



Literacy, Language and Learning Initiative

FY13 - Q4 Quarterly Report
(July-September, 2013)



L3 Overview

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

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

IR 1: Improved Quality of Teaching

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

IR 2: Improved Availability of Teaching and Learning Materials

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

IR 3: Support for English

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

IR 4: Strengthened Ministry Capacity

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

IR 5: Improved Equity in Education

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

Table of Contents

ACRONYMS 6

INTERMEDIATE RESULT 1: Improved Quality of Teaching 10

- 1. A Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision 10
- 1.B Develop an instructional package keyed to the new standards..... 12
- 1.C Complete School-Based Mentoring Program (SBMP) framework and train mentors..... 13
- 1.D Roll out the SBMP 17
- 1.E Incorporate the Rwanda L3 literacy/numeracy models in Teacher Training Colleges (TTCs) 19
- 1.F Pilot Initiatives to improve teachers’ motivation and working conditions 22

INTERMEDIATE RESULT 2: Improved Availability and Use of Teaching and Learning Materials 24

- 2.A Provide all teachers and students with a comprehensive package of materials 24
- 2.C Support student, teacher and community production of low-cost/no-cost materials 30
- 2.D Promote a culture of reading (Concern)..... 32

INTERMEDIATE RESULT 3: Support for English 34

- 3.A Develop a program to transition teachers (and students) to English as a language of instruction 34
- 3.B Use interactive audio instruction (IAI) to reinforce and extend face-to face ESL training program 35
- 3.C Use the SBMP to reinforce teachers’ English..... 35
- 3.D Revise the existing English curriculum 36

INTERMEDIATE RESULT 4: Strengthen Ministry Capacity 36

- 4.A Strengthen MINEDUC central capacity 36
- 4.B Transform TTCs into centers of excellence for literacy/numeracy..... 38
- 4.C Develop tools and systems for monitoring teacher practices 40
- 4.D Improve tools and systems of assessing students’ reading and math competencies..... 40

INTERMEDIATE RESULT 5: Improved Equity in Education 41

- 5.A Ensure equal access to quality instruction 41
- 5.B Promote positive image of girls and other marginalized groups..... 41
- 5.C Train teachers and parents to address barriers..... 42
- 5.D Provide additional resources to rural, low-income areas 43

5.E Increase awareness of equity issues at key nodes.....	45
MONITORING AND EVALUATION (M&E)	45
General performance monitoring.....	45
COLLABORATION AND LEVERAGED RESOURCES	53
4.0 LESSONS LEARNED	62
5.0 OPERATIONS AND MANAGEMENT	62
6.0 ANNEXES	67

ACRONYMS

BCC	Behavior Change Communication
CBF	Community Based Facilitators
CML Initiative	Community Mobile Library Initiative
Concern	Concern Worldwide
CoP/DCoP	Chief of Party/Deputy Chief of Party
CPMD	Curricular and Pedagogical Materials Development
DG	Director General
DDG	Deputy Director General
DEO	District Education Officers
DFID	Department for International Development
DQA	Data Quality Assessment
EDC	Education Development Center, Inc.
EGRA	Early Grade Reading Assessment
EQS	Education Quality and Standards
ESL	English as a Second Language
FARS	Fluency Assessment in Rwandan Schools
FAWE	Forum for African Women Educationalists
IAI	Interactive Audio Instruction
IBB	International Book Bank
ICT	Information and Communication Technology
IEE	International Education Exchange
KIE	Kigali Institute of Education
L3	Language, Literacy and Learning Initiative
LARS	Learning Achievement in Rwanda Schools
MINEDUC	Ministry of Education
M&E	Monitoring and Evaluation
MEMS	Monitoring and Evaluation Management Service
NAR	Never Again Rwanda
NGO	Non Governmental Organization
P1-6	Primary One to Six
PCV	Peace Corps volunteer
PMP	Performance and Monitoring Plan

PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc
REB	Rwanda Education Board
REPS	Rwandan English Proficiency Standards for teachers
SBM	School-based Mentor
SBMP	School-based Mentoring Program
SEO	Sector Education Officers
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TTC	Teacher Training Colleges
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

Over the past quarter, the Literacy, Language, and Learning (L3) Initiative supported 90 schools in 5 districts in Rwanda as P1 and P2 print and audio materials continued to be developed, professional development support was provided to practicing teachers through the School-based Mentoring Program, preservice support was given by VSO volunteers, and communities were supported through the training of Parent Teacher Committees (PTCs).

L3 mathematics expert Dr. Paul Goldenberg supported the Rwanda Education Board (REB)'s Curricula and Pedagogical Materials Department (CPMD) to complete the recommendations for content objectives and methodology in the national mathematics standards for P1 through P6.

Similarly, L3 mobilized support for the curriculum reform and prepared for the upcoming curriculum conference scheduled to begin in November. Both Paul Goldenberg and Nancy Clark-Chiarelli, who supported the development of national mathematics and reading standards, will return to Rwanda to attend the conference.

To begin the development of P3 and P4 materials, the L3 technical team, in consultation with CPMD focal points, developed the scope and sequence for Kinyarwanda and English. Local primary teachers assisted with the development of the daily distribution and scope and sequence for mathematics. In this reporting period, CPMD approved the draft documents.

To support mentors, L3 developed seven self-directed video modules. In addition, L3 worked with FHI 360, a partner in the SBM Technical Working Group, to conduct an ICT training for Senior Mentors.

To advance the goals of the Rwanda Reads initiative, L3 participated in a book and reading festival and distributed 7 Community Mobile Library (CML) collections, bringing the number of mobile library collections distributed in this quarter to 8. L3 also partnered with Rwanda Library Services to train community librarians on Management and Information Services in Public Libraries.

L3 recruited another VSO volunteer to develop and implement a rollout plan for the expansion of the Writers' Workshop initiative as well as to 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 Workshops, and develop a "budgeted-recovery" plan to support the program.

In this reporting period, L3 partner Never Again Rwanda (NAR) began developing a draft training manual and terms of reference for community literacy volunteers. Volunteer recruitment, training, and the distribution of instructional and facilitation materials are expected to take place in October 2013.

L3 partner Concern Worldwide conducted a PTC training in July in the district of Gasabo, having previously held similar trainings in the four other L3 districts.

L3 materials development teams completed P1 and P2 Term 3 Kinyarwanda, English, and math audio and print materials production. Print materials were printed and distributed to 90 schools in 5 districts in Rwanda. In addition, P3 decodable stories for English and read aloud stories for Kinyarwanda have been written.

L3 received over 100,000 books through the International Book Bank (IBB) to be distributed to Teacher Training Colleges. The books will benefit preservice teachers and their tutors. At the same time, 57 of 90 L3 schools received solar panels.

In the following pages, we will highlight the most salient activities carried out by L3 partners EDC, Concern Worldwide, VSO, IEE, and NAR in close collaboration with REB.

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

- 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)

Progress in Q4

Support review/revision/finalization of national mathematics standards and performance tasks

Over the past quarter, EDC math specialist, Dr. Paul Goldenberg, has worked with Rwanda Education Board (REB) Curricula and Pedagogical Materials Department (CPMD)'s Joseph Rutakamize in order to complete the recommendations for content objectives, examples, and methodology in the national mathematics standards document for P1 through P6 (Annex 1). At the end of Q4, math standards were undergoing final editing to incorporate recommendations made by reviewers that included representatives from REB, the Kigali Institute of Education (KIE), and local teachers.

Develop Term 1 P3 school, classroom and home/community-based instruments for data collection on reading and numeracy skills

The L3 technical team continued to develop simple diagnostic tools that can be used by a teacher, parent, or community member after every 10 lessons to assess what is learned. The tools, included with detailed instructions in the teachers' guides, help to identify struggling learners and provide a sense of student progress toward national standards in a timely manner. Teachers and 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. Tools will also be shared with Never Again Rwanda (NAR), the local NGO subcontracted to implement the community volunteer program, in order to train community volunteers to support teachers in conducting the assessments.

P3 instruments for data collection on reading and numeracy skills were not developed in Q4 as planned because of delays in the validation and approval of scope and sequences for P3 Maths, Kinyarwanda and English. Next quarter, tools for P3 term 1 as well as a community literacy volunteer package will be developed.

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)

This quarter, tools for P1 and P2 term 3 were developed and included in math, Kinyarwanda, and English teachers guides.

Mobilize L3 support for curriculum revision process, as outlined in terms of reference

In July 2013, REB, with support from UNICEF and DFID, launched a comprehensive curriculum review and reform process, with the goal of a skills and competency-based curriculum that is market relevant and reflects best practices on how children learn, and what they should know and be able to do. L3 is supporting the process, which is in line with L3's goals. L3's support will include the provision reading and numeracy standards, which should form the basis for curriculum deliberations.

After some delays, a national curriculum conference is now scheduled to take place in November 2013. EDC's Paul Goldenberg and Nancy Clark-Chiarelli, who supported the development of national math and reading standards, respectively, will be returning to Rwanda to attend. They will advise CPMD focal points in advance of the conference.

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

In May 2011, L3, REB, 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.

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 Q4, final feedback from the 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.

Activities planned for Year 3, Q1

- Finalize national mathematics standards and performance tasks
- Validate summary report on results of study of P3 and P5 students' English and Kinyarwanda reading fluency
- Propose revised standards based on review of report, if necessary
- Develop Term 1, P3 school, classroom and home/community-based instruments for data collection on reading and numeracy skills
- Develop Term 2, P3 school, classroom and home/community-based instruments for data collection on reading and numeracy skills
- Participate in curriculum conference and provide ongoing support for curriculum revision process

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

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

Progress in Q4

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

The L3 technical team, in consultation with CPMD focal points, developed the scope and sequence for Kinyarwanda and English. Local primary teachers assisted with the development of the daily distribution and scope and sequence for mathematics.

For Kinyarwanda and English, strong emphasis was placed on the transfer of skills from P3 to P4 in order to assist children as they transition from English to Kinyarwanda as the medium of instruction. For instance, children will learn print concepts, such as reading from left to right and putting spaces between words, in Kinyarwanda. These concepts will not need to be taught again in English as children have already acquired them. For this reason, P3 and P4 scopes and sequences must be developed together.

CPMD approved the draft documents, and it was agreed that EDC technical assistants would check the scope and sequence and ensure congruence between L1 (Kinyarwanda) and L2 (English). The scope and sequence will be presented to CMPD focal points at the beginning of the next quarter for validation, and production of P3 materials will begin.

Activities planned for Year 3, Q1

- Finalize instructional framework for P3 systematic early literacy, numeracy and ESL instructional materials with CPMD
- Validate scope and sequence for each of the three curricular areas

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

- Produce other video-based self-directed modules to support SBMP
- Train 60 SM in mentoring techniques
- Train SMs on implementing effective SBMP literacy and numeracy teacher training program
- Train SBM on principles of SBM and how to use video modules in school and cluster-based trainings

Progress in Q4

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

REB's School-based Mentoring Program (SBMP), which was launched in 2012 with the support of L3 and other partners, aims to provide P1 to S3 teachers with continuous professional development in English language and pedagogy. Sixty senior mentors oversee and cascade training down to 16 school-based mentors each, who then support teachers at two schools each. School-based mentors support teachers by aiding lesson planning, observing lessons, holding professional development workshops, and having feedback sessions.

To support mentors, L3 is developing self-directed video modules, which will be loaded onto netbooks as part of a multimedia resource pack. The videos demonstrate effective teaching practice in early grade reading and literacy (EGRL), teaching English as a second language (ESL), and instructional leadership at the school level.

At the end of Q4, seven videos (see table 1 below, section A) had been filmed and edited as final drafts. Filming faced some delays this quarter when many of the VSO education volunteers, who had collaborated on video module scripts, finished their service. Additional staff turnover took place at the end of Q3 when the L3 videographer finished his VSO term, and an additional videographer was recruited.

In quarter one of year 3, L3 expects to finish the remaining videos in table 1. L3 also plans to develop videos to assist mentors in supporting P1 and P2 teachers specifically with L3 instructional materials, which will be in use nationwide in 2014 (table 2).

REB will review and validate all videos before their use in the field.

Table 1: Video modules developed/to be developed

A) Early Grade Reading and Literacy Resource Pack

- A1. Skill domains and standards in early grade reading: An Introduction
- A2. Classroom management and organization strategies for early grade reading instruction
- A3. Using the L3 Kinyarwanda materials in your classroom to move towards the reading standards
- A4. Teaching phonemic and phonological awareness and the alphabetic principle
- A5. Strategies for teaching children to decode
- A6. Vocabulary development in the 1st language classroom
- A7. Strategies for practicing fluency and fostering automaticity
- A8. Strengthening comprehension skills: storytelling and reading aloud in the first language classroom
- A9. Strengthening comprehension skills: implementing guided reading in the first language classroom
- A10. Strengthening comprehension: Strategies for supporting students' independent reading
- A11. Creating, using, and maintaining print-rich environment in your classroom
- A12. Early grade writing instruction: Handwriting and Beyond (including personal writing/journal responses)
- A13. Emergent writing: strategies for connecting encoding and decoding
- A14. Pre-writing: Helping students prepare to produce meaningful text
- A15. Guided writing in the early grade classroom

B) Resource Pack for Teaching English as a Second Language

- B1. Early grade reading and writing in the second language classroom: An Introduction
- B2. English: teaching its phonetics and its alphabet (letter names and sounds, including the unfamiliar)
- B3. Using the L3 English materials in your classroom
- B4. Strategies for vocabulary development in the English language classroom
- B5. Practicing decoding in English
- B6. Guided reading in the 2nd language classroom
- B7. Writing development in the 2nd language classroom

Table 2: Videos to support L3 materials rollout

1. Introduction to L3
2. Introduction to Materials (student workbooks, teacher guides, etc.)
3. Using the Phones (sim cards, lessons, etc.)
4. Using the speakers
5. Care for your speakers and phones
6. A model lesson in Kinyarwanda by L3 technical team
7. A model lesson in English by L3 technical team
8. A model lesson in math by L3 technical team

Train 60 SM in mentoring techniques

In the early stage of REB's SBMP, there was a strong need for materials. The International Education Exchange (IEE), sub-contracted by L3, has been developing mentor training manuals and accompanying self-directed videos, which demonstrate the competencies described that need to be observed.

As co-chair of REB's SBM Technical Working Group, L3 integrated the module development process into core activities of the group, ensuring that REB and partners approved of module content. The modules are aligned with the 16 standards for mentor professional competency (Annex 2), developed by the Technical Working Group. The professional standards are categorized into three groups, and three training phases correspond with these groupings.

The phase 1 training took place in Q3 in June. Plans to host the phase 2 training are underway, and it is expected to take place in the first quarter of 2014.

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

In preparation for nationwide rollout of L3 interventions, mentors were identified as being key players for monitoring and supporting program implementation at the school and district levels. At June's phase 1 senior mentor training, L3 organized sessions exploring L3's instructional materials and use of L3 lesson observation forms (Annex 3). This training should prepare mentors to effectively observe lessons and conduct post-observation conferences with teachers using L3's materials. As explained above, L3 also plans to make additional video modules to assist mentors in providing support to teachers using L3's literacy and numeracy materials.

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

School-based mentors were not trained this quarter due to filming delays caused by changeover in video support staff, as mentioned above, as well as procurement decisions regarding the necessary ICT equipment. Ultimately, L3 will provide all senior and school-based mentors, approximately 1,000 in number, with netbooks and projectors to facilitate their work with video modules. In consultation with REB, L3 decided to do an initial procurement of 60 netbooks and projectors, for senior mentors only, to trial the equipment as well as to provide more time for the larger procurement process.



Figure 1 Senior Mentor ICT Training

This quarter, L3 worked with FHI 360 a partner in the SBM Technical Working Group, to conduct an ICT training for Senior Mentors. The 5-day training took place in Nyamata, Bugesera district from August 19-23 and focused on the use of the netbooks and projectors, as well as training on the internet modems provided by FHI360, to facilitate mentor work. Netbooks were loaded with SBMP documents as well as phase 1 training modules, and all ICT equipment was distributed to senior mentors. See Annex 4 for the training manual.

Table 3: Mentors trained in Q4

No	Location	Name of training	Category of Participants			Gender		Total
			SM	SBM	Other	F	M	
1	Nyamata	Senior mentor ICT training	60			21	39	60
	Total							60

According to mentor self-assessment (Annex 5), 80% felt confident following the training, though others, some of whom had very little previous exposure to computers will require additional training.

Table 4: Mentors' self-assessment on ICT confidence

Rating	Number of SM	Percentage
I feel confident	48	80
More knowledge needed	9	15
I do not understand what this is	3	5

Activities planned for Year 3, Q1

- Train SMs on implementing effective SBMP literacy and numeracy teacher training program
- Training SBM on effective use of literacy and numeracy materials
- SBM train teachers country-wide on effective use of literacy and numeracy materials
- Support REB to develop an M&E strategy for SBMP
- Support SBM Technical Working Group
- Provide administrative and logistical support to TDM for recruitment of SBMs and senior mentors
- Develop Phase 2 training module(s) on 1) principles of effective mentoring; 2) and characteristics of effective School-based Mentoring Programs
- Develop self-directed video modules to train School-Based Mentors in effective mentoring and peer-support practices which accompany training modules
- Produce interactive video-based resource packs to support SBMP
- Purchase and distribute netbooks and Pico projectors

1.D Roll out the SBMP

- 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)

Progress in Q4

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

As mentioned in previous reports, there were systemic procedures that led to delays in recruitment of REB senior mentors. This impacted phase 1 training and deployment timings, as well as the bi-weekly senior and school-based mentor meetings. By this reporting time, senior mentors have spent close to four weeks in the field. Despite the short amount of time, bi-weekly meetings, supported by L3 video modules, began in Q4 and will be ongoing.

L3 assisted in developing a senior mentor induction checklist (Annex 6) to guide mentors on establishing working relationships and scheduling meetings with school-based mentors. L3 also distributed phase one training manuals, mentor standards, lesson observation booklets and descriptors, and senior and school-based mentor end-of-term reports to mentors, to support bi-weekly mentor meetings. L3's commitment to supporting these meetings will continue into the next quarter.

Support monthly visit of SM to SBM work sites

The mentor induction checklist was to ensure that senior mentors establish efficient meeting and visiting schedules with the school-based mentors they support. Following deployment, senior mentors require up to two weeks to settle into their posts and meet district officials. In order to visit 32 schools—supported by the 16 school-based mentors they oversee—they need 32 working days, approximately six weeks.

Despite late deployment, L3 supported visits of five senior mentors in five districts to selected schools. L3 demonstrated mentor practice, observed mentor work, and provided feedback. This was to assess senior mentors' relationships with the school-based mentors they oversee. Both senior mentors and school-based mentors reported that senior mentors had already visited worksites. L3 will continue to support these visits in the future.

Conduct regular site visits to L3 schools to monitor program

This quarter, L3 visited 6 Bugesera action research sites as well as the additional 14 Bugesera schools participating in the 90 school pilot program. The school-based mentors at these schools have been trained on L3 instructional materials and necessary support to teachers.

The L3 SBMP manager as well as representatives from the monitoring and evaluation (M&E) and technical teams visited schools to observe and advise as necessary. As expected, mentors were observing classes and conducting post-observation conferences. The L3 team was also pleased to observe that children brought L3's daily home school reader to school and took it home with them.

L3 will continue to conduct regular site visits to offer direct support to teachers and school-based mentors and ensure program implementation.

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

In Q3 in June, SBMs along with district and sector education officers, head teachers, and JADF officers from L3's pilot districts were oriented on L3 and the instructional materials. Representatives from L3's English, Kinyarwanda, and math teams demonstrated model lessons, and participants practiced using L3 audio and non-audio lesson observation forms.

As was observed at this quarter's site visits, mentors have been active in conducting lesson observation exercises. L3 is expecting to receive lesson observation forms from mentors which will be very informative in materials development.

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

As mentioned in 1.C, L3 faced delays in both filming video modules as well as procuring the IT equipment needed for their use. Filming will continue into early 2014, and, following REB approval, videos will be used in the field. REB is offering the necessary support, including the appearance of REB officials in interviews and voice-overs, to complete the videos as soon possible.

Organize quarterly “made and take” sessions

While SBMs did not hold any "make and take" sessions with teachers this quarter, a training guide has been completed and trainings are planned in the first quarter of 2014. The make and take training will be aimed at training teachers on making locally available, no-cost, concrete, pictorial, and diagrammatical materials to enable learners experience learning in a practical way.

Additional activities

Collaboration between VSO volunteers and mentors

The VSO teaching methodology advisor in Gatsibo district has joined together with six neighboring school-based mentors to train teachers on learner-centered methodology and instructional media in Ngarama, Kageyo, and Gatsibo sectors. The group has also discussed forming English clubs in schools and other efforts to promote English. The VSO volunteer and mentors plan monthly meetings to explore ways to work together to support teachers.

Activities planned for Year 3, Q1

- Monitor SBMP (bi-weekly meetings of SBMs with SMs, monthly visits of SM to SBM work sites)

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

- 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)

Progress in Q4

Organize Math Camps in TTCs for student teachers

In Q3 in June, Teacher Training College (TTC) principals and Kigali Institute of Education (KIE) officials developed a workplan for 2014 (Annex 7). The workplans, which aim to support "TTCs to become centers of excellence for early grade numeracy and literacy," have been approved by the head of primary education at KIE. L3 VSO volunteers will work together with TTC staff to implement this workplan, which includes Math Camps and other activities.

In Q4, the L3 VSO volunteer completed her service at TTC Bicumbi in July, so that there were no L3 VSO volunteers placed at TTCs. This made it impossible for L3 to hold Math Camps there. However, two new volunteers have just arrived to be placed at TTC Mbuga and TTC Muramba, and L3, VSO, and KIE are working to identify and recruit volunteers for the remaining eleven TTCs. By January 2014, each TTC will be supported by an L3 VSO volunteer. As they are placed, non-L3 VSO volunteers who are based at TTCs may also organize and facilitate Math Camps.

In the future, Math Camps participants will not be limited to TTC students and tutors, but will be available to District Education Officers (DEOs), Sector Education Officers (SEOs), senior mentors, school-based mentors, and primary teachers. By the end of September 2014, all TTC students should benefit from a Math Camp.

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

The pilot Math Camp, which took place in April 2013, received media coverage through a press release, which resulted in three print articles and a USAID success story about the pilot camp, and is currently featured on the L3, USAID Rwanda, and USAID websites. In addition, an article about the Math Camps appeared in the September edition of REB's quarterly newsletter, which is distributed to DEOs and other education officials. As L3 VSO volunteers arrive at TTCs and plans to host Math Camps move forward, there will be additional opportunities for publicity.

Develop and oversee the launch of a rollout plan for the Math Camps

Once L3 VSO volunteers are placed in each TTC, a roll-out of Math Camps will begin in the TTCs and extend to the teachers and head teachers of local schools. In the L3 workplan, the rollout will begin in May 2014 and end in October 2014.

Organize Writers' Workshops in TTCs for student teachers

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

As explained above, there is a 2014 workplan for the TTCs which includes organizing Writers' Workshops for students, tutors, DEOS, SEOs, senior mentors, school-based mentors, and primary teachers. All TTC students will attend a Writers' Workshop by the end of May 2014.

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

As mentioned, the first Writers' Workshops will take place in January 2014, following which the best products will be published and distributed. A VSO volunteer to support these processes has been recruited, as mentioned below.

Participate in and support Rwanda Reads Taskforce activities

In this reporting period, L3 participated in a book and reading festival organized through the Rwanda Reads subcommittee More and Better Libraries from September 18-27th. During this week, L3 distributed 7 Community Mobile Library (CML) collections (as described in section 2.B). On September 18th, L3 partnered with Rwanda Library Services to train community librarians on Management and Information Services in Public Libraries. One community member from each of L3's CMLs, as well as prospective CML sites, was invited to attend. Twenty-one from L3 CMLs participated, along with additional community librarians identified by Rwanda Library Services. The training provided essential information on how to engage communities in the library as well as how to manage the resource properly.

Additionally, L3 participated in the launch of a community library in Nymasheke district. The district already had a library in place, sponsored by the Ministry of Sport and Culture, though most of the titles were in French. A CML collection, containing Kinyarwanda and English books, was added.

Distribute P1 and P2 instructional materials to all 13 TTCs. (carried over from Q3)

In the planning meeting organized with KIE for TTCs in June, it was agreed that all TTCs will be trained on L3 materials followed the distribution of the P1 and P2 instructional materials. These materials will be distributed to the TTCs as soon as the L3 VSO volunteers are recruited and placed. The two volunteers who just arrived at TTC Mbuga and TTC Muramba were provided electronic copies of the L3 materials so that they are familiar with materials prior to the distribution.

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

A VSO volunteer for the Writers' Workshop has been recruited and will begin work in January 2014. The volunteer has been given a Scope of Work, understands the roles, and enthusiastic to start the work.

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

Activities planned for Year 3, Q1

- VSO to send CVs to EDC
- Recruit an L3 VSO volunteer for each TTC
- Organize the orientation of the L3 volunteers

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

- 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

Progress in Q4

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

In May 2013, L3 subcontracted Never Again Rwanda (NAR), a local NGO, to implement L3s community volunteer program, initially as a pilot at 12 sites in Bugesera district. NAR began its activities by reviewing the community literacy/numeracy volunteer program plan and developed a workplan. EDC approved the workplan, which includes project start up, training, and reporting activities.

In Q4, NAR began developing a draft training manual and terms of reference for community literacy volunteers, and at the close of the quarter, NAR with support from the L3 technical team was nearly finished with chapters in the manual relating technical aspects of the program. Volunteer recruitment, training, and distributing instructional and facilitation materials are expected to take place in October 2013.

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

As detailed in earlier reports, L3 had initially sought a partnership with FAWE Rwanda to distribute small grants. However, after a long negotiation, FAWE insisted on being compensated for resources spent in the partnership. Because it was determined that resources needed to operate the small grants could potentially be the same amount as the grants distributed, this project was eliminated. In its place, L3 will provide grants to support Teacher Training in Effective Literacy and Numeracy Instructional Practices. These will be available to school-based mentors for teacher-training purposes.

Finalize the development of the training manual on teacher motivation (carried over from Q3)

Rather than having separate training manuals for teacher motivation, community support to literacy, equity, and Parent Teacher Committee (PTC) roles and responsibilities, Concern has combined them into one comprehensive manual. This quarter, the manual underwent further revision. Previously, it was intended that the manual would be used by Concern staff for training PTC members directly. However, it is planned that Concern will train community based facilitators (CBFs) to deliver the training for PTC

members. Given this, the module needed to be simpler, more practical, and step-by-step. Additionally, the number of training days was reduced, so key messages were made to be more refined and concise.

Concern's home office education advisor reviewed and approved the materials, which were then translated into Kinyarwanda. Currently, CBFs are piloting the materials. Based on initial feedback, the modules will be further revised to ensure instructions are clear and easy to implement.

Share the teacher motivation manual with partners for feedback (carried over from Q3)

Concern has asked VSO for assistance in piloting the PTC training manuals with CBFs and PTC members. VSO volunteers are experienced in facilitation skills as well as in the classroom, making them ideal supporters for this project. VSO will also share manuals of a similar nature to see complementing areas or gaps in the Concern manual.

The L3 partner, NAR, has also been invited to assist in field testing the manuals. DEOs and SEOs will also be involved in the pilot phase. Once the module has been pre-tested, it will be shared with all L3 partners for comment.

Submit teacher motivation manual to REB textbook approval committee (carried over from Q3)

Following the pilot of the materials and internal feedback, the PTC training manual will be shared with REB for approval. Because the materials will not be used in classrooms, they do not require REB's Textbook Approval Committee (TAC) approval. Instead, the DDG of Education Quality and Standards (EQS) will present them to REB senior management.

Reward PTCs with best initiatives in supporting teacher motivation, community support to literacy and equity in education

Concern plans to host experiential sharing workshops for PTCs in the pilot program early in the next quarter. At the workshops, PTC members share progress following their initial training as well as challenges and strategies. Exceptional PTCs will be identified, visited for verification, and then the best two will be rewarded.

Additional Activities

Conduct training for PTC members

Having trained PTCs in four districts in Q3, Concern trained PTC in the remaining fifth district (Gasabo) in July. (See table 5 below.) Following the trainings, PTC members who received training would cascade and train the other members of their PTC. Follow-up visits this quarter revealed that PTCs needed more time for this training as well as completing action plans. Concern will devise ways to support PTCs during this process. Partners with staff in PTC communities will be instrumental in this follow-up.

Table 5: PTC members trained

PTC Trained Summary Table									
No	District	Name of training	Category of Participants				Total	Gender	
			Teachers	Head-teachers	Parents	Others		F	M
1	Gasabo	PTC Training		12	13	11	36	7	29

**Others include DEOs, SEOs and school founding body representatives*

Activities planned for Year 3, Q1

- Pre-test the one manual composed of: PTC roles and responsibilities, teacher motivation, community support to literacy and equity in education
- Train 10 Community Based Facilitators
- Train 90 PTC members from 45 Schools
- Organize a Peer review of the PTC manual
- Print the PTC Manual
- Reward 2 PTCs with outstanding performance in implementing aspects of PTC roles and responsibilities, teacher motivation, community support to literacy
- Train community literacy volunteers
- Test training program and materials (including training modules) in pilot districts

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

- 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

Progress in Q4

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

In this reporting period, P1 and P2 Term 3 Kinyarwanda, English, and math audio and print materials were produced and delivered to the 90 pilot schools in 5 districts in Rwanda. The instructional materials package includes print materials—teacher read aloud stories, teacher guides containing scripted lessons, and student daily - home school readers—and Interactive Audio Lessons (IAI lessons). Reports from the 90 experimental schools show that teachers and students are enthusiastic about the instructional materials package. Parents of P1 and P2 students have also shown increased interest in supporting their children especially in using the daily - home school readers.

In addition, math materials production was supported by EDC math specialist Paul Goldenberg. He advised the L3 technical team as well as CPMD staff about children developing an understanding of multiplications as repeated addition and vice versa and how this can be presented in an audio lesson.

Commence Term 1, P3 materials (IAI programs, teacher’s manual, read-aloud stories, decodable texts, audio stories, primers, etc.)

Development of P3 Term 1 audio scripts has not fully commenced. However, in this reporting period, some decodable stories for English and read aloud stories for Kinyarwanda have been written. Development of audio scripts, scripted lessons plans, and other materials will be accelerated in the next quarter. Delays were experienced due to delayed validation and approval of scope and sequences for P3 and P4. Additionally, the majority of materials development time this quarter was given to editing materials ahead of the 2014 nationwide rollout of P1 and P2 materials and the presentation of materials to TAC in October 2013 (see below).

The following tables show the number of Maths and Kinyarwanda audio and print materials developed in this quarter.

Table 6: Kinyarwanda materials produced

Kinyarwanda	Number
Audio scripts written	52
Audio scripts recorded	52
Audio scripts field tested	52
Decodable texts written	16
Decodable texts desktop published	16
Read alouds written	16
Read alouds desktop published	16
Number of scripted lesson plans written	112
Number of Primer pages written	120

Table 7: Math materials

Mathematics	Number
Master plans written	8
Audio scripts written	32
Audio scripts recorded	32
Audio scripts field tested	32
Scripted lesson plans completed	96

Monitor program implementation (ongoing)

The L3 M&E and instructional materials development teams continued to monitor program implementation in the 90 pilot schools. In this quarter, the teams visited classrooms and carried out classroom observations and teacher and student interviews as part of ongoing program implementation monitoring. One member of the instructional materials development team has been attached to the M&E team as a full time member of both teams. This will increase sharing of information between the teams on day-to-day program implementation and monitoring.

Adjust program inputs, based on data from implementation monitoring

The L3 instructional materials development team adjusted programs and materials based on inputs and data from implementation monitoring, specifically feedback on technical aspects of print and audio materials. The data has informed program changes ahead of Text Approval Committee (TAC) and the nationwide rollout. Moreover, the monitoring data and inputs has been critical in the design and development of P3 and P4 instructional materials.

Print and/or reproduce Term 3, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials

In this reporting period, all Term 3 P1 and P2 materials were printed. L3 recruited interns to load the audio content onto SD cards. See Annex 8 for details.

Distribute Term 3, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials to target schools

In September, Term 3 print and audio materials were distributed to L3's 90 pilot schools. See the table below for details on the number of materials distributed.

Table 8: L3 instructional materials distribution

District	Student Daily Reader Books				Teacher Guides						Read Aloud	
	P1 Kinya	P1 English	P2 Kinya	P2 English	Kinyarwanda		English		Math		P1	P2
Huye	4,255	4,269	3,255	3,255	28	25	28	27	27	27	28	25
Bugesera	6,641	6,798	4,804	4,796	38	32	30	34	39	36	37	33
Gasabo	4,117	4,117	2,972	2,974	21	17	22	21	21	18	21	15
Rulindo	3,264	3,254	2,712	2,736	26	25	26	24	27	26	26	25
Karongi	4,408	4,679	3,366	3,536	37	28	25	33	26	32	37	33
Total	22,685	23,117	17,109	17,297	150	127	131	139	140	139	149	131

Additional Activities

Prepare for the Textbook Approval Committee (TAC) presentation

The instructional materials development team spent a large part of this quarter preparing L3 P1 and P2 print and audio instructional materials for presentation to TAC committee, which reviews and validates all educational materials before they are used in classrooms. L3 materials will be presented to the TAC at the beginning of October.

In preparation, L3 held a pre-approval material review retreat in Muhanga district, southern province, in August. Representatives from the L3 instructional materials team, REB CPMD, teachers from L3 pilot schools, and subject specialists reviewed the instructional materials package. Data inputs from the pilot as well as feedback from subject specialists informed the final editing process. In mid October, the L3 technical team will make the suggested revisions prior to mass printing and audio materials duplication.

Prepare for Rwanda Writes, the National Story Writing and Poetry Competition

L3 is supporting Rwanda Writes in partnership with REB and the publishing company, Drakkar. The competition aims to encourage the culture of reading and writing as well as produce and increase access to interesting and locally relevant children's stories. Primary students, secondary students, and adults are eligible to enter by writing English and Kinyarwanda stories and poems with primary students as the intended audience. Winners receive prizes as well as a trip to Kigali for an awards ceremony and a writer's symposium, during which winners will work with professional editors and illustrators to perfect their poems and stories. Finally, the polished poems and stories are published into two volumes and distributed to primary schools across the country.

In Q4, significant progress was made. An official technical working group, which meets weekly, and steering committee, chaired by the REB DG, were established. Procedures for submissions and details of key actors roles and responsibilities were discussed and decided. Detailed plans and budgets for communications and trainings were developed, and accompanying materials were drafted. A final timeline was approved by the DDG of EQS, who serves as the co-chair of the technical working group. Training of REB inspectors and senior mentors, who will follow-up on the competition at the district level, is scheduled for Q1 in year 3. The official launch of the competition is planned for January 2014.

In the coming quarter, developed materials and procedures will be presented for validation to the steering committee.

Activities planned for Year 3, Q1

- Do audience research for P3 print and audio materials development
- Purchase and distribute cell phones, Pico projectors and other equipment
- Print and distribute P1 and P2 teacher's manuals, read-aloud books, audio materials
- Print and distribute Term 1 P1 and P2 decodable texts
- Train senior mentors and REB inspectors on Rwanda Writes
- Finalize and distribute Rwanda Writes communications and submission materials

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

- 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

Progress in Q4

Develop and implement cell phone-based text literacy/numeracy program for pilot schools in low-income areas

As described above, this quarter L3 distributed term 3 P1 and P2 instructional materials, including Interactive Audio Instruction lessons (IAI lessons). Simple Nokia cell phones and portable speakers are used to play the lessons in classrooms. Schools without electricity were given solar panels to ensure that they can charge this equipment. Of the 90 L3 pilot schools, 57 received solar panels.

IAI lessons ensure that all children in all locations are receiving the same quality instruction.



Figure 2 Solar panels distributed to schools

Purchase additional reading materials

In 2012, L3 began purchasing and distributing books for the Community Mobile Library (CML) Initiative, which aims to improve the culture of reading as well as literacy skills by putting books into the hands of students, parents, and the community.

Last year, L3 purchased 74,413 books from international publishers and 5,230 from local and regional publishers for the planned 85 libraries. Though the Kinyarwanda titles were sufficient for only 20 libraries, L3 decided to wait for regional publishers to produce more books. Collections initially contained less than 10% Kinyarwanda books.

In July 2013, L3 identified about 210 new Kinyarwanda titles from REB's approved list of supplementary materials for 2012-2014. The procurement process for 15,280 books, including the new Kinyarwanda titles, has been underway since August. Delivery from local suppliers is expected in October.

Pilot initiative in Peace Corps and VSO sites

Since April 2012, Peace Corps volunteers (PCVs) have been working with L3 to implement the CML Initiative. Placed in communities, they work with leadership and local structures to establish libraries and community volunteer committees to manage them.

In 2012 and 2013, PCVs piloted nine libraries. In May 2013, L3 held a meeting with civil society organizations to identify others interested in supporting the implementation of the project. VSO volunteers were among those who signed up.

In Q4, rollout has continued. L3 conducted site visits for those who expressed interest in the project to assess the level of preparedness in communities for receiving a library collection prior to book distribution. Following this, L3 distributed six library collections to Peace Corps sites (Mibirizi, Kibangu, Muramba, Ruhunda, Rukomo and Rwempashya) and two to VSO sites (Tare, Kanjongo). This brings the total to 17 CMLs distributed to 12 districts in Rwanda.

In Tare sector, World Vision built a multi-purpose hall for the community which hosts the library, among other things. Thirty community members were recruited to the library management committee, though the VSO volunteer and the school-based mentors are currently managing the library as the committee gains capacity to do so. Community volunteers will provide English literacy and general reading lessons to children and the community. Following inventory, the library will be officially open to the public in October 2013.



Figure 3: Head Teachers and mentors counting books



Figure 4: EDC staff handing over books to VSO volunteers

Collect and analyze pilot data

L3 has established a system for data collection as each site, though the process is still being institutionalized. Partners at each site are to gather quantifiable data and send reports to the L3 Equity and Parent Partnership Task Leader for analysis. At this time, CMLs usage is lower than expected, though partners are continuing to reach out to communities to promote library usage.

Young people, especially students, have been the first library clients. L3 has noted the increased demand for additional Kinyarwanda titles from the few adults who have visited the libraries. L3 and partners are working together to attract more users to the libraries.

Activities planned for Year 3, Q1

- Validate procedures for managing mobile libraries
- Purchase second tranche of Kinyarwanda reading materials
- Collect and analyze data on implementation of mobile libraries
- Orientation of additional CSOs on mobile library management
- Distribute literacy materials to TTCs from International Book Bank

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

Progress in Q4

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

While official L3 VSO volunteers are just now arriving at TTCs, VSO volunteers have been working as methodology resource advisors in TTCs as well as teaching methodology advisors and education leadership advisors in districts. These volunteers have built strong relationships with mentors, who are welcome at any VSO-led trainings.

VSO Education Advisors in TTCs have trained tutors in the Foundations of Education Teacher Resource Center course. Students and tutors have participated actively, and many will be able to teach others. Year 1 students made beautiful and useful charts as part of this training.

A VSO volunteer held a training in Rusizi District on making charts from rice sacks. Head teachers from 17 schools in 3 sectors as well as five school-based mentors participated in the training.

Table 9: Numbers of participants in the training of making charts and using rice sacks, in Rusizi district

Location	Name of Training: making of charts and using rice sacks in Rusizi district	Total	Gender	
			M	F
Rusizi District	Mururu Sector (Head teachers)	7	3	4
	Nyakarenzo Sector (Head teachers)	4	2	2
	Nkungu Sector (Head teachers)	6	4	2
	School Based Mentors from above sectors	5	0	5
TOTAL		22	9	13

As a result of the recent training to use locally available materials, schools are making use of the new knowledge as evidenced by head teachers' initiatives to use rice sacks to display the school timetable and management hierarchy. Nyakarenzo Groupe Scholaire has already displayed them, and other head teachers have expressed their commitments. School-based mentors are also committed to supporting the practice.



Figure 5: Headteachers and mentors in a training session



Figure 6: Headteachers and mentors in a training session

Organize regular “make and take sessions” for SBMs

As mentioned in 1D, make and take sessions did not take place in this quarter. With the training guide and an additional video ready, make and take sessions will be conducted in the coming quarter.

Organize regular “make and take” sessions for teachers in field schools

It is expected that make and take training for school-based mentors will precede training for teachers. School-based mentors will be helpful in organizing trainings for their teachers at their respective schools, which L3 will support.

Activities planned for FY3 Q1

- Produce video-module on how to make and use low-cost/no-cost materials developed and available for use by SBMs and SMs
- Organize regular "make and take" sessions for SBMs
- Organize regular "make and take" sessions for teachers in field schools

2.D Promote a culture of reading (Concern)

- 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
- Document community involvement activities to capture key steps for roll out countrywide
- Launch TTC outreach program

Progress in Q4

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

Concern's Behavior Change Communication (BCC) materials were submitted to REB and are awaiting approval before printing and distribution. For this reason, key messaging has not yet been rolled out. The approval process, which consists of the DDG of EQS presenting the materials to the DG, is expected to be completed in early October. Procurement for printing services has already begun, allowing for materials to be ready for dissemination at the end of November.

Launch local campaign to promote reading, built on key messages

As BCC materials have not yet been approved, a campaign built upon those messages to promote reading could not take place. However, the trainings of PTCs at the 90 pilot schools have addressed the promotion of a culture of reading. Many schools have established a system for children and parents to borrow school library books, which is a positive development.

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

As mentioned in section 1.F, PTC members who underwent training in Q3 and Q4 will participate in experience sharing meetings in the next quarter. At these meetings, exceptional community activities are being identified for assessment and documentation. During rollout, these activities will be shared with other PTC members.

Among the key activities to be documented are reading competitions organized by PTCs at the school level. In the past year, all 6 original pilot schools in Bugesera have hosted competitions. Concern will advise schools to include more children in these competitions and to avoid offering costly prizes, instead favoring more competitions.

Additionally, the pilot schools have also started savings and loan associations bringing together teachers and parents. Other schools are constructing girls' facilities to allow girls to continue coming to school. Concern staff will follow up with PTCs to identify, document, and share other notable efforts.

Launch TTC outreach program

L3 aims to transform TTCs into centers of excellence for literacy and numeracy. This quarter, L3 received over 100,000 books through the International Book Bank (IBB) for libraries at TTCs. In the coming months, L3 is expecting another two shipments of recreational reading materials which TTCs will use to host book fairs to benefit the surrounding community. Parents and community members can use the books as a resource to improve English and promote reading. L3 VSO volunteers will discuss ways to use the books with communities, beginning the TTC outreach program.



Figure 7: TTC books in a warehouse



Figure 8: TTC books count and inventory

Activities planned for FY3 Q1

- Validate key messaging to promote positive attitudes and behavior
- Print the BCC Materials
- Disseminate the printed BCC materials
- Provide assistance to community literacy support initiatives and actions for improved culture of reading
- Document community involvement activities to capture key steps for roll out countrywide

INTERMEDIATE RESULT 3: Support for English

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

The activities in this section were carried out in conjunction with activities in 2A. above.

Progress in Q4

As explained in section 2.A, P1 and P2 term 3 materials were produced and distributed to L3's 90 pilot schools. Production of P3 term 1 materials was delayed due to deliberation over scope and sequences as well as preparation for presenting P1 and P2 materials to TAC ahead of nationwide rollout.

The following are the number s of P1 and P2 Term 3 English materials developed in Q4.

Table 10 English materials produced

English	Number
Audio scripts written	64
Audio scripts recorded	64
Audio scripts field tested	64
Decodable texts written	16
Decodable texts desktop published	16
Read alouds written	0
Read alouds desktop published	0
Scripted lessons written	112

Activities planned for Year 3, Q1

Activities concurrent with 2.A above

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

- No activities planned

Progress in Q4

Interactive audio instruction programs have continued to reinforce and extend ESL training and model fluent English language speakers for teachers in L3's 90 pilot schools. Teachers report that the English audio teacher models good ESL teaching practices as well ESL coaching to the teachers, many of whom have weak English skills. Teachers say they have especially benefited in the area of English phonics, phonemic awareness, and vocabulary as well as correct English pronunciation.

Activities planned for Year 3, Q1

Activities concurrent with 2.A above.

3.C Use the SBMP to reinforce teachers' English

- 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

Progress in Q4

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

With the recent deployment of senior mentors across the country, the SBMP has been reinvigorated. In recent months, mentors have undergone intensive training and procedures have been finalized. This time period has not been suitable for SBM activities in English due to the priority in trainings.

L3 has been actively involved in training sessions, and L3's SBMP manager and English language diagnostic tools advisor have developed strong relationships with the new senior mentors. Relationships were further strengthened through field visits to mentors sites for input into the program.

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

Over the past year, L3 has developed the Rwandan English Proficiency Standards for teachers (REPS) with accompanying self-assessment and diagnostic tools. The self-assessment tool is a series of "can do" statements which encourage the learner to analyze their English proficiency. The diagnostic tool will be administered by SBMs to determine teachers' working level to inform training schedules for individual or groups of teachers. This system has been approved by REB's English language assessment technical working group.

In Q4, L3 began a 5-week period, to finish in October, of extensive field testing of REPS and the assessment tools in Nyamasheke, Nyagatare, Kigali, Rulindo, and Huye. Prior to full-scale deployment in January, the field testing aimed to check the validity and practicality of the system. Additionally, the field testing allowed for L3 to train select senior mentors as "regional advisors" on the tools. A full report of

the results will be completed in October 2013, following which the tools will need REB approval before use by SBMs in January.

Activities planned for Y3, Q1

- Organize regular SBM activities, facilitated in English with English support materials
- Support continued work of the Technical Working Group on English Language Assessment
- Identify additional ESL audio and/or video materials for uploading to L3 audio and video players
- Upload MP3 versions of interactive English audio programs, additional read aloud sessions (in English), as well as British Council produced/ supported ESL programs

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 Q4

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

As explained in section 1.A, REB has launched a comprehensive curriculum reform effort, which includes the English curriculum. EDC home office literacy specialist, Nancy Clark-Chiarelli, will attend the conference in November to present the reading standards she developed.

Activities planned for Year 3, Q1

No activities planned next quarter

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 Q4

Implement technical projects to strengthen MINEDUC capacity

As L3 works closely in partnership with REB, all technical projects and activities are designed to build REB capacity. L3 support to curriculum reform, instructional materials development, expansion of the SBMP, and launching of the national writing competition are all done in collaboration with REB.

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

As mentioned, support for curriculum reform and development, the development of systematic English language support for teachers, as well as the shaping of early grades reading agenda have been the focus of L3 this quarter.

Participate in Continuous Professional Development Task Force

The Continuous Professional Development Task Force, composed of REB and partners, is the steering body determining SBMP strategies. USAID and the REB DG co-chair. This quarter, L3 presented all documents and tools to the task force and REB senior management for validation. Approved materials were used in phase 1 and ICT mentor training.

Co-chair SBM technical working group

L3 continued to co-chair the SBM technical working group, under the continuous development task force. Following the departure of L3 technical director Norma Evans, L3 chief of party and SBM manager took up co-chair duties. Key tasks this quarter were preparing for the ICT senior mentor trainings and finalizing the ICT policy and guidelines (Annex 9).

Participate in Rwanda Reads Task Force and Technical Committee

As mentioned in section 1.E, this quarter L3 supported Rwanda Reads through participating in library week, organized by a Rwanda Reads subcommittee. Following the transition of the USAID Education Officer in August, technical committee and task force activities have been on pause.

Activities planned for Year 3, Q1

- 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

- 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)

Progress in Q4

Initiative activities to develop a culture of reading in two TTCs

As explained in section 1.E, L3 recruited two VSO volunteers to be placed at TTCs. Additionally, the books from the International Book Bank will be a great resource for promoting a culture of reading at the TTCs. The books have already been sorted and are waiting for TTCs to collect them.

Organize school outreach program in schools in TTC catchment area (see 2.D above) to reinforce effective reading and mathematics instructional practices

As explained, L3 VSO volunteers are soon arriving at their TTCs. Once settled, they will begin implementing activities, including Writers' Workshops and Math Camps for TTCs and neighboring schools. They will also facilitate training on L3 literacy and numeracy materials.

This quarter, VSO volunteers working as methodology resource advisors and teaching methodology advisors have supported teachers in effective reading and math instructional practices. In TTC Save and the surrounding area, the VSO volunteer has supported teachers and head teachers in making resources to support English and math teaching. More advanced teachers are preparing a workshop to support their colleagues in making these materials, using bottle tops, rice sacks, and other locally available materials.

The material development workshops will take place in November and will be open for English and math teachers from neighboring schools. Teachers planning the workshops are proud to be training their colleagues. "I am a trainer now," said one teacher.



Figure 9: Teachers from Musha Sector, Gisagara District making math resources

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

Once the L3 volunteers arrive, they will prepare to host instructional materials making workshops, as planned for April and May 2014. Additional VSO volunteers who are at TTCs are currently supporting this initiative.

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

As part of the workplan for the 2014 school year, L3 volunteers will organize Writers' Workshops and Math Camps not only at TTCs, but also at primary schools in the area. Tutors, TTC students, DEOs, senior and school-based mentors, and primary teachers will benefit.

Launch Reading Awareness Campaign (see 2.D above)

Once the L3 volunteers are in TTCs, plans for this campaign will move forward. As mentioned, the expected shipments from the International Book Bank will allow TTCs to host book fairs for the surrounding communities.

Activities planned for Year 3, Q1

- Initiate activities to develop a culture of reading in two TTCs

4.C Develop tools and systems for monitoring teacher practices

Progress in Q4

No activities were planned this quarter.

Activities planned for Year 3, Q1

None

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

- Mobilize technical resources required to implement plan (ongoing)

Progress in Q4

Mobilize technical resources required to implement plan (ongoing)

In Q4, the L3 project continued to mobilize technical resources required to support the ministry, partner, and project's ability to use innovative systems to assess students' reading and mathematics competencies. The L3 M&E team recruited senior personnel from REB and partner organizations, as well as graduate students to participate in a week-long training on innovative use of technology for assessment.

The training, led by L3 M&E manager and EDC home office M&E specialist, focused on using tablets with an online survey software system—e-Assessment—for student assessment. The training aimed to ensure participants understood the assessment instruments as well as the hardware and software and were able to mark sub-tests consistently with other administrators and practice administering the test.

By the end of the training, participants were able to navigate the software and hardware, make and record consistent and accurate judgments on sub-test skills, and interact consistently, fairly, and positively with test subjects.

All participants demonstrated proficiency and successfully engaged in reliable data collection following the training. Data collection began the last week of Q4 and is expected to finish in early October 2013. Through the use of the innovative technology, L3 had successfully captured cleaned data that will be ready for analysis early in Q1 of Year 3.

Activities planned for Year 3, Q1

No activities planned

INTERMEDIATE RESULT 5: Improved Equity in Education

5.A Ensure equal access to quality instruction

- No planned activities for this quarter

Progress in Q4

No activities were planned this quarter.

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

Progress in Q4

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

As described in sections 1.F and 2.D, Concern has developed a manual for training PTCs on equity issues as well as BCC materials to promote equity in communities. These are undergoing finalization and approval.

As a result of initial training sessions with PTCs, Concern has seen initiatives to support girls. During a field visit in September 2013, Concern visited two schools which were constructing or had finished constructing girls' sanitary rooms. Both schools were distributing sanitary materials to girls, who may miss school because of the lack sanitary materials.

Activities planned for Year 3, Q1

- Train senior and school-based mentors, community based facilitators, and PTCs in L3 sites on BCC messages 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 Q4

Implement module on inclusion for TTC, using L3 materials

The L3 VSO volunteers to be placed at TTCs will develop a module on inclusion containing 8-10 lessons. While TTC tutors have been trained on general information about children with special learning needs, they need training on strategies to use in class with such children. Once the module is developed, VSO volunteers will deliver the training to tutors.

In this quarter, VSO volunteers in TTCs continued to deliver an existing module on inclusion at TTCs.

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

As explained in section 1.A, L3 has continued developing English, Kinyarwanda, and math diagnostic tools and remediation activities for use after every 10 lessons. The tools assist teachers, parents, and community members in identifying struggling learners for remediation. Never Again Rwanda will train community volunteers to support this process.

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 explained above, Never Again Rwanda, the local NGO subcontracted by L3, will be implementing the community volunteer program. Volunteers, trained by NAR, will support teachers in administering diagnostic tools and remediation activities to reach and support struggling students.

Additional activities

Supporting special educational needs and inclusion in the district

VSO volunteers at the district level continued supporting special educational needs and inclusion this quarter. Trainings aimed to promote inclusive education for children with special needs and to provide a range of participatory learning activities for head teachers, teachers, and student teachers.

In Rusizi district, Mururu, Nyakarenzo, and Nkungu sectors benefited from a training in August. School-based mentors supported the training, which benefited 17 schools.

Table 11: Participants for Introduction to Special Educational Needs and Inclusion Training, Rusizi District

	SECTOR:	NO. OF SCHOOLS:	MALE:	FEMALE	TOTAL
1.	Mururu	7	11	16	27
2.	Nyakarenzo	4	9	7	16
3.	Nkungu	6	18	14	32
	TOTAL	17	38	37	75

Following the trainings, the VSO volunteer observed teachers' efforts to include special needs children at two schools. At Winteko Primary School, a P4 child with special needs had previously been neglected by teachers and forced to sit at the back of the class to avoid disturbing other children. Now, the child sits closer to the front and participates actively in lessons. There is a similar case at Cyabyo Primary School in which a P3 child with special needs is receiving more support and attention from his teachers.

Activities planned for Year 3, Q1

- 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)

Progress in Q4

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

The L3 Community Mobile Library Initiative provides students and community members with recreational reading materials and targets rural areas that do not have access to such materials. The aim is to improve the culture of reading as well as literacy skills in communities. In Q4, eight new library collections were distributed in 6 Peace Corps sites (Mibirizi, Kibangu, Muramba, Ruhunda, Rukomo and Rwempashya) and 2 VSO sites (Tare, Kanjongo).

Table 12: CML materials distributed

District	Sector	Cell	Village	Materials	Quantity
Nyagatare	Rukomo	Rurenge	Rurenge	Kinyarwanda titles	123
				English Titles	884
				T – shirt	5
Ngororero	Matyazo	Gitega	Gataka	Kinyarwanda titles	89
				English Titles	715
				T – shirt	5
Muhanga	Kibangu	Gitega	Muhondo	Kinyarwanda titles	107
				English Titles	767
				T – shirt	5
Nyamagabe	Tare	Gasarenda	Akagarama	Kinyarwanda titles	115
				English Titles	786
				T – shirt	5
Nyamasheke	Kanjongo	Kibogora	Maseka	Kinyarwanda titles	108
				English Titles	783
				T – shirt	6
Rusizi	Gashonga	Mibirizi	Mibirizi	Kinyarwanda titles	114
				English Titles	781
				T – shirt	5
Rwamagana	Gishari	Ruhunda	Ruhunda	Kinyarwanda titles	89
				English Titles	715
				T – shirt	5

Implement community volunteer program (see 1.F above)

As explained in section 1.F, Never Again Rwanda is implementing L3's community volunteer program, which aims to help young learners from P1 to P4 develop their literacy and numeracy skills outside the classroom. Working in 12 pilot sites in Bugesera, Never Again Rwanda plans to recruit, train, and distribute materials to the initial community volunteers in October 2013.

Activities planned for Year 3, Q1

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

5.E Increase awareness of equity issues at key nodes

No activities planned

Progress in Q4

Activities planned for Year 3, Q1

No activities planned next quarter.

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

Progress in Q4

Collection of data for monitoring L3 performance with respect to indicators

Data collection is an ongoing activity over the course of the project. Throughout the quarter, L3 staff and partners received standardized forms for training attendance, evaluation, and distribution, among others. This facilitates data collection processes and procedures for the L3 Initiative.

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

In this reporting period, the L3 M&E team organized trainings to orient all partners and L3 staff on monitoring and evaluation processes and procedures as required by the M&E procedures manual. Trainings provided M&E focal persons with skills on data management and analysis applications. Additionally, staff and partners were oriented generally on the M&E component, the procedures

manual, and Performance Indicator Reference Sheets. A database for L3 partner Concern was developed for proper data management as a result. Figures 10, 11, and 12 show the database modules for attendance, trainings, and distribution, respectively.

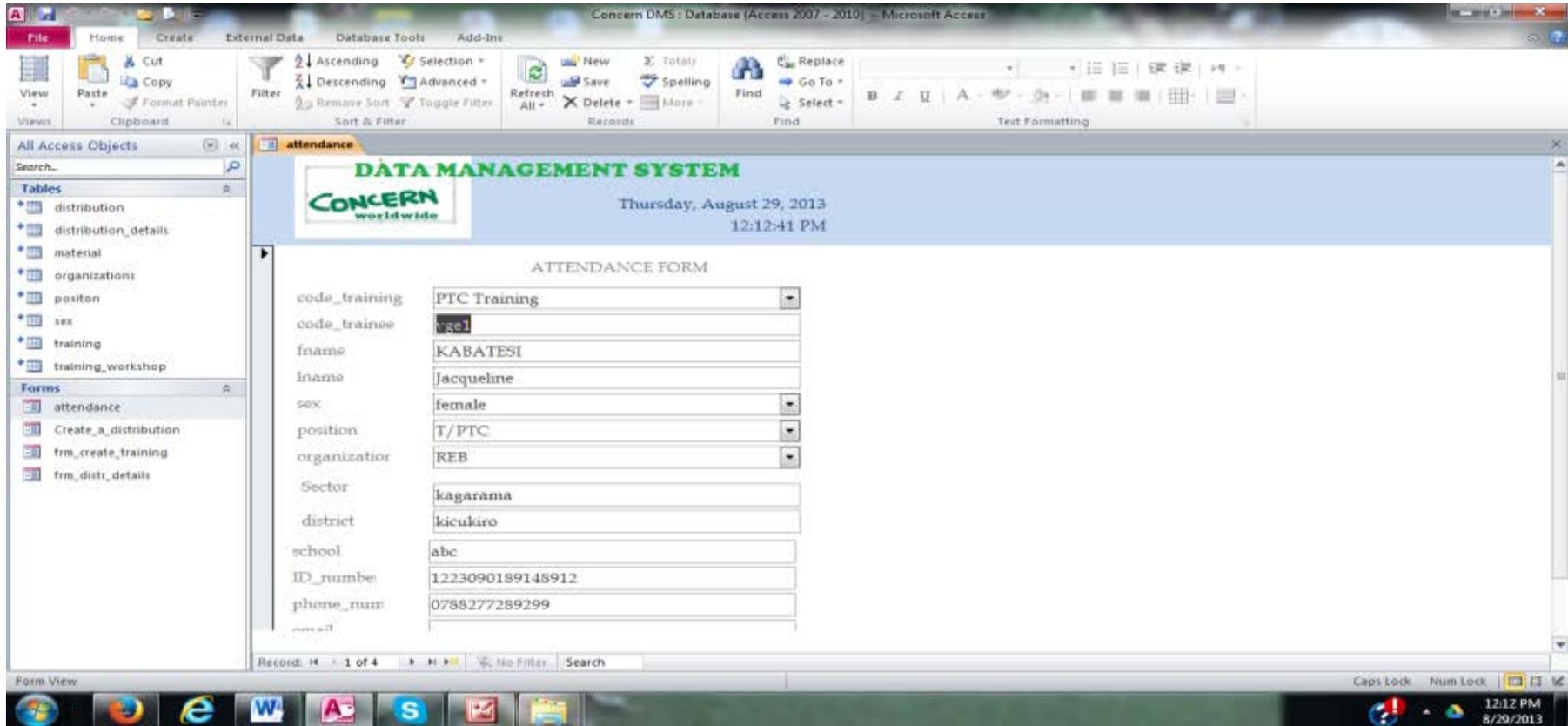


Figure 10: Attendance input database

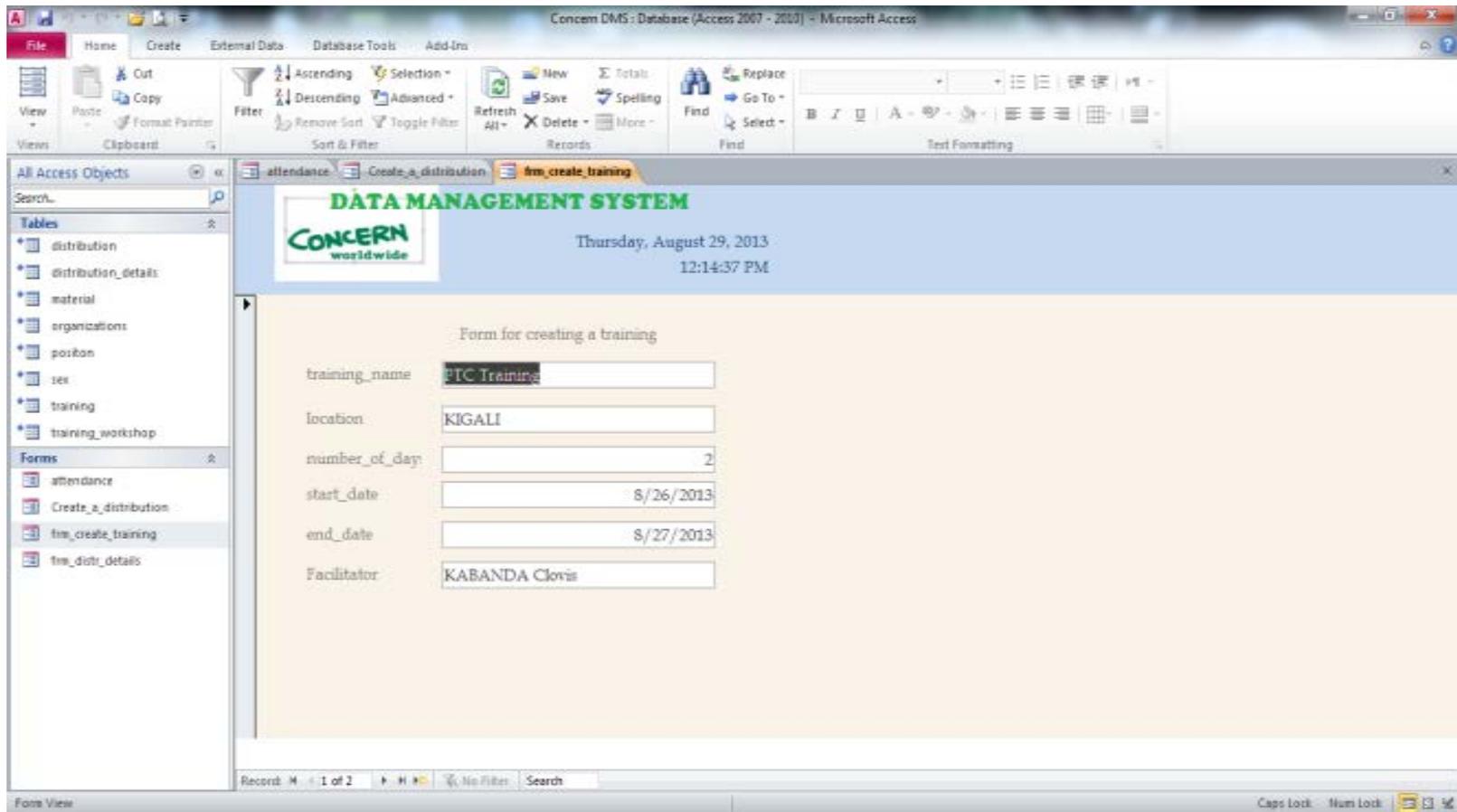


Figure 11: Training/workshop database

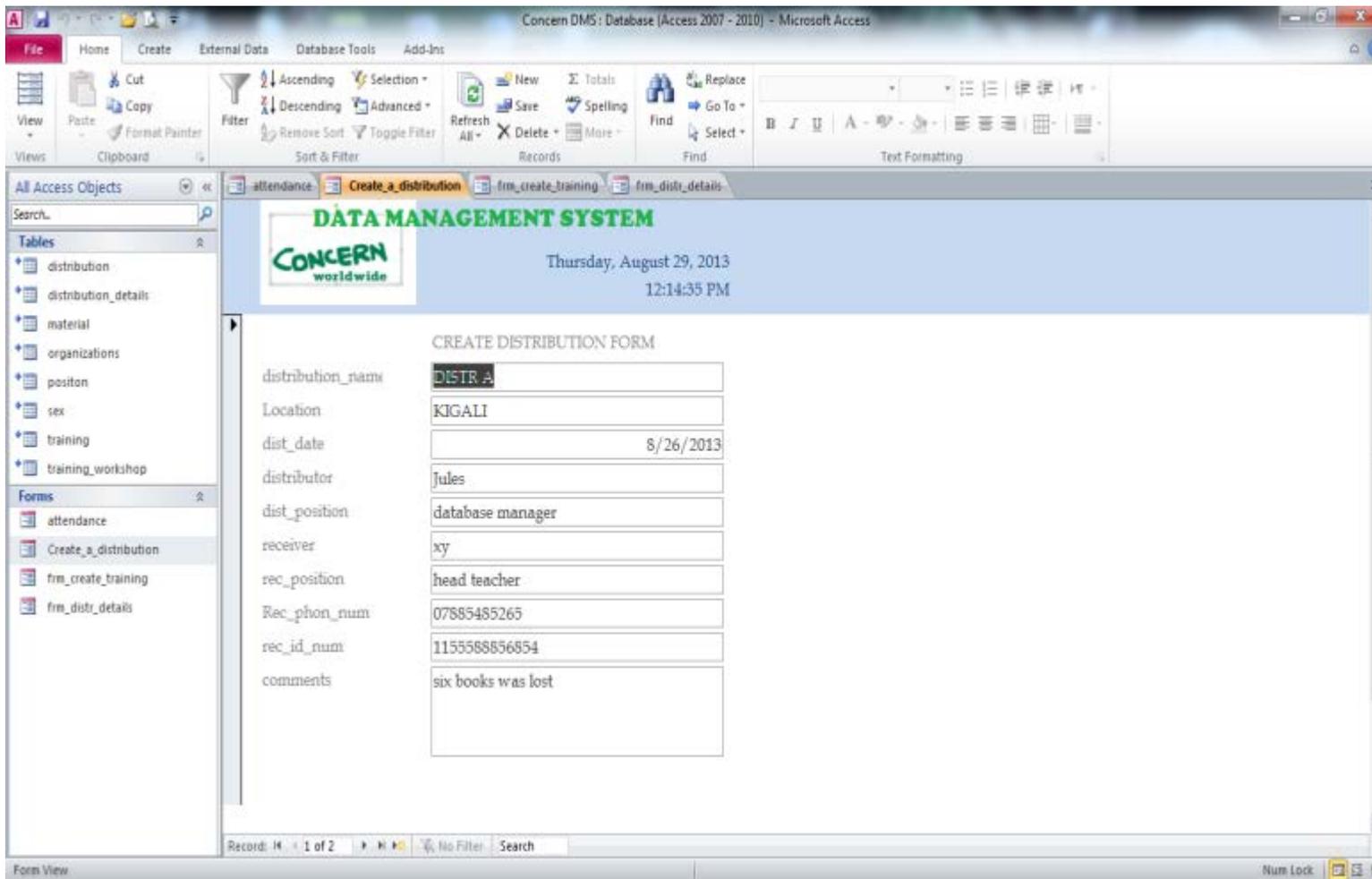


Figure 12: Distribution form

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

The L3 M&E team began preparing annual reports on the F-indicators as well as custom indicators. These will be completed and submitted with the L3 annual report at the end of October.

Organize annual review of L3 Initiative performance

An annual review of L3 progress in collaboration with partners is being organized and is scheduled to take place in the last week of October. It is anticipated that during the annual review workshop, there will be highlights in assessing the annual targets against actual achievements.

Train data collectors for P1/P2 impact evaluation data collection

As explained in section 4.D, the M&E team along with the M&E home office Technical Assistant trained data collectors specifically using tablets and an eAssessment platform. The team ensured that all of the data collection instruments were successfully programmed and pilot tested the instruments to ensure accuracy and completion.

M&E organized and successfully implemented a data collection training. A total of 18 individuals were trained to reliably collect data using an eAssessment interface that was programmed to insure reliable, accurate, and timely acquisition of data. All data collectors learned to properly administer the early grades reading assessment, early grades mathematics assessment, teacher beliefs and practices survey, teacher questionnaire, head teacher questionnaire and parent questionnaire.

Table 13 Data collectors trained

<i>No</i>	<i>Location</i>	<i>Name of training</i>	<i>Category of Participants</i>		<i>Gender</i>		
			<i>Data Collectors</i>		<i>F</i>	<i>M</i>	<i>Total</i>
<i>1</i>	<i>NCDC</i>	<i>Data collectors for L3 Impact Evaluation</i>	<i>18</i>		<i>4</i>	<i>14</i>	<i>18</i>

Table 14 Impact evaluation data evaluators

<i>No</i>	<i>Name</i>	<i>Institution</i>	<i>Position</i>	<i>Teams</i>
<i>1</i>	<i>Nsenkandizi Manasseh</i>	<i>REB/EQSD/V.K</i>	<i>Education Inspector</i>	<i>EGMA</i>
<i>2</i>	<i>Gatete Jules</i>	<i>Concern Worldwide</i>	<i>Education Officer</i>	
<i>3</i>	<i>Musoni Gerald</i>	<i>EDC/L3- Intern</i>	<i>EGMA Data collector</i>	
<i>4</i>	<i>Gakwaya Olivier</i>	<i>EDC/L3- Intern</i>	<i>EGMA Data collector</i>	
<i>5</i>	<i>Amani Jean Paul</i>	<i>EDC/L3- Intern</i>	<i>EGMA Data collector</i>	
<i>6</i>	<i>Ndahiro David</i>	<i>EDC/L3- Intern</i>	<i>EGMA Data collector</i>	
<i>7</i>	<i>Sabiiti Celestin</i>	<i>EDC/L3- Intern</i>	<i>Kinyarwanda Data collector</i>	<i>EGRA</i>
<i>8</i>	<i>Uwamungu Bruce</i>	<i>EDC/L3- Intern</i>	<i>Kinyarwanda Data collector</i>	<i>Kinyarwanda</i>
<i>9</i>	<i>Yokana U. Domina</i>	<i>REB/EQSD/East</i>	<i>Kinyarwanda Data collector</i>	

10	Karangwa Mireille	EDC/L3- Intern	Kinyarwanda Data collector	
11	Birindabagabo Almand	EDC/L3 Staff	Kinyarwanda Data collector	
12	Muhimbare Raissa	EDC/L3- Intern	Kinyarwanda Data collector	
13	Mugenzi Herbert	EDC/L3- Intern	English Data collector	EGRA
14	Ingabire Joy	EDC/L3- Intern	English Data collector	English
15	Belindah Batamuriza	EDC/L3- Intern	English Data collector	
16	Byamukama Steven	EDC/L3- Intern	English Data collector	
17	Agaba Daniel	EDC/L3- Intern	English Data collector	
18	Kayiranga Bosco	EDC/L3- Intern	English Data collector	

Collect P1/P2 impact evaluation data

The M&E team successfully began collection of all needed data for the impact evaluation. In the last week of Q4, the M&E team made significant progress in conducting English and Kinyarwanda reading assessments, math assessments, parent interviews, and teacher interviews. These data were successfully sent to the server and home office in an analyzable format. It is anticipated that early in Q1 of Year 3, all impact evaluation data will be collected.



Figure 13: A parent interview

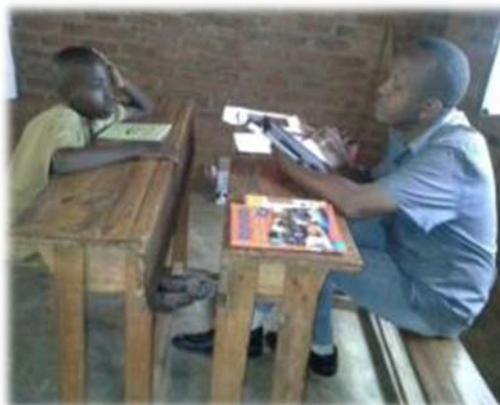


Figure 14: A student interview

Additional Activities

Training Data entry on TRAINET/USAID Reporting System

All L3 training data for the fiscal year 2012/2013 was entered on the USAID training reporting system TRAINET. Attached is a print screen for the data that was entered in the system as per the 30th of September 2013.

TrainNet - Mozilla Firefox
 File Edit View History Bookmarks Tools Help
 TrainNet
 https://trainet-vcs.usaid.gov//ManageProgramList.do
 My Web Search
 Most Visited Getting Started Amazon.com - Online... Ebay Suggested Sites Web Slice Gallery

Search
 Program Search
 Participant Search

Reports
 Program Reports
 Participant Reports
 Custom Field Reports

Admin Tasks
 View Shared Data

Personal Tasks
 Edit my User Info

[Create an In Country Program](#)
[Clone an In Country Program](#)

Program Name	Program Status	Start Date	End Date
Instructional Materials training	Completed	03/09/2013	03/10/2013
Instructional Materials training	Completed	03/09/2013	03/10/2013
Instructional Materials training	Completed	03/09/2013	03/10/2013
Instructional Materials training	Completed	03/10/2013	03/11/2013
Instructional Materials training	Completed	04/29/2013	04/30/2013
Kinyarwanda Team Workshop	Completed	10/28/2012	10/28/2012
Math Camp	Completed	04/03/2013	04/05/2013
Maths Standards-REB Kigali	Completed	10/24/2012	10/25/2012
National TTC Tutor Training-Huye (Save)	Completed	01/14/2013	01/19/2013
Orientation Session	Completed	06/12/2013	06/14/2013
Peace Corps Votunteers working session	Completed	07/20/2013	07/21/2013
Planning Session	Completed	10/05/2012	10/05/2012
Senior Mentors Training	Completed	06/24/2013	06/28/2013
Training of FARS enumerators - REB Kigali	Completed	10/04/2012	10/05/2012
TTC, KIE and L3 Workshop	Completed	06/19/2013	06/20/2013
TTC Principals, DOS and teaching methodology tutors	Completed	04/02/2013	04/05/2013
Writers workshop	Completed	11/05/2012	11/07/2012

Figure 15: Data entered into TRAINET/USAID reporting system

Activities planned for Year 3, Q1

- 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 quarterly and annual reporting on indicator targets
- Contribute to quarterly portfolio reviews and annual review of L3 Initiative performance
- Collect P1/P2 mid-term impact evaluation data
- Analyze data and completed P1/P2 mid-term impact evaluation report
- Presentation and validation of mid-term impact evaluation report
- Produce summary report of data collected in FY 2013

COLLABORATION AND LEVERAGED RESOURCES

- Continue to foster public-private partnership established to support initiative goals (video materials, cell phone coverage, publishers, etc.) and seek others
- Formal alliance established with at least one additional technical partner
- Establish at least one public-private partnership to support initiative goals (video materials, cell phone coverage, publishers, etc.)

Progress in Q4

Formal alliance established with at least one additional technical partner

As mentioned in section 2.A, L3 is partnering with the publishing company Drakkar-Ltd in order to implement Rwanda Writes, the National Story Writing and Poetry Competition.

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

Establish at least one public-private partnership established to support initiative goals (video materials, cell phone coverage, publishers, etc.)

In Q4, L3 continued to engage with computer manufacturer Acer Africa for supporting L3 activities. L3 was pleased to learn that Acer Africa agreed to support Rwanda Writes, the national story writing and poetry competition, due to launch in January 2014. Acer will provide awards to winning authors:

- Gift vouchers for young authors
- 5 Acer tablets for junior authors
- 5 Acer tablets for adult authors

Activities planned for Year 3, Q1

- Establish at least one public-private partnership to support initiative goals (video materials, cell phone coverage, publishers, etc)
- Participate in continuous professional development task force
- Co-chair school-based mentoring technical working group
- Participate in Rwanda Reads steering committee
- Participate in Rwanda Reads Task Force
- Hold quarterly meetings with REB to review progress

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

Indicator type	Indicator description		Target 2013	Q4	Disaggregation	Frequency	Data source/ responsible	Notes	
F-Indicator 3.2.1-14: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: Output)	Number of P1 to P6 learners benefitting from USG support (direct or indirect)	TI	2,519,580	2,519,580	Gender, Direct and Indirect	Annual	Mineduc enrolment Statistics	Includes students receiving direct and indirect support	
		F	1,282,466	1,282,466					
		IND	2,477,191	2,481,796					
		Dir	42,389	T					41,202
				F					20,451
M	20,751								
F-Indicator 3.2.1-27 Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (Type: Outcome/Impact)	Proportion of (P3) students who meet the MINEDUC threshold for reading with fluency and comprehension after three years of L3 support		NA	NA	Gender, L3 Attribution	Twice (2015/6)	Ministry Fluency Assessment in Rwanda Schools	Baseline: 2011 EGRA	
Custom-Indicator Proportion of students who, by the end of grade 5, are able to read and demonstrate understanding as defined by a country curriculum, standards, or national experts (Type: Outcome/Impact)	Proportion of grade 5 students who, by the end of primary school, are able to read with comprehension according to Rwanda's curricular goals and standards.	F	NA	NA	Gender	Once (2016,)	Ministry Fluency Assessment in Rwanda Schools Project impact evaluation grade 5	Baseline is for P5	
M	NA	NA							
Result 1	Improved Equity in Education								

Indicator type	Indicator description		Target 2013	Q4		Disaggregation	Frequency	Data source/ responsible	Notes
Custom- Indicator Number of learners receiving reading interventions at the primary level (Type: Output)	1.1 Number of P1 to P3 students who listen regularly to Kinyarwanda or English reading interactive audio programs		31,791	30,902		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
F-Indicator 3.2.1-31: Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	1.2 Number of mentors/teachers/head teachers/ trained by L3 Initiative		13,023	T	59	Gender, District	Annual	Listenership records (for teachers); attendance records for mentors, head teachers, TTC instructors	For 2013, figures reflect teachers, mentors, head teachers, etc. receiving face to face training from L3
		F		21					
		M		38					
F- Indicator 3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Type: Output)	1.3 Number of student teachers trained by L3 VSO Literacy Specialists assigned to TTCs		1,203	T	0	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		0					
		M		0					
Custom Indicator (Type: Outcome/Impact)	1.4 Proportion of teachers in SBMP using		50%	NA		Gender, Zone	Annual	Criterion-referenced	Tool to be developed

Indicator type	Indicator description		Target 2013	Q4	Disaggregation	Frequency	Data source/ responsible	Notes
	new literacy/ numeracy instructional practices and materials						Observation Sheet	
F- Indicator 3.2.1.18 Number of PTAs or similar 'school' governance structures supported (Type: Output)	Number of PTAs or similar 'school' governance structures supported		90	84	Zone	Annual	PTA/PTC log of Initiatives	Criteria for zone disaggregation is not yet available from the National Institute of Statistics
	Number of PTAs/PTCs that undertake Initiatives- to support increased teacher motivation with USG assistance		90	6	Zone	Annual	PTA/PTC log of Initiatives	Criteria for zone disaggregation is not yet available from the National Institute of Statistics
Result 2	Improved availability and use of instructional materials and technology							
F-Indicator 3.2.1-33 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output)	2.1 Number of learning and teaching materials produced and distributed		431,071	88,596	Type	Semi annual	Distribution records for print and audio materials, supporting technologies, etc.	Disaggregated by type of materials and source* Cost share documentation (in case of BBF donations)
	2.2 Number of different book/story titles and problem sets authored locally		175	65	Type	Semi annual	List of works produced to support new Kinyarwanda and English reading	Reported figures are currently all story titles; problem sets will be included following the rollout of Math Camps

Indicator type	Indicator description		Target 2013	Q4	Disaggregation	Frequency	Data source/ responsible	Notes
							programs; list of problem sets; list of works produced via Writer's Workshop	
Indicator F3.2.1-36 Number of schools using Information and communication technology due to USG support (Output)	2.3 Number of schools receiving MP3 players, video players or other technologies		90	90	Region*	Annual	Distribution records	
	2.4 Number of schools using MP3 players, video players or other technologies		90	90	Region	Annual	Distribution records	
Result 3	Support for English							
Custom Indicator (Type: Outcome/Impact)	3.1 Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)		Baseline	NA	Gender , Zone	Annual (Y3-5)	English-language testing completed in collaboration with DFID	Baseline data collected in 2012, analysis pending
Result 4	Strengthened Ministry capacity to improve the quality of education							
F-Indicator 3.2.1-37: Number of impact evaluations conducted	4.1 Number of impact evaluations conducted		0	NA	NA		Ministry National Reading assessment program	2014: Small Impact Evaluation. 2016: Nationally representative sample.

Indicator type	Indicator description		Target 2013	Q4	Disaggregation	Frequency	Data source/ responsible	Notes
(Type: Output)	4.2 Number of completed reports submitted to MINEDUC on the impact of L3 Initiatives, during grade-specific action research cycles, as well as during nationwide roll out		0	NA		Annual	Report submitted to Ministry	Baseline: 2011 National assessment instruments (LARS, EGRA/EGMA), programs and policies
Result 5	Improved Equity in Education							
Custom Indicator (based on UNESCO indexes) (Type: Outcome)	5.1 Average increase in parity of student's performance in literacy at P3 level in L3 supported schools	F	NA	NA	Gender, zone	Twice (2015, 2016)	EGRA fluency scores	Baseline is 2011 EGRA data

*See tables below for disaggregates

Table 15: Teaching and learning materials distributed disaggregated by type:

Summary of learning and teaching materials produced and distributed Q4	
Types of material	Quantity
Teacher guides	831
Read Alouds	283
Student books	80,208
CML books	7,158
Cell phones	0
SD cards	0
Speakers	0
Adaptors	0
MTN Sim cards	0
Solar panels	0
Netbooks	58
Pico Projectors	58
Total	88,596

Table 16: Schools receiving ICT support disaggregated by region

Region	School receiving ICT	
	Target	Achievement
Bugesera	20	20
Huye	20	20
Gasabo	12	12
Karongi	20	20
Rulindo	18	18

4.0 LESSONS LEARNED

L3 continued to face challenges in printing of materials as the capacity of local printing companies is limited. The initiative learned that printing a large number of books locally will continue to be a challenge and issued an international RFQ for the upcoming bulk printing.

Similarly, the initiative faced challenges acquiring reliable speakers for the phones. Second procurement of phones was done in the US.

The initiative also faced challenges in recruiting a Technical Director and has learned that earlier involvement and introduction of candidates is essential prior to proposing a chosen candidate.

5.0 OPERATIONS AND MANAGEMENT

- Participate in continuous professional development task force
- Co-chair school-based mentoring technical working group
- Participate in Rwanda Reads steering committee
- Participate in Rwanda Reads Task Force
- Hold quarterly meetings with REB to review progress

Progress in Q4

Participate in continuous professional development task force

As indicated in 4.A, L3 continues to participate in continuous professional development task force and will continue to participate in it for further implementation of SBMP.

Co-chair school-based mentoring technical working group

As indicated in 4.A, L3 continued to participate in the school-based mentoring technical working group.

Participate in Rwanda Reads steering committee

Participate in Rwanda Reads Task Force

As mentioned in sections 1.E and 4.A, this quarter L3 participated in library week through a Rwanda Reads subcommittee. With the transition of the USAID Education Officer, steering committee and task force activities have been on pause.

Hold quarterly meetings with REB to review progress

In August, the L3 technical team and representatives from CPMD met for a day long workshop to provide updates and to begin preparation for P3 and P4 materials development. Transition and transfer models, deadlines, distribution in January, preparation for TAC, and P3 scope and sequence were discussed.

The meeting was found useful, and all agreed that moving forward CPMD focal points and L3 technical team members would have regular, formal monthly meetings. Minutes would be shared with all CPMD members.

L3 COP and DCOP also organized an activity update with the REB Director General providing sample materials.

Additional Activities

Sub-monitoring of partners

EDC continued to work with VSO to finalize cost share documentation for the project, specifically focusing on the January – March, 2013 time period. EDC also worked with VSO on how to make an adjustment to its invoices to reflect differences between timesheets that were recently revised.

EDC worked with Concern Worldwide to submit their cost share reports for FY 12 and FY 13. Work is still in progress for this and EDC expects to be able to finalize cost share reports for those periods during Q1 of FY 14.

EDC has been in negotiations with IEE with regard to ending our relationship with the US entity and continuing our relationship with the Rwandan entity. The decision was made to work with local employees directly, hiring them as EDC consultants. EDC is also in the process of reviewing final invoices from IEE's US office. EDC will continue to hire consultants from IEE for technical work, and pay for training costs directly until such time as IEE Rwanda becomes a fully registered local entity and we can explore options of a local subcontract with them.

As mentioned, cost share was finalized and reported for VSO volunteers for the January - March, 2013 period. As of September, 2013 – EDC has met approximately 45% of its cost share commitment on L3.

Activities planned for Year 3, Q1

- Prepare monthly financial statements and projections
- Prepare quarterly accruals
- Prepare monthly, quarterly and annual reports
- Organize quarterly portfolio review to review progress and identify measures to ensure targets are met
- Organize monthly meetings with L3 sub awardees to review progress, network and engage in joint problem solving
- Organize Monthly USAID update Meeting
- Recruit and hire staff for acceleration

Communications:

- 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

Progress in Q4*Maintain/expand upon merged L3 and RR Website*

As an ongoing activity, the website is constantly maintained and updated as new content is developed. Specifically, new press releases, feature articles, newsletters, and photos are displayed.

Produce articles on L3-supported initiatives for publication in local media outlets

In Q4, four press releases were produced and distributed to media outlets. In July, L3 distributed solar panels to 65 of the 90 pilot schools. In August, senior mentors were trained on ICT and received ICT equipment, and L3 participated in an English language strategy meeting hosted by REB. Finally, in September L3 received a shipment from the International Book Bank to support TTCs in developing a culture of reading. These resulted in 12 print stories as well as radio and TV coverage.



Figure 16: L3 staff and REB at the English strategy meeting

Additionally, a New Times article reported Rwanda's ranking in the top 20 countries in Africa for promoting literacy in a report from the African Economist magazine. In the article, L3 is cited as an important initiative contributing to this ranking, specifically for the literacy instructional materials in use at the 90 pilot schools. L3 continues to build relationships with media outlets such as the New Times, Rwanda's only English daily, and has established itself as a key actor in the education sector.

Articles can be found in Annex 10.

Table 15: L3 media coverage

Article Title	News Source	Date
Senior mentors to be deployed nationwide	New Times Education Magazine	July 3
65 primary schools receive solar panels	Igihe	July 5
Uburyo bushya bwo kwigishiriza kuri telefoni hifashishijwe imirasire y'izuba	Igihe	July 6
Primary schools get solar panels	New Times Education Magazine	July 9
Govt attributes literacy ranking to adult education campaign	New Times	July 11
REB convenes English language strategy meeting	Igihe	August 2
REB reviews status of English in Rwanda	New Times Education Magazine	August 6
Mentors trained, receive laptops, projectors, modems	Igihe	August 23
Mentors receive ICT gadgets	New Times Education Magazine	August 28
Mentors trained, receive laptops, projectors, modems	Rwanda Focus	September 4
13 Teacher Training Colleges to receive 100,000 books	Igihe	September 4
Teachers' colleges to receive 100,000 text books	New Times	September 4

Complete quarterly success stories

Every quarter, L3 communications completes a success story to send to USAID. In July, L3 submitted a story on the SBMP and the English language self-assessment and diagnostic tools. This story is published on the L3, USAID Rwanda, and USAID websites. L3 will submit another success story featuring a library management training to support the CML Initiative along with the quarterly and annual report.

Distribute quarterly reports to DG, REB and DDGs

As they are completed, L3 distributes quarterly reports to REB.

Additional Activities

Produce and distribute the REB/L3 quarterly newsletter

In September, L3 published the second edition of the REB/L3 quarterly newsletter. While initially the edition was expected to be completed in Q3, the REB DG's request to reduce the number of articles and a redesign postponed completion to late August. While the first edition focused on efforts to support literacy and Rwanda Reads, this issue emphasized math and ICT education and the way in which this supports children's development of problem solving and critical thinking skills. L3's math instructional materials and Math Camps are widely featured.

In September, the edition was posted on the REB and L3 websites and sent by email to a distribution list including Rwandan education officials, development partners, and donor agencies. Five hundred copies were printed and distributed.

Activities planned for Year 3, Q1

- Put in place a communications plan for L3 national rollout, story writing competition and school-based mentors
- Maintain/expand upon merged L3 and RR Website
- Produce articles on L3-supported initiatives for publication in local media outlets
- Produce quarterly newsletter with REB (electronic)
- Complete quarterly success stories
- Distribute quarterly reports to DG, REB and DDGs
- Develop one-pagers on project results

6.0 ANNEXES

1. National math standards
2. 16 standards for mentor professional competency
3. L3 lesson observation forms
4. ICT senior mentor training manual
5. Mentor self-assessment training forms
6. Senior mentor induction checklist
7. TTC workplans
8. Materials printed
9. ICT policy
10. News articles covering L3