



# Elimu kwa Teknolojia

a BRIDGE*it* program

## QUARTER NINE REPORT OCTOBER-DECEMBER 2009

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## **Background**

In 2007 the International Youth Foundation (IYF) was awarded a two-year cooperative agreement by USAID/Tanzania to implement the *Bridgeit* program in Tanzania, after a successful initial implementation of the *Bridgeit* program in the Philippines. Following the two year “pilot” program, USAID/Tanzania granted the project a 15-month extension through December 2010. IYF is implementing *Bridgeit* in partnership with the Ministry of Education and Vocational Training (MoEVT), the Nokia Corporation, the Nokia Institute for Technology (INdT), the Pearson Foundation and Vodacom Tanzania. The main goal of the *Bridgeit* program is to significantly increase the educational quality and achievement among students at primary school level in mathematics, science and life skills through the innovative use of cell phones and digital technology.

### ***Bridgeit* works to achieve three specific objectives:**

- To deepen the collaboration with the MoEVT and local communities to build their management capacity to expand and enrich *Bridgeit* in Tanzania and lay the foundation for long-term sustainability of the project.
- To create a system for integrating *Bridgeit* approaches into Tanzanian primary school classroom to improve teacher performance, as determined by changes within the quality of interaction and teaching and learning in the classroom; and
- To increase learning gains among standard five and six students in mathematics, science and life skills in *Bridgeit* classrooms, with a particular emphasis on girls.

This is the program report for the ninth quarter (October-December 2009), and it is organized in accordance with the Cooperative Agreement and the project implementation plan, submitted to USAID in November 2009. The report provides a summary of all major activities that were undertaken in the ninth quarter, activities planned for the upcoming quarter, a summary of major publicity for the project, and an update on the project’s partnerships. This is the first report from the 15-month extension period, and therefore the objectives and activities have been updated accordingly.

## **I. Description Activities Planned:**

### **A. Activities Implemented**

Most of the activities that were planned for the ninth quarter were implemented as scheduled. Major activities during this quarter included developing strategies and plans for the new phase, setting up the Bridgeit unit at the MoEVT, and visiting schools to monitor program implementation and verify data. In preparation for the training workshops scheduled to take place during Quarter Ten, the project also revised the math and science lesson plans and the life skills curriculum, redesigned the training of master trainer and the teacher training workshops, and selected 17 Master Trainers and 25 new life skills teachers. Below is a detailed description of all activities that were implemented in the ninth quarter.

#### **i. Identify additional staff and set up Bridgeit Unit in MoEVT**

During this quarter, IYF and MoEVT worked together to begin setting up the Bridgeit Unit in the Ministry. The MoEVT identified five staff members to work with the project, four from the Media Education Unit and one from the Department of Primary Education. In addition, Laurentia Msangi, Senior Education Officer in the Guidance and Counseling Unit of MoEVT, will also continue to work on the life skills portion of the Bridgeit program.

In preparation for the transfer of the project offices to the MoEVT, the Ministry has identified some office space to house Bridgeit staff and equipment. IYF and MoEVT counterparts have submitted official letters of request for this office space, but this is still pending approval. In addition, IYF drafted an agreement between IYF and MoEVT, which serves as an extension of the Memorandum of Understanding (MoU) from the first phase of the project and clearly stipulates the roles and responsibilities of each partner (IYF and MoEVT), as well as the use of Bridgeit project equipment. In addition to submitting these letters and working with counterparts to get assigned office space, Bridgeit Chief Advisor held meetings with the Director of Primary Education and the Deputy Directors of Primary Education to discuss this issue. During this quarter, IYF staff began using the interim office space and working from the MoEVT about two or three days each week. The office move is still scheduled to take place in March 2010.

In addition to setting up the project unit at the MoEVT, IYF also reconfigured its Bridgeit project team due to the change in project objectives for the new phase. In order to build the capacity of MoEVT counterparts, district education officers, school inspectors, and school management committees and communities in a sustained and strategic

way, the project will work through IYF and MoEVT staff rather than short-term consultants. There is also a need for a greater focus on monitoring and evaluation and on community-based awareness raising and capacity building. Therefore, the project started advertising for a Monitoring and Evaluation Officer and will conduct interviews for this position at the beginning of Quarter Ten. The project has also designated Mr. Joseph Matogoro, formerly the Teacher Training Coordinator, as the Community Outreach Coordinator. This new position provides ongoing capacity building and support to Bridgeit schools, their respective School Management Committees (SMCs), and district school inspectors to improve the local implementation and contribute to long-term sustainability of the Bridgeit program.

In addition, IYF hired Ms. Zamaradi Said as a full-time Education and Training Specialist. Prior to being hired as an IYF employee, Ms. Said was working with Bridgeit project as a life skills and gender consultant. This position will oversee the revision of all educational materials, the redesign of training structures and materials, the training of teachers, and the integration of the Bridgeit training into TTCs and TRCs.

As part of the transfer of the project to the MoEVT, IYF and MoEVT Bridgeit team members were paired in order to work together on an ongoing basis and transfer skills. This model has been working effectively and will continue to build the capacity of MoEVT staff.

**ii. Visit 150 Bridgeit schools to monitor implementation and verify data**

During this quarter, IYF staff paired with MoEVT counterparts to conduct a structured school visit exercise in order to assess the project implementation and verify reported data in all 150 Bridgeit schools. Due to phase one funding and time restrictions that made it difficult for the Bridgeit team to visit all 150 schools, this was the first systematic visit to all schools since the installation of the Bridgeit equipments, and it gave the project the opportunity to see how Bridgeit is being implemented, verify reported data including number of students in standard 5 and 6 and number of teachers trained on Bridgeit, check if the equipment was secure and functional, see how video content downloads, etc.

The exercise was completed in Dodoma, Tanga, Kilimanjaro, Lindi and Mtwara, but due to some unforeseen delays, the teams were unable to complete visits to all of the Dar es Salaam and Coast schools before the schools closed for break at the beginning of December. As part of the systematized monitoring of schools, these Dar es Salaam and Coast schools are the first priority for the next quarter.

Overall, the results from this exercise were very positive and most schools are implementing the project as planned. Most teachers reported that the project was improving their teaching skills and helping their students learn math and science. A total of eight schools, all in Lindi and Mtwara, are using alternative power sources: five schools are using generators and three are using solar energy. In addition, several schools are sharing their Bridgeit classroom with teachers and classes from nearby schools. The schools that are doing the best have solid support from the head teachers and the school management.

However, there some few schools with some challenges such as technology issues, loss or damage of equipment (3 schools), or lack of support from school management. The Outreach team that is formed by one staff from IYF and one staff from MoEVT is supporting these schools to address these challenges. In addition, the number of 293 teachers trained in the 3-day training was lower than previously reported.

**iii. Refine current technology platform and software in preparation for new teacher training and school year.**

During this period, the project worked to solve several technology challenges, including teachers' difficulties in downloading the new software interface and problems with the provisioning and functioning of some of the sim cards. Bridgeit Project Assistant, Othman Madati, led the process to deal with these challenges, in close coordination with project partners INdT and Vodacom, as well as with the schools. The project identified a group of teachers who understood the technology well in order to use them as resources to help the teachers in their respective districts and regions. In addition, Vodacom has been working to solve the problems with the sim cards in preparation for the beginning of the 2010 school year.

During this quarter Nokia/INDT continued to work on the new software interface, which will be more user-friendly and is compatible with lower end phone models. Nokia has sent IYF a list of possible phone models, and IYF is in the process of investigating their cost and availability in Tanzania. The new software is expected to be available for testing by next quarter.

**iv. Develop project work plan, responsibilities charts, and capacity building and awareness raising plan**

At the beginning of October, the project held a day-long project planning workshop in which the MoEVT and IYF Bridgeit teams worked together to develop the detailed implementation plan for the 15-month extension period. As part of this detailed implementation plan, responsibilities were assigned and IYF staff was paired with MoEVT counterparts to work together on specific project activities.

In addition, IYF developed a capacity building and awareness raising plan that is targeting individuals, communities and governments on the local, regional and national levels. These include teachers, head teachers, community leaders, school management committees, district education offices, district school inspectors, regional governments, and the national MoEVT and Prime Minister's Office. During the school visits in November and December, the local awareness raising and capacity building began and the national capacity building began at the MoEVT level, as described above. This plan is being refined, and individual training plans and workshops will be designed and organized during the next quarter.

**v. Design/refine evaluation plan (quantitative and qualitative controlled studies) and refine and implement formalized monitoring system**

The Bridgeit reviewed the results from the summative evaluation from 2009, and based on the findings and approach, the project slightly revised the evaluation plan for 2010. However, the evaluation will continue to focus on student learning gains, teaching quality, and teacher and student attitudes. The tools used will be adapted or altered, and the sample size will be larger.

In addition, instead of conducting another full life skills evaluation, the project decided to investigate whether the life skills program improves teaching in other subjects. Anecdotal evidence has suggested that by participating in the life skills training and teaching the life skills lessons, teachers become better teachers in their academic subjects as well and they use participatory methods more frequently. The evaluation will investigate this in 19 of the 25 new life skills teachers.

IYF decided to hire a new international M&E consultant who has extensive knowledge of both quantitative and qualitative evaluation, as well as significant experience training local M&E teams and building their capacity. In the previous phase, Bridgeit used several local and international consultants for this purpose, but in order to have one consolidated report and a sustained local capacity building effort, IYF selected one person to lead the local team. In addition, IYF will hire a full-time M&E officer to serve as the local counterpart for the evaluation and to lead the monitoring efforts.

The evaluation plan was submitted to USAID and approved in December 2009.

**vi. Conduct capacity building workshops for MoEVT staff**

In order to transfer the skills and knowledge necessary to manage the Bridgeit program, IYF is organizing a series of workshops for the MoEVT counterparts on various aspects of the project, including technology, educational video production, innovative approaches to teacher training, program management, monitoring and evaluation, etc. The first workshop, on the Bridgeit technology, took place at the MoEVT offices December 15<sup>th</sup>-18<sup>th</sup>. Othman Madati, IYF Bridgeit Project Assistant, who is responsible for overseeing the project technology and Help Desk, led this workshop for MoEVT counterparts. The workshop focused on the use of the Nokia N95 phone, downloading and installation of the software, downloading and playing of videos, technology troubleshooting, etc. The MoEVT staff also learned about the project technology when assisting teachers and schools during their school visits in November and December.

Although the MoEVT staff have attended these workshops and have participated in schools visits and all other aspects of the project, several staff members have other duties that sometimes conflict with the daily needs and work of the Bridgeit project. IYF will continue to work with the upper level management of the Ministry to raise awareness on the project and emphasize the need for staff who are full-time on the project.

**vii. Hold awareness raising meetings in communities and conduct Bridgeit training and follow-up meetings for school management committees (SMCs).**

During this period, the Outreach team conducted several awareness raising meetings in Dar es Salaam and Dodoma districts. These awareness raising meetings focused on the background to the Bridgeit project; the stakeholders involved; the benefits to the schools; and the use, maintenance, and security of the equipment. In addition to these awareness raising meetings, IYF and MoEVT staff met with the head teachers during their school visits and discussed the SMCs upcoming training and their support to the project.

Unfortunately, three schools, two in Dodoma and one in Dar es Salaam, reported the loss of Bridgeit equipments during this period. The Outreach team met with respective District Education Officers (DEOs) to discuss way to improve security of BIT equipments, and then together with DEOs they convened meetings with School Management Committees to brainstorm ways to replace missing items and ensure such incidences does not happen again in their schools. All three schools had established ways to replace missing items as well as plans to prevent future thefts. Two of the schools have raised necessary funds from their communities and will purchase the equipment through the project at the beginning of 2010.

The project outreach team will visit all 17 districts in the project to provide training to all School Management Committees on how to ensure successful implement of the Bridgeit programme in their respective schools, including supporting the teachers and the project and ensuring their equipments are safe and well-maintained. A training plan is being developed for these meetings and workshops.

**viii. Organize Bridgeit team meetings with MoEVT and quarterly stakeholders meetings with all project partners**

In Quarter Nine, Bridgeit staff from IYF and MoEVT started to meet on weekly basis to discuss all important issues regarding the project's implementation. These weekly project meetings seek to deepen the current collaboration between IYF and MoEVT by ensuring good coordination, shared knowledge, and collaboration on all project activities.

In addition to weekly staff meetings, the project also continues to convene quarterly project stakeholders meeting, which provide a platform for Bridgeit implementing partners to meet and discuss the progress of the Bridgeit project, challenges facing the project, activities to be implemented in the coming phase, and partner needs and collaboration. These meetings ensure that all local partners implementing the project have the same understanding and a common way forward. This quarter, the Stakeholder's Meeting took place on 14<sup>th</sup> December 2009, and the meeting focused on a review of the results of the summative evaluation, findings from the school visit exercise, the move of the project to the MoEVT, and plans for the beginning of 2010.

**ix. Revise teacher training plan and materials, teacher's guide, and lesson plans**

After reviewing the results from the summative evaluation, teacher interviews, school visits, and classroom observations, the Bridgeit identified the teachers' need for more training and support in the following areas: participatory teaching methods, gender-responsive pedagogies, and use and integration of the technology.

In response to this need, the training program for both master trainers and teachers was completely revamped to make it a much more active and practical training in which participants have a lot of opportunity to practice using specific methodologies. The master training was designed to more adequately prepare teachers to be effective and active adult trainers and to closely adhere to the strict training plan to ensure quality.

All of the math and science lesson plans were also reviewed and revised to incorporate more learner-centered and gender-responsive activities. Gender is now a specific part of the lesson plan so teachers are

constantly aware of using gender-responsive techniques in the classroom. In addition, the teacher's guide was not being used by teachers as fully and effectively as anticipated. Therefore, teacher's guide was revised to reduce the amount of information and make it more interactive and user-friendly.

**x. Identify and train 17 Master trainers candidates to conduct refresher trainings on the Bridgeit technological and pedagogical approach**

In preparations for the 3-day teacher training workshops that will be conducted in the tenth quarter, the project identified 25 of the strongest and most committed Bridgeit math and science teachers to be considered as Master Trainers. Each of these teachers was interviewed, and the project selected a group of 16 teachers and one district inspector (one trainer from each of the project districts) to be trained as Master Teacher Trainers. In an intensive 4-day training workshop, the 17 Master Trainers and two MoEVT counterparts were trained on how to conduct the 3-day Bridgeit refresher training, which focuses mostly on the Bridgeit pedagogy and video use and integration. The 17 master trainers will work together with the project to train 1,000 teachers in 25 regional teacher training workshops. The next quarterly report will include a full report of the Master Training workshop since it occurred at the beginning of quarter ten.

**xi. Identify Teacher Resource Centers (TRCs) to serve as training and support centers for Bridgeit teachers**

During the visits to the schools, the teams also visited the TRCs in the districts in order to assess the capacity, resources, and use of the TRCs. Although some TRCs were not adequate for the project's needs, out of use, or far away from the center of the district, about ten TRCs will be used to conduct the regional teacher training sessions. Of these TRCs, the project will select some to continue working with their staff and providing support.

**xii. Conduct initial planning meetings with MoEVT TTC unit, as well as TTC principals and staff**

During this quarter, the project followed up on some initial discussion with Teacher Training department at MoEVT to see how Bridgeit can be introduced in pre-service teacher training programs. The Teacher Training department is enthusiastic about the Bridgeit project. In an attempt to get initial feedback from Teacher Training Colleges, Felix Mbogella met with Mrs. Rwechungura, the principal of Vikindu Teacher Training College, and she is supportive of the project and promised to offer the maximum support and cooperation once it starts. The Bridgeit project also participated in a planning session, in which the teacher

training unit of the MoEVT explored ways to integrate ICTs into their teacher training.

**xiii. Review the Life skills evaluation results and revise the curriculum**

The Bridgeit team reviewed the results of the life skills final evaluation report, as well as teacher and student opinions from interviews, questionnaires, and regional meetings. Overall, the life skills program proved to be very effective, and the curriculum and program approach did not require many changes. Some of the lessons were too long for the allotted length of time, and the reproductive health lessons required some changes in order to be more appropriate for Standard VI students. These changes were made to the life skills curriculum, and the new lessons will be disseminated and used in the life skills training at the beginning of the next quarter.

**B. Activities Planned for Quarter Ten**

Below is a list of activities planned for the coming quarter, based on the submitted project's implementation plan and other activities that were not completed in this quarter.

- i. Identify additional staff and set up the Bridgeit Unit in MoEVT.** A major focus of the next quarter will be to complete the set-up of the Bridgeit Unit in the MoEVT and ensure that the project receives the proper approvals to transfer the Bridgeit offices to the MoEVT. In order to accomplish this, the Bridgeit Chief Advisor and Program Manager will hold a series of high-level meetings, and both IYF and MoEVT Bridgeit staff will continue to press for the necessary signatures. IYF will also develop a plan for the office space and a timeline for the office transfer. Once the final office space has been approved, the project will make the necessary preparations of the office space and move by the end of March.

As discussed above, Bridgeit will also hire an M&E Officer in order to ensure that monitoring and evaluation gets the required attention.

- ii. Complete school visit for monitoring and data verification:** Due to the fact that the schools closed before the school monitoring could be completed, Bridgeit will start its quarterly monitoring in the schools in Dar es Salaam and Coast regions that were not visited at the end of 2009 in order to ensure that we have an understanding of the project implementation in all schools by the end of quarter 10.

- iii. Identify less expensive alternatives to the current equipment package:** As reported above, Nokia through their technology institute (INDT) in consultation with IYF will continue exploring lower-end phones for Bridgeit program to support the scaling-up of the Bridgeit program. The new software will also begin to be tested in early 2010. In addition to the new phone models, the project will also investigate alternatives to the current television that is used in schools.
- iv. Monitor schools and provide training support to Bridgeit schools through on-site visits:** During and after the regional teacher training workshops, the outreach team will continue to monitor the progress of the project and provide the required support to all schools by working with their respective teachers, school management committees, school inspectors, and District Education Offices.
- v. Design/refine Evaluation Plan (quantitative and qualitative controlled studies) and refine and implement formalized monitoring system; Collect baseline data in study and control schools at beginning of school year:** At the beginning of January, Kjell Enge, the project's international M&E specialist, will travel to Tanzania to develop/refine evaluation tools, train the local M&E team, and set up the baseline data collection. Based on the results from the 2009 evaluation, the tools will be revamped or refined for more accurate results. Prior to the regional teacher training workshops, the project will conduct a baseline data collection from Bridgeit schools at the beginning of the school year (2010). The evaluation will focus on student learning gains (through math and science exams), teacher and student attitudes (through attitude assessment scales), and teacher performance in the classroom (both life skills teachers and Bridgeit teachers through classroom observations). 27 study and 27 control schools will be selected for the study, and 19 life skills teachers will also be evaluated.

In addition to the revision of the evaluation plan and the baseline data collection, the monitoring system will continue to be refined as the new M&E officer begins. This person will also oversee the collection of the beneficiary numbers for the first quarter of 2010 and the beginning of the new school year.

- vi. Conduct training workshop for district school inspectors (Bridgeit Focal People)**

In addition to training 1,000 teachers, the project will design and organize a training workshop specifically for the district school inspectors so they have a better understanding of the project and can more effectively provide feedback and support to the Bridgeit teachers.

**vii. Hold awareness raising meetings in communities and conduct Bridgeit training and follow-up meetings for School Management Committees:**

As part of the Bridgeit Capacity Building Plan, the Bridgeit Community Outreach Coordinator, MoEVT counterparts, and local Bridgeit Focal People will continue to visit schools and communities to conduct awareness raising meetings and build the capacity of school management committees to maintain the equipment and provide support to the project and the teachers. The project will also develop a training plan for these SMCs.

**viii. Organize Bridgeit team meetings with MoEVT and quarterly stakeholders meetings with all project partners:**

The project will continue to hold its weekly meetings with the MoEVT team and will organize a quarterly meeting for the project partners.

**ix. Train 17 Master Trainers to conduct refresher trainings on the Bridgeit technological and pedagogical approach:**

As noted above, 17 Master Trainers from the 17 Bridgeit districts were trained in an intensive four-day training from January 12<sup>th</sup> to 15<sup>th</sup>. The training focused on how to conduct a 3-day Bridgeit teacher training workshop, as well as ways to provide backstopping support to their colleagues whenever that need arises in their respective districts. A full report of the workshop will be included in the next quarterly report.

**x. Conduct 3-day refresher training for 1,000 Bridgeit teachers:**

Following the completion of the above activity, master trainers will conduct a series of 3-day regional workshops to reach 1,000 teachers in the project area. IYF and MoEVT staff will oversee these 25 workshops in each of the regions.

**xi. Train 25 new teachers on Passport to Success life skills program:**

Bridgeit will train 25 new life skills teachers in order to increase the number of schools that will benefit from the *Passport to Success* program. This time Mathematics and Science teachers will also be involved in the programme; the training will be facilitated by Bridgeit Manager from Baltimore and Education & Training Specialist in the beginning of quarter ten.

- xii. Conduct initial planning meetings with MoEVT TTC unit, as well as TTC principals and staff:** Bridgeit team will continue to pursue the introduction Bridgeit program into pre-service teacher training by working with MoEVT/ TTC department and one TTC in establishing a good platform for this implementation.
- xiii. Adapt Bridgeit training workshop for use with teachers in TTC**  
Based on the outcomes from the training of master trainers and the teacher training workshops, as well as the needs and schedules of the TTC, the project will start to adapt the project training plans for TTCs.
- xiv. Conduct Capacity Building Workshops for MoEVT staff**  
In February 2010 IYF Digital Content Specialist Theo Smith will travel to Tanzania to conduct a 4-day training workshop for MoEVT staff on the production of educational video content. During the workshop, the participants will create short films and experience the entire cycle of production, from concept to script to casting to rough cut to final. The previous Bridgeit video production interns, the Pearson Production Team, will also participate in this workshop and will be working closely with the MoEVT counterparts to produce 10 science videos in two cycles, over a six-month period.

In addition to the Digital Content workshop, MoEVT staff will also participate in the Bridgeit Master Training Workshop in order to learn the training approach and gain the skills to train teachers on the Bridgeit approach and the participatory methodologies.

Additional training workshops will also be planned for quarter eleven.

- i. Identify video production teams:** Based on the phase I summative evaluation results and the feedback gotten from 3 – days teacher training Bridgeit project will develop 5 concepts to be developed into videos that will aim at providing further support to teachers.

**II: List of names/affiliations of participants/beneficiaries:** Due to the fact that the last quarter was still a part of the 2009 school year and project activities were just starting for the new phase, there are no new teacher or student beneficiaries to report. However, the school visits and data verification exercise indicated that 293 teachers, including 52 men and 141 women, had been trained in the 3-day Bridgeit teacher training workshops organized by individual schools in early 2009. These numbers were reported by individual head teachers and teachers during IYF and MoEVT visits to

each school. These numbers were not reported in the annual report due to the fact that the verification exercise had not yet been completed.

The other beneficiaries this quarter were MoEVT staff who attended a four-day training on the Bridgeit technology, how it functions, how to download new project software from website, how to do simple troubleshooting, etc.

**III. Publicity:** During this quarter, the project was launching its activities for the new phase, and therefore there were no major events to cover in the press. However, several articles or blogs about the Bridgeit project were published/posted, including the World Bank Education and MobileActive.

**IV. Partnerships:**

During the past quarter IYF continued to work closely with its partners, most notably the Ministry of Education and Vocational Training (MoEVT), the Nokia Institute for Technology (INDT), and Vodacom.

As described above, MoEVT has been involved in all project activities, and the Bridgeit team in the MoEVT has been working closely with the IYF project team on the project planning, school visits, revision of teacher training plans, and the technology. The teams currently spend several days each week working together. The official appointment of staff and designation of office space remains a challenge, and both IYF staff and MoEVT counterparts continue to pressure the upper level management to officially approve the Bridgeit agreements, so the Bridgeit Unit can be fully established and the project offices can be moved to the MoEVT.

Bridgeit continues to receive essential support from Nokia and the Nokia Institute for Technology (INDT) in South America. During this quarter, INdT completed a web-based catalogue that allows remote access to the server to update the video catalogue on an as-needed basis. This is a step toward the longer term sustainability of the project technology and the eventual hand-off to local partners.

INDT also continued to provide technical troubleshooting support as problems arose with the live download system in Tanzania. They are currently working on refining a new Nokia Education Delivery (NED) software, which will be ready for testing in early 2010. This software will run on lower-end phone models and will reduce the overall cost of the equipment package.

In November 2009, Kulsoom Ally, the new Nokia Regional Manager for Africa and the Middle East, and Erik Gregory of the Pearson Foundation visited the project to meet local partners and see the implementation of the program in a school.

IYF also continued to work closely with Vodacom Foundation on the content delivery system and ensuring that the system works in all schools. There were some challenges in the provisioning and function of all the sim cards, but Vodacom has been working to resolve all of these issues for the re-start of the program with the new school year at the beginning of 2010. In addition, Vodacom provided IYF remote access to the Bridgeit server to facilitate the uploading of Bridgeit videos. Joe Bendera, the Bridgeit Coordinator at Vodacom, has worked tirelessly to help ensure that the technology system is functioning properly.

**V. Budget:** Bridgeit financial information for the last quarter (October-December 2009) is not yet available due to the fact that IYF had not yet closed its books for 2009 at the time of writing this report. IYF will submit this financial summary information under separate cover in the next few weeks.