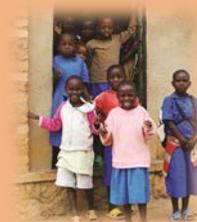




Literacy, Language and Learning Initiative

FY12 - Q1 Quarterly Report



USAID
FROM THE AMERICAN PEOPLE



EDC Learning transforms lives.

EDUCATION DEVELOPMENT CENTER
43 FOUNDRY AVENUE, WALTHAM, MA 02453

L3 Overview

The Literacy, Language and Learning (L3) Initiative's strategic objective is to strengthen teaching and learning so that children leave primary school with solid literacy and numeracy skills. L3 will work with Rwanda's Ministry of Education (MINEDUC) to improve students' reading and mathematical skills in grades one to four, as well as their English language proficiency. Working in collaboration with the MINEDUC, USAID and technical partners, the L3 project works with pre-service and in-service facilitators to introduce proven reading and mathematics teaching strategies, and with community volunteers to support learning. The project also aims to improve the availability and use of innovative reading and math instructional materials. Teachers' and students' reading, math and English language skills will be reinforced through interactive audio instruction programs.

The L3 initiative has five intermediate results that support the strategic objective, and ultimately contribute to USAID's goal of improved reading skills for 100 million children in primary grades by 2015. These result and key activities include:

IR 1: Improved Quality of Teaching

- Activity 1: Development of a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that
- Activity 2: Implementation of a School-based Mentoring Program to support enhanced literacy, numeracy and ESL instruction
- Activity 3: Support to TTCs to become Centers of Excellence for Literacy and Numeracy Instruction
- Activity 4: Pilot initiatives to improve teachers' motivation and working conditions

IR 2: Improved Availability of Teaching and Learning Materials

- Activity 1: Develop a complete package of instructional materials to support early grade reading
- Activity 2: Hold Math Camps for teachers and story writing competitions and Writer's Workshops to produce locally-developed reading materials
- Activity 3: Distribute over one million supplementary books
- Activity 4: Introduce "traveling libraries" in low income, rural communities
- Activity 5: Distribute sustainable technologies (5,400 solar powered MP3 players/radios, 1,057 video projector systems) to support enhanced literacy/numeracy instructional program
- Activity 6: Hold local campaigns and activities to promote a culture of reading

IR 3: Support for English

- Activity 1: Develop interactive audio programs for ESL, P1 to P4
- Activity 2: Develop an instrument to evaluate teachers' English language proficiency
- Activity 3: Revise existing English as a Second Language (ESL) curriculum

IR 4: Strengthened Ministry Capacity

- Activity 1: Embed L3 literacy/numeracy specialists in the central MINEDUC and the 11 TTCs to provide day-to-day support in literacy/numeracy and teacher training reforms
- Activity 2: Develop a criteria-based classroom observation form to monitor changes in teachers' literacy/numeracy instructional practices over time
- Activity 3: Provide short-term technical support to the Examinations division to strengthen student literacy/numeracy assessment programs

IR 5: Improved Equity in Education

- Activity 1: Include new instructional materials with positive images of girls and other marginalized groups
- Activity 2: Provide additional supports and inputs to students in low-income and rural areas
- Activity 3: Provide grants to district committees to implement activities to address disparities
- Activity 4: Develop alliance with UNICEF to ensure that cluster and school-level support to literacy aligns with its Child-Friendly

Table of Contents

ACRONYMS	6
1.0 EXECUTIVE SUMMARY	8
2.0 PROGRESS TOWARD RESULTS.....	9
INTERMEDIATE RESULT 1: Improved Quality of Teaching	9
1.A Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision	9
1.B Develop an instructional package keyed to the new standards.....	10
1.C Complete School-Based Mentoring Program (SBMP) framework and train mentors.....	11
1.D Roll out the SBMP	12
1.E Incorporate the Rwanda L3 literacy/numeracy models in Teacher Training Colleges (TTCs)	13
1.F Pilot Initiatives to improve teachers' motivation and working conditions.....	13
INTERMEDIATE RESULT 2: Improved Availability and Use of Teaching and Learning Materials	14
2.A Provide all teachers and students with a comprehensive package of materials	14
2.B Pilot additional innovative tools and materials in rural and low-income regions.....	16
2.C Support student, teacher and community production of low-cost/no-cost materials	16
2.D Promote a culture of reading (Concern).....	17
INTERMEDIATE RESULT 3: Support for English	17
3.A Develop a program to transition teachers (and students) to English as a language of instruction	17
3.B Use interactive audio instruction (IAI) to reinforce and extend face-to face ESL training program	18
3.C Use the SBMP to reinforce teachers' English.....	18
3.D Revise the existing English curriculum	19
INTERMEDIATE RESULT 4: Strengthen Ministry Capacity	19
4.A Strengthen MINEDUC central capacity.....	19
4.B Transform TTCs into centers of excellence for literacy/numeracy.....	20
4.C Develop tools and systems for monitoring teacher practices.....	20
4.D Improve tools and systems of assessing students' reading and math competencies.....	20

INTERMEDIATE RESULT 5: Improved Equity in Education	21
5.A Ensure equal access to quality instruction	21
5.B Promote positive image of girls and other marginalized groups.....	22
5.C Train teachers and parents to address barriers.....	22
5.D Provide additional resources to rural, low-income areas	22
5.E Increase awareness of equity issues at key nodes.....	22
MONITORING AND EVALUATION (M&E)	23
General performance monitoring.....	23
Evaluation of P1/P2 action research sites.....	23
COLLABORATION AND LEVERAGED RESOURCES	24
3.0 RESULTS ACHIEVED (as per draft Performance Monitoring Plan data table).....	26
4.0 LESSONS LEARNED	30
5.0 OPERATIONS AND MANAGEMENT	30
6.0 ANNEXES	32

ACRONYMS

Concern	Concern Worldwide
CoP/DCoP	Chief of Party/Deputy Chief of Party
CPMD	Curricular and Pedagogical Materials Development
DDG	Deputy Director General
EDC	Education Development Center, Inc.
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EQS	Education Quality and Standards
ESL	English as a Second Language
GoR	Government of Rwanda
IAI	Interactive Audio Instruction
ICT	Information and Communication Technology
IRI	Interactive Radio Instruction
IEE	International Education Exchange
IGA	Income Generating Activities
IT	Information Technology
HT	Head Teachers
LARS	Learning Achievement in Rwanda Schools
L3	Language, Literacy and Learning Initiative
MINEDUC	Ministry of Education
MoU	Memorandum of Understanding
M&E	Monitoring and Evaluation
MEMS	Monitoring and Evaluation Management Service
NGO	Non Governmental Organization
NM	National Mentor
P1-6	Primary One to Six
PMP	Performance and Monitoring Plan
PTC	Parent Teacher Committee
QIWG	Quality Implementation Working Group
REAP	Rwanda English in Action Program
REB	Rwanda Education Board
REC	Rwanda Education Commons

RFP	Request for Proposal
RTI	Research Triangle International
SBM	School-based Mentor
SBMP	School-based Mentoring Program
TDM	Teacher Development and Management
TEMP	Teacher Education Management and Professionalization
TTC	Teacher Training Colleges
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

L3 had a productive second quarter. The project worked on multiple fronts by continuing with its office set up and staff recruitment while at the same time building both the necessary technical infrastructure and processes, including critical assessments and frameworks to develop credible and sustainable literacy, numeracy, and teacher support programs. In addition, the L3 project continued to work on partnership modalities with implementing partners, government counterparts, and sector stakeholders.

Critical technical and support staff were recruited and processes were devised. The newly recruited technical team received training on literacy, numeracy, and material development. Support staff received financial and compliance training. Both technical and support staff received the tools they required.

In this reporting period, L3 hosted three technical experts in literacy, numeracy and materials development. These experts visited schools to assess and observe student learning and teaching while also reviewing P1-P4 literacy and numeracy curriculum and materials. The L3 experts met and consulted with counterparts at the Ministry of Education (MINEDUC) and teacher training institutions. The expert visitors produced initial assessment reports and planning documents, which set the stage for the development of print and audio reading materials. Finally, the visiting experts organized a series of workshops.

L3 staff took part in the preparation of a regional quality education summit. Staff provided support on developing themes for the summit, selecting presenters as well as providing logistic and financial support. In addition, L3 and EDC sponsored two invited presenters. Staff also participated in a two-week workshop to revamp the preservice teaching curriculum at the Kigali Institute of Education (KIE). The L3 Technical Director and technical team as well as L3 partners played critical role in producing preservice curriculum that will help future teachers gain skills in how to teach language and reading.

In preparation for a planned refurbishment of the MINEDUC recording studios, L3 staff and a consultant conducted initial assessment of audio and video recording studios. Officials reviewed the initial assessment findings and plans.

Staff developed a number of important documents including the Performance Monitoring Plan, an annotated bibliography of available children's reading materials, and a situational analysis of the literacy and numeracy landscape.

Finally, staff presented L3 at the MINEDUC's Senior Management Meeting, at the Rwanda Education Board's (REB) directors' meeting, and at the Curriculum and Pedagogical Management Development (CPDM) departmental meeting.

In the following pages, we will detail salient L3 activities in this reporting period.

2.0 PROGRESS TOWARD RESULTS

INTERMEDIATE RESULT 1: Improved Quality of Teaching

1.A Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision

- Establish MINEDUC working committee with REB, KIE and NGO representatives working in the area of literacy/numeracy to develop standards
- Prepare draft standard
- Validate standards
- Develop school, classroom and home/community-based instruments for data collection

Progress in Q2

MINEDUC undertook two studies in 2011 - Early Grade Reading Assessment (EGRA)/Early Grade Mathematics Assessment (EGMA) and Learning Achievement in Rwandan School (LARS) that should provide data required to establish grade-specific standards for key skills. A final draft report of the EGRA/EGMA results was circulated to MINEDUC and Rwanda Education Board (REB) authorities and technicians (see appendix A), and L3 along with RTI presented an overview of the results on November 14th Senior Management Meeting (see power point presentation, appendix B). Drs. Wendi Ralaingita (RTI) and Ben Piper of RTI also did a presentation at the December Regional Summit on Educational Quality (see power point presentation, appendix C) of the process used in Rwanda to develop EGRA/EGMA instruments and collect baseline data at the P4 and P6 levels.

Unfortunately, the workshop scheduled for December 2011 to review the results of the two studies was postponed to Q3. As a result of this delay, the MINEDUC and technical partners were unable, in Q2, to engage in a discussion of the results. These results are necessary prerequisite to an informed discussion on devising grade-appropriate reading and math skills interventions and for L3.

Additional activities

Despite the delay in the technical review of the EGRA/EGMA and LARS results, the L3 initiative was able to begin a dialogue on what current research reveals about effective reading instructional practices. Dr. Nancy Clark-Chiarelli, EDC Senior Literacy Researcher, conducted a series of three workshops for L3 staff, as well as representatives of REB, NGOs and the KIE (see appendix D). Dr. Clark-Chiarelli also gave a research presentation to Kigali Institute of Education (KIE) professors and students as part of the Wednesday afternoon research symposia (see appendix E). It is hoped that similar opportunities to engage technicians, researchers, teachers and interested members of the public in a discussion of evidence-based reading instructional practices will continue to be organized in the future, perhaps under the umbrella of Rwanda Reads.

Activities planned for Q3

It is hoped that with the organization of a working session in January 2012 to review the 2011 EGRA/EGMA and LARS results, the activities originally planned for Q2 will be able to be completed.

These include:

- Establish process with REB, KIE and NGO representatives to develop grade-specific standards for key literacy and numeracy skills
- Prepare draft standard
- Validate standards
- Finalize school, classroom and home/community-based instruments for data collection

1.B Develop an instructional package keyed to the new standards

- Develop instructional framework for systematic early literacy, numeracy and ESL instructional materials
- Validate scope and sequence

Progress in Q2

Although the EGRA/EGMA and LARS results were not officially examined or validated in Q2, the preliminary reports provided initial insights into students' performance with respect to key skills and curricular expectations, particularly for mathematics and reading (Kinyarwanda and English). This information allowed EDC Literacy and Numeracy experts to begin drafting an instructional framework and a scope and sequence for L3 supplementary materials.

In addition to her work under 1.A, Dr. Nancy Clark-Chiarelli launched the development of the literacy instructional frameworks (Kinyarwanda and English). As part of her terms of reference (see appendix F), Dr. Clark-Chiarelli observed rural and urban primary Kinyarwanda and English lessons, interviewed teachers and head teachers as well as the CPMD Kinyarwanda curriculum expert, examined the existing curricula and textbooks for P1 to P4 Kinyarwanda and English, and reviewed the draft EGRA/EGMA and LARS results to produce a situational analysis (see appendix G). The analysis provides an overview of the current strengths of literacy instruction in the early grades in Rwanda, as well as areas that the L3 initiative should focus on to enhance student learning.

Dr. Clark-Chiarelli also produced a preliminary scope and sequence for Kinyarwanda (see appendix H) and English (see appendix I) reading skills, P1 to P4. The preliminary scope and sequence is informed largely by research into effective reading instruction, but also by Dr. Clark-Chiarelli's situational analysis. The scope and sequence is currently being refined by L3 Instructional materials developers and Curricular and Pedagogical Materials Development (CPMD) technicians. Once finalized, it will serve as the basis for all L3 instructional materials and teacher training programs.

In October, Dr. Paul Goldenberg, EDC Senior Mathematics Researcher, travelled to Rwanda to launch the development of the mathematics instructional framework (See terms of reference, appendix J). Dr. Goldenberg visited mathematics classes, interviewed teachers and head teachers, met with CPMD and KIE mathematics



Dr. Goldenberg in the classroom, Oct 2012

Activities planned for Q3

- Establish protocols and procedures for involvement of CPMD technicians in development of L3 materials
- Complete instructional framework, for systematic early literacy, numeracy and ESL instructional materials
- Have scope and sequence and design document validated by CPMD

experts, reviewed the existing primary mathematics curriculum and existing textbooks as well as the findings of the draft EGMA and LARS studies to identify the specific skills and/or math components that the L3 initiative should focus on to complement existing resources. The result was the development of a draft scope and sequence for mathematics for P1, outlining specific activities that could be added to the weekly mathematics program to develop students' mathematical reasoning skills, their critical thinking and problem solving skills, as well as their mathematical habits of mind (see document, appendix K.)

1.C Complete School-Based Mentoring Program (SBMP) framework and train mentors

- Implement consultative dialogue to finalize the national framework for the school-based, peer mentoring program

Progress in Q2

The MINEDUC's recent decision to implement a SBMP focused on improving teachers' English language skills, and to have either Rwandan or Kenyan teacher based in each primary school to serve as a school-based mentor, engendered considerable dialogue between the Teacher Development and Management (TDM) Department, EDC and L3 implementing partner International Education Exchange (IEE) on how L3 resources can be re-aligned to support the new initiative. In a December meeting, a three-month work plan was drawn up (see appendix L) that would see IEE: 1) complete a desk review of mentoring programs in Rwanda which would synthesize the purpose, nature, length, and impact of the programs); 2) develop a profile of a good school-based mentor (the essential competencies or dimensions of practice a good mentor needs to possess or develop in order to be an effective mentor), 3) develop a qualitative descriptions of the keys steps in the professional development continuum for each of the dimensions of practice retained so as to provide common lens through which to interpret and evaluate mentors' practices, and 4) develop a training development plan, based on the dimensions of practice retained - i.e., what training materials will be developed first, which ones will be developed second, etc. When validated by TDM, the documents will provide the framework for the development of L3 mentor training and support materials.

IEE consultant Meredith Pike-Bakey began work on the documents in December.

Additional activities

L3 partner, Voluntary Services Overseas (VSO), began their support to the Teacher Education Management and Professionalization (TEMP) department by initiating the recruitment of a long term (two-year) video-production specialist to support the development of video-based modules to train school-based mentors that mentors can use when training teachers in their schools. A volunteer was identified in December and will be in place by the end of January 2012 to launch the video-production process.

In addition, L3 representatives met with the Deputy Director General (DDG) of ICT to identify a process for upgrading the audio and video production studio at the CPMD. It was decided that the VSO volunteer would conduct a technical audit of existing facilities and equipment, and present to L3 and the DDG of ICT a list of recommended upgrades in Q3.

Activities planned for Q3

- Recruit L3 school-based mentor task leader
- Complete technical audit of video studio; Procure necessary equipment
- Complete desk review of mentoring in Rwanda
- Complete profile of school-based mentor and mentor training plan
- Develop storyboard for first video module on effective mentoring

1.D Roll out the SBMP

- Identify field test schools for SBMP

Progress in Q2

The delay to launch L3 activities in Q1 resulted in a delay to identify schools to field test L3 supported SBMP. However, the decision was made to field test L3 SBMP support materials and training in L3 action research sites in 2012. On December 23, a planning meeting was held at the Education Quality and Standards Department to devise a process to identify the action research sites (see document, appendix M.) The below procedure were followed devised.

PROCEDURES FOR SELECTION OF TREATMENT AND CONTROL SCHOOLS

- Select one district where:
 - the majority of schools are within a 45 minute drive from the CPMD
 - there is an adequate percentage of government (i.e. no private) schools
The schools will be, for the majority, rural schools.
- Prepare a communication for District Officers and head teachers of public schools outlining the roles and responsibilities of schools selected to be action research sites, as well as the benefits to teachers/student and community members.
- Meet with District Officers and head teachers the week of Jan 11 to explain the program.
- Provide head teachers one week to discuss the project with their parent teacher committee members (PTCs) and teachers and to submit their application. Application will include signatures from teachers and from PTC representatives agreeing to the conditions.
- The 3rd week of January, group applications by groups of 3 (clusters of schools) according to geographic proximity.
 - Randomly select, from all the schools that apply, 4 clusters of 3 schools.
 - Randomly assign 2 of the clusters in the control group and the remaining 2 in the treatment (action research) group.

It is anticipated that the schools will be selected by the end of month 1, Q3. Once selected, discussions will begin with TDM department as to how to integrate the L3 School-based Mentoring support program with the support to be provided by the MINEDUC in collaboration with IEE and the British Council.

Activities planned for Q3

- Identify field test schools
- Identify criteria for selection of targets for L3 rollout
- Identify criteria for school selection

1.E Incorporate the Rwanda L3 literacy/numeracy models in Teacher Training Colleges (TTCs)

- Identify with Kigali Institute of Education (KIE) and TTCs how to insert effective literacy/numeracy practices in existing TTC curricula

Progress in Q2

In October, EDC and VSO met with the Vice Rector of the KIE and the Dean of the Faculty of Education to explore how best to insert effective literacy/numeracy practices in existing TTC curriculum. Meetings were also organized between KIE professors responsible for literacy and numeracy and EDC literacy and numeracy specialists Dr. Nancy Clark-Chiarelli and Dr. Paul Goldenberg, to identify the modalities for collaboration on preservice course design and/or delivery.

It was decided that rather than attempting to determine how to insert effective literacy/numeracy practices in existing TTC curricula, it would be more effective to support the development of new literacy/numeracy curricula for the TTCs, which would incorporate these practices. With that in mind, EDC, VSO and IEE representatives participated in a two-week workshop in late November/early December organized by the KIE to redesign the existing curricula. L3 representatives focused on the English, Kinyarwanda and Math curricula, as well as the Language and math methods courses. Work continued for additional two weeks after the workshop to finalize the English and Language methods and practice courses (see appendix N and O).

On December 22, the KIE Senate validated the new curricula. The KIE plans to introduce the curricula gradually over the next three years. Year 1 curricula will be introduced in 2012, Year 2 in 2013 and Year 3 in 2014.

Activities planned for Q3

- Identify, with KIE, process for finalizing units for year 2, English, as well as resource materials to support English, Math and Language and Math methods courses
- Identify, with KIE, process for training English, Kinyarwanda and math tutors in new curricula

1.F Pilot Initiatives to improve teachers' motivation and working conditions

- Develop TOR for community literacy/numeracy volunteer program

Progress in Q2

This activity was originally slated to be piloted by a local NGO working under VSO. However, because of USAID contractual regulations, EDC will now subcontract a local NGO to work on an initiative to improve teachers' motivation and working conditions through community support. The local NGO will be

recruited through an open solicitation process - request for proposal (RFP). However, VSO and Concern Worldwide (Concern) will contribute to the development of terms of reference for the program and assist with the implementation of the program in L3 action research sites.

Initial discussions were held in Q2 with VSO and Concern as to the nature and potential issues of a community volunteer program. In addition, a draft list of literacy-based activities that community volunteers could initiate was drafted (see appendix p). The list will be revised and enhanced as the volunteer program advances through the design and implementation phase.

At the time of the writing of this report, draft terms of reference for the local NGO have been circulated to L3 partners as well as REB L3 focal points and the DDGs of TDM, EQS, and CPMD departments for review and amendment. It is expected that the RFP will be published early in Q3 and that the NGO selected by the end of that quarter.

Activities planned for Q3

- Recruit L3 Equity and Community Task Leader
- Complete procurement process for recruiting local NGO to lead community literacy/volunteer program
- Develop and test training program and materials (including training modules) in pilot districts
- Develop training program for PTCs and Head Teachers (HT) to reinforce their management skills, as well as their ability to identify and implement activities to motivate teachers (housing, finance, training), including Income Generation Activities (IGA) to support such initiatives

INTERMEDIATE RESULT 2: Improved Availability and Use of Teaching and Learning Materials

2.A Provide all teachers and students with a comprehensive package of materials

- Identify with MINEDUC desired level of Interactive Radio Instruction (IRI) support, at each grade level, for Kinyarwanda, English and Mathematics (number of programs per week, length of programs)
- Complete audience research for print and audio materials development
- Train instructional materials developers in basics of interactive audio production
- Produce materials (interactive audio programs, teacher's manual, decodable texts, audio stories, etc.)
- Identify treatment and control schools
- Organize initial training of teachers and HT in how to use interactive audio programs and other program materials

Progress in Q2

At the December 7th meeting with the Director General and the Deputy Director Generals of the Rwanda Education Board (REB), the list of instructional resources to be developed at each grade

Partnership with publishers

Local publishers were asked to submit supplementary reading materials they deemed appropriate for P1 to P4 for inclusion in the annotated bibliography. To date, more than 160 materials have been submitted and most of them have been analyzed.

level outlined in the technical proposal, including the number of interactive audio programs for each grade level, was validated. The exception was the number of radios/audio players, where the recommendation was to increase the number from 5400 to 6000.

In this reporting period, six instructional materials developers were recruited to support the development of print and audio materials called for in the L3 Initiative. In late October/early November, the instructional developers began an intensive training in effective reading and math instructional practices, organized by EDC literacy and numeracy experts. This was followed by a three-week training in the design of effective print and audio materials, led by Suzanne Simard, EDC Instructional Materials Design Specialist (see Terms of Reference, Appendix Q). During the training, instructional materials developers were introduced to the basic principles of effective interactive audio instruction (IAI) materials design, as well as skills required to produce context and age-appropriate reading materials for beginning readers. In the end, new material developers were given an opportunity to develop scripts for audio programs and produce engaging reading materials for decodable texts and/or audio stories. The workshop resulted in the production of the first component of a design document for P1/P2 Kinyarwanda, English and Math materials (print and audio) to guide the development of materials (see appendix R).

During the workshop, participants began developing an annotated bibliography of available supplementary reading materials for P1 to P4. To date, over 140 storybooks have been analyzed and entered into the bibliography. The bibliography includes a summary of each book, including the social messages promoted, as well as the reading level, number of pages, length and types of sentences used, the number and frequency of words and their degree of difficulty, and the role and quality of illustrations (see appendix S for list of features analyzed). The analysis allows the books to be leveled from 1 (easiest) to 27 (hardest) (see appendix T for overview of levels).

The annotated bibliography will allow the instructional materials developers to identify books suitable for particular points along the P1/P2 learning continuum, i.e., books suitable for term 1 of P1 or the midpoint of term 2, P2. It will also allow the L3 initiative to code each of the books included in the proposed mobile libraries by their reading level (for example, beginning books coded with a 1 or a specific color). This will help students, teachers and parents select books that are developmentally appropriate, thereby eliminating or reducing the frustration caused by not being able to read successfully a chosen book.

The annotated bibliography will be a living document. New books will be added as they are identified. It is hoped that the bibliography will eventually be made available to teachers and parents via the CPMD department or the Rwanda Education Commons (REC) website.

The instructional materials developers also began to research the needs and interests of their target audience – P1/P2 students and teachers. This was done by examining the situational analysis produced

by Dr. Clark-Chiarelli, participating in discussions with Dr. Paul Goldenberg, attending a presentation on EGRA/EGMA results facilitated by Dr. Wendi Ralaingita, and trying out new reading instructional materials and approaches on young learners. The audience research will continue in Q3, once schools re-open.

As mentioned in 1.D above, treatment (action research sites) and control schools were not identified in Q2, but a process was outlined for their identification early in Q3. Finally, because schools were closed in November-December and action research sites were not identified by the end of Q2, no trainings

L3 member observes a classroom



were organized for teachers on how to use interactive audio instruction (IRI) or other program materials.

Additional activities

Part of the instructional materials to be distributed to P1/P2 classrooms includes decodable texts, teacher read aloud stories and audio stories. Although the annotated bibliography will allow suitable texts or stories to be identified for these purposes, it is anticipated that a considerable number of texts will have to be developed. The L3 initiative calls for the organization of “Writers Workshop” whereby teachers – and potentially students – learn to produce engaging and developmentally appropriate reading materials for early primary. In December, VSO identified a short-term volunteer to develop a resource kit for organizing Writers’ Workshops. (See terms of reference, appendix U). The volunteer will arrive early in Q3. As part of the development process, she will organize the first of Writers’ Workshops, which will result in the first new reading texts for young learners.

Progress was also made on the rehabilitation of the CPMD audio studio. An audio engineer living in Rwanda conducted a technical audit of the equipment and modifications needed to bring the studio up to professional quality. The DDG of MINEDUC’s ICT department and his staff reviewed at a December meeting the list of recommendations. The procurement process will be launched as soon as a formal approval of the list of proposed materials is received. It is expected that the materials will be installed in February of 2012.

Activities planned for Q3

- Recruit additional instructional materials developers for L3 team
- Complete desktop publishing of annotated bibliography
- Organize 2nd intensive training of instructional materials developers
- Organize first Writer’s Workshop
- Develop and test initial P1/P2 Math and Kinyarwanda materials (print and interactive audio programs)

2.B Pilot additional innovative tools and materials in rural and low-income regions

- No activities in Q2

Activities planned for Q3

- Develop criteria and processes for identifying rural and low-income schools in each district
- Establish local and NGO partnerships for provision of videos for classroom and community use
- Catalogue video material; cross reference with curriculum outcomes and/or age-level appropriateness
- Distribute android cell phones to National Mentor (NM), SBM and teachers/schools in low-income areas
- Develop, procedures for managing travelling suitcase
- Purchase reading materials

2.C Support student, teacher and community production of low-cost/no-cost materials

- No planned activities in Q2

Activities planned for Q3

- Organize first “make and take” session with teachers in action research sites
- Video-module on how to make and use low-cost/no-cost materials developed and available for use by SBMs and NMs

2.D Promote a culture of reading (Concern)

- Have Terms of References for research project (see below) validated by REB
- Conduct household research on perceptions of parents on literacy and key barriers and positive practices impacting on children’s interest in reading and their reading ability (study carried out in parallel with study in 2.D)

Progress in Q2

Discussions have begun on the methodology for the household research including the process of identification of appropriate support and of the data collection sites. The process of designing L3 baseline instruments has enabled the team to identify information gaps. It is expected that an international “expression of interest” will be issued early in Q3 to identify individuals or agencies with the technical capacity to support the study.

Additional activities

The L3 initiative calls for the launching of annual story writing competitions to both raise an awareness of the importance of reading (and writing), and identify suitable texts for distribution to teachers as read aloud or audio stories. With that in mind, L3 representatives met with publishers’ representatives to discuss the parameters for such a contest, as well as potential partnerships for the publication of winning entries. Draft Terms of Reference for such a contest were drafted, however the initiative was put on hold, pending the re-launch of the Rwanda Reads initiative in January of 2012. It is hoped that the story-writing contest can be launched in Q3, under the umbrella of Rwanda Reads.

INTERMEDIATE RESULT 3: Support for English

Activities planned for Q3

- Have Terms of Reference for the research project (see below) validated by REB
- Conduct household research on perceptions of parents on literacy and key barriers and positive practices impacting on children’s interest in reading and their reading ability (study carried out in parallel with study in 2.D)
- Identify key messages
- Develop, roll out and monitor impact of key messaging to promote positive attitudes and behavior

3.A Develop a program to transition teachers (and students) to English as a language of instruction

- Develop scope and sequence for P1/P2 ESL audio programs

- Produce/ test interactive audio-based ESL program (activities carried out concurrently with Component 2A activities above)

Progress in Q2

These activities were carried out concurrently with those of Component 2A. See description above.

Activities planned for Q3 (organized concurrently with activities 2A above)

- Develop scope and sequence for P1/P2 ESL audio programs
- Produce/ test interactive audio-based ESL program (activities carried out concurrently with Component 2A activities above)
- Recruit additional instructional materials developers for L3 ESL team
- Complete ESL desktop publishing of annotated bibliography, English entrees
- Complete ESL scope and sequence validated by CPMD
- Complete ESL section of design document
- Organize 2nd intensive training of ESL instructional materials developers
- Organize first Writer’s workshops to produce English texts
- Develop and test initial P1/P2 interactive audio programs and accompanying pages of the teachers’ manual

3.B Use interactive audio instruction (IAI) to reinforce and extend face-to face ESL training program

- Identify elements of Rwanda English in Action Program (REAP) program to reinforce in interactive audio programs
- Integrate strategies and structures taught during REAP program into P1/P2 ESL scope and sequence

Progress in Q2

As part of the development of the scope and sequence for ESL P1/P2 and the ESL component of the design document, the L3 ESL materials development team has been reviewing the English in Action

Activities planned for Q3

- Identify elements of REAP program to reinforce in IRI programs
- Integrate strategies and structures taught during REAP program into P1/P2 ESL scope and sequence

Program (REAP) program materials to identify the instructional strategies and language structures that can be incorporated in the L3 audio materials. The analysis is underway and is expected to be completed early in Q3 as the scope and sequence is finalized.

3.C Use the SBMP to reinforce teachers’ English

No activities planned for Q2

Activities planned for Q3

- Assess NMs and SBMs ability to facility trainings English using new video-based modules
- Identify additional ESL audio and/or video materials for uploading to L3 audio and video players

3.D Revise the existing English curriculum

No activities planned for Q2

Activities planned for Q3

- Assist REB to establish technical working group to review existing ESL curriculum in light of national standards and new language policy

INTERMEDIATE RESULT 4: Strengthen Ministry Capacity

4.A Strengthen MINEDUC central capacity

- Finalize assignment of MINEDUC counterparts to L3 staff
- Reach agreement with MINEDUC on space for L3 embedded team
- Implement technical projects to strengthen MINEDUC capacity (ongoing)
- Advise on policies in support of L3 project objectives (ongoing)

Progress in Q2

In December, the Director General of the Rwanda Education Board (REB) assigned focal points in each of the REB departments (CPMD, EQS, TDM, and ICT) that will partner closely with the L3 initiative to achieve the established goals. The DDG of CPMD was appointed to oversee the overall implementation of the initiative. At the request of the DG, a detailed 6-month workplan was developed, reviewed and validated by the focal points from the various REB departments in a December meeting chaired by the CPMD department focal point. The validation allowed for L3 activities to begin in earnest with the different REB departments. At that first meeting, preliminary guidelines were established for communicating with EDC representatives, and between focal points.

The Director General of the Rwanda Education Board (REB) also committed to having the L3 technical team embedded in the REB, although as of the end of Q2, the official assignment of space had not been completed. It is hoped that this will be completed early in Q3.

Quality Summit. As part of its commitment to strengthen MINEDUC capacity, the L3 initiative actively participated in the organization of the Regional Summit on Education Quality held in early December, including assisting in the organization of thematic sessions: on assessment and evaluation and on literacy/reading. The L3 Technical Director also co-facilitated a session on literacy. L3 and EDC also financed, at the request of USAID, the participation of two speakers: Dr. Simon Richmond, EDC Educational Technology Specialist and Dr. Dan Wagner (see appendix U for ToR), a student assessment specialist from the University of Pennsylvania and holder of a UNESCO chair in assessment. During his visit, Dr. Wagner participated in a working session with representatives of the EQS department to review the advantages and limitations of different types of assessment and to answer any questions participants had on learning assessments (see appendix W).

Literacy. Representatives from MINEDUC, REB and KIE were also invited to participate in a series of workshops organized by Dr. Nancy Clark Chiarelli to review recent research on reading instruction.

Audio/video production. A preliminary discussion was held with the DDG of the ICT department to identify procedures that can be put in place to ensure that the MINEDUC/REB is able to build its technical capacity in audio and video production so that it has both skilled staff and tools. One of the ideas put forth was a “job shadowing” whereby members of the ICT department team work alongside the VSO video production technician or the sound engineer recruited by L3 to learn the art of audio/video production. A formalized capacity building plan will be developed as the studios come on line.

Activities planned for Q3

- Implement technical projects to strengthen MINEDUC capacity
- Advise on policies in support of L3 project objectives (ongoing)

4.B Transform TTCs into centers of excellence for literacy/numeracy

- No planned activities for Q2

Additional activities

The activities described under 1.E.

Activities planned for Q3

- Train TTC, VSO instructors and student teachers on effective literacy/numeracy instruction & how to use L3 materials and technologies
- Module developed on how to implement effective Writer’s Workshops and Math Camps

4.C Develop tools and systems for monitoring teacher practices

- No planned activities for Q2

Activities planned for Q3

- Adapt classroom observation form to make it standards-based and criterion referenced

4.D Improve tools and systems of assessing students’ reading and math competencies

- No planned activities for Q2

L3 had hoped that the technical review of the EGRA/EGMA and LARS results planned for early December would result in strategies to identify ways of improving tools and systems for assessing students’ reading and math competencies. Unfortunately, no strategy discussions were held because of the delays in the technical reviews.

Additional activities

In late December, VSO and L3 representatives met with the DDG of Examinations and Accreditation to determine the type of support needed for improving systems for reporting student assessments. Two priorities were identified by the DDG: 1) the implementation of continuous assessment at the primary level and 2) the development and implementation of a database to track student assessment. The second priority involves issuing unique student numbers, beginning at P1 and developing a database to track student progress across the grades using the unique identifiers. Such a database would have numerous benefits, including providing the REB and the MINEDUC with a richer data set for monitoring and analyzing student progress.

Contact was made with a new British NGO, Educators Sans Frontieres, to explore whether it could provide support to the development of the database. Discussions are ongoing and a clearer assessment of how to best move forward with this initiative should be available in Q3.

Activities planned for Q3

- Develop multiyear plan for technical support to LARS and Examinations and Accreditation
- Provide STTA to LARS and Examinations and Accreditation department (exact dates to be specified in plan)

INTERMEDIATE RESULT 5: Improved Equity in Education

5.A Ensure equal access to quality instruction

- Identify inclusive practices to model in IAI and print materials
- Implement monitoring matrix to ensure that practices are consistently modeled in all materials (audio and print)

Progress in Q2

In addition to her work described above, Suzanne Simard, EDC Instructional Design Specialist, reviewed recent gender studies conducted in Rwanda to cull critical issues and identify key messages and practices that could and should be incorporated in L3 instructional materials. In November, Ms. Simard and the L3 Technical Director met with representatives of NGOs working in the health and social development sector to identify other key positive and desired social messages that should be emphasized in L3 materials. A preliminary list was developed and shared with instructional materials developers (see appendix X). As the instructional materials design process advances, the list will expand and evolve as well.

Furthermore, a formative assessment matrix was developed for L3 materials. The matrix will ensure that inclusive practices are consistently modeled in all L3 materials (see appendix Y). L3 materials developers used the matrix to assess the supplementary reading materials submitted by publishers in order to identify tacitly or overtly transmitted gender and social messages.

Activities planned for Q3

- Identify inclusive practices to model in IAI and print materials
- Implement monitoring matrix to ensure that practices are consistently modeled in all materials (audio and print)

5.B Promote positive image of girls and other marginalized groups

- Conduct household research on key barriers and positive practices impacting on performance in the classroom viewed from gender and poverty profile perspective, as well as from the perspective of children with special needs

Progress in Q2

This study will be carried out concurrently with the study outlined in 2.D. See section above for details.

Activities planned for Q3

- Conduct household research on key barriers and positive practices impacting on performance in the classroom viewed from gender and poverty profile perspective, as well as from the perspective of children with special needs
- Identify key messages to reinforce and promote positive attitudes and behaviors

5.C Train teachers and parents to address barriers

No activities planned for Q2.

Activities planned for Q3

- Develop diagnostic tools and remediation activities for literacy/numeracy (see 2.A) above

5.D Provide additional resources to rural, low-income areas

- Identify with Ministry procedures or criteria for identify schools in rural and low-income areas and for identifying schools in each district that correspond to that profile

Progress in Q2

No formal procedures or criteria were developed to identify schools in district that are in rural and low-income areas. This activity will be taken up in Q3.

5.E Increase awareness of equity issues at key nodes

- Form alliance with FAWE's gender task force
- Draft procedures and terms of reference for distributing grants to district gender task forces

Progress in Q2

These activities were not completed in Q2 and will be carried over to Q3.

Activities planned for Q3

- Form alliance with FAWE's gender task force or other organization responsible for gender
- Draft procedures and terms of reference for distributing grants to district gender task forces
- Ally with UNICEF's Child-Friendly Schools Approach

Activities planned for Q3

- Identify with MINEDUC procedures or criteria to identify schools in rural and low-income areas and schools in each district that correspond to that profile

MONITORING AND EVALUATION (M&E)

General performance monitoring

- Hold stakeholder workshop to finalize Results Framework, indicators and annual targets
- Identify data collectors for L3 evaluations
- Design and field test various school and TTC data collection instruments

Progress in Q2

L3 developed a draft Performance Monitoring Plan (PMP) in October and submitted to USAID for consideration. The plan outlines 14 key indicators, each of which measures progress with respect to a significant component of the L3 initiative. The majority of the indicators measure either outcomes or outputs. The indicators were updated in early December following the publication of USAID Washington's revised list of performance indicators.

Annual targets were established for each indicator, and the method used to calculate the annual targets described and justified. In November, at the request of the DG of the REB, the L3 5-year work plan was restructured to fit into the MINEDUC's log framework and annual performance targets established for each major activity. The targets in the log framework are identical to those in the Performance Monitoring Plan. The indicators and targets were reviewed at the December meeting of the REB, chaired by the DG.

The L3 team began reviewing, after the above-mentioned December meeting, extensive collection of EDC tested instruments to support the collection of indicator-related data. It is expected that this review process and the selection to be completed in Q3 and data collectors identified.

Activities planned for Q3

- Recruit M&E manager and data analyst for L3 M&E Team
- Finalize data collection instruments for L3 evaluations
- Identify data collectors for L3 evaluations
- Monitor implementation (ongoing)

Evaluation of P1/P2 action research sites

- Identify treatment and control schools

Progress in Q2

See summary in section 1.D, as well as document in appendix Z.

Activities planned for Q3

- Collect baseline data in control and treatment schools
- Field test program materials, teachers manual, decodable text, and audio stories

COLLABORATION AND LEVERAGED RESOURCES

- Finalize Terms of Reference/Scopes of Work and subcontracts with VSO, Concern and IEE
- Establish alliance with Peace Corps to support L3 activities and goals
- Establish alliance with other educational partners (UNICEF, British Council, DFID, etc.) to support L3 activities and goals (ongoing)
- Establish at least one public-private partnership to support initiative goals (video materials, cell phone coverage, publishers, etc.) (ongoing)

Progress

Scopes of work for VSO, Concern and IEE were finalized. L3 staff and partners also embarked on an extensive and ambitious program to familiarize public and private sector agencies, as well as NGO representatives, with the goals and aims of the L3 Initiative and explore potential partnerships. This includes over 19 meetings with and/or presentations to:

- State Minister (MINEDUC)
- Permanent Secretary (MINEDUC)
- Director of Rwanda Education Board (REB)
- MINEDUC Senior Management Team
- REB Management Board
- Curriculum and Pedagogical Materials Development Department (CPMD)
- UNICEF
- DFID
- FHI 360
- Books and Beyond
- British Council
- Publishers' Association
- Individual publishers: Pearson, McMillan, Fountain
- VSO volunteers
- Vice rector, KIE
- Dean of the Faculty of Education, KIE
- Associate Dean of the Faculty of Languages, KIE
- Mathematics professors, KIE
- Rwanda Education Commons
- RTI EGRA/EGMA Evaluation specialists
- Kigali Library (Rotary Club)

The L3 Initiative was also invited to join the Quality Implementation Working Group (QIWG). This body is a critical link to ensuring that L3 is informed of ongoing and planned initiatives, and identifying potential collaborations or partnerships.

In addition, L3 established a preliminary contact and partnership with the publishers' association to receive complementary copies of textbooks produced for P1 to P4 Kinyarwanda, English and Math as well as copies of supplementary reading materials for these same grades. The supplementary reading materials formed the basis for the development of an annotated bibliography. As the materials development process coalesces, the publishers will be engaged more substantively.

Unfortunately, the alliance with Peace Corps was not formally established this quarter and has been carried over to Q3.

Activities planned for Q3

- Establish alliance with Peace Corps to support L3 activities and goals
- Establish alliance with educational partners (UNICEF, British Council, DFID, etc) to support L3 activities and goals
- Establish at least one public –private partnership established to support initiative goals (video materials, cell phone coverage and publishers, etc.)

3.0 RESULTS ACHIEVED (as per draft Performance Monitoring Plan data table)

Goal: Children leaving primary school with a strong foundation in literacy (Kinyarwanda and English) and numeracy skills foundation in literacy (Kinyarwanda and English) and numeracy skills

Indicator type	Indicator description	Target 2012	Q1	Q2	Q3	Q4	Disaggregation	Frequency	Data source/responsible	Notes
F-Indicator 3.2.1-14: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: Output)	Number of P1 to P4 learners enrolled in L3 supported primary schools	1987	NA	NA			Gender, Zone,	Annual	Listenership data	To avoid double counting, targets refer to number of learners in schools benefiting from interactive audio instruction; Assumes 75% of teachers regularly use programs
F-Indicator 3.2.1-27 (modified): Proportion of students who, by the end of three grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (Type: Outcome/Impact)	Proportion of (P3) students who meet the MINEDUC threshold for reading with fluency and comprehension after three years of L3 support	Baseline: 63%	NA	NA			Gender, L3 Attribution	Twice (2015/6)	Grade 3 scores fluency and comprehension, as measured by EGRA and/or LARS.	Baseline: 2011 LARS results
F-Indicator 3.2.1-28: Proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards, or national	Proportion of grade 5 students who, by the end of primary school, are able to read with comprehension according to Rwanda's curricular goals and standards.	NA	NA	NA			Gender	Once (2016, but based on 2015 results)	LARS grade 6 scores for literacy. Project impact evaluation grade 6	No baseline for P6

experts(Type: Outcome/Impact)										
Result 1: Improved quality of teaching										
F-Indicator 3.2.1-35: Number of learners receiving reading interventions at the primary level (Type: Output)	1.1 Number of P1 to P3 students who listen regularly to Kinyarwanda reading interactive audio programs	1987	NA	NA			Gender	Annual	Listenership records	To avoid double counting, targets refer to number of learners in schools benefiting from interactive audio instruction; Assumes 75% of students regularly use programs
F-Indicator 3.2.1-31: Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	1.2 Number of mentors/teachers/head teachers/ trained by L3 initiative	130	NA	NA			Gender, District	Annual	Listenership records (for teachers); attendance records for mentors, head teachers, TTC instructors	to avoid double counting, targets are for number of teachers benefiting from a minimum of 24 hours (3 days) of in-class training via interactive audio/radio instruction
F 3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Type: Output)	1.3 Number of student teachers trained by L3 initiative	1667	NA	NA			Gender	Annual	Enrollment records (student teachers)	Student teachers are those enrolled in languages or math/science option
Custom Indicator (Type: Outcome/Impact)	1.4 Proportion of teachers in SBMP using new literacy/ numeracy instructional practices and materials	0	NA	NA			Gender, Zone	Annual	Criterion-referenced Observation Sheet	Tool to be developed

Result 2. Improved availability and use of instructional materials and technology										
F-Indicator 3.2.1-33 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output)	2.1 Number of learning and teaching materials produced and distributed	8500	NA	NA			Type	Semi annual	Distribution records for print and audio materials, supporting technologies, etc.	Disaggregated by type of materials and source; Cost share documentation (in case of BBF donations)
Indicator 3.2.1-33 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output)	2.2 Number of different book/story titles and problem sets authored locally and reproduced for use in schools	175	NA	NA			Type	Semi annual	List of works produced via Writers' Workshops, Story Competitions & Math Camps	
Indicator F3.2.1-36 Number of schools using Information and communication technology due to USG support (Output)	2.3 Number of schools receiving MP3 players, video players or other technologies	6	NA	NA			Region	Annual	Distribution records	
Result 3. Support for English										
Custom Indicator (Type: Outcome/Impact)	3.1 Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)	Baseline	NA	NA			Gender , Zone	Annual (Y3-5)	English-language test developed by L3 Initiative, in collaboration with British Council and TDM	Test to be developed. Baseline data to be collected in 2012
Result 4. Strengthened Ministry capacity to improve the quality of education										
F-Indicator 3.2.1-37: Number of impact evaluations conducted (Type: Output)	4.1 Number of completed reports submitted to MINEDUC on the impact of L3 initiatives, during grade-specific action research cycles, as well as during nationwide roll out	0	NA	NA			NA	Annual	Report submitted to Ministry	Baseline: 2011 National assessment instruments (LARS, EGRA/EGMA), programs and policies

Result 5. Improved Equity in Education										
Custom Indicator (Type: Outcome)	5.1 Average increase in parity of students completing P3 in L3 supported schools ¹	Baseline	NA	NA			Gender, Zone, (urban/rural)	Annual	EMIS Data (parity index)	Baseline is 2011 EMIS data from Ministry
Custom Indicator (based on UNESCO indexes) (Type: Outcome)	5.2 Average increase in parity of student's performance in literacy and numeracy at P3 level in L3 supported schools	TBD	NA	NA			Gender, (urban/rural)	Twice (2015, 2016)	EGRA/EGMA or LARS scores in literacy and numeracy	Baseline is 2011 EGRA/EGMA and/or LARS data

¹ This indicator assumes that the MINEDUCS's Education Management Information System is able to extract the required data.

4.0 LESSONS LEARNED

- From conception to inception, it took approximately a year to award the L3 project. During this period, a number of assumptions and priorities has changed. For example, the Ministry's school-based mentoring plans continue to evolve. The L3 project will adapt and accommodate these changes.
- As the REB institution continues to evolve and take root, L3 will need to adapt and accommodate the new structures and establish lines of communication. Thus far, REB has graciously accommodated L3 staff and plans.

5.0 OPERATIONS AND MANAGEMENT

Systems Development: In this reporting period, L3 continued with systems set-up and the recruitment and orientation of new staff. Activities included:

- Providing initial financial and compliance support to finance staff
- Establishing administrative and financial processes and an oversight system
- Developing administrative (HR, finance and other) tools and forms (i.e. contracts, etc.)
- Recruiting an accountant, logistician, grants coordinator, and administrative and financial assistant
- Developing a draft Policies and Procedures Manual (P&P), and scheduled an orientation in Q3
- Establishing L3 bank accounts
- Renting and completed leases for COP and TD residence, and an L3 office
- Completing the procurement and approval of vehicles
- Finalizing the Branding and Marking plan
- Establishing a process and submitting monthly financial reports as well as quarterly accruals
- Establishing monthly meetings with staff and proposing regular Implementing Partner meetings schedule
- Establishing USAID monthly meetings
- Establishing debrief visits at USAID for Short Term Technical Assistants

Office Set-up: The process of office set up was slowed down as a new law requiring all commercial properties to acquire license took effect. As a result, the pool of commercial properties available for rent shrank and the plan to co-locate L3 and Akaze Kanoze was abandoned. In December, L3 moved to a new office and the process of acquiring equipment and furniture commenced.

Capacity Building and MINEDUC Engagement: Staff continued to engage MINEDUC counterparts and other stakeholders. In this quarter, staff continued to discuss and revise the details of a Memorandum of Understanding (MOU) between L3 and MINEDUC. The State Minister of Education requested further revisions and clarifications to the MOU.

L3 Finance officer also attended a USAID sponsored financial and compliance training, while the Deputy Chief of Party (DCoP) attended a week-long monitoring and evaluation training sponsored by the Monitoring and Evaluation Management Service (MEMS) project.

Sub-monitoring (of partners): Agreements were drafted, revised and signed by all three NGO partners (VSO, Concern and IEE) and EDC. A cost-share and financial tracking system was developed and implemented for all partners, and an in-depth financial and compliance training is scheduled in Q3 for implementing partners which will be led by EDC's Compliance Manager and L3 Project Director. On-going technical assistance to partners has been provided on a weekly basis.

Communications: L3 informational sheets and documents were created, printed and distributed. An L3 website was designed but has not been launched.

6.0 ANNEXES