



Literacy, Language and Learning Initiative

FY13 - Q2 Quarterly Report



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
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 quest to establish a vision of effective literacy structures and standards in Rwanda continued this quarter on several fronts. In this reporting period, L3 assisted the Rwanda Education Board (REB) in analyzing and reporting on the fluency data collected nationally using the newly constructed Fluency Assessment in Rwanda Schools (FARS). The results of this data collection will validate the appropriate and evidence-based fluency and comprehension standards that will be set. L3 produced the first fluency draft report this quarter and results will be shared widely once the validation process is complete.

In a parallel activity, L3 continued to develop math content standards for P1-P6 students. The development of numeracy practice standards followed the development of numeracy content standards developed last year. In addition, a Math Camp facilitator's guide was completed in anticipation of the first Math Camps workshop in April.

L3 continued to develop P1-P2 print and audio instructional materials and diagnostic tools. In March, Term 1 materials were distributed and the first teacher training activity was held for 90 schools in the districts of Gasabo, Bugesera, Rulindo, Karongi, and Huye. More than 590 teachers, head teachers, and other educators participated in the first teacher training workshops.

L3 continued to develop additional resources for the School-based Mentoring Program (SBMP). In this quarter, additional video modules that demonstrate effective classroom practices were developed. L3 also continued to co-chair the SBM Technical Working Group and assisted in advancing both policy and technical work.

Two new mobile libraries were launched in Bugesera and Ngoma districts this reporting period bringing the total number of libraries established by L3 to 9. In addition, the mobile library procedures manual has been drafted.

Key Behavior Change Communications messages to promote positive attitudes towards literacy were finalized. The messages and materials were informed by Concern's community study as well as community consultations.

L3 assisted REB and Continuous Professional Taskforce to establish English Language Assessment Technical Working Group to provide practical input towards establishing solid and transparent English language assessment tools and strategies for REB. The task will examine the Rwandan English Proficiency Standards for teachers (REPS), a model of performance indicators using CEFR standards and models from Canada, Switzerland and the United Kingdom, which are tools developed by L3 in this reporting period.

A team of technical experts, including VSO volunteers, REB/EQS, IEE, and EDC, drafted an English Communication Curriculum this quarter for student-teachers in non-language specializations. The curriculum will be the basis for an English communication course designed to develop student-teachers' English language skills so that they can be effective language role models for their students as well as to model the types of language learning experiences that should be core activities in every primary classroom.

In January, L3 organized a six-day training for TTC tutors in order to introduce new curriculum for English, Language methods and Practice, Mathematics, and Mathematics Methodology.

In following pages, we will highlight major L3 activities in QR2.

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

- Fluency Assessment in Rwanda Schools (FARS) data analysis completed and results validated by REB.
- National standards are finalized and validated by REB.
- Draft performance tasks to measure progress with respect to mathematics standards developed
- Term 2, P1 and P2 school, classroom and home/community-based instruments for data collection on reading and numeracy skills tasks are developed
- L3 support for curriculum revision process is clarified

Progress in Q2

Fluency Assessment in Rwanda Schools (FARS) data analysis completed and results validated by REB

In May 2011, REB, L3, and partners set National Reading Standards for P3 and P5 students using the 2011 EGRA and LARS data as reference. The required data to complete standards—measured in fluency and comprehension—were extrapolated at the time, and a plan was devised to collect additional data to either validate or appropriately adjust the draft standards. Using the newly developed FARS instruments, REB and L3 collected additional fluency data on a nationally representative sample.

This quarter, the L3 M&E team entered the fluency data in MS access and analyzed it in SPSS. A draft report was shared with the EDC/L3 M&E research specialist for review, following which the report will be shared with USAID and REB for validation.

National standards are finalized and validated by REB

As the fluency data report has not yet been validated, the standards have not been finalized either. Following the review of the EDC home office and USAID, the results will be shared with REB.

Draft performance tasks to measure progress with respect to mathematics standards developed

In October 2012, EDC Senior Math Specialist Dr. Paul Goldenberg worked with REB math specialists to draft math content standards. In March 2013, Dr. Goldenberg returned to Rwanda to work again with REB to revisit the content standards and to explore math practice standards.

Whereas content standards are the facts, procedures, skills, forms, and symbols that learners must understand, practice standards consist of twenty-four mathematical habits of mind which underlie mathematical thought and work. Content standards differ by grade, but practice standards apply to all content at all grade levels. Practice standards are needed in today's rapidly changing world, in which we are often presented with new and unfamiliar problems. "When you're running a business, or doing anything else, you get information, but no one tells you the questions you need to answer or what you need to do," said Dr. Goldenberg. "That's why students must develop a disposition to tackle problems with only the knowledge they have—or can find on their own—and without a pre-learned solution method."

The habits of mind are in eight categories:

1. Approach problems by making sense of them, looking for strategic starting places, and treating them as a puzzle
2. Choose and use tools strategically
3. Look for and make use of structure
4. Seek and express regularity in repeated calculations or reasoning
5. Strive for precise ways to articulate what you mean
6. Translate comfortably between abstractions and contexts
7. Construct a logical, sequential, mathematical argument; understand and critique the reasoning of others
8. Use mathematics to model other contexts

Dr. Goldenberg, an L3 VSO math specialist, REB officials from Curriculum and Pedagogical Materials Development department (CPMD), Education Quality and Standards (EQS), Teacher Development and Management department (TDM), Department of Examination, Kigali Institute of Education (KIE), and two primary math teachers attended a week-long workshop to discuss and revise both the content and



practice standards. The workshop was held from the 4-8th of March in Musanze in the northern province. During the first part of the workshop, participants examined and rewrote the math practice standards as appropriate for the Rwandan context. They also revisited the content standards and, after much discussion, made some revisions. Dr. Goldenberg is revising these documents for a formal approval and validation starting in August. The draft documents are in annex 1.

Figure 1 Math Workshop in Musanze

Additional activities

Develop, in collaboration with CPMD math specialists, a facilitator's kit for an initial Math Camp

Math Camps aim to improve the quality of math teaching by focusing on math pedagogy and emphasizing child-centered learning. In the camp, teachers learn about the structure of a quality lesson, which includes a starter, a main interactive session, and a plenary session to make clear and assess learning. Starters are fun, fast-paced games which motivate students, review previous learning, and prepare them for the day's lesson. They also help children to practice mental calculations at speed. During the main session of the lesson, the lesson objectives are developed in an interactive manner. Teachers may make use of mathematical investigations, which are problem-solving exercises in a real-life context. Investigations help children to develop key mathematical skills such as choosing appropriate strategies, making predictions, thinking critically, and making logical arguments. Finally, lessons end with

a plenary session in order to ensure that students understand what they have learned. The Math Camp models each of these lesson aspects to ensure understanding.

The camp also includes a session for teachers to make teaching aids from locally available materials. Using just paper and marker, teachers make Tangram puzzles which can help students understand different shapes in an interesting manner.

At the end of the Camp, all participants commit to an action plan in which they select three activities to implement in their teaching, such as a starter, use of materials, or investigation. SBMs, once deployed and active in schools, will follow-up with teachers on these plans to see how they can support them.

In this quarter, the L3 VSO mathematics specialist completed the Math Camp facilitator's guide (See annex 2) and PowerPoint, which were shared with REB, the L3 math team, KIE, and Dr. Goldenberg for feedback. The camp can either be delivered in one 3-day period or in modules over time.

The first Math Camp will be piloted in April in Karongi district.

Term 2, P1 and P2 school, classroom and home/community-based instruments for data collection on reading and numeracy skills tasks are developed

The L3 materials team developed simple P1 and P2 Term 1 diagnostic tools that can be easily used by a teacher, parent, or community member after every 10 lessons in order to identify struggling readers. The team is in the process of developing the English, Kinyarwanda, and math P1 and P2 Term 2 tools, which will be finalized in Q3. A sample diagnostic tool can be found in annex 3.

L3 support for curriculum revision process is clarified

At the close of QR2, REB has not initiated the curriculum revision exercises. L3 technical team based at the REB Curriculum Department along with the technical assistance of L3 literacy and numeracy specialists will assist with the curriculum revision effort.

Activities planned for Q3

- Deliver and evaluate first pilot Math Camp
- Develop Term 3, P1 and P2 school, classroom and home/community-based instruments for data collection on reading and numeracy skills
- Fluency Assessment in Rwanda Schools (FARS) data analysis completed and results validated by REB. (Carried over from Q2)
- National standards are finalized and validated by REB. (Carried over from Q2)
- Term 2, P1 and P2 school, classroom and home/community-based instruments for data collection on reading and numeracy skills tasks are developed (carried over from Q2)

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

- Complete draft practice standards for primary mathematics

Progress in Q2

Complete draft practice standards for primary mathematics

As described in section 1.A., Dr. Goldenberg, VSO, REB and KIE math specialists, and primary math teachers conducted a weeklong session to revise both content and practice standards. Dr. Goldenberg is finalizing the standards for REB's approval and validation.

Activities planned for Q3

- Develop instructional framework for P3 systematic early literacy, numeracy and ESL instructional materials (activity completion time contingent on CPMD approval)
- Validate scope and sequence for each of the three curricular areas (activity completion time contingent on CPMD approval)

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

- Validation by Continuous Professional Development Task Force, of policies and procedures developed to support SBM program
- Finalization of training materials for SM training on mentoring program and mentoring skills
- Training, by IEE, of 60 senior mentors
- Train SMs on implementing effective SBMP literacy and numeracy teacher training program, including 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

Progress in Q2

Validation by Continuous Professional Development Task Force, of policies and procedures developed to support SBM program

The Continuous Professional Development Technical Working Group has developed a number of policies, procedures, and documents. These are:

1. Mentor Professional Standards,
2. School-based Mentor Key Pedagogical Practices,
3. School-based Mentor Classroom Observation Form,
4. School-based Mentor Classroom Observation Form Descriptors/Key Pedagogy Criteria,
5. School-based Mentor Service Contract: [Local Degree Holders, Local Diploma Holders, Local Grade III, Regional Degree Holders, Regional Diploma Holder, Regional Grade III & P1],
6. Senior Mentor Service Contract,
7. School-based Mentor End-of-Term Report Template,
8. Senior Mentor End-of-Term Report Template,
9. School-based Mentor Annual Planning Template,
10. School-based Mentor Termly Planning Template, School-based Mentor Weekly Planning Template, Mentor Professional Competency Confidence Self-Assessment,
11. Phase 1 Mentor Training Modules,
12. School-based Mentor assessment portfolio.

The School-based Mentoring (SBM) Technical Working Group, chaired by the L3 Technical Director, presented these documents to REB senior management and the Quality Implementation Working Group for input and validation. While formal validation and approval has not yet been given, the Director General of REB indicated that the work developed and approved by the Technical Working Group doesn't need further approvals. The documents, policies, and procedures will be field tested once the mentors have been hired and deployed.

Finalization of training materials for SM training on mentoring program and mentoring skills

The L3 partner, International Education Exchange (IEE), develops training materials for Senior Mentors on the mentoring program and mentoring skills. This quarter, an IEE consultant translated the SBM professional standards into training objectives to create training modules, which will be in three phases.

The training modules cover a wide range of topics focusing on the three main themes that make up the SBM professional standards: professional practice; professional values, attitudes and behaviour; and professional knowledge and understanding. The training manual will be used in training Senior Mentors who will then train SBMs in their respective districts.

Currently, the phase 1 training module is at the final editing stage. To support the module, IEE is developing videos to demonstrate abstract competencies that Senior Mentors may not grasp without clear demonstration. A Senior Mentor and SBM activity planning video has been shot to clearly demonstrate practical annual activity planning that later develops into termly and weekly activity planning.

Training, by IEE, of 60 senior mentors

No training has taken place as Senior Mentors have not yet been recruited. While REB has now hired 910 of the 1000 School-based Mentors (SBM), the advertisement for recruiting Senior Mentors has not yet been published, though it is expected that it will be soon.

L3 and IEE have supported the REB recruitment process through organizing and conducting interviews. REB expects to recruit Senior Mentors by the end of April and organize the first training in June. Meanwhile, the training module developed by IEE will be piloted in trainings for 630 SBMs recruited in September 2012.

Train SMs on implementing effective SBMP literacy and numeracy teacher training program, including how to use video modules in school and cluster-based trainings

As explained previously, no trainings for Senior Mentors occurred due to delays in recruitment. This activity will occur next quarter.

Finalization of initial video modules for use by SBMs

SBMs will use video modules in their training sessions with teachers to demonstrate new and effective classroom practices. This quarter, the first three—Using Pair Work in the Classroom, Improving Outcomes for Learners, and Storytelling and Reading in the Classroom—were finalized.

Produce other video-based self-directed modules to support SBMP

The L3 video module developer filmed and is currently editing three additional videos for use in Term 2 and will continue producing head teacher, ESL, and literacy videos.

Purchase and distribute video viewing system

L3 purchased 50 netbooks for School-based Mentors to use to train teachers on L3 print, audio and video materials. The netbooks will be distributed next quarter once SBM and Seniors Mentors are deployed and REB approves the draft technology policy and procedures that L3 produced and shared.

Activities planned for Q3

- Training, by IEE, of 60 senior mentors
- Produce other video-based self-directed modules to support SBMP
- Train 60 SM 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
- Validation by Continuous Professional Development Task Force, of policies and procedures developed to support SBM program (carried over from Q2)
- Finalization of training materials for SM training on mentoring program and mentoring skills (carried over from Q2)

1.D Roll out the SBMP

- Develop, in collaboration with TDM, clear procedures and criteria for the pairing of schools and the deployment of SBMs
- 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
- Have SBMS organize bi-monthly teacher meetings using self-directed video modules to explore new instructional strategies, exchange ideas, etc.
- Have SBMs organize quarterly “made and take” sessions
- Have SBMs and SMs Organize follow up classroom visits (observations, co-teaching, model lessons)

Progress in Q2

Develop, in collaboration with TDM, clear procedures and criteria for the pairing of schools and the deployment of SBMs

The SBM Program strategy calls for each SBM to work with two schools, ideally within five kilometers. To devise a school-pairings strategy, the L3 SBM Manager worked with L3 Technical Assistant, REB and the department of Teacher Development and Management (TDM) to establish clear criteria for pairing schools in support of the SBM Program roll-out. L3 used the CPMD textbook distribution school database to approximate distance between schools to propose pairings in all 30 districts.

Furthermore, L3 worked with REB and TDM to communicate with District Mayors and DEOs the request that DEOs either endorse the proposed school pairings or make changes. The request letter was written in Kinyarwanda so that all DEOs understood the message. By the end of Quarter 2, only two districts had responded to the letter.

TDM continued to communicate with district officials to assist with the school pairing exercise so that the SBMs could be deployed accurately. A key REB deployment strategy is to ensure that rural and remote schools as well as those schools that are most ready to receive the SBMs remain a priority. L3 is working with TDM to ensure that, although school pairings are not occurring as planned, the SBM Program implementation plan remains on track.

Conduct regular site visits to L3 schools to monitor program

The L3 SBM Manager visited L3 schools in Bugesera district and found that the SBMs have negotiated meeting times with teachers and are supporting them in preparing lessons and co-teaching as planned. However, some mentors do not have sufficient time to work with teachers on English and pedagogy due to the heavily planned schedules of the teachers. L3 reported this challenge to REB and the SBM Technical Working Group. L3 recommended that MINEDUC work with schools to set aside time slots for SBMs to work with teachers.

Train all P1/P2 English, mathematics and Kinyarwanda teachers in use of new instructional materials, including interactive audio

An official launch of the teacher-training and material distribution in the 90 pilot schools took place in the REB-CPMD gardens on March 4th. The REB Director General, USAID, District Education Officers, REB officials and members of the media attended the ceremony.



Figure 2 First photo shows the L3 Technical Director demonstrating the use of phones for playing audio programs. Second photo shows L3 material distribution trucks

Following and distribution of the materials, L3 organized teacher training activities in five districts. The first training was held in Gasabo district on March 6th-7th. The remaining four trainings took place in the Bugesera, Rulindo, Karongi, and Huye districts either on March 9th-10th or March 10th-11th. Approximately 597 teachers, head teachers, and other educators participated in the teacher trainings. (see Table 1 for details).

Table 1 Teacher training by district and trainee

Teacher Trainings Conducted in Q2 - 2013					
No	District	Name of training	Teachers	Headteachers	Others
1	Huye	Use of instructional materials training	92	14	8
2	Bugesera	Use of instructional materials training	158	9	2
3	Gasabo	Use of instructional materials training	82	7	2
4	Rulindo	Use of instructional materials training	91	7	2
5	Karongi	Use of instructional materials training	103	19	1
	Total		526	56	15

The teacher trainings had five objectives: 1) To introduce participants to the L3 Initiative and its experimental program, 2) To ensure that teachers are able to use the new L3 instructional materials and practices effectively, 3) To ensure that teachers are able to use the new technologies provided to them, 4) To negotiate with participants a plan for implementing the new materials in their schools; and, 5) To establish an ongoing training program for the remainder of the school year.

At the conclusion of the trainings, participants articulated in their feedback the intent and the proper usage of the materials—the teachers' guides, teacher read-aloud story collections, student readers, and Interactive Audio Instruction (IAI) programs— as support and resources for new and effective teaching methodologies.

"After this training, I will go to our school and teach very well," said Alice Akimanizanye, an English teacher who participated in the Gasabo training.



Figure 3 Teachers explore new materials at the first training in Gasabo district

Due to delays in material production and procurement, not all Term 1 materials were tested and distributed. At the trainings, teachers devised a plan to use all available time, including test review weeks, to cover Term 1 and Term 2 materials so that all material are used by the end of Term 2.

Two follow-up trainings are planned in Q3 at the end of April and at the end of May 2013.

Have SBMS organize bi-monthly teacher meetings using self-directed video modules to explore new instructional strategies, exchange ideas, etc.

Due to previously mentioned delays in SBM and Senior Mentor recruitment, as well as establishing structures within these, this activity has not been carried out. Once mentors are recruited and the necessary structures are in place, L3 will proceed with this activity.

Have SBMs organize quarterly “make and take” sessions

Delays in mentor recruitment and deployment resulted in delays of the use of tools developed to support mentors work. The use of self-directed videos to demonstrate new instructional strategies and organization of quarterly make-and-take sessions will be better organized in Q3.

Have SBMs and SMs Organize follow up classroom visits (observations, co-teaching, model lessons)

This activity was not carried out for reasons specified above. However, videos are being completed and classroom observation forms are being finalized.

Activities planned for Q3

- 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
- Organize bi-monthly teacher meetings using self-directed video modules to explore new instructional strategies, exchange ideas, etc.
- Organize follow up classroom visits (observations, co-teaching, model lessons)
- Have SBMS organize bi-monthly teacher meetings using self-directed video modules to explore new instructional strategies, exchange ideas, etc. (carried over from Q2)
- Have SBMs organize quarterly “make and take” sessions (carried over from Q2)
- Have SBMs and SMs Organize follow up classroom visits (observations, co-teaching, model lessons) (carried over from Q2)

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

- Finalize and validate training modules and resources for training of PTCs on implementing activities to increase teacher motivation
- Train communities on supporting teacher motivation
- Recruit local NGO to implement for community volunteer program and finalize their contract
- 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

Progress in Q2

Finalize and validate training modules and resources for training of PTCs on implementing activities to increase teacher motivation

The training module, which includes successful activities already carried out by PTCs, is near finalization. This quarter, the L3 partner Concern, held an experience sharing meeting to receive feedback. Once it is finalized, Concern will share the draft training module with partners before submitting it to REB for approval.

Train communities on supporting teacher motivation

While the training module has not yet been completed, Concern continued working with PTCs on teacher motivation and other issues through workshops and experience sharing meetings.

Recruit local NGO to implement for community volunteer program and finalize their contract

The first search for a local NGO did not produce strong enough applications, and as a result, the recruitment process was resumed early in the first quarter of this fiscal year and is now in its final phase. At the beginning of the second quarter, a rigorous selection process involving the L3 team and EDC home office resulted in the selection of one NGO's proposal. This proposal was then submitted to USAID for approval. L3 will complete the local NGO subcontract documents in Q3.

Recruit VSO volunteer to support local NGO

The search for a second VSO volunteer to support the soon to be subcontracted local NGO was initiated by L3 partner VSO. A job description for the post was developed, approved, and distributed throughout the VSO network. No candidate has yet been identified. Once the candidate is identified, s/he will begin work in September.

Develop and test training program and materials (including training modules) in pilot districts for the community volunteer program

Once the local NGO is recruited, it will train community volunteers to promote literacy in their respective communities. The LNGO, with support from a VSO volunteer, will develop and test a training module for this process. As the subcontract with the NGO has not yet been signed, no modules have been developed and this activity will carry over into Q3.

Activities planned for Q3

- Distribute P1 and P2 instructional materials to all 13 TTCs.
- Train TTC, VSO instructors on effective literacy/numeracy instruction & how to use L3 materials and technologies
- Organize initial Math Camp
- Develop communications materials (articles, web postings, brochures, etc.) to publicize Math Camps
- Organize Writers' Workshops in TTCs for student teachers
- Develop and implement a rollout plan for the successful expansion of the Writers' Workshop Initiative
- Support the editing of the "best products" from the different Writers' workshops
- Coordinate the illustration, desktop publishing, printing and distribution of "best products" from the Writers' Workshops
- Develop a "budgeted-recovery" plan to support the illustration, desktop publishing, printing and distribution of "best products" from the Writers' Workshops
- Participate in and support Rwanda Reads Taskforce activities
- Recruit local NGO to implement for community volunteer program and finalize their contract (carried over from Q2)
- Recruit VSO volunteer to support local NGO (carried over from Q2)
- Develop and test training program and materials (including training modules) in pilot districts for the community volunteer program (carried over from Q2)

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

- Experience sharing meeting on success on teacher motivation initiatives
- Support initial activities undertaken by PTC for teacher motivation
- Draft teacher motivation training module

Progress in Q2

Experience sharing meeting on the finalization of the teacher motivation manual

L3 partner, Concern, conducted a three-day workshop on sharing ideas towards the finalization of the teacher motivation manual. Concern Education Program staff, a course coordinator from Kigali Institute of Education (KIE), and a KIE student, who is currently conducting research on teacher motivation, were included in the workshop.

The specific objectives of the workshop were to:

- Collect ideas from expertise in the manual development
- Restructure the content and format of the teacher motivation manual

As a result of this workshop, the manual was re-structured and additional ideas, such as the effect of teacher motivation on student learning, approaches to teacher motivation, and teacher-community actions for motivation, were incorporated. Currently, data is being refined before a draft of the teacher motivation manual is circulated to partners and other key stakeholders for feedback.

Support activities undertaken by PTC for teacher motivation:

As noted earlier, the training manual for teacher motivation has not yet been completed, and as result, Concern is not formally supporting PTC activities in this area. However, regular workshops and experience sharing sessions include discussion about teacher motivation and suggestions for activities.

Draft teacher motivation training module

The teacher motivation training manual consists of a number of modules. As described, the manual is nearing completion. Once the manual is finalized, community-based facilitators will use the modules to train PTCs.

Activities planned for Q3

- Develop and test training program and materials (including training modules) in pilot districts
- Finalize the development of the training manual on teacher motivation
- Training of community based facilitators on teacher motivation
- Share the teacher motivation manual with partners for feedback
- Submit teacher motivation manual to REB textbook approval committee

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

- Print and/or reproduce Term 2, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials
- 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
- Adjust program inputs, based on data field testing
- Launch National Story Writing contests to produce read aloud books

Progress in Q2

Print and/or reproduce Term 2, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials

Due to delays in the production of materials, Term 2 materials were not printed in this reporting period. Term 2 materials will be completed and sent in Q3 2013 for printing.

Distribute Term 1, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials to target schools

L3 Term 1 print and audio materials were distributed in March. Teachers' guides and a batch of student materials were distributed at the teacher training sites as they were needed for training purposes. L3 staff distributed the remaining materials directly to schools as the volume of student materials would

have been impossible for a sole teacher to transport alone as initially planned from the training venues. As table 2 shows, more than 58,000 student readers/books, approximately 944 teachers' guides, and more than 1800 cell phone and SD card accessories were distribute to 90 schools. (See Table 2 for details).

Distribute technology platforms to schools and SBMs

In addition to the print materials, all 90 schools received mobile phones, SD cards, and speakers. Teachers will use these technology platforms for L3's interactive audio lessons.

Table 2 L3 material distribution by district, type, grade

Material Distribution in 90 Schools - Term 1 2013																			
Summary Table																			
No	District	Student Books			Cell Phone accessories							Teacher Guides						Read Aloud	
		P1	P2	P2	Cell Phones	SD Cards			Adaptors	Speakers	Sim cards	Kinyarwanda		English		Maths		P1	P2
Kinyarwanda	Kinyarwanda	English	K	E		M	P1	P2				P1	P2	P1	P2	P1	P2		
1	Huye	4,221	3,267	3,265	73	25	23	26	73	73	73	37	35	32	30	39	40	33	32
2	Bugesera	7,125	4,864	4,864	101	33	33	35	101	101	101	23	21	21	21	22	23	5	5
3	Gasabo	4,047	3,185	3,185	44	15	14	15	44	44	44	48	33	22	25	19	28	12	8
4	Rulindo	3,007	2,726	2,718	74	25	23	26	74	72	74	44	43	45	43	43	45	25	23
5	Karongi	4,675	3,598	3,422	73	25	22	26	73	73	73	40	41	21	20	20	20	20	20
	Total	23,075	17,640	17,454	365	123	115	128	365	363	365	192	173	141	139	143	156	95	88

Train teachers and head teachers and SBMs on use of materials

As mentioned above, trainings of teachers in the 90 pilot schools occurred in early March. Teachers learned how to use new materials and contributed to the development of an implementation plan for materials. Additional follow-up trainings are planned in Q3 that will include SMBs.

Complete and Field-test term 2 print and audio materials (P1 and P2) Kinyarwanda, English and Math, Delays in completing Term 1 materials led to a delay in starting the production of Term 2 materials. As a result, the finalization and testing of all P1 and P2 Term 2 audio and print Kinyarwanda, English, and math materials will be completed in Q3.

In order to accelerate the materials development and testing process, L3 has organized an Easter holiday testing program with Remera Catholique school so that field-testing can occur during the first two weeks of April. It is anticipated that the complete package of audio and print materials for Term 2 will be ready for distribution by the end of May 2013.

The following tables show the Kinyarwanda and Math Term 2 materials developed and progress made in Q2. In this reporting period, 16 decodable texts and 16 read-aloud Kinyarwanda texts were developed as well as 36 Kinyarwanda audio scripts. (See tables Table 3 for details).

Table 3 Kinyarwanda material development

Kinyarwanda	Number
Audio scripts written	36
Audio scripts recorded	0
Audio scripts field tested	0
Decodable texts written	16
Decodable texts desktop published	8
Read alouds written	16
Read alouds desktop published	8
Number of scripted lesson plans written	63
Number of Primer pages written	32

Table 4 Math material development

Mathematics	Number
Master plans written	20
Audio scripts written	8
Audio scripts recorded	0
Audio scripts field tested	0
Scripted lesson plans completed	0

Adjust program in-puts, based on data field-testing

All audio programs were formatively evaluated and adjustment made subsequently.

Launch national story writing contests to produce read aloud books

As part of the Rwanda Reads initiative, L3 is joining REB and the publishing company, Drakkar Ltd, to launch the first National Story Writing and Poetry Competition. The competition, which is open to everyone from primary and secondary schools as well as the community, aims to increase the variety of and access to interesting reading materials and to encourage a culture of reading and writing. Writers can submit stories or poems in either English or Kinyarwanda and must write for young children. Winning submissions will be published and distributed to schools.

In March 2013, a technical committee comprised of L3, REB, and Drakkar Ltd representatives was formed following a meeting with the REB DG. At the meeting, the DG was introduced to the program and approved the formation of the committee. The committee set a timetable, defined author categories, created evaluation criteria as well as submission and review processes, suggested members of the national jury, and drafted an informational package to be sent to DEOs.

Activities planned for Q3

- Do audience research for P3 print and audio materials development
- Complete Term 3, P1 and P2 materials (IAI programs, teacher’s manual, read-aloud stories, decodable texts, audio stories, primers, etc.)
- Monitor program implementation (ongoing)
- Adjust program inputs, based on data from implementation monitoring
- Distribute Term 2, P1 and P2 teachers’ manuals, decodable texts, read aloud books and audio materials to target schools
- Print and/or reproduce Term 2, P1 and P2 teachers’ manuals, decodable texts, read aloud books and audio materials (carried over from Q2)
- Complete and field test term 2 print and audio materials (P1 and P2) for Kinyarwanda and Math (carried over from Q2)
- Launch national story writing contests to produce read aloud books (carried over from Q2)

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

- Establish local 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

Progress in Q2

Establish local NGO partnerships for provision of videos for classroom and community use

The L3 video module developer worked with IEE and the L3 SBMP manager to produce training videos for Senior Mentor trainings. Senior Mentors as well as IEE Mentors will receive final approved video modules for use in training teachers, head-teachers and other mentors. Once the videos have been completed, L3 will seek partnerships with communities and local NGOs.

Catalogue video material; cross reference with curriculum outcomes and/or age-level appropriateness

The approval process for the videos has been delayed due to the extended time period that has been required in setting up the SBM and Senior Mentor Programs.

Produce teacher's manual on how to use video in classroom/community

The module guide has been completed and is awaiting final approval. Once it has been approved, it can then be used to create a community/classroom version showing teachers, staff, and mentors ways to use the technology outside of the normal module use.

Mobile library collections distributed to 2 additional sites

This quarter, two mobile library collections were distributed in Bugesera and Ngoma Districts, bringing the total number of distributed collections to 9.

Procedures manual for establishment of mobile libraries completed

The procedures manual will serve as a guide for any organization interested in sponsoring a community mobile library, describing the essential steps in the process of organizing a library. Currently, the first draft of the manual is in process. Once the draft is finished, it will be shared with Peace Corps volunteers, who are key implementing partners, and the L3 team for review and finalization.



Figure 4 Children reading at the launch of a library in Nyamagabe

Data on usage of libraries in Gicumbi, Nyaruguru, and Kayonza collected and analyzed

Three libraries, those in Gicumbi, Nyamagabe, and Bugesera, have officially opened to the public and have a data collection system for tracking variables such as the readers' age, gender, and location, as well as book title and borrowing and returning dates.

In Cyuru, Gicumbi, the library has been open for approximately three months. In that time, 407 community members read or borrowed books. Of these:

- 279 are male
- 128 are female
- 196 are students
- 9 are teachers

Community members expressed a great deal of interest in reading, and students have been most especially interested. "They want to read the different books, different than they have at school," says Bosco Nshyimiymana, who leads Gicumbi's library management committee.

Divine Uwimana, a primary 2 student in Gicumbi, remarked, "when you read, you know everything."

While the libraries have thus far seen much success, there are some challenges. Communities have noted that the library is lacking certain books. For instance, communities wish to see more books about agriculture and animal husbandry in Kinyarwanda, and in general, communities need more books in Kinyarwanda and French. There are many excellent books in English—an impressive African writers series, for instance—but only upper secondary level students or teachers can attempt to read them.

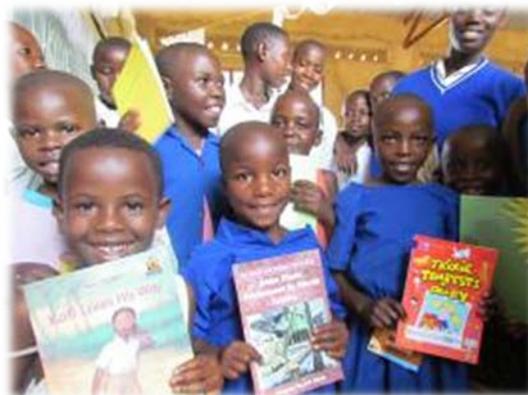


Figure 5 Children in Nyamagabe library receive books

Process for identifying priority materials for Brothers to Brothers shipment clarified

L3 is working with the Brothers to Brothers Foundation and book publishers to avail and distribute appropriate and relevant books to schools and TTCs. In the fall of 2013, KIE and L3 will organize book fairs at two TTCs to distribute them.

In February, L3 made preliminary contact with the foundation and began the process of collaboration. However, the book lists from which KIE and REB will select the materials to be donated were not yet available. L3 will share this list with KIE as soon as it is received from the foundation. Following this, L3 and KIE will discuss the selection and distribution processes.

Activities planned for Q3

- Produce teacher's manual on how to use video in classroom/community
- Upload videos on video viewing platforms in low-income areas; train teachers on how to use video in classroom
- Negotiate preferred rate with local cell phone providers
- Develop and implement cell phone-based text literacy/numeracy program for pilot schools in low-income areas
- Pilot initiative in Peace Corps and VSO sites
- Collect and analyze pilot data
- Develop plan for expanding program to other regions
- Establish list of priority literacy materials for Brothers to Brothers shipment
- Index VSO resource package for SBM use
- 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
- Procedures manual for establishment of mobile libraries completed (carried over from Q2)

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

- Train TTCs, School Based Mentors and Senior Mentors on how to make and use low-cost/no cost instructional materials
- Identify VSO resources that could be repurposed and be used by SBMs for school-level trainings
- 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

Progress in Q2

Train TTCs, School Based Mentors and Senior Mentors on how to make and use lo-cost/no cost instructional materials

This quarter, the VSO volunteer at TTC Bicumbi continued to build upon the strong relationship developed with the SBM. The volunteer and TTC tutors often have visits with the SBM to discuss ideas for an upcoming training or to give advice on using locally sourced materials in making instructional resources.

From these interactions, the SBM has gained an excellent understanding of the use of teaching resources to support learner engagement and the use of new concepts. The SBM developed his own Teacher Resource Center at the primary school. The center includes a room set up as a model classroom, meant to give teachers ideas and inspiration for making their own resources. The SBM also created materials and displays in the center which teachers can use.

In general, sessions on how to make and use locally developed resources have been integrated into the initial training manual of Senior Mentors. The VSO guides/modules will be used during those sessions and distributed to mentors.



Figure 6 Teacher Resource Center Locally produced displays

VSO volunteers based at TTC also continue to hold material making workshops for TTC tutors and interns on a regular basis.

Identify VSO resources that could be repurposed and be used by SBMs for school-level trainings

A VSO volunteer has identified and gathered resources from UNICEF, the British Council, IEE, VSO, and others to support the work of SBMs. The volunteer edited and analyzed these resources, which will be in an appendix to the mentors training manual, to link them to the Key Pedagogical Principles that guide the mentors' work with teachers. When an SBM identifies an area of needed training in working with and observing teachers, the SBM can use these resources to develop a support program.

Produce video-module on how to make and use low-cost/no-cost materials developed and available for use by SBMs and SMs

Planning for this video module has been completed, and shooting can commence upon the arrival of the new L3 assistant technical director in April/May. The L3 video module producer had scheduled two shoots, but unfortunately they were canceled due to excessive rain, which causes extremely poor audio in the tin-roofed classrooms.

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.

Due to delays in Senior Mentor recruitment, the bimonthly SBM meetings of course have not been organized by Senior Mentors. However, in some instances, districts have organized their own meetings, and VSO volunteers have supported these meetings and participated in direct trainings of SBMs. Volunteers support SBMs in being familiarized with the school settings, preparing their first workplan, making resources from locally available materials, planning lesson observations, and so on. In other instances, as described earlier, VSO volunteers have established informal, supportive relationships with SBMs.

Once Senior Mentors are recruited and deployed, and once they begin organizing bimonthly meetings with SBMs, VSO volunteers will actively participate in SBM trainings.

Recruit VSO volunteer for CPMD for the expansion of writers' workshop

The job description for a VSO short-term volunteer to support the expansion of writers' workshop was validated by CPMD and disseminated via the VSO network. As of March 30th, 2013 no outside candidate had been identified.

Activities planned for Q3

- Train TTCs, SM and SBM on how to make and use lo-cost/no cost instructional materials
- 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
- Negotiate with REB partnership to reproduce and distribute locally-produced material validated by national selection committee
- Produce video-module on how to make and use low-cost/no-cost materials developed and available for use by SBMs and SMs (carried over from Q2)
- 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. (carried over from Q2)
- Recruit VSO volunteer for CPMD for the expansion of writers' workshop (carried over from Q2)

2.D Promote a culture of reading (Concern)

- 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

Progress in Q2

Develop, roll out and monitor impact of key messaging to promote positive attitudes and behavior

L3 partner, Concern, in collaboration with a consulting company, finalized the production of key messages for Behavior Change Communications (BCC). The messages and materials were informed by Concern's community study as well as community consultations. Materials include t-shirts, posters, calendars, leaflets, plans for radio spots, etc. L3 consortium members and other stakeholders have given feedback on the draft materials (See annex 4), and the consulting firm is using this feedback to finalize the materials to present to REB for approval.

Train VSO volunteers and national mentors on BCC messaging around literacy and learning

VSO volunteers and Senior Mentors will be trained on BCC messages once they are finalized and validated by REB.

Develop training module on community support to literacy

The training module for community literacy support will be largely informed by the BCC messages as well as research about the role of parental involvement in literacy. Currently, the module is under development and will be completed in the coming quarter.

Train SBM & Community-based facilitators and PTCs on community support to literacy and key messages

As previously mentioned, the training module for literacy support is still under development. Upon its completion, Concern will train community-based facilitators (who will be selected by communities in the coming quarter) who in turn will train PTCs and SBMs.

Provide assistance to community literacy support initiatives and actions for improved culture of reading

Because communities are yet to be trained, Concern is not currently providing formal assistance to such initiatives. However, all experience sharing meetings and trainings held with PTCs include literacy support among other topics.

Launch TTC outreach program

This quarter, the VSO volunteer at TTC Bicumbi prioritized the support of the new language and math curricula and plans to focus on the outreach program in the coming quarter.

Document community involvement activities to capture key steps for roll out countrywide

Concern regularly documents PTC activities, such as PTC harmonization, community mobilization campaigns, and reading competitions, as part of an on-going process. The activities and the key steps undertaken will be included in a community involvement manual which will be used to inspire other PTCs as the program is rolled out nation-wide.

Provide support to sector education officers to monitor progress in treatment sectors in Bugesera
Originally, Concern was to provide fuel and airtime to SEOs but decided that it was too difficult to verify whether the provided fuel is being used to monitor and support activities of the program. Currently, Concern is discussing alternatives.

Conduct initial meetings with key stakeholders (district, community) in new sites

Concern Education Team conducted introductory meetings in the L3 intervention target schools for year 2. The sessions aimed at enabling participants to understand the program as well as sharing information and experiences on the progress of L3 activities in pilot schools and communities. The meetings were held in Rulindo, Huye, Gasabo, Bugesera and Karongi districts.

The objectives of the meetings were to:

1. Introduce the Concern education program and L3 Initiative to stakeholders of the newly selected districts and share achievements from the pilot implementation
2. Discuss the roles of each of the stakeholders in the implementation of L3
3. Plan with stakeholders for upcoming activities

Table 5 Introductory meetings with district and PTC stakeholders by gender and category

Category of participants	Number		
	Women	Men	All
Head Teacher	20	55	75
PTC member	17	58	75
Sector Education Officer	1	7	8
Teachers	34	56	90
District Education Officer	0	3	3
In Charge of JADF	1	1	2
Total	73	180	253

The outcome of the meetings indicated improved awareness about the L3 initiative and consensus on the implementation strategy towards the achievement of L3 objectives.

Additional activities

Support awareness campaigns on the role of community to support literacy

Concern currently chairs the Rwanda Reads subcommittee on Behavior Change and Marketing for Reading Promotion. This quarter, the subcommittee identified activities to implement and contributed to the Rwanda Reads strategic framework.

Activities planned for Q3

- Develop, roll out and monitor impact of key messaging to promote positive attitudes and behavior
- Provide assistance to community literacy support initiatives and actions for improved culture of reading
- Launch local campaign to promote reading, built on key messages
- Launch TTC outreach program
- Document community involvement activities to capture key steps for roll out countrywide
- Submit the BCC materials to REB Teacher Approval Committee for feedback and approval
- Establishment of harmonized a PTC structure in new intervention areas
- Develop a training module on community support to literacy
- Training of SBMs and community based facilitators on PTC functioning and on community support to literacy
- Train VSO volunteers and national mentors on BCC messaging around literacy and learning (carried over from Q2)
- Provide assistance to community literacy support initiatives and actions for improved culture of reading (carried over from Q2)
- Provide support to sector education officers to monitor progress in treatment sectors in Bugesera

INTERMEDIATE RESULT 3: Support for English

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

- 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

Distribute English materials to schools

As mentioned in section 2.A., during the month of March Term 1 materials for P1 and P2 were delivered to the 90 pilot schools.

Distribute technology platforms to schools and SBMs to support use English materials

As mentioned in section 2.A., schools received Nokia phones, SD cards, and speakers for playing English audio programs.

Train teachers and head teachers and SBMs on use of English materials

As mentioned in section 1.D., L3 with the support of REB, IEE, and VSO trained the teachers and head teachers from the 90 L3 schools on the use of the new English instructional materials.

Due to the delays and setbacks in the SBM program, SBMs have not been trained on the use of English materials.

Complete and field test term 2 print and audio materials (P1 and P2) for English

As mentioned in 2.A., the delays in completing term 1 materials led to delays in term 2 materials. To speed production and testing, L3 formed an agreement with Remera Catholique school to continue field testing materials during the April holiday.

The following table summarizes the number of P1 and P2 Term 2 English materials in this reporting period.

Table 6 English material produced by type

English	Number
Audio scripts written	30
Audio scripts recorded	0
Audio scripts field tested	0
Decodable texts written	11
Decodable texts desktop published	9
Read alouds written	-
Read alouds desktop published	-
Scripted lessons written	70

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

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

Progress in Q2

No activities were planned this quarter. As mentioned in the section above, 90 schools received L3's English audio programs, and the development of term 2 audio programs is ongoing.

Activities planned for Q3 – No activities planned

3.C Use the SBMP to reinforce teachers' English

- 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

Progress in Q2

Assess SMs and SBMs ability to facilitate trainings in English, using new video-based modules

L3 is waiting for the recruitment of mentors to be complete and for assessment procedures to be in place. Following this, L3 will proceed with assessing SMs and SBMs English abilities.

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

A USAID e-intern continued to identify additional ESL materials and resources to support L3 English activities.

Organize regular SBM activities, facilitated in English with English support materials

The L3 videographer is in the process of shooting videos for a comprehensive ESL package which will also be available in the coming quarter. Once Senior Mentors are recruited in the next quarter, they will facilitate SBM activities for English support.

Support the establishment and the continued work of the Technical Working Group on English Language Assessment

The Continuous Professional Development Task Force established the English Language Assessment Technical Working Group, which includes English language specialists from REB EQS, TDM, CPMD, EDC, the British Council, and VSO. The group, which meets approximately every three weeks, provides practical input towards establishing solid and transparent English language assessment tools and strategies for REB.

The groups' initial priorities are to set clear performance indicators for the levels of proficiency in English for teachers in the country. The indicators will be used to create and field test teachers' English language self-assessment tools, which aim to encourage teachers to reflect on their levels of English competency, and diagnostic tools for SBMs to monitor teachers' language learning and identify English language training needs. Over the next few months, the working group will review the Rwandan English Proficiency Standards (REPS) performance indicators (see below), and adapt the self-assessment and diagnostic tools.

Research different models of language learning continuums keyed to internationally accepted language learning continuums

L3 VSO volunteer assigned to this task did extensive research of various language continuums. It is of great importance to REB that any system of English language evaluation for teachers follows the criteria of The Common European Framework of Reference (CEFR), which is considered to be the most consistent language evaluation model available.

As a result, L3 developed the Rwandan English Proficiency Standards for teachers (REPS), a model of performance indicators using CEFR standards and models from Canada, Switzerland and the United Kingdom. (See annex 5).

The REPS model has four levels for basic users and four levels for independent users. At the advanced learner stage (REPS 5), learners will no longer need language training from SBMs and should be encouraged to take external, international exams. The performance indicators which make up the REPS system will provide the basis for Self-Assessment and Diagnostic tools, and eventually exit level tests.

Provisional REPS Working Model (REPS – Rwandan English Proficiency Standards for Teachers)

	Basic User				Independent User				Advanced User			
CEFR	A1		A2		B1		B2		C1		C2	
Canadian Benchmarks	1	2	3	4	5	6	7	8	9	10	11	12
Swiss Guide	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B2.1	B2.2	C1.1	C1.2	C2.1	C2.2
British Council	Beginner Pre-Elementary Elementary		Pre-Intermediate		Intermediate		Upper Intermediate		Cambridge Exams: First Certificate and upwards			
REPS Working Model	1	1+	2	2+	3	3+	4	4+	5			
Level Descriptors	REPS 1		REPS 2		REPS 3		REPS 4		REPS 5			
Self-Assessment Tool & REPS Performance Indicators	1	1+	2	2+	3	3+	4	4+	5			
Diagnostic Tools	Diagnostic Tool 1 Based on REPS Performance Indicators 1-2+				Diagnostic Tool 2 Based on REPS Performance Indicators 3-4+							
Exit Tests Based on CEFR Level Descriptors	REPS 1		REPS 2		REPS 3		REPS 4		After passing REPS 4 Exit Test, Go to international exams. Learners at REPS 5 level should (with exam training) expect an IELTS score of 6.5 to 7.5.			
	0-50%	1	0-50%	2	0-50%	3	0-50%	4				
	50-80%	1+	50-80%	2+	50-80%	3+	50-80%	4+				
	80%+	Go to 2	80%+	Go to 3	80%+	Go to 4	80%+	Go to 5				

Figure 7 Sample draft Rwandan English Proficiency Standards for teachers

Develop, field test and refine English diagnostic/self-assessment instruments for each language level, adapted to the Rwandan context

A prototype of the teachers' Self-Assessment tool for basic users is now ready for field-testing (See annex 6 for details). Each level's assessment sheet contains 25 "I can..." statements about listening, speaking, reading, and writing skills as well as mechanics. SBMs should give teachers one sheet at the beginning of each term, and teachers will regularly rate their level of confidence regarding each statement.

Self-Assessment Tool. REPS 2+.

In this self-assessment tool, you should tick one box for each statement based on how accurately and how confidently you can use each skill. Remember, this is not a test, it is to help you decide which areas of your English you can improve, so please be honest with yourself! Here is what each category means.

Key

F	I'm sorry, I don't know how to do this.						
D	I can do this, but sometimes I need some help and I also make quite a lot of mistakes with it.						
C	I can do this quite well, but think I can do it better.						
B	I am confident that I can do this quite well.						
A	This is too easy! I never make any mistakes with this.						
Listening		F	D	C	B	A	
1	I can follow instructions on how to do something if the speaker speaks clearly.						
2	I can understand straightforward telephone messages.						
3	I can follow a spoken narrative or anecdote about a past event.						
4	I can understand the main points in a conversation about familiar topics.						
5	I can understand and follow directions about how to get to somewhere.						
Speaking		F	D	C	B	A	
1	I can start, develop and finish a short small talk/introductory conversation.						
2	I can make suggestions and offer advice using a variety of structures.						
3	I can give instructions about how to do something.						
4	I can describe the differences between 2 people, places or things.						
5	I can talk about my personal past experience, saying what I have done and when I did it.						
Reading		F	D	C	B	A	
1	I can understand standard descriptions of people, places and events.						
2	I can pick out the main information in short newspaper/magazine articles in which names and figures are prominent.						
3	I can read and understand a straightforward personal letter which discusses familiar subjects.						
4	I can identify and understand important information from emails and websites.						
5	I can differentiate between what is a fact and what is an opinion.						
Writing		F	D	C	B	A	
1	I can write short notes which give reasons as well as information.						
2	I can use suitable linking words and phrases when writing about the past, present and future.						
3	I can write a short essay about something of interest to me, using paragraphs for introduction, main body and conclusion.						
4	I can write a story (real or unreal) about a past event which includes background description as well as events.						
5	I can accurately exchange information using email and SMS.						
Mechanics		F	D	C	B	A	
1	I can describe things that I have and haven't done.						
2	I can describe what was happening at a time in the past.						
3	I can say what will or won't happen under certain conditions.						
4	I can make suggestions in a variety of ways.						
5	I can give advice in a variety of ways.						

Diagnostic Tool 1 (Work in Progress) Basic User Level Score Sheet

Name of School						
Name of Teacher						
Name of Assessing Mentor						
Date						
Listening		0	1	2	3	4
1	Question based on Indicator REPS 1					
1+	Question based on Indicator REPS 1+					
2	Question based on Indicator REPS 2					
2+	Question based on Indicator REPS 2+					
3	Question based on Indicator REPS 3					
Total Score Listening						
Speaking		0	1	2	3	4
1	What is your name and where do you live?					
1+	Tell me about your daily routine.					
2	Which foods/sports/places do you like/dislike and why?					
2+	Tell me about a journey that you made in the past.					
3	What are your biggest ambitions for the future?					
Total Score Speaking						
Reading		0	1	2	3	4
1	As above					
1+						
2						
2+						
3						
Total Score Reading						
Writing		0	1	2	3	4
1	As above					
1+						
2						
2+						
3						
Total Score Writing						
Mechanics		0	1	2	3	4
1	As above					
1+						
2						
2+						
3						
Total Score Mechanics						
Total Score (/ 100)						
Key						
0	The learner cannot do this.					
1	The learner has attempted the question, but the answer is almost incomprehensible.					
2	The learner has answered the question, but it contains important errors.					
3	The learner has answered the question well with only minor errors.					
4	The learner has produced a very good answer, showing good knowledge of the tested skill.					

Figure 8 REPS self-assessment and diagnostic tools

Once an assessment sheet is completed for one level, SBMs will meet with teachers. If teachers rate their confidence for each statement highly, and the SBMs agree with the self-assessment, teachers try the next level. If the teachers respond with low confidence to the self-assessment, SBMs should note the areas in which the teachers are struggling as areas for further training.

The diagnostic tool which SBMs will use to monitor teachers' English skills is still under development. There is one tool for basic users and one for independent users, and each, as with the self-assessment tools, includes the skills of reading, writing, listening, and speaking skills as well as mechanics.

The diagnostic tool package will include teacher score sheets, a script for listening and speaking assessment, and at least three different versions of the diagnostic test. This test will ask progressively more difficult questions, corresponding to a REPS level, in each of these skill areas and will result in a numerical grade out of 100 to allow the SBM to determine the teachers' levels.

Develop training materials to train SMs and SBMs in how to use diagnostic materials

In order to support SMs and SBMs in this work, a guide offering practical tips and advice about REPS and the assessment tools is under development.

The guide includes practical exercises, designed to be an integral part of the training workshops for SMs and SBMs. After the assessment tools have been field tested, this training will proceed.

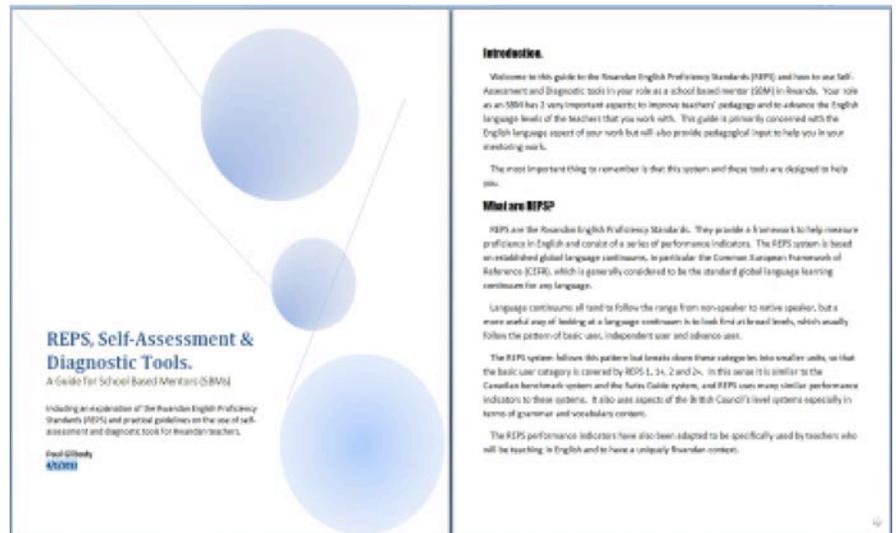


Figure 9 English self-assessment and diagnostic tools manual

Activities planned for Q3

- 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
- 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
- Train SMs and SBMs in how to use diagnostic instruments,
- Monitor implementation and adjust accordingly
- Develop, field test and refine English diagnostic/self-assessment instruments for each language level, adapted to the Rwandan context (carried over from Q2)

3.D Revise the existing English curriculum

- 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

Progress in Q2

As mentioned earlier, REB has not initiated established curriculum revision process nor has clear timelines been set for work to begin. L3 will provide technical support to the development of the new English curriculum once REB sets guidelines.

Activities planned for Q3

- 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)
- Participate in Continuous Professional Development Task Force
- Co-chair SBM technical working group
- Participate in Rwanda Reads Task Force and Technical Committee

Progress in Q2

L3 continued to provide technical support to all REB departments and relevant standing committees. In this reporting period, L3 technical staff provided technical assistant in the departments of Curriculum and Pedagogical Materials Development (CPMD) and Teacher Development and Management (TDM) working closely with REB counterparts. L3 materials development teams developed print and audio instructional materials with the support of REB while at the same training audio and video technicians.

The Initiative continued to provide critical technical assistance to the Teacher Development Management department producing technical resources such as English teacher self-assessment and daignostic tools and School-based Mentor resources packets. L3 also continued to provide technical resources for the development and the validation of reading and mathematics standards and policies as well as the establishment of a national story writing competition and a national mobile project. Staff continued to engage and support the Kigali Institute of Education (KIE) and Teacher Training Colleges (TTC) organizing writers' workshops and mathematics teaching as well as providing the technical services of VSO volunteers.

L3 Technical Director, COP, DCOP and SBM Manager participated in various technical committees including Rwanda Reads Task Group, SBM Technical Working Group, and Continuous Professional Development Taskforce.

Activities planned for Q3

- Implement technical projects to strengthen MINEDUC capacity
- Advise on policies in support of L3 Initiative 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

- Organize working sessions to develop guidelines for Math Methods course
- Organize working sessions to develop English communications course

- Recruit VSO literacy volunteer to KIE (dependent availability of volunteers)
- 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.

Progress in Q2

Organize working sessions to develop guidelines for Math Methods course

The Teacher Training College (TTC) math methodology curriculum lacked sufficient math content. To support TTC tutors in using the curriculum, VSO volunteers and other facilitators added additional math content and have begun identifying a team to work on curriculum guidelines. Unfortunately, the VSO volunteer who was going to coordinate this effort resigned from her post.

TTC tutors with a strong understanding of the math curriculum have been identified to join the group, though a meeting was not possible due to end of term exams. The guidelines will be developed next quarter.

Organize working sessions to develop English communications course

The TTC English Communication Skills Curriculum is for student-teachers in non-language specializations. It is designed to develop student-teachers' English language skills so that they can be effective language role models for their students as well as to model the types of language learning experiences that should be core activities in every primary classroom. A team of experts, including VSO volunteers, REB/EQS, IEE, and EDC, drafted the English Communication Curriculum this quarter (See annex 7 for details).

Recruit VSO literacy volunteer for Kigali Institute of Education (KIE)

The job description for a VSO volunteer to support KIE was validated by KIE and disseminated via the VSO network. As of March 30th, 2013, no outside candidate had been identified.

Recruit and appoint VSO literacy volunteers to two TTCs

The two VSO volunteers recruited for TTC Bicumbi and TTC Save took up their posts this quarter, though unfortunately, the volunteer at TTC Save has resigned for personal reasons and because the TTC tutors were reluctant to receive her support.

In order to prevent similar situations in the future, KIE, VSO, and EDC will train TTC principals in April 2013. The training will clarify the way in which tutors and TTC management will work together with VSO volunteers in implementing the new curriculum and will explore modalities of integrating volunteers into TTCs. VSO has disseminated a job advertisement for new VSO volunteers to support an additional eight TTCs by September 2013.

Organize instructional materials making workshops

Each quarter, VSO volunteers at TTCs and in districts use the VSO instructional materials resource guide to run trainings or workshops for both pre- and in-service teachers. This quarter, the VSO volunteers based at 8 TTCs (Bicumbi, Byumba, Rubengera, Muhanga, Matimba, Mururu, Save, and Kirambo) organized such workshops for tutors, interns, and student teachers. Volunteers have observed that the trainees are becoming more confident in making the resources themselves and in directing others to make them.

Volunteers also trained teachers at schools in the districts. Following these trainings, VSO volunteers have observed that more teachers are using visual aids such as flash cards, cue cards and posters, and teachers understand how they can use rice sacks to create teaching aids. In Kaduha/Bugesera district, teachers use their free periods at least once a week to make resources for their teaching. Rice sacks are on display in the classroom, and teachers are using them in an interactive manner. In other schools, teachers are making use of everyday objects. One teacher gave learners bendy sticks and told them to make different lines and shapes out of the sticks.

Initiate activities to develop a culture of reading in two TTCs (Bicumbi and Save) and in the immediate geographic zones served by these TTCs.

The VSO volunteer runs extracurricular clubs to promote reading and English skills. The volunteer has borrowed and purchased books and newspapers and made them available to the students, and also has had conversations with the TTC principal about having a notice board for displaying newspapers as well as philosophical questions which students then debate in clubs.

In reading clubs, the volunteer modeled story-reading for children and played audio stories for students to listen to. The TTC students were eager to join and hope for access to further reading materials.

In English clubs, students practice both their English reading and speaking skills through reading and singing song lyrics as well as reading text which provides background information on debate topics. The volunteer has been part of a recent i-debate at King David Academy, and hopes to share ideas and opportunities from this involvement with the debate students.

Textbox 1 Training team observation

- The training was well planned and used a wide range of methods to inform participants of the changes in the new curricula.
- Scale of the training added impact – being a national training event gave value and weight to the sessions.
- The enthusiasm of the participants to learn the new concepts and methodology
- A good mix of facilitators with differing experiences that complimented each other
- Excellent opportunity for skill-sharing between colleagues from the different TTCs, who would otherwise have few chances to meet and share professional dialogue
- Inclusion of Interns – Rwanda’s future TTC tutors



Figure 10 Debate club

Additional activities

National TTC Tutors Training: Introducing new Curriculum – English, Mathematics and Language Methods & Practice.

KIE lecturers, select TTC tutors, VSO volunteers, and IEE, with the support of L3, organized a six-day training for TTC tutors in order to introduce new curriculum for English, Language Methods and Practice, Mathematics, and Mathematics Special Methodology. "In order to effectively transition into a primary school teacher, it is imperative that quality teaching practices are modeled...These new curriculum have been designed to effectively facilitate that," says the VSO TTC Save volunteer.

The training took place at TTC Save from January 14-19 and included 43 math tutors and interns and 81 English/languages tutors and interns.

The training featured and modeled approaches to a learner-centered teaching and demonstrated the joy in learning, refreshing the spirits of tutors and educationalists, who were eager to take back activities to their TTCs. In post training feedback, participants/tutors commented that they:

- Had new knowledge of effective teaching with emphasis on the learners;
- Would include increased opportunities in every class for speaking and listening;
- Had improved understanding of assessment strategies;
- Had improved understanding of the value of reading, writing, speaking, and listening;
- Realized that teaching aids are essential;
- Understood integration of grammar;
- Understood the role of tutor and learner;
- Observed that the new curriculum leaves room for learners' creativity;
- Saw that learning math can be fun and can be connected to real life.

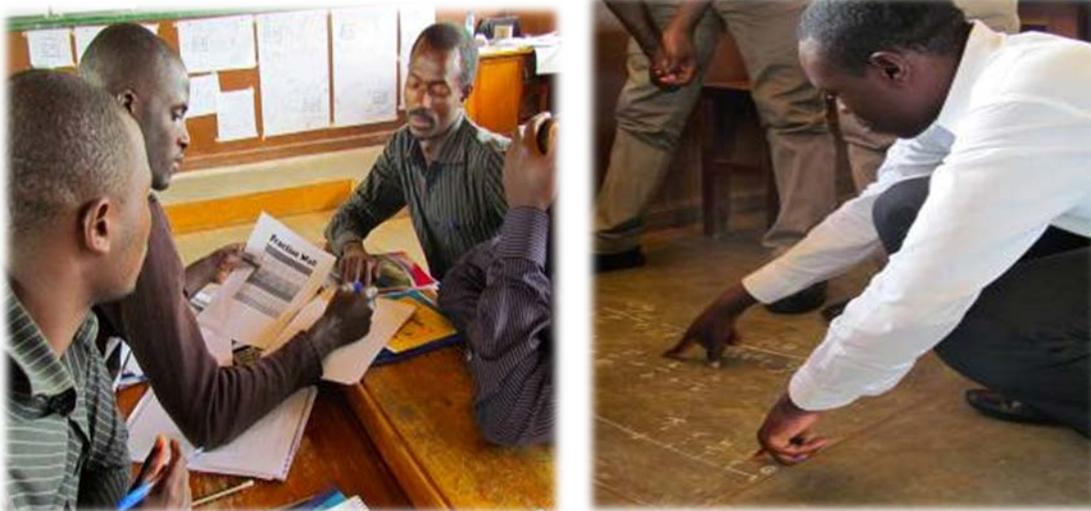


Figure 11 TTC tutor training on use of fraction walls and number lines

The training provided necessary practical application which balanced trainings based on theory. Tutors very much appreciated the need for learners to be given the opportunity to explore and discover learning for themselves, creating a rich learning environment.

The training team recommendations are captured in the textbox on the right.

Training facilitators and participants/tutors reflected on opportunities that could support the implementation of new TTC Curricula. These included:

- Chance for methodology in both TTCs and primary schools to be changed;
- Participants' confidence to implement new curriculum successfully;
- Ongoing professional development in staff meetings or purposed training sessions;
- Professional network established where tutors can share resources, ideas, etc;
- Potential standardized testing system using this new curriculum, in addition to Y3 national exams. Tutors come together to plan a standard test that would give a more accurate national picture of how well the new curriculum is being adopted;
- Some tutors from the training were identified as possible facilitators for future training workshops;
- Necessary to also train TMP (Teaching Methodology Practitioners);
- Improved lesson planning;
- Inclusive of tomorrow's teaching staff;
- Harnessing technology available in every TTC;
- Improvement to libraries in TTC's to facilitate culture of reading;
- A training focusing solely on assessment and lesson planning;
- Further training on other realms of mathematics;
- Investigation is a very useful tool in mathematics through allowing learners to practice and discover for themselves.

Textbox 2 TTC training recommendations

- All 13 TTC Principals and Deans of Study receive a 2 day sensitization of the new curricula and experience in the learner-centered methodologies and integration of grammar, ICT and teaching resources into every lesson
- A 4 day training be established of Teaching Methodology Practitioners in new curricula, learner centered methods and integration of ICT and teaching resources into every lesson
- Improve assessment strategies of teaching methodology by implementing pre-service teacher portfolio which demonstrate 3 years of teaching practice rather than examination
- Increased use of TRC's by tutors and students
- Action research into the potential of standardized term testing instead of every TTC setting 13 different exams in each subject. This facilitates more meaningful benchmarking across every TTC.

The complete training report and feedback is attached to this report (See annex 8).

Supporting the implementation of new TTC curriculum

Following the curriculum training, the VSO volunteer at TTC Bicumbi has offered support through team planning and co-teaching the new English Language curriculum. The volunteer has emphasized the balance of reading, writing, speaking, and listening within each session as well as the use of practical activities, energizers, and reading opportunities.

As a result, KIE interns gained confidence and formed ideas on delivering the new curriculum, using the resources provided in the Tutor Resource Handbook. Planning sessions with the volunteer reinforced the training by focusing on using active, learner-centered methodology, using group and pair work, and engaging students in class discussion. Interns also learned strategies to make resources to use in class.



Textbox 3 TTC interns and teaching material making

An intern creating resources to use during a group work session to ensure that students are active in their learning. Students were asked to rank the qualities needed by the trapped Chilean Miners. This activity, taken from the new curriculum was designed to provide opportunities for students to discuss their ideas in a group to develop their use of spoken English, working co-operatively with one another and justifying their decisions

Figure 12 A TTC intern creating resources to use

During training, participants acquired many skills through observing model lessons, during which the tutors and interns were invited to observe and team teach where appropriate. Interns were particularly receptive, and next quarter, this activity will continue with the encouragement of increased tutor participation to ensure sustainability.

In addition, VSO volunteer at TTC focused on math methodology through co-teaching with interns. There have been excellent examples of group work as a result of this co-teaching.



Planning curriculum training for TTC principals, deans of study, and methodology tutors

L3 TTC volunteer has also been involved in planning upcoming curriculum training for TTC principals, deans of study, and methodology tutors to introduce the new English and math curricula. The training, led by the volunteer, will take place in TTC Kirambo in the first week of April 2013. The volunteer will deliver model lessons from the new curricula to support

Figure 13 Group work during curriculum training

the understanding of the curricula's content, objective, philosophies, and so on. This will enable principals and deans of study to support tutors in delivering the curricula in TTCs.

Activities planned for Q3

- Organize working sessions to develop guidelines for Mathematics Methods course
- Initiative activities to develop a culture of reading in two TTCs
- Organize instructional materials making workshops (see 2.C above)
- Organize Writers' Workshop and Math Camps (see 1.E)
- Launch Reading Awareness Campaign (see 2.D above)
- Recruit VSO literacy volunteer to KIE (carried over from Q2)

4.C Develop tools and systems for monitoring teacher practices

- 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

Develop criterion-referenced classroom observation tool keyed to instructional practices targeted by SBM program

The best way to improve teachers' performance is to observe them in classrooms and support them in becoming better teachers. In order for this to happen, there needs to be a common understanding of what constitutes good practice and what it means to be a good teacher.

The SMB technical working group developed a set of Key Pedagogical Principles and established corresponding, observable criteria (See annex 9) so that all those who observe teachers have a consistent and coherent approach. SBMs will use the criteria to track teacher progress over time, while education inspectors may only use them summatively. The criteria have been designed to be easy to use, rich in context, and to potentially link to the education inspectorate procedures. The criteria are awaiting the formal approval from REB.

Devise system for collecting and aggregating data to monitor progress overall

L3 with the Continuous Professional Development Task Force SBM Technical Working group began devising a system for data collection and monitoring and evaluation. The Quality Implementation Working Group requested that the SBM Technical Working Group prioritize its monitoring and evaluation needs for the first year.

The Working Group categorized its recommendations into the following:

- *Monitoring:* To determine whether mentors are at their posts and if Senior Mentors are training SBMs
- *Evaluation:* To evaluate required skills and resources for the job, the processes of preparation, stakeholder buy-in, SBM program local awareness, existing structures, and mentor assessment and reporting
- *Research:* To research into whether the SBM Program was the best approach for achieving improved English language and teaching practice skills

L3 will continue to use the SBM Technical Working Group and QIWG platforms to support an agreeable system for collecting and aggregating data to monitor progress overall.

Activities planned for Q3

- Devise system for collecting and aggregating data to monitor progress overall
- Train SMs and SBMs in use of tools
- Validation of SBM observation criteria

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

- Finalize the fluency analysis and have it validated by REB.

Progress in Q2

Finalize the fluency analysis and have it validated by REB.

As described in section 1.A., the L3 M&E team entered fluency assessment data in MS access and analyzed it in SPSS. The draft report of this analysis was sent to the EDC M&E research specialist at the home office for review, following which the report will be shared with USAID and REB for validation.

Activities planned for Q3

- Mobilize technical resources required to implement plan
- Finalize the fluency analysis and have it validated by REB. (Carried over from Q2)

INTERMEDIATE RESULT 5: Improved Equity in Education

5.A Ensure equal access to quality instruction

Progress in Q2

No planned activities for this quarter.

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

- 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

Progress in 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

As previously mentioned, a consultancy company and Concern are still receiving feedback about the Behavior Change Communication (BCC) messages. Once all feedback has been received and revisions

made, Concern will present the BCC messages and materials to REB for approval, following which Concern can begin to disseminate messages in communities.

Additional Activities

Follow-up plans of community based facilitators and PTCs designed to promote equity in education.

Community-based facilitators and PTC representatives in L3's first 6 pilot sites developed community-grown initiatives to promote equity in education. Specifically, plans focused on identifying instances of gender-based violence in schools as well as other issues hindering access to schooling. Gender focal persons have identified such cases and are now planning home visits to discuss these issues with parents.

Schools have also made progress on providing special facilities and toilets for girls, especially those in their menstrual periods. Schools have already begun making bricks for construction and will continue with this process after the rainy season.

Activities planned for Q3

- Monitor and follow up impact of key messaging to promote positive images of girls and marginalized groups
- Training of community based facilitators from new target schools on equity and equality in education
- Develop community-based mechanisms for alleviating community unequal and inequality issues hindering the access to schooling.

5.C Train teachers and parents to address barriers

- 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)

Progress in Q2

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

As mentioned previously in 1.A., the L3 materials team develops simple diagnostic tools to enable teachers, parents, and community members to easily assess students and identify struggling learners. The team has already developed tools for P1 and P2 Term 1 for every 10 lessons, and the teachers from L3's 90 pilot schools have been trained on how to administer them. Follow up trainings are planned throughout 2013.

Train teachers and community members on use of tools and activities to reach struggling students (See 1.C, 1.D and 2.A above)

The local NGO to be recruited in Q3 as part of the community volunteer program will be charged with training community members on the use of these tools. With the technical support of the L3 materials team, the NGO will work together with community members and teachers to develop a remediation plan to address the needs of struggling learners, such as giving students extra lessons or engaging older students in helping younger ones.

As mentioned in section 1.E., the recruitment process for the local NGO is awaiting finalization. Once the NGO has been recruited, this process will move forward.

Activities planned for Q3

- Implement module on inclusion for TTC, using L3 materials
- 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

- Provide rural and low-income areas 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

Progress in Q2

Provide rural and low-income areas additional materials (cell phones, portable libraries...), see 2.B above

As explained in section 2.B., two additional mobile library collections were distributed, making the number of mobile library collections distributed in rural areas 9. This activity will continue to target rural and low-income areas throughout the year.

Implement community volunteer program (see 1.F above)

See 1.F. above. The recruitment of the local NGO will lead to the establishment and implementation of a community volunteer program.

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

As mentioned previously, Concern was originally to provide fuel and airtime to SEOs, but could not with certainty verify if the fuel is being used to monitor and support program activities. Concern is currently discussing alternative support options.

Activities planned for Q3

- 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

- Finalization of detailed work plan 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

Progress in Q2

Finalization of detailed work plan for FAWE-EDC alliance

Discussions with FAWE about possible partnership to support and monitoring girls' literacy and numeracy performance had been ongoing. Unfortunately, at final stages of partnership agreement and planning, FAWE requested compensation for possible human and physical resources that will be invested in project activities as a condition upon which they would agree to a partnership. Following this disappointment, L3 is now developing an alternative strategy of reaching out to other organizations for partnership in this area.

Finalization and validation of procedures manual for distributing grants to district

As mentioned, the partnership with FAWE did not materialize. FAWE was to assist in identifying community efforts deserving of grants through their district gender task forces, which, L3 discovered, have been established but are not operational. This work will be underway as soon as possible partnership is entered. The manual that was developed for the partnership with FAWE will be adapted to the new strategy for a new partnership in the coming quarter.

Ally with UNICEF's Child-Friendly Schools approach

Pedagogical approaches and strategies used by UNICEF's child-friendly schools have been incorporated into L3 materials. Philosophy underlying Child-friendly schools will continue to be promoted through and adapted for L3 materials. In addition, L3 SBMP will adapt strategies and pedagogical principles that underpin Child-friendly schools.

Activities planned for Q3

- Develop partnership/alliance with an organization to support and monitor girls' literacy

MONITORING AND EVALUATION (M&E)

General performance monitoring

- 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

Progress in Q2

Hold stakeholder's workshop to validate and disseminate baseline results

The L3 baseline report (See annex 10) was finalized and shared with USAID for validation. Upon receiving approval, L3 will hold a stakeholder's workshop.

Finalize performance indicator reference sheets for the PMP indicators

The performance indicator reference sheets define each PMP indicator as well as specify the indicator type, unit of measure, disaggregates, use, baseline, reporting frequency, and data source and limitations. These were completed as part of the M&E handbook.

Collection of data for monitoring L3 performance with respect to indicators

As part of the data collection plan for monitoring L3 performance with respect to indicators, the M&E department has designed generic data collection forms to track progress on project indicators which are being used by both L3 staff and L3 partner organizations.

Implementation of data quality assurance procedures (to verify accuracy of data submitted, entered and archived)

Following the completion of the M&E handbook, the M&E team worked to implement the data quality assurance procedures outlined in the handbook. Among other efforts, the team understands and follows data entry procedures and has ensured that the physical and electronic archives are kept as outlined in the manual. For the March teacher training, the team followed the outlined training evaluation procedures. Currently, the team is entering distribution data and planning field visits for verification.

Finalize M&E handbook

In February, the M&E team finalized the M&E handbook (See annex 11), clarifying the L3 data collection system procedures to ensure the reliability and validity of the data reported. The procedures described in the handbook ensure that any gaps in the system at any stage in the process are identified and rectified as soon as possible to ensure data quality. Everyone who contributes to the M&E system, including those overseeing data collection and those operating the database, must be informed of and understand the handbook's procedures.

Conduct orientation of L3 partner staff on M&E systems, procedures and forms

L3 staff and L3 partners' M&E focal persons have been oriented in the M&E systems, procedures, and processes as well as in all the related data collection forms. The department is also organizing a formal training for all L3 staff and partners concerned with data collection.

Analyze baseline data on P1 to P3 English teacher's language skills;

Produce summary report teacher's language skills

The British Council collected baseline data on P1 to P3 English teachers' language skills and submitted the data to the EDC M&E research specialist in the home office for analysis. A summary report will be produced in Q3.

Additional Activities

Data Quality Assessment by MEMS/USAID

On February 25, MEMS and USAID staff conducted a Data Quality Assessment (DQA) on the six L3 indicators. The DQA focused on assessing data for validity, reliability, timeliness, integrity, and precision.

The DQA team was pleased with the data quality assurances that L3 currently has in place and appreciated that L3 developed an M&E procedures manual that standardizes the data system, processes, and tools.

A report of the DQA findings can be found in annex 12.

Activities planned for Q3

- 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)
- Production of summary reports for semi-annual and annual reporting on indicator targets
- Organize semi-annual review of L3 Initiative performance
- Hold stakeholder’s workshop to validate and disseminate baseline results (carried over from Q2)
- Conduct orientation of L3 partner staff on M&E systems, procedures and forms (carried over from Q2)
- Analyze baseline data on P1 to P3 English teacher’s language skills (carried over from Q2)
- Produce summary report teacher's language skills (carried over from Q2)

COLLABORATION AND LEVERAGED RESOURCES

- 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.)

Progress in Q2

The USAID proposed partnership with HNI to store L3 content on cloud computing is still ongoing. The partnership will commence as soon as HNI initiates contact.

L3 continued to engage a leading telecommunication provider, MTN, in supporting L3 activities. L3 procured MTN sim cards for all cell phones given to teachers. MTN agreed to provide sequential numbers and assign telephone numbers to schools rather than teachers.

L3 continued to establish a strong partnership with Drakkar publishing company in supporting the national story writing competition. As mentioned earlier, REB, Drakkar, and L3 developed and agreed to a framework to rollout the programs nationally.

Activities planned for Q3

- Establish alliances with additional technical partners
- Establish at least one public-private partnership to support initiative goals (video materials, cell phone coverage, publishers, etc.)

Table 7 Performance Monitoring Plan Indicator Sheet

Goal: Children leaving primary school with a strong foundation in literacy (Kinyarwanda and English) and numeracy skills foundation in literacy (Kinyarwanda and English) and numeracy skills									
ç	Indicator description		Target 2013	Q2	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)	TI	2,519,580	2,519,580	Gender, Direct and Indirect	Annual	Mineduc enrolment Statistics	Includes students receiving direct and indirect support	
		F	1,282,466	1,282,466					
		IND	2,477,191	2,481,796					
		Dir	42,389	T					37,784
				F					19,232
M	18,552								
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/Impact)	Proportion of (P3) students who meet the MINEDUC threshold for reading with fluency and comprehension after three years of L3 support		NA	NA	Gender, L3 Attribution	Twice (2015/6)	Ministry Fluency Assessment in Rwanda Schools	Baseline: 2011 EGRA	
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/Impact)	Proportion of grade 5 students who, by the end of primary school, are able to read with comprehension according to Rwanda's curricular goals and standards.	F	NA	NA	Gender	Once (2016,)	Ministry Fluency Assessment in Rwanda Schools Project impact evaluation grade 5	Baseline is for P5	
		M	NA	NA					
Result 1	Improved Equity in Education								
Custom- Indicator Number of learners receiving reading interventions at the primary level	1.1 Number of P1 to P3 students who listen regularly to Kinyarwanda or English reading		31,791	NA	Gender	Annual	Listenership records	To avoid double counting, targets refer to number of learners in schools benefiting from interactive audio instruction; Assumes 75% of students regularly use programs i.e. 75% of direct each year	

ξ	Indicator description		Target 2013	Q2		Disaggregation	Frequency	Data source/responsible	Notes
(Type: Output)	interactive audio programs								
F-Indicator 3.2.1-31: Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	1.2 Number of mentors/teachers/head teachers/ trained by L3 Initiative		13,023	T	597	Gender, District	Annual	Listenership records (for teachers); attendance records for mentors, head teachers, TTC instructors	For 2012, figures reflect teachers, mentors, head teachers, etc. receiving face to face training from L3
				F	411				
				M	186				
F- Indicator 3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Type: Output)	1.3 Number of student teachers trained by L3 VSO Literacy Specialists assigned to TTCs		1,203	T	127	Gender	Annual	Enrollment records (student teachers)	For 2013, includes student teachers trained in Writer's workshops, as well as those in new courses co-taught by VSO specialists working with L3
				F	31				
				M	96				
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	0	Zone	Annual	PTA/PTC log of Initiatives	Tool to be developed	
	Number of PTAs or similar 'school' governance structures supported	Number of PTAs/PTCs that undertake Initiatives- to support increased teacher motivation with USG assistance	90	0	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)	2.1 Number of learning and teaching materials produced and distributed		431,071	58,481	Type	Semi annual	Distribution records for print and audio materials,	Disaggregated by type of materials and source; Cost share documentation (in case of BBF	

ξ	Indicator description		Target 2013	Q2	Disaggregation	Frequency	Data source/responsible	Notes
provided with USG assistance (Type: Output)							supporting technologies, etc.	donations)
	2.2 Number of different book/story titles and problem sets authored locally		175	NA	Type	Semi annual	List of 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 (Output)	2.3 Number of schools receiving MP3 players, video players or other technologies		90	90	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)		Baseline	NA	Gender , Zone	Annual (Y3-5)	English-language testing completed in collaboration with DFID	Test developed. Baseline data collected in 2012
Result 4	Strengthened Ministry capacity to improve the quality of education							
F-Indicator 3.2.1-37:	4.1 Number of impact evaluations conducted		0	NA	NA		Ministry National Reading assessment	2014: Small Impact Evaluation. 2016: Nationally representative sample.

ξ	Indicator description		Target 2013	Q2	Disaggregation	Frequency	Data source/responsible	Notes
Number of impact evaluations conducted (Type: Output)	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	Baseline: 2011 National assessment instruments (LARS, EGRA/EGMA), programs and policies
Result 5		Improved Equity in Education						
Custom Indicator (based on UNESCO indexes) (Type: Outcome)	5.1 Average increase in parity of student's performance in literacy at P3 level in L3 supported schools	F	NA	NA	Gender, zone	Twice (2015, 2016)	EGRA fluency scores	Baseline is 2011 EGRA data
		M	NA	NA				

4.0 LESSONS LEARNED

L3 continued to work at a fast pace as the first teacher training and large-scale material distributions activities approached. Major delays were encountered in the procurement and shipment of materials purchased in the US, which impacted the training and distribution schedules. L3 also faced challenges in the production of print materials. To address these challenges, L3 developed material procurement plan that identified when and where materials will be ordered. In addition, L3 recruited additional audio production staff to address the need to produce audio materials faster. L3 studio now operates evenings and weekends.

5.0 OPERATIONS AND MANAGEMENT

Systems Development:

L3 continued to train staff and establish stronger more efficient systems. L3 finance staff continued to receive financial and compliance trainings. Additional support has also been provided to the M&E team through the development of an M&E manual.

Capacity Building and MINEDUC Engagement:

As mentioned earlier, L3 continued to provide technical support to all REB departments and relevant standing committees. The Initiative continued to provide critical technical assistance to the Teacher Development Management department producing technical resources such as English teacher self-assessment and diagnostic tools and School-based Mentor resources packets as well as providing technical resources to develop and validate reading and mathematics standards. Staff continued to engage and support the Kigali Institute of Education (KIE) and Teacher Training Colleges (TTC) organize writers' workshops and mathematics teaching as well as provide the assistance of VSO volunteers. Staff also continued to participate in various technical committees including Rwanda Reads Task Group, SBM Technical Working Group, and Continuous Professional Development Taskforce.

Sub-monitoring (of partners):

L3 HQ staff continued to provide support and guidance to L3 sub grantees. Both IEE and VSO received additional support in submitting invoices and recording costshare.

Communications:

This quarter, the L3 Initiative received extensive coverage in local English and Kinyarwanda media outlets as well as in REB's first newsletter.

The L3 communications team developed a communications strategy for the 90 school rollout, which featured stories on the literacy and numeracy program as well as on the teacher training. The communications strategy aimed to improve REB and other stakeholders' understanding of the literacy and numeracy program, including the purpose behind different components of the programs. For instance, communications regarding the literacy program emphasized the importance of a child's awareness of the individual sounds in words in learning how to read. For the numeracy program, communications focused on the need for children to not only learn to perform mathematical tasks, but to develop a mathematical way of thinking that will support them in all areas of life.

Press releases on these topics were sent to English and Kinyarwanda print and radio outlets, and media was invited to the official launch of the rollout at REB. A number of print and radio journalists as well as Rwanda Television covered the event. In total, at least 15 print stories resulted (See annex 13).

A press release on the TTC curriculum training resulted in an additional three stories this quarter.

Table 8: Print media stories in English and Kinyarwanda

Title	Date	Source
<u>New teaching techniques to improve education</u>	March 24, 2013	Rwanda Focus
<u>Teachers receive training in new teaching technology</u>	March 19, 2013	New Times Education Magazine
<u>Teachers trained on new materials and innovative use of technology</u>	March 13, 2013	Igihe
<u>Teachers trained on new materials and technology</u>	March 13, 2013	Rwanda Focus
<u>Promoting mathematics learning</u>	March 5, 2013	New Times Education Magazine
<u>Telefone zigiye kujya zifasha abarimu mu kwigisha</u>	March 5, 2013	I gihe
<u>Ibigo by'amashuri abanza 90 byahawe ibikoresho mfashanyigisho</u>	March 5, 2013	Umuryango
<u>90 primary schools receive literacy support</u>	March 4, 2013	Rwanda Focus

<u>Haje uburyo bushya bw'imyigishirize y'imibare mu mashuri abanza</u>	March 4, 2013	Igihe
<u>Ibigo 90 by'amamashuri abanza bigiye guhabwa imfashanyigisho</u>	March 4, 2013	Umuryango
<u>Program to enhance mathematical thinking for 90 primary schools</u>	March 1, 2013	Igihe
<u>Primary schools receive literacy support boost</u>	February 28, 2013	New Times
<u>90 primary schools to receive literacy support program</u>	February 26, 2013	Rwanda Focus
<u>90 primary schools to receive comprehensive literacy support program</u>	February 25, 2013	Igihe
<u>TTC tutors trained on new curriculum</u>	January 25, 2013	New Times
<u>Teacher instructors learn new methods</u>	January 23, 2013	Rwanda Focus
<u>TTC instructors trained on innovative teaching methods</u>	January 23, 2013	Igihe
<u>1,000 mentors for literacy campaign</u>	January 15, 2013	New Times

In addition, the L3 communications team supported the home office communications in producing a story for the EDC website "Recording in Progress" featuring one of L3's child voice actors. L3 communications conducted interviews and provided the home office with information for the article.

In early March, REB and L3 communications met with the REB DG for the final feedback on the REB newsletter, and the L3 team revised and edited all newsletter articles. For the first issue, the newsletter highlighted the Rwanda Reads Initiative, specifically focusing on the launch of the program, reading standards, the reading support program going to schools, Writer's Workshops, mobile libraries, and work with publishers on children's stories. Stories on Rwanda's Nine Year Basic Education Program and REB's contribution to the Agaciro Development Fund were also included.

L3 was honored that the REB DG specifically requested for an acknowledgment thanking the L3 initiative to be included in the newsletter. L3 is encouraged by this continued productive partnership.

The newsletter was published first online at the end of March and was sent out by email to REB officials and staff, District Education Officers, ministries, higher learning institutions, Rwanda Reads partners, and education NGO partners. In the coming quarter, the L3 and REB communications team will work with REB procurement to have the newsletter printed and distributed.

6.0 ANNEXES