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# Literacy, Language and Learning Initiative

FY13 - Q3 Quarterly Report  
(April-June, 2013)



# L3 Overview

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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

BCC	Behavior Change Communication
CBF	Community Based Facilitators
CEFR	Common European Framework of Reference
Concern	Concern Worldwide
CoP/DCoP	Chief of Party/Deputy Chief of Party
CPDTF	Continuous Professional Development Task Force
CPMD	Curricular and Pedagogical Materials Development
DG	Director General
DDG	Deputy Director General
DOS	Director of Study
DQA	Data Quality Assessment
EDC	Education Development Center, Inc.
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
ELATWG	English Language Assessment Technical Working Group
EQS	Education Quality and Standards
ESL	English as a Second Language
FARS	Fluency Assessment in Rwandan Schools
GoR	Government of Rwanda
IAI	Interactive Audio Instruction
ICT	Information and Communication Technology
IRI	Interactive Radio Instruction
IEE	International Education Exchange
IGA	Income Generating Activities
IT	Information Technology
HT	Head Teachers
LARS	Learning Achievement in Rwanda Schools
L3	Language, Literacy and Learning Initiative
MINEDUC	Ministry of Education
MoU	Memorandum of Understanding
M&E	Monitoring and Evaluation
MEMS	Monitoring and Evaluation Management Service

NGO	Non Governmental Organization
P1-6	Primary One to Six
PMP	Performance and Monitoring Plan
PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc
QIWG	Quality Implementation Working Group
REAP	Rwanda English in Action Program
REB	Rwanda Education Board
REC	Rwanda Education Commons
REPS	Rwandan English Proficiency Standards for teachers
RFP	Request for Proposal
RTI	Research Triangle International
SBM	School-based Mentor
SBMP	School-based Mentoring Program
TAC	Textbook Approval Committee
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

Quarter 3 saw the completion of several key products and processes, which were the culmination of almost a year-long effort. The most significant is the endorsement and validation of the work and materials of the School-based Mentor program. In particular, this includes the mentor and pedagogical standards as well as the foundational assessment tools that will serve as the corner stone for an effective professional development program. As P1 and P2 materials production neared completion, the L3 materials team drafted the scope and sequence for P3 mathematics, and English and Kinyarwanda languages.

In this quarter, 75 percent of Parent Teacher Committees in L3 schools received solid training in ways to support literacy in their communities and provide continuous support to teachers. Similarly, L3 support to the Teacher Development and Management department culminated with the recruitment and the training of all 60 Senior Mentors.

The L3 technical team continued to produce high quality audio and print materials. In particular, the instructional materials development teams produced diagnostic tools to assess and identify struggling students so that appropriate remedial help could be provided.

L3 piloted the first Math Camps, which gave teachers and the Rwanda Education Board (REB) effective mathematics instruction practice platform, and a better understanding of the fundamental practices that undergird the comprehension of mathematics. Resulting from this work is a facilitator's guide, which will be necessary as the program is rolled out.

L3 recruited a local NGO to support the community literacy volunteer program. This quarter, a draft implementation plan was developed to facilitate the program start, which is slated for the beginning of Q4. The L3 NGO will be critical in mobilizing communities and assisting parents with the testing of student diagnostic tools.

In Q3, L3 built systems and infrastructure to support pre-service institutions, and in particular, the Teacher Training Colleges (TTCs). L3 conducted a follow up workshop for TTC principals to cement their understanding of the values of early grade literacy, L3 material materials, and the instructional support and methodology required to produce a fluent reader. At the conclusion of the training, TTCs developed action plans. L3 will work with the Kigali Institute of Education (KIE) with the implementation of the action plans and providing systematic and coordinated support. In addition, L3 secured books from an international book distributor to be distributed to TTCs to address the shortage of reading materials and textbook in English.

All 90 L3 schools received additional P1 and P2 teachers' guides, readers and audio materials. Of note is the collaboration that L3 formed with the leading telecommunication provider in Rwanda, MTN, in co-distributing print material to schools. This public-private partnership is expected to continue.

Finally, L3 finalized English Language performance indicators and standards, and language assessment tools. The standards and assessment tools will form the foundation for supporting and improving the English language skills of practicing teachers. In particular, the standards and assessment tools will form the basis for School-based Mentors' work to assess the language skills of the teachers that they supervise. The English material will also serve as a template on which to build content required to support teachers once a teacher is assessed. The English Language Assessment Technical Working Group (ELATWG) provided feedback on the materials.

In the following pages, we will highlight the most salient L3 activities in Q3.

## 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. (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)
- 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

#### Progress in Q3

*Fluency Assessment in Rwanda Schools (FARS) data analysis completed and results validated by REB. (Carried over from Q2)*

In May 2011, the Rwanda Education Board (REB), L3, and partners set National Reading Standards in fluency and comprehension for P3 and P5 students, using the 2011 Early Grade Reading Assessment (EGRA) and Learning Assessment in Rwandan Schools (LARS) data as their reference.

**Table 1: Draft National Reading Standards for fluency, Expressed in Words per Minute (WPM)**

	Does not meet grade level expectations	Meets grade level expectations	Exceeds grade level expectations
Kinyarwanda P3	0-32	<b>33-47</b>	48+
Kinyarwanda P5	0-44	<b>45-59</b>	60+
English P3	0-19	20-35	36+
English P5	0-34	35-51	52+

The required data to complete fluency standards 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 Fluency Assessment in Rwandan Schools (FARS) instruments, REB and L3 collected additional fluency data on a nationally representative sample.

In Q2, the data was entered into MS Access and analyzed using the statistical software, SPSS. The draft report was shared with the EDC/L3 M&E research specialist for review. At the end of Q3, final feedback from M&E specialist was still pending. The report will be shared with USAID and REB once this initial feedback is received and incorporated.

*National standards are finalized and validated by REB. (Carried over from Q2)*

The standards will be finalized once the fluency data report has been reviewed and validated. Following the review of the EDC home office and USAID, the results will be shared with REB for validation.

*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)*

The L3 technical team continued to develop simple diagnostic tools that can be easily used by a teacher, parent, or community member after every 10 lessons. The tools help to identify struggling readers and provide a sense of student progress toward national standards in a timely manner. Teachers/parents may use the activities and games in the students' daily home school reader and the student textbook to revise previously studied content and skills as a remediation activity. P1 and P2 Term 2 tools have been developed and are included in the teacher guides for Kinyarwanda, English and mathematics. An example can be found in Annex 1.

As described later in section 1.E, Never Again Rwanda (NAR) has been subcontracted to implement the community literacy volunteer program, and will pilot the diagnostic tools in communities.

*Develop Term 3, P1 and P2 school, classroom and home/community-based instruments for data collection on reading and numeracy skills*

P1 and P2 Term 3 diagnostic assessment tools are under development and will be available for use in quarter 4.

*Deliver and evaluate first pilot Math Camp*

Math Camps aim to give primary mathematics teachers a better understanding of the fundamental practices that underlie the comprehension of mathematical ideas and to see that it is possible to develop these through challenging students with powerful problems. Specifically, the Camps demonstrate how to put problems into a real-life context in the form of mathematical investigations.

While typical math problems ask students to use pre-learned methods to find the abstract, numerical answer, an investigation does not tell students which method to use or what information is relevant in finding the answer. For instance, in one investigation in the L3 math camps, it is imagined that seven people meet and that each person shakes hands with the others. Learners must determine the total number of handshakes made and come up with their own method for doing this. Once they find the answer, the teacher can ask the learners to predict how many handshakes would be made if twenty people met, which can produce a general rule.

"Investigations help students to develop key skills such as choosing appropriate strategies, making predictions, thinking critically, and making logical arguments," says a representative from REB. These are the skills students will later use in their daily lives, whether they can remember the procedure for figuring out such a problem or not.

A Facilitator's Guide was developed to support anyone in delivering a Math Camp. The following considerations were taken into account:

- Rather than being delivered all at once, the Camp might be delivered over a period of time, perhaps over the course of a few different weekends or afternoons. Sessions were thus written as stand-alone modules which can be delivered in a flexible timeframe.
- The sessions should be able to be delivered as continuous professional development either at the end of the school day or on a Saturday morning or during the school vacations. Therefore they should take no longer than an hour and a half.
- When the program is rolled out across the country, it may be delivered by people whose mathematics background is not strong. The guide is clear and detailed about what must be done and why, so that any competent person can deliver the Camp effectively.
- The resources needed for the event should be basic and readily available in even the most remote location.
- The plan is that all School-based Mentors will deliver this program to their schools. As they will all have Pico projectors and netbooks, a set of PowerPoint slides was developed to facilitate a consistent and coherent agenda.
- Finally, as many teachers struggle with English language, a set of hand-outs for each session was developed which the participants can read in their own time. These hand-outs not only had a summary of the program but incorporated additional material for further reading and study.

The Facilitators Guide was shared with the REB sciences pedagogical norms officer, math education staff at the Kigali Institute of Education (KIE), L3 math materials developers, EDC math advisors, and VSO advisors. Their feedback was incorporated into the guide prior to the pilot Math Camp.

The first pilot Math Camp took place from April 3-5<sup>th</sup> in Kibuye, Karongi district. Twenty schools from the district nominated thirty teachers, nine of them female, to attend the Camp. L3 VSO advisor, who developed the Math Camp facilitator's guide, with the help of a VSO Education and Leadership Adviser for the Karongi district and the REB pedagogical norms specialist, facilitated the workshop. The program was conducted using a learner-centered approach, actively involving the participants at all stages.

Experience from the pilot Camp as well as valuable feedback from the participating teachers have informed the most recent revisions to the Facilitators Guide (Annex 2). The revision was also guided by the following questions: a) Is the volume of material in each of the 7 modules appropriate? b) Is the level of complexity of the modules appropriate? c) Are there any other instructions that need to be incorporated in the modules to make them more effective?

At the beginning of each day, a short test was given to review the previous day's work. Participants received an average score of 60%. From examining the tests, it seems the low scores correlate to the level of English comprehension.

At the end of the program, an evaluation form was also completed, and the analysis showed:

1. Generally the learning objectives were achieved, the program was well prepared, and help was given if needed, but the pace was too fast.

2. The work was at the right level, they received good feedback, the resources were good, and the course was interesting.
3. There was general agreement that the financial support was inadequate.
4. The most popular sessions were on lesson planning and on making resources.

At the end of the Camp, participants completed an action plan, identifying three aspects of the Camp they will incorporate into their teaching, starting in term 2. These forms show that the main objectives of the program were understood and that the participants felt they could implement some of them. The VSO volunteer working in this district has agreed to follow up these action plans to find out if the program has made a difference in the classrooms.

**Figure 1: Primary Mathematics Teachers on the Pilot Math Camp**



Having established that the Camps are beneficial for teachers, the program will be rolled out to reach both current and future primary school mathematics teachers. To do so, the School-based Mentoring Program as well as Teacher Training Colleges (TTCs) will be engaged accordingly.

Ideally, Senior Mentors will cascade training to School-based Mentors, who will then conduct Camps for teachers.

To move the process forward for pre-service teachers, the Facilitators Guide has been shared with the Kigali Institute of Education (KIE). TTCs have already requested for Math Camps to be conducted in the 2014 school year.

### Activities planned for Q4

- Support review/revision/finalization of national mathematics standards and performance tasks
- Develop Term 1 P3 school, classroom and home/community-based instruments for data collection on reading and numeracy skills
- Mobilize L3 support for curriculum revision process, as outlined in terms of reference
- 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)
- Develop Term 3, P1 and P2 school, classroom and home/community-based instruments for data collection on reading and numeracy skills (Carried over from Q3)

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

- 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)

### Progress in Q3

*Develop instructional framework for P3 systematic early literacy, numeracy and ESL instructional materials (activity completion time contingent on CPMD approval)*

The P3 scope and sequence has been completed for Kinyarwanda and numeracy. A draft scope and sequence has been completed for P3 English, and will require more dialogue with REB- Curricular and Pedagogical Materials Development (CPMD) before validation.

P3 Kinyarwanda will have greater focus on increasing students' competencies in reading fluency and comprehension. Given that most children will have a mastery of Kinyarwanda letters and sounds by P3, phonetics will receive less direct instructional time. In math, the P3 focus will be on enhancing students' reasoning skills and providing them with a basis for the more complex algebra and geometry studied in grades four and above.

*Validate scope and sequence for each of the three curricular areas (activity completion time contingent on CPMD approval)*

At the end of the reporting period, the Curriculum Pedagogical Material Development focal points had approved the Kinyarwanda and numeracy instructional frameworks for P3. L3 is in discussion with CPMD regarding the appropriate framework for P3 in English.

P3 English is a critical transitional year when students acquire the foundational skills in English that they will need to transition to English medium instruction in P4 and beyond. Available P3 English instructional time needs to be organized to prepare students for the English immersion at the beginning of P4. L3 is consulting CPMD and scheduled a workshop in July to help determine the minimum English support required for the transition to P4. Based on this, L3 technical team will be able to finalize and validate the English P3 scope and sequence.

#### **Activities planned for Q4**

- 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 (carried over from Q2)
- Finalization of training materials for SM training on mentoring program and mentoring skills (carried over from Q2)
- Training, by IEE, of 60 senior mentors
- Produce other video-based self-directed modules to support SBMP
- 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

#### **Progress in Q3**

*Validation by Continuous Professional Development Task Force, of policies and procedures developed to support SBM program (carried over from Q2)*

L3 continued to support the School-based Mentoring (SBM) technical working group in co-chair capacity to further develop administrative and pedagogical supports for the School-based Mentoring program (SBMP). The SBM technical working group is a sub-committee of the larger Continuous Professional Development Task Force (CPDTF) to which it reports and makes recommendations. The SBM technical working group is composed of representatives of donor organizations providing technical or financial support to the area of professional development within REB. The CPDTF reports directly to the Director General (DG) of REB, who is an ex-officio member of the Taskforce.

Over the course of the last year, the SBM technical working group developed a number of documents and core tools to facilitate the implementation of the mentoring program. At the CPDTF meeting of May 22, 2013, the REB DG validated and approved the following documents:

1. School-based Mentoring Program costed strategic plan
2. Mentor Professional Standards
3. Phase 1 Mentor Training Modules & 6 accompanying videos
4. School-based Mentor Key Pedagogical Practices
5. School-based Mentor Classroom Observation Form
6. School-based Mentor Classroom Observation Form Descriptors/Key Pedagogy Criteria
7. School-based Mentor Service Contract (Local Degree Holders, Local Diploma Holders, Local Grade III, Regional Degree Holders, Regional Diploma Holder, Regional Grade III & P1)
8. Senior Mentor Service Contract
9. School-based Mentor End-of-Term Report Template
10. Senior Mentor End-of-Term Report Template
11. School-based Mentor Annual Planning Template
12. School-based Mentor Termly Planning Template
13. School-based Mentor Weekly Planning Template

#### 14. Mentor Professional Competency Confidence Self-Assessment

All documents can be found in Annex 3.

*Finalization of training materials for senior mentor training on mentoring program and mentoring skills (carried over from Q2)*

L3 partner International Education Exchange (IEE) holds a subcontract to conduct training for senior mentors and School-based Mentors on the mentor professional standards. As part of this subcontract, IEE was commissioned to develop videos to help train senior mentors and mentors on their job responsibilities, in accordance with the mentor standards.

During this quarter, IEE and L3 finalized the six videos serving this purpose. These videos are titled: *Senior Teacher and Staff Introduction, Lesson Preparation-SBM and Teacher Plan, Classroom Activities-Monitoring in the Classroom, SBM and Teacher Debrief, and School-Based Mentor Monitoring Meeting, Senior Mentor and SBM Planning Meeting.* A screenshot from one of the videos is included below.

**Figure 2: Screenshot from Senior Mentor Videos**



In addition, L3 developed a manual (Annex 4) to accompany the videos, which provides guiding questions for each segment that the facilitator can use to lead a group discussion on the actions in the video. For example, the moment at which the facilitator should pause the video after watching each segment is clearly marked in the manual. Other examples of the cueing guide for the first video is included below:

**Table 2: Guiding questions for Senior Mentor Videos**

SEGMENT	TIME OVER (Pause the video at this time)	GUIDING QUESTIONS
One	8'48"	<ul style="list-style-type: none"> <li>a. To whom does the mentor introduce himself in this segment? Does it seem that he had a prior appointment for this meeting?</li> <li>b. What key pieces of information does he share about his job?</li> </ul>
Two	13'16"	<ul style="list-style-type: none"> <li>a. Why will it be important for all the mentors that you support to have introductory meetings like the one shown here?</li> <li>b. What are some examples of what the mentor says to put the teachers at ease?</li> </ul>
Three	Allow video to run to the end.	<ul style="list-style-type: none"> <li>a. Why did the mentor invite questions from the teachers?</li> <li>b. How does the mentor react to the gentleman who wishes to know if working with the mentor is an obligation?</li> </ul>

These six videos will be loaded onto the netbooks to be distributed to mentors and should be useful in all future trainings of newly-hired mentors, both senior and school-based.

*Training, by IEE, of 60 senior mentors*

To better coordinate the school-based mentor population, REB determined at the retreat in Rubavu in 2012 that at least 2 senior mentors should be recruited for each district in Rwanda, for a total of 60 senior mentors. Each senior mentor is to support and guide up to 16 school-based mentors.

**Figure 3: Senior Mentors at the training**



In this quarter, L3 supported REB in recruiting 60 senior mentors for the 30 districts. L3, in collaboration with IEE, then organized a five-day “phase 1” training for all 60 mentors at the Café de Nyamata in Nyamata town, Bugesera district, eastern province. Six IEE trainers implemented this training with support of L3 School-based Mentoring Manager. The topics for this Phase 1 training were based upon a selection of a subset of the 16 professional standards for mentors, and the main objective was to engage Senior Mentors in a practical understanding of effective mentoring strategies and English language diagnosis, preparing them to cascade the same training to school-based mentors. The training report can be found in Annex 5.

**Table 3: Senior Mentor/SBM Training**

No	Location	Name of training	Category of Participants			Gender		Total
			SM	SBM	Other	F	M	
1	Nyamata-Bugesera District	Senior mentor training	60			21	39	60
2	Kigali	School-based mentor training		42		18	24	42
	<b>Total</b>		<b>60</b>	<b>42</b>	<b>0</b>	<b>39</b>	<b>63</b>	<b>102</b>

L3 and IEE anticipate organizing “phase 2,” and “phase 3” training for the senior mentors in September and October of 2013. These trainings will be based upon the standards for mentor professional conduct. By 2014, a structure should be in place where mentors are meeting with and receiving training and support from their senior mentors twice per month throughout the school year.

*Train SMs on implementing effective SBMP literacy and numeracy teacher training program*

At the Senior Mentor training held in Bugesera district, L3 staff delivered evening sessions on literacy and numeracy and expounded on the REB effort to develop Kinyarwanda and English literacy and numeracy materials for primary 1-4. Trainers emphasized how the L3 materials complement the curriculum and aim at improving learner outcomes.

During these sessions, senior mentors who had experienced L3 audio and print materials as school-based mentors facilitated lessons using the teachers’ guides and audio materials. L3 staff also gave one hour interactive presentations on the new L3 classroom observation forms, which assist observers to take notes on teachers’ performance in both the audio and the non-audio lessons. At future trainings, L3 will continue to engage senior mentors in exploring additional topics in literacy and numeracy, with plans to further support cascading of these trainings to school-based mentors.

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

L3 made good progress on the production of self-directed video modules to support the SBMP this quarter. In this reporting period, L3 staff achieved the following:

- Revised and reordered the titles and topics of each of the intended videos;
- Organized the topics into 3 categories: early grade reading and literacy, teaching English as a second language, and instructional leadership at the school level;
- Standardized the format for the print guide that will accompany the videos in each of the categories;
- Standardized the scripting format for all of the scripts;
- Developed the first five scripts of the new (revised) “early grade reading and literacy” video set;
- Rehearsed and shot the first two videos of the new “early grade reading and literacy” video set;
- Standardized the preparation process for the final PowerPoint presentation on each topic into which the videos are embedded;
- Adopted a principle of field testing each PowerPoint/video once it has been produced;
- Identified a work team that will be able to continue to move the process of finalizing the videos forward in the coming months.

The completed video modules will be loaded onto the netbooks provided to Senior Mentors and School-based Mentors for use in training teachers in schools throughout Rwanda.

*Train SBM on principles of SBM and how to use video modules in school and cluster-based trainings*

L3 will provide netbooks to all Senior Mentors and School-based Mentors as a communication tool that connects them to the internet but also as a training and instructional tool that houses training materials. Important groundwork was laid this quarter, including:

- Holding multiple meetings and discussions with REB/ICT staff regarding revisions to the technology policy (Annex 6);
- Advancing the technology policy to the desk of the REB/DG, where it is awaiting signature;
- Completing procurement of the 60 netbooks for senior mentors;
- Launching the procurement process for the 950 netbooks due to be distributed to the mentors;
- Beginning the dialogue via the SBM technical working group on the content and timing of the IT training to be delivered to senior mentors and mentors so that they will be able to use their netbooks to support training in the field.

In Q4, L3 expects to load print and audio documents on netbooks, and senior mentors will undergo the first IT training. During the end 2013 school year holiday, additional video resource packs will be uploaded to the netbooks for use in the 2014 school year.

**Activities planned for Q4**

- 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

## 1.D Roll out the SBMP

- Have SBMs organize quarterly “make and take” sessions (carried over from Q2)
- 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)

### Progress in Q3

*Have SBMs organize quarterly “make and take” sessions (carried over from Q2)*

Any training delivered via the SBMP, including the “make and take” sessions, assumes that both the Senior Mentors and the School-based Mentors have been hired, and that a functioning mechanism is in place for delivering cascade training. Given that School-based Mentors were not all deployed until March, and given that Senior Mentor contracts are not due to be signed until the end of July, the necessary mechanism for high-quality cascade training has not been in place during Q3. Therefore, no make-and-take sessions facilitated via the mentor program have been conducted.

This quarter the question about how realistic it will be for the mentoring program to support quarterly make and take sessions, given all the other demands that will be placed on the cascade mechanism, was raised. Previously L3 held “make and take” session included Writers’ Workshops. L3 developed a draft template for scheduling trainings that are to be delivered through the mentoring program, and will share this template with partners in the SBM technical working group. This will enable all partners to assess how much training per year, and on what topics, is both desired and feasible, as mentors also must spend a portion of their time working on the ground in classrooms and schools. Once L3 has been able to assess the number of make-and-take sessions that it will be feasible for mentors to conduct, and once those sessions have been incorporated in the joint training calendar for the SBM technical working group, it will be easier for L3 to organize “make-and-take sessions” for the mentors.

*Support bi-weekly (every two weeks) meetings of SBMs with SMs*

Among the SBM tools validated this quarter was the planning and monitoring tools, some of which focus on the organization of bi-weekly meetings. Once Senior Mentors have had an opportunity to settle into their posts and meet their colleagues, it will be possible for L3 to follow-up with REB on the organization of the bi-weekly meetings between those Senior mentors and the School-based Mentors in their districts.

*Support monthly visit of SM to SBM work sites*

Each Senior Mentor is responsible to support up to 16 School-based Mentors in 32 schools and is expected to periodically visit the mentee. Similarly, each School-based Mentor works with two schools that are no more than 5 kilometers apart to ensure ease of navigation between the schools.

L3 will provide continuous support for these school visits once Senior Mentors are fully deployed early in Q4. One such support is the ongoing development of a database on mentor deployment, which will

facilitate tracking mentor assignments and ensuring that deployment is in accordance with SBM Program guidelines.

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

As reported above, this quarter was used to reorganize and streamline the process for the production of the self-directed video modules for in-service teachers. Modules produced with this process will be ready for use in January 2014, and, on a bi-monthly basis, L3 will support School-based Mentor teacher meetings on use of the video modules.

*Organize follow up classroom visits (observations, co-teaching, model lessons)*

In June, School-based Mentors in the 90 L3 pilot schools were trained on observation protocols designed specifically for monitoring the use of the L3 materials. These protocols, as described in detail in 4.C, cover important aspects of teacher practice in both audio and non-audio lessons. They include a post-observation conference format and are meant to assist mentors (as well as L3 staff) in following up on the use of the reading program in the classrooms.

Each item on the form was analyzed and explained, and mentors practiced using the forms based on “observations” of lessons delivered by the L3 technical staff.

On the feedback form, participants were asked to identify how well they felt they mastered the material. The results are presented in the table below:

**Table 4: Mastery of Use of L3 lesson observation forms**

<b>Category</b>	<b>Responses</b>	<b>%</b>
Very well/Perfectly	247	84
Quite well	42	14.3
Fairly well	5	1.7
On a very small scale	0	0
Not at all	0	0

Each trained mentor will return 12 observation forms from schools to L3 in the first few weeks of term 3. This information will help identify priorities for future teacher trainings and provide feedback on tools. L3 will continue to support mentors in using these L3-specific observation protocols.

In addition, the SBM technical working group developed observation protocols based on the 16 standards for mentor professional practice. As described in detail in 4.C, the protocols have been validated, and senior mentors and mentors will be trained on them in the coming quarter.

### *Conduct regular site visits to L3 schools to monitor program*

The L3 SBM Manager visited Bugesera schools to monitor School-based Mentor activity, identifying training needs and giving on-sight support as needed. Specifically, support was given on lesson observations tools and questions about pedagogy and best practices in literacy and numeracy at lower grades were also addressed. Continued support for school-based mentors at the school level will be ongoing.

#### **Activities planned for Q4**

- 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 quarterly “made and take” sessions
- Organize follow up classroom visits (observations, co-teaching, model lessons)

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

- 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)
- 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
- Recruit VSO volunteer for CPMD for the expansion of writers’ workshop (carried over from Q2)
- 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

### **Progress in Q3**

*Recruit local NGO to implement for community volunteer program and finalize their contract (carried over from Q2)*

L3 began in the third quarter of 2012 the recruitment process of a Local NGO to support the implementation of a community volunteer literacy program. In the first attempt, none of the proposals met the requirements. Recruitment resumed and was completed in May 2013 with the signing of agreement with Never Again Rwanda (NAR), the sub-grantee.

*Recruit VSO volunteer to support local NGO (carried over from Q2)*

The L3 partner, VSO Rwanda, was mandated to recruit a Community Volunteering Advisor to support the L3 local NGO partner, Never Again Rwanda (NAR), to implement the community volunteer program.

A Community Volunteer Advisor has been recruited and trained, and is expected to arrive in Rwanda in September, 2013. Before the arrival of the volunteer, VSO will make the necessary arrangements to maximize the impact of this placement.

The placement objectives are:

1. Develop a detailed workplan, budget, monitoring and evaluation system for the numeracy and literacy community volunteering program in Rwanda.
2. Ensure that staff of the local NGO are trained in these techniques to ensure that after the placement of the volunteer finishes, they are able to carry on the work that has been started.
3. Support the local NGO to train community volunteers in the area of literacy, language and learning. This could be in collaboration with existing VSO education volunteers.

*Develop and test training program and materials (including training modules) in pilot districts for the community volunteer program (carried over from Q2)*

The delay in the recruitment of the local NGO, Never Again Rwanda (NAR), completed in May 2013, has led to a delay in the implementation of the program.

This quarter, Never Again Rwanda's team reviewed the Community Literacy/Numeracy volunteer program (CLNVP) Plan and its log frame. The work plan, including project start up, training, and reporting activities, has been submitted to and reviewed by EDC (Annex 7). It is expected that Never Again Rwanda will develop and test the training program and associated materials as well as to train volunteers in Q4.

*Distribute P1 and P2 instructional materials to all 13 TTCs.*

In June, L3 organized a two-day workshop for TTC Principals. The workshop was convened by KIE with the purpose of reorienting the 13 TTC principals to the L3 initiative goals and developing with them plans and mechanism for L3's support to the TTCs. The TTC principals who were present were fully oriented to the L3 instructional materials and requested them for use in their TTCs. Each TTC principal developed an action plan for this collaboration, and in each action plan, requests for training on L3 materials figured prominently.

**Table 5: TTC principals training**

Summary Table									
No	Location	Name of training	Category of Participants				Total	Gender	
			Student Teachers	Tutors	Interns	Others		F	M
1	Kigali	TTC principals meeting		2		21	23	8	15

Following this workshop, L3 will distribute copies of L3 instructional materials to TTCs in Q4. Distribution at a higher volume (i.e. providing copies to each TTC student) will take place in 2014, concurrently with the trainings offered to TTC principals and student teachers.

In addition to this orientation, L3 conducted an analysis of needed program adjustments to ensure that VSO volunteers placed at TTCs are successful (Annex 8). The analysis identified 13 action items for L3, and specifically VSO;

1. The creation of an institutional framework that keeps L3 senior staff connected on a regular basis to KIE and the heads of the TTCs
2. The establishment of a recruiting process that matches skills with the L3 assignment
3. The development of a clear and manageable job description
4. The clarification of expectations for volunteer performance
5. The appointment of an informed and technically competent supervisor
6. The tailoring of the length of volunteer assignment so that it will last for long enough to make an impact
7. The provision to VSO volunteers of a detailed orientation to their new jobs
8. The establishment of a collaborative planning and implementation process, where the supervisor remains sufficiently hands-on to guide and inform the work
9. The development of achievable, time-bound objectives that both the L3 senior technical staff and the volunteers agree on within the context of the program
10. The appointment, within the L3 program structure, of a “1<sup>st</sup> point of reference” for resolving **technical** issues and problems
11. The development of a simple template for written reporting and non-burdensome reporting requirements
12. The provision to departing volunteers of a chance to impact national policy and/or general trends in TTC functioning

Based on this analysis, L3 will work with VSO to improve the guidance and support available to volunteers so that they can succeed in supporting TTCs to become centers of excellence in literacy and numeracy.

*Train TTC, VSO instructors on effective literacy/numeracy instruction & how to use L3 materials and technologies*

The consultation workshop held with all TTC principals in mid-June provided a starting point for considering how to roll out these trainings. The training manual can be found in Annex 9. Topics covered during that workshop included:

- A presentation of the EGRA results for Rwanda and of how they indicated areas where improvement is needed in instruction;
- A presentation of the L3 materials and the pedagogical innovations on which they are based;
- A consideration of what it would mean for TTCs to become “centers of excellence” in literacy and numeracy instruction;
- A work planning session where each TTC principal had to develop a plan for rolling out L3 activities in his/her TTC in the coming academic year.

A sample of the action plans produced is included below.

**Figure 4: TTC action plan**

**2014 School Year: Action Plan for Literacy and Numeracy Instruction**

TTC: KIRAMBO

Principal: Bro. HATANGIMANA CELESTIN

Activity	Number of times this activity will be held	Who will be responsible for organizing this activity?	What support will be required from L3?	What support will be required from KIE?	How will KIE monitor the implementation of this activity?
Writers' workshop for tutors	2 (1 <sup>st</sup> and 2 <sup>nd</sup> term)	-Principal -DOS -DM -VSO volunteer	-Funding -Facilitator -Materials	-The authorization to organize these activities  -Giving materials: papers, books, notebooks, pens, etc.  -Providing the special material for the training  -Support the awareness-raising about TTC and L3 activities at the province, district, and sector levels (authorities)	-Site visit -Report -Workshop products
Writers' workshop for the pre- and in-service teachers	2 (1 <sup>st</sup> and 2 <sup>nd</sup> term)	-Principal -DOS -DM -VSO volunteer	-Funding -Facilitator -Materials		-Site visit -Report -Workshop products
Training of the use of L3 materials for tutors	2 (1 <sup>st</sup> and 2 <sup>nd</sup> term)	-Principal -DOS -DM -VSO volunteer	-Facilitator -Materials		-Site visit -Report -Workshop products
Training on the use of L3 materials for pre- and in-service teachers	2 (1 <sup>st</sup> and 2 <sup>nd</sup> term)	-Principal -DOS -DM -VSO volunteer	-Facilitator -Materials		-Site visit -Report -Workshop products
Math camps for tutors	1 (1 <sup>st</sup> term)	-Principal -DOS -DM -VSO volunteer	-Funding -Facilitator -Materials		-Site visit -Report -Workshop products
Math camps for students	1 (1 <sup>st</sup> term)	-Principal -DOS -DM -VSO volunteer	-Funding -Facilitator -Materials		-Site visit -Report -Workshop products

A main focus for L3 in quarter four will be working with VSO to complete the staffing necessary for supporting the implementation of these action plans. During quarter 3, a thorough review of L3's process for vetting and assigning volunteers to TTCs was conducted. As a result of this review, an updated TTC volunteer job description was developed, a new resume format for presentation of

volunteer information was created, and a scoring rubric for ranking volunteers' skills and abilities was suggested (Annex 10). The new process put in place with KIE and VSO for recruitment includes the following steps:

1. VSO publishes the updated job description for L3 service in the TTCs.
2. Resumes are collected and sent to VSO/Kigali.
3. VSO/Kigali submits these resumes to L3. No fewer than 3 CVs are provided at a time.
4. L3 submits the resumes to KIE.
5. KIE ranks the resumes, from most to least preferred.
6. KIE proposes placements to L3 for volunteers based on rankings of CVs.
7. L3 indicates to VSO which volunteers to recruit for which positions. In the best case scenario, the highest-ranked VSO volunteers will be assigned to the TTCs needing the most support to successfully implement the activities included in their action plans.
8. L3 shares the information about the selected volunteers with the TTCs for whom volunteers have been selected.
9. VSO recruits the identified volunteers and brings them to Rwanda.
10. Volunteers receive an orientation from both VSO and L3, including specific information about L3 expectations, materials, and indicators. Action plans developed with TTCs serve as a key point of reference for these discussions.
11. During orientation, the volunteers meet and work with the L3 technical expert assigned to coordinating the implementation of the L3 program in the TTCs.
12. Volunteers begin their service
13. L3 visits each volunteer after one-month at post to clarify monthly reporting formats and development of monthly work plans.
14. Volunteers submit monthly reports to L3. L3 uses these reports to provide updates to USAID, archives these monthly reports and sends them on to VSO.
15. At the end of the quarter, VSO uses the monthly reports to generate a quarterly report for inclusion in L3 USAID reporting.

For the recruitments underway for the TTCs, L3 has begun following this clear recruitment process. It is expected that in Q4, VSO will be able to supply a sufficient number of volunteer resumes to the L3 team so that a majority of TTC volunteer positions can be filled by January of 2014.

### *Organize initial Math Camp*

As mentioned in section 1.A., Math Camps aim to introduce mathematical investigations, problems in a real-life context, to primary school teachers. In the long run, it is envisioned that L3 will assist the TTCs to be able to run math camp activities with student teachers as a means of helping them understand how to teach primary mathematics more effectively.

A complete set of math camp material is now available and can be used for two purposes: a) training tutors and student teachers in TTCs and b) training for teachers via the senior mentors and mentors. Once VSO volunteers to support the implementation of math camps are identified through the processes named above, a roll-out of math camps can begin in both TTCs and schools around the country.

### *Develop communications materials (articles, web postings, brochures, etc.) to publicize Math Camps*

The L3 team developed a "frequently asked questions" hand-out related to math camps. The hand-out answers the following basic questions:

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### **1. What is math camp?**

Math camp is an activity designed to help participants of any age explore mathematical concepts in a hands-on way focused on resolving real-world questions and problems through investigation. Math camp is meant to help learners' understand that mathematical exploration is an engaging, active process, rather than an exercise in memorizing and regurgitating algorithms or formulae.

### **2. What are the origins of math camp?**

Math camp is based on the research of such educators as Benjamin Bloom, J. Mason, and Howard Gardner.

### **3. Who can participate in math camp?**

Participants of any age can participate in a math camp. Math camps can be organized for adults, including for pre- and in-service teachers. In addition, they are often organized in primary school classrooms as a means of helping students learn to apply mathematical principles to real-world situations and/or use real-world situations to extrapolate mathematical principles.

### **4. What materials are required for math camp?**

An experienced and prepared facilitator is a pre-requisite for a successful math camp. The facilitator should have a set of real-world problems for his/her participants, as well as any manipulatives (i.e. small paper cut-outs, pieces of wood, etc.) required for the investigation of those problems.

### **5. What happens during math camp?**

During a math camp, participants collaborate to resolve real-world problems. Then, they discuss the mathematical principles or procedures they have used in resolving those problems. The facilitator is responsible for helping participants or learners understand the connections between the work they have done to solve the problems and their study of mathematics.

### **6. What is the value-added of math camp for Rwandan pre-service and in-service teachers?**

For teachers, participating in a math camp enables them to refine and improve their ability to make mathematics relevant, stimulating, and profitable for their students. Teachers participating in math camps have the opportunity to consider how to "bring math to life" for the students in their classrooms and how to adapt mathematical instruction to a range of learning styles. Teachers can use what they learn in math camp to plan more engaging lessons and/or to consider how to organize a math camp in their own classrooms or schools.

### **7. What is the value-added of math camp for Rwandan primary school students?**

Rwandan students participating in math camps use what they know about math and experiment with mathematical approaches in a way that they would not ordinarily be able to in the standard classroom context. This increases their interest in learning more about mathematics and is likely to raise their confidence levels as they realize that the process of learning is as important as the product.

### **8. How can math camps be accommodated within the Rwandan TTC or primary school curriculum?**

Math camp is not an activity that takes place each week or month of the school year. L3 recommends scheduling one per trimester. TTC tutors and/or primary school teachers, with the approval of their TTC principals and or school headmasters can select one week out of each trimester to conduct a math camp. If those camps are successful, TTC or school principals can discuss increasing the frequency of math camp with their respective staffs.

This hand-out will form the core of any informational packet on math camp to be developed in the future.

Additionally, a press release covering the pilot math camp resulted in three print articles, and an article highlighting the camps will appear in the second edition of the REB newsletter.

As increasing numbers of math camps are organized around Rwanda, additional communications material publicizing those events will be developed.

*Recruit VSO volunteer for CPMD for the expansion of Writers' Workshop (carried over from Q2)*

L3 implementing partner, VSO, identified three potential volunteers candidates and selected one for the Writer's Workshop placement this quarter. Unfortunately, the selected volunteer withdrew for personal reasons and has yet to be replaced.

It is hoped that the recruitment process outlined in section 1.E will become the standard process and will lead to more predictable staffing for all placements. By January of 2014, L3 should have a volunteer on board to support the Writers' Workshop process.

In the meantime, L3 and VSO have held preliminary discussions about the possibility of the current volunteers (not funded through L3) facilitating Writers' Workshops in their districts as an interim strategy until a permanent replacement is identified.

Once identified, the Writers' Workshop volunteer will:

- 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

*Organize Writers' Workshops in TTCs for student teachers*

As a VSO volunteer is yet to be recruited, Writers' Workshops have not been conducted in TTCs this quarter. However, as has been reported in section 1.E, an important first step was taken towards situating this activity in a larger context during the consultation and planning workshop with TTC principals. Each of the TTC principals is now expecting to hold Writers' Workshops in his/her institute in the course of the 2014 school year.

*Develop and implement a rollout plan for the successful expansion of the Writers' Workshop Initiative*

The current roll-out plans are embedded in the TTC action plans discussed above. As soon as VSO staffing is brought up to date, those plans can be implemented.

*Other Writers' Workshop activities*

No other additional Writers' Workshop activities were held in this reporting period.

### *Participate in and support Rwanda Reads Taskforce activities*

In April, L3 implementing partner, VSO, participated in a Rwanda Reads Taskforce meeting. The meeting aimed to take stock of progress and outlined the way forward for the coming year in strengthening the reading culture in Rwanda. The Subcommittee chairs, including VSO, attended this meeting and shared the progress of their group's activities with the larger Taskforce. The meeting addressed subcommittee membership, coordination and reporting. Participants also reported subcommittee achievements and identified future activities.

#### **Activities planned for Q4**

- Organize Math Camps in TTCs for student teachers
- Develop communications materials (articles, web postings, brochures, etc.) to publicize Math Camps
- Develop and oversee the launch of a rollout plan for the 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
- Develop and test training program and materials (including training modules) in pilot districts for the community volunteer program (carried over from Q2)
- Distribute P1 and P2 instructional materials to all 13 TTCs. (carried over from Q3)
- Recruit VSO volunteer for CPMD for the expansion of writers' workshop (carried over from Q2)

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

- Finalize the development of the training manual on teacher motivation
- Share the teacher motivation manual with partners for feedback
- Submit teacher motivation manual to REB textbook approval committee
- Training of community based facilitators on teacher motivation

#### **Progress in Q3**

##### *Finalize the development of the training manual on teacher motivation*

Community involvement is linked to increased teacher motivation. Better-motivated teachers teach more effectively and have better attendance, leading to improved student learning outcomes. Parent Teacher Committees (PTCs) can facilitate community involvement through various initiatives, such as establishing a teachers' social fund or visiting teachers at school.

To support PTCs in these initiatives, L3 partner Concern developed a teacher motivation manual to be used by Community Based Facilitators (CBFs) in conducting PTC trainings and workshops.

The final manual will incorporate ideas from PTC representatives from L3's 90 pilot schools. By the end of quarter three, Concern had conducted all but one final training session with the PTCs. Due to conflicting priorities in the districts, the final session has been scheduled for July 9-11<sup>th</sup>. With the incorporation of the ideas from these PTCs, the manual will be finalized.

*Share the teacher motivation manual with partners for feedback*

As explained above, the manual will be finalized upon the completion of the last PTC training session. Upon completion, the manual will be shared with partners for feedback. As the session is scheduled early in the fourth quarter and the activity is given high priority, it is expected that the manual will be finalized and shared early in the fourth quarter.

*Submit teacher motivation manual to REB textbook approval committee*

Due to the fact that the teacher motivation manual could not be finalized, shared with partners for their inputs/feedback, it could not be submitted for approval by REB. It is however planned that it will be submitted for review by the REB textbook approval committee within Q4.

*Training of community based facilitators on teacher motivation*

In order to effectively and efficiently provide training to PTCs across the country, volunteer CBFs will use Concern's manuals to hold trainings.

Given that L3 is currently operating in only the five districts of Bugesera, Karongi, Huye, Rulindo and Gasabo, the Concern Education Officers were able to hold the PTC training as they were collecting ideas from the districts to incorporate in the manuals.

After the finalization of the manuals during Q4 and agreement with REB on the roll out plan is reached, the CBFs will be identified and trained.

**Activities planned for Q4**

- Develop and test training program and materials (including training modules) in pilot districts
- Distribute small grants to schools or sectors that implement measures to 1) motivate teachers; 2) reward teachers/schools with improved literacy and numeracy outcomes; and 3) improve girls' literacy and numeracy results
- Finalize the development of the training manual on teacher motivation (carried over from Q3)
- Share the teacher motivation manual with partners for feedback (carried over from Q3)
- Submit teacher motivation manual to REB textbook approval committee (carried over from Q3)
- Reward PTCs with best initiatives in supporting teacher motivation, community support to literacy and equity in education

## 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 (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)
- 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

### Progress in Q3

*Complete and field test term 2 print and audio materials (P1 and P2) for Kinyarwanda and Math (carried over from Q2)*

In this reporting period, the instructional materials development team completed all P1 and P2 Term 2 print and audio materials. (see tables 6 and 7 for details) Reports from L3 schools suggest that L3 materials are transforming teacher practice and that students are making significant gains in both numeracy and literacy. Teachers also say that due to the interesting and interactive lessons and technologies being used in the pilot schools, school drop-outs are returning to school. This bodes well for the national rollout of the L3 materials starting in January, 2014.

**Table 6: Kinyarwanda materials development**

Kinyarwanda	Number
Audio scripts written	16
Audio scripts recorded	52
Audio scripts field tested	52
Decodable texts written	16
Decodable texts desktop published	0
Read alouds written	16
Read alouds desktop published	15
Number of scripted lesson plans written	0
Number of Primer pages written	16

**Table 7: Math materials development**

<b>Mathematics</b>	<b>Number</b>
Master plans written	8
Audio scripts written	12
Audio scripts recorded	16
Audio scripts field tested	16
Scripted lesson plans completed	16

*Print and/or reproduce Term 2, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials (carried over from Q2)*

All P1 and P2 term 2 print materials, and half of P1 and P2 term 2 audio, were delivered to the 90 pilot schools this quarter. The remaining half of P1 and P2 Term 2 audio materials will be delivered to the 90 pilot schools in Q4. Term 3 materials for P1 and P2 will also be delivered to the 90 pilot schools during Q4 of the year.

*Distribute Term 2, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials to target schools*

The L3 Monitoring and Evaluation (M&E) team led material distribution for term 2. Distribution teams were subdivided into 5 groups, each led by a distribution manager. This exercise was undertaken in collaboration with MTN Rwanda during their "21 days of Yello Care," in which they also took initiatives to renovate one school in each of the 5 districts. The two tables below summarize the distribution teams as well as the materials distributed to the 90 schools.

**Table 8: Distribution teams**

DISTRICT	L3 Distribution Manager	L3 interns	REB	Car implications
Bugesera	Clovis	Djibril, Amani	Straton	A car was hired for the distribution exercise in this District
Gasabo	Yedidia	Maybe none	Francoise	A car was hired for the distribution exercise in this District
Karongi	Origene	Martin, Sonia	Nehemia	1 L3 Car was used for the exercise
Huye	Kenneth	Kizito, Bruce	Anathalie	1 L3 Car was used for the exercise
Rulindo	Toni	Martin, Teta	Emeritha	1 L3 Car was used for the exercise

**Table 9: Materials distributed**

EDC/L3 Material Distribution Database 2013 - Quarter 3																		
District	No of Schools	Student Daily Reader Books			Cell Phones	SD Cards			Adaptors	Speakers	Guides						Read aloud	
		P1 Kinya	P2 Kinya	P2 English		K	E	M			Kinyarwanda		English		Math		P1	P2
		P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2			
Huye	20	4,237	3,215	3,215	7	4	2	1	0	7	27	26	28	26	26	26	29	27
BUGESERA	20	7,441	4,985	4,984	0	0	0	0	0	0	39	36	32	36	40	38	38	36
GASABO	12	3,918	2,911	3,246	3	1	1	1	0	0	14	11	12		16	15	14	11
Rulindo	18	3,252	2,680	2,695	3	2	1	0	0	0	23	23	22	21	25	23	23	23
Karongi	20	4,682	3,419	3,448	8	4	2	2	0	7	17	25	19		20	19	19	19
<b>Total</b>	<b>90</b>	<b>23,530</b>	<b>17,210</b>	<b>17,588</b>	<b>21</b>	<b>11</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>14</b>	<b>120</b>	<b>121</b>	<b>113</b>	<b>83</b>	<b>127</b>	<b>121</b>	<b>123</b>	<b>116</b>

### *Do audience research for P3 print and audio materials development*

Audience research is completed in conjunction with REB-CPMD Kinyarwanda, Math and English specialists, and will be followed by the validation of the scope and sequence for P3 Kinyarwanda and P3 and P4 English and Math. CPMD focal points are actively involved in the distribution of L3 instructional materials and use this time to conduct field research in the 90 experimental schools through face to face interviews, classroom observations, and surveys. This qualitative information is analyzed, themes identified and fed back to the technical team for consideration in the P3 planning process. Focal points have identified and proposed primary school teachers from the 90 experimental schools who can participate in small focus groups to determine content understanding, attitudes, and interests in themes and concepts for P3 and P4 print and audio materials development. This activity will be completed in Q4 during school holidays.

### *Complete Term 3, P1 and P2 materials (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)*

Term 3 content and materials development has begun and will be ongoing through the first portion of Q4. Following recommendations from REB – CPMD, the Kinyarwanda program was revised in order to deliver the content over a period of eight weeks per term, rather than the previously planned ten. The program content and number of print materials remains unchanged. It was agreed that reducing the number of weeks would allow individual schools and teachers to review and revise the content, identify struggling readers, and plan further lessons based on the content covered and the needs of their students. This would also ensure that the interruptions to the school calendar, etc., would not affect the program.

Adjusting the Kinyarwanda program automatically affected the scope and sequence of the English program and that was also reviewed to align it with Kinyarwanda. CPMD – Math specialist and primary teachers selected as a focus group re-examined the existing daily distribution for mathematics and adjusted it also to fit the proposed eight week schedule per term. After this initial adjustment, master planning for Term 3, English, Kinyarwanda and Math recommenced; existing materials were reviewed and revised to incorporate any changes.

Feedback collected through REB- CPMD specialists from field research has also been implemented. Remaining Term 2 audio materials for all subject areas will be transferred onto every SD card, allowing greater flexibility for teachers to share phones and adjust the school timetable.

### *Monitor program implementation (ongoing)*

As mentioned in section 1.D, mentors have been trained in administering L3 lesson observation forms. In the coming quarter, completed forms will be returned to L3 and will provide invaluable feedback on instructional materials.

This quarter, L3 also assigned L3 Peace Corps Volunteer, who has been developing materials with the English team, to become a part-time member of the M&E team. The volunteer will help strengthen the M&E team's efforts to follow-up on the pedagogical uses of the distributed materials. The information collected will feed into the design of future materials and trainings.

Monitoring of the progress made by the L3's initial six pilot schools in Bugesera district is a high priority as the impact evaluation date approaches. This information and feedback from School-based Mentors

will also inform the adjustments that need to be made to the program prior to the Textbook Approval Committee (TAC) validation exercise in September.

*Adjust program inputs, based on data from implementation monitoring*

Adjustment of program inputs is ongoing, and will continue as more explicit information is collected using the new L3 lesson observation tools.

*Launch national story writing contests to produce read aloud books (carried over from Q2)*

L3 made steady progress on the organization of the National Story Writing Competition in quarter three. Progress has included:

- Receiving REB approval and signature for the memorandum of understanding outlining the collaboration between L3 and Drakkar publishing (Annex 11)
- Revising and updating the submission process and guidelines for the competition
- Updating the communication plan regarding the implementation of the competition
- Beginning to draft the training plan and manual that will serve to train DEOs on the implementation of the contest

In next quarter, the Competition working group will develop a detailed workplan for submission to the REB DG. This will determine the precise dates for the launch of the Competition as well as necessary training for key actors.

**Activities planned for Q4**

- Complete Term 3, P1 and P2 materials (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)
- Commence Term 1, P3 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
- Print and/or reproduce Term 3, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials
- Distribute Term 3, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials to target schools

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

- Procedures manual for establishment of mobile libraries completed (carried over from Q2)
- Pilot Mobile Library initiative in Peace Corps and VSO sites
- Collect and analyze pilot data
- Develop plan for expanding program to other regions
- 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
- 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
- Establish list of priority literacy materials for Brothers to Brothers shipment

### Progress in Q3

*Procedures manual for establishment of mobile libraries completed (carried over from Q2)*

The Community Mobile Library (CML) Initiative aims to improve the culture of reading by providing recreational reading materials to communities across the country. By 2016, at least 80 libraries will be established across the country and shared with a number of neighboring communities. In the initiative's initial phase, Peace Corps volunteers (PCVs) are working with communities to establish the first libraries. A CML manual is under development to serve as a basic tool for guiding those implementing the project in communities.

**Figure 5: Left, the mobile library community committee in Kayonza district; right, a committee member during the opening of the library**



The first draft of the manual has been completed with defined parameters of the mobile library as well as clear steps for engaging local authorities and community members in its management. However, this remains a working document that will be continually updated with experiences and lessons learned as additional libraries are launched across the country. In fact, it is this experience, rooted in the Rwandan context, that brings value to the manual.

A meeting took place on June 29<sup>th</sup> in Kigali with eight Peace Corps volunteers (PCVs) and two community volunteers who have been working to establish libraries in ten communities across Rwanda. At the meeting, key points from the manual, such as establishing a community library management committee, determining logistics, and attracting clientele, were discussed. Based on this discussion, as well as in-depth feedback of each volunteer's experience in communities, the manual will be further updated.

#### *Pilot Mobile Library initiative in Peace Corps and VSO sites*

As previously mentioned, the CML initiative is being piloted by L3 through a partnership with Peace Corps Rwanda. In April 2012, 11 Peace Corps Volunteers expressed interest in hosting community mobile libraries in their communities. Since the initiative was new, it was necessary to define its parameters as well as to strategize how to involve the community prior to its successful launch. Within eight months, the first three libraries were launched. Today, 9 CML collections are distributed and in use by community members.

In April 2013, L3 presented the initiative to a group of incoming PCVs. Eleven agreed to participate in the project.

On May 30, 2013, L3 held an information meeting for Civil Society Organizations (CSOs) with the aim of expanding the project. Twenty-three individuals from twelve organizations participated. Specifically, the organizations were: Catholic Church, Club Islamique Pour le Development Communautaire, VSO, Reseau Culturel Sangwa, Association des Eglise Baptistes au Rwanda, Fight Illiteracy Youth Organization, Club PESCT, Never Again Rwanda, African Evangelist Enterprise Rwanda, Conseil de Concertation des Organisations d'Appui aux Initiatives de Base, and Eglise Anglican au Rwanda. Twenty participants, including seven from VSO, expressed interest in working to establish a library.

**Figure 6: Members of CSOs at the information meeting for the CML Initiative**



In August 2013, a workshop will be held for the participants who showed interest to further plans for hosting libraries in their communities.

#### *Collect and analyze pilot data*

The launch of the initial libraries has shown that students are the most eager to visit the library and borrow books. Adults, it seems, are reluctant. Data from libraries in Gicumbi, Bugesera, and Nyamagabe is continually being collected. In Q3, volunteers in Nyaruguru, Kayonza, and Ngoma districts report that they have established 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.

**Table 10: Library data from Nyamagabe district**

Male	47
Female	20
Ages	
0-10	0
11-20	46
20-30	18
# of books borrowed	74
# of books returned	33
Return rate	45%

*Develop plan for expanding program to other regions*

As mentioned above, a plan for expanding CMLs to other Civil Society Organizations has been developed, and twenty new libraries are expected in 2013.

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

In October 2012, a USAID e-intern was assigned the task of compiling a list of educational videos for use in the program. The videos were intended to be uploaded onto classroom phones and SBM netbooks. Unfortunately, the materials weren't used as they could not easily be adapted for the Rwandan context. And because of this, the e-internship ended.

*Establish list of priority literacy materials for Brothers to Brothers shipment*

L3 secured two containers of books for Teacher Training Colleges (TTCs) from the International Book Bank. In preparation for this shipment, L3 held meetings with KIE officials to select which books would be the most appropriate. A list of 493 titles was chosen, and shipping arrangements were made for the two containers. Subsequently, a distribution plan was developed. KIE agreed to help establish a committee to develop a distribution plan. Once the books are distributed to the TTCs, volunteers (both VSO and Peace Corps) working in the TTC areas will assist tutors to learn about the books and to plan for their use in TTC coursework.

Although this first distribution of books, by agreement with KIE, will be limited to use in the TTCs, subsequent distributions will be designed so that book fairs can be held and schools around the TTCs can access the books provided. In the long run, these book distributions will thereby serve the goal of making the TTCs "centers of excellence" for the instruction of literacy and numeracy in their communities.

***Additional Activities***

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

In April, L3 conducted training for teachers in the 90 pilot schools. Approximately 712 teachers, head teachers, SBMs and other educators participated in the teacher trainings.

**Table 11: Teacher training by district and trainee**

Summary Table of Trainings Conducted in Q3 - 2013										
No	District	Name of training	Category of Participants							
			Teachers	Headteachers	Others	Tutors	Interns	Students teachers	Mentors	Senior mentors
1	Karongi	Math Camp	30							
2	Musarize	TTC TUTOR TRAINING WORKSHOPS 02-05 APRIL 2013	7	0	20	39	2	0		
3	Bugesera	Use of instructional materials training	179	20					12	0
4	Gasabo	Use of instructional materials training	71	10	2				3	
5	Ruhindo	Use of instructional materials training	108	12	4				9	
6	Huye	Use of instructional materials training	114	20	9				9	
7	Karongi	Use of instructional materials training	117	19	0				9	
8	Bugesera	Senior Mentors Training								60
	<b>Total</b>		<b>626</b>	<b>81</b>	<b>35</b>	<b>39</b>	<b>2</b>	<b>0</b>	<b>42</b>	<b>60</b>

Teachers were further exposed to both the theory and practice undergirding L3 materials, and provided refresher, hands on training experience on how to use the materials. The teacher training was developed to ensure that participants were able to use the new L3 instructional materials and practices effectively, and identify who is there to support them using the L3 materials. Teachers also reviewed the Implementation Guidelines outlined by REB and were given opportunity to ask questions about the guidelines. For the purpose of this training, sessions were delivered through model lessons and teaching practice. Model Lessons were facilitated by an L3 facilitator, who taught the lesson demonstrating the effective use of L3 materials and best pedagogical practice. After each lesson, a feedback session was held to assess the lesson and reflect on the various teaching methods.

**Figure 7: Teachers participate in lesson practice**



For the teaching practice sessions, the emphasis was on practice. The participants were divided into small groups, no more than ten in each group. Each group was given a short period of time (15 min max) to plan a lesson from Week 6. Each member of the group taught a section of the lesson, while the L3 facilitator circulated and helped the teachers practice. At the end of the lesson, a feedback session was held to assess the lesson and reflect on the teaching methods implemented during the lesson.

At the conclusion of the trainings, participants articulated in their feedback the intent and the proper usage of the materials. School also devised an action plan to assist them in implementing the program in their schools. Additional follow-up teacher and SBM trainings are planned in Q4.

### Activities planned for Q4

- Upload videos on video viewing platforms in low-income areas; train teachers on how to use video in classroom
- Monitor implementation of program; refine for expansion of program
- Develop and implement cell phone-based text literacy/numeracy program for pilot schools in low-income areas
- Purchase additional reading materials
- Pilot initiative in Peace Corps and VSO sites
- Collect and analyze pilot data

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

- 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

### Progress in Q3

#### *Train TTCs, SM and SBM on how to make and use lo-cost/no cost instructional materials*

The VSO volunteer at TTC Bicumbi facilitated a number of training workshops to train TTC's, primary teachers, and School-based Mentors on how to make and use low-cost/no cost instructional materials. This was combined with methodology training, focusing on learner-centered methodology, and linked specifically with the teaching of languages and mathematics where possible. The training sessions were planned in close liaison with SBMs, who were encouraged to co-facilitate the sessions where appropriate.

SBMs and teachers were also invited to the TTC to visit the Teaching Resource Center to look at other examples of low-cost/no-cost materials and to borrow materials and resources if required.

These workshops were planned when SBMs demonstrated interest in establishing a working relationship between the school they are working in and the TTC. Because of this, SBMs were very supportive of the workshops, which were well-organized. Teachers were motivated and interested, and workshop facilitators felt confident that the training would have a positive impact on their teaching practice.

### **Figure 8: TTC Bicumbi students explore resources made from locally sourced low-cost/no-cost materials**



**Table 12: Training data on low/no cost materials**

Summary									
No	Location	Name of Training	Category of Participants				Total	Gender	
			Students	Interns	Tutors	Others		M	F
	TTC Bicumbi	Active Methodology / Low-cost/no-cost resource making (for local head teachers, DOSs, Primary Teachers)				8	8	4	4
	TTC Bicumbi	Active Methodology / Low-cost/no-cost resource making TTC Tutors		5	8	1SBM from local GS	15	14	1
	TTC Bicumbi	Active Methodology / Low-cost/no-cost resource making SBM and teachers from GS Akanzu				Teachers: 24 SBM: 1	25	11	14

	GS Gahengeri	Active Methodolog y / Lo- cost/no-cost resource making				Teacher s: 16 SBM: 1	17	7	10
	GS Rugarama	Active Methodolog y / Lo- cost/no-cost resource making				Teacher s: 20 SBM: 1	21	11	10
	TTC Bicumbi	Active Methodolog y / Lo- cost/no-cost resource making	164				164	91	73

*Organize regular “make and take sessions” for SBMs and for teachers in L3-supported schools*

As explained in section 1.D, the organization of “make and take” sessions via the mentor cascade has to be embedded in a larger training calendar. The different training sessions that senior mentors are expected to implement need to be spread out across the months in a manner that will not be overly burdensome. Clearly establishing this calendar will facilitate the organization of these “make and take” events.

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

Section 1.C describes the plans for the development of interactive videos that senior mentors and mentors can use as tools in teacher training sessions. One of these videos is intended to focus on making and using low-cost/no-cost materials. A script will be developed, followed by filming. This video should be available by January, 2014.

**Activities planned for Q4**

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

## 2.D Promote a culture of reading (Concern)

- Develop, roll out and monitor impact of key messaging to promote positive attitudes and behavior
- Submit the BCC materials to REB Teacher Approval Committee for feedback and approval
- 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
- Launch local campaign to promote reading, built on key messages
- Document community involvement activities to capture key steps for roll out countrywide
- Develop a training module on community support to literacy
- Launch TTC outreach program
- Establishment of harmonized PTC structure in new intervention areas
- Training of SBMs and community based facilitators on PTC functioning and on community support to literacy
- Provide support to sector education officers to monitor progress in treatment sectors in Bugesera

### Progress in Q3

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

L3 partner Concern, in collaboration with the consulting company Kibondo Editions, finalized the production of Behavior Change Communications (BCC) key messages designed to encourage communities to support reading. The design of the messages and materials were informed by results of Concern's community study as well as community consultations, which have shown that the messages are meaningful and address real issues affecting education. The BCC materials include T-shirts, posters, calendars, leaflets, and radio spot. L3 consortium members and other stakeholders provided feedback on the draft materials (Annex 12), and the consulting firm incorporated the feedback into the final materials. The materials will be rolled out once the validation process is complete.

*Submit the BCC materials to REB Teacher Approval Committee for feedback and approval*

After the rigorous exercise of developing, packaging and pre-testing the messages, and consulting USAID about material branding and compliance, Concern will present the messages and BCC materials to the relevant REB committee for review, feedback, and approval.

*Train volunteers and national mentors on BCC messaging around literacy and learning (carried over from Q2)*

Volunteers and Senior Mentors will be key in disseminating BCC messages across the country and will be trained. As explained above, the BCC materials are yet to be approved. After receiving approval, mentors will be trained.

*Develop a training module on community support to literacy*

Concern is developing a training manual on Community Support for Literacy, which will outline strategies to engage key actors such as DEOs, SEOs, parents, teachers, local leaders, and youth. In addition, as explained in section 1.F, the teacher motivation manual will be used as a facilitator's guide

for training, sensitizing, and mobilizing PTC members and the community on promoting literacy. This training, combined with BCC messages, will improve community support for literacy.

As mentioned, Concern has had training sessions with PTCs at four of L3's five target districts. At the training sessions, Concern collects ideas and feedback to incorporate into the training manual. Once the last training session is held in July 2013, the final feedback will be incorporated and the manual finalized. The manual will be submitted to partners for feedback and submitted to REB Text Approval Committee (TAC) for review and approval.

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

By the end of Q3, Concern trained 220 PTC members, including head teachers, parent representatives, and representatives of school founding bodies (local leaders, faith based Institutions that own schools), in the districts of Bugesera, Huye, Karongi and Rulindo to support literacy. During the training, participants—three from each school—analyzed the situation in their respective schools, homes, and communities and strategized how to improve literacy.

After the training, the participants developed an action plan for sharing the information from the training with parents and the community. It is anticipated that once the BCC materials are approved, these PTC members will be instrumental in using them to raise awareness about the importance of literacy in their respective communities.

Through the DEOs and SEOs, L3 will continue to closely monitor the various PTC and community initiatives and actions at schools, at the sector, and district level. In Q4, Concern in consultation with DEOs and SEOs, will identify the best literacy initiatives.

*Launch local campaign to promote reading, built on key messages*

As indicated above, the BCC materials were not approved at the end of this quarter, and therefore it was not possible to launch these campaigns. Once the approval is obtained, a plan will be designed for launching these materials at district levels in consultation with DEOs.

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

PTCs in four out of L3's five target districts have been trained this quarter. During these trainings, information about community's involvement and initiatives has been collected. On completion of the PTC trainings in the five districts, the information gathered will be compiled, analyzed and incorporated into the facilitators' manual to be used in the rest of the country.

In Q4, monitoring visits will be conducted to capture and document various initiatives that may also be incorporated in the manuals as case studies and best practices.

*Launch TTC outreach program*

In an effort to launch TTC outreach program, the L3-VSO volunteer continued to facilitate and develop a mechanism to work with Head Teachers and SBMs. For example, holding training workshops at the TTCs has enabled Head Teachers and SBMs to see the work taking place at the TTC with student teachers,

explore the Teaching Resource Center, and make and use locally sourced, low/no cost materials and resources.

In addition, a number of workshops have been held in local primary schools and Groupe Scolaires to train teachers and SBMs in making and using instructional materials and learner-centered methodology. Regular communication continues to be fostered and relationships strengthened as the foundation for future outreach work.

Although the L3 volunteer had planned to facilitate Writers' Workshops within the local community, this has not been possible in this reporting period. However, the L3 VSO volunteer successfully facilitated Writers' Workshops in previous quarters and plans to continue in the coming quarter.

#### *Establishment of harmonized PTC structure in new intervention areas*

Following assessment of the PTCs in L3's five target districts, discrepancies in PTC structures, roles, and responsibilities were noted. While the Ministry of Education (MINEDUC) approved a PTC manual in 2009, many schools have not received the manual while others have not utilized it.

In May 2013, Concern held a consensus meeting with DEOs, SEOs, Head Teachers, School Inspectors, and REB representatives to share the findings of the rapid assessment and the importance of well-functioning PTCs. It was recommended at the consensus meeting that the PTC manual from 2009 be reviewed so that it conforms to the new law. (Law n°23/2012 of 15/06/2012 addresses the governance, organization, and functioning of nursery, primary and secondary education). The revised edition should then be distributed to all schools in collaboration with REB.

During this quarter's PTC trainings, PTC roles and responsibilities as well as the implications of the new law were addressed. Training participants were asked to review their committees' structures in accordance with the new law. Next quarter, L3 will monitor and assess the degree to which the new law is being followed.

#### *Training of SBMs and community based facilitators on PTC functioning and on community support to literacy*

As mentioned earlier, a training for School-based Mentors on the structure and function of PTCs needs to be put in the context of the larger training plan for mentor activity. The SBM technical working group intends to schedule this during the 2014 school year. Community-based Facilitators (CBF) could not be used to conduct training in this reporting period as the manuals are still under development. However, Concern was able to conduct PTC trainings. CBFs will be identified and trained in FY14 to support program rollout.

#### *Provide support to sector education officers to monitor progress in treatment sectors in Bugesera*

L3 implementing partner, Concern Worldwide, planned to provide Sector Education Officers (SEOs) fuel expenses to facilitate their visits to schools to monitor PTCs' community involvement initiatives. However, it was determined that this model is not sustainable; some SEOs do not have motorcycles, and after the completion of the L3 Initiative, there would be no guarantee that the monitoring activity would continue.

This quarter, Concern met with REB to discuss a different model for monitoring community involvement at the school level. As education inspectors and SEOs conduct regularly school and monitoring visits, it was decided that monitoring community involvement be added to their scope of work. Concern will propose items to include in the already existing observation and monitoring tools. This will ensure that community support to increase teacher motivation, equity, and literacy becomes a part of the standard school observations for education inspectors and SEOs.

**Table 13: PTC trainings**

Summary Table									
No	District	Name of training	Category of Participants				Total	Gender	
			Teachers	Head-teachers	Parents	Others		F	M
1	Huye	PTC Training	-	20	41	4	65	21	44
2	Bugesera	PTC Training	-	14	26	6	46	13	33
3	Rulindo	PTC Training	-	17	21	11	49	14	35
4	Karongi	PTC Training	-	20	37	3	60	6	54
	<b>Total</b>		-	<b>71</b>	<b>125</b>	<b>24</b>	<b>220</b>	<b>54</b>	<b>166</b>

*\*Others include DEOs and SEOs*

## INTERMEDIATE RESULT 3: Support for English

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

#### Progress in Q3 or additional activities

As mentioned in section 2.A, materials for P1 and P2 term 2 were completed. (see section 2.A for details)

**Table 14: English materials produced**

English	Number
Audio scripts written	34
Audio scripts recorded	72
Audio scripts field tested	72
Decodable texts written	23

Decodable texts desktop published	25
Read alouds written	0
Read alouds desktop published	0
Scripted lessons written	42

**Activities planned for Q4 No Activities planned for this section**

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

- No activities planned

#### Progress in Q1

**Activities planned for Q2 - No Activities planned for this section**

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

#### Progress in Q3

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

The culmination of 5 months of work on performance indicators and language assessment tools came with a presentation and full day working session of the English Language Assessment Technical Working

Group (ELATWG) on Thursday 20<sup>th</sup> June 2013. An outline of the Rwanda English Proficiency Standards for teachers (REPS) (Annex 13) system was presented to representatives of all REB departments including Deputy Director Generals along with representatives from all major agencies working in education in Rwanda.

This presentation was followed by two working sessions of ELATWG in which all of the tools developed by the EDC/L3 volunteer were reviewed, amended and checked for Rwandan context. As well as the assessment tools, question bank materials and the 'School Based Mentor Guide to Language Assessment Tools' were also reviewed.

In a feedback session at the close of the workshops, there was general satisfaction with the tools and appreciation to the input of some School-based Mentors in the sessions, a genuine belief that the tools and REPS system could be successfully implemented. The group has expressed willingness to reconvene following field testing to make any further amendments.

*Develop, field test and refine English diagnostic/self-assessment instruments for each language level, adapted to the Rwandan context (carried over from Q2)*

Over the past 5 months EDC/L3 has developed a range of tools for use by School-based Mentors regarding the English language assessment of teachers in Rwanda. These tools include Self-Assessment (Annex 14) and Diagnostic tools (Annex 15) for two types of learners. The basic user tools are based on REPS levels 1 to 2+ and correspond to the Common European Framework of Reference (CEFR) levels of A1 and A2; whilst independent user tools correspond to REPS levels 3 to 4+ (CEFR levels B1 and B2). The overarching concepts of both tools is to provide motivation for teachers to improve their levels of English and to provide School-based Mentors with a working level for each teacher in order to plan language training activities.

*Train SMs and SBMs in how to use diagnostic instruments*

'The School Based Mentors Guide to REPS, Self-Assessment and Diagnostic Tools' has now been completed. 70 copies of this guide were printed by EDC/L3 for use during the senior mentor training held in Nyamata between 24<sup>th</sup> and 28<sup>th</sup> June 2013. As the guide is envisaged as a reference for mentors and a training tool for senior mentors to train SBMs, this initial training can be seen as field testing for the guide.

After an initial presentation and overview of the tools, training took place over 3 consecutive days with groups of 20 mentors. The first session each day was concerned with familiarization with the performance indicators and the second with Self-Assessment and Diagnostic tools. All of the practical exercises in the guide were tested.

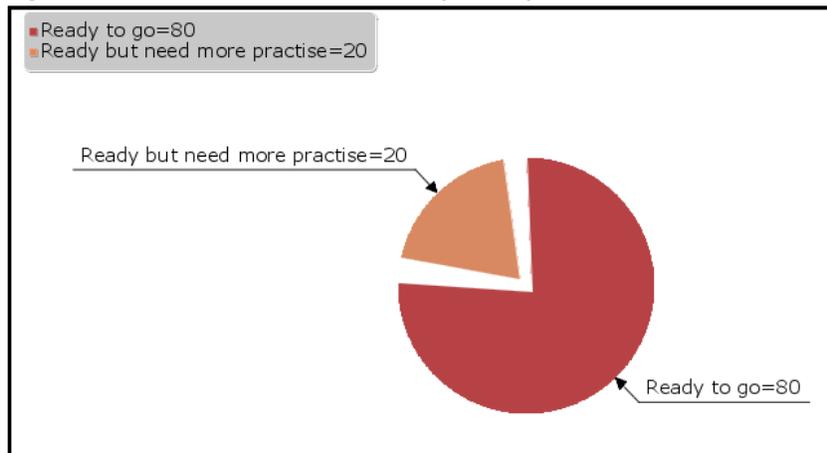
**Figure 9: Senior Mentors engaged in REPS exercise**



Senior mentors were encouraged to add input in terms of how the tools can be practically used by SBMs in schools.

Following the training, the Mentor Professional Competency confidence self-assessment form was used to gather data on how confident senior mentors felt to carry on this English assessment work in the schools. Responses to statements in the tool ranged from 1=No idea to 4 and 5, *Ready but need practice and ready to go and could support someone else in this*, respectively. The figure below gives the summary of the responses:

**Figure 10: Mentor Professional Competency confidence self-assessment results**



While this data indicates that most of the mentors feel ready to begin using the REPS for English language assessment purposes, it became apparent during the training that extra training and certainly follow up of the implementation will be required. There is a lot of information for mentors to assimilate and it will probably take some time for mentors to become confident about the indicators and the tools.

It also became clear that for teachers and mentors to be clear about English language assessment levels it would be very useful for all materials to be used for teaching English to teachers to be linked to the REPS performance indicators.

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

As mentioned above, the Mentor Professional Competency tool was used to assess Senior Mentor confidence in supporting teachers in their English language mastery. While results indicated that Senior Mentors feel confident, further training appears to be necessary.

The same mentor professional competency tool (Annex 16) used to gauge whether mentors thought they could assess teachers' levels of English was used during senior mentor training to determine what percentage of mentors felt ready to train teachers to improve their English mastery. For example, Senior mentors had to indicate whether they agreed or not with statements such as: 1.1 *I can identify where individual teachers are on the English language continuum, group teachers by language level and need, and identify their needs* and 1.2 *I can assist teachers in identifying short and medium term English language and instructional practices*. This survey indicated that most mentors felt comfortable engaging in this kind of training, although the survey did not specifically target using video modules.

*Monitor implementation and adjust accordingly*

The whole process of developing tools for English language assessment has had checking and adjustment controls built into it. ELATWG has been a major factor in ensuring the quality of the tools and of giving the tools a Rwandan context.

The initial training of senior mentors has also led to some adjustment. It is now hoped that all of the tools and performance indicators can be linked with teaching materials to create an integrated package of training and assessment in English.

As soon as the basic user Self-Assessment tool has been translated into Kinyarwanda, it will be tested in a variety of schools. A similar plan is in place to roll out the diagnostic tools. There is general consensus that by concentrating on the basic user tools first, SBMs can be indirectly guided to working with the teachers with the lowest levels of English first, which will be an added benefit of a 'staggered' roll out.

It is expected that ELATWG will reconvene after these initial field tests to verify any suggested amendments. The biggest asset of all in terms of the practical application of these tools will be the input from mentors themselves once they have tried the tools.

*Identify additional ESL audio and/or video materials for uploading to L3 audio and video players*

As mentioned in section 2.B, the USAID e-intern who had been tasked with identifying these resources is no longer involved in the project. L3 generated English and audio materials will initially be used and additional materials will be loaded onto netbooks.

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

The organization of regular SBM activities will occur as a natural by-product of launching the bi-monthly meeting process between Senior Mentors and School-based Mentors. The technical working group

assigned to school-based mentoring continues to work towards ensuring that the bi-monthly meeting between Senior Mentors and School-based Mentors takes root.

#### **Activities planned for Q4**

- 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

### **3.D Revise the existing English curriculum**

- Implement required support to revision of exiting English curriculum to ensure alignment with L3 materials and new national standards

#### **Progress in Q3**

*Implement required support to revision of exiting English curriculum to ensure alignment with L3 materials and new national standards*

L3 met on several occasions with REB leadership and with the CPMD division regarding proposed L3 support for the curricular revision process. CPMD announced that meetings with the selected consultancy group had begun. In parallel, UNICEF announced the imminent establishment of a technical working group on curriculum and assessment, in which L3 hopes to participate. In particular, it is hoped that L3's work on the development of standards will inform the eventual development of the new and updated curriculum.

#### **Activities planned for Q4**

- 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 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

#### **Progress in Q3**

*Implement technical projects to strengthen MINEDUC capacity*

In quarter 3, the main projects pursued that will strengthen MINEDUC capacity were the ongoing discussions related to the curriculum, and the nascent development of the database for school-based mentoring. Beyond these two aspects, both covered elsewhere in this report, there is not an additional, separate capacity-building effort underway.

#### *Advise on policies in support of L3 Initiative objectives (ongoing)*

As previously mentioned, this quarter L3 was engaged in planning curriculum revision, in achieving approval of REB's technology policy, in developing SBM program policies, and in planning for the National Writing Competition.

#### *Participate in Continuous Professional Development Task Force*

REB and USAID, the co-chairs of this task force, convened one meeting in the course of the quarter. This meeting was devoted to the validation of the working documents for the school-based mentoring program. This validation has been reported on in section 1.C of this report.

#### *Co-chair SBM technical working group*

L3 staff assume several responsibilities as part of being co-chair of the SBM technical working group. These include:

1. Compiling and circulating to Task Force members minutes of meetings and agendas of upcoming meetings;
2. Sending out reminders of upcoming meetings;
3. Receiving and disseminating relevant reports and documents pertaining to issues discussed or for discussion in subsequent meetings;
4. Providing technical input into documents/tools that are developed;
5. Compiling action plans, and;
6. Supporting the teacher development and professionalization department in presenting SBM TWG documents and tools to Director General and the Continuous Professional Development Task Force for validation.

This work is ongoing and the details are provided elsewhere in this report.

#### *Participate in Rwanda Reads Task Force and Technical Committee*

This quarter, the Rwanda Reads subcommittee on More and Better Libraries met to discuss plans for hosting the Kigali International Book Fair. Of the several ideas brainstormed, L3 will be responsible for holding an illustration workshop as well as having a tent at the event for reading newspapers, magazines, and books quietly. As mentioned earlier, L3 partner, VSO, continued to participate in the Rwanda Reads committees.

## **Additional Activities**

### *Participate in Kinyarwanda curriculum revision process*

In this reporting period, L3 participated in the first phase, preliminary REB Kinyarwanda curriculum revision process, which will be completed by the end of 2013. The revised curriculum incorporates good literacy practices and emphasizes students' reading and development of a culture of reading as well as authentic writing, speaking and listening.

It is important to note that the L3 scope and sequence is based on the current curriculum rather than on the revised. This implies that some L3 materials will not be able to be used in 2016 when the new curriculum is implemented. REB/ CPMD and L3 will work together to find a way of keeping the L3 materials relevant post 2016. A suggestion has been made to develop a document showing how L3 materials can be used in teaching the revised curriculum.

#### **Activities planned for Q4**

- 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 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)

### **Progress in Q3**

#### *Organize working sessions to develop guidelines for Mathematics Methods course*

A working group of VSO volunteers, KIE lecturers, and TTC tutors were planned to meet in Kigali in May 2013 to develop guidelines for the TTC Mathematics Methods course. However, at the request of KIE, the session has been postponed.

#### *Initiative activities to develop a culture of reading in two TTCs*

As mentioned last quarter, one of the two VSO volunteers assigned to TTCs resigned. For this reason, the activities took place at one TTC only. The second volunteer is due to end service soon, but the new streamlined recruitment procedures should facilitate the process of filling the spot promptly.

At TTC Bicumbi, the L3 volunteer has undertaken a number of strategies to develop a culture of reading. Tutors have been trained and supported to use reading materials in their lessons, which has also encouraged them to use active, learner-centered methodology.

In addition, newspapers and books have been displayed for students to read at the TTCs. Novels have been lent to students and books, newspapers and magazines have been made available to students as part of a Reading Club during students' free periods. Students have engaged well with these sessions, enthusiastically asking for more reading materials. They have particularly enjoyed learning new vocabulary.

However, the challenge faced at TTC Bicumbi is a lack of reading materials and the funding to provide new books and newspapers. The materials at the TTC library need to be updated and supplemented outdated. In particular, English language reading materials and textbooks are needed as the majority of textbooks and novels available at the TTC are in French.

The TTC is also awaiting materials from EDC/L3 Initiatives such as a lending library so that Book Fairs and competitions can be organized.

*Organize instructional materials making workshops (see 2.C above)*

Making instructional materials will aid teachers in presenting lessons more effectively and will also brighten dull, empty classroom walls. A workshop on making such materials were held for Head Teachers, School-based Mentors, SEOs and teachers from three sectors: Nkungu Sector, Nyakarenzo Sector and Mururu Sector, Rusizi District and benefited 17 schools in total.

The workshop specifically focused on making teaching aids and charts from materials such as rice sacks. Participants learned to cut rice sacks using the flame from candles and to fold the edges and sew the hems. Participants then drew pictures or wrote information on the sacks using colorful permanent markers.

**Figure 11: Participants using locally available materials such as rice sacks**



Below are the details of this event:

**Table 15: Trainings on low/no cost materials in local schools**

	VENUE	PARTICIPANTS	Gender	
1.	St. Mathews G.S	17 where 6 are female Head teachers & 3 males; SEOs from the three Sectors	14 males	6 females

2.	Nyamagana E.P	58 "Advanced" Teachers from Mururu & Nyakarenzo Sectors	26 males	32 females
3.	Matare G.S	34 "Advanced" Teachers from Nkungu Sector.	16 males	18 females

As a result, most schools are creating and using such charts, which can be seen in classrooms in schools such as Mururu E.P, Cyete E.P, Nyarushishi E.P, Matare G.S, Gatare G.S, Winteko E.P, Runyanzovu E.P, Nkungu G.S, Nyakarenzo G.S, Cyato G.S, Cyabyo E.P, Nyakanyinya G.S, Nyamagana E.P, Mutongo G.S, Rubona E.P and Gahati E.P.

It is important to note that the School-based Mentors were actively engaged in facilitating the trainings and ensuring the activities are sustainable.

**Figure 12: Participant drawing African map using rice sacks**



*Organize Writers' Workshop and Math Camps (see 1.E)*

As mentioned, once VSO volunteer recruitment is complete, plans for organizing Writer's Workshops and Math Camps at TTCs will move forward.

*Launch Reading Awareness Campaign (see 2.D above)*

As mentioned above, once VSO volunteer recruitment is complete, more will be able to be reported in this category.

*Recruit VSO literacy volunteer to KIE (carried over from Q2)*

The job description for a VSO long-term volunteer to support KIE Literacy and Numeracy Curriculum Development was published and shared through the VSO network. As of June 30<sup>th</sup>, 2013 no outside

candidate had been identified. It is hoped that the new recruitment process, as described in section 1.E, will help in filling this position.

### **Additional activities**

#### *Sensitization on new TTC curricula*

A four-day sensitization workshop of TTC Principals and Deans of Studies (DOSs) and Methodology tutors and interns in new curricula (English Language and Language Methods and Practice and Mathematics Curriculum) was held at TTC Kirambo from the 1<sup>st</sup> – 4<sup>th</sup> April, 2013.

The training was held to follow up the previous national TTC training, which took place at TTC Save in January. As it was mainly TTC tutors that attended the previous training, it was determined that TTC Principals and Deans of Studies (DOS) also required training to ensure support of TTC tutors in delivery of this curricula.

Over 70 Principals, DOSs and Methodology Tutors attended the training. There were also training sessions for TTC Principals on leadership and accountability of implementation. The training was coordinated and led by the VSO/L3 volunteer from TTC Bicumbi, and workshops were delivered by 5 VSO volunteers, 2 TTC Tutors/Mentors and a KIE Lecturer.

The national TTC training was very successful, and Principals, DOSs and tutors were enthusiastic about the new curricula and guidelines. The TTCs will now need to implement the new curricula, including guidelines and resources, with the support of VSO/L3 volunteers placed in TTCs.

#### **Activities planned for Q4**

- Initiative activities to develop a culture of reading in two TTCs
- Organize school outreach program in schools in TTC catchment area (see 2.D above) to reinforce effective reading and mathematics instructional practices
- 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)

#### **4.C Develop tools and systems for monitoring teacher practices**

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

#### **Progress in Q3**

##### *Devise system for collecting and aggregating data to monitor progress overall*

In the roll out phase to 90 schools, L3 developed three tools specifically for observing L3 lessons. These are the audio lesson observation tool, non-audio language lesson observation tool, and non-audio maths lesson observation tool (Annex 17). The audio lesson observation tool includes 37 statements describing classroom behavior while the non-audio language lesson has 61 and the non-audio math lesson has 51.

The observer grades each of these statements according to these responses: *Yes, he/she did, No, he/she did not, This item does not apply to this lesson, I am not sure*. These tools also have 18-19 *Post-Observation Conference Questions* with *yes, no* responses for the teacher and *If not, why not?* questions by the classroom observer.

School-based Mentors will use these tools to gather data which will be interpreted and remedial actions taken.

#### *Train SMs and SBMs in use of tools*

At the June trainings (refer to sections 3. D and C), School-based Mentors and Senior Mentors were trained in the use of audio, non-audio language and non-audio mathematics lesson observation tools. Mentors practiced using the tools during demonstration lessons. Further understanding of how to use the lesson observation forms will be gauged from lesson observation feedback from School-based Mentors in Quarter 4.

#### *Validation of SBM observation criteria*

While the above-mentioned tools are specific to lessons using the L3 instructional materials, additional materials for SBM use during general lessons have also been developed.

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.

In Q2, the SMB technical working group developed a set of Key Pedagogical Principles and established corresponding, observable criteria (Annex 18 ) 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.

In Q3, these tools underwent internal validation within L3. Next quarter School-based Mentors will launch the materials in L3's 90 pilot schools for field-testing, and any feedback will inform finalization of the tools.

#### **Activities planned for Q4- No Activities planned for this section**

- Launch and field test materials in L3 pilot schools

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

- Mobilize technical resources required to implement plan

#### **Progress in Q3**

*Mobilize technical resources required to implement plan*

In 2012, REB, L3, and technical partners set a timeline for national reading assessments for fluency and comprehension. In 2014, the first assessment will take place at L3-supported schools, and in 2015 the assessment will be nation-wide.

The local NGO subcontracted to support the community volunteer program, Never Again Rwanda, will support this effort. The L3 technical team has already developed the tools which the volunteers are going to pilot (Annex 19). In Q4, the technical team will adjust the assessment tools according to the results of the pilot.

#### **Activities planned for Q4**

- Mobilize technical resources required to implement plan (ongoing)

## **INTERMEDIATE RESULT 5: Improved Equity in Education**

### **5.A Ensure equal access to quality instruction**

- No planned activities for this quarter

#### **Progress in Q3 for additional activities**

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

- 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.

#### **Progress in Q3**

*Monitor and follow up impact of key messaging to promote positive images of girls and marginalized groups*

Key BCC messages will encourage communities and educators to be inclusive of girls and other marginalized groups. As explained in earlier, the BCC messages and materials were developed but rare waiting for REB approval. Once they are approved, they will be disseminated in communities, and Concern will monitor their impact.

However, initial trainings with PTCs in the L3 target areas have addressed these issues. A draft manual on Equity in Education has been utilized at these trainings.

#### *Training of community based facilitators from new target schools on equity and equality in education*

As mentioned in section 1.F, Community-based Facilitators (CBF) will be identified and trained in FY14. In the absence of CBFs, Concern staff conducted PTC trainings in 4 districts on this and other issues.

*Develop community-based mechanisms for alleviating community unequal and inequality issues hindering the access to schooling.*

During the training of PTC members in the 4 Districts, information about equity in education has been collected. This information will be incorporated into the draft Equity in Education Manual that will be completed and submitted to REB for approval next quarter. A strategy and mechanism to improve equity is to mobilize opinion leaders (religious leaders, local leaders, model persons) and to sensitize their communities on giving equal opportunities for education.

#### **Activities planned for Q4**

- Monitor and follow up impact of key messaging to promote positive images of girls and marginalized groups

### **5.C Train teachers and parents to address barriers**

- 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).

### **Progress in Q3**

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

While all training workshops in materials development and methodology in the TTCs encourage inclusive practices, no formal training has yet occurred on this topic. However, VSO volunteers continued to provide a module about inclusive education. In the lessons the students experienced what it can be like to be disabled, they discovered assumptions about people with disabilities that are not true, they learned about signs to recognize children with disabilities in the classroom and how to utilise strategies to include those children.

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

Diagnostic assessment tools for numeracy and literacy have been developed and they are part of the Kinyarwanda, Maths and English Teacher guides. The tools are meant to be applied after every two weeks of study to track student progress and give remediation to struggling learners. This quarter, the L3 instructional materials team completed tools for Term 2.

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

As mentioned in section 1.E, the NGO Never Again Rwanda was recruited to implement the community volunteer program. One activity of the program is to train community members to administer these

tools and to support struggling students. In general, all L3 teacher trainings encourage inclusive practices including struggling students.

#### **Activities planned for Q4**

- 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 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 (

#### **Progress in Q3**

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

As mentioned in section 2.B, Never Again Rwanda has been subcontracted to implement the community volunteer program. They will train 60 community volunteers to work in schools and communities to help young learners in literacy and numeracy.

Additionally, this quarter L3 began the expansion of the Community Mobile Library Initiative by inviting civil society organizations to learn about the program. In the coming year, it is expected that an additional 20 libraries will be launched in rural communities, providing 1,200 recreational reading books to each.

*Implement community volunteer program (see 1.F above)*

With the recruitment of Never Again Rwanda, implementation of the community volunteer program is underway. This quarter, activities were largely concentrated on the introduction and preparation.

Never Again Rwanda staff have been oriented on the L3 Initiative as well as financial procedures. A draft program workplan was sent to EDC for review. Finally, Never Again staff attended the Community Mobile Library civil society organization meeting to learn more about L3's interventions in promoting a reading culture in communities.

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

As mentioned in section 2.D, Concern will work with REB to include community involvement monitoring as part of the repertoire of the data education inspectors' and SEOs' collect during their regular school monitoring activities.

#### **Activities planned for Q4**

- 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)

#### **5.E Increase awareness of equity issues at key nodes**

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

#### **Progress in Q3**

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

During previous quarters, L3 had been looking for a partner interested and engaged in girl's education to monitor girl's performance in the areas of literacy and numeracy. The first choice was FAWE Rwanda, but in Q2 the partnership failed to materialize when FAWE insisted on compensation and resources as a condition of the partnership.

In this quarter, an alternative solution was found when L3 partner Concern agreed to integrate the monitoring of girls' performance in its community involvement activities.

#### **Activities planned for Q4- No Activities planned for this section**

## **MONITORING AND EVALUATION (M&E)**

### **General performance monitoring**

- 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)

#### **Progress in Q3**

*Collection of data for monitoring L3 performance with respect to indicators*

Data collection is an ongoing activity. This quarter, L3 staff and partners received standardized forms for training attendance, evaluation, and distribution, among others. These will facilitate data collection for the L3 Initiative.

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

Together with the Monitoring and Evaluation Management services (MEMS) a USAID-funded project for ensuring data quality of all USAID Implementing partners, a 2<sup>nd</sup> tier Data Quality Assessment exercise was conducted. Focusing specifically on two indicators, the assessment took place in L3's original 6 pilot schools in Bugesera district. At the close of Q3, MEMS was in the process of developing the activity report.

MEMS assessed the following indicators:

- Number of P1 to P6 learners benefitting from USG support (direct or indirect)
- Number of PTAs or similar 'school' governance structures supported

**Table 15: Schools considered for the 2<sup>nd</sup> Tier DQA by MEMS**

District	Sector	School Name
Bugesera	Ruhuha	EP Kindama
		EP Butereri
		EP Rugarama
	Nyarugenge	EP Rugando
		EP Ngenda
		EP Kigarama

*Production of summary reports for semi-annual and annual reporting on indicator targets*

According to the reporting structure clarified in the M&E procedures manual, developed in Q2, indicator summary reports will be produced annually at the close of the year. The next summary report is due in September, 2013.

*Organize semi-annual review of L3 Initiative performance*

This review is to be conducted internally by L3 staff. In earlier this year, L3 developed a PMP manual and in the process an informal of indicators, targets and achievements were conducted. An annual review is scheduled for September 2013.

*Hold stakeholder's workshop to validate and disseminate baseline results (carried over from Q2)*

The baseline report was finalized and submitted to USAID and REB in Q1 of this year. At the close of Q3, feedback was still pending.

*Conduct orientation of L3 partner staff on M&E systems, procedures and forms (carried over from Q2)*

Staff have been trained on various data collection tools and have received the M&E procedures manual for orientation on M&E systems, procedures, and forms.

*Analyze baseline data on P1 to P3 English teacher's language skills (carried over from Q2)*

The baseline data on P1 to P3 English teacher's language skills was analyzed by EDC home office's Senior Research Scientist and a memo on the preliminary analysis was submitted to L3 senior management (Annex 20).

*Produce summary report teacher's language skills (carried over from Q2)*

A draft report on teachers' language skills was presented to REB and L3 by the British Council and DFID; however L3 is yet to write a final report after reanalyzing a subset of teachers tested by the British Council.

### ***Additional Activities***

#### ***Monitoring L3 Community Mobile Libraries***

The M&E team conducted field visits to all the community mobile library sites across the districts of Nyaruguru, Nyamagabe, Ngororero, Bugesera, Ngoma, Kayonza and Gicumbi in order to assess the situations of the libraries and how they were operating on a general level. The following table summarizes these visits. While the mobile libraries project has generally generated excitement and children are eager to visit and read books, community involvement has not been as strong. Peace Corps volunteers and sector officers are devising new strategies to engage communities, build bookshelves and mobilize resources. The below table summarizes the field visit observations.

**Table 17: Summary of books in the L3-CML**

No	District	Sector	No of books			Situation/Challenges
			Kinyarwanda	English	Total	
1	Nyaruguru	Ruramba	122	1064	1186	<ul style="list-style-type: none"> <li>No reading space provided yet for people interested in reading the books</li> <li>Limited number of Kinyarwanda books as compared to English books</li> <li>Books got at the site in October 2012 but the library is not yet functional</li> </ul>
2	Nyamagabe	Kitabi	135	1052	1187	<ul style="list-style-type: none"> <li>Books still in boxes as no shelves have been provided yet</li> <li>Library space has been provided at the sector but books yet to be transferred to the site due to lack of book shelves.</li> <li>Books got at the site in November 2012 but the library is not yet functional</li> </ul>
		Musange	115	1049	1164	<ul style="list-style-type: none"> <li>Volunteer has other commitments as a teacher so the library is most times closed making it hard to be accessed by the community.</li> <li>Books have already been arranged per the different levels by the Peace Corp volunteer</li> </ul>
3	Ngororero	Gatumba	145	1002	1147	<ul style="list-style-type: none"> <li>A book shelve has been provided by the sector.</li> <li>The M&amp;E transported the library books to the sector office from the Peace Corp volunteer's house during the field visit.</li> <li>Library not yet functional but the committee of 7 people has been put in place.</li> <li>Acquiring assistance in the running of the library is still a challenge.</li> <li>Books got at the site in September 2012 but the library is not yet functional</li> </ul>

*Visit to target schools to confirm data*

To follow up on instructional materials in schools, the M&E team inquired about the extent to which they have been used as well as schools' progress through the materials. The following table summarizes the team's findings. The table shows the number of teachers per district who are at which weeks in the program.

**Table 18: Extent to which Audio materials have been used across the 5 districts**

Extent to which Audio materials have been used across the 5 districts											
Grades	Subjects	W1	W2	W3	W4	W5	W6	W7	W8	W9	Total
P1	Kinyarwanda	0	3	5	3	6	8	33	44	39	141
	English	0	0	4	6	5	22	30	43	15	125
	Math	0	0	0	1	4	11	23	50	33	122
P2	Kinyarwanda	0	0	0	2	0	3	2	11	14	32
	English	0	4	8	4	15	20	27	30	16	124
	Math	0	0	1	1	3	16	37	34	26	118
	Total	0	7	18	17	33	80	152	212	143	662
	Over all % Coverage	0	1.1	2.7	2.6	5.0	12.1	23.0	32.0	21.6	100

Additionally, in order to avoid discrepancies in material distribution for term 2, the M&E team confirmed the exact number of P1 to P4 students as well as P1 to P4 Kinyarwanda, English, and math teachers. The table below summarizes these figures.

**Table 19: Numbers of students and teachers at 90 pilot schools**

	<i>Students</i>				<i>Maths Teachers</i>				<i>Kinyarwanda Teachers</i>				<i>English Teachers</i>			
<i>Districts</i>	<i>P1</i>	<i>P2</i>	<i>P3</i>	<i>P4</i>	<i>P1</i>	<i>P2</i>	<i>P3</i>	<i>P4</i>	<i>P1</i>	<i>P2</i>	<i>P3</i>	<i>P4</i>	<i>P1</i>	<i>P2</i>	<i>P3</i>	<i>P4</i>
<i>Bugesera</i>	7,364	4,797	3,251	2,407	39	36	24	20	38	33	26	23	30	35	25	23
<i>Gasabo</i>	4,132	3,043	2,325	1,836	24	17	15	13	25	15	12	15	24	15	14	12
<i>Karongi</i>	4,665	3,547	3,056	2,638	36	32	26	21	37	34	27	21	36	33	25	19
<i>Huye</i>	4,318	3,216	2,725	2,070	27	27	27	23	28	25	23	20	29	27	22	20
<i>Rulindo</i>	3,332	2,788	2,558	2,119	26	26	21	19	27	26	20	18	29	27	23	18
<i>Total</i>	23,811	17,391	13,915	11,070	152	138	113	96	155	133	108	97	148	137	109	92

#### **Activities planned for Q4**

- 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 annual review of L3 Initiative performance
- Train data collectors for P1/P2 impact evaluation data collection
- Collect P1/P2 impact evaluation data

### **COLLABORATION AND LEVERAGED RESOURCES**

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

#### **Progress in Q3**

In this reporting period, L3 continued to seek alliances with private sector partners. MTN, the leading telecommunications company in Rwanda, joined L3's June material distribution activities. MTN initially agreed to distribute L3 materials to 45 schools using MTN staff and vehicles. L3 and MTN are in discussions on how to further collaboration.

#### **Activities planned for Q4**

- Continue to foster public-private partnership established to support initiative goals (video materials, cell phone coverage, publishers, etc.) and seek others

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

Indicator type	Indicator description		Target 2013	Q2	Disaggregation	Frequency	Data source/responsible	Notes
<b>F-Indicator 3.2.1-14:</b> 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	T	41,202				
			F	20,451				
			M	20,751				
<b>F-Indicator 3.2.1-27</b> Proportion of students who, by the end of <b>two</b> 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 <b>three</b> years of L3 support		NA	NA	Gender, L3 Attribution	Twice (2015/6)	Ministry Fluency Assessment in Rwanda Schools	Baseline: 2011 EGRA
<b>Custom-Indicator</b> 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				
<b>Result 1</b>	<b>Improved Equity in Education</b>							
<b>Custom- Indicator</b> Number of learners receiving reading interventions at the primary level (Type: Output)	1.1 Number of P1 to P3 students who listen regularly to Kinyarwanda or English reading interactive audio programs		31,791	NA	Gender	Annual	Listenership records	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

Indicator type	Indicator description		Target 2013	Q2		Disaggregation	Frequency	Data source/responsible	Notes
<b>F-Indicator 3.2.1-31:</b> 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	744	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	484				
				M	260				
<b>F- Indicator 3.2.1-32</b> 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				
<b>Custom Indicator</b> (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
<b>F- Indicator 3.2.1.18</b>  Number of PTAs or similar 'school' governance structures supported (Type: Output)	Number of PTAs or similar 'school' governance structures supported		90	84		Zone	Annual	PTA/PTC log of Initiatives	Tool to be developed
	Number of PTAs or similar 'school' governance structures supported (Type: Output)	Number of PTAs/PTCs that undertake Initiatives- to support increased teacher motivation with USG assistance	90	6		Zone	Annual	PTA/PTC log of Initiatives	Tool to be developed
<b>Result 2</b>									
<b>Improved availability and use of instructional materials and technology</b>									
<b>F-Indicator 3.2.1-33</b> Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	2.1 Number of learning and teaching materials produced and distributed		431,071	58,324		Type	Semi annual	Distribution records for print and audio materials, supporting technologies,	Disaggregated by type of materials and source; Cost share documentation (in case of BBF donations)

Indicator type	Indicator description		Target 2013	Q2	Disaggregation	Frequency	Data source/responsible	Notes
(Type: Output)							etc.	
	2.2 Number of different book/story titles and problem sets authored locally		175	55	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	
<b>Indicator F3.2.1-36</b> 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	90	Region	Annual	Distribution records	
<b>Result 3</b>	<b>Support for English</b>							
<b>Custom Indicator</b> (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
<b>Result 4</b>	<b>Strengthened Ministry capacity to improve the quality of education</b>							
<b>F-Indicator 3.2.1-37:</b> Number of impact evaluations conducted (Type: Output)	4.1 Number of impact evaluations conducted		0	NA	NA		Ministry National Reading assessment program	2014: Small Impact Evaluation. 2016: Nationally representative sample.
	4.2 Number of		0	NA		Annual	Report	Baseline: 2011 National assessment

Indicator type	Indicator description		Target 2013	Q2	Disaggregation	Frequency	Data source/responsible	Notes
	completed reports submitted to MINEDUC on the impact of L3 Initiatives, during grade-specific action research cycles, as well as during nationwide roll out						submitted to Ministry	instruments (LARS, EGRA/EGMA), programs and policies
<b>Result 5</b>		<b>Improved Equity in Education</b>						
<b>Custom Indicator</b> (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

### *Training of teachers in the use of L3 Materials through SBMs and Senior Mentors*

The initial large scale teacher trainings held at district level have been effective in introducing participants to the L3 Initiative and the experimental program. However, it is difficult to address individual schools' and teachers' needs at these large events.

Senior mentors, SBMs and VSO volunteers involved with the 90 experimental schools have now received training on the use of L3 instructional materials and classroom observation tools to ensure that teachers are able to use the new technologies provided to them and collect feedback on the use of these technologies in the schools.

Taking this into consideration, teachers involved in the 90 experimental schools will receive additional trainings directly from the SBMs. These trainings will be based on the needs of the individual schools and the SBMs observations. Trainings on the use of L3 instructional materials will be delivered through a cascade effect, beginning with the training of Senior Mentors and SBMs, who can then devise and implement a training program for their schools tailored to the needs of the individual teachers. Where possible, it is planned to link training on making and using of low/no cost resources from locally available materials with the TTCs in order to strengthen the connection between pre-service and in-service teacher training and the mentoring program.

## 5.0 OPERATIONS AND MANAGEMENT

### **Systems Development:**

L3 exerted great energy in identifying a new Technical Director. The post was re-advertised when the initial candidate's profile didn't meet REB expectations. L3 will present a shortlist of candidates to REB and USAID for their approval.

The Interim Technical Director continues to provide essential technical support and guidance to the instructional development teams and process. She efficiently and successfully continues to monitor the pace and production of the materials while planning the distribution and training activities.

Finally, L3 continued to recruit instructional material developers and support staff to assist with the programs acceleration.

### **Capacity Building and MINEDUC Engagement:**

As mentioned earlier, L3 continued to work with different REB departments in setting up structures and policies including English language tools, School-based Mentoring systems, and a technology policy. Of

note is L3's effort to identify and secure books for TTC institutions. EDC conducted a great deal of research about organizations that provide and ship donated books to projects overseas, and ultimately chose the International Book Bank (IBB) to work with for L3's book donations to the TTCs. IBB appears to be the only organization that provides all new books, and allows organizations to select titles in advance. This enabled L3 to provide a list of titles to KIE, whose director selected the titles that were acceptable to the TTCs. L3 worked with IBB to select appropriate quantities to fill 2 containers of books – both teacher's editions and student readers. The books have been shipped to Rwanda and should arrive in August.

**Sub-monitoring (of partners):**

EDC continued to work with VSO to finalize cost share documentation. Specifically, L3 focused on the October-December, 2012 time period. VSO is considering recruiting additional administrative staff to support the project, within their budget.

EDC has been assisting IEE with regard to reconciling invoices and proper documentation. Several invoices have yet to be submitted. EDC also understands that IEE US office is longer functional and that IEE will register as a local NGO in Rwanda.

**Communications:**

The L3 Initiative continued to get extensive media coverage in the third quarter. Press releases about the first Math Camp, the second round teacher trainings, a community mobile library opening, the MTN partnership for distribution, and the first Senior Mentor training were distributed, resulting in more than 12 print articles (Annex 21) as well as radio and national TV coverage.

**Table 20: Collected print articles covering L3 Initiative**

Article Title	News Source	Date
60 Senior Mentors to support teaching across the country	Igihe	June 28
MTN Rwanda, L3 distribute scholastic materials to schools	Telecompaper	June 18
MTN Rwanda mu gikorwa cyo guteza imbera uburezi	Igihe	June 18
MTN Rwanda and L3 distribute scholastic material to 90 schools	Igihe	June 17
Ruramira gets community mobile library	New Times Education Magazine	May 14
Ruramira community library to officially open	Igihe	May 9

600 teachers trained on research-based practices	Rwanda Focus	May 8
600 teachers trained on research-based practices	Igihe	May 7
700 teachers to benefit from English training programme	New Times	May 3
Rwanda Education Board equips teachers with new math skills	New Times Education Magazine	April 16
Primary teachers learn about math skills for real-life problems	Rwanda Focus	April 12
Teachers learn math skills for real-life problems	Igihe	April 11

As requested by the REB Director General, L3 and REB work together to produce a quarterly newsletter highlighting activities and successes related to L3 and all REB departments. The newsletter, produced by a communications committee of REB staff and L3 communications, is distributed online and in print to all REB department heads, staff, and board of directors, District Education Officers and District Mayors, various ministries, and education development partners.

The first edition of the newsletter was sent electronically in quarter 2, and it had been planned to print and distribute it in quarter 3. Unfortunately, REB procurement faced significant setbacks when contracted print companies failed to live up to standard. After two companies failed to print the newsletter satisfactorily, L3 agreed to print 100 copies of the newsletter.

The second edition of the newsletter has been drafted, shared with REB senior management, and finalized. The articles focus on math and ICT education under the theme of problem-solving as well as the examinations department and Rwanda Writes, the National Story Writing and Poetry Competition. At the end of quarter 3, the communications committee shared the final content with the Director General, who requested to view it in the final design. The final design will be shared with the Director General in the beginning of quarter 4, following which any final edits will be made and the newsletter will be printed and distributed.

#### **Activities planned for Q4**

- Maintain/expand upon merged L3 and RR Website
- Produce articles on L3-supported initiatives for publication in local media outlets
- Complete quarterly success stories
- Distribute quarterly reports to DG, REB and DDGs

## 6.0 ANNEXES