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USAID/Uganda Literacy Achievement and Retention Activity

Quarterly Report

January 1 to March 31, 2020

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ACTIVITY INFORMATION

Activity Name:	USAID/Uganda Literacy Achievement and Retention Activity
Project:	Demographic Project Appraisal Document
Activity Start Date and End Date:	April 7, 2015 to April 6, 2021
Name of Prime Implementing Partner:	RTI International
Contract/Agreement Number:	AID-617-A-15-00009
Name of Subcontractors/ Subawardees and Dollar Amounts:	<p>Subcontractors:</p> <ul style="list-style-type: none"> World Vision, \$ [REDACTED] Bantwana Initiative of World Education, Inc., \$ [REDACTED] Development Links Consult, \$ [REDACTED] MAAD Advertising Ltd., \$ [REDACTED] <p>Cluster 1 Subgrantees:</p> <ul style="list-style-type: none"> Community Awareness and Response on AIDS (CARA), \$ [REDACTED] Child Rights Empowerment and Development Organization (CEDO) \$ [REDACTED] Centre for Governance and Economic Development (CEGED), \$ [REDACTED] Environmental Conservation and Agricultural Enhancement Uganda (Eco-Agric Uganda), \$ [REDACTED] Family Strength for a Better Child (FASBEC), \$ [REDACTED] Joy Initiative Uganda, \$ [REDACTED] Literacy Action and Development Agency (LADA), \$ [REDACTED] Masaka Green Light Impact Programme (MAGLIP), \$ [REDACTED] Proactive Approaches for Children and Community Transformation (PACT), \$ [REDACTED] Network for Community Development (NCD), \$ [REDACTED] <p>Cluster 2 Subgrantees:</p> <ul style="list-style-type: none"> Appropriate Revival Initiative for Strategic Empowerment (ARISE), \$ [REDACTED] CARA, \$ [REDACTED] CEDO, \$ [REDACTED] Community Integrated Development Initiatives (CIDI), \$ [REDACTED] Community Driven Network Uganda, \$ [REDACTED] FASBEC, \$ [REDACTED] LADA, \$ [REDACTED] MAGLIP, \$ [REDACTED] Multi-Community Based Development Initiative (MUCOBADI), \$ [REDACTED] NCD, \$ [REDACTED] SHED, \$ [REDACTED]
Major Counterpart Organizations:	Ministry of Education and Sports
Geographic Coverage (Districts):	43 Districts
Reporting Period:	January 1 through March 31, 2020

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ACRONYMS AND ABBREVIATIONS

AGYW	adolescent girls and young women
AMELP	Activity Monitoring, Evaluation, and Learning Plan
AOR	Agreement Officer's Representative
apk	android package kit
BE	basic education
C	cluster
CC	coordinating center
CCT	coordinating center tutor
CDCS	Country Development Cooperation Strategy
CIES	Comparative and International Education Society
COP	Chief of Party
COP19	Country Operational Plan 2019
COVID-19	coronavirus disease 2019
CPD	continuous professional development
CPTC	core primary teacher college
DCOP	Deputy Chief of Party
DEO	District Education Officer
DES	Directorate of Education Standards
DO	development objective
DQA	data quality assurance
DREAMS	Determined, Resilient, Empowered, AIDS-Free, Mentored, and Safe
ECD	early childhood development
EGR	early grade reading
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ES	education standard
FA	Field Assistant
FAF	Foreign Assistance Framework
FASBEC	Family Strength for a Better Child
FY	fiscal year
GBV	gender-based violence
GP	guiding principle

HR	human resources
ICYD	Integrated Child and Youth Development
IP	implementing partner
IR	intermediate result
IRB	institutional review board
IT	information technology
LARA	USAID/Uganda Literacy Achievement and Retention Activity
M&E	monitoring and evaluation
MEL	monitoring, evaluation, and learning
MoES	Ministry of Education and Sports
MoU	memorandum of understanding
NCDC	National Curriculum and Development Centre
OVC	orphans and vulnerable children
P	primary
PC	Program Coordinator
PEPFAR	US President’s Emergency Plan for AIDS Relief
PLE	primary leaving examination
PPR	Performance Plan Report
PRS	performance reporting system
PS	Permanent Secretary
PT	Pilot Treatment
PTC	primary teacher college
Q	quarter
R1/R2	Result 1/Result 2
RTI	RTI International
SBCC	social and behavior change communication
SCA	school change agent
SEL	social and emotional learning
SHRP	USAID/Uganda School Health and Reading Program
SMC	School Management Committee
SRGBV	school-related gender-based violence
STIR	STIR Education
STTA	short-term technical assistance
TIET	teacher instruction, education, and training
TLM	teaching and learning material

ToR	terms of reference
ToT	training of trainers
TraINET	USAIDs project database
UDOTS	Uganda DREAMS OVC Tracking System
UKU	Uganda Kids Unite
ULA	USAID/Uganda Learning Activity
UNEB	Uganda National Examination Bureau
USAID	United States Agency for International Development
USG	US Government
VACiS	violence against children in schools
VAT	value-added tax

1. ACTIVITY INFORMATION

1.1 Project Description

The United States Agency for International Development (USAID)/Uganda-funded Literacy Achievement and Retention Activity (LARA) is a six-year intervention (April 7, 2015 to April 6, 2021) implemented by RTI International. The project's objective is to improve the reading skills of 1.3 million learners. The project results framework is summarized as follows:

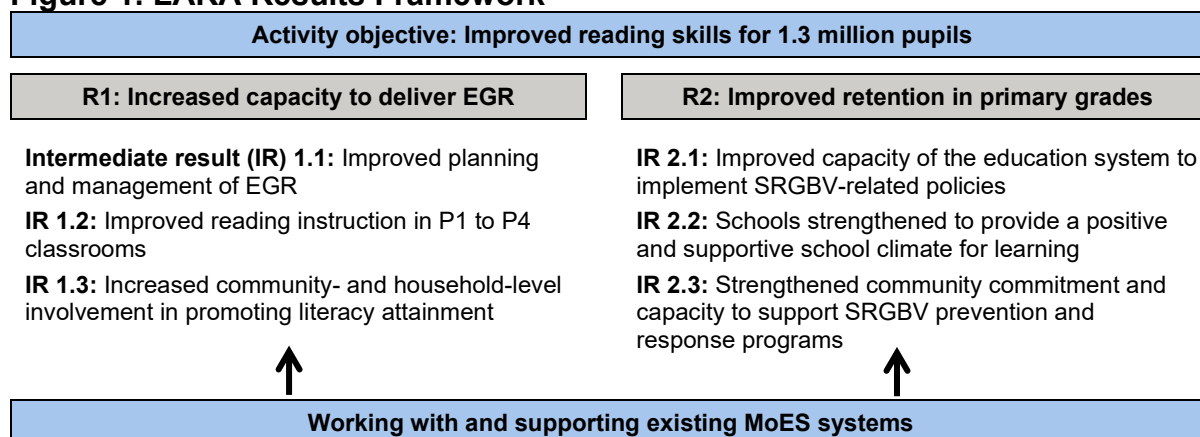
1. **Result 1 (R1)** focuses on strengthening the capacity of the Ministry of Education and Sports (MoES) to deliver early grade reading (EGR). The main activities include training teachers and instructional leaders about EGR methodology, providing classroom pedagogical and instructional material support, and conducting Early Grade Reading Assessments (EGRAs).
2. **Result 2 (R2)** focuses on improving retention in the primary (P) grades by promoting positive and supportive school climates and preventing and reducing incidents of school-related gender-based violence (SRGBV). The main activities include training school staff, community members, and pupils to prevent violence and strengthen the recognition, response, reporting, and referral processes.
3. **US President's Emergency Plan for AIDS Relief (PEPFAR)** programming focuses on gender-based violence (GBV) and HIV and AIDS prevention for priority populations, including adolescent girls and young woman (AGYW) and orphans and vulnerable children (OVC), contributing to the goal of epidemic control.

The project works in 43 districts and 3,745 schools.

1.2 Overarching Activity Objectives and Key Result Areas

The results framework (*Figure 1*) illustrates the project's emphasis on systemic capacity building of the education system, school-level support, and community- and household-level support and participation.

Figure 1. LARA Results Framework



1.3 Performance Analysis to Date

Table 1 summarizes the quarter (Q) 2 performance on quarterly project indicators, which are included in the revised Year 5 Activity Monitoring, Evaluation, and Learning Plan (AMELP). In Q1 the project reported on only two custom indicators and two guiding principles (GPs). However, during the course of Q2, the project proposed to USAID to change the reporting frequency of seven standard indicators from annual to quarterly to reduce the reporting burden at the end of year. These seven indicators and one custom indicator, whose data is available, have been included in the performance analysis below.

Table 1. USAID/Uganda LARA Performance Analysis

Country Development Cooperation Strategy (CDCS) Links	Results	Baseline Value	Fiscal Year (FY) 2020 Annual Target	FY 2020 Annual Actual	Q1	Q2	Q3	Q4	Performance to Date (%)	Comment
	Performance indicator	Baseline Value	Annual Target	Annual Actual	Q1	Q2	Q3	Q4	%	Comment
Goal: Improved reading skills for 1.3 million pupils										
Development Objective (DO) 2: IR 2.2: 2.2.5:	Ind_0001: Percent of learners who demonstrate reading fluency and comprehension of grade-level text at the end of grade 2 with U.S. Government (USG) assistance: Foreign Assistance Framework – Education Sector ([FAF] ES.1-1)	Aggregated score = 3% Luganda: 3% Runyankore-Rukiga: 5% Runyoro-Rutooro: 0%	Aggregated score = 25% Luganda: 28% Runyankore-Rukiga: 49% Runyoro-Rutooro: 13%	Aggregated score = 21% Luganda: 25% Runyankore-Rukiga: 36% Runyoro-Rutooro: 9%	—	Aggregated score = 21% Luganda 25% Runyankore-Rukiga 36% Runyoro-Rutooro 9%	—	—	Aggregated score = 84% Luganda: 89% Runyankore-Rukiga: 73% Runyoro-Rutooro: 69%	The project set targets on this indicator based on the previous year's performance. However, the results this year show a decline in performance of P2 learners who demonstrate reading fluency and comprehension across the three languages, compared to last year. Interviews with P2 teachers showed a reduction in the number of teachers: trained in local language instruction (from 96% to 90%); supported by a head teacher at least once a month (from 72% to 69%); and supported by a CCT at

Country Development Cooperation Strategy (CDCS) Links	Results	Baseline Value	Fiscal Year (FY) 2020 Annual Target	FY 2020 Annual Actual	Q1	Q2	Q3	Q4	Performance to Date (%)	Comment
	Performance indicator	Baseline Value	Annual Target	Annual Actual	Q1	Q2	Q3	Q4	%	Comment
										least once a term (from 61% to 56%) could be some of the factors that affected literacy outcomes in 2019.
DO 2: IR 2.2: 2.2.5:	Ind_0002: Percent of learners who demonstrate reading fluency and comprehension of grade-level text at the end of P4 (Activity custom)	Aggregated score = 38% Luganda: 42% Runyankore-Rukiga = 74% Runyoro-Rutooro = 18%	Aggregated score = 43% Luganda: 47% Runyankore-Rukiga: 79% Runyoro-Rutooro: 23%	Aggregated score = 49% Luganda: 56% Runyankore-Rukiga: 85% Runyoro-Rutooro: 28%	—	Aggregated score = 49% Luganda: 56% Runyankore-Rukiga: 85% Runyoro-Rutooro: 28%	—	—	Aggregated score = 114% Luganda: 119% Runyankore-Rukiga: 108% Runyoro-Rutooro: 122%	The project set conservative targets on this indicator since it did not have historical data.
Sub-IR 1.1: Improved planning and management of EGR										
DO 3: IR 3.3: Sub-IR 3.3.1	Ind_1003: Proportion (%) of teachers receiving at least one coaching/support visit from instructional support agents or “coaches” per term during school year (project custom indicator)	0	77 % (1,318 out of 1,712). The denominator comprises 1,340 P1 teachers who are targeted to be reached in Term 3, 2019 and 372 teachers in Pilot Treatments (PTs) 2, 3	65% (1,113/1,712)	65% (1,113/1,712)	0	—	—	84%	There is no data reported this quarter since the project did not train the head teachers and coordinating center tutors (CCTs) who were supposed to coach and offer support to teachers in PTs 2, 3, and 4. The training was postponed due to the closure of schools as a result of coronavirus disease 2019 (COVID-19). The coaches will be trained when schools re-open and

Country Development Cooperation Strategy (CDCS) Links	Results	Baseline Value	Fiscal Year (FY) 2020 Annual Target	FY 2020 Annual Actual	Q1	Q2	Q3	Q4	Performance to Date (%)	Comment
	Performance indicator	Baseline Value	Annual Target	Annual Actual	Q1	Q2	Q3	Q4	%	Comment
			and 4 targeted to be reached in the 2020 academic year							LARA shall report on this indicator in Q3.
Sub-IR 1.2: Improved reading instruction in P1–P4 classrooms										
DO 3: IR 3.1 Sub-IR 3.1.2	Ind_1204: Number of education administrators and officials who completed professional development activities with USG assistance (FAF indicator ES. 1-12)	0	Overall: 2,401 (Men: 1,440; Women: 961)	Overall: 665 (Men: 407; Women: 258)	—	Overall: 665 (Men: 407; Women: 258)	—	—	28%	The project trained a total of 665 administrators (651 head teachers and deputy head teachers, 1 District Education Officer [DEO], 2 Education Officers, 6 CCTs, 2 Principals, 2 Inspectors of schools, and 1 District Inspector of Schools). These participants were trained in leadership (88), EGR (96), and SRGBV prevention and response (481). Some administrators attended trainings but have not been reported this quarter because some source documents could not be accessed by the Monitoring, Evaluation, and Learning (MEL) team due to the COVID-19 lockdown. These data will be reported in Q3.
CDCS links DO 3: IR 3.3:	Ind_1205 : Number of	—	Overall: 11,115	Overall: 6,582	—	Overall: 6,582	—	—	59%	This quarter, the project trained 387 teachers in

Country Development Cooperation Strategy (CDCS) Links	Results	Baseline Value	Fiscal Year (FY) 2020 Annual Target	FY 2020 Annual Actual	Q1	Q2	Q3	Q4	Performance to Date (%)	Comment
	Performance indicator	Baseline Value	Annual Target	Annual Actual	Q1	Q2	Q3	Q4	%	Comment
Sub-IR 3.3.1	educators who complete professional development activities with USG assistance (FAF indicator ES. 1-6)		(Men: 4,446; Women: 6,669)	(Men: 2,954; Women: 3,628)		(Men: 2,954 Women: 3,628)				EGR and 6,195 teacher patrons in SRGBV prevention and response. The numbers reported exclude the teachers trained in 494 schools whose source documents were not available for verification because of the COVID-19 lockdown but they will be reported in Q3.
CDCS links DO 2: IR 2.2: Sub-IR 2.2.5	Ind_1207: Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance (FAF indicator ES. 1-49)	—	374,857 TLMs	2,497	—	2,497	—	—	1%	The number of TLMs reported this quarter only include pupil books, teacher guides, and Journeys Handbooks that were distributed during teacher trainings. The distribution of other TLMs at school level was postponed due to the COVID-19 lockdown. These will be reported next quarter after completion of the distribution exercise.
Sub-IR 1.3: Increased community- and household-level involvement in promoting literacy attainment										
DO 3: IR 3.2 Sub-IR 3.2.1	Ind_1301: Number of parent teacher associations or community governance	0	174	102	—	102	—	—	59%	In Q2, the project trained representatives from 55 School Management Committees (SMC) in EGR educational leadership. Also, the project 47 SMCs

Country Development Cooperation Strategy (CDCS) Links	Results	Baseline Value	Fiscal Year (FY) 2020 Annual Target	FY 2020 Annual Actual	Q1	Q2	Q3	Q4	Performance to Date (%)	Comment
	Performance indicator	Baseline Value	Annual Target	Annual Actual	Q1	Q2	Q3	Q4	%	Comment
	structures engaged in primary or secondary education supported with USG assistance (FAF ES. 1-13)									members out of the 50 targeted from Bugiri and Iganga district under the Country Operation Plan 19 (COP19). Three schools did not send a SMC member. SMCs were trained on how to support schools to establish and maintain the Journeys program.
IR 2: Improved retention in primary grades										
Sub-IR 2.1: Improved capacity of education system to implement SRGBV-related policies										
DO 2: IR 2.2: Sub-IR 2.2.3	Ind_2103: Number of SRGBV cases reported to the authorities	0	Overall: 8,890 Bullying = 3,556 Corporal Punishment = 3,556 Sexual Violence = 1,778	Overall: 2,319 Bullying = 1,628 Corporal Punishment = 450 Sexual Violence = 241	Overall: 2,319 Bullying = 1,628 Corporal Punishment = 450 Sexual Violence = 241	0	—	—	26%	The project has not reported cases this quarter. Data collection for this indicator was scheduled for the end of March but did not happen due to the COVID-19 lockdown. This data will be collected when schools re-open and will be reported in Q3.
Sub-IR 2.2: Schools strengthened to provide a positive and supportive school climate for learning										
CDCS links DO 2: IR 2.3: Sub-IR 2.3.1	Ind_2215: Number of persons trained with USG assistance to advance outcomes	—	—	Overall: 6,764 (Men: 3,214 Women: 3,550)	—	—	—	—	61%	During the quarter, the project trained a total of 6,754 people (569 head teachers and deputy head teachers and 6,195 teachers) in SRGBV response and prevention.

Country Development Cooperation Strategy (CDCS) Links	Results	Baseline Value	Fiscal Year (FY) 2020 Annual Target	FY 2020 Annual Actual	Q1	Q2	Q3	Q4	Performance to Date (%)	Comment
	Performance indicator	Baseline Value	Annual Target	Annual Actual	Q1	Q2	Q3	Q4	%	Comment
	consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations. (FAF GND-8)									This training equipped participants with knowledge on how to promote gender equality among pupils in schools.
GPs										
GP1: Apply a holistic approach to collaboration, learning, and adaptation										
—	Number of meetings held to share learning products within and across sectors	0	54	23	18	5 ¹	—	—	43%	All five meetings held this quarter were at the national level. They focused on consultations with the MoES on the proposed drafted amendments in both EGR and SRGBV response and prevention as elaborated in the footnote.
GP2: Ensure broad and inclusive stakeholder engagement throughout the program cycle										
—	Number of community	0	10	8	6	2	—	—	80%	During Q2, the project used two platforms to engage its

¹ The project used the following stakeholder platforms to further EGR and SRGBV program planning, executing, and learning: one meeting held with the Basic Education Working Group to review the Literacy and Advisory Committee Terms of Reference was held with the Basic Education Working Group on January 23, 2020; one meeting to review and standardize tools for measurement of violence against children in schools indicators was held with the MoES Gender Unit on January 24, 2020; one meeting to review the draft roadmap resulting from the priority actions adopted from the National Symposium on SRGBV was held on February 3, 2020; one Basic Education Working Group meeting was held on February 4, 2020; and one Teacher Education Symposium was held on February 26–27, 2020.

Country Development Cooperation Strategy (CDCS) Links	Results	Baseline Value	Fiscal Year (FY) 2020 Annual Target	FY 2020 Annual Actual	Q1	Q2	Q3	Q4	Performance to Date (%)	Comment
	Performance indicator	Baseline Value	Annual Target	Annual Actual	Q1	Q2	Q3	Q4	%	Comment
	stakeholder platforms used in planning, executing, and learning									stakeholders: (1) the meeting with the MoES Gender Unit to review the LARA SRGBV tools which will be incorporated into the standard MoES tools to be used in measurement of the VACiS indicators and (2) the teacher education symposium organized by teacher instruction, education, and training (TIET) where LARA made a presentation on the applicability of action research at district and school levels to address EGR fidelity challenges.

2. ACTIVITY IMPLEMENTATION PROGRESS

This section of the report provides the results of a performance analysis and suggests adaptive management strategies based on results and context. **Table 2** presents the number of schools the project worked with in Q1 and the number of schools the project worked with in Q2. The schools are disaggregated by the types of intervention they received.

Table 2. Summary of Schools Receiving LARA Interventions

Time	EGR Only	EGR + SRGBV	PEPFAR Only	EGR+SRGB V+ PEPFAR	Total Number of Schools Receiving LARA Interventions
Q1: October to December 2019	788	2,186	194	371	3,539
Q2: January to March 2020	134	758	251	796	1,939
New schools that LARA is expanding to in 2020				—	206

2.1 Summary of Implementation Status

Table 3 summarizes Q2 FY 2020's key activities and tasks implemented per IR against the activities, as planned in the project's FY 2020 work plan. The Gantt Chart (Annex 1) was revised in Q2 to more clearly define the tasks under each of the four PTs, which are summarized in **Table 3**.

Table 3. Summary of Key Activities and Tasks Planned Versus Implemented

Activity Result Areas	Summary of Planned Activities in Work Plan for Q2 FY 2020	Actual Key Activities and Tasks Conducted in Q2 FY 2020	Links to CDCS
IR 1.1: Improved planning and management of EGR	IR 1.1 activities planned for Q2 FY 2020 included the following: <ul style="list-style-type: none"> 1.1.2.1 Attending Ministry- and partner-led coordination and working group meetings (as per Ministry schedules) 1.1.2.2 Biannual Literacy and Numeracy Advisory Committee meeting (November 2019 and June 2021) 	IR 1.1 activities conducted as planned included the following: <ul style="list-style-type: none"> 1.1.2.1 Staff attended six Ministry- and partner-led coordination and working group meetings. 1.1.2.2 The MoES Permanent Secretary approved the Committee's terms of reference (TORs) on March 25, 2020. This was an essential step in institutionalizing the Literacy and Numeracy Advisory Committee. The biannual meeting planned for Q1 can now proceed in Q3. 	GPs 2 and 15
IR 1.2: Improved EGR in P1 to P4 classrooms	IR 1.2.1 Training of EGR teachers <ul style="list-style-type: none"> 1.2.1.2 Training of 1,603 C1 P4 local language teachers 	IR 1.2.1 activities conducted as planned included the following: <ul style="list-style-type: none"> 1.2.1.2 Buvuma district was postponed from Q1 to Q2 to share boat transport with COP19 teachers training. A total of 23 teachers (15 men 	GP 2

Activity Result Areas	Summary of Planned Activities in Work Plan for Q2 FY 2020	Actual Key Activities and Tasks Conducted in Q2 FY 2020	Links to CDCS
	<p>IR 1.2.3. Refine, print, and distribute teaching, learning, reading, and promotional EGR books and materials</p> <ul style="list-style-type: none"> • 1.3.1.1 Inform district government officials of book distributions • 1.3.1.2 Final distribution of supplementary books 	<p>and 8 women) were trained on P4 local language content in Q2. The repeat training was postponed to Q3 (May 2020) for those teachers that missed the first training.</p> <p>IR 1.3 activities conducted included the following:</p> <ul style="list-style-type: none"> • 1.3.1.1 After March 20, 2020, DEOs and head teachers communicated their discomfort in continuing with the book distribution following the COVID-19 school close down. • 1.3.1.2 Distribution of 168,887 EGR books and 4,031 supplementary was put on hold on March 26, 2020. Books had been moved to the 10 districts to start distribution and the service provider secured storage in nine district locations. 	GP 12
<p>Work breakdown structure 1.2.4 Pilot new EGR innovations</p>	<p>IR 1.2.4.1 Activities planned for Q2 to pilot the revised teacher guides and pupil books in PT 1 included the following:</p> <ul style="list-style-type: none"> • 1.2.4.1.2 Develop memorandum of understanding (MoU) with National Curriculum Development Centre (NCDC) that outlines the teacher guide revision work • 1.2.4.1.3 Establish schedule for work processes • 1.2.4.1.4 Develop scope and sequence for all grades and all languages • 1.2.4.1.5 Develop teaching steps for each grade and language • 1.2.4.1.6 Develop book InDesign template in preparation for writers • 1.2.4.1.7 Develop detailed content outline • 1.2.4.1.8 Writers develop content in Word • 1.2.4.1.9 Develop editing checklist • 1.2.4.1.10 Organize Word templates and substantive editing of Word documents • 1.2.4.1.11 Place content in InDesign template and copy editing • 1.2.4.1.12 Quality checks: proof reading and finalize InDesign 	<p>PT 1 activities completed in Q2:</p> <ul style="list-style-type: none"> • 1.2.4.1.2 MoU signed on March 2, 2020 outlining the responsibilities of NCDC and the project, carried over from Q1. • 1.2.4.1.3 to 1.2.4.1.11 completed for Term 1, weeks 7 to 10 carried over from Q1 to Q2. Term 2 was started in Q2. • 1.2.4.1.12 Term 2 quality checks delayed due to adjusted process of sharing materials during lockdown. Term 1 quality review completed for weeks 7 to 10 and Term 2 quality review carried over to Q3. • 1.2.4.1.13 to 1.2.4.1.15 will be completed in Q3 for Term 2. • 1.2.4.1.16 Completed for Term 1. To be done in Q3 for Term 2. • 1.2.4.1.17 Training done for Term 1 from January 28 to 30. • 1.2.4.1.18 28 head teachers (17 men and 11 women) and 126 teachers (27 men and 99 women) trained on Term 1 of the revised teachers guide (February 10–14.) • 1.2.4.1.19 Trained 58 head teachers and SMC (42 men and 16 women) on educational 	GPs 1

Activity Result Areas	Summary of Planned Activities in Work Plan for Q2 FY 2020	Actual Key Activities and Tasks Conducted in Q2 FY 2020	Links to CDCS
	<p>files and printing/PDF approval for sign off</p> <ul style="list-style-type: none"> • 1.2.4.1.13 Sign off and approval • 1.2.4.1.14 Final PDFs to printers • 1.2.4.1.15 Digital proofs from printer and approval • 1.2.4.1.16 Revise training of trainers (ToT) guides and develop facilitator guides • 1.2.4.1.17 Train ToTs on revised teacher guides • 1.2.4.1.18 Train 120 P1–P4 teachers and 30 head teachers • 1.2.4.1.19 Train 60 head teachers and SMCs from 30 PT1 schools • 1.2.4.1.20 Observe P1–P4 teachers in the classroom and provide feed back • 1.2.4.1.21 Conduct continuous professional development (CPD) workshops for P1–P4 	<p>leadership and their support of the pilot (February 26–27).</p> <ul style="list-style-type: none"> • 1.2.4.1.20 Original schedule was to allow teachers to practice for 6 weeks before conducting classroom observations and collecting data on teachers' perceptions of the guides. Scheduled for week of March 21, but postponed due to school closure. • 1.2.4.1.21 The CPD was scheduled to follow the classroom observations to focus on challenges teachers faced with using the teacher's guide; this was postponed to Q3. 	
	<p>IR 1.2.4.2 Activities planned for Q2 to PT 2 remedial instruction with P3 in 45 schools included the following:</p> <p>1.2.4.2. 1 Develop outline for remedial instruction content</p> <ul style="list-style-type: none"> • 1.2.4.2. 2 Develop content for P3 teacher remedial instruction handbook • 1.2.4.2.3 Develop facilitator guide for ToT and head teachers • 1.2.4.2.4 Train ToT for regular training and remedial instruction training • 1.2.4.2.5 Train P1 to P3 teachers to use existing guide in 45 schools • 1.2.4.2.6 Train head teachers and SMC in instructional leadership for PT 2 • 1.2.4.2.7 Train P1 to P3 in remedial instruction • 1.2.4.2.8 Field Assistants (FAs) support newly trained teachers • 1.2.4.2.9 CPD for P1 to P3 teachers • 1.2.4.2.10 FAs support to remedial activities 	<p>PT 2 activities conducted as planned included the following:</p> <ul style="list-style-type: none"> • 1.2.4.2.1 Completed on March 6, 2020 • 1.2.4.2.2 Completed on March 10, 2020 • 1.2.4.2.3 Completed on March 17, 2020 • 1.2.4.2.4 Trained 12 ToT (7 men and 5 women) March 18–20, 2020 • 1.2.4.2.5 Trained 126 teachers (29 men and 97 women) January 28–30 • 1.2.4.2.6 Trained 79 head teachers and SMC (63 men and 16 women) February 26–27 • 1.2.4.2.7 to 1.2.4.2.10 Delayed due to school closure. The project redesigned the intervention to cover two academic terms to enable the TLMs to be refined, this was completed in Q2. 	GP 1
	<p>IR 1.2.4.3 Activities planned for Q2 to PT 3 support of intensive coaching in 55 schools included the following:</p> <ul style="list-style-type: none"> • 1.2.4.3.1 Develop content outline for intensive coaching • 1.2.4.3.2 Develop content for head teacher coaching manual 	<p>PT 3 activities conducted as planned included the following:</p> <ul style="list-style-type: none"> • 1.2.4.3.1 Completed on March 1, 2020 • 1.2.4.3.2 Completed on March 30, 2020 • 1.2.4.3.3 Completed on March 30, 2020 	GP 1

Activity Result Areas	Summary of Planned Activities in Work Plan for Q2 FY 2020	Actual Key Activities and Tasks Conducted in Q2 FY 2020	Links to CDCS
	<ul style="list-style-type: none"> • 1.2.4.3.3 Develop content for school-level community of practice • 1.2.4.3.4 Develop facilitator guide for ToT • 1.2.4.3.5 Train ToT for regular training and intensive coaching training • 1.2.4.3.6 Train P1–P3 teachers to use existing TLMs in 100 schools • 1.2.4.3.7 Train head teachers and SMCs in instructional leadership • 1.2.4.3.8 Train head teachers and SMCs in coaching, including 10 zonal head teachers and 4 CCTs • 1.2.4.3.9 Monitor the establishment and implementation of school-based community of practice session 	<ul style="list-style-type: none"> • 1.2.4.3.4 In process • 1.2.4.3.5 Delayed due to school closure and will continue in Q3 • 1.2.4.3.6 Trained 154 teachers (23 men and 131 women) January 28–30 • 1.2.4.3.7 Trained 93 head teachers and SMCs (76 men and 17 women) on February 26–27 • 1.2.4.3.8 Delayed due to school closure and will continue in Q3 • 1.2.4.3.9 Delayed due to school closure and will continue in Q3 	
	<p>IR 1.2.4.4 Activities planned for Q2 to pilot PT 4 regular program with CCT-only support in 24 schools</p> <ul style="list-style-type: none"> • 1.2.4.4.1 Train P1 to P3 teachers to use existing guide in 24 schools • 1.2.4.4.2 Train head teachers and SMCs in instructional leadership 	<p>PT 4 activities conducted as planned included the following:</p> <ul style="list-style-type: none"> • 1.2.4.4.1 Trained 53 teachers (19 men and 34 women) January 28–30, iteration 1 • 1.2.4.3.7 Trained 42 head teachers and SMCs (36 men and 6 women) on February 26–27, iteration 1 	GP 1
R2.1: Strengthened capacity of the education system to implement SRGBV-related policy	<p>LARA team planned to conduct the following IR 2.1 activity during Q2 FY 2020:</p> <ul style="list-style-type: none"> • 2.1.1.1 Prepare a road map from the national learning symposium on creating a safe and positive schools 	<p>IR 2.1 activity conducted as planned included the following:</p> <ul style="list-style-type: none"> • 2.1.1.1 The project continued supporting MoES to refine the road map on creating safe and positive schools 	GP 2
IR 2.2: Schools strengthened to provide a positive and supportive school climate for learning	<p>IR 2.2 project activities planned to occur during Q2 FY 2020 were as follows:</p> <ul style="list-style-type: none"> • 2.2.2.1.2 Train lead trainers and trainers of teachers to deliver Journeys for Pupils • 2.2.2 Train teachers to establish and facilitate Journeys for Pupils activities in Uganda Kids Unite clubs, second iteration • 2.2.5 FAs work facilitated: transport to schools and regional offices, equipment for travel, airtime, travel, and photocopying 	<p>IR 2.2 activities conducted as planned included the following:</p> <ul style="list-style-type: none"> • 2.2.2.1.2: Conducted a lead trainer and ToT attended by 272 people (92 women, 180 men) from January 2–3, 2020 • 2.2.2 Trained 1,900 (961 women 939 men) teacher patrons in 12 Cluster 1 districts • 2.2.5 Facilitated FAs to offer intensive school support visits in February. Coaching head teachers and teacher patrons was rescheduled for May Q3 	GP 2

Activity Result Areas	Summary of Planned Activities in Work Plan for Q2 FY 2020	Actual Key Activities and Tasks Conducted in Q2 FY 2020	Links to CDCS
	<ul style="list-style-type: none"> 2.2.6 FA management (ongoing) 2.2.7 Quarterly meetings and FA performance reviews 	<ul style="list-style-type: none"> 2.2.6. FA management by Program Coordinators (PCs) continued through Q2 2.2.7 Conducted FA implementation training/meeting January 2–3, 2020 2.2.7 Conducted Q2 FA review meeting (February 17–18). FAs reviewed the new implementation model planned for Q3 April–June 2020 	
PEPFAR Country Operation Plan for FY 2020 (COP19)	<p>COP19 activities planned for Q2 FY 2020 were as follows:</p> <p>COP19-1: Planning and layering of services</p> <ul style="list-style-type: none"> COP19-1.1: Conduct national implementing partner (IP) planning meeting COP19-1.2: Participate in monthly IP meetings <p>COP19-2: Finalize Journeys HIV/GBV handbook</p> <ul style="list-style-type: none"> COP19-2.1: Review the final Journeys HIV/GBV handbook and obtain approval from MoES COP19-2.2: Print Journeys HIV/GBV handbooks and facilitator's guides <p>COP19-3: School leaders, teachers, and change agents trained to build positive and supportive school climate for learning</p> <ul style="list-style-type: none"> COP 19-3.1 Orient 200 school leaders in new districts of Bugiri and Iganga COP 19-3.2 Train 100 new school change agents (SCAs) and teacher patrons in Bugiri and Iganga COP 19-3.3 Train teacher patrons to facilitate UKU clubs and rollout HIV- and GBV-prevention curriculum <p>COP 19-4: Refresher and cluster learning</p> <ul style="list-style-type: none"> COP 19-4.1 Review content for teacher patron refresher training COP 19-4.2 Refresher training for teacher patrons in 512 continuing schools (from COP18) 	<p>COP19 activities conducted as planned included the following:</p> <ul style="list-style-type: none"> COP19-1.1: Participated in 1 national Determined, Resilient, Empowered, AIDS-Free, Mentored, and Safe (DREAMS) inter-agency meeting hosted by USAID COP19-1.2 Participated in 2 regional meetings and 2 district IP monthly review meeting COP19-2.1: Escalated and engaged the Basic Education Commissioner to support movement with the MoES HIV Working Group to review and approve the Journeys Plus Handbook. Meeting was scheduled and planned to proceed remotely due to Ministry of Health COVID-19 guidance to reduce meetings to less than 10 participants COP 19-3.1 209 leaders (112 women and 97 men) trained in Bugiri and Iganga. Head teachers, deputy head teachers, SMC chairs, DEOs, and CCTs were oriented on PEPFAR in-school programming COP 19-3.2 162 (103 women 59 men) new SCAs trained in Bugiri and Iganga COP 19-3.3 Trained 4,295 teacher patrons to facilitate UKU clubs and rollout HIV- and GBV-prevention curriculum COP 19-5.1 FAs visited school and supported teacher patrons and facilitated at least 3 	GPs 6 and 12

Activity Result Areas	Summary of Planned Activities in Work Plan for Q2 FY 2020	Actual Key Activities and Tasks Conducted in Q2 FY 2020	Links to CDCS
	<p>COP 19-5: Support supervision to catalyze HIV/GBV response and prevention initiatives with girls and boys</p> <ul style="list-style-type: none"> COP 19-5.1 FAs support school staff to support teachers with visit to schools twice a term 	<p>Journeys Plus activities per visit</p> <ul style="list-style-type: none"> Due to competing priorities, like the phased training of teacher patrons in new schools and reaching as many schools as possible with Journeys Plus the following activities were postponed to Q3: COP 19-4.1 Review content for teacher patrons' refresher training COP 19-4.2 Refresher training for teacher patrons in 493 continuing schools (from COP18) 	
MEL	<p>MEL activities for Q2 FY 2020 included the following:</p> <ul style="list-style-type: none"> 3.2.1 Longitudinal study (qualitative data collection) 3.2.3 EGRA (fourth follow up) 3.2.4 Expanded EGRA for PT schools (baseline) 3.2.5 Action research on revised teachers' guides, differential teaching, and intensive coaching. 3.2.7 Technical assistance to Uganda National Examination Board (UNEB) to undertake a primary leaving examination (PLE) comparative analysis of EGR versus non-EGR schools (January and February) 3.1.8 Input data into (TraiNet), performance reporting system (PRS) and Uganda DREAMS Tracking System (UDOTS) 	<p>The MEL activities conducted as planned included the following:</p> <ul style="list-style-type: none"> 3.2.1 Completed qualitative data collection in Q1 and in Q2. The occasion 2 report combined quantitative and qualitative findings was submitted to USAID on March 25, 2020. 3.2.3 Completed data analysis for the 4th EGRA follow-up and started drafting the briefer, which will be completed in Q3. 3.2.4 Conducted the expanded EGRA baseline in a sample of 55 schools and cleaned EGRA data sets in January 2020. Report will be completed in Q3. 3.2.5 Pilot treatment MEL team began drafting and refining tools for each PT to be finalized in Q3. The PT 1 book revision's first data collection on teachers' perceptions was postponed at the end of Q2 due to COVID-19 school closures and will resume as soon as schools open in Q3. 3.2.7 The MEL team participated in a meeting organized by the UNEB to discuss the draft study design. However, the activity delayed due to COVID-19 and will resume when the lockdown has been lifted. 	GPs 1 and 14

Activity Result Areas	Summary of Planned Activities in Work Plan for Q2 FY 2020	Actual Key Activities and Tasks Conducted in Q2 FY 2020	Links to CDCS
		<ul style="list-style-type: none"> 3.8.1 Completed PRS Q1 data entry. TraiNet data entry is ongoing as training events happen. Started inputting data into UDOTS at the end of March and this activity is still ongoing. Other activities completed: Hosted the Monitoring and Evaluation Specialist from Tusome Pamoja project in a 2-week knowledge exchange program on Journeys. 	

2.2 Progress Narrative

This section summarizes the activities as outlined in the annual work plan and as refined through the Finishing Strong² exercise, under R1, R2, and PEPFAR's COP19 programming.

The overall focus of the project for Q2 FY 2020 was to continue with the revision of the 32 teacher guides and pupil books, develop TLMs for the remedial program and the intensive coaching program, create action research tools for the four pilots, monitor the schools implementing Journeys in 918 schools, and train the teachers to implement Journeys Plus in the 554 new COP19 schools to reach the targets in Q2.

IR 1.1: Improved Planning and Management of EGR

The project provided support to institutionalize EGR by assisting the MoES national level staff with planning and implementing the EGR program by participating in **Ministry- and partner-led coordination and working group meetings (1.1.2.1)** and by continuing to support the institutionalization process for the Biannual **Literacy and Numeracy Advisory Committee meeting (1.1.2.2)**. During Q2 FY 2020, the project team participated in two Basic Education (BE) Working Group meetings, two TIET meetings and two meetings with the Gender Unit. During the BE meetings, project staff gave updates on EGR and retention activities and provided information that the BE Department required to get approval from Monitoring and Evaluation (M&E) working group of the Advisory Committee terms of reference (ToRs). During the TIET meetings, project staff supported planning the second TIET symposium that took place from February 26 to 28. Project staff presented on Action Research Supports Professional Development (February 27). This was followed with a blog post, which will be posted at a later date to RTI Internationals SharED site (Annex C). Participants recommended that action research be incorporated into teacher training because it is

- Practical and collectively undertaken,

² RTI conducted a technical progress review, titled "Finishing Strong." The purpose of the exercise was to focus on client responsiveness and focusing on areas that would most significantly impact positive results by identifying and implementing top technical and operational recommendations. The key findings were reported in the Q1, FY 2020 report.

- Locally defined and carried out,
- Quickly turned around, low cost, and
- Designed to address an immediate and specific challenge

The project also supported the MoES BE Department to move forward the process of approving the Literacy and Numeracy Advisory Committee (1.1.2.2) ToRs. Although the BE Working Group approved the ToRs in Q1, the committee did not have the authority to meet because the ToRs had not gone through all the approval levels. The new BE Commissioner, with technical assistance from the project, streamlined the approval process by seeking the Permanent Secretary's (PS) approval. The PS consequently approved the ToRs on March 26. The PS is expected to sign appointment letters for Advisory Committee Members after Uganda's COVID-19 lockdown ends. After, the project will support the Director, Basic and Secondary Education, to organize Advisory Committee meetings in Q3, to review progress on the MoES' EGR sustainability priorities. Through its technical assistance, the project also began supporting the transition from the acting and appointed Commissioner of BE by maintaining the important progress reviews with the R1 component manager while orientating the new Commissioner on the National Literacy Framework (EGR) on progress and efforts needed to implement the top management priorities.

IR 1.2: Improved EGR in P1 to P4 Classrooms

At the beginning of Q2, in accordance to the project's Finishing Strong priorities, the project shifted its focus toward the PTs and completed the activities carried over from Q1. The areas of focus in Q2 were as follows:

- Printing and distributing EGR materials, including replenishment of P1 and P2 pupil books in schools that received books in 2016 and P1-P3 to 123 former control schools that participated in the pilots.
- Revise TLMs (local language and English teacher's guides and pupil books) and begin field testing.
- Develop materials for remedial instruction and begin field testing.
- Develop materials for the intensive coaching model and begin field testing.
- Train EGR teachers participating in the four PTs. This includes an estimated 150 P1–P4 teachers in 30 schools trained to use the Term 1 revised local language and English TLM; an estimated 135 P1–P3 teachers in 45 schools trained to use the existing EGR materials and then trained in a remedial instruction practices; an estimated 165 P1–P3 teachers in 55 schools trained to use existing EGR materials; 110 head teachers and deputy head teachers trained to support them using intensive coaching program; and 72 P1–P3 teachers in 24 schools and their CCTs trained to use the existing materials.
- All headteachers and SMC chairpersons to be trained in educational leadership from the 124 schools participating in all the pilots.

Below is a brief description of the implementation progress of the above priorities in Q2.

TLMs printed and distributed (1.2.3). The priority in Q2 was the distribution of TLMs to former control schools. However, distribution was delayed from Q1 and further disrupted by the closure of schools in late March. Therefore, pupil books were not available in PT2–PT4 schools during the first term. This may have implications on the EGRA scores at the end of the academic year. During Q2, the project received 168,887 EGR books from the printer (115,000 pupil books for P1 and P2 to replenish

the books that C1 schools received in 2016 and an additional 53,887 P1 to P4 pupil books and teacher guides for the 124 former C2 control schools). The EGR TLMs cleared customs and were delivered during the second week of February 2020.

Also in Q2, the project procured a logistics firm to distribute the 168,887 EGR books (noted above), 45,918 books from the previous print runs, 2,931 supplementary English books, and 553 early childhood development (ECD) teacher guides. After receiving all the referenced books in the warehouse, the logistics firm packed and commenced distribution in the second week of March. On March 20, the government closed schools, with the caveat that a small staff would remain at each school. However on March 26, the government banned public transportation, which made it impossible for head teachers to travel and pickup books from the district headquarters. Therefore, the logistic firm, in collaboration with DEOs, located secure storage in the nine districts. Distribution will resume when schools open. The challenge is that the project will incur additional warehousing and distribution costs since not all books were delivered to the planned 30 districts. In February, the project also printed and distributed 23,767 Term 1 revised EGR P1–P4 pupils' books and teacher guides to 30 pilot schools.

The project revised the Gantt chart (in Section 8 of this report) to better outline the requirements of the PTs. Details of Q2 implementation are below.

PT 1 revision and field testing of 32 teacher guides and pupil books in 30 schools (1.2.4.1).

LARA planned to complete the revision of the teacher guides and pupil books for Term 1 and pilot test them in 30 schools. This activity was carried over from Q1; weeks 1–6 of the teacher guides were completed in Q1 and weeks 7–10 were completed in Q2. The project then completed the scope and sequence for all languages and all classes for the whole year. The project developed detailed content for Term 2 and then broke it down into daily lessons. The project team gave this daily content to the Term 2 writers, which they used to write the pupil book in one five days. After which, the project began the teacher guide revisions. Due to the experience in Q1, the project reorganized the revision process, developed more detailed guidance and templates for writers, developed tracking tools, and initiated weekly technical check-in meetings to monitor progress on each book. The change in processes led to improved quality and timeliness of the production. However, due to the Ministry of Health's social distancing guidelines, the project had to make a number of adjustments to keep the process moving forward. At the end of Q2, the revision process was on schedule to have Term 2 materials complete by the end of May.

PT 2 field testing remedial instruction (1.2.4.2). During the reporting quarter, the project planned to pilot test remedial instruction among P3 learners in 45 schools. The project developed a teachers' tool kit and a facilitators' guide. Twelve trainers reviewed the materials and were trained to use the facilitator guide on March 18–20. The teacher training was postponed to Q3 because of school closures and the project plans to train 135 teachers on remedial instruction in Q3.

PT 3 field testing intensive coaching (1.2.4.3). The project developed a coaching guide for head teachers and deputy head teachers on pedagogical coaching of EGR teachers and instructions on implementing school-level communities of practice. The project also developed a facilitator's guide for the head teachers and deputies training. The ToT and training of the head teachers and their deputies was postponed to Q3 because of the school closures.

PT 4 field testing CCT support (1.2.4.4). In the 24 treatment 4 schools, the project planned to train P1–P3 teachers on the EGR methodology using existing materials and not give any other support. The pilot in these schools is about testing the effectiveness of the MoES system staff in supporting teachers.

In all four treatment groups, the project trained the teachers on the EGR methodology as follows:

- In the 30 PT 1 schools, the project trained 126 teachers (27 men and 99 women) out of the 150 estimated P1–P4 teachers plus 28 head teachers on the first of three iterations (three days in January).
- In the 45 PT 2 schools, the project trained 126 teachers (29 men and 97 women) out of the estimated 135 P1–P3 on the first of three iterations (three days in January).
- In the 55 PT 3 schools, the project planned trainings by using existing EGR materials. The project trained 154 P1–P3 teachers (23 men and 131 women) out of the estimated 165 P1–P3 teachers on the first of three iterations (3 days in January).
- In the 24 PT 4 schools, the project trained 53 P1–P3 teachers (19 men and 34 women) out of the estimated 72 P1–P3 teachers on the first of three iterations (3 days in January).

In addition, the project trained 272 out of an estimated 308 head teachers and SMC leaders (218 men and 54 women) on instructional leadership for two days in February. Each PT receives a consistent package of interventions with the exception of the PT component unique to the school groups to measure the effect of each additional component against PT 4.

In Q3, the project plans to reorganize its R1 activities by focusing on TLM materials development that can continue. This will be important as it anticipates that the school break will be reduced, and teacher/writers will not be available to continue revising during the Term 3 school break as originally planned. The project also received NCDC permission to expand the writer group. The project anticipates completing Term 2 and beginning Term 3 revisions in Q3. Accordingly, the project will refocus all R1 technical personnel to the book review process during Q3 and preparedness for teacher training once schools open.

IR 1.3: Increased Community- and Household-level Involvement in Promoting Literacy Attainment

The project team planned the second USAID requested communication activity of the year with a proposed school visit on March 10, 2020 to review Journeys Plus Program under COP19. The visit was cancelled due to the Ministry of Health's social distancing guidelines.

IR 2.1: Strengthened Capacity of the Education System to Implement SRGBV-Related Policy

The project activities conducted during Q2 FY 2020 that support MoES to strengthen the Ministry's commitment and action regarding SRGBV prevention and response included the **preparation of a road map on creating safe and positive learning environment (2.1.1.1)**.

Following up from Q1, in Q2 the project continued supporting the MoES Gender Unit to refine the road map on creating a safe and positive schools (2.1.1.1). Another

meeting was held to strategize and standardize a tool for measurement of VACiS indicators.

In Q2, the Gender Unit held one meeting with partners and reviewed the draft road map. They agreed to

- strengthen inter-sectoral committee on violence against children in schools (VACiS) through reviewing the committee ToRs, membership, and organizing refresher trainings on VACiS;
- engage district and sub-county committees to review the coordination mechanisms VACiS;
- involve community and school engagements to identify gaps and solutions to VACiS through national dialogue;
- strengthen partnerships to scale up innovations in ending violence against children; and
- evaluate existing approaches on prevention and response to VACiS and derive a consolidated approach of implementation across all partner projects.

The Gender Unit planned to present the above actions during an inter-sectoral working group meeting at the end of February; however, this meeting was postponed to April 2020. The symposium recommendations originally followed the INSPIRE model components (listed below) to ensure that future MoES SRGBV programs supports all key components:

1. Teacher training on positive discipline for creation of safe learning environments
2. Enforcement of laws for effective case management
3. Strengthening of partnerships to scale up innovation
4. Incorporating VACiS indicators in the Education Management Information System (EMIS) and OVC to strengthen monitoring and evaluation of VACiS
5. Safe school campaign

The Gender Unit draft did not include the agreed components discussed during the symposium. The project will continue to support the Gender Unit to work with its SRGBV development partners to finalize a cohesive road map in Q3.

IR 2.2: Schools Strengthened to Provide a Positive and Supportive School Climate for Learning

During Q2 FY 2020, the project commenced activities to expand UKU to 918 Cluster (C) 1 schools by creating training groups that consisted of zonal head teachers and head teachers. Instead of conducting cluster level-based orientation of head teachers to establish UKU teams, the project adapted a model of working through zonal head teachers to train them as Journeys trainers. This follows up on efforts to strengthen Journeys leadership, and ultimately fidelity and sustainability, at the school level. The project worked with DEOs to lead the coordination of activities with their zonal head teachers. DEOs and zonal head teachers selected and invited two head teachers to lead the training of teacher patrons in his or her zone. The project used this model to strengthen ownership and the head teachers were enthusiastic to train and mobilize other school heads and teachers. After mobilization, the project conducted a two-day residential ToT (January 2–3, 2020) at Kibuli Core Primary Teacher College (CPTC).

During the ToT, the project trained 272 (92 women, 180 men) trainers and dispatched them to train the teacher patrons from 918 schools in the 12 C1 districts.

From January 6 to 17, 2020, the project trained 1,900 (961 women, 939 men) teacher patrons to establish and facilitate UKU dialogue meetings with pupils in the target schools. The ToT head teachers participated actively and were confident with the Journeys content; they were motivated to lead Journeys dialogue meetings in their schools. During the training the project distributed copies of Journeys for Pupils to all teacher patrons to use when facilitating dialogue activities.

The project conducted a FA training on January 2 and 3. Throughout Q2, the project facilitated FAs (2.2.5–2.2.6) to perform their duties whereby PCs reviewed FAs' monthly activity work plans, approving and processing their monthly stipend, and in situations where FAs had to shift and support districts out of their original duty stations, the project secured accommodations and other facilities to support them to effectively perform their duties.

The project also conducted one FA quarterly review meeting (2.2.7) and strategy review (February 17–18, 2020). During this meeting, FAs were reoriented on the school support mechanism and on holding quality reflection meetings with school leaders and teachers. Together with FAs, the project team reviewed monthly FA targets and feedback from PCs. Each FA was given a handout of critical school support documents for reference during school support.

In February, FAs were shifted to support COP19 schools to meet the Q2 targets for the program; they would resume support to basic award schools during April. However, in March schools were closed. Therefore, the project plans to resume support when schools open.

PEPFAR COP19

The project's progress towards meeting the COP19 targets are summarized in the PEPFAR's special reporting requirements section in Annex A.

3. ADAPTIVE MANAGEMENT APPROACH AND GUIDING PRINCIPLES

The following subsections of this report provide progress updates regarding the GPs by discussing how the project team is implementing selected GPs during the quarter.

3.1 Collaboration and Stakeholder Engagement

During Q2, the project's main stakeholder engagement activities included support to the institutional arrangements described below.

- NCDC led the revision of teacher guides and pupil books. During this quarter, the project, in collaboration with NCDC, continued the process of reviewing EGR materials in three local languages (Luganda, Runyoro-Rutooro, and Runyankore-Rukiga) and English. LARA and NCDC entered into a MoU to review 32 books for EGR and document lessons to inform the review of the remaining nine languages. The MoU detailed roles and responsibilities for each party. NCDC provided guidance on what children are expected to know, understand, and be able to do in relation to Uganda's thematic curriculum. In

addition, NCDC provided guidance on the transition to English as a language of instruction and to focus the review process on key programmatic activities relating to reading instruction and curriculum coverage per class and term. LARA provided technical assistance/expertise in EGR instruction and materials development. The project abided by the finance guidelines required by USAID. Therefore, the MoU was made with the understanding that it is the mandate of NCDC to develop and review curriculum support materials. Throughout the quarter, LARA and NCDC completed reviewing Term 1 materials and started reviewing Term 2 materials. The challenge, however, was that there was only one Local Language Specialist that was able to dedicate her time to the writing process. The English Specialist did not participate and the Director and Head of Department are aware of the lack of NCDC oversight.

- UNEB is leading the comparative assessment of the long-term impact of EGR interventions on overall learning achievement (i.e. the Uganda PLE results). However, due to the busy examination period (October 2019 to February 2020), progress was slow in Q2 with only one meeting held on March 20. During this meeting, UNEB, the Uganda Mission, USAID/Uganda Learning Activity (ULA) agreed on the following key issues:
 - Since the Theories of Change for the School Health and Reading Program (SHRP) and LARA do not directly link to improvement in pupils' PLE performance, the study should focus on the contribution (effect) rather than attribution (impact) of EGR interventions to overall learning achievement.
 - When evaluating the contribution of EGR interventions, the analysis should be based on the difference in difference between program and control schools using the 2012 PLE results as baseline, compared to the 2019 PLE results.
 - Assessment will be done at two levels:
 - School level assessment of program and control schools. This will involve school-level comparison based on the performance of all students who took the PLE in 2019 in C1 program and control schools
 - Student-level assessment of program and control schools. This will involve sampling and determination of the contribution of EGR interventions based on a comparison of PLE results of two groups of pupils. One group will include a sample of pupils who remained in program schools and received the complete range of EGR interventions from 2013 to 2016 (P1 to P4) and stayed in the school up to when they took the PLE exams in 2019. Another group will be composed of a sample of pupils who remained in control schools and never received EGR interventions from 2013 to 2016 (P1 to P4) and stayed in the school up to when they took the PLE exams in 2019.
 - To accelerate the process of finalizing the study design, the meeting constituted a committee, composed of staff from UNEB, USAID/ULA, and LARA to undertake this task. USAID requested the Senior Statistician from ULA to develop a scope of work for this committee and share it with UNEB.
- The project team cancelled its presentations at the Comparative and International Education Society (CIES) meeting, which was to be held March 22

to 27. The CIES is holding a virtual conference in Q3 and the project will work with the Minister of State for Education to present virtually. In addition, the project cancelled its participation in the International Social and Behavior Change Communication (SBCC) Summit 2020 when the Georgetown University panel, to which the project was contributing, was not selected.

3.2 Learning and Adaptation

Learning and adaptations are central to the project's adaptive management approach; therefore, this subsection of the report provides progress updates regarding the implementation of CDCS GP 1.

Result 1: EGR Learning

The Q2 FY 2020 EGR learning activities are summarized in **Table 4** and the detailed activity implementation and respective lessons are presented after the table.

Table 4. EGR Evaluation and Research Plan in Q2

Title	Research Type	Purpose of Research	Intended Use of Research	Schedule
3.2.4 Expanded EGRA in PT schools	Quantitative study	To generate evidence on the comparative effectiveness of the different EGR innovations piloted by LARA in shifting learning achievements	Results will be used to inform scale up of effective innovations	February 2020
3.2.5 Action research on revised teacher guides, remedial instruction, and intensive coaching and mentoring	Mixed methods	To measure the level of fidelity of implementation of the different EGR innovations piloted by LARA	Results will be used to inform adaptations and scale up	March 2020

In February 2020, the MEL team gathered the **expanded EGRA baseline (3.2.4)** data in 55 schools, as scheduled. The project assessed P1, P2, and P3 pupils in the PT and control schools. The MEL team will conduct a follow-up EGRA at the end of the academic year to determine shifts in learning outcomes and how these compare across the PT groups and control. The MEL team learned two lessons during the process of executing the expanded EGRA baseline.

- Lesson 1.** Prior to data collection in February, the MEL team submitted an application to the local institutional review board (IRB), The AIDS Support Organization Research Ethics Committee, seeking ethical approval of the study. The IRB raised some questions about the ethical procedures; its most outstanding concern was why the project was leaving out parents in the consenting process. The IRB reasoned that most of the government schools are rural and comprehension by children about research issues is not likely. Therefore, the IRB advised that seeking parental permission before assessing the learners was ideal. The project calculated the cost of mobilizing parents, determining a potential prohibited increase to the baseline budget by UGX 68,428,800 and the follow-up budget by the same amount (for a total of approximately \$ [REDACTED]). The EGRA is a very low risk study done in commonly

accepted educational settings and involves normal educational practices or assessment of learning outcomes. It is unlikely to adversely impact students' opportunities to learn required educational content. Therefore, the project requested a waiver of parental permission based on the minimal risks involved in EGRA. The project's application was approved by the IRB. This was a new lesson learned about the EGRA ethical approval process because previous applications with the School of Biomedical Sciences Research Ethics Committee were approved without the need for such a waiver.

- **Lesson 2:** After data collection, the MEL team organized an after-action review meeting on February 27, 2020 with the EGRA team supervisors and Data Quality Assurance (DQA) Officers. From this event, the project learned that the assessors appreciated the group practice approach used in the February 2020 training as opposed to the pair practice method used in previous trainings. Group practice involved four assessors working in a group, with one assessor acting as a pupil, one acting as an assessor, and the remaining two as observers to provide feedback. The assessors liked this approach as it gave them an opportunity to learn and support each other collectively. They recommended that we should use it in future trainings.

The project has developed the analysis plan and is now in the process of analyzing the baseline data and will compile a report in Q3.

The MEL team planned to gather **action research (3.2.5)** data in March 2020, but this was postponed because schools were closed due to the COVID-19 pandemic. The team, with support from home office, focused on refining the research questions that will guide the study and finalize the instruments. The project reviewed the research questions to ensure that they are well aligned with what LARA wants to learn about the fidelity of implementation of each PT. While finalizing the tools, the project consulted with the technical staff to ensure the tools capture the key facets of each instructional method the project is piloting and that tools are responsive to the research questions. In Q3, the project will render the tools in the Tangerine® software, test, and pilot them. The project team will begin data collection when schools open.

Result 2: SRGBV Learning

The research activities (i.e., longitudinal study) that were planned for Q2 FY 2020 are discussed in **Table 5**.

Table 5. SRGBV Evaluation and Research Plan in Q2

Title	Research Type	Purpose of Research	Intended Use of Research	Schedule
3.2.1: Longitudinal study (qualitative)	Qualitative study (This effort included the qualitative inquiry of Journeys implementation, the dosage study, and the blind study)	To deepen the project team's understanding of the opportunities and barriers for full uptake of the Journeys program in the schools and to study the level of Journeys implementation in schools and communities to evaluate the impacts of the Journeys program.	The team will discuss the study's findings with project staff so the data can be interpreted and so programming implications are considered	November 2019

The project gathered the **longitudinal study qualitative (3.2.1)** data in November 2019 as scheduled. In Q2, the project team combined findings from the occasion 2

analyses (which was conducted in August 2019) of the quantitative survey results with the qualitative findings and produced one consolidated report. The report, which LARA shared with USAID on March 25, focuses on the changes in pupil and school staff survey responses from occasion 1 to occasion 2. As the project progressed in its analysis and reporting of findings, it learned four key lessons that are related to the important analysis challenges. These lessons also underscore important additions to the upcoming occasion 3 data collection. The four lessons learned are detailed below.

Lesson 1: Developing meaningful subscales. In the interim of occasion 1 and occasion 2, the project team became interested in how it could draw more meaningful interpretations from the survey findings. Through the application of structural equation modeling and confirmatory factor analysis, the project team determined the underlying dimensionality and scale characteristics of the perceptions of school climate, experiences of SRGBV, and the student social and emotional learning (SEL) and agency surveys.

The additional psychometrics of the school climate survey yielded two underlying dimensions, with acceptable reliability. A **general school climate dimension** assessed pupils' perceptions of school climate related to general friendliness among pupils, equal and kind treatment of all pupils, teacher responsiveness to pupils who report problems, and general pupil safety at school and traveling to and from school. A **fearfulness and punishment dimension** assessed pupils' perceptions about the fears pupils in their school have of violence in school, especially threats of or actually bullying and harsh punishment by teachers.

The psychometric analysis of the experiences of SRGBV scale highlighted three distinct factors and subsequent subscales—the bullying, corporal punishment and sexual violence subscales. Although the project was not surprised with the findings, it was good information to reinforce the concept that these types of violence are distinct and that analyses should always be conducted separately for each scale; an approach the team has always taken.

The additional psychometric analysis for the SEL and agency survey yielded one underlying dimension, which aligned with the intended purpose of the SEL survey. Specifically, assessing the SEL competencies pupils need to strengthen their support networks, sense of self and increased confidence, social awareness, and agency. These skills were considered to be particularly important for pupils to avoid violence and seek assistance if witnessing or experiencing violence.

Although the confirmatory factor analysis identified two underlying scales for the Gender Attitudes Survey (e.g., attitudes about gender norms related to the home and attitudes about gender norms related to education), there were issues. Unlike the previous scales (mentioned above) the underlying factor structure was not consistent across occasions. Further, the reliability estimates were below the desirable Cronbach's Alpha Coefficient of 0.70. Therefore, LARA broke down the gender attitude items according to these sets (attitudes related to gender norms in the home and school) for interpretation purposes but did not apply the same statistical analyses as the other scales. Instead, the project used more descriptive analyses.

Lesson 2: Accounting for age-related change. At occasion 1, the project had only one data point to consider in the analysis. However, at occasion 2, it had to consider and account for age-related effects in all the measurements. Therefore, when

evaluating progress attributable to the intervention (not age), the project team analyzed the within group (treatment and control) difference scores from occasion 1 to occasion 2. That is, the analysis was based on the difference between the changes from occasion 1 to occasion 2 for the treatment group compared to the changes from occasion 1 to occasion 2 for the control group. Taking age into account, the project team could only assume the intervention was successful by looking at the relative gains (for violence, it would look at decreases) in the scores from occasion 1 to occasion 2. It is only by analyzing the difference between treatment and control differences from occasion 1 to occasion 2 that one can account for age effects. All occasion 1 and occasion 2 analyses included in the report are from pupils who were assessed at both time points.

Lesson 3: Intervention influence on reporting of violence. Violence prevention interventions often result in increased reporting of violence incidents. A survivor's likelihood of reporting such incidents, especially the most sensitive and stigmatized types of violence, such as sexual violence, is influenced by their level of comfort in disclosing their personal experiences. The Journeys intervention, by design, helps pupils and teachers become more knowledgeable and comfortable speaking about bullying, corporal punishment, and sexual violence. As a result, one expects increased reporting of violence experiences in the initial period of the intervention. The learning for the team was to be aware of this and be sure to caution the reading audience about the very real possibility that there could be increased reporting among pupils in the treatment group. Pupil comments in the qualitative interviews pointed to their increased ability to talk to teachers about personal matters. There were also remarks from teachers that pupils were reporting incidents of violence more to teachers, which they perceived as a positive change. Increased reporting due to the intervention would naturally serve to mask impact on SRGBV.

Lesson 4: The need for a second control. The final learning is related to a design flaw. Although the project team had a strong research design, it realized that due to budget limitations the team did not include a needed second "control" group, which would be a random sample of schools that received only the R1 (EGR) intervention and not the R2 (SRGBV) intervention. This would have allowed the project team to evaluate the added value that the SRGBV intervention had on learning outcomes. The literature around this question provides substantial evidence that a positive school climate enhances achievement.³ To mitigate this, the MEL team is considering a low- to no-cost solution, in which it will identify a matched sample of schools that participated in EGR (i.e., Treatment 1 schools) but not SRGBV (i.e., Treatment 2 schools). At occasion 3, the team will collect comparable EGRA data from students in P4 and compare them to the P4 students from the longitudinal study in a cross-sectional design. This is not as powerful as comparisons on learning gains but would allow a mechanism by which to evaluate the value added of the SRGBV intervention because both school groups would have participated in the EGR intervention while only one group had both the EGR and SRGBV intervention.

³ Schindler, J., Jones, A., Taylor, C., Williams, D., & Cardenas, H. (2016). The school climate–student achievement connection: If we want achievement gains, we need to begin by improving the climate. *Journal of School Administration Research and Development*, 1(1), 9–16.

During Q2, the project also hosted an exchange program for professional development. Following the 70:20:104 model for professional development, project leaders in RTI encouraged staff to discuss their development goals and opportunities with their supervisors and consider applying for professional development funding. A Program Manager from Tusome Pamoja, a USAID-funded project implemented by RTI in Tanzania, applied for a learning visit to Uganda and shared his concept note with us. The Tusome Pamoja project is piloting the Journeys program and the Program Manager was interested in learning from LARA's experience in evidence-based planning, budgeting, implementing, advocating, and sustainability of the interventions. Using the concept note, the MEL team designed a schedule for the 2-week visit. This included interviews with the technical team members; interviews with key MoES officials (e.g., Commissioner BE MoES and the BE Working Group Secretary); and reviewing documents like work plans, MEL Standard Operating Procedures, AMELP, and briefs to answer his learning questions. He also attended the MoES Gender Unit technical working group meeting, visited the field to attend teacher training, and interviewed the facilitators and participants. The Program Manager visited Uganda from January 27 to February 7, 2020. At the end of his visit he presented what he had learned and the recommendations he would propose to Tusome Pamoja. The MEL team also learned from him, including

- The use of feedback schools as a measure for the fidelity of implementation of the intervention implemented by Tusome Pamoja. LARA will use a similar approach to gather data on teacher perceptions and fidelity of implementation of the different EGR innovations the project is piloting in Year 5.
- The School Information System tablet program for head teachers to upload school level data (e.g., pupil enrolment and teacher attendance) into the national dashboard and to access reports (e.g., pupil enrollment trends and teacher attendance rates). LARA will use a similar approach in schools piloting the intensive coaching pilot by providing head teachers with tablets to ease documenting the coaching and mentorship activities. Head teachers will upload this data to the RTI server for the project to track progress and identify things head teachers and teachers are doing well and what they are struggling with to better support them.

3.3 Inclusive Development

In Q2, the project focused on strengthening the guidance to teachers on differential learning to ensure that children who are in the classroom but not actively involved in learning are included in the learning process. Both the English and local language teacher guides were revised so that every Friday serves as a revision day that begins with an assessment of the week's content. The assessment informs the teacher on learners' abilities and is followed by grouping learners according to their abilities. In all the guides, the project suggested activities to support accelerated learners and struggling learners in all classes. In this way, teachers focus on supporting struggling learners. This was carried on from Term 1 to Term 2 for both local language and English teacher guides. In addition, the project work in remedial instruction pilot also focuses on supporting teachers to apply differential learning techniques. Although the pilot will focus on P3, the P1 to P3 teachers will all participate by supporting the P3

⁴ 70:20:10 suggests that adults learn best when they invest time learning through on-the-job experience (70%), through their network of professional relationships (20%) and through formal training (10%).

teacher during remedial lessons. Through the action research, we will evaluate the teacher's implementation of in-class assessment and grouping, group-based instruction, and teacher perceptions of remediation approach.

3.4 Science, Technology, and Innovation Impacts

During Q2 FY 2020, the science, technology, and innovation impacts included a follow up with the Directorate of Education Standards (DES) on the status of dashboard migration.

- DES and MoES' TIET are working toward utilizing the CCT accountability dashboard after the completion of USAID/Uganda SHRP. During Q2, the project followed up with the DES Director on the status on data migration to the DES server. SHRP worked with the MoES's information technology (IT) personnel (one position was funded by Global Partnership for Education until the end of Q2). Before SHRP closed, the DES agreed to the following actions:
 - The DES IT Specialist would migrate the data to their server. RTI would provide instructions on how to do this and how to get all the CCTs and colleges to upload their final data to the Tangerine server.
 - Then DES would migrate all of the data to their server.
 - A new android package kit (APK) would be established for the Tangerine: Coach™ application that would link the tablets to the DES server, rather than the Tangerine server.
 - DES, through TIET, would send out the new apk to all colleges and CCTs, asking them to delete the old apk and download the new one. The DES would explain that the new apk links their data to the DES server. The college IT specialists should be able to help the CCTs do this.
 - DES would work with two full-time IT officers at MoES to build their capacity on how to manage the Tangerine data on the server. This will ensure that institutional memory remains with the MoES, as agreed with the MoES Director of Communications/IT who stated that the IT staff had the capacity to manage the dashboard and update it as needed.

This quarter, the project met with the Commissioner of TIET. The project provided the Commissioner with training on the content and using the tablet to monitor different district activities before she responded to the DES Director's request for a meeting.

3.5 Transparency and Accountability

This subsection of the report briefly describes the interventions implemented to incorporate GPs 13 and 14 and how those interventions are leading to improved transparency and accountability. To maintain high standards of transparency and accountability, the project team completed the activities described below during Q2 FY 2020.

- TraiNet system data entry: During Q2, the project had a number of training events and the MEL team continued to compile training data to be entered into the TraiNet system. This system is an accountability tool; it helps the project track the trainings conducted, participants, and related costs, such as materials, travel expenses, meals and incidentals and accommodation.

- PRS: The PRS tracks data on the project’s performance against set targets on indicators. In Q2, we completed PRS data entry for Q1 for all quarterly indicators.
- UDOTS: Tracks the project’s progress towards reaching the COP19 beneficiary targets, specifically the DREAMS girls that have received HIV awareness and GBV prevention service. This enables IPs and USAID to monitor layering of services. In Q2, the project updated UDOTS with records of 568 in-school DREAMS girls that LARA has reached with HIV awareness and GBV prevention service.
- The project continued to implement robust financial compliance processes. During Q2, the project responded to the recommendations emerging from USAID’s Value Addition Tax (VAT) submission review by changing the reporting format for the annual VAT report and combining subrecipient VAT invoices.
- The project continues to follow up on recommended actions in response to USAID’s Operation and Financial Management review (April 6, 2020) and in Q2 provided requested documents to support questioned costs.
 - Journal entry for a cost share post to the service general account
 - Evidence of procurement, financial management, and internal control best practice training and field visit reports with the sub-grantee after the training showing progress and compliance due gained knowledge. In addition, the project provided evidence of RTI’s review and a copy of sections updated in the subgrantee’s procurement manual
- Three outstanding issues remain to be addressed in Q3, the RTI internal audited, which is scheduled for July 2020, provision of the project’s updated procurement plan, and the refund of ineligible spot award costs.
- The project continues to comply with RTI’s transparency and accountability processes. Monthly regional and head office international accounting and compliance teams review the project month end reporting and reconciliations. In addition, the project finance and procurement teams have responded to and resolved the queries and observations as raised.

3.6 Leadership Development

In Q2, the project did not implement specific leadership activities. However, one project staff member that completed the Presencing Foundation Program leadership course in Q1 made presentations to staff to empower them with leadership skills to facilitate change. Being cognizant of the fact that change starts with an individual, the staff member made two presentations to the project team that were geared toward helping them change as leaders before they change Ministry or district leaders. She made the first presentation on January 27, 2020, on the topic “Meeting/Workshop Etiquette – Dos and Don’ts”. The staff member noted that during her training at the Presencing Institute, she learned that most people, including leaders, attend meetings physically but spend more time on things that are not related to the meeting, e.g., social media. Social media was identified as one of the major problems that takes away people’s attention in meetings. The second presentation was on March 9, 2020, on the topic “Blind Spot of Leadership”. Using facilitated approaches, staff identified their blind spots, including blaming others/circumstances, conspiring

against others, lacking transparency, and avoiding difficult conversations. In Q3, the staff member will make more presentations from the training.

4. USAID FORWARD PRIORITIES

4.1 Public–Private Partnerships and Global Development Alliance Impacts

In Q2, the project and its partner, Stanbic Bank, discussed their continued support to schools with the provision of story cards. The project is recommending that Stanbic supply story cards to the 45 schools participating in the remedial instruction PT. The project will complete the negotiations in Q3.

4.2 Environmental Compliance and Climate Change

In Q2, the project did not implement activities that triggered USAID’s environmental compliance and global climate change requirement.

4.3 Sustainability Mechanisms

During Q2, the project continued to work with the MoES on the implementation priorities needed to sustain and build upon the gains achieved. These included one of the short-term priorities (commissioning the Literacy and Numeracy Advisory Committee) and two of the long-term priorities (reviewing and revising EGR materials and instructional materials policy fast tracked and approved).

In Q1, the project reported the Ministry’s difference of opinion on the approval process. During Q2, the Commissioner BE, working with the project, had the PS approve the ToRs for the Literacy and Numeracy Advisory Committee as mentioned in section 1.1.2 above. For the two long-term priorities, the project continued to work with the NCDC on reviewing EGR materials (see section 1.2). The project is reviewing materials in 4 out of 13 languages and the NCDC is documenting the process it will use to inform the revision of the remaining 9 languages. The project also attended the MoES’s National Consultative Workshop on instructional materials in education policy on March 5, 2020. The workshop was intended to generate consensus on the instructional materials in education policy and legal framework to regulate the book industry in Uganda. The MoES sought to strengthen clarity around roles and responsibility for production of materials and quality controls. If this is approved, it will help in the approval process and ownership of EGR materials being reviewed.

The project will continue to work with BE in Q3 to follow up on these and other short- and long-term sustainability priorities.

5. AMELP UPDATE

In January 2020, USAID completed the review of the draft LARA Year 5 AMELP and shared its feedback and suggested edits. LARA addressed all the comments, made the necessary corrections, and resubmitted a final version, which USAID approved

on February 5. The project completed the AMELP update process at the end of February once it entered the Year 5 approved targets into the USAID/Uganda PRS.

In February 2020, ULA shared with LARA a list of 15 education, youth, and child development indicators from the USAID/Uganda Performance Plan Report (PPR), for which LARA was reporting on either annually or semiannually. ULA requested LARA identify indicators that it could change to a quarterly reporting frequency to reduce the reporting burden at the end of the year. ULA recommended that using quarterly reporting for the majority of the PPR indicators will facilitate timely review of data and feedback to the project, create adequate time to synthesize deviation narratives, perform future projections, and facilitate early advisement on adaptations. As a result, LARA identified 7 of the 15 PPR annual indicators to report on quarterly. They are included in **Table 1** (section 1.3: Performance Analysis to Date). ULA is adjusting the reporting frequency in the PRS accordingly.

6. SUMMARY FINANCIAL MANAGEMENT REPORT

Table 6 provides the project’s Q2 financial analysis. Additional information is presented in the accrual report (see **Annex F**).

Table 6. Q2 Project Financial Analysis (in U.S. Dollars)

Project Financial Analysis				
Award details:				
a. Total estimated cost	Total	Basic Education	PEPFAR (Plus Up, COP18)	
	██████████	██████████	██████████	
b. Start and end dates	4/7/2015 to 4/6/2021			
c. Total obligated amount	Total	Basic Education	Plus Up, COP18	COP19
	██████████	██████████	██████████	██████████
d. Total estimated cost share (if applicable)	██████████			
e. Total estimated leverage (if applicable)	██████████			
f. Total expenditure billed to USAID/Uganda	██████████			
g. Expenditure incurred, but not yet billed	██████████			
h. Total accrued expenditure (both billed and not yet billed); sum of lines f and g	Total	Basic Education	PEPFAR (Plus Up, COP18)	COP19
	██████████	██████████	██████████	██████████

Project Financial Analysis				
	Actual/Projected Spending for Four Quarters			
Quarterly expenditure rate by funding source (total)	██████	██████	██████	██████
Basic Education	██████	██████	██████	██████
COP19	██████	██████	██████	██████

During the annual budgeting process, the project allocated for the accommodation and per diem of trainers for both the BE and COP19 programming. Due to the local development partners guidance, which restricts payment of facilitation fees to government officials, many of the system trainers declined to support and participate in the teacher training. In response, project staff stepped in as trainers. While this reduced per diem expenditures, it also decreased LARA's ability to cover all training as planned. Specifically, the refresher training for COP19 was rescheduled for Q2 due to time constraints of project staff. In addition, the printing of Journeys Plus, registers, and learner flyers was postponed to Q3. The project anticipates a need to increase the number of FAs for COP19 and R2 basic award schools in Q3 to ensure that Journeys dialogues resume in schools.

The project recognizes that going by the current position and projections, the COP19 funding is underspent in Q2; however, LARA has put in place a post-COVID implementation strategy with fast-tracking of activity implementation and budget catchup. This strategy is based on the assumption that schools will reopen at the end of May 2020. The project will undertake the following actions:

- increase the number of FAs supporting the teacher patrons at schools in facilitated Journeys Plus dialogues and collective actions;
- add training of DREAMS IPs to strengthen our collaboration and layering;
- add short-term independent contractors to conduct teacher training in multiple sites, simultaneously
- add assessors to support the MEL team to complete the DQA data collection in May/June and September 2020.

Labor and travel expenditures were lower than expected this quarter due to cancelled STTA for home office management staff and technical staff from the United States and Nairobi who were scheduled to support the materials revision activity. If travel policies allow, STTA will be rescheduled in Q3 or Q4. Also note that all FA costs were budgeted under the “workshops” line item but were booked to “other direct costs” per RTI accounting guidelines.

Key financial management highlights for Q2 FY 2020 were as follows:

- On January 30, 2020, submitted the Quarterly Federal Financial Status Report (SF-425) for the period October through December 2019.
- On February 5, 2020, the project submitted its responses and updates on action points to the USAID VAT review report recommendations.
- On February 18, 2020, the project completed and submitted its Human Resources for Health Inventory Tool. This was completed after the project participated in the USAID/Uganda Health Systems Strengthening Project's training (held January 28, 2020) on preparing and submitting the tool.

- On March 11, 2020, submitted the accrual report for Q2 FY 2020 to USAID/Uganda.
- On March 13, 2020, the project submitted the quarterly financial expenditure report by funding stream, as per the Agreement Officer's Representative's (AOR's) request.

7. MANAGEMENT AND ADMINISTRATIVE ISSUES

7.1 Key Management Issues

Key management issues in Q2 FY 2020 are discussed below. The project's management risk response is provided in **Annex E**.

COVID-19

The most significant issue in Q2 was the effect of COVID-19 on Uganda's education system. All schools closed on March 20 for 30 days; the project anticipates that at the end of Q2 the closures will likely be extended. Uganda has 4.5 million primary school pupils, 75% of which are from rural areas where is limited access to any reading materials or radio. Research on the "summer slide" provides some insight on the impact on these learners after weeks, potentially months, of being away from school. It is going to be particularly devastating for rural, poor, and vulnerable children, many of whom are already below grade level.

Like many other countries, Uganda's MoES is proposing a number of solutions to minimize this impact, including extending school terms and reducing school breaks to accommodate covering all the curriculum of the academic year, providing continuous learning through radio and take-home packages, and digital learning for P6, Senior 4 and 6 learners who are preparing to take critical exams. Depending on the length of the closure, additional measures may be needed, such as decreasing the curriculum to cover only core subjects, increasing remedial programming while integrating this year's content into next year's, extending the school day, and holding back more learners. These options may become more necessary as school closure continue.

The project has experienced a slow down with its field work stopping due to school closures. The project's extension focuses on generating new knowledge to accelerate reading through three PTs. In addition, the completion of the Journeys for Pupils rollout in 918 schools, which includes supporting schools and teacher patrons to implement the program, is also on hold. At the end of Q2, it seems probable that the MoES will adjust the school calendar, which will enable the project to complete the activities as outlined in the work plan. The worst-case scenario is that these activities will need to be rolled into the Year 6 work plan. However, the project's ability to meet the COP19 targets is most precarious with the school closure as COP19 is timebound, ending in September 2020. COP19 targets remain in place, regardless of school closures and Uganda's lockdown. The project remains optimistic and will continue to provide updated contingency plans as the situation changes.

The project complemented USAID/Uganda's COVID-19 education sector response in the following ways:

- Provided contact list of all teachers trained reached under the project (March 25)
- Provided a list of contacts for DEOs and MEOs from target districts (March 26)
- Participated in MoES led COVID-19 response task force teams: radio programming, digital learning, and take-home packages (March 30)

7.2 Resolved Management Issues

Key management issues resolved in Q2 FY 2020, including the AOR's approvals, are discussed below.

- Submission of Q1 report (January 30, 2020) and resubmitted responding to AOR feedback (March 26, 2020)
- USAID approval of Annual Report (February 2, 2020)
- USAID approval of the AMELP (February 5, 2020)
- Provided proof of resubmission of the following LARA documents to DEC (February 18, 2020):
 - LARA FY18 Annual Report
 - LARA FY19 Q1 Quarterly Report
 - LARA FY19 Q2 Quarterly Report
 - LARA FY19 Q3 Quarterly Report
 - LARA FY19 Annual Report
- Submission of USAID Portfolio Review Presentation on achievements, challenges, adaptations, cross collaboration (February 20, 2020)
- Performance management updates are provided in **Annex G**, which also includes a summary of personnel changes, the use of short-term technical assistance (STTA), and international travel during Q2 FY 2020.

8. PLANNED ACTIVITIES FOR Q3, 2020

8.1 Key Activities

Key activities for Q3 FY 2020 are summarized below and detailed in the Gantt chart (**Table 7**).

The key EGR program activities to be conducted in Q3 are as follows:

- Attend MoES- and partner-led coordination and working group meetings (as scheduled)
- Begin to institutionalize the Literacy and Numeracy Advisory Committee
- Finalize review of teacher guides and pupil books for Term 2
- Review teacher guides and pupil books for Term 3
- Carry out the second iteration of teacher training in the four treatment groups
- Train P1 to P3 teachers to implement remedial instruction in 45 schools
- Train head teachers and their deputies as instructional coaches and implement communities of practice in 55 schools
- Conduct CPDs for teachers

The key retention program activities to be conducted during Q3 are as follows:

- Complete review of the road map from the national learning symposium on creating safe and positive schools
- Conduct the second iteration of teacher trainings to facilitate UKU dialogue meetings
- Facilitate FAs with transport to visit schools and support head teachers and teacher patrons
- Facilitate a quarterly performance review FA meeting
- Train FAs on current coaching tools used

The key PEPFAR activities to be conducted during Q3 are as follows:

- Print and distribute Journeys Plus to new COP19 schools (carried forward from Q2)
- Train teacher patrons in remaining 18 new COP19 schools (carried forward from Q2)
- Hold second iteration of teacher patron trainings in 554 new COP19 schools
- Review content for teacher patron refresher training in 493 continuing schools carried forward from Q2
- Refresher training for COP19 continuing schools (carried forward from Q2)
- Ensure that FAs monitor and support teachers to implement Journeys Plus

The key MEL activities to be conducted during Q3 include the following:

- Finalize the expanded EGRA baseline data analysis and report
- Finalize the C1 fourth EGRA follow-up briefier
- Conduct action research on revised teachers' guides, differential teaching, and intensive coaching and mentoring
- Provide technical assistance to UNEB to undertake the PLE comparative analysis of EGR against non-EGR schools
- Start compiling a report on the contextual factors limiting EGR progress
- Conduct COP19 data collection in 1,047 schools and update the DREAMS tracker
- Complete Q2 PRS data entry

Table 7. Gantt Chart for Q2 and Q3 FY 2020

USAID|Uganda Literacy Achievement and Retention Activity
 Cooperative Agreement No.: **AID-617-A-15-00009**
 Activity Start Date and End Date: April 7, 2015 to April 6, 2021
Year 5 Plan: October 2019–September 2020

											Completed						
											Ongoing/continuing activity						
											Rescheduled (postponed or brought forward)						
											Cancelled						
											Year 5 Plan: Oct 2019 to Sep 2020						
											Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun							
1	Increased capacity to deliver early grade reading (EGR)																
1.1	Improved planning and management by Ministry of Education and Sports (MoES) of EGR program																
1.1.1	<i>Provide technical and logistical support to MoES by supporting the district level with using data to plan support interventions</i>																
1.1.1.1	Support district data-driven leadership meetings in 15 districts to end of academic year 2019	District education officials engaged and empowered to use data to make decisions	Activity redesigned and completed. Letters and meeting minutes sent to all Chief Administrative Officers (CAOs) and District Education Officers (DEOs) documenting EGR and school-related gender-based violence (SRGBV) sustainability commitments.	Yes							X						

						<div style="display: flex; justify-content: space-between;"> Completed </div> <div style="display: flex; justify-content: space-between;"> Ongoing/continuing activity </div> <div style="display: flex; justify-content: space-between;"> Rescheduled (postponed or brought forward) </div> <div style="display: flex; justify-content: space-between;"> Cancelled </div>						
Year 5 Plan: Oct 2019 to Sep 2020												
						Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun		
1.1.1.2	Facilitate a one-day learning event to review system capacity building journey	Update the EGR sustainability plan and progress of top management priority implementation	Will review for inclusion in FY 2021 work plan								■	
1.1.2	<i>Provide support to institutionalize EGR by assisting the MoES national-level staff with planning and implementing the EGR program.</i>											
1.1.2.1	Attend Ministry and partner-led coordination and working group meetings (as scheduled)	Meeting minutes and actions that support institutionalization of EGR program	In Q2, two meetings held by the BE Working Group on January 23, 2020 and February 4, 2020; two meetings were held by the MoES Gender Unit on January 24, 2020 and February 3, 2020; and the Teacher Education Symposium was held on February 26–27, 2020.	In process							■	
1.1.2.2	Prompt the institutionalization of the Literacy and Numeracy Advisory Committee biannual meeting	Approved terms of reference (TORs), meeting minutes and actions that support institutionalization of EGR program (i.e.	TORs approved (March 25, 2020) and Permanent Secretary (PS) will sign the committee member appointment letters and schedule meetings in Q3.	In process							■	

						<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Completed ■</p> <p>Ongoing/continuing activity ■</p> <p>Rescheduled (postponed or brought forward) ■</p> <p>Cancelled ■</p> </div> <div style="width: 45%; text-align: right;"> <p>Year 5 Plan: Oct 2019 to Sep 2020</p> <p>Quarter 2 2020 Quarter 3 2020</p> </div> </div>					
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun	RTI Activity Cost
		implementation of roadmap)									
1.1.2.3	Complete leadership development course and apply for system strengthening	Leadership social technologies used in support system activities, i.e., SRGBV symposium methods incorporated learnings from training	Staff trained, internally, in meeting etiquette/being present on January 27 and in leadership blind spots on March 8, 2020.	Yes							████████
1.2	Improved reading instruction in Primary (P)1 to P4 classrooms										
1.2.1	<i>Teachers trained in EGR methodology</i>										
1.2.1.2	Train 1,603 C1 P4 local language teachers	1,200 (to be confirmed)/1,603 estimated teachers trained in Q1 and Q2.	Of the 20% of teachers that were absent from the January training, the project trained Buvuma teachers (following R2 training which economized boat transportation costs). Due to school closures and potential changes in the school calendar, which shortened the term break, the project will not be able to	Propose cancelling repeat training due to the large number of May trainings, which will be done during a							████████

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											Ongoing/continuing activity						
											Rescheduled (postponed or brought forward)						
											Cancelled						
											Year 5 Plan: Oct 2019 to Sep 2020						
											Quarter 2 2020			Quarter 3 2020			
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun	RTI Activity Cost						
			conduct all the training. Therefore, we recommend moving this to FY 2021 (January) before next academic year.	condensed period.													
1.2.3	<i>Teaching and learning materials (TLM) printed and distributed</i>																
1.2.3.1	Procure replenishment of P1 and P2 books	115,000 P1-P2 books replenished in target schools	168,887 and received 172,344 (numbers include books for 1.2.3.3) ordered January 20, and received March 2, 2020	Yes							██████						
1.2.3.2	Distribution of replenishment P1 and P2 books	Improved access to teacher guides and pupil books in C1 schools	Distribution of 218,289 books was suspended in March due to school closures. Some books are stored in districts. This has increased the cost of warehousing and delivery. The distribution will resume with the re-opening of schools.	No							██████						
1.2.3.3	Print existing P1 to P3 books to 124 former C2 control schools	53,887 P1-P3 books for former control schools	Same as 1.2.3.1.	Yes							Included in budget for 1.2.3.1						
1.2.3.4	Print and distribute new P1 to P4 teacher guides and pupil	Access to books in 20 former control	Term 1 weeks 1–6 printed and distributed with teacher	In progress							██████						

						Completed					
						Ongoing/continuing activity					
						Rescheduled (postponed or brought forward)					
						Cancelled					
Year 5 Plan: Oct 2019 to Sep 2020											
						Quarter 2 2020		Quarter 3 2020			
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun	RTI Activity Cost
	books (30 schools)	schools and 10 former intervention schools	training. Term 1 weeks 7–10 printed in February; distribution on hold. Printing of Term 2 awaiting print-ready copies from writers with distribution planned for May teacher training. Budget will be revised as actual costs of photocopy \$32,854 for weeks 1 to 6 was higher than estimates.								
1.2.3.5	Print and distribute new materials for intensive coaching (55 schools)	Head teachers have a coaching guide	Delayed from December due to the need for technical staff to work on book revisions; rescheduled to May. Intensive coaching guide and facilitator guides completed in Q2.	In progress							X (included in activity budget)
1.2.3.6	Print and distribute new materials for remedial teaching program (45 schools)	P3 teachers in 55 schools have remedial EGR materials	Delayed from December due to the need for technical staff to work on book revisions; rescheduled to May. Remedial coaching guide and facilitator guides completed in Q2.	In progress							X (included in activity budget)
1.2.3.7	COP19. Print and distribute Journeys Plus activity	1,040 COP19 schools have	Photocopied 10 HIV activities for Term 1 distributed in	In process							X (included in activity budget)

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												Ongoing/continuing activity						
												Rescheduled (postponed or brought forward)						
												Cancelled						
												Year 5 Plan: Oct 2019 to Sep 2020						
												Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun								
	handbook, photocopies of HIV awareness activities, and registers for schools	Journey TLMs	January and February trainings of 528 new schools. UKU participation registers distributed in February and March. However, as there are more UKU clubs than estimated and therefore the project is planning an additional printing in Q3. The project will also develop a key message and hotline for COP19 pupils in Q3.								budget)							
1.2.3.8	Print and distribute Journeys Activity handbook and registers for 918 basic award schools	918 UKU schools have Journeys TLM	Printing was not required as the project used amounts in warehouse. Distribution was completed in January 2020. However, top ups were requested by schools having more than seven teacher patrons and residuals will be distributed at second iteration of training in Q3.	In process							X							
1.2.4	<i>Pilot innovative approaches to accelerate reading: Pilot treatment (PT) 1- revised teacher guides and pupil books; PT 2- remedial instruction for P3 pupils; PT3-intensive coaching of teachers; and PT 4-pilot control with Coordinating Center Tutors (CCTs) supporting teachers</i>																	

















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											Year 5 Plan: Oct 2019 to Sep 2020						
											Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun							
1.2.4.1	<i>PT1–Revision and field testing of 32 teacher guides and pupil books in 30 schools</i>																
1.2.4.1.2	Develop MoU with NCDC that outlines the teacher guide revision work	Signed MoU outlining roles and responsibilities	Completed in Q2, for February 18	Yes							■						
1.2.4.1.3	Establish schedule for work processes (detailed work plans) and scope of work for STTA and local consultants	Detailed work plan for local, regional, and international consultants	Completed Term 2 in March, will continue working on Term 3 in Q3	In process							■						
1.2.4.1.4	Develop scope and sequence for all grades all languages	Scope and sequence developed for English and local language for entire academic year	Completed Term 2 on March 11, will continue working on Term 3 in Q3	In process							■						
1.2.4.1.5	Develop teaching steps for each grade and language	Teaching steps for all lessons	Completed Term 2 lesson steps on March 19, will continue working on Term 3 in Q3	In process							■						
1.2.4.1.6	Develop book InDesign template in preparation for writers	InDesign template for Terms 1, 2, and 3 with fewer scripting levels	Completed Term 1 InDesign template in January and Term 2 template in March, and will redesign Term 3 template in Q3.	In process							STTA						

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											Rescheduled (postponed or brought forward)						
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											Year 5 Plan: Oct 2019 to Sep 2020						
											Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun							
1.2.4.1.7	Develop detailed content outline (scope)	Daily content template for Term 1, 2, and 3 prepared for writers	Completed content outline for Term 2 on March 13, will continue working on Term 3 in Q3.	In process							█						
1.2.4.1.8	Writers develop content in word	Lessons for each day, P1–P4 in 3 local languages and English (16 teacher guides and 16 pupil books) revised	Completed Term 1 on January 20. Term 2 development started March 16, will continue working on Term 3 in Q3.	In process							█						
1.2.4.1.9	Develop editing checklist	Quality control checklist developed and distributed to reviewers	Developed during Q1. Revised for Term 1 and will use for Term 2 in Q3.	In process							█						
1.2.4.1.10	Organize Word templates & substantively edit Word templates	Revision loop between reviews and designers	Completed for Term 1. Editing of Term 2 will start in Q3.	In process							█						
1.2.4.1.11	Place content in InDesign (prototype development) and copy edit	Print ready drafts	Completed for Term 1. To work on Term 2 templates in Q3.	In process							█						
1.2.4.1.12	Quality check: proofread and finalize InDesign files and print/PDF approval printouts	Revised print ready drafts	Completed Term 1 and will start Term 2 in Q3.	In process							█						












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											Year 5 Plan: Oct 2019 to Sep 2020						
											Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun							
	for sign-off																
1.2.4.1.13	Sign off and approval	Print-ready files signed off internally and by NCDC	Completed for Term 1. Will start Term 2 in Q3.	In process							HO						
1.2.4.1.14	Final PDFs to printers	PDF files to printer	Completed Term 1. Will start Term 2 in Q3.	In process							X						
1.2.4.1.15	Digital proofs from printer & approval	Review print quality	Completed Term 1. Will start Term 2 in Q3.	In process							X						
1.2.4.1.16	Revise TOT guides and Develop facilitator guides (P1–P4) English and local language for training teachers on new guides	TOT guides for 4 languages developed and printed for Terms 1, 2, and 3. Term 1 completed for weeks 1–6.	Completed for Term 1. Plan to develop for Term 2 training in Q3.	In process							X						
1.2.4.1.17	Train TOTs on revised teacher guides	12 TOTs trained for Term 1 weeks 1–6.	Completed for Term 1. Plan to develop for Term 2 training in Q3.	No							same as below						
1.2.4.1.18	Train 150 P1 to P4 teachers from 30 PT1 schools	150 P1–P4 teachers trained to use new guides (7 days/3 iterations).	Completed for Term 1. Iteration 1 completed but was delayed from January to February. Term 2 training planned for Q3.	No													

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												Year 5 Plan: Oct 2019 to Sep 2020						
												Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun								
1.2.4.1.19	Observe P1 to P4 teachers in the classroom and provide feedback	Teachers provide input to book revisions	Delayed due to school closure; moved to Q3.	No														
1.2.4.1.20	Conduct CPD workshop for P1 to P4	Teachers competently using revised teacher guides	Delayed due to school closure; moved to Q3. Activity may be revised downwards from 3 to 2.	No								same as above						
1.2.4.2	PT 2: Remedial Instruction with P3 pupils in 45 schools																	
1.2.4.2.1	Develop outline for remedial instruction content	Content outline and concept note	Completed in Q2, March 6	Yes														
1.2.4.2.2	Develop content for P3 teacher remedial instruction handbook	Teacher remedial instruction handbook	Completed in Q2, March 10	Yes								X						
1.2.4.2.3	Develop facilitator guide for TOT	Facilitator guide	Completed in Q2 (March 17).	Yes														
1.2.4.2.4	Train trainers of trainers (TOT) for regular training and remedial instruction training	12 trainers of trainers refreshed on training	Completed in Q2 (March 18–20), second iteration of training planned for Q3.	Yes								same as below						
1.2.4.2.5	Train P1 to P3 teachers to use existing teacher guides in 45 schools	135 P1 to P3 teachers trained	126 teachers trained January 28–30. The next two iterations might be reduced by one day each and may take place on	In process								\$ [REDACTED]						

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											Year 5 Plan: Oct 2019 to Sep 2020						
											Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun							
			weekends														
1.2.4.2.6	Train P1–P3 in remedial instruction	135 teachers trained in remedial instruction and participating in pilot test	Rescheduled to last week of April and the first week of May	No													
1.2.4.2.7	FAs support newly trained teacher classroom observations at school	Teachers coached before, during, and after classroom about incorporating new techniques	Rescheduled to the second week of May and ongoing through term.	No													
1.2.4.2.8	CPD for P1 to P3 teachers	Teachers review any challenges after initial training	Rescheduled to the second week of May and ongoing through term.	No													
1.2.4.2.9	FAs support remedial instruction activities	Teachers coached before, during, and after remedial instruction program	Rescheduled to the second week of May and ongoing through term.														
1.2.4.3	<i>Pilot Treatment 003 Intensive Coaching in 55 schools</i>																
1.2.4.3.1	Develop outline for intensive coaching content	Content and design summary	Initially delayed, but completed in Q2 (March 1)	Yes													
1.2.4.3.2	Develop content for head	Coaching manual	Initially delayed, but completed	Yes													

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											Rescheduled (postponed or brought forward)						
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Year 5 Plan: Oct 2019 to Sep 2020																	
											Quarter 2 2020		Quarter 3 2020				RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun							
	teacher coaching manual		in Q2 (March 30)														
1.2.4.3.3	Develop content for school-level community of practice	Community of practice content and instruction	Initially delayed, but completed in Q2 (March 30)	Yes								X					
1.2.4.3.4	Develop facilitator guide for TOT	Facilitator guide	Delayed and carried over to Q3	In process													
1.2.4.3.5	Train TOT for regular and intensive coaching training	36 lead coaches were reduced to 14 (4 zonal head teachers, 4 CCTs, and 6 district education officers)	Training postponed for May.	No													
1.2.4.3.6	Train P1 to P3 teachers to use existing TLMs in 55 schools	165 teachers trained in EGR methodology	53 teachers trained for iteration 1 over 3 days on January 28–30. The next 2 iterations might be reduced by one day each and may take place on weekends.	In process													
1.2.4.3.7	Train head teachers and SMC in instructional leadership	308 head teachers and SMCs trained in EGR leadership (2 days)	272 school leaders trained. Completed in Q2 (Feb 26–27)	No													
1.2.4.3.8	Train head teachers and	110 head teachers	Delayed from Q2 and	No								above					

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												Year 5 Plan: Oct 2019 to Sep 2020						
												Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun								
	deputy head teachers in coaching, including 10 zonal head teachers and 4 CCTs	and deputy head teachers trained in coaching for seven (3x2x2) days in three iterations.	rescheduled to begin in Q3. However, the frequency of follow-up activities and action research may be affected reducing it from 2 times to 1. Expected to happen in the second week of May 2020															
1.2.4.3.9	Monitor the establishment and implementation of school-based community of practice sessions	165 teachers are coached 1/week by their head teacher and 1/month COP in the presence of zonal HT	Delayed from Q2 and rescheduled to begin in Q3. However, the frequency of follow-up activities and action research may be affected reducing it from 2 times to 1.	No							X							
1.2.4.3.10	CPD for P1 to P3 teachers	165 teachers review training content 2 times	Delayed from Q2 and rescheduled to begin in Q3. However, the frequency of follow-up activities and action research may be affected reducing it from 2 times to 1	No														
1.2.4.4	<i>PT4—regular program with CCT support only in 24 schools</i>																	
1.2.4.4.4	Revise facilitator guide for TOT and teacher training	Facilitator guide	Completed in Q2 (January 3, 2020)	Yes							X							
1.2.4.4.5	Train trainers of trainers to	24 TOTs trained	52 TOTs were trained to cover	In process							X							

											Completed					
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											Rescheduled (postponed or brought forward)					
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Year 5 Plan: Oct 2019 to Sep 2020																
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Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun	RTI Activity Cost					
	train teachers (linked to activity 1.2.4.1.4)		PT 2, 3 and 4. TOT training completed in Q2 (January 21-23, 2020). Second iteration planned for May.													
1.2.4.4.6	Train P1 to P3 teachers to use existing guide in 24 schools (linked to 1.2.4.2)	72 teachers trained in EGR methodology for 7-days in three iterations	53 teachers trained for iteration 1 (January 28-30, 2020). The next iteration is scheduled for May and duration might be affected by the school break and scheduling.	In process							X					
1.2.4.4.7	Train CCTs in EGR methodology	2 CCTs trained to support EGR P1 to P3 teachers	Completed in Q2 (January 21 - 23, 2020)	Yes							X					
1.2.4.4.8	FAs support CCTs to conduct CPDs	72 teachers receive 2 refresher courses	Delayed. Will resume with opening of schools	No							X					
1.3	Increased community and household level involvement in promoting literacy attainment															
1.3.1	<i>Provision of supplemental reading materials and establishment of materials lending practices and systems</i>															
1.3.1.1	Inform district government officials of book distributions	District informed of all book distributions to their districts	Completed on March 20. The project's distributor will need to repeat the exercise with re-opening of schools and continuation of distribution.	In process							X					

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												Ongoing/continuing activity						
												Rescheduled (postponed or brought forward)						
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												Year 5 Plan: Oct 2019 to Sep 2020						
												Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun								
1.3.1.2	Final distribution of supplementary books	Of the estimated 57,400 books in shipment, 35,001 were distributed in Year 4 but not reported until Q1.	Delayed to May or opening of schools. The remaining 3,800 and 1,110 big books will be distributed with EGR books.	In process								X						
1.3.3.	<i>EGR and SRGBV advocacy and promotional materials developed and distributed for Uganda Learning Campaign</i>																	
1.3.3.2	Develop information messages and communication products, e.g., impact stories, briefers, etc.	Uganda education platform and information briefers	Delayed from Q2 to Q3 due to competing demands of book revision	In process								X						
1.3.3.3	Participate in relevant and selective national events: 16 Days of Activism (November/December), Education Day (January)	Showcase progress and importance of literacy and safe schools	Completed in Q2 with preparation of materials for USAID and RTI Education Day, launch of Uganda Learning Page	Yes														
2	Improved retention in primary grades																	
2.1	Improved capacity of MoES and education system to implement SRGBV related policies																	
2.1.1	<i>Strengthened MoES knowledge, commitment and action in SRGBV prevention</i>																	
2.1.1.1	Prepare a roadmap from the national learning symposium on creating safe and positive	Roadmap of MoES' VACiS priorities for next VACiS strategic	Roadmap draft prepared in Q1. Inter-ministerial committee to review recommendations	In process														

											Completed						
											Ongoing/continuing activity						
											Rescheduled (postponed or brought forward)						
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											Year 5 Plan: Oct 2019 to Sep 2020						
											Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun							
	schools	plan	delayed. Rescheduled for Q3														
2.1.1.2	Prompt education planning and policy analysis with a Directorate of Education Standards pilot on measuring education strategic plan's VACiS indicators	VACiS district meeting minutes	Delayed from Q1 to Q3 due to competing demands of Gender Unit. COP met with Commissioner of BE to request a BE Gender Unit, meeting to review annual work plan activities. Delayed to Q3.	No													
IR2.2: Schools strengthened to provide a positive and supportive school climate for learning																	
2.2.1	<i>School leaders, teachers, and change agents trained to build positive schools and prevent SRGBV</i>																
2.2.1.3	Train lead and TOTs for training in 918 schools	300 (estimated lead trainers and TOT) trained to delivery Journeys for Pupils in new districts	Trained 272 (92 women, 180 men) lead trainers and ToTs from January 2–3, 2020 with a modification from nonresidential to residential training. The second iteration of the TOT is scheduled for May. However major adjustments are required to the budget to redirect/increase the number of trainers so the project can train teachers during the break.	In process													

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											Ongoing/continuing activity						
											Rescheduled (postponed or brought forward)						
											Cancelled						
											Year 5 Plan: Oct 2019 to Sep 2020						
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Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun	RTI Activity Cost						
2.2.2.4	Train teachers to establish and facilitate UKU (2 iterations in January and May) for 918 schools	6273 teacher patrons trained (9 schools estimated)	Trained 1,900 (961 women 939 men) teacher patrons in 12 Cluster 1 districts (by January 17). All training data were not verified at the end of Q2, and we anticipate the number of trained to increase. However, some districts had low turnouts and the project is working with DEO to set schedule and increase training days for the second iteration scheduled for May.	No							██████						
2.2.3	<i>WBS 2.2.3 Support supervision to school change agent to catalyze school climate and SRGBV response and prevention initiatives</i>																
2.2.3.1	FA work facilitated: transport to schools, equipment, airtime, photocopying, and data to upload	Head teachers coached and mentored to implement Journeys	FAs supported basic education schools in January, and then focused on COP19 schools. The plan was to return to schools in April; however due to school closures this has been rescheduled to May.	No							██████						
2.2.3.2	FA management: work with	Reviewed trip	See above	No							██████						

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											Ongoing/continuing activity						
											Rescheduled (postponed or brought forward)						
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											Year 5 Plan: Oct 2019 to Sep 2020						
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Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun							
	HR service to oversee work	reports															
2.2.3.3	Quarterly and performance review: FA meetings	FAs trained and are using current coaching tools	Completed FA oriented (January 3), and completed technical training/review (February 17), meetings scheduled for Q3 on school opening	In process													
2.3.1.2	Case management follow up with Community Development Officers	CDO work plan for case management at subcounties	Cancelled: CAO communicated that district did not have funds for CDOs to participate in activity	No													
COP19																	
<i>COP19.1</i>	<i>Planning, scheduling, and implementing progress review and coordination</i>																
COP19-1.1	National IP planning meetings	Meetings with orphans and vulnerable children (OVC) partners to maximize layering of services	Ongoing by telephone and email to prepare UDOTS and hybrid data	Yes													
COP19-1.2	Participate in monthly IP meetings	OVC partners trained	Coordination meetings on hold and will resume after lockdown.	No													



























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											Year 5 Plan: Oct 2019 to Sep 2020						
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<i>COP19.2</i>	<i>Finalize Journeys HIV/GBV Handbook</i>																
COP19-2.1	Review final Journeys Plus with HIV and SRGBV handbooks; MoES approval	MoES approved Journeys Plus	Delayed since Q1. The project team met with the Commissioner for BE who instructed his team to schedule a review meeting. MoES requested the project to submit a scope of work but cancelled this request with the lockdown. Once the lockdown is lifted the project will meet with the Commissioner for BE to set a new date for the review meeting.	In process							X						
COP19-2.2	Finalize facilitator guides for all Journeys for MoES handover (printing and distribution under 1.2.3)	Journeys training conducted via cascade for community change agents	Delayed since Q1, currently working to revise front matter for PEPFAR and guidance for teachers. Delayed facilitator guides until September.	No							X						
<i>COP19.3</i>	<i>School leaders, teachers, and change agents trained to build positive and supportive school climates for learning</i>																
COP19-3.1	Orient 200 school leaders in new districts of Bugiri and Iganga	50 school head teachers, deputy head teachers, SMC chairs, district	Completed on January 23, 2020	Yes							\$ [REDACTED]						

											Completed						
											Ongoing/continuing activity						
											Rescheduled (postponed or brought forward)						
											Cancelled						
											Year 5 Plan: Oct 2019 to Sep 2020						
											Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun							
		education officers, and CCTs oriented to PEPFAR in school programming															
COP19-3.2	Training 100 new SCA and teacher patrons in Bugiri and Iganga	100 SCAs trained to implement program with children in schools	Completed on January 25, 2020	Yes							Same as below						
COP19-3.3	Orient head teachers and Coordinating Center Tutors (CCT) to support and establish UKU teams with children from 528 new PEPFAR schools	1,056 head teachers and patrons trained on HIV/GBV content and on establishing Journeys Plus Program	Completed March 19, 2020	Yes							Same as below						
COP19-3.4	Train teacher patrons to facilitate UKU clubs and rollout HIV- and GBV-prevention curriculum	4,752 new teacher patrons trained to establish UKU teams and deliver curriculum	Completed training of all teachers in 178/228 new schools. Teachers in 50 schools selected from Agago and Omoro schools had to stop training on the day training day because of the lockdown. Once schools re-open the project plans to work with DEOs to conduct the training for the remaining	In process							██████████						

											Completed						
											Ongoing/continuing activity						
											Rescheduled (postponed or brought forward)						
											Cancelled						
											Year 5 Plan: Oct 2019 to Sep 2020						
											Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun							
			schools.														
<i>COP19.4</i>	<i>Refresher and cluster learning</i>																
COP19-4.1	Review content for teacher patrons' refresher training	Facilitator Guide	Delayed and rescheduled from Q2 to Q3 (April)	No							X						
COP19-4.2	Refresher training for teacher patrons in 512 continuing schools (from COP18)	4,608 teacher patrons refreshed on Journeys Plus materials	Delayed and rescheduled to Term 1 holidays (May/June). This holiday is anticipated to be shortened and the project plans to conduct this training in the shortened time by engaging more teachers as trainers.	No													
<i>COP19.5</i>	<i>Support supervision to catalyze HIV/GBV response and prevention initiatives with girls and boys</i>																
COP19-5.1	FAs support school staff to support teachers with visit to schools twice per term	Case management and referrals conducted	FAs supported COP19 new schools in Term 1. Activity will continue when schools re-open	In process													
3.	Project Management																
3.1	Project planning and implementation fidelity																
3.1.1	Weekly staff management meeting	Weekly staff management	Completed for Q2	In process							X						

					Completed						
					Ongoing/continuing activity						
					Rescheduled (postponed or brought forward)						
					Cancelled						
Year 5 Plan: Oct 2019 to Sep 2020											
					Quarter 2 2020			Quarter 3 2020			
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun	RTI Activity Cost
		meetings held									
3.1.2	Monthly technical staff meeting to review implementation progress and review fidelity issues arising from MEL activities	Monthly technical staff meetings held	Completed for Q2	In process							X
3.1.3	Meetings with USAID AOR	Meeting with AOR held	January 17, February 7, February 20, March 23, March 30	In process							X
3.1.4	PEPFAR monthly meetings and responses to USAID	Review progress		In process							X
3.1.5	Develop presentation materials: articles, presentation, papers	Knowledge generated	Presented webinar on Teaching at the Right Level and Action Research to RTI's teaching and learning group and monitoring, evaluation, research, learning, and adapting group. No plans for Q3.	Yes							X
3.1.6	Conduct bi-annual MEL review meetings with technical staff	Collaborating, learning, and adapting	Postponed to Q3.	No							X
3.1.7	Submit quarterly progress	Reports submitted	Q1 FY 2020 submitted on Jan	In process							X

						Completed					
						Ongoing/continuing activity					
						Rescheduled (postponed or brought forward)					
						Cancelled					
Year 5 Plan: Oct 2019 to Sep 2020											
						Quarter 2 2020		Quarter 3 2020		RTI Activity Cost	
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May		Jun
	reports	on time and complete	30, resubmitted on March 26, ending approval of AOR in Q3.								
3.1.8	Input data into PRS, TraiNet, and UDOTS	Reporting against indicators	Q1 indicators for FY 2020 entered on Jan 30, TraiNet data entry ongoing as trainings happen, and UDOTS data collection started the last week of March	In process							X
3.1.9	Present at conferences (CIES March 22–26; Morocco March 30–April 3) for 4 MoES staff and 3 RTI staff	Knowledge generated	Activity stopped due to COVID-19 and will not be held this year.	No							█
3.1.10	Adjustment to annual work plan and Year 6 annual work plan	Year 5 annual work plan submitted	Bi-annual review cancelled. Re-planning initiated due to COVID-19; Contingency Plan submitted to AO March 26.	No							X
3.2	<i>Monitoring, Evaluation, and Reporting</i>										
3.2.1	Longitudinal study (qualitative data collection)	Study report	Activity completed and report submitted to USAID on March 25	Yes							█
3.2.2	Longitudinal study (quantitative data collection)	A data set and study report	Activity to be completed as scheduled in July (occasion 3). Occasion 2 combined in	In process							█

											Completed						
											Ongoing/continuing activity						
											Rescheduled (postponed or brought forward)						
											Cancelled						
Year 5 Plan: Oct 2019 to Sep 2020																	
											Quarter 2 2020		Quarter 3 2020				RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun							
			report.														
3.2.3	EGRA (fourth follow up)	Clean EGRA data sets & EGRA report	Data analysis completed in Q2 respectively. EGRA briefer development scheduled for Q3.	In process													
3.2.4	Expanded EGRA (baseline)	Clean EGRA data sets & EGRA briefer	Analysis plan shared with home office and awaiting their feedback before analysis and report writing begins in Q3.	In process													
3.2.5	Action research on revised teachers' guides, differential teaching, and intensive coaching and mentoring	Two action research reports	Activity delayed due to COVID-19. Will resume as soon as schools open in Q3. The MEL team is currently refining the tools.	No													
3.2.6	Analytic research into the contextual factors limiting EGR progress	Final research report	Activity to be implemented as scheduled in May.	In process													
3.2.7	Technical assistance to UNEB to undertake a PLE comparative analysis of EGR vs non-EGR schools.	EGRA/PLE comparative study report	Activity delayed due to COVID-19 but will resume after the lockdown. This delay will not impact any other activities since LARA's role is to provide technical support to	No													

					Completed						
					Ongoing/continuing activity						
					Rescheduled (postponed or brought forward)						
					Cancelled						
Year 5 Plan: Oct 2019 to Sep 2020											
Task No.	Task	Outputs	Status	Completed	Quarter 2 2020			Quarter 3 2020			RTI Activity Cost
					Jan	Feb	Mar	Apr	May	Jun	
			UNEB on this study.								
3.3	<i>Personnel and Performance Management</i>										
3.3.1	Recruitment and onboarding of staff and closeout preparations to transition staff	Staff maintained as needed	One staff exit (March 19); staff closeout announcement made during general staff meeting (February 28)	Yes							X
3.3.2	Performance reviews	Bi-annual check-ins completed for all staff	Check in extended to April 2; 86% of check in completed by March 31.	In process							X
3.3.3	Develop and grow training schedule	Capacity development plan	Not complete	No							X
3.3.4	Quarterly personal time off plans submitted and utilized	PTO plans and report	Not complete	No							X
3.3.5	Quarterly update of the organizational chart	Updated organizational chart	Completed on February 18, 2020	In process							X
3.3.6	Insurance renewals	Insurance contract	Group life insurance on January 2020, Group Personal Accident Insurance and Medical completed on March 31 2020	Yes							X

												Completed	
												Ongoing/continuing activity	
												Rescheduled (postponed or brought forward)	
												Cancelled	
Year 5 Plan: Oct 2019 to Sep 2020													
Task No.	Task	Outputs	Status	Completed	Quarter 2 2020		Quarter 3 2020			RTI Activity Cost			
					Jan	Feb	Mar	Apr	May		Jun		
33.7	Renew HR management contract and orient FAs	HR management contract	Review invoice for December, January and February. Replacement of 5 FA	In process								X	
3.3.8	Compliance to USAID regulations and guiding principles: train staff	Trained staff	On hold. All staff completed mandatory RTI training. Staff mandatory training. The SEL training approved by AOR rescheduled for June 2020.	No								\$ [REDACTED]	
3.4	<i>Logistics and Procurement Management</i>												
3.4.1	Develop and update quarterly and implement procurement plan	Procurement plan	Completed for Q2 (March 18, 2020), and Q3 update schedule for May 2020	In process								X	
3.4.2	3.5.2 Update Vehicle and Transport Management Plan (quarterly) and provide monthly reports	Vehicle and transport management plan	January monthly report shared and will share February and March as well as Q3 monthly reports	In process								X	
3.4.3	Develop security management plan (quarterly) and provide monthly reports	Security plans and reports	Prepared Business Continuity Plan with a review of security plan on March 26, activated emergency phone tree, with office closure.	In process								X	
3.4.4	Prepare office maintenance	Office maintenance	Q2 reports not actioned, and	No								X	

												Completed
												Ongoing/continuing activity
												Rescheduled (postponed or brought forward)
												Cancelled
Year 5 Plan: Oct 2019 to Sep 2020												
Task No.	Task	Outputs	Status	Completed	Quarter 2 2020			Quarter 3 2020			RTI Activity Cost	
					Jan	Feb	Mar	Apr	May	Jun		
	report		Q3 report to be shared in May 2020.									
3.4.5	Provide and maintain IT support	IT support provided.	All computers upgraded to Windows 10; staff introduced to Teams and use of One Drive for file storage and file sharing; extension of the LAN at Legacy from Level 5 to Level 2; acquisition of IT equipment from SHRP project and supported SHRP project closeout	In process								X
3.4.6	Develop disposition plan and submit to USAID for approval	Disposition plan approved by USAID AOR	Compiled an asset list for AOR for submission in Q3. Disposition plan scheduled for Q4.	No								X
3.5	Financial Management											
3.5.1	Internal audit by home office-based RTI Auditors	Internal Audit	Scheduled for July 2020; submitted financial management report, action plan, and VAT action plan	No								X
3.5.2	Report any suspected incidents of fraud to USAID	Incidents report	Incident reported to AOR on February 24 of the subgrantee Community Awareness and	No								X

						<div style="display: flex; flex-direction: column; align-items: right; padding-right: 10px;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Completed </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Ongoing/continuing activity </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Rescheduled (postponed or brought forward) </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Cancelled </div> </div>					
Year 5 Plan: Oct 2019 to Sep 2020											
						Quarter 2 2020		Quarter 3 2020			RTI Activity Cost
Task No.	Task	Outputs	Status	Completed	Jan	Feb	Mar	Apr	May	Jun	
			Response on AIDS (CARA)								
3.5.4	Conduct compliance reviews of all financial reports, based on monthly site reconciliations, expense accounts, timesheets, and project procurement	Audits report	Completed for January, February and March.	In process							X
3.5.5	Prepare monthly accrual progress claims for submission of invoices to USAID	Monthly accrual claim	Prepared and submitted	In process							X
3.5.6	Prepare quarterly financial reports for USAID, as required by the cooperative agreement	Quarterly financial reports	SF 425 submitted on January 30. Quarterly Accrual submitted on March 11, 2020, Quarterly expenditure report by funding stream on March 13, 2020.	In process							X
3.5.7	Prepare bi-annual budget review and adjustment	Revised Year 5 budget	Delayed with cancellation of HO trip and will be completed remotely in April.	No							X

ANNEXES

Annex A: Special Reporting Requirements (PEPFAR COP19)

In Q2 the project continued its agility and flexibility in responding to the adjustments and changing PEPFAR requirements. With the delay in signing the project modification until the end of Q1, the project focused on fast-tracking all activities postponed from Q1 on top of the Q2 planned activities in the approved annual work plan.

Through the school mapping exercise and meetings with USAID, the project proposed a new school list to improve its ability to reach the targets. The number of schools increased from the annual work plan 1,040 to 1,047, i.e., from 528 to 554 new schools and 512 to 493 continuing schools.

By the time schools closed on March 20 due to COVID-19, the Program Coordinators and FAs had supported 523 out of the 1,047 COP19 schools. School records indicated that by the end of Q2, the project reached **143,700** pupils with Journeys Plus in the 523 schools visited. The project anticipates that with the remaining schools, LARA will reach its overall COP19 target of **235,612** pupils by the end of Q4.

To validate the number of Journeys activities learners enrolled in UKU teams had completed for the COP19 semi-annual targets, the project organized a data collection exercise, which was postponed with the school closure. This data will be collected when schools open and will be reported in Q3. During the quarter, the project worked with the other IPs to review the data in UDOTS. LARA contributed by updating the records for **568** DREAM girls in UDOTS.

The project completed 7 out of 11 planned Q1 and Q2 activities as detailed below.

COP19-1. Planning and layering of services

- National planning meeting

The project participated in one DREAMS inter-agency meeting (COP19-1.1) organized by USAID to review DREAMS programming and revise the DREAMS eligibility screening tool. The key issue for the IPs was the review of the AGYW service saturation data that underscored the need to focus on the 10–14 years age group. However, the project was not able to attend bi-weekly IP meetings in Acholi and Lango regions because the team was training teacher patrons in new schools and FAs were supporting the newly trained teachers with at least three Journeys Plus activities on the day of support visits.

- Monthly meetings

To strengthen layering services to 10–14-year-old AGYWs, in collaboration with existing DREAMS and OVC partners, the project team participated and contributed to discussion in DREAMS IP regional meetings. The project participated in one Lango regional IP meeting (February 18, 2020) to harmonize activities for better service layering, review progress, and address challenges. The meeting supported the project to redirect its focus from the in-school AGYW children to those aged 9–14 years. The IPs revised the DREAMS eligibility rapid screening tool to include additional age-appropriate risk factors. This aligns with the Journeys Plus program's guidance on early warning signs.

LARA also facilitated one regional IP meeting (March 3, 2020) for all COP19. The IPs revised the DREAMS eligibility rapid screening tool to include additional age-

appropriate risk factors. This aligns with the Journeys Plus program's guidance on early warning signs. IPs working in the Lango region refined their strategies to increase reach to the 10–14 year old age group and ensure the DREAMS girls complete the primary package. IPs also reviewed the DREAMS data to understand their targets for the year (COP19- 1.2).

To better meet PEPFAR program priorities, LARA requested establishing a regular monthly meeting with the AOR. During the meeting, LARA and the AOR review progress and plans for the coming month, discuss additional monthly requirements, request notification of any upcoming activities, and seek information needs that emerge outside the annual work plan that may need urgent attention and staff time.

In Q2, the US Centers for Disease Control and Prevention and US Department of Defense IPs requested that LARA train their trainers so that the agencies can use Journeys Plus with AGYWs aged 10–14 in areas that LARA does not serve, especially those girls who attend private schools, secondary schools, or are out of school. After the meeting, the project developed and submitted a budget to the AOR. LARA determined that it could not accommodate the costs of the request and suggested that other IPs might be able to cover the majority of the costs. However, many IPs also did not have the funds. Consequently, the additional training activity did not proceed in Q2.

COP19-2. Finalize the Journeys handbook

During the quarter, the project continued engaging the MoES for support to review four Journeys Plus activities and approve the final handbook before it went to print (COP19-2.1-2.2). By the end of the quarter, the Commissioner BE instructed the Guidance and Counselling/HIV Section of the MoES to arrange for a review meeting. However, the meeting did not take place due to the COVID-19 lockdown. This remains a top priority activity for Q3.

COP19-3. School leaders, teachers, and change agents trained to build positive and supportive school climate for learning

To prepare for the orientation and training of school leaders, teachers, and change agents, the project conducted a residential ToT at Kibuli CPTC. The project trained zonal head teachers as trainers to train teacher patrons in their zones on how to facilitate UKU dialogue meetings (COP19-3).

In the new districts of Iganga and Bugiri, the project oriented and trained head teachers and SMC members on the Journeys model and on how they can support implementation of the program in schools. The training took place on January 23, 2020 (COP19-3.1), training 209 school leaders (112 women and 97 men).

The project also trained 162 school change agents (103 women 59 men) in Iganga and Bugiri districts on January 23, 2020 (COP19-3.2) In other COP19 districts, the project team facilitated a one-day orientation for head teachers about establishing and supporting UKU activities in the school (COP19-3.3). This was followed by a two-day teacher patrons training.

From January 6 to 17, the project trained 4,295 teacher patrons in 436 out of the 554 new schools (COP19-3.4). When the school term commenced in February, the project met with individual DEOs in districts where the training was not done during the holidays to agree on a weekend training schedule. Different districts agreed on different dates and the project accommodated the schedule throughout Q2. Working

through DEOs and zonal head teachers is part of the project's strategy to strengthen leadership to implement the Journeys Plus Program in schools. The project has seen positive uptake in the new schools with the implementation of the HIV- and GBV- prevention dialogues expected with the start of the program. The project team supported zonal head teachers and selected head teachers to facilitate the training, another project strategy to strengthen leadership and district capacity. The project cancelled the teacher training in Agago and Omoro districts when the Ministry of Health issued guidance on social distancing and banned public meetings due to the outbreak of COVID-19.

Because of the delays in the MoES approving Journeys Plus, the project distributed draft copies of 10 Journeys Plus activities to schools. This allowed teacher patrons to facilitate dialogue meetings in Term 1 to meet the required primary package for HIV/GBV prevention. The project distributed draft copies equal to the number of UKU teams in the school so that each teacher patron had a copy to use during dialogue meetings. The project also distributed 6,500 registers to schools so that teachers could properly record UKU team activities. During register distribution the project realized that a number of a schools had more than 15 UKU teams because of the school's high enrollment. Therefore, the project plans to print extra registers to meet the deficit. These will be distributed during the second training iteration (COP19-3).

COP19-4. Refresher and cluster learning

The project was not able to do COP19-4.1 and COP19-4.2 activities due to competing priorities in schools, like training teacher patrons in new schools and FA school support visits to support teachers to prepare and conduct three Journeys Plus activities. The project postponed the following activities to Q3.

- Review the content for the teacher patron refresher training for 493 continuing schools (postponed to Q3 [COP19-4.1]).
- Train 4,608 teacher patrons from the 493 continuing schools. This was scheduled for December but postponed to Q3 due to the demands to train teachers in new schools (COP19- 4.2).

COP19-5. Support supervision to catalyze HIV /GBV response and prevention initiatives with girls and boys. Project FAs monitored the newly trained teacher patrons and head teachers in schools. In Q2, the project team conducted a progress review meeting to assess the level and speed of implementation in relation to meeting LARA's annual target (i.e., reaching 235,612 boys and girls including DREAMS girls). Consequently, the project changed its strategy and developed a new fast-track activity implementation schedule. FAs concentrated support on the new schools, including working with head teachers to arrange school visits where at least three activities were completed. In this strategy, all project field teams deployed between February 20 to March 30 reached 98% of the new schools and observed at least three activities. Each FA supported 30 schools during this six-week period. FAs provided hands-on support to teacher patrons, demonstrating and modelling the activities and facilitation principles of the Journeys program.

The project is monitoring progress toward reaching the target beneficiaries and their completion of a minimum package of 10 Journeys HIV awareness and GBV- prevention activities. To better manage and monitor this strategy and LARA's progress, the project trained the FAs on a newly revised monitoring and support supervision tool in Tangerine™ for daily data submission on their school support

visits. Data on tablets is upload weekly. The project has the capability to monitor progress weekly, although it has waited for the DQA activity before uploading into the system. The data collected from 523 COP19 schools indicated that 143,700 boys and girls were enrolled in UKU teams. The project planned a data collection exercise in March 2020 to validate whether these reported learners had actually participated in the Journeys sessions on HIV awareness and GBV prevention but the exercise did not happen due to the COVID-19 lockdown. This data will be validated when schools re-open.

The project also tracked standard indicators in COP19 in Q2. The project met its quarterly projected targets as shown in **Table A-1**. LARA was positioned to meet its COP19 targets prior to the school closure. However, this probability continues to diminish as school closures continue and COP19 ends in September 2020.

Table A-1. PEPFAR Plus Up Key Indicator Progress

Links to Country Development Cooperation Strategy	Indicator	Baseline Value	Fiscal Year (FY) 2020 Annual Cumulative Planned Target	FY 2020 Annual Cumulative Actual	Quarter (Q)1	Q2	Q3	Q4	Annual Performance Achieved to Date (%)	Comment (s)
Direct Objective (DO) 2: Intermediate result (IR) 2.2: Sub-IR 2.2.3	Ind_2103: Number of school-related gender-based violence (SRGBV) cases reported to the authorities	0	Overall: 5,200 Bullying = 2,080 Corporal Punishment = 2,080 Sexual Violence = 1,040	0	—	0	—	—	0%	The project has not reported cases this quarter. Data collection for this indicator was scheduled for the end of March but did not happen due to the COVID-19 lockdown. This data will be collected when schools re-open and will be reported in Q3.
DO2: IR 2.3: Sub-IR 2.3.1	Ind_2202: Number of teachers trained in SRGBV	0	5,300 (3,180 women 2,120 men)	4,295 (1,933 women 2,362 men)		4,295 (1,933 women 2,362 men)	—	—	81%	The targets are teacher patrons trained in the Journeys Plus curriculum (gender-based violence [GBV] reduction and HIV prevention) in the new COP19 schools. The teachers in the continuing PEPFAR schools will have a refresher training in May 2020 since their initial Journeys Plus training was conducted in September 2019.
DO1: IR 1.3: Sub-IR 1.3.1	Ind_2213: Number of priority populations reached with the standardized evidence-based intervention(s) required that are designed to promote the adoption of HIV prevention behaviors and service uptake	0	235,612 (159,948 girls 75,664 boys)	143,700	—	143,700	—	—	61%	The numbers reported this quarter are derived from the monitoring and support supervision records of the Program Coordinators (PCs) and Field Assistants (FAs) and is not disaggregated by gender and age. The MEL team was planning a two-week data collection exercise at the end of March to validate data reported by the FAs and PCs and to gather additional data needed for reporting on this indicator and indicator Ind_2103 above. This data collection exercise

Links to Country Development Cooperation Strategy	Indicator	Baseline Value	Fiscal Year (FY) 2020 Annual Cumulative Planned Target	FY 2020 Annual Cumulative Actual	Quarter (Q)1	Q2	Q3	Q4	Annual Performance Achieved to Date (%)	Comment (s)
										did not happen due to the COVID-19 lockdown but will happen when schools re-open. The project will be able to provide a validated number in Q3.

Annex B. Success Stories

Success Story #1: Early Grade Reading: Sustainability Prospects in Kyotera District

Success Story	
Primary Education	
Title: The Journey to Safe Schools	
Operating Unit:	USAID Uganda
*Headline: Teachers become Trusted Adults to Learners in Kalangala District, Uganda	
<p>The Journeys Program was introduced in Kalangala district in 2017, starting with Journeys for Teachers and Journeys for Community Members. In 2018, Journeys for Pupils was rolled out to the district. Kalangala district is one of 43 districts in Uganda that has benefited from the US Agency for International Development (USAID)/Uganda Literacy Achievement and Retention Activity's Journeys program. Journeys supports the Ministry of Education and Sports' initiatives to prevent and respond to school-based gender-related violence.</p>	
	<p>"Journeys is very good," states Tusubira David, the head teacher at Kibanga Primary School and Chairman to Kalangala District's Head Teacher Association. He added, "Journeys brings a good atmosphere to everybody." Mr. David feels that Journeys could be repeated every year and some activities repeated more often. "There are new students and teachers entering the school each year. There is a high turnover in the Kalangala schools. It does no harm to repeat the activities year after year. After all, we have read the Bible over and over again. And the more you read it the more you understand."</p> <p>Kalangala is an island with several fishing communities and transient populations, which creates an environment where girls and boys can experience violence. For example, parents and community members use corporal punishment as a form of discipline. There are also boda boda drivers that harass girls. Journeys taught teachers, parents, and community members ways to protect children. At first, it took teachers time to engage with Journeys for Teachers, including taking responsibility for their actions toward children. However, over time, the teachers realized that they were the trusted adults; the children had</p>
<p>started to confide in them. The teachers were surprised when serious cases were reported to them, but because of Journeys they knew how to start the referral process to get the children help. Journeys helped the teachers identify the correct people to get involved, including the community liaison officer, police, probation officer, and community development officers.</p> <p>Mr. David praised the Kalangala District Education Officer as having deeply contributed to highlighting the benefits of the program. He also noted that Journeys succeeds best when head teachers support the program. Kalangala district relies on supportive head teachers who are experienced implementing Journeys. These head teachers can give testimonials of what has worked in their schools. This is especially important as sharing what works motivates other head teachers.</p> <p>Journeys for Pupils has also directly impacted children at Kibanga Primary School. Before Journey's, many children did not respect their friends and were unkind. Now, children understand that being a good friend and treating each other with kindness is good for them and good for others. Children have also become empowered to speak up when something happens to them. As an example, Mr. David, described an incident in his school: "When a new child slapped another in class, the other children were alarmed...with [the] bad behavior. The child was reported to me. This child couldn't accept that she had done</p>	
<p><i>Tusubira David, the Head Teacher Kibanga Primary School and Chairman to Kalangala District's Head Teacher Association. Photo Credit: RTI International</i></p>	

something not accepted by the other pupils. We are using Journeys with this child. This shows me how our school has a better atmosphere.” Mr. David also related how Journeys has been used to combat bullying, which includes discussing how bullying is not acceptable in their school. “This showed me that, creating a school that is free from violence, lead[s] to [a] good atmosphere where children can report.”

For parents and the community in Kalangala, Journeys for Communities has helped mobilized parents. To start, Community Change Agents went house to house to encourage parents to attend a community meeting with school staff, police, and community development officers. Through these efforts, parents identified a person who was not only able to represent the community but was good at working with children and linking them to district services. Mr. David also relayed that parents and the community came together because of Journeys to help a child: “The community identified a Primary 7 boy that had been mistreated at home through engaging [in] heavy work. They found [that because of this] the child had left home and school. The child was helped to come back to school. He is doing well now.”


***Pullout Quote:** “It does no harm to repeat the [Journeys] activities year after year, after all we have read the Bible over and over again. And the more you read it the more you understand.”

Background Information.

The USAID/ Uganda Literacy Achievement and Retention Activity is a six-year (2015–2020) project that supports the initiatives of the Ministry of Education and Sports (MoES) to improve early grade reading and promote positive and supportive school climate. The project aims at improving the reading skills of 1.3 million learners. The project implements Journeys activities in school communities, together with community-based subgrantees who work with community change agents. The Journeys activities empower community members to take deliberate steps to increase, foster, and promote a positive and supportive school community for children. Community change agents facilitate Journeys activities to deepen community members’ understanding of the nature and extent of violence against children in school and support them in working together to establish a school and community environment where inclusiveness, a sense of belonging, and positive child support is normal. The agents also encourage parental engagement in their children’s learning.

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Success Story #2: Early Grade Reading: Sustainability Prospects in Kyotera District

Success Story	
Primary Education	
Title: Support Supervision of Early Grade Reading (EGR) Teachers: Kyotera Experience	
Operating Unit:	USAID Uganda
*Headline: Facilitating and supporting the delivery of quality EGR education for all.	
<p>Under the USAID/Uganda Literacy Achievement and Retention Activity, Kyotera district education officers overcame one of their major education challenges: providing quality pedagogical support to teachers in their 112 government-aided schools. The district education office lacked the resources needed to reach all of the schools in its district and the technical capacity to support the early grade teachers. Working with the project, the education office improved its ability to reach the schools and support the teachers. With the introduction of an innovative support supervision approach, district officials demonstrated the value of teacher support to garner local government resources. Kyotera district staff looked for ways to reach the largest number of teachers, collect data on learning outcomes and the benefits of their activities on teacher performance.</p>	
	<p>When the district education officers first began the support supervision exercise, they divided themselves into three teams and each team visited one school each day. They started with six host schools and invited teachers from five neighboring schools. With this strategy, they reached approximately 144 early grade reading teachers from the 6 hosting and 30 visiting schools over two weeks in the first term. However, due to the value of the support supervision exercise, Kyotera district began documenting its findings and generating evidence-based support to expand the support supervision exercise. They worked with the local government to secure additional funds to expand to 16 host schools in the coming term. “We implemented the EGR strategy in terms of extended support, using inspection funds, to support teachers and schools who were</p>
<p>lagging behind. We [now] expect to cover at least 36 schools per term, which is 108 schools out of 112 per year,” stated Matias Kigoye, a district education officer in Kyotera.</p> <p>The reason district officials wanted to expand the exercise was because of its value. Everyone was benefiting: district officials learned the status of the new early grade reading program implementation and the fidelity challenges. They were able to monitor children’s learning and observe teaching practices and the use of the newly provided teacher’s guides and pupil books in the classroom. Most importantly, teachers shared their positive experiences and those challenges that they encountered. Teachers felt connected and supported.</p> <p>What was the new support supervision process?</p> <p>The first important element of the support supervision exercise was the infusion of mentoring and coaching approaches. Team members met with each teacher before observing the teacher’s class. They would ask teachers what they were going to teach and if there were areas of their practice that they required guidance in. The supervisor would focus on the agreed areas and used a tool to guide the observations. After the class, the supervisor debriefed with the teacher on areas that went well and those they felt needed more refinement, using adult learning theory to empower teachers to set intentions for their teaching practice. Mr. Ntalagi Peter Sserunjogi, Kyotera District’s Inspector of Schools, benefited from the innovations in support supervision introduced under the USAID/Uganda Literacy Achievement and Retention Activity. Support supervision shifted from inspection to mentoring and coaching teachers to use new teaching approaches to improve reading in the early grades. Peter is one of more than 200 pedagogical instructors from 34 districts who were trained in the new teacher support supervision process and the early grade reading curriculum for primary 1 to 4. Along with his colleagues, Peter learned to plan for each school visit. Together they reviewed the supervision tools, agreed on the schedules, and organized multiple teams to visit different schools. The team visits a school, meets individual teachers, observe primary 1 to 4 classes, holds a debriefing meeting with the observed teachers, conducts learner checks to gauge grade-level reading</p>	

Visiting teachers during Kyotera district support supervision exercise. Photo Credit: RTI International

skills, and holds teacher training sessions. “Teachers enjoy support from their peers. Confidence is built among the [champion] teacher facilitators. The teachers view it as an opportunity to cover the gaps in preparation and the teaching process. It is also seen as an opportunity to get what they miss from the head teacher in terms of supervision,” stated Mr. Sserunjogi.

Secondly, the tool used for support supervision was simple and objective. Thirdly, the support supervision exercise included champion teachers into the support supervision teams. Champion teachers were identified by their peers due to their mastery of the reading methodologies and coaching skills. They participated in the planning, review of the tools, and review of the process once the team arrived at the school. Champion teachers provided constructive feedback due to their practical experience in the classrooms. Teachers shared their practical experiences as champion teachers demystified elements in the EGR approach that teachers struggled with. “Teachers who participate as support supervisors are motivated and empowered to work even better” said Nakaliisa Immaculate, head teacher of Kyango Primary School.

Fourthly, the teams joined together with all visiting teachers to observe teachers and head teachers by grade. Support supervisors modeled techniques and demonstrated lessons based on the classroom observations. Many of the visiting teachers also admitted to struggling with teaching letter sounds, syllables, and the writing process in primary 3 and 4. Teaching English was also cited as a problem. Clustering schools enhanced networking among teachers, college tutors, and education officers sharing teaching learning experiences. Teachers learn more and acquire various skills or techniques. Head teacher Immaculate also stated that “Teachers learn more and acquire various skills and techniques... as many observers are involved.”

For the education departments, the support supervision exercise has highlighted that training is not enough. Their teachers benefit from the professional support they receive during the year, which helps resolve teaching challenges. They hope it will improve the uptake of the new teaching approaches. The education officers commented that they benefit from the new support supervision approaches as it is helping them identify challenging areas, conduct/demonstrate lessons, evaluate lessons after teaching, and report back after the field activities.

***Pullout Quote:** “Teachers enjoy support from their peers. Confidence is built among the teachers.”

Background Information.

The USAID/ Uganda Literacy Achievement and Retention Activity is a six-year (2015–2020) project that supports the initiatives of the Ministry of Education and Sports (MoES) to improve early grade reading and promote positive and supportive school climate. The project aims at improving reading skills of 1.3 million learners.

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Annex C. Blog

ACTION RESEARCH? OPERATIONS RESEARCH? RESEARCH?



In international development, there is an increasing focus on adaptive management, intentional and resourced learning, and the use of that learning to improve activity implementation and impact. Activities are being called on to incorporate operations or action research into their monitoring, evaluation, and learning (MEL) plans.

Recognizing that there is a continuum of research from self-discovery with individual action to randomized control trials, this post is focused on action or operations research, which we identify as having the following characteristics:

- Practical and collectively undertaken,
- Locally defined and carried out,
- Quick turnaround and low cost, and
- Designed to address an immediate and specific challenge.

Including those who are expected to “act” upon findings to not only define the issues but carrying out the research will take us farther toward adapting for better implementation and outcomes. Here we use two examples from US Agency for International Development (USAID)-supported, RTI International-implemented education activities in Uganda to illustrate this notion.

The first is an action research training for the Ministry of Education and Sports (MoES) carried out by the USAID/Uganda Literacy Achievement and Retention Activity (LARA). The second is action research on different modes of teacher training carried out by the USAID/Uganda School Health and Reading Program (SHRP).⁵

Think about the last research endeavor you were involved with. Who articulated the research questions? Who carried out the research? Who was expected to act on findings? Did they? Did anything change as a result?

LARA held an action research training with the Ministry of Education and Sports and districts

As a way to increase engagement of MoES and district officials to support early grade reading (EGR), LARA introduced the concept of action research. In September 2018, the team brought together 72 MoES and district officials to discuss action research as a way to

- Expand collective learning,
- co-create new knowledge, and
- build leadership skills.

Officials gained a deeper understanding of how they could use this type of research to improve implementation and sustainability of the MoES’ Early Grade Reading program, shift the “status quo,” and demystify research.

⁵ Tiguryera, S. (2019, April). USAID/Uganda School Health and Reading Program: Teacher training delivery mode research. Available at <http://shared.rti.org/sub-topic/teacher-professional-development?page=2#>
The USAID/Uganda School Health and Reading Program ended in October 2019.

Building on previous appreciative inquiry work, LARA staff designed the action research to expand collective learning, co-create new knowledge, and build leadership skills. Participants planned individual and group action research initiatives with the overall goal of improving educational learning outcomes and reflected on how they could use action research to improve children’s reading performance. In addition, participants learned how action research could be used as a tool for quick, interval learning and understanding what is working within the



The Commissioner of Basic Education leading his team to role-play the need to attend meetings. Photo credit: RTI International

MoES context and the districts. Facilitators coached participants to develop action research proposals that emphasized teamwork, collaboration, and critical thinking, following the iterative pattern of reflecting, planning, acting, and observing.



<http://valenciacollege.edu/faculty/development/la/actionResearch/elements.cfm>

Participants identified that action research could be

Action research could be undertaken with available resources and as part of

Mrs. Alice Doya, District Education Officer, Kayunga District, May 2019

During my routine support supervision, I discovered that teachers had challenges of teaching writing...This motivated me to carry out an [action research] AR to find out why...and identify strategies that could help improve on the teaching of writing...

Purpose of the action research: To identify reasons why the teachers had failed to teach writing...and find ways of helping these teachers to improve on this practice.

Action research questions: Why have teachers failed to teach writing? How can they be helped to improve?

Inquiry–Engaging the teachers: ...I invited the teachers and we had a talk...Teachers readily admitted that during the training they had difficulties in understanding the writing process...Having carefully listened to their responses, it necessitated me to organise a [training] with them on the writing process...

ACTIONS

The [training] was carried out...I made a follow-up to check on the implementation...I discovered that there was a remarkable improvement because this time the learners had the writing organizer in their books. By the time I went back in the fourth week, there were enough indicators of the writing process in learners’ books...

undertaken with available resources and as part of their oversight role. Ministry participants noted that the action research

skills could help them contribute to the current debates within the MoES around improving the quality of education. At the end of the training, participants working in district groups and as individuals identified action research topics, developed draft proposals, and shared their proposals with their colleagues and supervisors for input.

District Education Officer Action Research Report

Action research plans were carried out by district staff using their own funds.

Action research is simple, workable, and hands-on and up to the point. It helps teachers to improve teaching skills and competences. Robert Muwhezi, Bishop Brown Coordinating Center Tutor Kayunga

Action research is ...realistic [for participation] and dependable in fostering effective and efficient teaching and learning in schools. Alice Doya, District Education Officer, Kayunga

SHRP began training teachers in the program's EGR methods in early 2013. At the program's peak in 2016, SHRP trained more than 8,000 teachers over a 2-week period. In 2018, all in-service teacher training (initial and refresher) was large-scale, residential trainings at the teacher training colleges. These central trainings are expensive and, given the observed level of proficiency in teaching EGR in classrooms, perhaps not as effective as they could be. In May 2018, SHRP piloted smaller scale teacher refresher training as a viable, cheaper (and more sustainable) alternative.

The research was conducted by program staff as they monitored the teacher training sites (both residential and non-residential). The research was designed to be undertaken by staff supporting the training venues. The outcome of the research was to determine if the smaller coordinating center (CC)/non-residential training was more effective, or at least as effective, as the larger trainings in terms of teacher attendance, content coverage, and learning, by answering the following questions:

- Are teachers present?
- Are we training the right teachers?
- Is the training lasting as long and covering the same amount of content?
- Are teachers learning (at least) the same amount as they are in the larger trainings?

Research was conducted at five CCs (the local, non-residential sites) and three residential training venues. Feedback from participants, facilitators, SHRP staff, and MoES officials was also sought to determine the pros and cons of local, non-residential training compared to residential training vis a vis content coverage, participant engagement, and other issues related to the training.

- ◆ The impetus for this research came from the teacher training technical team.
- ◆ The technical team worked with the program's monitoring and evaluation team to develop data collection instruments and protocol.
- ◆ All data was collected by program staff as they oversaw teacher training; no additional costs.

Major findings and recommendations to action: Findings from this study showed that CC-level, non-residential trainings were an equally and, potentially, more

Teacher feedback:

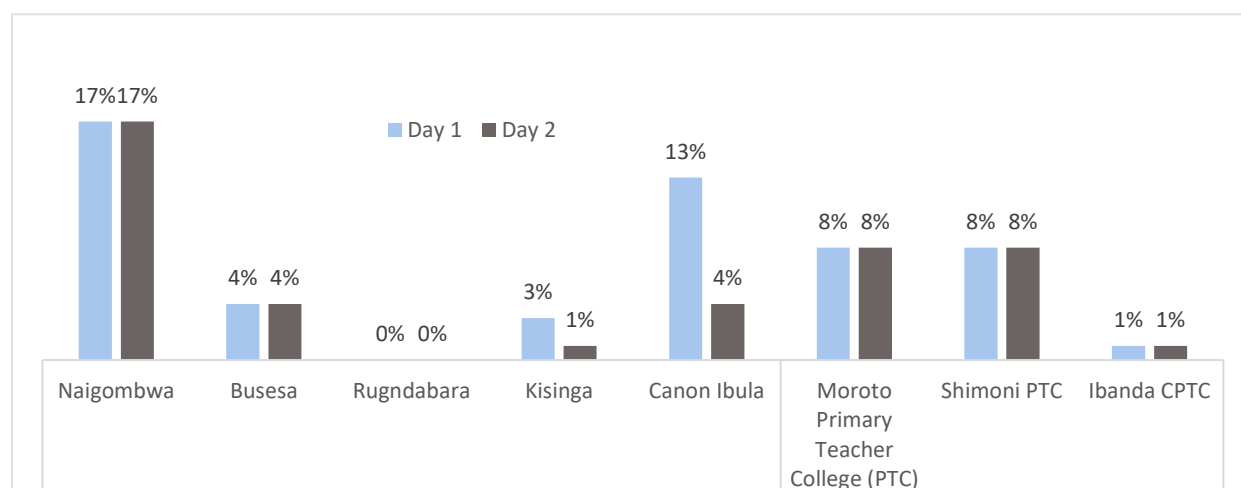
"The facilitators really teach us the content because we are a small group. There is [a] teacher-pupil relationship; facilitators give individual support to us and we freely interact with them."

"Being near home keeps the mind relaxed during training."

effective structure for training delivery. Further, the findings determined that the key component to ensuring high-quality training lies in the content delivery and individual trainers. In general, CC level training is better for ensuring that teachers attend and the “right” teachers are trained.⁶ Class sizes are smaller and teachers may learn more (they do not appear to be learning any less). Fears about CC-level training (e.g., teachers would not attend, content would not get covered, and teachers would not learn as much) were not supported by the data (see Figure 1 for teacher’s attendance). Still, programs

need to ensure the quality of the training, whatever the mode/venue by tracking teacher attendance and the quality of trainers. Participants and other stakeholders were, in general, positive about the CC-level training as far as increasing participation due to the smaller classes and closer oversight.

Figure C-1. Percent of teachers absent by training venue



Bolstered by these findings, SHRP went on to expand non-residential training (the teacher training teams was poised for action—they initiated the research after all!). The MoES was also propelled to move to non-residential training.

When planning to undertake research, ask yourself “who else can I include?” Make sure that you are including those who are expected to do something differently as a result of the training.

⁶ Teachers are trained on the grade-level content that they are teaching.

Annex D. GPS Maps

The USAID/Uganda LARA information technology (IT) team conducted geomapping of schools covered under the basic education programming and PEPFAR. **Figure D-1** provides the geomapping for basic education program and PEPFAR supported schools. In Q2, the project mapped 966 PEPFAR COP19 schools, as shown in **Figure D-2**. Note that there is a total of 1,047 PEPFAR COP19 schools. The IT team will commence the geomapping of the remaining 81 COP19 schools and the new 134 schools that are receiving the basic education programming when the COVID-19 lockdown is lifted. Once the geomapping is completed, the project will create an additional map to show the location of pilot schools.

Figure D-1. Basic Education Program and PEPFAR-Supported Schools

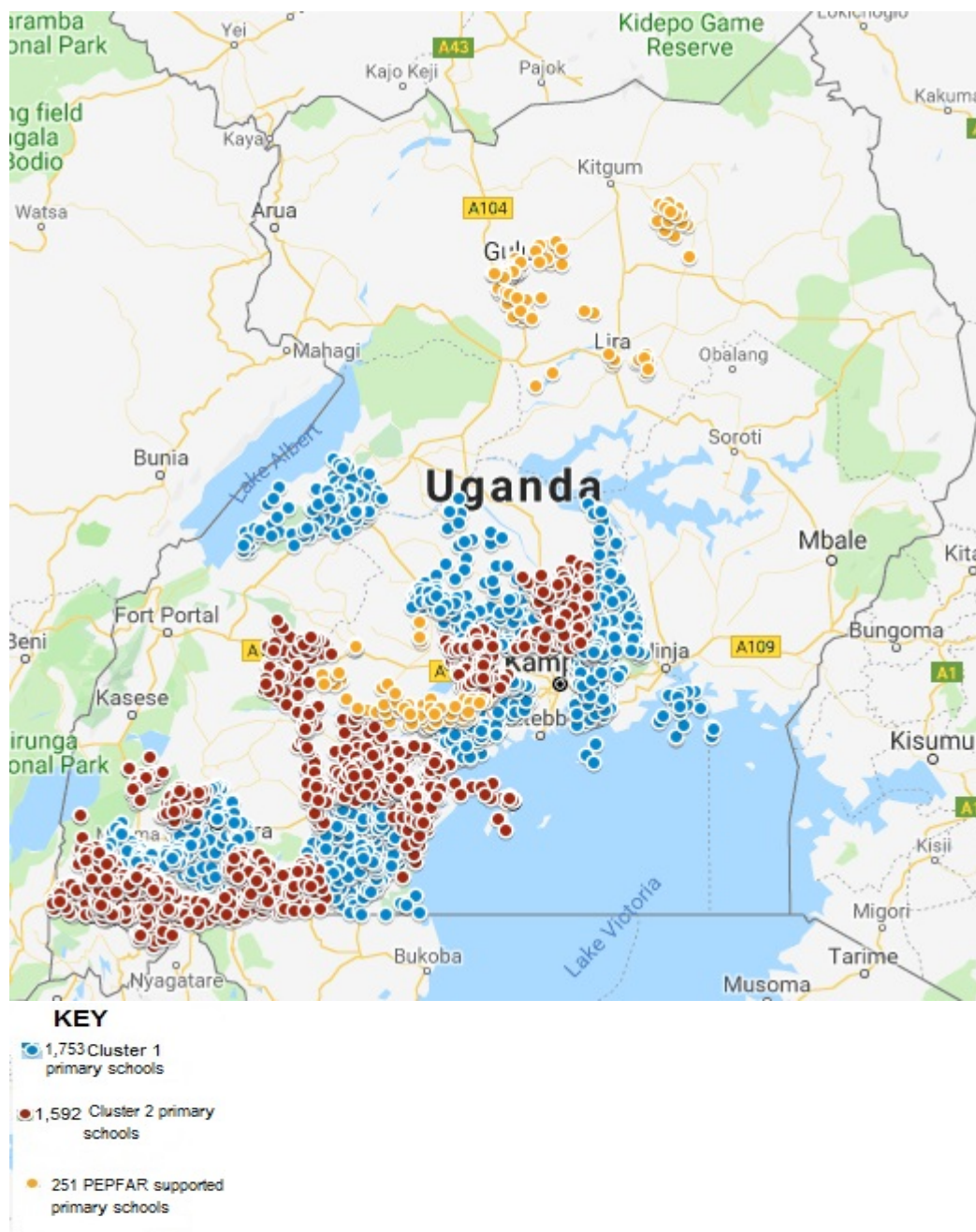
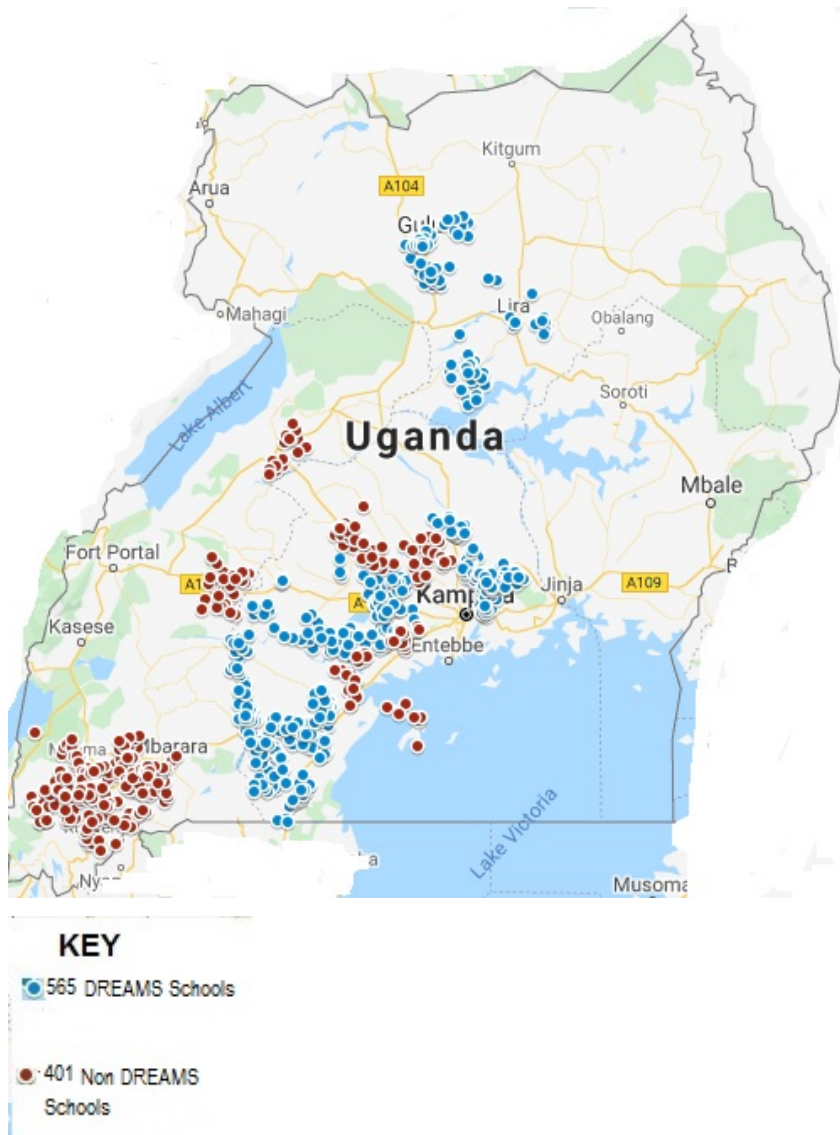


Figure D-2. PEPFAR-Supported Schools



The PEPFAR maps can be accessed online at <https://goo.gl/9Bj1Ci> for PEPFAR and a combined map for all project schools is available at <https://bit.ly/2Thf7sp>.

Annex E. Risk Response During Quarter 2 Fiscal Year 2020

Due to the exceptional circumstances in Q2, the project risk register has been replaced with a detailed COVID-19 risk assessment and contingency plan, as outlined in **Table E-1**.

Table E-1. COVID Risk Response and Contingency Plan in Q2 FY 2020

Risk Level & Type			
<p>MODERATE RISKS: The government is actively mitigating situations that might pose serious risks of large-scale coronavirus disease 2019 (COVID-19) infections within the country. The government has limited travel into Uganda, discouraged larger events and gatherings to take place, closed schools, and implemented practicing social distancing. There is overall concern for citizens with underlying health conditions to contract COVID-19. Despite COVID-19's ability to spread rapidly, the current operating environment is essentially stable, without significant political, economic, or social unrest. The United States Agency for International Development (USAID) has provided two guidance notes and forwarded additional guidance from the Uganda Ministry of Health. As the project is in its final 12 months of operation, delays in programming because of primary school closures poses a significant risk to completing agreements.</p>			
Likelihood	Impact	Recovery Timeframe	Respo
<p>The government-mandated closure of schools for 30 days is likely to be extended if infection rates increase, as will increased measures of self-isolation and reduced access to public transport and markets.</p> <p>LARA anticipates that the MoES will change the academic calendar to accommodate for lost instructional time, i.e., shorten breaks between terms, etc. However, activities may flow over into Term 3 or FY 2021, when the projected is scheduled to close.</p>	<p>The impact will be significant on LARA in its final academic year of operation as its extension is based on the project's ability to meet PEPFAR (COP19) targets and complete the pilots that inform the Integrated Child and Youth Development (ICYD) activity.</p> <p>The objective LARA's extension is to field test several interventions to accelerate reading gains. Developing materials, training trainers and beneficiaries, and collecting data are timebound, i.e., based on the academic calendar.</p>	<p>There are several activities that can be accomplished remotely, as detailed below. All efforts will be made to ensure minimum disruption to the project's implementation activities.</p> <p>Depending on the evolution of COVID-19 in Uganda, there may be activities that are affected for a number of weeks or months.</p>	<p>USAID/Uganda issued guidance note #1 (March 13) providing agency guidance. It issued guidance note #2 (March 17) giving task force advice for the next 45 days. Guidance note #2 cancelled large, work-related gatherings of more than 25 people and followed the Ministry of Health's guidance on procedures for gatherings. The MoES has cancelled project gatherings and asked the project to support teleconferencing.</p> <p>The Chief of Party (COP) and Deputy Chief of Party (DCOP) are working closely with RTI's Business Continuity team, global security, and management to undertake measures outlined by the project.</p>
Programmatic/ Operational Area	Actions		
Staffing	<ul style="list-style-type: none"> LARA has 48 full-time staff, including 2 third-country nationals, and 50 Field Assistants who are contracted with a human resources (HR) service provider. 		

	<ul style="list-style-type: none"> • Safety of staff, government partners, and beneficiaries take precedence. As such, the project follows Uganda’s Ministry of Health, USAID, and RTI guidance. • LARA staff began working from home on March 25. Staff are expected to continue to work to the greatest extent possible. Staff who are unable to work from home due to the nature of their job, lack of access to necessary equipment, or other factors, should contact their supervisor and the COP. Staff will continue to record their time in a manner compliant with RTI’s total time accounting policy and will be given a specific charge code to track time when they are unable to work. During this period, staff will communicate with their supervisors on at least a weekly basis to discuss work performed and address any impediments to their ability to work remotely. The COP and IT team will monitor staffs’ equipment and data bundle requirements as staff transition to working from home. Staff that need to access will request approval from the COP and must receive COP approval for each day they go into the office. • Field Assistants have been placed on leave by their employer. Program Coordinators (5) will begin a two-week leave (previously approved). Staff are guided to contact HR as their situation changes (i.e., they or their family members become sick and other requests to take leave.). The COP, DCOP, and HR will place priority on staff safety as risk assessments change. HR works with RTI’s home office and regional supports to provide guidance to staff on safety and security. • Staff travel restrictions are in effect. All non-critical work travel has been curtailed. Approval is required from the COP and home office for all travel. Travel must not include any public means (i.e., no public buses, etc.). Travel should occur only in project vehicles, using protective measures to prevent the virus spread from the passenger to the driver. Stops should be kept to a minimum and only as absolutely necessary. All international and regional travel to meetings and conferences is cancelled Short-term technical assistants are restricted from travelling to Uganda.
Operations	<p>Project Implementation:</p> <ul style="list-style-type: none"> • COP/DCOPs review the project’s implementation status against a monthly reviewed business continuity plan, which details any delays or rescheduling of activities, based on the situation as known. The plan provides the probable length of disruption and its impact on the project. The business continuity pan was activated on March 26, 2020. The COP/DCOP will review, update and respond to minimize any identified risks and escalation scenario <p>Communication</p> <ul style="list-style-type: none"> • The COP will continually assess the COVID-19 risk in Uganda with USAID/Uganda and other RTI COPs (for consistency of response). The COP will assign a focal person to send out messages to staff on a regular basis. • The project will inform subcontractors, consultants, and partners of any changes in office operations. • The AOR will initiate check-ins with the U.S. embassy. • The COP and DCOPs will communicate with the Ministry of Health (MoH) and MoES to help the project monitor changes in the operating environment. • The DCOP operation will review equipment inventory before and after any stay at home order from MoH, e.g., mobile internet modems and laptops, and support all staff to work from home. IT will migrate server backup to Microsoft One Drive and train staff with a written guidance note to support working from home. The backed-up IT server will be distributed to the COP/DCOP and IT Manager weekly and then stored offsite. <p>Financial management:</p> <ul style="list-style-type: none"> • LARA is preparing a COVID-19 cost-related budget revision. • All payments are electronic (through straight2bank and mobile money). • The project reviews bank balances and cash requirements to meet operating and recovery needs. • LARA reviews potential needs for higher levels of petty cash on hand, as appropriate, to assist in addressing financial needs during any increases in the health threat.

	<ul style="list-style-type: none"> Remote access to QuickBooks and electronic payment methods from remote locations will be tested and may be rolled out to enable payments of vendor invoices on time.
Beneficiaries	<p>The following beneficiaries are impacted directly by the COVID-19 lockdown and school closures:</p> <p>Total number of children/primary learners = 1,340,467, including</p> <ul style="list-style-type: none"> 938,353 P1–P3 pupils receiving EGR instruction and TLMs 235,612 P3–P7 pupils (including AGYW and OVC) participating in HIV- and GBV-prevention programs under PEPFAR (COP19) 166, 502 P3–P7 pupils participating in GBV prevention and response program (Journeys for Pupils) in 918 schools <p>Total number of teachers = 11,115, including</p> <ul style="list-style-type: none"> 2,125 P1–P3 teachers receiving the second iteration of the EGR methodology in former control schools 3,690 P1–P7 teachers receiving the second iteration of SRGBV training 5,300 P1–P7 teachers receiving training on HIV- and GBV-prevention and response in COP19 schools

Annex G. Personnel Management, Short-Term Technical Assistance, and International Travel for Q2 FY 2020

During Q2 FY 2020, the project team completed the following planned personnel management activities:

- The project, through its Human Resources service provider extended the contracts of 50 Field Assistants (January 2, to September 30, 2020) to support field activities. Six Field Assistants supported the EGR program and 44 supported COP19 and Result 2 activities. The project provided Field Assistants with an orientation to new strategies and programming for the 2020 academic year. On March 24 after finalizing the disciplinary process, the Human Resources service provider terminated one Field Assistant because they held two jobs, which is considered a conflict of interest.
- The project started the process of hiring three Makerere University graduates Monitoring Evaluation, Learning, in collaboration with the university, to serve as, and researchers. Their onboarding has been put on hold until end of the lockdown.
- Staff completed their performance check-in conversations with their supervisors by March 31, 2020.
- In relation to project close out activities, the project held two general staff meetings to assess staff readiness in transitioning out from the project. Staff were also trained on how to update their resumes.
- One staff departure in the reporting quarter. A Monitoring and Evaluation Officer 3 resigned on March 19, 2020.

Table G-3 summarizes the project's utilization of short-term technical assistance during Q2 FY 2020. **Table G-4** provides the international travel plan for Q2 and Q3 FY 2020.

Table G-3. Project's Use of Short-Term Technical Assistance During Q2 FY 2020

Person and Title	Contribution to Project/Purpose	Deliverable(s)	Outcome	Dates of Technical Assistance	Explanation of Level of Effort (LOE)	LOE Planned	LOE Used
Dr. Ben Piper, Research Support	<ul style="list-style-type: none"> • Supports research design and sample determination • Supports MEL team on overall research progress 	<ul style="list-style-type: none"> • Final research protocol and tools 	<ul style="list-style-type: none"> • Data collection completed 	October 2019–September 2020	LOE is spread over the year as the role is research quality control and is used when needed at strategic intervals.	5 days	1.1 days used by the end of Q2; remainder carried over to Q3
Simon King, Senior Research Education Analyst	<ul style="list-style-type: none"> • Provides technical support to the design of the UNEB PLE study 	<ul style="list-style-type: none"> • Final study design 	<ul style="list-style-type: none"> • EGRA brief • UNEB study report 	October 2019–September 2020	LOE is spread over the year as the role is statistical oversight and is used when	4 days	2.75 days used by the end of Q2; remainder

Person and Title	Contribution to Project/Purpose	Deliverable(s)	Outcome	Dates of Technical Assistance	Explanation of Level of Effort (LOE)	LOE Planned	LOE Used
	(study design and sampling) <ul style="list-style-type: none"> Reviews statistical information graphics 				needed at strategic intervals.		carried over to Q3
Chris Cummiskey, Statistician	<ul style="list-style-type: none"> Analyzes the longitudinal study quantitative data Builds the capacity of the MEL team in data analysis Provides guidance on tool preparation in Tangerine™ 	<ul style="list-style-type: none"> Analysis outputs 	<ul style="list-style-type: none"> Study report 	October 2019 –March 2020 (dates adjusted for EGRA in pilots)	LOE is spread over the year as the role is statistical analysis and is used before and after each data collection event.	10 days	8.1 days used by end of Q2; remainder carried over to Q3 and Q4
Maitri Punjabi, Research Education Analyst	<ul style="list-style-type: none"> Analyzes the longitudinal study qualitative data Supports report writing 	<ul style="list-style-type: none"> Analysis outputs Completed assigned sections of a report 	<ul style="list-style-type: none"> Study report 	October 2019 –March 2020 (dates adjusted for EGRA in pilots)	LOE is spread over the year as the role is statistical data preparation and is used after each data collection event.	20 days	7.3 days used by end of Q2; remainder carried over Q3 and Q4
Karen Schmidt, Social and Behavior Change Communication (SBCC) Consultant	<ul style="list-style-type: none"> Reviews the tools for a qualitative assessment of parental, teacher, and SMC members engagement in children's reading practice after the SBCC campaign. Provides an outline for qualitative review. Edits SBCC reports and success stories (2). 	<ul style="list-style-type: none"> Wrote the SBCC qualitative report Drafted two success stories 	<ul style="list-style-type: none"> After event review 	November–December 2019	LOE is spread over two months.	5 days	Cancelled
Dr. Elizabeth Randolph,	<ul style="list-style-type: none"> Provides technical support to project's SRGBV work 	<ul style="list-style-type: none"> Longitudinal Study Report (No.2) 	<ul style="list-style-type: none"> Conducted research on school climate, social and emotional 	November 2019 February and March 2020	LOE is spread over two data collection events with an in-country trip to support qualitative inquiry data collection	50 days	40.8 days used by end of Q2; support

Person and Title	Contribution to Project/Purpose	Deliverable(s)	Outcome	Dates of Technical Assistance	Explanation of Level of Effort (LOE)	LOE Planned	LOE Used
Senior Education Research Specialist, RTI	<ul style="list-style-type: none"> Writes up research findings and statistical analysis Provides research (procedural) support to the longitudinal study. 		learning (SEL), gender attitudes, SRGBV, reading outcomes, and learner school attendance	July 2020	and training of assessors. Additional support will be provided in Q2 and Q3 for report writing and in Q4 for quantitative tools review.		continues in Q3 and Q4
Julianne Norman, Education Analyst 3, RTI	<ul style="list-style-type: none"> Finalizes Journeys facilitator's guide Finalizes third Journeys revision to reduce the required facilitation materials Develops and supports documenting case studies and success stories 	<ul style="list-style-type: none"> Revised Journeys facilitator's guides 	<ul style="list-style-type: none"> Journeys materials complete and finalized for handover to MoES 	Changed to September 2020	LOE is one event working in-country with Result 2 team.	10 days	0.15 days used; moved to Q4
Ruth Kyambadde, Head of Department Education and Extensions at Kyambogo University	<ul style="list-style-type: none"> Participates in developing the scope and sequence for English and local languages (this supports the process of institutionalizing the changes into the Primary Teacher Education Curriculum) Participates in developing new content Supports the book review process with NCDC 	<ul style="list-style-type: none"> Reviewed scope and sequence Reviewed content outline 	<ul style="list-style-type: none"> Revised books 	November–December 2019 September 2020	LOE is higher than anticipated on the book review process. Additional days are required to complete review of Term 2 and Term 3 materials in Q3 and Q4.	7 days	13 days were used to the end of Q2 using the days from Dr. Ejuu below.

Person and Title	Contribution to Project/Purpose	Deliverable(s)	Outcome	Dates of Technical Assistance	Explanation of Level of Effort (LOE)	LOE Planned	LOE Used
Dr Ejuu Godfrey, Head of Early Childhood Education (ECE) Department at Kyambogo University	<ul style="list-style-type: none"> Participates in developing scope and sequence for English and local language (this supports the process of institutionalizing the changes into the Primary Teacher Education curriculum) Participates in developing new content Supports the book review process with NCDC 	<ul style="list-style-type: none"> Reviewed scope and sequence Revised content outline 	<ul style="list-style-type: none"> Revised books 	November–December 2019 September 2020	The project will ask Dr. Ejuu to participate in the final review in FY 2021.	7 days	Allocated above
Resty Muziribi, Local Consultant	<ul style="list-style-type: none"> Participates in developing scope and sequence for English materials Oversees writers for English materials who are developing new content for P1–P4 Participates in daily review of writing progress Reviews materials 	<ul style="list-style-type: none"> Completed scope and sequence Completed content outline 	<ul style="list-style-type: none"> Revised English books for Primary 1–4 	November–December 2019 May and August 2020	LOE doubled after review of Term 1 content and actual revision requirement was determined.	60 days ⁷	32 days used by the end of Q2; remainder carried over to Q3 and Q2
George William Isimbwa, Local Consultant/Runyoro-	<ul style="list-style-type: none"> Participates in developing scope and 	<ul style="list-style-type: none"> Completed scope and sequence for 	<ul style="list-style-type: none"> Revised local language 	November–December 2019	LOE doubled after review of Term 1 content and actual	60 days ⁸	30 days used by the end of Q2;

⁷ The project amended the local consultant's contract to support writing the teacher's guides.

⁸ Ibid

Person and Title	Contribution to Project/Purpose	Deliverable(s)	Outcome	Dates of Technical Assistance	Explanation of Level of Effort (LOE)	LOE Planned	LOE Used
Rutooro Language Board Member	<p>sequence for local language</p> <ul style="list-style-type: none"> Participates in developing new content Reviews content of local language draft for teacher's guides and pupil books for Primary 1–4 	<p>Runyoro-Rutooro</p> <ul style="list-style-type: none"> Completed content outline for Runyoro-Rutooro 	materials for Primary 1–4	May and August 2020	revision requirement was determined.		remainder carried over to Q3 and Q2
Dr. Patience Sowa, Senior Education Research Analyst	<ul style="list-style-type: none"> Outline termly scope based on Uganda's curriculum for daily scoping teams Reviews current English materials Supports the development of scope and sequence English Primary 1-4 Reviews content of English draft teacher's guides and pupil books for P1 to P4 Supports integration of action research into English teacher's guides and pupil books for P1 to P4 revisions 	<ul style="list-style-type: none"> Drafted scope and sequence for teaching English in Primary 1–4 Draft of content outline for English 	<ul style="list-style-type: none"> Revised English materials that integrate teaching English and reading for second language learners 	<p>November 11–15, 2019</p> <p>December 2-6, 2019</p> <p>March 5-13, 2020</p>	LOE adjusted based on needs of writing teams for support.	40 days ⁹	32.1 days used by end of Q2

⁹ The project amended the LOE of Dr. Sowa by an additional 20 days and added an additional trip in March 2020. Dr. Sowa was previously approved for 20 days of LOE and 2 trips, which occurred in November and December 2019. This request would bring the total LOE for Dr. Sowa to 40 days and the total international technical assistance trips to 3. Concurrence was received from AOR on February 18, 2020.

Person and Title	Contribution to Project/Purpose	Deliverable(s)	Outcome	Dates of Technical Assistance	Explanation of Level of Effort (LOE)	LOE Planned	LOE Used
Dr. Margaret Dubeck, Senior Literacy Researcher	<ul style="list-style-type: none"> Reviews and provides advice on scope and sequence Provides guidance on and examples of simple lesson formats Build the capacity of and supports writing teams to integrate differential activities into lesson steps Reviews teacher action research feedback and proposes adjustments to teacher's guides and pupil books 	<ul style="list-style-type: none"> Content integrated with differential activities to support learning in the teacher's guides 	<ul style="list-style-type: none"> Differential teaching integrated into lesson steps of EGR P1 to P4 (4 languages) 	December 2019, May, September 2020	LOE is adjusted between 2 STTAs. Dr. Dubeck to review materials.	16 days (subtract 14 days that were moved with approval to Chelsea Peters) ¹⁰	2.2 days used in Q2
Chelsea Peters, Education Consultant	<p>Memorandum to file was submitted to USAID on November 21, 2019, replacing some of tasks for Dr. Dubeck as follows:</p> <ul style="list-style-type: none"> Review and provide advice on scope and sequence Provide guidance on and examples of simple lesson formats Support writing teams and build their capacity to integrate differential 	<ul style="list-style-type: none"> Revised lessons that reflected best practices strategies for inclusive and differentiated education 	<ul style="list-style-type: none"> Differential teaching integrated into lesson steps of EGR P1 to P4 (4 languages) 	November–December 2019	LOE is divided as follows: 3 days of preparation to review background documents and work with the team to prepare for time in-country; 5 days in Kampala to provide guidance on materials drafting and revisions and NCDC workshop; 2 days of follow up after travel to Kampala; not to exceed 4 days of travel to and from Kampala.	14 days	11 days used in Q2; carry over to Q3

¹⁰ The project filed a memorandum requesting that 10 of the days allocated to Dr. Margaret Dubeck be reallocated to Chelsea Peters, this was revised with an additional request of 4 LOE days for Ms. Peters for a total of 14 days LOE. This was submitted to USAID on November 21, 2019 with approval provided by USAID that same day.

Person and Title	Contribution to Project/Purpose	Deliverable(s)	Outcome	Dates of Technical Assistance	Explanation of Level of Effort (LOE)	LOE Planned	LOE Used
	<p>activities into lesson steps</p> <ul style="list-style-type: none"> Review teacher action research feedback and propose adjustments to teacher's guides and pupil books 						
Brenda Anjuri, Senior Production Manager Tusome, Kenya	<ul style="list-style-type: none"> Manages book projection management and graphic layout Provides technical advice of layout, size, paper quality, and binding Supports process of layout consensus Schedules oversight to typists and editors for 32 books ranging from 80–360 pages. 	<ul style="list-style-type: none"> Developed writing templates 	<ul style="list-style-type: none"> An easier to follow, well-laid-out document 	December 2019 May and September 2020	LOE is spread over three book revision periods, with three regional trips.	20 days	18.1 days used to end of Q2; additional support required in Q3
Jennifer Pressley, Research Education Analyst	<ul style="list-style-type: none"> EGRA data cleaning and analysis 	<ul style="list-style-type: none"> Cleaned EGRA dataset Created analysis outputs 	<ul style="list-style-type: none"> EGRA report completed 	December 2019 March 2020	LOE occurs after the two EGRA data collection events.	10 days	7.8 days used by end of Q2; carried over to Q3 and Q4
Timothy Slade, Research Education Analyst	<ul style="list-style-type: none"> Supports institutional review board (IRB) document preparation, including review of survey instruments Develops report outline template 	<ul style="list-style-type: none"> Developed research tools Created research report outline Wrote term reports 	<ul style="list-style-type: none"> Action research (teacher's guide, intensive coaching, and differential teaching) 	December 2019 May 2020 (Term 1) and August 2020 (Term 2)	LOE is concentrated at design stage in December and at the end of each term to compile field data.	20 days	6.4 days used by end of Q2; carried over to Q3 and Q4

Person and Title	Contribution to Project/Purpose	Deliverable(s)	Outcome	Dates of Technical Assistance	Explanation of Level of Effort (LOE)	LOE Planned	LOE Used
	<ul style="list-style-type: none"> Writes draft of action research 	<ul style="list-style-type: none"> Wrote research report 					
Dr. Saint Kizito, Lecturer Makerere University	<ul style="list-style-type: none"> Sets up research design Works with statisticians to extrapolate SHRP and LARA data Documents review Co- develops outline for contextual factors Writes draft 	<ul style="list-style-type: none"> Created research tools and gained IRB approval Drafted the research report outline 	<ul style="list-style-type: none"> Contextual factor research report written 	Postponed from Q2 to Q3	LOE is spread over four months.	10 days	—
Dr. Tracy Brunette ¹¹	<ul style="list-style-type: none"> Works with NCDC to complete teacher guide Study Contextual Factors Study (4 days) for preparing outline of report, literature review, analysis of data from SHRP/LARA EGRAs 	<ul style="list-style-type: none"> Draft contextual factors report Finalized teacher guide study 	<ul style="list-style-type: none"> Deeper understanding of factors that hinder EGR attainment in Uganda 	December 2019 and June 2020	<ul style="list-style-type: none"> 0.5 days - work with NCDC to complete teacher guide study 4 days: contextual factors study for preparing outline of report. 	5 days	1.3 days used by end of Q2.

Table G-3. International Travel Plans for Q2 and Q3 FY 2020

Traveler's Name, Position, and Organization	Purpose	Deliverable(s)	Contribution to Project/Outcome	Destination	Planned Travel Date	Actual Travel Dates
Dr. Elizabeth Randolph, Senior Education	Support the longitudinal study (qualitative phase)	Final research design and data collection completed	Improved understanding of the contributing and limiting	Kampala, Uganda	March 10–17, 2020 changed to	Cancelled in Q2; rescheduled for

¹¹ Submitted to USAID on December 12, 2019 for approval

Traveler's Name, Position, and Organization	Purpose	Deliverable(s)	Contribution to Project/Outcome	Destination	Planned Travel Date	Actual Travel Dates
Research Specialist, RTI			factors in the successful uptake of Journeys			July (to be determined)
Dr. Patience Sowa, Senior Education Research Analyst, RTI	See Table G-2 above	See Table G-2 above	See Table G-2 above	Kampala, Uganda	December 2–11, 2019	November 11–15, 2019 December 2–6, 2019 March 5–13, 2020
Dr. Margaret Dubeck, Senior Literacy Researcher, RTI (Note: Replaced by Chelsea Peters)	See Table G-2 above	See Table G-2 above	See Table G-2 above	Kampala, Uganda	November 10–16, 2019 December 2–11, 2019	Did not come; see Table G-3
Brenda Anjuri, Senior Production Manager, Tusome, Kenya, RTI	See Table G-2 above	See Table G-2 above	See Table G-2 above	Kampala, Uganda	December 2019, May and August 2020	December trip postponed to February 2020
Jessica Mejia, LARA Project Manager, RTI	Program Management	Final closeout plan implemented	Enhance technical oversight and management	Kampala, Uganda	January/February 2020	Cancelled; rescheduled for Q3
Nimrod Muhangazi, LARA MEL Officer, RTI	SBCC 2020	Joint Presentation with University of Georgetown researchers on programming to shift social norms	Increase exposure of USAID work in SBCC in education	Marrakech, Morocco	March 30–April 3, 2020	Cancelled
Hosea Sempa, LARA SRGBV Senior Program Coordinator, RTI	SBCC 2020	Joint Presentation with University of Georgetown researchers on programming to shift social norms	Increase exposure of USAID work in SBCC in education	Marrakech, Morocco	March 30–April 3, 2020	Cancelled
	Social and Emotional Learning Course	Attend level 2 course on emotional	Enhance professional capacity to support SEL skills	Dubai, UAE	June 10–15, 2020	Added with AOR concurrence

Traveler's Name, Position, and Organization	Purpose	Deliverable(s)	Contribution to Project/Outcome	Destination	Planned Travel Date	Actual Travel Dates
		intelligence offered by 6Seconds	to create safe learning environment in schools			(February 28, 2020)
Peter Muyingo, LARA Monitoring and Evaluation Coordinator, RTI	CIES	Present paper on SEL	Increase exposure of USAID work in SEL and relationship to school climate	Miami, FL, USA	March 21–27, 2020	Cancelled
Minister of State or Permanent Secretary, MoES	CIES	Participate in a high-level panel of Permanent Secretaries and Ministers	Contribute to stakeholder engagement in education planning	Miami, FL, USA	March 21–27, 2020	Cancelled
MoES Technical Personnel—SRGBV	CIES	Co-present SEL paper	Contribute to stakeholder engagement in education planning	Miami, FL, USA	March 21–27, 2020	Cancelled
Permanent Secretary, MoES	CIES	Support Minister of State presentation	Contribute to stakeholder engagement in education planning	Miami, FL, USA	March 21–27, 2020	Cancelled
Val Alvarez, Program Coordinator, RTI	Project Management	Biannual budget review FY 2020, Annual Work Planning for FY 2021, and prepare closeout	Realign annual budget FY 2020; draft FY 2021 work plan budget; and support project closeout, including property disposition, records archiving, and accounts closures	Kampala, Uganda	Revised to March/August 2020	Cancelled; rescheduled for Q3
Meredith Sparks, Program Associate, RTI	Project Management	<ul style="list-style-type: none"> Review and update the Procurement Plan Final asset disposition plan Document archiving process outlined and initiated for subgrant files Review final cost share documents 	Realign annual budget FY 2020; draft FY 2021 work plan budget; and support project closeout, including property disposition, records archiving, and accounts closures	Kampala, Uganda	Revised to March/August 2020	Cancelled; rescheduled for Q3

Traveler's Name, Position, and Organization	Purpose	Deliverable(s)	Contribution to Project/Outcome	Destination	Planned Travel Date	Actual Travel Dates
		<ul style="list-style-type: none"> Annual work planning for FY 2021 and prepare closeout 				

Annex H. Quarterly Financial Report

Uganda Literacy Achievement and Retention Activity

AID-617-A-15-00009

April 7, 2015–April 6, 2021

FY2020 Q2 Financial Report	USAID		Q1	Q2	Q3	Q4			
		ACTUAL	ACTUAL	ACTUAL	EST.	EST.	TOTAL EST.	TOTAL	BUDGET
		EXPENSES	EXPENSES	EXPENSES	EXPENSES	EXPENSES	EXPENSES +	EXPENSES	LESS
<i>Submitted on 3/30/2020</i>	APPROVED	Apr 2015	Oct 2019	Jan 2020	Apr 2020	Jul 2020	ACCRUALS		EXPENSES
	BUDGET	Sep 2019	Dec 2019	Mar 2020	Jun 2020	Sep 2020	Year 5	Through Sep 2020	Through Sep 2020
LINE ITEMS									
Labor	██████	██████	██████	██████	██████	██████	██████	██████	██████
Fringe Benefits (Regular)	██████	██████	██████	██████	██████	██████	██████	██████	██████
Travel & Per Diem (Intl & In- Country)	██████	██████	██████	██████	██████	██████	██████	██████	██████
Allowances	██████	██████	██████	██████	██████	██████	██████	██████	██████
Equipment, Vehicles, Freight, & Supplies	██████	██████	██████	██████	██████	██████	██████	██████	██████
Training, Meetings, & Workshops	██████	██████	██████	██████	██████	██████	██████	██████	██████
Other Direct Costs	██████	██████	██████	██████	██████	██████	██████	██████	██████

FY2020 Q2 Financial Report	USAID		Q1	Q2	Q3	Q4			
		ACTUAL	ACTUAL	ACTUAL	EST.	EST.	TOTAL EST.	TOTAL	BUDGET
		EXPENSES	EXPENSES	EXPENSES	EXPENSES	EXPENSES	EXPENSES +	EXPENSES	LESS
Subgrants	██████	██████	██████	██████	██	██	██████	██████	██████
Total Indirect Costs	██████	██████	██████	██████	██████	██████	██████	██████	██████
Total Estimated Cost (Excluding Cost Share)	██████	██████	██████	██████	██████	██████	██████	██████	██████
Cost Share	██████	██████	██	██	██	██		██████	██
Total Program Costs	██████	██████	██████	██████	██████	██████	██████	██████	██████
	Total LARA Program Ceiling	Obligated Amount	FY2020 Q1 Actuals	FY2020 Q2 Actuals	FY2020 Q3 Projections	FY220 Q4 Projections	Estimated Cumulative Expenses through Sept 2020		
Total	██████	██████	██████	██████	██████	██████	██████		
Basic Ed	██████	██████	██████	██████	██████	██████	██████		
COP19	██████	██████	██████	██████	██████	██████	██████		
Plus Up	██████	██████	██████	██	██	██	██████		
COP18	██████	██████	██████	██	██	██	██████		