted to promote a college-going culture among its members," says EDC's Barbara Treacy. "They realized counselors within the school had an important role to play in making this happen."

The course is for counselors at the middle school, high school, and postsecondary levels. Each of its modules is state-specific and points to local Web-based resources. The modules use videos, scholarly readings, case studies, and other media.

EDC also provides facilitator training for school counselors in participating states through its EdTech Leaders Online (ETLO) program, which provides capacity-building programs for teachers, administrators, and students. —E.M.

► Contact Barbara Treacy: btreacy@edc.org

Students Get the IT Factor

A lack of key IT skills, such as the ability to create spreadsheets to calculate and analyze data or to do advanced searches on the Internet, leaves many community college graduates at a disadvantage as they enter the workforce.

“Because people often don’t go to community college straight from high school, there may be a gap in their technology skills,” explains EDC’s Joyce Malyn-Smith. “And in many cases, community college faculty are not comfortable teaching these skills.”

EDC has been working with industry and education partners to develop a curricular framework



Community college students must build their IT skills to be competitive in the workforce.

and resources for teaching and assessing IT skills. The Information Technology Across Careers (ITAC) project will help ensure that community college and technical students are proficient in using these core IT applications when they graduate and enter the workforce.

ITAC developed a set of 11 performance-based rubrics for commonly used IT skills. Each rubric articulates four progressive levels of skill, from novice through above proficiency.

“Examining what proficiency looks like in each of the core applications has never been done before,” says Malyn-Smith. “The rubrics not only show the skills needed to become competent, but they help students to understand what they are expected to be able to do in the workplace.”

ITAC materials help students prepare for their future careers. For example, lesson templates, which can be customized by instructors, guide students, step by step, through the process of using the technology at the proficiency level (as defined by the rubrics).

ITAC is funded by the National Science Foundation. —E.M.

➔ [Visit itac.edc.org](http://visit itac.edc.org)

Notable

Publication

Exploration and Meaning Making in the Learning of Science

By Bernard Zubrowski

Springer

Discusses various pedagogical approaches to the teaching of science.

Education Lab Contract Renewed

EDC will continue to operate the Regional Educational Laboratory Northeast and Islands (REL-NEI), one of 10 such labs in the United States, through 2012. Funded by the Institute of Education Sciences, REL-NEI provides education research to educators and policymakers serving 10,000 schools and more than 5 million students.

Advising the Administration

Al Cuoco, whose career in mathematics education and policy spans 30 years, participated in a science, technology, engineering, and mathematics (STEM) working group created by the President’s Council of Advisors on Science and Technology (PCAST). President Obama has asked PCAST for recommendations to improve science and math education for grades K–12.

Presenting History Online

Bill Tally moderated a panel at the Organization of American Historians conference in Washington, D.C. Discussion centered on the practical challenges of presenting historical materials online, including how to help busy teachers and learners decide what parts of a website to pursue.

Keeping **Every** Child Safe

A new approach sheds light on preventing child abuse and maltreatment

It's a problem that hides in the shadows, not fully revealing itself until a child is seriously injured or killed.

Is there a way to protect children before abuse takes place?

Child abuse and maltreatment takes many forms, including physical, sexual, and emotional abuse, as well as neglect. It can have devastating, lifelong consequences. Children who are abused are more likely to experience teenage pregnancy, substance abuse, interpersonal violence, depression, and suicide, along with STDs, obesity, heart ailments, and other health problems. And children who are abused may grow up to be abusers themselves.

EDC research suggests a major shift in focus, strategy, and approach among state health officials, who have begun to treat child abuse as a public health problem—one that can be prevented.

“Children growing up in families that are living in poverty, or where there’s substance abuse or violence, are exposed to more risk factors,” says Sally Fogerty, who leads the Children’s Safety Network at EDC.

According to Fogerty, prior to the late 1990s, most state agencies responded to at-risk situations only after they’d reached a crisis point. “Children were typically identified

Across the country, states are embracing a new approach to preventing child maltreatment.

Children growing up in families that are living in poverty, or where there's substance abuse or violence, are exposed to more risk factors.

—Sally Fogerty

by the Department of Social Services at the point of abuse or neglect, and then states intervened to prevent further abuse from occurring,” she says.

Children who are deprived of a healthy, safe start in life may grow up to be adults who need increased medical care or are incarcerated for substance abuse, prostitution, acts of violence, and other crimes.

“Now there’s an increased focus on the protective factors,” Fogerty says. “How can we identify families and children who are at greater risk? How can we strengthen families and help them create safe, stable, nurturing homes for children?”

States' commitment to families

EDC is participating in the Public Health Leadership Initiative, a three-year program led by the CDC Foundation with funding from the Doris Duke Foundation and the National Center for Injury Prevention and Control. The initiative is working with states to identify best practices and model programs that successfully recognize and intervene in families where children may be at risk of being harmed. These may be home visiting programs such as the Nurse-Family Partnership or screening for domestic violence in Women, Infant, and Children (WIC) nutrition programs.

The first step was to conduct an “environmental scan” of all 50 states and Washington, D.C. “We asked how states worked with their child welfare programs, and whether or not their state had a strategic plan to prevent child maltreatment,” Fogerty says. “We also



Burt Granoisky/EDC

Creating stable environments for children helps them grow up to be healthier adults.

asked about other programs they may be providing, such as maternal depression, shaken baby prevention, and fatherhood programs.”

One hundred percent of the survey recipients responded, and “the results are encouraging,” says Fogerty. They reveal that significant collaboration is occurring between state public health agencies and other agencies on behalf of children’s well-being. States show some inclination to see child maltreatment prevention as a public health issue and to begin to utilize a public health model to address this complex issue.

“We’re doing case studies in five states with successful programs in place—Alaska, Oklahoma, Minnesota, North Carolina, and Florida—to identify the core components,” Fogerty says. “The goal of the Centers for Disease Control and Prevention is to provide all states with the tools they need to develop leadership in this area.”

An expert panel will meet in late July to review both the survey results and case study information to develop the next steps. The full study will be made public at that time.

Focusing on prevention has an added value: It avoids further strain on our nation’s health care, social services, and criminal justice systems by helping children grow up safe and healthy, and to stay on the right path, says Fogerty.

“The goal is to keep every child safe,” Fogerty says. “Creating healthier kids creates healthier adults.” —H.L.

► Visit childrenssafetynetwork.org or contact Sally Fogerty: sfogerty@edc.org

Cultivating a Profit Through Texting



Growing up in a family of agricultural laborers in the rural village of Kalol, India, Varshaben Luva hated the long, hot truck rides at harvest time. Now earning her living on the farm, Luva dreads the 100-mile drives to the marketplace even more.

That's because as an adult Luva understands that the long trips are not simply exhausting. They often result in a financial loss.

"Individual farmers don't have the bargaining power to negotiate a good price. If they can't sell the product, they have to transport the product back to the farm," says EDC's Yupaporn Boontid. "They pay round-trip transportation costs for nothing."

But recently all that changed for Luva and other rural farmers. By signing up for a mobile texting plan, she transformed the way they do business.

After attending an EDC technology training session at a nonprofit training center called Self Employed Women's Association (SEWA), Luva started her own business. Combining her new technology skills with her background in agriculture, she now goes to SEWA each day to research market analyses and prices of commodities online. Farmers pay Luva 50 rupee (or just over US\$1) a month to receive daily text messages from her about current market prices.

The farmers can then decide whether it's worth transporting their crops—mostly cotton and corn—to the market that day. To date, Luva has 88 clients in the Mehsana District of Gujarat.

"Her business, serving all the rural parts of India, provides the basic information to farmers," says Boontid.

Luva is also one of a growing number of women in India breaking through traditional gender roles by starting her own business.

As part of EDC's technology training program, over the past five years, SEWA has trained 5,000 women workers from rural regions of India in core computer skills, enabling them to find jobs, become self-reliant, and overcome traditional gender-associated constraints.

Since 2007, EDC has managed SEWA, along with 48 other centers across 10 countries in the Asia Pacific Region, for Hewlett-Packard's Learning Initiative for Entrepreneurs. As the organization managing the local centers, EDC encourages networking opportunities, manages grants, monitors activities, and administers capacity-building to trainers of courses such as the one that Luva took—the one that has inspired her to make changes that will help many others.

"Now farmers only load up and travel to nearby cities if they know they can make a profit," says Boontid. —A.F.

► Contact Yupaporn Boontid: yboontid@edc.org

Forum Promotes Equity in Mental Health

EDC will co-host an international conference on mental health this year, the sixth gathering of this “one of a kind” forum.

“This event provides a unique venue where researchers, policymakers, and practitioners from many countries can learn from each other,” says Cheryl Vince Whitman, senior vice president and director of EDC’s Health and Human Development Division.

The World Conference on the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders was launched in 2000 by the Carter Center, the Clifford Beers Foundation, and the World Federation for Mental Health. Since the first conference in Atlanta, Georgia, it has been held every two years worldwide, most recently in Australia where more than 800 attended.

This year’s forum, which will be held November 17–19, focuses on promoting equity in mental health. EDC will host dozens of speakers, including Sir Michael Marmot, 2004 winner of the Balzan Prize for Epidemiology; Michael DeGagné, executive director of the Aboriginal Healing Foundation; and Tanya Brown, sister of Nicole Brown Simpson.



EDC is part of a global effort to promote mental health.

Findings will also be shared from a recent Institute of Medicine report *Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities*, regarded as the most useful framework in the field for promoting positive mental, emotional, and behavioral health in young people.

A pre-conference session on maximizing the involvement of school leadership will be held November 16.

“Over the years, we’ve seen new programs and training to promote positive mental health, and that deeper understanding has reduced the stigma and discrimination surrounding mental illness,” says Vince Whitman. —A.F.

Notable

Publications

“Impact and Characteristics of a Professional Education Approach to Improve the Care of Critically Ill Children and Their Families”

By Mildred Z. Solomon, David M. Browning, Deborah L. Dokken, Melanie P. Merriman, and Cynda H. Rushton
Archive of Pediatrics and Adolescent Medicine, April 2010

Analyzes ways to improve pediatric palliative care.

“Using a Public Health Approach to Address Student Mental Health”

By Laurie Davidson and Joanna H. Locke
In *Mental Health Care in the College Community*, Jerald Kay and Victor Schwartz, eds. Wiley

Encourages campus administrators to add efforts to prevent mental health problems from developing, promote the mental health of all students, and prevent suicide.

Preventing Bullying

Ron Slaby delivered the keynote address to 500 mayors, city managers, school board officials, and policymakers at the Broward County Community Summit in southern Florida. His presentation “Building Bridges to Youth Violence Prevention: What We Can Do!” outlined strategies to prevent bullying.

Rural Injury Prevention

The Children’s Safety Network (CSN) conducted a national webinar on the disparities between injuries in urban and rural areas. Participants discussed the dangers associated with ATVs, teen driving, and agricultural equipment, and shared prevention strategies. CSN is bringing states together to promote a new national focus on rural injury prevention.

► Visit wmhconf2010.hhd.org

Q&A

“Will We Stand Up and Stop Bullying?”

A CONVERSATION WITH Ron Slaby

Burt Gramofsky/EDC

“Bullying can be prevented,” says EDC’s Ron Slaby, an international leader in youth violence prevention. Slaby co-developed the *Eyes on Bullying* program, funded by the IBM Global Work/Life Fund. He also serves as an expert advisor to the Anti-Bullying Campaign, recently launched by the Turner Broadcasting System’s Cartoon Network and CNN Worldwide.

Why do children bully?

Bullying is learned—by observing others who bully, by viewing and interacting with violent media, or by directly experiencing bullying. Children who bully have learned to hurt others who are vulnerable, and they do so intentionally and repeatedly. They carefully select and control their victims, often making them think they only have two options: challenge the bully and get hurt or accept the abuse and prove you’re a loser.

How do bullied children respond?

When children who are bullied come to believe they have only two options—counterattack or submit—they feel helpless, frightened, and trapped. Many withdraw and become depressed. When bullying has been allowed to escalate with no help in sight, we have seen far too many cases of victims either taking revenge through school shootings or taking their own lives.

Bullying is based on an imbalance of power. But when bullied children get help and come to realize that they *do* have assertive and nonviolent ways to deal with bullying—and when bystanders speak out against bullying to support a victim—the power dynamic changes, and bullying is no longer viable.

What role do peer and adult bystanders play?

In some sense, we are all bystanders to bullying—either directly or indirectly—with opportunities to help stop or prevent it. Too often, direct bystanders contribute to bullying by passively accepting it, actively encouraging it, or joining in. Others overlook

warning signs, fail to take reports of bullying seriously, or perpetuate the cycle of violence by telling the victim to “beat up the bully.” Yet, bystanders *can* and often *do* play a critical role.

Ever since we first introduced the concept of the bystander into the field of bullying prevention 21 years ago, the appreciation of the importance of bystanders has continued to grow. Bullying prevention programs, such as our *Eyes on Bullying* and our *Aggressors, Victims, and Bystanders* programs, provide effective activities and strategies that challenge adults and children to recognize and respond to bullying in its earliest and most preventable phases. Participants learn and practice effective ways to stand up, speak out, and support others from being bullied.

What role do state anti-bullying laws play?

The anti-bullying legislation that has been passed in 42 states—most recently in Massachusetts—is raising important questions about the roles and responsibilities of adults. School officials everywhere are becoming more concerned with their new responsibilities, as well as the liabilities they may face if they *don't* act effectively to prevent bullying in their schools. Mandating bullying prevention programs and policies in schools is a good start. Every school must be prepared to guarantee the full safety, dignity, and well-being of each and every student.

How can we change the culture of bullying in our society?

Ultimately, we must ask ourselves, as a society, will we stand up and stop bullying? Will we prepare ourselves and our children to support, protect, and empower those who are vulnerable? The way we answer these questions will determine whether we change the culture.

► Visit www.eyesonbullying.org or www.thtm.org/special.htm or contact Ron Slaby: rslaby@edc.org

Profile

Jessica Grant/EDC



Ron Slaby
Senior Research Scientist

Over the course of his career, Ron Slaby has served as a professor, researcher, curriculum developer, and violence prevention educator.

A transformative incident in graduate school set him on his path.

“I was a student at the University of Wisconsin during the anti-Vietnam War protests. I was working on my dissertation just one-half block away from where an enormous bomb exploded, completely decimating Sterling Hall and its Army Math Research Center,” Slaby recalls. “A young man working on his dissertation—just as I was—died in that bombing.”

He continues, “Leading up to the bombing, the campus and its students were under siege by armed National Guardsmen and police in gas masks who threw tear gas at virtually any student protest. As I stumbled my way through tear gas to the discussion section I was teaching, I said to myself, ‘No matter what topic is scheduled, today we’ll discuss the issue of violence and how to prevent it.’”

Besides traveling internationally to promote youth violence prevention, Slaby also provides technical assistance to school districts and communities throughout the United States to enhance the health and safety of students through EDC’s federally funded National Center for Mental Health Promotion and Youth Violence Prevention.

Quality Education Booms in India

Interactive radio instruction brings learning to life in classrooms across the country

A teacher turns the dial, and 40 pairs of eyes light up; a few small heads begin to sway. A simple melody fills the bright pink and green walls of a Delhi classroom as the teacher walks up to the blackboard. She jots down the words *awake* and *asleep*, translating each in native Hindi.

Then, along with a voice that booms out from the audio player, she instructs: “Let’s all sing the morning song. Students sing!” Dressed in matching navy blue uniforms, the youngsters eagerly oblige: “Good morning, good morning, how are you?”

This is the voice of EDC’s Technology Tools for Teaching and Training (T4), a nationwide program that assists education departments in India to improve elementary education through technology learning.

T4 delivers educational videos, group teaching and learning software, and teacher training programs, in addition to its main component, interactive radio instruction (IRI).

“We started by launching pilots in three school districts, each in a different state, to a total of 900 schools,” says Nadya Karim-Shaw, project director for T4. “Within a year of the pilot, all three states were expanding to have T4 statewide.”

That was in 2005. By then, quality education for all children was a priority for the government of India. T4 became the U.S. Agency for International Development’s first foray back into India’s education sector after a long hiatus, and EDC was chosen to manage the project.

Five years later, T4 has reached a total of 42 million children in 300,000 schools, across 8 of India’s 28 states, each with a unique curriculum. With additional support from the government of India, pilot programs in all participating states have been expanded to reach students who speak 32 different languages and more than 100 dialects.

Transforming teachers and students

What began as an award of \$5 million now totals \$12.5 million. The government attributes T4’s IRI success to its interactive component, something India’s former traditional radio lessons lacked.

“Originally, education officials thought interactive radio would be disruptive,” says Karim-Shaw. “Now students and teachers get excited when it’s time to turn the radio on.”

Without a doubt, T4 is improving education in India. A 2009 report by EDC and others shows that students in India have made significant gains since T4 was implemented, by as much as 17 percentage points in math and science and 26 percentage points in English.



Interactive radio instruction supports students, building confidence in their abilities.

Vinayak Das

The program has played a vital role in training teachers and reaching poor students with little-to-no English language skills. It is helping teachers conduct student-centered activities, even in large, unequipped classrooms, many without so much as desks for students to sit in.

“Unlike traditional classrooms where rote learning is used, and children are just passive listeners, the IRI programs prod students to participate through a variety of games, activities, and even song and dance,” says EDC’s Victor Paul, who directs EDC’s projects in India. “Besides improving the overall learning experience, the programs have added an element of fun to the staid classroom routine.”

For students living in rural parts of the country or those with disabilities, T4 is providing something much more fundamental: The at-home radio lessons are the first schooling they’ve ever had.

Then there are the teachers.

“Generally, you see T4 transforms a teacher because he or she feels more confident about their ability to teach,” says Karim-Shaw.

Training workshops and a detailed teachers’ guide help teachers learn to direct student group work, a strategy not commonly used in India’s oversized classrooms. And now, T4’s Group Teaching and Learning (GTL) software unites teachers and students around a single computer to play games with names such as *Animal Discovery* and *What is Disease?* Like IRI, GTL has made group learning possible, giving structure to lessons.

In Delhi, the radio trails off to allow the teacher to review the lesson. Then once again, it amplifies. An English voice booms and instructs the boys to stand up, point to a girl, and tell her “you are a girl.” There are giggles. The sounds of success.—A.F.

➡ Contact Nadya Karim-Shaw: nkshaw@edc.org

Sudan Radio Station Breaks Ground

In Juba, southern Sudan, a freshly excavated hole sits six feet deep and holds a concrete block that supports a 120-foot tall radio tower. By September, this rural location will be home to a radio station that will broadcast news and education programs 15 hours a day throughout the semi-autonomous region, an area long wracked by conflict.

Ballots for Sudan's first-ever elections have just been tallied, signifying a step toward peace following the 2005 agreement to end the conflict. Furthering a mission to increase participation in the Sudanese peace process, Sudan Radio Service (SRS) is relocating its headquarters to the city of Juba, in its homeland.

Established by EDC with support from the U.S. Agency for International Development, SRS has, since 2003, delivered objective news, education programs, and music in 12 languages from the safety of Nairobi, Kenya. After the ribbon is cut at the new station in Juba, SRS will offer additional programming and increase its current broadcasting from 6 to 15 hours a day.


"Sudan Radio Service will provide the local audience with comprehensive news broadcasts from the new site in Juba," says EDC's Jon Newstrom.

For now, the radio station is in Juba in pieces, waiting to be assembled. The contents of three 20 foot-long containers, which were shipped in from New Jersey, will be built into a production room, a talk show studio, and an on-air studio. A separate building will house administrative offices and a kitchen. On approximately two acres leased from the Sudanese government, the 1,200-square-foot station will feature a newsroom as well as a conference room that will double as a classroom.

A small staff will continue to broadcast from Nairobi, and additional reporters will be hired to send out local news on the new FM signal from Juba. Existing SRS bureaus throughout Sudan, as well as special coverage of Darfur through a two-year U.S. Department of State grant, will continue to operate from both Juba and Nairobi.

"We're looking forward to covering a referendum in January 2011 on whether the south will separate from the north or choose to remain unified. It's our job to make sure the voters of the largest country in Africa understand their choices," says Newstrom. —A.F.

➔ Contact Jon Newstrom: jnewstrom@edc.org



A new radio station in southern Sudan will expand news broadcasts to the region.

Jon Newstrom/EDC

Voc-Tech Education Expands Opportunities

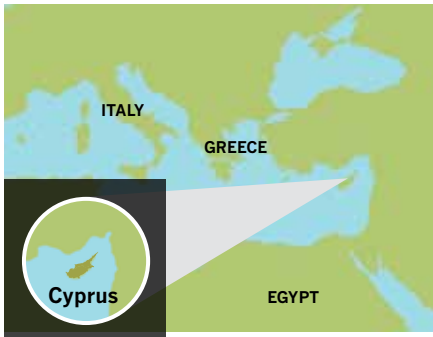
In some parts of the Turkish Cypriot community in Cyprus, scholars may be easier to come by than air conditioning repairmen.

“Many people have graduate degrees, but in areas for which there is no job market,” says EDC’s Gustavo Payan. “So there are a lot of highly educated people who are unemployed.”

With only 27 percent of students attending vocational and technical schools—well below the average of other nations—and outdated education programs, many employers are left with a tough choice: hire people without skills or don’t hire at all.

EDC is part of a new, expanded effort to improve teacher training in vocational and technical schools in Cyprus. Called the Capacity Development Program (CDP), this new program builds on EDC’s successful Workforce Initiative for Skills and Education (WISE) program, which was implemented from 2006–2007.

EDC conducted a series of three workshops for 150 teachers from the 11 vocational and technical schools in the Turkish Cypriot community. During the workshops, teachers experienced firsthand the strategies they would be



Improving teacher training is transforming education in the Mediterranean nation of Cyprus.

implementing in their own classrooms, such as role-playing, small group work, and brainstorming. By incorporating active learning into the classroom, teachers can engage students and help them develop critical thinking skills, Payan explains.

Students and teachers alike responded positively to the inclusion of active learning methods in the classroom.

“I changed my style of teaching, which was heavily dependent on lecturing,” one workshop participant wrote. “I discovered different ways of teaching and creating an environment where students could share their thoughts and enjoy the lesson.”

CDP is funded by the U.S. Agency for International Development and implemented by World Learning. —E.M.

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Notable

Publication

“Lessons from the Global South”

By Mary Burns, Marianne Montalvo, and Rebecca Rhodes

Learning and Leading with Technology, March/April 2010

Explores how teachers in Mali, Honduras, Zambia, and Indonesia are embracing the use of mobile technologies in their classrooms.

Youth Jobs in Bangladesh

EDC’s Bangladesh Youth Employment Pilot program convened 85 key stakeholders in Kuakhta, Bangladesh, to build support for youth jobs in the freshwater prawn industry. Participants included program trainees and graduates, as well as representatives from prawn hatcheries, farmers associations, and USAID and other donors. To date, the program has trained nearly 400 youth in prawn farming and horticulture.

A Leader in Radio Instruction

Rachel Christina and Carrie Lewis spoke at the World Bank, presenting findings from EDC’s work with Interactive Radio Instruction (IRI) in Zanzibar and other countries where IRI continues to show a positive impact at a low cost. A World Bank blog described EDC as “the global leader in IRI.”

Celebrating Youth Participation

In the Garissa district of northeastern Kenya, more than 300 youths took part in Garissa Youth Days to mark the end of several months of leadership training. The three-day event for participants in EDC’s G-Youth Project highlighted youth potential and the creation of a forum for youth voices.

Just Back

Shelley Pasnik INDIA



Vinayak Das

At EDC, Shelley Pasnik is a leader in studying how students, educators, and schools make the most effective use of technology. Based in EDC's New York office, she recently returned from a trip to India.

This was my first trip to India. EDC was hosting a two-day conference in Jaipur, along with the U.S. Agency for International Development, for people in education from all parts of India. Our in-country staff hosted this session. I really enjoyed meeting our EDC colleagues who participated. They were so generous and welcoming.

The conference focused on ICTs, that is, information and communication technologies. I was asked to speak about emerging technology trends. While much of the program focused on nearer-term needs and conditions, my talk was meant to be more forward-looking, so I described current trends, those expected over the next 12 months, and then looking ahead to a 2–5-year timeframe.

My talk was based on trends seen principally in the United States and other developed countries. For example, we will be seeing more virtual workplaces for communication, information-sharing, and group work, and these workplaces will not be bound by geography. We're already familiar with some of these, such as wikis and community websites.

In the next couple of years, we will also be seeing increasingly smart portable devices, chock full of functionality because of built-in cameras, microphones, and GPS-enabled applications. Personal ownership of these devices will continue to expand and so will their popularity.

We'll also be seeing an increase in collaborative environments, such as Facebook and Google docs, and more and varied online communications tools like Twitter and Skype. Smart devices and Web 2.0 applications like these have the potential to connect teachers located in different parts of India in new ways, allowing them to rely on one another's expertise.



EDC photo

“It was interesting to give a talk on the latest emerging technologies in a country where, I learned, 120 million households with children have no electricity. Never mind computers—many schools and classrooms have no electricity.”

—Shelley Pasnik

I think we’ll also be hearing more about cloud computing, which makes file storage and access easier, and about smart objects, which can collect data about their environment and then place that information into a larger data system, a sort of next-generation sensor.

There was a good deal of interest in “what’s next” in the field of education technology as well as pragmatic consideration of what’s happening in schools today. Most of the presenters at this conference were people whose work is based in India. They work with EDC’s T4 project, in the education departments of several Indian states, overseeing the integration of ICTs to improve quality teaching and learning for the primary grades.

It was interesting to give a talk on the latest emerging technologies in a country where, I learned, 120 million households with children have no electricity. Never mind computers—many schools and classrooms have no electricity. I realized how often we make assumptions in our domestic work here in the United States about an infrastructure that is just not available everywhere. I knew this about India. But it’s one thing to know a fact and quite another thing to see the reality.

▶ Turn to p. 14 to learn more about the **Technology Tools for Teaching and Training (T4)** project in India.

While in India, I had the opportunity to travel. It’s certainly a different pace and a different volume there—a lot faster and a lot louder! I came back feeling that, in comparison to a bustling city in India, New York is so calm and clean!

I was there during the Kumbha Mela, which is the largest spiritual festival in the world, and this year, 50 million people gathered at the Ganges River. It’s held once every 12 years and is celebrated in four different locations depending on the position of the planet. This year’s gathering was in the northern part of the country in Haridwar. It was really stunning to gather along the river each night as people made their way to the water’s edge to chant and offer prayers.

Travel allows you to confront your assumptions: about yourself, about different ways of life. Dipping into any other culture makes you realize what you take for granted and what you presume to be true.

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A peek at a
healthy future

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