



Literacy, Language and Learning Initiative

FY13 - Q1 Quarterly Report



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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 works 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 results 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 Schools activity

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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
FARS	Fluency Assessment in Rwanda Schools
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

The literacy, Language and learning Initiative (L3) kicked off the second year of activities with ambitious program to rollout the program to more schools, institutionalize systems and structures, and build on the momentum created the first year. Among these were the verification of the validated reading standards, the development of new math curriculum and standards, the design and the completion of a credible School-based Mentor program, and rolling out the much awaited audio, print and video packages for teachers, students and mentors.

In the past quarter, L3 teams collected fluency data from 40 schools and from 840 P3 and P5 students to test and validate assumptions underlying the national reading standards. The fluency data had been analyzed and a draft report had been produced and is currently under review.

The L3 Initiative goals received a major endorsement when the Ministry of Education agreed to a proposal to use the percentage of students meeting the national reading standards as an indicator and a measure of educational quality. In addition, L3 and partners proposed to the Director of National Budget to open a budget line for the Rwanda Reads initiative in the national budget. This is a significant validation and endorsement for the criticality of reading in early grades.

L3 contributed to the crafting of key pedagogical standards whose impact will be observable in teacher practice and in the classroom. These will also be a roadmap for how future teachers are trained and assessed.

In October, L3 developed draft mathematics standards. The standards outline key competencies that children should develop by the end of the each grade in the primary school cycle (P1-P6). L3 also assisted the Rwanda Education Board (REB) with an initiative to revise the mathematics curriculum.

L3 continued to provide critical support to REB in the design of credible of School-based Mentoring program. In this quarter, L3 staff contributed to the development of processes to recruit competent School-based Mentors. In addition, L3 continued to develop video modules for the mentors despite the challenges of the short school term.

L3 along with REB identified the first 90 schools to receive L3 support. The schools were strategically paired so as to align them with the SBM placement strategies. This alignment will allow the SBM the convenience of monitoring schools which are close in proximity.

L3 organized two Writers' Workshops for student teachers, REB technicians, writers and publishers. The Writers' Workshop continued to be popular as REB, TTCs, and publishers are requesting more workshops. To respond to this demand, VSO volunteers will organize a number of these workshops in the next quarter.

The first phase of L3 P1 and P2 teaching and learning materials development (print, audio, and video) was completed. L3 staff formatively evaluated all the print and audio materials at the Remera Catholic school. Staff received permission to continue the formative evaluation process during the December holidays. In a parallel process, L3 staff continued to print student readers and teacher guides as well as purchase phones, Pico projectors and netbooks to upload the L3 content.

A well-attended and well-organized mobile library prelaunch ceremony was held at the Curriculum and Pedagogical Materials Development (CPMD) department. And by the end October, L3 distributed 7 mobile libraries in 7 communities.

To engage communities, L3 identified and developed key messages to promote reading in communities. In addition to community messages, an L3 partner organized reading competitions in L3 schools.

In the following pages, L3 activities carried out in the past quarter will be detailed.

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

- Complete the development of Synphony
- Complete the collection and analysis of data on P3 and P5 students' English and Kinyarwanda reading fluency in order to validate the draft national reading standards

Progress in Q1

Development of Synphony software for Kinyarwanda

This quarter, staff from the Curriculum and Pedagogical Materials Development department (CPMD) and L3 finalized the word list required to develop a software known as Synphony that can analyze Kinyarwanda language structures (frequency of letter use; letters most important for producing initial words; 2, 3, 4 or 5 syllable words that can be made with a given selection of letters; etc.). The original word list included words used in early primary texts books and in the new L3 teacher read aloud stories, as well as words from an online Kinyarwanda bible. At the request of CPMD, the words from the bible were removed. In their place, the developer of Synphony recommended that L3 have primary school teachers and CPMD curriculum developers generate word lists for a variety of common semantic fields (for example, feelings, things we eat, etc.) and that they indicate, for each word, whether the word is: 1) a word that young children use in everyday speech; 2) a word that young children understand but do not generally use while they are speaking; 3) a word that children do not usually understand, but that they should integrate into their passive vocabulary in the early grades, or 4) a word that only adults use or need to know.

In October 2012, L3 brought together 16 Kinyarwanda early grade teachers and 2 CPMD specialists to finalize the word lists for Kinyarwanda. The group worked alongside the L3 instructional materials development team to create a list of 5000 words for each of the selected semantic fields.

The final word lists were then cleaned, coded and sent to the software developer. A new version of Synphony is now ready for testing, and a Skype conference between L3/CPMD and the software developer is scheduled for mid-January. During that conference, the team will provide feedback on the functionality of the new system and identify new features that the team would like to integrate into the software.

Data to Support National Reading Standards Collected

In June 2012, the Rwanda Education Board validated national standards for fluency and comprehension for P3 and P5, Kinyarwanda and English. At the time of validation, it was recommended that an additional round of P3 and P5 fluency data in English and in Kinyarwanda be collected to confirm that the standards proposed are appropriate and realistic. This recommendation was put forth because the

2011 fluency data¹ used to inform the establishment of the standards were based on an end of P2 level text rather than an end of P3 or end of P5 level text and no fluency data were available for P3 English.

In August, the L3 team met with CPMD and Quality standards to outline a seven-step process that would provide data for the validation of the draft standards. This included: identifying clear descriptors of what constitutes an end of P3 and an end of P5 reading text; developing texts that match those descriptors and testing them to ensure their appropriateness for fluency assessments; training a cadre of REB data collectors to collect the new data; establishing a national sample for the data collection; and collecting, analyzing and reporting on the results.

Table 1: Overview of activities for validation of national standards

Activity	Timeline	Person responsible
1. Establishment of a nationally representative sample 40 schools for data collection	By October 7, 2012	Ken Kahumuza, L3, in collaboration with Théodore Mboneza, Quality Standards
2. Development and field testing of proposed fluency tests (see criteria for texts in appendix)	By October 7, 2012	English: Muhammed Mugemangango, Emeritha Muhongwaseko and Claudien Nzitabakule Kinyarwanda: Françoise Uwumukiza, Straton Karera, Célestin Bizimungu and Nehemiah Bacumuwenda
3. Identification of data collectors	By October 12, 2012	Ken Kahumuza, L3, in collaboration with Théodore Mboneza , Quality Standards
4. Training of data collectors	October 17, 18, 19th	English: Ken Kahumuza, Umutoni Rukatsi with Muhammed Mugemangango, Emeritha Muhongwaseko and Claudien Nzitabakule Kinyarwanda: Marcel Manariyo (L3) with Françoise Uwumukiza, Célestin Bizimungu, Nehemiah Bacumuwenda and Straton Karera
5. Logistical and budgetary preparation for data collection	Week of Oct 15th	Ken Kahumuza, Umutoni Rukatsi
6. Collection of data in schools	Weeks of Oct 22 and 29th	Data collectors, supervised by Ken Kahumuza, Umutoni Rukatsi and Marcel Manariyo (L3) and Theodore Mboneza
7. Control of data collected		Umutoni Rukatsi, L3,

Identification of qualitative descriptors of end of P3 and end of P5 texts

The L3 Technical Director worked with the CPMD Kinyarwanda and English specialists to define the characteristics of end of P3 and end of P5 texts. This was done by examining the modified Fountas and Pinnell continuum of text reading levels developed for the April publishers' tender (see quarterly report 2, Year 1) and establishing the levels that best correspond with REB expectations for these grade levels. The table below summarizes the levels identified for each grade level. The qualitative descriptors of levels 13 and 21 for Kinyarwanda and of levels 9 and 15 for English (end of P3 and P5 respectively), can be found in appendix 1.

Table 2: Targeted reading levels, Kinyarwanda and English, P1 to P6

(Based on reading levels described in REB tender document of April 2012)

Level	Kinyarwanda Reading levels	English Reading levels
P1	1, 2, 3, 4	1, 2
P2	5, 6, 7, 8, 9	3, 4, 5
P3	10, 11, 12, 13	6, 7, 8, 9
P4	14, 15	10, 11, 12
P5	16, 17, 18	13, 14, 15
P6	19, 20, 21	16+

Development of texts that match those descriptors

In early October, representatives of Educational Quality and Standards (EQS), Curriculum and Pedagogical and Teacher Development and Management (TDM) departments met to develop texts aligned with the descriptors for each of the levels. A total of 3 different texts were developed for each language and grade level.

Testing of new texts to determine their appropriateness for fluency assessments

L3 Monitoring and Evaluation (M&E) team members administered each of the three texts for each language and grade level to the same group of P3 and P5 students. An analysis of the fluency and comprehension results of each of the three texts for each grade level and language (see Table 3) allowed the M&E team to eliminate texts that either did not discriminate sufficiently or that presented obvious anomalies. For example, students were able to read the P3 text *A Mouse* with fluency but were unable to answer the comprehension questions. A subsequent examination of the text revealed that the text has a lot of events which are difficult to retain with a single reading of the text. Eliminated texts are indicated in italics in the table below.

Table 3: Comparative results of grade level texts

LANGUAGE	TEXT_TITLE	N	MEAN CWPM	SD	MEAN correct answers	SD	% students who scored 0
ENGLISH, P3	<i>A MOUSE</i>	40	34.35	7.754	0.52	0.75	0.03
	MUKANEZA	40	34.05	5.616	2.05	1.08	0.00
	MUNANA'S DOG	40	34.65	5.112	2.78	1.27	0.00
KINYARWANDA, P3	INTAMA YA SIBOMANA	40	41.8	11.60	3.53	1.28	0.00
	<i>ISHURI RYACU</i>	40	41.3	11.71	2.6	0.95	0.00
	MUKAMANA	40	46.65	12.02	3.6	1.31	0.00
ENGLISH, P5	<i>BWENGE AND SHEMA</i>	40	54.05	6.164	1.25	1.08	0.00
	NYIRANTWARI, A GOOD LEADER	40	57.48	7.348	1.5	0.96	0.00
	UMUTONI, THE FOOTBALL PLAYER	40	55.17	4.248	1.78	1.18	0.00
KINYARWANDA, P5	NDIZEYE MU MURIMA	41	62.66	14.92	3.73	1.09	0.00
	<i>TUZAMURANE</i>	41	62.66	16.2	2.12	0.98	0.00
	TWIRINDE GUHEMUKA	41	58.9	15.98	4.07	1.05	0.00

The texts identified in bold were retained for use in the 2012 validation exercise. The remaining (non italicized) texts will be used in the 2014 comparative study.

The data collection tools used in the data collection are found in appendix 2.

Training a cadre of REB data collectors

A total of 10 REB technicians from EQS and CPMD departments were trained to collect the fluency and comprehension data. The group included technicians who had participated in the original 2011 EGRA study and the 2012 P1/P2 baseline study, as well as those who participated in the development of the new instruments.

The training took place over two days in October, and provided extensive opportunities to test instruments in actual evaluation settings both at CPMD and at Remera Catholic Primary School.

Establishing a national sample for the data collection

A representative but clustered sampling methodology was used to obtain a nationally representative sample of 40 non-private schools (public or government-aided schools only). The sampling process

involved identifying a representative number of districts for each province for a total of 14 districts and then randomly selecting the districts for each of the provinces. Once the districts were selected, 2–4 schools within each, depending on the number of schools in the district, were randomly selected. Within each school, one P3 and one P5 section were selected to participate in the study. From each of these sections, 10 students were randomly selected from the class register to participate in the study, resulting in a sample of 420 P3 and 420 P5 students, a total of 840 students. Each student was assessed using an English instrument and a Kinyarwanda instrument. The tests were given to each student in random order. Table 4 below summaries the composition of the sample.

The sample was clustered as the schools selected in each district had to be reasonably close for logistical and cost considerations.

It should be noted that the sample used is identical to that used in the 2011 EGRA assessment. This was done purposefully, because the students in P3 in 2011 were in P5 in October 2012. The data would allow L3 to determine how the P3 students had progressed in the two-year interval.

Table 4: Overall sample of schools and students that were considered for the fluency assessment in Rwanda schools for 2012

Province	Districts	No. of Schools	P3 students	P5 students	Total Students
Kigali City	Kicukiro	2	20	20	40
	Sub-Total	2	20	20	40
Northern Province	Gakenke	4	40	40	80
	Gicumbi	4	40	40	80
	Sub-Total	8	80	80	160
Southern Province	Gisagara	2	20	20	40
	Huye	2	20	20	40
	Nyamagabe	4	40	40	80
	Nyaruguru	4	40	40	80
	Sub-Total	12	120	120	240
Western Province	Karongi	4	40	40	80
	Rubavu	3	30	30	60
	Rusizi	2	20	20	40
	Rutsiro	3	30	30	60
	Sub-Total	12	120	120	240
Eastern Province	Kirehe	2	20	20	40
	Gatsibo	3	30	30	60
	Nyagatare	3	30	30	60
	Sub-Total	8	80	80	160
	TOTAL	42	420	420	840

Collecting, analyzing and reporting on the results

Data collection was carried out over 7 days between 22nd October and 2nd November 2012. The data collectors worked in teams of two (one English specialist to administer the English fluency test and one Kinyarwanda specialist for the Kinyarwanda test). Each team had at least 1 experienced EGRA data collector (i.e., someone who had participated in either the 2011 or the 2012 data collection, or both). The M&E Manager supervised and made onsite visits to all the teams to ensure compliance with data collection procedures.

L3 staff entered data into an Access database and then cleaned and exported it into both Excel and SPSS for analysis. A draft summary report has been produced and will be finalized and validated in the upcoming quarter.

Other activities

Use of new reading standards to measure improvements in educational quality

REB and the Ministry of Education (MINEDUC) have proposed that the percentage of students meeting the new national standards be one of the primary indicators against which to measure school quality in the new 2012-2017 Education Sector Strategic Plan (ESSP). This represents a significant endorsement of the standards and a growing recognition of the need to measure school quality in terms of actual student learning outcomes (as opposed to proxy measures such as student-teacher ratios or student-textbook ratios). Donor agencies are also suggesting that students' reading performance be one of the new country performance assessment framework (CPAF) indicators.

Development of pedagogical standards

As part of its support to the implementation of a new School-based Mentoring program (SBM), L3 has lead the identification of 16 key pedagogical practices that should be evident in every classroom, regardless of grade level or subject area. These 16 practices provide all stakeholders, and in particular mentors and teachers, with a common vision of effective teaching and learning and a clear description of the key tenets and practices associated with the rather amorphous "active learning" or "learner-centered pedagogy" referred to in curriculum documents and training manuals. The 16 pedagogical practices and their associated qualitative descriptors (see Appendix 3) were validated by TDM and EQS departments, and all major donor agencies and technical partners.

The new standards provide a road map for future preservice and inservice trainings around active learning as well as clear benchmarks against which to measure improvements in classroom teaching practices.

Activities planned for Q2

- Fluency Assessment in Rwanda Schools (FARS) data analysis completed and results validated by REB.
- National standards are finalized and validated by REB.
- Develop draft performance tasks to measure progress with respect to mathematics standards
- Support review/revision/finalization of national mathematics standards and performance
- Develop Term 2, P1 and P2 school, classroom and home/community-based instruments for data collection on reading and numeracy skills tasks
- Mobilize L3 support for curriculum revision process, as outlined in terms of reference

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

- Complete draft math standards
- Review Kinyarwanda scope and sequence, based on conclusions of SynPhony

Progress in Q1

Developing draft math standards

In October, in response to a request from CPMD, Dr. Paul Goldenberg worked with REB math specialists from CPMD, TDM, EQS, and Examinations departments to develop content standards for P1 to P6 mathematics. (See Appendix 4). The standards outline the key competencies that children should have developed by the end of each grade level and align with the commonly accepted international mathematics community principals of what mathematics should be taught in elementary schools and the extent to which children at various grade/development levels can and should be able to demonstrate certain mathematical competencies. For CPMD, the development of content standards provides the basis for the development of the new primary curriculum. That activity is scheduled to take place this year.

Although the technical group completed the content standards, they were not able to complete the accompanying practice standards. These standards define the mathematical habits of mind students need to develop in order to be able to reason mathematically and to think critically about mathematical concepts. For the Director of the Mathematics and Science unit at CPMD, these standards are even more important than the content standards and need to be enshrined in the new curriculum. It is tentatively planned that Dr. Goldenberg will return in late February to complete the practice standards. (To review the difference between content and practice standards, and the importance of each, see http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

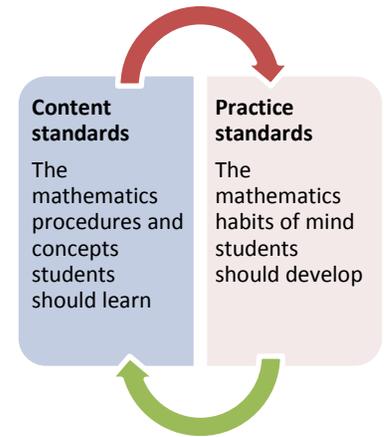


Figure 1 Math content standards and practice conceptual model

Review Kinyarwanda scope and sequence, based on conclusions of Synphony

Although the Synphony program was updated and initial conversations on the optimal scope and sequence for Kinyarwanda started, the discussion on further scope and sequence revision has been postponed, as there are plans to develop a new Kinyarwanda curriculum. This new curriculum will take into consideration the findings of Synphony as well as the anticipated development of a new, revised orthography for Kinyarwanda, which is scheduled to be unveiled in 2013.

Activities planned for Q2

- Complete draft practice standards for primary mathematics

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

- Completion and presentation to REB of costed strategic plan for SBM program
- Development, in collaboration with technical working group members, of revised SBM and Senior Mentor job description and contract
- Validation of SBM professional profile
- Development of overall framework for Senior Mentor and SBM initial and ongoing training
- Development of initial training modules and materials for SBMs and Senior mentors, and their validation by the CPMD task force
- Completion of initial training of National Mentors and School-based Mentors
- Completion of initial interactive video modules for SBM usage

Progress in Q1

Completion of costed strategic plan

In October, at the request of REB, L3 recruited a consultant to develop a costed strategic plan for Rwanda Education Board's School-based Mentoring (SBM) program. The strategy would be based on the conceptual framework for the SBM program developed during the July 2012 REB-Donor retreat and aligned with the proposed Education Sector Strategic Plan (ESSP) for 2012-17. The costed strategy would provide the Rwanda Education Board with a technical and financial road map for the design and implementation of the program.

A draft costed plan was developed and presented to REB and donors. (See Appendix 5.) Its finalization has been delayed due to delays in the finalization and validation of the new ESSP. It is expected that it will be finalized and validated in the upcoming quarter, in conjunction with the new ESSP.

Policies, procedures and documents to support the implementation of the new SBM program

Over the past quarter, L3 co-chaired the School-based Mentoring Technical Working Group with the Wellspring Foundation. Working group members meet every Wednesday from 9 to 11 am to develop

Box 1: Policies, Procedures, and Documents drafted by the Continuous Professional Development Technical Working Group

- ✓ Revised School-based Mentor job description and contract to align with the roles and responsibilities outlined in the strategic plan (See Appendix 6 for revised job description and contract)
- ✓ Job description and contract for Senior Mentors (See Appendix 7 for revised job description and contract)
- ✓ Clarification of the position of SBMs and senior mentors within district and REB administrative structures
- ✓ Professional standards for School based mentors and senior mentors (initiative led by IEE, under the L3 Initiative – see Appendix 8 for copy of professional standards). The *Standards* provide School-based Mentors and those who support their work with a commonly-shared vision of the values, attitudes, skills, knowledge, and practices of effective mentors.
- ✓ Annual, term and weekly planning templates for Senior Mentors and SBMs. The plans align with the professional standards and call for mentors to identify clear, measureable outcomes they expect to achieve by the end of the year and the activities they will undertake to achieve those outcomes. (See Appendix 9 for copies of planning templates)
- ✓ Term and annual reporting templates for Senior Mentors and SBMs.
- ✓ List of key pedagogical skills that SBMs should focus on in their work with teachers and harmonized that list with the Quality Standards Department.
- ✓ Objectives for the first of a series of trainings of Senior Mentors and SBMs (initiative led by IEE)
- ✓ Draft training manual for the first 5-day training of SMs and SBMs (initiative led by IEE).

policies, procedures and materials to support the implementation of the new SBM program.

Textbox 1 lists the different policies, procedures and documents developed by the working group over the past quarter. The materials were reviewed by TDM representatives and will be submitted to the Continuous Professional Development Task Force for final approval in the upcoming quarter.

Recruitment of Senior Mentors and School-based Mentors

The Rwanda Education Board (REB) launched a new School-based Mentor recruitment cycle in December. L3 provided technical support to facilitate the interview process, and agreed to provide additional technical support for the final recruitment cycle expected to take place the first week of February. The L3 SBM Manager also took an active and lead role in the crafting of recruitment processes and procedures including the development of an advertisement for the Senior Mentor position. The recruitment of Senior Mentors is expected to be completed by mid-February.

Initial training of Senior Mentors and School-based Mentors

The first training of Senior Mentors is tentatively planned for mid to late February due to delays in the recruitment and hiring of SBMs and SMs. In this quarter, L3 collaborated with VSO education volunteers to plan video-based self-directed modules to support the School-based Mentoring Program. In addition, L3 completed the SBM Training Manual. The Manual will be reviewed by the Technical Working Group before it is presented to the Rwanda Education Board in late January.

Development of initial video modules for use by SBMs in training teachers

Classroom filming for the first 6 videos took place in September and October. Unfortunately, due to the unusually short school term, not all the classroom footage could be captured. Filming will resume in January once schools have reopened. The first interactive video modules and accompanying facilitator's guides will be completed and ready for field testing in the upcoming quarter.

Activities planned for Q2

- Validation by Continuous Professional Development Task Force, of policies and procedures developed to support SBM program
- Finalization of training materials
- Training, by IEE, of 60 senior mentors in mentoring techniques
- Train SMs on implementing effective SBMP literacy and numeracy teacher training program
- Train SBM on principles of SBM and how to use video modules in school and cluster-based trainings
- Finalization of initial video modules for use by SBMs
- Produce other video-based self-directed modules to support SBMP
- Purchase and distribute video viewing system

1.D Roll out the SBMP

- Identify 84 schools in which to pilot the print and interactive audio materials and support to SMs and SBM in 2013

Progress in Q1

Complete school selection to process for rollout

The rollout plan for the L3 Initiative calls for L3 to work in 90 schools in 2013 (the 6 original Bugesera schools and 84 new schools). In November, L3 met with the DG, REB to identify criteria for the selection of schools. He requested that the L3 Initiative select schools from all 5 provinces to ensure equitable access to L3 resources. To minimize logistical and travel considerations, he recommended that L3 concentrate support in one district—the easiest to reach from Kigali—in each of the provinces. Based on these criteria, five districts were selected:

- Huye district in the Southern province
- Karongi district in the Western province
- Rulindo District in the Northern province
- Gasabo District in Kigali city
- Bugesera District in the Eastern province

L3 staff continued to engage the Deputy Director General (DDG) of the Educational Quality and Standards (EQS) department throughout the past quarter to further refine the criteria for selection. The selection criteria included:

- *Accessibility* – In each of the districts, L3 would select schools from sectors that offer the greatest ease of access.
- *Lack of support from other NGOs* – Priority would be given to accessible sectors that do not receive a great deal of support from other NGOs, so as to minimize contamination of impact data. The exception would be for sectors supported by VSO teaching methodology volunteers. As VSO is a partner in the implementation of the L3 initiative, selecting sectors that receive support from highly skilled and experienced VSO teacher educators would facilitate program implementation.
- *Concentration or clustering* – Once sectors are identified, all public and government supported primary schools (P1 to P6 and P1 to S3) would be selected. This would facilitate the work of Sector Education Officers, as all schools in their sector would be receiving the same type of support and the same resources.
- *Availability of training facilities in the designated sector* - Availability of training facilities is advantageous for the training of mentors and teachers in the use of innovative interactive materials in teaching and learning. L3 consortium member Concern will also require training facilities to implement training activities for PTCs on cultivating a culture of reading and supporting teacher motivation and equity.

In December, L3 M&E team members, Inspectors from EQS department, and Concern representatives conducted visits to all five districts to identify sectors based on the above criteria for the 2013 rollout. The information on the schools in each district and sector was provided by the CPMD instructional materials database, which the EQS department considers to be the most accurate. Based on information from the database and onsite visits, a total of 15 sectors were selected – 3 per district – in addition to the 2 sectors identified in 2012.

As the new SBM program calls for each SBM to work in two geographically nearby schools, schools in each of these sectors were selected in pairs by geographic proximity. The SBM will spend two and a half days in one school and the remaining two and a half days in the other. In order to facilitate the work of SBM, it is preferable that both schools that are given SBM supports be following the same overall program.

During the December visits, the teams identified the school pairings and collected basic information on each of the selected schools, such as access to electricity. (See Appendix 10 for a list of the schools selected).

Activities planned for Q2

- Develop, in collaboration with TDM, clear procedures and criteria for the pairing of schools and the deployment of SBMs
- Support bi-weekly (every two weeks) meetings of SBMs with SMs
- Support monthly visit of SM to SBM work sites
- Conduct regular site visits to L3 schools to monitor program
- Train all P1/P2 English, mathematics and Kinyarwanda teachers in use of new instructional materials, including interactive audio
- Organize bi-monthly teacher meetings using self-directed video modules to explore new instructional strategies, exchange ideas, etc.
- Organize quarterly “made and take” sessions
- Organize follow up classroom visits (observations, co-teaching, model lessons)

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

- Organize Writers’ Workshops for publishers and for student teachers
- Train TTC and VSO instructors on new English, Language methods and practices, Math and Math/science methods and practices curricula

Progress in Q1

Organize Writers’ Workshops for publishers

L3 organized a Writers’ Workshop on October 8th at CPMD for REB curriculum developers, writers and editors from publishing houses. Ms. Abigail White, the VSO Teaching Methodology Advisor volunteer in the Gisagara District, facilitated the workshop.



Figure 2 Writers Workshop

Fifteen participants attended the workshop, including curriculum developers from REB, writers and editors from publishing houses, and representatives from NGOs working in early literacy in Rwanda. The workshop focused on improving participants' knowledge, skills and attitudes towards reading and writing stories and also developing relationships between different actors in the publishing chain. CPMD requested that VSO organize

a second workshop for REB representatives unable to attend the first session. Unfortunately, VSO was not able to respond to that request due to logistical constraints.

As a result of the overwhelming positive participant feedback, MK publishing, one of the Ugandan publishing houses that attended the CPMD workshop, invited Ms. White to Kampala in early November to organize a Writers' Workshop for MK staff. A total of 30 MK staff members attended the Kampala training. The costs of the Kampala workshop, including Ms. White's travel, were by MK publishing.

Organize Writers' Workshops for student teachers

In November, the VSO L3 Volunteer assigned to the TTC Bicumbi organized a Writers' Workshop. Twenty seven Senior 5 Languages Student Teachers (24 male, 3 female) attended the 4-day event that was facilitated by a VSO team consisting of L3 Literacy Advisor, Methodology and Resource Advisors, and Teaching Methodology Advisor.

The training team felt that the activity was a great success. Their observations are captured in the textbox on the right.

Post training evaluation of the participants showed that at the end of the 4-day training:

- Students developed a good understanding of how to handle books and read stories as well as of the elements and characteristics of good stories, including how to make them powerful, interesting and engaging for the reader;
- Students learned about and understood the power of storytelling and their own ability to tell/write stories;

Box 2: Training Team Observations

- Students were very motivated and enjoyed the workshop. They worked extremely hard and were very actively engaged in all activities.
- They were punctual and asked for extension activities to develop their understanding. They were keen to ask questions during the sessions, and often stayed after sessions to discuss their work with facilitators.
- Despite the fast pace of the activities, the students quickly picked up new skills taught to improve their writing and demonstrated these skills in their work. They were very supportive of each other and supported their peers to improve their writing using skills taught in the workshop sessions.
- Students were very keen to attend future workshops or language/literacy clubs and activities led by L3 VSO volunteers to develop a culture of reading and writing.

- Students developed an understanding of the five steps of the writing process;
- Students developed the tools to write and teach writing in the classroom.

Positive feedback was received from the Sector Education Officer (SEO), Principal, and students about the workshop.

Workshop facilitators reflected on initiatives that could make TTC Writers' Workshops more powerful. These included:

- Having Principals of TTCs where Writer's Workshops have been organized support their student teachers to travel to other TTCs to assist with the organization of new Writers' Workshops;
- Identifying measures to increase girls' attendance (they signed up initially but didn't attend);
- Establishing language/writing/reading/drama clubs in TTCs;
- Identifying avenues for publishing the final stories (either self-publishing locally or through established or commercial publishing houses);
- Having student teachers share their stories with pupils from nearby primary schools as a means of developing a culture of reading.

In addition to the Writer's Workshop, the VSO L3 volunteer in TTC Bicumbi has conducted informal storytelling/book sharing sessions with friends and neighbors in local communities to develop a culture of reading and reinforce English language skills.

Previously, a Writer's Workshop was held at TTC Byumba for both students and tutors. In October, VSO volunteer Dorothy Nelson organized a story-reading event whereby TTC students read their own original stories to students at the neighboring primary school. At the event, Jean Bosco Bigirimana, principal of TTC Byumba, expressed his satisfaction with the focus on story. "This is the beginning. This is your first story," he told the TTC students at the event. "Write many stories. Use the stories to teach your pupils when you leave school to be teachers."

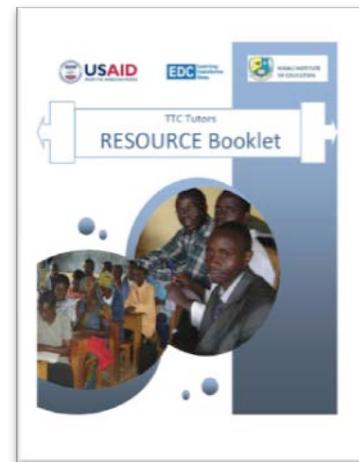


Figure 3 TTC Tutors Resource Booklet

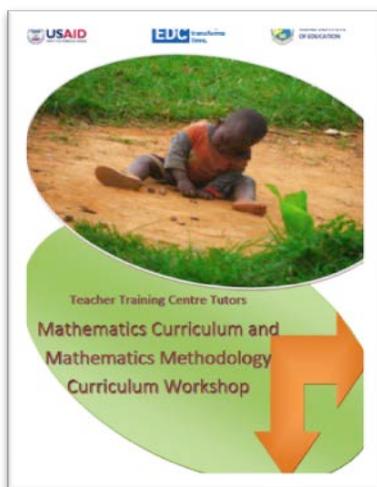


Figure 4 Math and Methods Curriculum Workshop

Train TTC and VSO instructors on new English, language methods and practices, math and math/science methods and practices curricula

In October, VSO and L3 established a technical team to finalize the resource materials for the new TTC English curriculum developed in 2012 (see Figure 3). The materials were finalized in December and, along with the revised curricula, validated by Kigali Institute of Education (KIE). (See Appendix 11 – English Curriculum, Appendix 12 – Language Methods and Practices Curricula, Appendix 13 – English Curriculum Resource Package).

On October 25 and 26, a training session for TTC tutors on the new curricula was held at KIE. Staff from KIE, EDC, VSO, and TTC tutors took part. The team developed a series of training manuals to train TTC tutors and interns on the new curricula (See Appendix 14 training manuals).

An L3 VSO volunteer assigned to KIE in the past quarter, supported the finalization of the curriculum and helped develop curriculum support documents. Starting in January, the L3 VSO volunteer will be assigned to the Save Teacher Training College as a Literacy advisor.

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

- Organize sharing meeting on success and challenges in instituting teacher motivation activities
- Draft teacher motivation training module.
- Recruit NGO to lead community literacy volunteer program

Progress in Q1

Organize experience-sharing meeting on success of teacher motivation initiatives

L3 partner Concern organized a one-day workshop with stakeholders in L3 treatment schools to raise awareness of the need for communities to institute activities to increase teacher motivation, such as joining *tontines* and establishing income-generating activities.

The one-day workshop was followed by a two-day meeting to share successes and challenges encountered by L3 school communities in instituting teacher motivation activities since the start of the L3 initiative. The information gathered during the three-day event was used to inform the development of a training program and accompanying manual for other Parent Teacher Committees on how to implement activities to increase teacher motivation.

A total of 64 people attended the meetings and workshop (See table 5). Participants included PTC members, Head Teachers, teachers, Sector Education Officers, School-based Mentors, and Cell Social Development Officers.

Table 5: Number of participants by category and gender

	Women	Men	All
PTC member	11	14	25
Head Teacher	2	4	6
Teacher	3	11	14
Cell social development officers	1	9	10
School Based Mentor	1	5	6
Sector Education Officer	1	1	2
Sector Social Affairs Officer	0	1	1
Total	19	45	64

Draft teacher motivation training manual

In the past quarter, staff continued to develop the teacher motivation manual with 5 modules near completion. The content of the modules was informed by the conclusions of the consultative sessions described above, as well as by a review of the literature on community mobilization for teacher motivation. In the next quarter, the draft manual will be finalized and circulated to partners and other key stakeholders for feedback.

Support activities undertaken by PTCs for teacher motivation

L3 partner, Concern, continued to support PTC activities for teacher motivation, which have thus far been income-generating activities. Four out of six treatment schools have been involved in *tontines* jointly operated by parents and teachers. This involvement has strengthened parent-teacher relationships, an important element in teacher motivation, through communication and collaboration.

By providing advisory support and helping individuals schools to streamline their operations, Concern worked to enhance the structuring and functioning of these activities. The next step will include provision of startup financial support.

Setup Community Volunteer Program

L3 re-initiated the process to recruit a local NGO for its literacy community volunteer program. The new request for proposals was published on October 9th, 2012 in the New Times and posted on the Rwanda Education NGO Coordination Platform website (<http://www.rencp.org/events/request-for-proposal-literacy-community-volunteer-program>) on October 16th, 2012. A follow-up information session was organized for all interested NGOs to clarify the terms of reference and expectations in terms of proposal submission.

The internal evaluation of bid submissions took place early in December, and the results were shared with the EDC contracting office on December 17th. It is hoped that the contract with the successful NGO will be signed in January.

Activities planned for Q2

- Finalize and validate training modules and resources for training of PTCs on implementing activities to increase teacher motivation
- Train communities on supporting teacher motivation
- Finalize contract with local NGO responsible for community volunteer program
- Recruit VSO volunteer to support local NGO
- Develop and test training program and materials (including training modules) in pilot districts for the community volunteer program

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

- Continue the production/field testing of P1 and P2 Kinyarwanda and math materials
- Have materials validated by textbook evaluation committee at CPMD
- Establish contracts for the publication of print materials
- Print/duplicate materials for 2013 target schools
- Purchase technology platform for delivering audio products to schools
- Train teachers and head teachers in use of new materials

Progress in Q1



Figure 5 An audio recording session

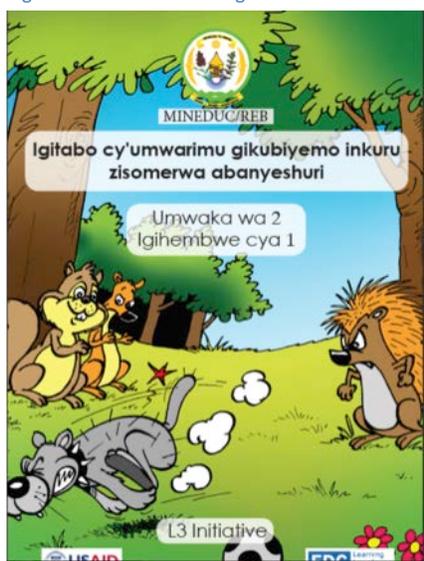


Figure 6 A student reader

Production and field testing of materials

Production of materials advanced significantly during the quarter. In November 2012, the L3 Technical Team worked with two specialists Suzanne Simard and Michelle Drouin to accelerate the production process. Ms. Simard supported the English and Math Teams while Ms. Drouin supported the Kinyarwanda team. By the end of December, all print materials for P1 and P2 term1 Kinyarwanda (teacher read aloud stories, student daily readers, teacher's guides) had been developed and

all scripts completed for the audio programs. All print materials for term 1 mathematics (teacher's guides, scripts) had also been completed. In addition, as the teacher's guides must be produced in two languages – Kinyarwanda for teachers and English for SBMs from Uganda and Kenya and VSO Volunteers – the translation of the term 1 guides was also completed. Table 6 and 7 below summarize the Kinyarwanda and math materials produced over the last quarter.

Table 6: Summary of Kinyarwanda and Math materials produced during the quarter

Audio scripts written	52
Audio scripts recorded	14
Audio scripts field tested	8
Decodable texts written	8
Decodable texts desktop published	11
Read alouds written	5
Read alouds desktop published	16
Number of scripted lesson plans written	112
Number of Primer pages written	16

Table 7: Summary of Math materials produced during the quarter

Audio scripts written	18
Audio scripts recorded	22
Audio scripts field tested	20
Scripted lesson plans completed	96

Testing of materials

With the support of REB, L3 entered into a partnership with Remera Catholic school to offer remedial classes three days a week for students in P1 and P2 during the holiday period (November 19 - Dec. 21st). This would provide students with necessary reinforcement and allow L3 to continue field testing materials.

A team of three teachers, 60 P1 students, the principal of the school, and a teacher trainer participated in the remedial program. A total of 42 audio programs (13 English, 20 Math and 9 Kinyarwanda) were tested. The participating teachers were also trained on how to develop and use locally made teaching

materials by Mary Sugrue, a VSO volunteer. The locally made materials were used in the remedial classes, alongside the L3 print and audio materials during the testing program.

Validation of materials

CPMD agreed to delay the formal validation process of L3 materials given that the materials will be tested in 90 schools next year by classroom teachers. This will allow CPMD to consider the teachers' feedback during the validation process. For the time being, L3 materials distributed to schools will be labeled “experimental.”

The revised materials will be formally presented to the CPMD textbook approval committee (TAC) after the pilot phase, once final adjustments have been integrated.

Establishment of contract for printing

A formal Request for Proposal (RFP) was publicized in the local paper as well as on the home office website to ensure a high level of competition. EDC received 11 formal written responses locally and two internationally from Kenya and Uganda. The Procurement Committee, comprised of the Financial and Office Manager, the Grants and Logistics Coordinator, the Administrative Assistant, and one technical staff, reviewed the bids.

Following technical and cost evaluation, AZ Media Plus was selected for printing student books and Peak Solutions for teacher books.



L3

Figure 7 Developing locally available materials

Table 8: Materials for printing

Description	Number of copies
Students books in Kinyarwanda for P1	24,570
Students books in Kinyarwanda for P2	17,577
Students books in English for P2	17,577
Kinyarwanda read aloud stories for P1 teachers	113
Kinyarwanda read aloud stories for P2 teachers	130
Kinyarwanda teacher guide for P1 teachers	113
Kinyarwanda teacher guide English versions for Mentors P1	55
Kinyarwanda teacher guide for P2	130
Kinyarwanda teacher guide English versions for Mentors P2	55
English teacher guide for P1 teachers	116
For mentors in English	55
English teacher guide for P2	135
For mentors in English	55
Math teacher guide for P1 teachers	122
Mentors in English	55
Math teacher guide for P2 teachers	119
Mentors in English	55

Printing of materials for 90 schools

Printing is anticipated to start in early January with delivery to schools by the end of the month.

Purchase of technology platform for delivering audio products to schools

A formal Request for proposal for Pico projectors, Nokia C-111, and netbooks was published in the local newspaper. For netbooks, quotations were received from Globalcom Rwanda, PC World Computers, and CDW, all of which are computer supplies companies. The quotation from CDW, an American company, allowed for a price comparison with the EDC home office. For Pico projectors, just one local company

responded. Following summary bid analysis, CDW was chosen for both Pico projectors and netbooks for cost, quality and delivery.

Quotations for Nokia phones were received from Globalcom Rwanda, Fonexpress Rwanda and MIDCOM, all of which are Nokia phone suppliers. Similar to the Pico projector RPF, one company, Govconnection, Inc, was a US based company, allowing the evaluation team to do price comparison with the home office. The US company was selected as the best option following summary bid analysis because to the short period of delivery, quality, and stock availability. It was also cost-effective to ship all phones, netbooks, and Pico projectors in one shipment.

All materials were purchased in the past quarter, and delivery of these items is anticipated early in Quarter 2.

Table 9: Technologies to be purchased

Items	Quantity
NOKIA C-111 Phones	450
Pico projectors	450
Netbooks	450

Train teachers and head teachers in use of new materials

Teacher and head teacher training will begin once the print materials and technology platforms are available.

Activities planned for Q2

- Distribute Term 1, P1 and P2 teachers’ manuals, decodable texts, read aloud books and audio materials to target schools
- Distribute technology platforms to schools and SBMs
- Train teachers and head teachers and SBMs on use of materials
- Complete and field test term 2 print and audio materials (P1 and P2) for Kinyarwanda and Math
- Print and/or reproduce Term 2, P1 and P2 teachers’ manuals, decodable texts, read aloud books and audio materials
- Launch national story writing contests to produce read aloud books
- Monitor program implementation (ongoing)
- Adjust program inputs, based on data from implementation monitoring

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

- Catalogue video material; cross reference with curriculum outcomes and/or age-level appropriateness
- Pilot mobile library initiative in Peace Corps and VSO sites; Collect and analyze pilot data on mobile libraries
- Establish of list of priority literacy materials for Brothers to Brothers shipment

Progress in Q1

Identification and cataloguing of additional video material

E-interns recruited by USAID Rwanda have made progress on the identification and cataloguing of additional video materials, which will be uploaded onto the classroom phones used to deliver interactive audio programs and onto the SBM netbooks. It is anticipated that in the coming quarter procedures will be established with CPMD for validating the proposed materials and obtaining permission for the materials to be used in schools.

Launching of Mobile Library Initiative

An official mobile library initiative pre-launch activity was held on December 6th at CPMD (see figure 6). Representatives from REB departments, USAID, Concern, VSO, IEE, EDC, and other members of the Rwanda education community as well as 13 journalists from public and private media (radio, television and papers) attended the event. Prior to the prelaunch (October 24th and October 30th), L3 distributed the first 7 collections of community mobile libraries to communities in Nyamagabe, Nyaruguru, Ngororero, Gicumbi, Kayanza, and Ngoma districts.



Figure 8 Mobile pre-launch ceremony photo of REB Director General, L3 and USAID staff

The official launch of the community mobile library had been planned for December 10th in Gicumbi district. However, due to unavoidable circumstances, the launch was postponed.

In this reporting period, Peace Corps volunteers who had been piloting the Mobile Library Project in their communities developed a toolkit and manual for establishing a mobile library. It is expected that they will submit their draft in January.

To date, the library in Gicumbi district is the only library which is officially open to the public, as the Peace Corps volunteers in the other 6 sites are still working to mobilize communities and build the capacity of a management committee. Bosco Nshimiyimana, the leader of the library management committee in Gicumbi, has been collecting data on library usage since the official opening. Overall, he says that the library is being well received. About 200 people have already borrowed books, and others have come to read at the library. "When you read, you open the mind," he says.

Identify priority literacy materials for Brothers to Brothers shipment



Figure 9 A child reading a book at a mobile library

In January 2013, the two initial VSO volunteers assigned to the TTCs will take up their positions. Once they are in place, initial meetings will be held with them and their KIE/TTC counterparts to outline a process for identifying priority literacy materials for the shipment. It is anticipated that this process will be clarified in the upcoming quarter and initial contact made with Brothers to Brothers.

Activities planned for Q2

- 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
- Produce teacher's manual on how to use video in classroom/community
- Mobile library collections distributed to 2 additional sites
- Procedures manual for establishment of mobile libraries completed
- Data on usage of libraries in Gicumbi, Nyaruguru, and Kayonza collected and analyzed
- Process for identifying priority materials for Brothers to Brothers shipment clarified

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

- Complete module on making instructional materials from locally-available resources
- Recruit VSO short term volunteer for CPMD to facilitate the institutionalization of Writers' Workshop

Progress in Q1

Complete module on making instructional materials from locally available resources

VSO has completed a resource guide on making instructional materials from locally available resources and using them effectively. The guide is being used by VSO volunteers in TTC Resource Centers and by VSO Teaching Methodology Advisors in districts. In the upcoming quarter, it is anticipated that the VSO materials (or portions of them) will be made available to SBMs so that they can support teachers. (Sessions on how to make and use locally developed resources have been integrated into the initial training of Senior Mentors. The VSO guides/modules will be used during those sessions and distributed to mentors.)

Recruit VSO short-term volunteer for CMPD to facilitate the institutionalization of Writers' Workshop

The job description for a VSO short-term volunteer to support the institutionalization of Writers' Workshop was validated by CPMD and disseminated via the VSO network. As of December 30, no outside candidate had been identified.

Activities planned for Q2

- Train TTCs, School Based Mentors and Senior Mentors on how to make and use lo-cost/no cost instructional materials
- Identify VSO resources that could be repurposed and be used by SBMs for school-level trainings
- Organize regular “make and take sessions” for SBMs
- Organize regular “make and take” sessions for teachers in field schools
- Produce video-module on how to make and use low-cost/no-cost materials developed and available for use by SBMs and SMs
- Participate in bimonthly meetings of SBMs, organized by Senior Mentors, to either do short trainings of SBMs in the types of instructional practices SBMs are asked to focus on when in the schools, and provide them with the materials and skills to organize trainings in the schools to which SBMs are assigned.
- Recruit VSO volunteer for CPMD for the expansion of writers’ workshop

2.D Promote a culture of reading (Concern)

- Finalize the identification of key messages
- Finalize the development of key messages and materials, roll out and monitor impact of key messaging to promote positive attitudes and behavior
- Support awareness campaigns on the role of the community to support literacy

Progress in Q1

Finalize the identification of key messages

The consulting company contracted by Concern Worldwide, Kibondo Editions, completed the process of identifying key messages to promote reading in communities. The company organized consultative workshops with head teachers, teachers, parents, PTC members, sector education officers, and School-based Mentors and conducted a literature review. Messages identified focus on the promotion of a culture of reading, advocating for support for children to learn reading in homes and communities as well as schools, advocating for leaders’ action to prioritize support for reading, and advocating for the provision of reading materials in schools and homes. The messages also focus on the creation of equal opportunities for all children – rural and urban, girls and boys, poor and the well-to-do.

Finalize the development of key messages and materials, rollout and monitor impact of key messaging to promote positive attitudes and behavior

Kibondo Editions has also produced draft messages and materials and pretested them in the communities and schools. The information obtained from the field-testing is being analyzed and will be used to refine the draft messages and materials. The next step is to share the messages and materials with partner organizations and REB to obtain their institutional feedback.

Once finalized, the messages will be communicated via a variety of channels, including radio spots, posters, leaflets, pamphlets, calendars, exercise book covers, comic books, T-shirts, stickers, pens, and playing balls. The communications plan may also include messages for billboards. The draft report produced by Kibondo Editions contains a monitoring framework for message impact and proposed coverage and costs. (See Appendix 15 for draft report).

Support awareness campaigns on the role of community to support literacy

Concern supported the organization of reading competitions in all 6 L3 treatment schools in Bugesera as a means of raising awareness of the importance of reading and of community and parental involvement in reading. The competitions were organized by PTC members and community-based facilitators working jointly with teachers and head teachers. Parents and children as well as community members from the surrounding areas attended the competitions.

The first competition was held at Rugarama Primary School in Ruhuha sector. Dative Uwitonze, a farmer from Bikoma village, was one of the parents who attended the event. She has two children at the school, one of whom competed in the event. She said that she helps her children read their school books and teaches them words from the Bible. "It will help develop the country when they are intelligent," she says. She added, "If parents don't participate, the children will never get knowledge."

The competitions allowed Concern staff to publicly acknowledge individuals, PTCs, and communities who had implemented activities to support reading. The speeches given by Concern team members, school head teachers, parents' representatives, and local authorities all stressed the need for communities to support literacy and especially reading.

Concern has been appointed the chair of the advocacy and marketing subcommittee of the Rwanda Reads Initiative. In the coming quarter, the Concern team will work closely with other Rwanda Reads partners working in this area to build on and leverage the initial efforts undertaken to raise awareness of the importance of community support to literacy.

Additional activities

Experience sharing meeting

As mentioned earlier, Concern conducted a three-day meeting to solicit feedback from stakeholders on



Concern-led activities in the 6 L3 treatment schools in Bugesera. A total of 44 people attended the three-day meeting. (See Table 10.) The meeting had principal three objectives:

- to obtain participants perspectives on the successes and challenges encountered

Figure 10 Community meetings in Bugesera

- to conduct a self-assessment of PTCs performance in general and with respect to support for literacy (identification of strengths & weaknesses)
- to compile ideas and recommendations for improving Concern-led activities in the future

Table 10: Number of participants by category and gender

Category of participants	No. of participants		
	Women	Men	All
Head Teacher	1	3	4
PTC member	4	7	11
Sector Education Officer	1	1	2
Teacher	6	8	14
District Education Officer	0	1	1
School Based Mentor	1	5	6
Community based facilitators	5	1	6
Total	18	26	44

In the meetings, participants worked in groups according to the schools they represented and the local administrative areas in which the schools are located to conduct a self-evaluation, using tree seedlings (see picture) as symbols for their progress in areas such as support for teacher motivation and a culture of reading. The more successful and developed their initiatives were, the closer to the full tree the symbols became.

Groups also prepared presentations to share their work with all participants, which resulted in dialogue and the opportunity for reflection, questions, and suggestions, benefiting all participants.

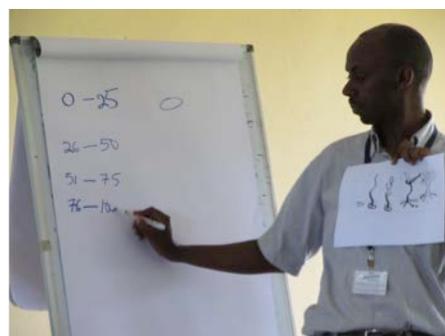


Figure 11 Community meeting led by Concern official

Activities planned for Q2:

- Develop, roll out and monitor impact of key messaging to promote positive attitudes and behavior
- Train VSO volunteers and national mentors on BCC messaging around literacy and learning
- Develop training module on community support to literacy
- Train SBM & Community-based facilitators and PTCs on community support to literacy and key messages
- Provide assistance to community literacy support initiatives and actions for improved culture of reading
- Launch TTC outreach program
- Document community involvement activities to capture key steps for roll out countrywide
- Provide support to sector education officers to monitor progress in treatment sectors in Bugesera
- Conduct initial meetings with key stakeholders (district community) in new sites

INTERMEDIATE RESULT 3: Support for English

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

- Complete production/testing/finalization of term 1, P1 and P2 ESL materials (activities carried out concurrently with Component 2A activities above)
- Have materials validated by textbook evaluation committee at CPMD
- Establish contracts for the publication of print materials
- Print/duplicate materials for distribution to 2013 target schools

Progress in Q1

Complete production/testing/finalization of term 1, P1 and P2 ESL materials

The activities in this section were carried concurrently with those in section 2A above (for Math and Kinyarwanda). The tables below summarize the materials developed for English in the last quarter, as well as the number of materials to be reproduced and distributed to the 90 schools in January 2013.

Table 11: Materials produced to support enhanced English instruction in P1 and P2

Audio scripts written	37
Audio scripts recorded	20
Audio scripts field tested	15
Decodable texts written	-
Decodable texts desktop published	-
Read alouds written	-
Read alouds desktop published	-
Scripted lessons written	84

Table 12: Number of materials to be reproduced and distributed to schools in January 2013

Description	Number of materials
Teachers guide for P1	166
Teachers guide for P2	135
Students book for P2	17,577

Activities planned for Q2

- Distribute English materials to schools
- Distribute technology platforms to schools and SBMs to support use English materials
- Train teachers and head teachers and SBMs on use of English materials
- Complete and field test term 2 print and audio materials (P1 and P2) for English

3.C Use the SBMP to reinforce teachers' English

- Complete SBM/SM recruitment, in collaboration with TEMPD.
- Upload completed modules to identified technology and pilot them
- Organize trainings for Senior Mentors and School-based Mentors on how to use the interactive video modules
- Collect field data on ability of SBMs to use interactive modules to facilitate trainings

Progress in Q1

Complete SBM/SM recruitment, in collaboration with TDM

In its commitment to support ministry capacity, L3 provided administrative and logistical support to TDM to complete the recruitment of the remaining 385 School-based Mentors and to recruit Senior Mentors. Over the past quarter, this has included finalizing new job descriptions for mentors and senior mentors, developing advertisements for their recruitment, and participating in the interview process. By the end of December 2012, all local candidates for the remaining positions had been interviewed. Interviews for Ugandan and Kenyan candidates for the remaining positions are scheduled to take place the first week of February. L3 has already been approached by TDM to provide technical support for the interviewing and selection of external candidates and for the identification of Senior Mentors.

Deployment of SBMs

Section 1.D. above describes L3's process in identifying the 90 schools for the 2013 rollout and in particular the procedures for pairing up schools for the SBM program. While clear procedures have been set for these 90 schools, unfortunately they had not been set for pairing up schools throughout the remaining districts prior to the start of the new school year. As a result, mentors went directly to schools

(and returning mentors went to the schools they had been assigned in 2012), only to find a mentor already in place.

This issue was raised at the SBM Technical working group, and L3 is working with TDM to rectify the situation and institute clear deployment procedures.

Upload completed modules to identified technology, organize training for mentors on how to use the modules and collect field data on ability of SBMs to use them effectively

L3 is in the process of securing technology (Solar Panels, netbooks, rechargeable speakers, PICO Projectors) that will allow SBMs to use the interactive video materials. Due to delays in the procurement procedures, as of December 30th the materials had not arrived in country. For that reason, these activities will take place in the upcoming quarter.

Additional activities

In October, VSO identified a candidate to fill the position of short-term VSO volunteer, assigned to TDM, to support the development of English language self-assessment tools for teachers and SBMs. The volunteer will arrive in early January.

Activities planned for Q2

- Assess SMs and SBMs ability to facilitate trainings in English, using new video-based modules
- Identify additional ESL audio and/or video materials for uploading to L3 audio and video players
- Upload MP3 versions of interactive English audio programs, additional read aloud sessions (in English), as well as British Council produced/ supported ESL programs
- Organize regular SBM activities, facilitated in English with English support materials
- Support the establishment and the continued work of the Technical Working Group on English Language Assessment
- Research different models of language learning continuums keyed to internationally accepted language learning continuums
- Develop, field test and refine English diagnostic/self-assessment instruments for each language level, adapted to the Rwandan context
- Develop training materials to train SMs and SBMs in how to use diagnostic materials
- Develop, in collaboration with TDM, clear procedures and criteria for the pairing of schools and the deployment of SBMs

3.D Revise the existing English curriculum

- Meet with UNICEF and CPMD to define optional involvement of L3 in development of revised curricula

Progress

UNICEF's awarding of a contract to a consulting company to support CPMD in developing new curricula was delayed. Because of this, L3 has not been able to define its optimal involvement in the development

of the curricula. A glitch in the procurement process resulted in the re-posting of the original request for proposals, which resulted in delays all along the line. As of December 30th, the procurement process had not been completed. Until the successful candidate is identified, and L3 is able to review the processes and procedures they have outlined to support the development of the new curriculum, it is difficult to situate with any degree of accuracy the nature and extent of L3 support.

Despite the delays, discussions had been held with CPMD on the potential role of L3 in the development of the new English curriculum, as well as in the key areas of Math and Kinyarwanda. In mathematics, CPMD is keen to complete, as soon as possible, the draft content and practice standards, so that they will serve as the basis for the development of the new curriculum. In the case of Kinyarwanda, the CPMD Kinyarwanda specialists have expressed interest in having the lessons learned from the development of the L3 Kinyarwanda materials serve as the basis for the new curriculum, including a revision in the scope and sequence for introducing letter-sound combinations. They also requested L3 technical support for the organization of a workshop for publishers on how to produce quality textbooks.

Once the UNICEF contract is awarded (in January 2013), L3 will discuss with CPMD, UNICEF, and the winning bidder how L3 support can enhance the curriculum development process.

Activities planned for Q2

- Clarify with CPMD process for revising existing English curriculum and nature of L3 support to that process
- Implement required support to revision of exiting English curriculum to ensure alignment with L3 materials and new national standards

INTERMEDIATE RESULT 4: Strengthen Ministry Capacity

4.A Strengthen MINEDUC central capacity

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

Progress in Q1

Technical projects to strengthen REB capacity

As is evident in the above narrative, L3 staff and partners expended considerable energies implementing technical projects to strengthen REB capacity. These included:

- Training CPMD and Educational Quality and Standards technicians on how to develop valid, grade level reading texts for measuring reading fluency and comprehension and how to

administer reading fluency instruments. REB now has a cadre of technicians able to collect valid and reliable fluency data to measure progress against national standards.

- Training the REB audio-visual technician and the L3 studio technicians on how to use the new Pro-tools software for sound recording and editing. L3 recruited an experienced sound engineer from Tanzania to deliver the three-week training program. The training has dramatically improved the recording and mixing skills of the REB and L3 technicians and has increased the speed and quality of the audio productions.
- Supporting the development, by REB math specialists, of draft content standards for P1 to P6 mathematics. In the coming quarter, the L3 Math expert will work with this same group of specialists to develop math practice standards. These standards will form the basis for the development of the new primary math curriculum.
- Brokering a partnership between the developers of the SynPhony language software and CPMD Kinyarwanda specialists. Once the development is complete, REB will have a web-based system for developing systematic reading materials and data from which to develop an optimal sequence for introducing letter-sound combinations.

Support to policy development

A number of initiatives were undertaken to support the development of L3-related policies and procedures. The following is an illustrative list:

- An EDC consultant was recruited to develop the costed strategic plan for the School-based mentoring program and ensured its alignment with the draft Education Sector Strategic Plan. L3 co-chairs the SBM Technical Working Group, and through that group has been able to spearhead the development of the multitude of policies, procedures, and recommendations necessary to get the SBM program firmly off the ground.
- The L3 Technical Director participated in the development of the quality component of the 2012-2017 Education Sector Strategic Plan.
- The L3 Technical Director served as a technical advisor to the DFID-funded baseline study of teachers' English language skills. That study will produce the baseline data that will be used, in 2014, to measure the extent to which teachers' English language skills have improved. That, in turn, will determine the amount of funding the Government of Rwanda will receive from the DFID result-based aid program.
- L3 worked with UNICEF to envision how to extend the current curriculum materials database and modify the decentralized instructional materials purchasing program to enable NGOs and the private sector to purchase books on the REB authorized materials list and have them shipped to schools. As part of that process, REB, L3, and UNICEF representatives met with the Director of the National Budget to identify how to open up a budget line for Rwanda Reads in the national budget. L3 agreed to develop and submit a project proposal necessary for the opening of the budget line, and UNICEF agreed to contribute an initial \$500,000 for the purchase of supplementary reading books from the REB authorized materials list in order to launch the activity.

- L3 sponsored the collection of a new round of data collection on P3 and P5 students' English and Kinyarwanda reading fluency. Once analyzed, REB will use the data to validate or modify the draft reading standards.

L3's work in supporting REB to establish informed standards for reading fluency was recognized internationally. In December, the L3 Technical Director received an invitation to present the processes that Rwanda went through to arrive at draft national standards at a GPE/USAID sponsored forum on standards and metrics. The forum is scheduled to take place in early January 2013.

Activities planned for Q2

- Implement technical projects to strengthen REB capacity (ongoing)
- Advise on policies in support of L3 project objectives (ongoing)
- Participate in Continuous Professional Development Task Force
- Co-chair SBM technical working group
- Participate in Rwanda Reads Task Force and Technical Committee

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

- Complete guidelines/resource materials for new TTC English curriculum
- Train TTC, VSO instructors and student teachers on effective literacy/numeracy instruction
- Organize Writers' workshops in TTCs

Progress in Q1

Complete guidelines/resource materials for new TTC English curriculum

As mentioned previously, a group of VSO volunteers and TTC instructors completed the supplementary resource package to support the implementation of the new English Language and Language Methods and Practice curricula. (see Appendix 13). The resource package was validated by the KIE in December and will be distributed to TTC tutors during the training planned for early January. In December, VSO volunteers also worked with CPMD on the development of a new English Communication Skills curriculum for use in secondary schools.

Train TTC, VSO instructors and student teachers on effective literacy/numeracy instruction

The training of TTC tutors is planned for early January. Once trained, TTC tutors and VSO instructors will begin using the new TTC curricula and resource materials to train student teachers on effective literacy and numeracy instructional practices.

Organize Writers' workshops in TTCs

See above point 1.E above.

Additional activities

Math Camps

A six-month VSO volunteer has been recruited to support CPMD in the development of Math Camps and will start on Jan 28. Under the terms of reference for his position, he will:

- Develop, in collaboration with CMPD math specialists, a facilitator’s kit for an initial Math Camp;
- Organize the first Math Camp for primary teachers in L3 action research sites;
- Develop and oversee the launch of a rollout plan for the Math Camps;
- Organize Math Camps in TTCs for student teachers;
- Develop communications materials (articles, web postings, brochures, etc.) to publicize the Math Camps

The first Math Camp is tentatively scheduled to take place the first week of April 2013.

Activities planned for Q2

- Organize working sessions to develop guidelines for Math Methods course
- Organize working sessions to develop English communications course
- Recruit VSO literacy volunteer to KIE
- Recruit and appoint VSO literacy volunteers to two TTCs
- Organize instructional materials making workshops
- Initiative activities to develop a culture of reading in two TTCs (Bicumbi and Save) and in the immediate geographic zones served by these TTCs.

4.C Develop tools and systems for monitoring teacher practices

- Identify key practices to target in SBM program
- Develop classroom observation tool for collecting data on these practices
- Devise initial system for collecting and aggregating data

Progress in Q1

Identify key practices for SBM

As stated in section 1.C, the technical working group co-chaired by the L3 Technical Director identified a list of 16 key pedagogical practices that School-based Mentors will focus on in their work with teachers. These practices range from planning for teaching and assessment, classroom management of instructional space and student behavior, logical and practical presentation of new learning concepts, classroom interactions during teaching, and the use of English in instruction. The practices are those required to implement true learner-centered instruction.

Develop classroom observation tool

In addition to the list of pedagogical practices, L3 supported the development a *Classroom Observation Form* for collecting data on the practices. (See Appendix 16 draft tool). Each practice is awarded a grade on a continuum from 1 to 5, with 1 being the least amount of observable evidence of mastery of the particular practice and 5 being the most amount of observable evidence. To ensure that all mentors interpret the evidence the same way, a reference document was created. The reference document provides a clear description, for

Qualitative criteria - Key instructional practices

1	2	3	4	5
1. Manage instructional time and space effectively: Involve learners in the management of the learning environment (distribution and management of learning resources...), Manage smooth transitions between activities				
Instructional time is poorly planned and managed.	Instructional time is reasonably planned and managed.	Instructional time is reasonably planned and managed.	Instructional time is effectively planned and managed.	Instructional time is effectively planned and managed.
The teacher is not trained in or lacks classroom management skills, lacks effective routines to collect and distribute papers and materials, lacks instructional activities, lacks clear instructions that prevent the effective completion of instructional activities, poor or lack of preparation of instructional materials, or poor planning or organizing of instruction that requires the teacher to frequently go back and forth as a result of questions, or directions.	As much as possible, the teacher makes best use of instructional time in terms of classroom management issues, lack of effective routines to collect and distribute papers and materials, weak instructional activities, lack of clear instructions that prevent the effective completion of instructional activities, poor or lack of preparation of instructional materials, or poor planning or organizing of instruction that requires the teacher to frequently go back and forth as a result of questions, or directions.	The teacher makes a concerted effort to manage the classroom effectively, establish effective routines to collect and distribute papers and materials, ensure smooth transitions between instructional activities, provide very clear instructions that allow students to effectively complete instructional activities, prepare instructional materials ahead of time, effectively plan and organize instruction to virtually eliminate waiting time by frequently going back and forth as a result of questions, or directions.	Very little time is wasted because the teacher manages the classroom effectively, established effective routines to collect and distribute papers and materials, ensure smooth transitions between instructional activities, provides very clear instructions that allow students to effectively complete instructional activities, prepare instructional materials ahead of time, effectively plan and organize instruction to virtually eliminate waiting time by frequently going back and forth during instruction.	Virtually no time is wasted because the teacher manages the classroom effectively, established effective routines to collect and distribute papers and materials, ensure smooth transitions between instructional activities, provides very clear instructions that allow students to effectively complete instructional activities, prepare instructional materials ahead of time, effectively plan and organize instruction to virtually eliminate waiting time by frequently going back and forth during instruction.
Activities and classroom discourse	Activities and classroom discourse	Effective activities and classroom discourse	The consequences of activities and classroom discourse	Both activities and classroom discourse are successful

each practice, of what SBMs would see in the classroom if the teacher is at a level 1, 2, 3, 4, or 5. (See image on right).

In addition to assessing the teacher's position on the professional development continuum with respect to each of the practices, the Classroom Observation Form asks SBMs to note *areas of strength*, *areas of improvement*, and *goal for next observation*, as well as the extent to which the teacher and students used English during the lesson. Mentors are expected to use this form when observing teachers' lessons.

The L3 Technical Director and School-based Mentor Task Manager met with the acting DDG of the Educational Quality and Standards (EQS) department to review the list of pedagogical practices to determine the extent to which they align with the practices evaluated by inspectors during classroom visits. The consensus was that both the practices and the means of assessing teacher performance with respect to the practices align with the new Inspector evaluation forms and procedures. The differences center around two areas:

- The inspectors assess some practices which are outside the mandate of the SBMs (ability to maintain complete, accurate and up to date administrative records, for example).
- The SBMs look more deeply at certain practices than do the inspectors.

In the opinion of EQS department, these divergences are appropriate and even desirable.

In January, L3 will produce a revised list of key instructional practices that shows clearly the link between the practices the Inspectors focus on and those that the SBM program focuses on. L3 will also produce a cover page outlining the similarities and differences between the observations carried out by Inspectors and those carried out by SBMs.

Devise initial system for collecting and aggregating data

Although the SBM technical working group has begun examining this issue, no clear procedures and systems have been defined.

Activities planned for Q2

- Develop criterion-referenced classroom observation tool keyed to instructional practices targeted by SBM program
- Devise system for collecting and aggregating data to monitor progress overall

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

- Analyze fluency data for P3 and P5 English and Kinyarwanda
- Submit final reports to EQS for validation

Progress in Q1

Analyze Fluency Data

The L3 M&E team met with EQS department to seek consensus on parameters for the analysis of the fluency data collected in October. The group decided on the following parameters and the calculation for each text at P3 and P5 grades)

- The percentage of students who scored 0 (i.e., the test was stopped because the student could not read the text)
- The average number of correct words per minute
- The standard deviation of the correct words per minute
- The average number of questions correctly answered
- The analysis of correct words per minute by gender
- The analysis of the average number of correct words per minute for students at each grade level who answered one, two, three, four, and five questions correctly for each language

Following data analysis, the L3 M&E team drafted a report and sent it to Dr. Diane Schilder, EDC M&E expert, for her review. Once the Dr. Schilder's feedback is received in January, a final report will be sent to the relevant REB department (in this case EQS) for review and validation.

Activities planned for Q2

- Finalize and the fluency analysis and have it validated by REB.
- Mobilize technical resources required to implement plan

INTERMEDIATE RESULT 5: Improved Equity in Education

5.A Ensure equal access to quality instruction

Progress in Q1

No formal activities planned activities for this year.

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

- Training PTC members on equity aspects and community roles to support equity in education
- Facilitate community mobilization campaigns on equity in education

Progress in Q1

Training PTC members on equity aspects and community roles to support equity in education

This quarter, Concern organized a training workshop on equity and equality in education for all L3 treatment schools. The goal was to have participants identify equity issues that affect children's literacy development and discuss the roles and responsibilities of different actors in promoting equity, resulting in a draft of school and community-based action plans to promote equity. A total of 61 participants (PTC members and community-based facilitators) attended the workshop (30 women and 31 men).

An assessment of the workshop outcomes revealed improvements in the following areas:

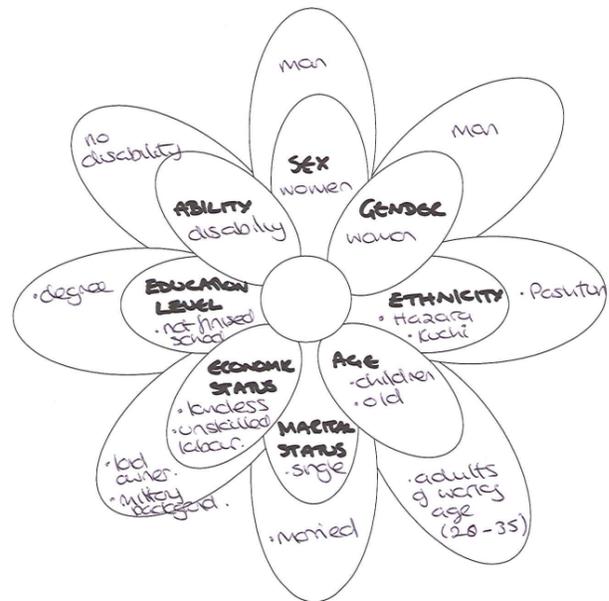
- participants' understanding of basic concepts of equity and equality and the relationship between equity and equality issues and literacy;
- participants' awareness of the negative messages that parents, teachers, and communities communicate towards girls;
- participants' awareness of marginalized groups that are largely left out of activities to improve literacy skills.

Participants were also able to identify real cases of school gender-based violence and develop plans to address such incidences in the future.

Facilitate community mobilization campaigns on equity in education

Positive images and messages were identified using tools allowing for analysis of the power dynamics that exist between different categories of people leading to increased inequity and inequality.

"Power flower" was one such tool. First, participants brainstormed about identity categories, such as gender, ability, and economic level. Participants then discussed which identity within each category (for instance ability and disability) had power in society and which does not. Using a drawing of a flower (see the picture on the right), participants wrote the identity with less power on the lower layer of petals and the identity with more power on the upper layer of petals. Next, participants discussed the identity categories that cannot be changed (such as gender) and ones that can be changed (such as support for reading) as well as actions that could change existing power relations. Participants also identified where they viewed themselves and other members of their community in terms of having and not having power and discriminating and being discriminated against. Finally, participants discussed the potential to develop the power of marginalized groups, such as using their existing positions, authority, or responsibilities to communicate positive messages towards improved literacy support.



Concern is currently compiling notes from the workshop for sharing with other schools, PTCs, and communities. The goal is to use the information gained to help other communities transmit positive images about girls and other marginalized groups.

Building on the power flower analysis is another tool "attitude gauge." Concern facilitated a session involving a simple opinion poll, which was taken by show of hands, regarding what participants were happy with in terms of enabling all children access to opportunities for learning to read.

Activities planned for Q2

- Train SMs, SBM, Community Based Facilitators and PTCs in L3 sites on BCC messages to promote positive images of girls and marginalized groups
- Monitor and follow up impact of key messaging to promote positive images of girls and marginalized groups

5.C Train teachers and parents to address barriers

- Develop diagnostic tools and remediation activities for literacy/numeracy (see 2.A)
- Implement module on inclusion for TTC, using L3 materials

Progress in Q1

Develop diagnostic tools

The Kinyarwanda and math instructional materials developers produced diagnostic tools that teachers can use after every 10 lessons to determine if a child has met the key competencies targeted in those lessons. The results allow teachers to identify whether the child is performing at or above expectations, or if he/she is at risk. The tools have been integrated into the P1 and P2 teacher's guide, though a parent, volunteer, or a responsible P6 student can easily administrate them. Clear instructions on how to administer the different tasks, and how to interpret the results, are explained in the teachers' guide.

L3 will provide the diagnostic tools to the local NGO recruited to lead the community-volunteer program.

Implement module on inclusion for TTCs, using L3 materials

VSO developed a module on inclusion for use in the TTCs. On October 26, 2012 all final year students at the TTC Bicumbi completed an inclusion training organized by the VSO TTC volunteer and Handicap International on the module. At TTC Rubengera, the VSO TTC volunteer also used the inclusion module to train TTC tutors and senior six students. In the quarter, as the L3 instructional materials are finalized and distributed, the module will be amended to include an examination of how the design and use of the materials promotes inclusion.

Activities planned for Q2

- Develop diagnostic tools and remediation activities for literacy/numeracy (see 2.A) above
- Train teachers and community members on use of tools and activities to reach struggling students (See 1.C, 1.D and 2.A above)

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

- Identify with MINEDUC procedures or criteria to identify schools in rural and low-income areas and identify schools in each district that correspond to that profile
- Implement community volunteer program (see 1.F above)
- Provide institutional support to sector education officers to monitor progress in rural, low-income areas

Progress in Q1

Identify with MINEDUC procedures or criteria to identify schools in rural and low-income areas

The L3 M&E team contacted the National Institute of Statistics to inquire about procedures or criteria for identifying rural and low-income areas and schools. The Institute requested that L3 present an official letter from REB requesting this information. REB prepared the letter for signature but to date the information has not been received. This activity will be designated as a priority for the upcoming quarter.

Implement community volunteer program

See discussion, 1.F above

Provide institutional support to sector education officers to monitor progress in rural, low-income areas

L3 partner budgeted to provide support to sector education officers in the form of fuel for their motorbikes so that they can do some monitoring of community led activities in rural areas. Unfortunately, Concern was unable to provide this support this quarter as one of the education officers didn't have a motorbike and there was lack of a clear system to administer the delivery of this fuel within the district. Concern is assessing the matter to identify a reliable and transparent system for procurement and delivery of the fuel, though the plan is to handover all such school and community-based activities to SEO and other relevant actors.

Activities planned for Q2

- Provide rural and low-income areas for additional materials (cell phones, portable libraries...), see 2.B above
- Implement community volunteer program (see 1.F above)
- Provide institutional support to sector education officers to monitor progress in rural, low-income areas

5.E Increase awareness of equity issues at key nodes

- Finalize Terms of Reference for alliance with FAWE's gender task force
- Finalize procedures, terms of reference and timelines for distributing grants to district gender task forces

Progress in Q1

Finalize Terms of Reference for alliance with FAWE's gender task force

After a number of meetings and discussions about the terms of reference for an L3-FAWE alliance, the FAWE team agreed that the equity component of the L3 Initiative aligns with FAWE's mission in Rwanda. And hence, FAWE is prepared to monitor how schools and communities ensure equity and the extent to which girls' reading performance improves.

FAWE proposes to do this by forming a taskforce to work with communities, training members of the taskforce, developing M&E tools, conducting regular field visits, and documenting and reporting on their observations.

In January, L3 and FAWE will develop a detailed work plan and activities as well as put resources in place for the activities outlined above.

Finalize procedures for distributing grants to district gender task forces

The draft procedures document has been submitted to the L3 Finance Manager for review to ensure its conformity with accepted EDC and USAID practices. It is hoped that the document be validated by the end of January 2013.

Activities planned for Q2

- Finalization of detailed workplan for FAWE-EDC alliance
- Finalization and validation of procedures manual for distributing grants to district gender task forces
- Ally with UNICEF's Child-Friendly Schools approach

MONITORING AND EVALUATION (M&E)

General performance monitoring

- Finalize baseline reports and hold stakeholders' workshop to validate baseline reports and disseminate results
- Develop performance indicator reference sheets for PMP indicators
- Finalize M&E handbook, distribute to L3 technical team members and partners and conduct trainings on how to use various instruments
- Complete baseline data collection of P1 and P2 teachers' English language skills
- Prepare report on revised P1/P2 impact evaluation study procedures (sampling methodology, timelines, target population...)

Progress in Q1

Finalize baseline reports and hold stakeholder's workshop to validate and disseminate results.

The baseline report was finalized and submitted to USAID for review. Once feedback from USAID is received and incorporated, the report will be shared with REB for review. The final step in this process is expected to be a presentation and sharing of findings, and validation.

Develop performance indicator reference sheets for the PMP indicators

The L3 M&E team manager developed draft performance indicator reference sheets for the indicators outlined in the PMP. In the coming quarter, EDC M&E experts will review the documents, and after which, they will be submitted to USAID for validation.

Finalize M&E handbook

The L3 M&E team manager developed a draft M&E handbook. In the coming quarter, the handbook will be reviewed by EDC M&E experts to ensure compliance with EDC M&E standards and revise if necessary. The revised handbook will be distributed to L3 technical team members and partners, and training programs will be initiated to ensure that everyone understands and adheres to the procedures for collection, remitting, entering, analyzing, and archiving data.

Complete baseline data collection of P1 to P3 teachers' English language skills

As part of the DFID results-based aid baseline study, British Council is charged with collecting data on P1 to S3 teachers' English language skills. The sampling measures used should result in some 50 P1 to P3 English teachers being evaluated. In October, EDC developed a service contract with British Council to add an additional 35 P1 to P3 English teachers to the sample. This addition would bring the sample size up to the minimum number needed to obtain a reliable measure of P1 to P3 teachers' current English language skills.²

As part of the agreement between British Council, DFID, and L3, British Council will turn over the data files for all P1 to P3 English teachers (those in the original DFID sample + the additional 35 identified by L3) to L3 for analysis. This will allow L3 to establish a clear baseline against which to measure improvements in P1 to P3 teachers' English language skills in 2014 and potentially again in 2016.

The data was collected in December. It is anticipated that the data files will be turned over to L3 in January for analysis.

Prepare report on revised P1/P2 impact evaluation study procedures (sampling methodology, timelines, target population...)

This activity was not carried out and has been identified as a priority for the upcoming quarter.

² The additional 70 teachers were identified using the same stratified, random but clustered sampling methodology used for the larger DFID study.

Activities planned for Q2

- Hold stakeholder’s workshop to validate and disseminate baseline results
- Finalize performance indicator reference sheets for the PMP indicators
- Collection of data for monitoring L3 performance with respect to indicators
- Implementation of data quality assurance procedures (to verify accuracy of data submitted, entered and archived)
- Finalize M&E handbook
- Conduct orientation of L3 partner staff on M&E systems, procedures and forms
- Analyze baseline data on P1 to P3 English teacher’s language skills
- Produce summary report teacher's language skills

COLLABORATION AND LEVERAGED RESOURCES

- 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 in Q1

In this quarter, L3 sought to strengthen existing collaborations and to develop new ones. L3 staff continued to dialogue with FHI 360 on a proposal to consider Rwanda Education Commons’ information portal as a possible distribution channel for literacy and numeracy content and information. Secondly, REC’s Smart Learning was proposed to serve as a platform for the distribution of L3 video content through a established Rwanda television channel.

With USAID’s recommendation to build alliances, L3 agreed to partner with Human Network International to provide cloud computing service that would provide data collection and communication platform. This system would provide L3 the ability to collect, analyze and share reading and education data in real-time through SMS phone transmission.

L3 established a new partnership with Plan International to build on the L3 video modules for middle school teachers. Specifically, the collaboration will see the development of quality audio-visual materials for self-study for P5 and P6 science and English language teachers. In this collaboration, L3 will provide advisory technical support on the production of audio-visual materials.

L3 also continued to work with Peace Corps in the roll out of mobile libraries and the distribution of materials to communities. The collaboration continued to mature.

Activities planned for Q2

- Integrate HNI cloud computing in L3 system
- Formal alliance established with at least one additional technical partner
- Establish at least one public-private partnership established to support initiative goals (video materials, cell phone coverage, 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

Indicator type	Indicator description		Target 2013	Q1	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 P6 learners benefitting from USG support (direct or indirect)	Total	2,519,580	2,519,580	Gender, Direct beneficiary and Indirect beneficiaries	Annual	MINEDUC enrolment Statistics (projections based on 2011 figures, with extrapolations)	Includes students receiving direct and indirect support	
		Female	1,282,466	1,282,466					
		Indirect	2,477,191	2,477,191					
		Direct	T	42,389					TBD
			F	21,576					TBD
M	20,813		TBD						
F-Indicator 3.2.1-27 Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (Type: Outcome)	Proportion and number of (P3) students who meet the MINEDUC threshold for reading with fluency and comprehension after three years of L3 support	NA	NA	NA	Gender,	Twice (2015/6)	Ministry Fluency Assessment in Rwanda Schools		
Custom-Indicator Proportion of students who, by the end of grade 5, are able to read and demonstrate understanding as defined by a country curriculum, standards, or national experts (Type: Outcome)	Proportion and number of grade 5 students who, by the end of primary school, are able to read with comprehension according to Rwanda's	NA	NA	NA	Gender	Once (2016,)	Ministry Fluency Assessment in Rwanda Schools Project impact evaluation grade 5		

Indicator type	Indicator description	Target 2013	Q1		Disaggregation	Frequency	Data source/responsible	Notes
	curricular goals and standards.							
Result 1:		Improved quality of teaching						
Custom- Indicator 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 or English reading interactive audio programs	31,791	NA		Gender	Annual	Listenership records	Targets refer to number of learners in schools benefiting from interactive audio instruction; Assumes 75% of students regularly use programs i.e. 75% of direct each year
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 (Type: Output)	1.2 Number of mentors/teachers/head teachers/trained by L3 initiative for at least 16 hours	13,023	T	4	Gender, District	Annual	Listenership records (for teachers); attendance records for mentors, head teachers, TTC instructors	Figures reflect teachers, mentors, head teachers, etc. receiving face to face training from L3
			F	4				
			M	0				
F 3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support	1.3 Number of student teachers trained by L3 VSO Literacy Specialists	1,203	T	68	Gender	Annual	Enrollment records (student teachers)	For 2013, includes student teachers trained in Writer's workshops, as
			F	25				
			M	43				

Indicator type	Indicator description	Target 2013	Q1		Disaggregation	Frequency	Data source/responsible	Notes
(Type: Output)	assigned to TTCs for at least 16 hours							well as those in new courses co-taught by VSO specialists working with L3
Custom Indicator (Type: Outcome/Impact)	1.4 Proportion of teachers in SBMP using new literacy/numeracy instructional practices and materials	50%	NA		Gender, Zone	Annual	Criterion-referenced Observation Sheet	Tool to be developed
F- Indicator 3.2.1.18 Number of PTAs or similar 'school' governance structures supported (Type: Output)	Number of PTAs or similar 'school' governance structures supported	90	6		Zone	Annual	PTA/PTC log of initiatives	Tool to be developed
	Number of PTAs or similar 'school' governance structures supported (Type: Output)	90	6		Zone	Annual	PTA/PTC log of initiatives	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	431,071	TBD		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)
	2.2 Number	175	170		Type	Semi	List of	

Indicator type	Indicator description	Target 2013	Q1	Disaggregation	Frequency	Data source/responsible	Notes
	of different book/story titles and problem sets authored locally				annual	works produced to support new Kinyarwanda and English reading programs; list of problem sets; list of works produced via Writer's Workshop	
Indicator F3.2.1-36 Number of schools using Information and communication technology due to USG support (Type: Output)	2.3 Number of schools receiving MP3 players, video players or other technologies	90	NA	Region	Annual	Distribution records	
	2.4 Number of schools using MP3 players, video players or other technologies	90	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)	NA	NA	Gender, Zone	TBD	English-language testing completed in collaboration with DFID	Results to be provided by DFID testing, with additional P1-P3 teachers added to sample if needed to provide robust sample. Results to be provided in 2015 and 2016

Indicator type	Indicator description		Target 2013	Q1	Disaggregation	Frequency	Data source/responsible	Notes
								if decision is made to extend DFID testing to these years.
Result 4.		Strengthened Ministry capacity to improve the quality of education						
F-Indicator 3.2.1-37: Number of impact evaluations conducted (Type: Output)	Number of impact evaluations conducted		0	0	NA		Ministry National Reading assessment program	2014: Small Impact Evaluation. 2016: Nationally representative sample.
	4.2 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		Annual	Report submitted to Ministry	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 ³		NA	NA	Gender, Zone,	Annual	Annual EMIS Data (parity index)	

³ This indicator assumes that the Ministry's information management system is able to extract the required data.

4.0 LESSONS LEARNED

- L3 staff need to anticipate procurement delays and will need to start processes earlier for the next round of printing and hardware purchases
- Continuous staff financial and compliance trainings will be required

5.0 OPERATIONS AND MANAGEMENT

Systems Development:

L3 continued to strengthen both internal and external systems and controls for the efficient implementation of the Initiative activities. L3 recruited a new Administration and Finance Manager to ensure compliance and institute strict financial controls, and as such, provided him with the initial orientation, guidelines, and policies and procedures with which to accomplish his work. L3 continued to organize monthly L3 activity updates with USAID and L3 partner meetings. The monthly meetings continued to be productive and provide a feedback loop for staff. L3 staff organized end-of-the-year presentation for the Rwanda Education Board (REB) Management in which some of the L3 print, audio, video and hardware materials were displayed, demonstrated, and selection rationale was communicated.

At the request of REB, the L3 weekly report was discontinued and replaced by the L3 Initiative monthly report in line with REB reporting format and period. L3 continued to strengthen its communication mechanisms harmonizing means and method with which the project communicated with key REB officials.

Capacity Building and MINEDUC Engagement:

L3's audio, video and print teaching and learning materials continued to be developed in close collaboration and with the assistance of the REB's technical staff. This collaboration and engagement continued to strengthen and build the capacity of L3 institutional counterpart. L3 continued to develop the studio production skills of REB through the on-the-job training for REB interns assigned to L3 production studios. In this reporting period, L3 provided resources to REB to complete the next of phase of the book tender process through a support for a weeklong retreat to select and approve the instructional materials proposed by publishers. The L3 communication team worked with the REB communication team and helped design a new REB newsletter. Although the first draft of the newsletter was completed in the mid December 2012, the team did not secure the permission to proceed with publication. The committee will meet in January review the feedback from the REB Director General.

L3 continued to provide the support of VSO volunteers in several key departments and institution including Curriculum and Pedagogical Materials Development (CPMD) department, Kigali Institute of Education (KIE), and Teacher Training Colleges (TTC).

Sub-monitoring (of partners):

L3 staff in EDC's home office continued to provide guidance to partners on the submission of cost share and financial reports. L3 field and home staff finalized a template for recording VSO volunteer time and technical work. L3's Project Director reviewed all the technical modules that VSO volunteers work on and made a determination as to what percentage of each of the modules could be considered to be contributing to L3 goals. This fed into the technical report template for VSO cost share, which is also now complete. EDC received the completed reports and backup documentation from VSO for volunteers from November 2011 to September 2012. EDC compiled and reviewed the supporting documentation and asked VSO for some changes and updated documents, which were provided. This package will be completed and EDC anticipates reporting on cost-share to USAID in the coming quarter.

EDC also issued subcontract modifications to all 3 subcontractors to change the due date of their quarterly reports from the 21st of the month following the quarter to the 15th of the month following the quarter. This will allow more time for EDC to compile their information to be included in our own quarterly reports and ensure timely submission. EDC's financial analyst worked with IEE on revision of their budget to reflect anticipated modifications their activities. She also had meetings with them on their invoicing process and discussed what documentation would be required to support the invoices to ensure audit-readiness.

Communications:

In order to facilitate the understanding of L3's evidence-based principles and what they look like in practice, communications tools were further developed and utilized in this quarter. In October, the revamp of the L3 Initiative website was finalized and went online. The website has a more sophisticated layout and design, allowing it to provide more in-depth information about each of L3's activities as well as news and feature stories, photos, videos, audio, brochures, and more.

By hosting all information and resources in one place, the website aims to be a one-stop-shop for information about the project and to direct viewers to the right resources for questions left unanswered by the website. The website is intended to be a resource for REB, L3 partners, media, and education stakeholders.

Articles on the website aim not only to show what the L3 project does, but also to highlight the guiding principles behind L3's work. One story this quarter featured teacher-author Timothy Niringiyimana, whose own childhood reading experiences as well as his participation in an L3 writer's workshop demonstrate why primary school teachers ought to use story to help their students learn to read.

To give the project wider coverage, press releases were sent to media outlets and resulted in at least 13 articles in English and Kinyarwanda newspapers. Articles covered the launch of the Community Mobile Library Project, the results of REB's supplementary materials tender, a writer's workshop event, and a PTC-initiated student reading competition. Through generating publicity for these projects and events, L3 also had the opportunity to embed messages about the importance of parent involvement in

children's learning, the way that reading and writing skills reinforce each other, the need for children to read books at their appropriate level, and the importance of story in the primary school classroom. One article from Igihe quotes the L3 Technical Director as saying, "Writing helps students figure out which words represent the individuals sounds they hear in words. This helps them to be better readers."

While most articles were generated from L3 media releases, L3 has also established itself as an informed resource for journalists focusing on literacy and reading culture. Even without media releases, journalists have reached out to EDC staff for information to include in their articles. All articles can be found in Appendix 17.

Table 13: News articles published

Article Title	Source	Date
Can the poor reading culture be redeemed?	Rwanda Focus	December 25
EDC helps establish 80 mobile libraries in Rwanda	Open Equal Free	December 10
80 mobile libraries to be established nationwide	New Times	December 8
Kigali: Hagiye gutangizwa isomero ryimukanwa	Igihe	December 7
Gicumbi: Isomero rya mbere ry'abaturage rigiye gutangizwa ku mugaragaro	Ubwenge	December 7
Mobile community libraries to improve on reading culture	Rwanda Focus	December 6
Isomero rya mbere ryimuka ry'abaturage rigiye gutangizwa ku mugaragaro I Gicumbi	Umuryango	December 4
Primary schools to receive storybooks	New Times	November 26
900 storybooks approved for primary schools	Igihe	November 20
Jury out on language-switch trend	The Guardian	November 13
TTC students write and read stories for local primary school	Rwanda Focus	October 23
TTC students write, read stories for primary school	Igihe	October 23
Involving parents in children's learning	New Times	October 16
Rugarama PS teams with parents to host student reading competition	Rwanda Focus	October 11

Also this quarter, L3 had planned on sending its first quarterly newsletter to REB and other stakeholders in order to further ensure understanding of L3's guiding principles and work. However, plans changed when the REB Director General called a meeting with the L3 DCOP and communications officer to discuss REB/L3 communications. Rather than L3 and REB producing two independent newsletters, the REB DG requested that L3 support the development of a REB newsletter, which would include coverage of joint L3/REB initiatives. This new development is welcomed as it provides the opportunity for L3 to work directly with REB on disseminating messages about quality teaching and learning to a wider audience, including primary schools.

The communications officer met with the REB newsletter committee to plan and develop the first newsletter at the end of November. The resulting drafts were shared with the DG and are awaiting feedback.

6.0 APPENDICES

1. Criteria for developing texts for fluency data collection
2. Fluency data collection tools
3. 16 key pedagogical practices and descriptors
4. Math content standards
5. SBMP draft costed plan
6. Revised SBM job description and contract
7. Job description and contract for SM
8. Professional standards for SBMs and SMs
9. Planning templates for SBMs and SMs
10. List of the 90 selected schools
11. TTC English Curriculum
12. TTC draft Language methods and practices curricula
13. TTC English curriculum resource package
14. TTC Training manuals for English and math
15. Draft report on BCC messages from Kibondo Editions
16. Classroom observation form
17. News article coverage of L3