



Literacy, Language and Learning Initiative

FY13 - Year Two Annual Report



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L3 Overview

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

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

IR 1: Improved Quality of Teaching

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

IR 2: Improved Availability of Teaching and Learning Materials

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

IR 3: Support for English

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

IR 4: Strengthened Ministry Capacity

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

IR 5: Improved Equity in Education

- Activity 1: Include new instructional materials with positive images of girls and other marginalized groups
- Activity 2: Provide additional supports and inputs to students in low-income and rural areas
- Activity 3: Provide grants to district committees to implement activities to address disparities

Activity 4: Develop alliance with UNICEF to ensure that cluster and school-level support to literacy aligns with its Child-Friendly Schools activity

ACRONYMS

BCC	Behavior Change Communications
CBF	Community Based Facilitator
CEFR	Common European Framework of Reference
CML	Community Mobile Library
Concern	Concern Worldwide
CPAF	Country Performance Assessment Framework
CPMD	Curricula and Pedagogical Materials Department
DDG	Deputy Director General
DG	Director General
DFID	Department for International Development
DOS	Director of Studies
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
ESSP	Education Sector Strategic Plan
FARS	Fluency Assessment in Rwandan Schools
FAWE	Forum for African Women Educationalists
HNI	Human Network International
IEE	International Education Exchange
IT	Information Technology
KIE	Kigali Institute of Education
LARS	Learning Achievement in Rwanda Schools
L3	Language, Literacy and Learning Initiative
MINEDUC	Ministry of Education
M&E	Monitoring and Evaluation
MEMS	Monitoring and Evaluation Management Service
NGO	Non Governmental Organization
P1-6	Primary One to Six
PCV	Peace Corps volunteer
PMP	Performance and Monitoring Plan

PTC	Parent Teacher Committee
REB	Rwanda Education Board
REPS	Rwandan English Proficiency Standards
RFP	Request for Proposal
SBMP	School-based Mentoring Program
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TOR	Terms of Reference
TTC	Teacher Training Colleges
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

In year 2, L3 continued to build the foundations to support L3's work as well as to implement projects as part of the 90-school pilot program. L3 collected nationally representative fluency data to inform the validation or appropriate adjustments of national reading standards set in 2012. For math, L3 supported the development of national math content and practice standards. These standards will provide an instrumental foundation to the curriculum reform process launched in quarter 4.

Ninety schools in the districts of Gasabo, Huye, Karongi, Rulindo, and Bugesera received L3 interventions as part of the pilot program. L3 developed and distributed P1 and P2 teachers guides, student decodable texts, read aloud story collections, and interactive audio lessons to support Kinyarwanda, English, and math instruction. Schools also received Nokia phones, SD cards, speakers, and, for schools not connected to the electricity grid, solar panels, in order to use the audio materials.

To ensure effective use of these materials, L3 held two district-level trainings for head teachers, school-based mentors, and all P1 and P2 Kinyarwanda, English, and math teachers at the 90 schools. Teachers learned how to effectively use the new technologies, materials, and techniques to support student learning.

Initial reports from participating schools indicate that teachers are performing more effectively, students are achieving more in literacy and numeracy, and school-drop outs are returning and staying for participation in the new program, a promising sign ahead of L3's nation-wide rollout in the next year.

Foundations and structures for the Rwanda Education Board (REB)'s School Based Mentoring Program (SBMP) have been developed and validated, and both senior mentors and school-based mentors are now deployed and active in the field. All sixty senior mentors have undergone phase 1 trainings and have received netbooks and projectors to facilitate their work. L3 has developed nine video modules depicting best practices in the classroom, which have been loaded onto the netbooks for senior mentors to train school-based mentors, who will then cascade the training to teachers at the school level.

School-based mentors at L3's pilot schools have been trained on the use of L3 materials as well as L3 lesson observations forms. In the field, they are offering continuous support to teachers and are collecting data to inform L3 interventions.

New curricula is in use across the country at Teacher Training Colleges (TTCs) to ensure that when TTC students enter the primary classroom as teachers, they will be prepared to effectively develop children's literacy and numeracy skills.

L3 developed and piloted Math Camps, which aim to support teachers in using intriguing mathematical problems to develop children's problem solving and critical thinking skills. As part of the TTCs' 2014 workplan, Math Camps will be rolled out across the country in year 3.

At the community level, Parent Teacher Committees (PTCs) have been trained on proper management, community support to literacy, teacher motivation, and equity in education. L3 partner Concern has also developed Behavior Change Communication (BCC) messages and materials to encourage communities to support marginalized groups as well as to encourage all children to read.

Seventeen community mobile library (CML) collections have been distributed to communities across the country, and eleven are already open to the public. A local NGO has been recruited to implement the community volunteer program, which is set to launch in October 2013.

L3's monitoring and evaluation (M&E) team has begun collecting data for L3's first impact assessment, and results are expected in quarter 1 of year 3.

Partnerships have been established with the publishing company Drakkar-Ltd to implement Rwanda Writes, the National Story Writing and Poetry Competition, due to launch in January 2014. A leading telecoms company MTN Rwanda and computer manufacturer Acer have also entered into partnerships with the initiative.

As L3 projects have launched and developed, coverage has also increased, with dozens of print articles as well as radio and TV coverage, a revamped website, and quarterly newsletter.

In the following pages, details of L3's achievements in the second year of the project will be elaborated.

2.0 PROGRESS TOWARD RESULTS

Result 1: Improved quality of teaching

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

National Reading Standards

In 2012, the Rwanda Education Board (REB), L3, and partners set National Reading Standards in fluency and comprehension for P3 and P5 students, using the 2011 Early Grade Reading Assessment (EGRA) and Learning Assessment in Rwandan Schools (LARS) data as their reference. The fluency data were based on an end of P2 level text rather than end of P3 or P5 level text, and no fluency data were available for P3 English. For this reason, a plan was devised to collect additional fluency data to either validate or appropriately adjust the draft standards.

Working with REB's Curricula and Pedagogical Materials Department (CPMD) and Education and Quality Standards (EQS) department, L3: identified clear descriptors of what constitutes an end of P3 and an end of P5 reading text; developed texts that match those descriptors and tested them to ensure their appropriateness for fluency assessments; trained a cadre of REB data collectors to collect the new data; established a national sample for the data collection; and collected, analyzed and reported on the results.

To identify qualitative descriptors, L3 used the modified Fountas and Pinnell continuum of text reading levels developed for the April 2012 publishers' tender. Grade level texts were written and tested in October 2012. Some texts were eliminated if they did not discriminate sufficiently or presented obvious anomalies. For instance, *A Mouse* was eliminated because it was determined from the testing that there were too many events to retain with a single reading.

A representative but clustered sampling methodology was used to obtain a nationally representative sample of 40 public and government-aided schools. A representative number of districts for each province was randomly selected for 14 total districts. Within each district, 2-4 schools were selected, depending on district size. From each school, one P3 section and one P5 section were selected, and in each of these, ten students were randomly selected. The sample contained 420 P3 and 420 P5 students, totaling 840. All students were tested in English and Kinyarwanda.

Data was collected over seven days between October 22 and November 2, 2012. The L3 M&E team entered the fluency data in MS access and analyzed it in SPSS. A draft report was shared with the EDC/L3 M&E research specialist for review, following which the report will be shared with USAID and REB for validation.

Additionally, L3 was pleased to learn that REB and the Ministry of Education (MINEDUC) proposed to include the reading standards as a measure of school quality in the new 2012-2017 Education Sector Strategic Plan (ESSP). One primary indicator will be the percentage of students meeting the national standards, showing growing recognition of the need to measure school quality in terms of student learning outcomes rather than proxy measures such as student-teacher or student-textbook ratios.

Donor agencies have also suggested using students' reading performance as one of the new country performance assessment framework (CPAF) indicators.

National Math Standards

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

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

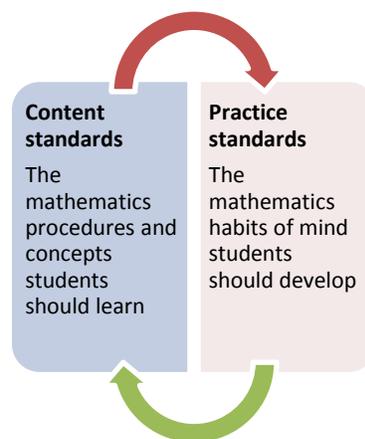


Figure 1 Content and practice standards

Dr. Goldenberg, an L3 VSO math specialist, REB officials from CPMD, EQS, Teacher Development and Management (TDM), and Examinations and Accreditation, Kigali Institute of Education (KIE), and two primary math teachers attended a week-long workshop to discuss and revise both the content and practice standards. The workshop was held from the 4-8th of March in Musanze in the northern province.



Figure 2 Math Workshop in Musanze

During the workshop, participants adapted practice standards to the Rwandan context and revisited content standards.

In quarter 4, Dr. Goldenberg communicated regularly with REB CPMD's Joseph Rutakamize to complete recommendations for content objectives, examples, and methodology for the standards. By the end of year 2, standards were undergoing final editing to flesh out recommendations from the workshop. See draft documents in Annex 1.

Diagnostic tools for P1 and P2

The L3 technical team developed simple diagnostic tools for P1 and P2 that can be easily used by a teacher, parent, or community member after every 10 lessons. 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, the local NGO subcontracted to implement the community volunteer program, in order to train community volunteers to support teachers in conducting the assessments.

Curriculum reform support

In July 2013, REB launched a comprehensive curriculum review and reform process with support from UNICEF and DFID. The goal is to produce a skills- and competency-based curriculum that is market relevant and that reflects best practices on how children learn and what they should know and be able to do.

In discussions with CPMD, it was determined that math standards would serve as the basis for developing a new curriculum, and the experience of developing Kinyarwanda instructional materials would serve as the basis for developing a new Kinyarwanda curriculum.

After some delays, a conference to propel discussions forward has been scheduled for November 2013. Dr. Goldenberg as well as EDC's Dr. Nancy Clark-Chiarelli, who supported the development of the national reading standards, will attend the conference as well as advise CMPD focal points ahead of the conference. Their in-depth knowledge of math and reading standards will be a highly valued contribution to these discussions. While these efforts have already been planned, formal terms of reference have not been developed.

Outputs 1.A:

- **National reading standards for P3 and P5 Kinyarwanda and English validated.** Standards set and additional fluency data collected, analyzed, and reported. Once the report is validated, standards will also be officially validated.
- **Draft national standards for numeracy, P1 to P6, and performance tasks to measure progress with respect to these standards developed.** Standards were drafted and reviewed and are currently undergoing final editing.
- **Classroom and school-based P1 and P2 tools to measure progress with respect to those standards developed and distributed to L3 schools.** Completed.
- **Terms of reference for L3 support to curriculum revision process developed.** TOR not completed, but L3 has already made plans for supporting the revision process.

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

SynPhony

SynPhony is a software that analyzes language structures for frequency and productivity of letters and letter-sound blends in producing words, which is key information for developing preferred scope and sequence of teaching letters and sounds as well as developing key word lists for building decodable stories. In year 2, L3 and REB CPMD worked with the SynPhony developer to adapt the software to analyze Kinyarwanda.

L3 and CPMD provided the developers with lists of Kinyarwanda words from children's stories, textbooks, and literature to enter into the software to be analyzed for frequency and productivity of letters and letter-sound combinations. Using these results and another existing document detailing frequency of letters and blends, L3 worked with CPMD to develop the Kinyarwanda scope and sequence for P1, P2, and P3 for use in L3 materials. The data was also used to inform the decision on the scope and sequence of teaching letters and letter-sound combinations in the draft revised Kinyarwanda curriculum for P1, P2, and P3.

Scope and sequences for Kinyarwanda, English, and math

Scope and sequences for the three curricula areas for the remaining P1 and P2 terms as well as for P3 were developed in year 2.

P3 Kinyarwanda will have a greater focus on increasing students' competencies in reading fluency and comprehension. Given that most children will have a mastery of Kinyarwanda letters and sounds by P3, phonetics will receive less direct instructional time. Additionally, transitional literacy skills are intentionally introduced in Kinyarwanda before being introduced in English.

P3 is a critical year for English as students must acquire the foundational skills to transition to English as a medium of instruction beginning in P4.

In math, the P3 focus will be on enhancing students' reasoning skills and providing them with a basis for the more complex algebra and geometry studied in grades four and above.

CPMD has approved the draft documents, and it was agreed that EDC technical assistants would check the scope and sequence to ensure congruence between Kinyarwanda and English. The scope and sequences will be presented to CPMD focal points in the first quarter of year 3 for validation, following which production of P3 materials will begin.

Output 1.B:

- SynPhony adaptation completed for Kinyarwanda. Completed.
- Scope and sequence for P1 and P2 (remaining terms) approved. Completed.
- Scope and sequence for key P3 skills in English, Kinyarwanda and Mathematics finalized. Draft documents approved by CPMD; EDC specialist to review, then to be presented to CPMD for final validation.

Activity 1.C Complete School-based Mentoring Initiative (SBMP) framework and train mentors

REB's School-based Mentoring Program (SBMP), which 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.

Costed strategic plan

In October 2012, L3 recruited a consultant at REB's request for the development of a costed strategic plan for the SBMP (Annex 2). The plan has served as a technical and financial roadmap for the design and implementation of the program and is based on the SBMP conceptual framework and is aligned with the ESSP.

Supporting documents and procedures

In year 2, the foundations and processes for the program were completed by L3 and the SBM technical working group, which L3 co-chairs. Job descriptions for school-based mentors and senior mentors were finalized, and all mentors were recruited and placed. Sixteen mentor professional standards were developed and validated.

The following were developed and validated in year 2 (Annex 3):

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

Mentor trainings

While a formal training plan for mentors is still under development, two senior mentor trainings took place in year 2.

L3 partner the International Education Exchange (IEE) is responsible for training on mentoring practices. In year 2, an IEE consultant translated the 16 SBMP mentor professional standards into training objectives for three training phases. The training modules cover a wide range of topics focusing on the three main themes that make up the SBM professional standards: professional practice; professional

values, attitudes and behaviour; and professional knowledge and understanding. IEE also developed videos to demonstrate the abstract competencies to support training modules.

After facing many delays, senior mentors were recruited and placed to support and oversee school-based mentors in quarters 3 and 4. The first senior mentor training, phase 1, occurred in June 2013.

The five-day training took place at Café de Nyamata in Nyamata town, Bugesera district, eastern province. The main objectives of the training were to engage senior mentors in a practical understanding of effective mentoring strategies and English language diagnosis, preparing them to cascade the same training to school-based mentors.



Figure 3 Senior mentors at the phase 1 training

Video module production

To support the SBMP, L3 has been developing video modules depicting real classroom scenes that demonstrate various aspects of quality teaching. Seeing new techniques being applied in a typical Rwandan classroom allows teachers to have a clear picture of what the school-based mentors will be describing. Videos on effective teaching practice in early grade reading and literacy, teaching English as a second language (ESL), and instructional leadership at the school level are included.

Development of these modules began in quarter 1 with support from VSO education volunteers. By the end of year 2, L3 had completed nine videos in total, and several more will be filmed in the coming quarter, including a new set of videos designed to specifically support teachers using L3 instructional materials.

Video viewing systems

In August 2013, senior mentors were brought together for another training. L3 provided sixty netbooks and pico projectors to senior mentors, and SBM technical working group member FHI 360 provided internet modems for each senior mentor. These ICT tools will support senior mentors in delivering training for school-based mentors using video modules as well as sending regular reports, accessing resources, and connecting with other mentors and SBMP support staff.

A five-day training was held to ensure mentors understood how to use these tools. While some senior mentors had



Figure 4 ICT training for senior mentors

very little prior exposure to ICT and need additional training, 80% reported that they felt confident following the training.

In year 3, netbooks and projectors will be purchased and distributed to school-based mentors.

Outputs 1.C:

- **Costed strategic plan for SBM program developed and validated.** Completed.
- **SBM and SM job descriptions revised and validated.** Completed.
- **Professional standards for SBMs and SMs validated.** Completed.
- **Training plan for SM and SBM continuous professional development (initial + follow up trainings) developed and validated by SBM task force.** Under development and to be completed in quarter 1, year 3.
- **SMs and SBMs trained in effective mentoring practices.** Senior mentors were trained in phase 1 modules. Due to late placement of senior mentors, they were unable to cascade the training to school-based mentors this year.
- **Self-directed video modules developed to support SM and SBM training, as well as teacher trainings facilitated by SBMs.** Completed. Development will continue into year 3.
- **Video viewing systems procured and distributed to SBMs and SMs.** Distributed to senior mentors; will be distributed to school-based mentors in year 3.

Activity 1.D: Roll out the SBMP

Pilot schools

L3's rollout plan called for 90 pilot schools in 2013, adding an additional 84 schools to the original six schools in Bugesera district from 2012. The REB DG requested that L3 select schools from all four provinces and Kigali city to ensure equitable access. To facilitate travel, he also suggested concentrating support to one district—the easiest to reach from Kigali—within each province.

Five districts were selected in this way:

- Huye district in the southern province
- Karongi district in the western province
- Rulindo district in the northern province
- Gasabo district in Kigali city
- Bugesera district in the eastern province

Further criteria were developed with the DDG of REB EQS.

- **Accessibility** – In each of the districts, L3 would select schools from sectors that offer the greatest ease of access.
- **Lack of support from other NGOs** – Priority would be given to accessible sectors that do not receive a great deal of support from other NGOs, so as to minimize contamination of impact data. The exception would be for sectors supported by VSO teaching methodology volunteers. As VSO is a partner in the implementation of the L3 initiative, selecting sectors that receive support from highly skilled and experienced VSO teacher educators would facilitate program implementation.

- *Concentration or clustering* – Once sectors are identified, all public and government supported primary schools (P1 to P6 and P1 to S3) would be selected. This would facilitate the work of Sector Education Officers, as all schools in their sector would be receiving the same type of support and the same resources.
- *Availability of training facilities in the designated sector* - Availability of training facilities is advantageous for the training of mentors and teachers in the use of innovative interactive materials in teaching and learning. L3 consortium member Concern will also require training facilities to implement training activities for PTCs on cultivating a culture of reading and supporting teacher motivation and equity.

In December, L3 M&E team members, inspectors from EQS department, and Concern representatives conducted visits to all five districts to identify sectors based on the above criteria. The information on the schools in each district and sector was provided by the CPMD instructional materials database, which the EQS department considers to be the most accurate. Based on information from the database and onsite visits, a total of 15 sectors were selected – 3 per district – in addition to the 2 sectors identified in 2012. A list of schools selected can be found in Annex 4.

Senior and school-based mentors identified for 2013 schools

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

During the December visits, the teams identified the school pairings and collected basic information on each of the selected schools, such as access to electricity.

Biweekly meetings

Due to the late recruitment of senior mentors, they had spent about one month in the field by the close of year 2. However, senior mentors did manage to begin meeting with the 16 school-based mentors each oversees. During these meetings, senior mentors make use of IEE and L3's training modules to support school-based mentors.

In quarter 4, L3 assisted in developing a senior mentor induction checklist (Annex 5) 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.

SBMs and P1/P2 teachers trained

L3 conducted trainings for school-based mentors, head teachers, and teachers at district levels to prepare teachers to use L3 instructional materials effectively. The first round of trainings, when P1 and P2 term 1 materials were distributed, took place in March.

Participants were introduced to L3 and the pilot program, learned how to use the L3 materials, practices, and technologies, and determined a plan for implementing the program at their schools. "After this training, I will go to our school and teach very well," said Alice Akimanizanye, an English teacher who participated in the Gasabo training.



Figure 5 Teachers explore new materials at the first training in Gasabo district

A second training occurred in late April, early May, also at the district level. Teachers were further exposed to the theory and practice behind the L3 instructional materials program. They participated in models lessons facilitated by an L3 facilitator and reflected on the experience and various teaching methods.

Teachers also had the opportunity to practice teaching using the L3 materials. Participants were divided into small groups and given about 15 minutes to plan a lesson from week 6 of the program. Each group member taught a section of the lesson while an L3 facilitator circulated and provided support. At the end of the lesson, a feedback session was held to assess the lesson and reflect on the teaching methods implemented during the lesson.



Figure 6 Teachers participated in lesson practice

At the conclusion of the trainings, participants articulated the intent and the proper usage of the materials. Schools also devised an action plan to assist them in implementing the program in their schools.

School-based Mentors meet with P1/P2 teachers to reinforce use of materials

In June 2013, school-based mentors in the 90 L3 pilot schools were trained on observation protocols designed specifically for monitoring the use of the L3 materials (Annex 6). These protocols cover important aspects of teacher practice in both audio and non-audio lessons. They include a post-observation conference format and are meant to assist mentors (as well as L3 staff) in following up on the program in the classrooms.

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

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

Table 1: Mastery of Use of L3 lesson observation forms

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

Mentors returned to their sites with observation forms, and L3 conducted site visits to support their use. By the end of year 2, mentors were returning completed observation forms to L3, and more are expected.

Outputs 1.D

- 2013 L3 target schools identified. Completed.
- Senior and School-based Mentors identified for 2103 schools
- SBMs and P1/P2 English, mathematics and Kinyarwanda teachers trained on new L3 materials. Completed.
- SMs conduct biweekly meetings of SBMs to reinforce skills and understanding. Completed.
- SBMs conduct regular meetings of P1/P2 teachers and classroom visits to reinforce use of materials. Completed.

Activity 1.E Incorporate the Rwanda L3 literacy/numeracy models in TTCs.

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 Dr. Faustin, 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 Writers' Workshops.

Distribute materials to all 13 TTCs

In year 2, two L3 VSO volunteers were placed at TTC Bicumbi and Save. Unfortunately, within a quarter, the volunteer at TTC Save resigned for personal reasons. Over the course of the year, the volunteer at TTC Bicumbi supported literacy and numeracy instruction and finished her service in July 2013.

It was decided that distributing materials to TTCs would be most useful while L3 VSO volunteers were placed there. By the end of year 2, two volunteers had arrived to be placed at TTC Mbuga and TTC Muramba. Hiring for the remaining 11 TTCs was expected to be completed by January 2014.

Train TTC instructors and VSO volunteers on L3 instructional materials

Once all L3 VSO volunteers are hired and placed at TTCs and L3 instructional materials are distributed, this training will take place.

Math Camps

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

While typical math problems ask students to use pre-learned methods to find the abstract, numerical answer, an investigation does not tell students which method to use or what information is relevant in finding the answer. Investigations help students learn to choose appropriate strategies, make predictions, think critically, and make logical arguments.

A Facilitator's Guide (Annex 8) was developed and shared with REB, KIE, EDC specialists, and VSO. Thirty minute sessions can be delivered all at once or over a period of time, depending on the schedules of different schools. The guide is clear and detailed about what must be done and why, so that any competent person, regardless of their mathematics background, can deliver the Camp effectively. PowerPoint slides are included as school-based mentors, who will have access to projectors and netbooks, are expected to deliver the Camp.

The first pilot Math Camp took place from April 3-5th in Kibuye, Karongi district. Twenty schools from the district nominated thirty teachers, nine of them female, to attend the Camp. Following the



Figure 7 Pilot math camp in Karongi

pilot, further revisions were made to the Facilitator's Guide.

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

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

1. Generally the learning objectives were achieved, the program was well prepared, and help was given if needed, but the pace was too fast.
2. The work was at the right level, they received good feedback, the resources were good, and the course was interesting.
3. There was general agreement that the financial support was inadequate.
4. The most popular sessions were on lesson planning and on making resources.

At the end of the Camp, participants completed an action plan, identifying three aspects of the Camp they will incorporate into their teaching, starting in term 2. The VSO volunteer working in this district has agreed to follow up these action plans to find out if the program has made a difference in the classrooms.

The program will be rolled out to reach both current and future primary school mathematics teachers at TTCs and through the SBMP. In the TTC workplan mentioned above, Math Camps are expected to take place from May to October 2014 not only for TTCs but also for neighboring primary schools.

Writers' Workshops

Writers' Workshops are designed to lead participants through five steps of the writing process to produce their own stories. In November 2012, a workshop was organized at TTC Bicumbi. Twenty-seven senior 5 languages student-teachers, three of them female, participated in the event.

In year 1, another workshop was held at TTC Byumba for both students and tutors. In October 2012, the VSO volunteer placed there organized a story-reading event in which the TTC students read their own original stories to students at the neighboring primary school. At the event, Jean Bosco Bigirimana, principal of TTC Byumba, expressed his satisfaction with the focus on story.



Figure 8 TTC student reading his Writers' Workshop story to primary

A VSO volunteer was recruited to work from CPMD to support the expansion of writers' workshops. The volunteer is expected in January 2014 and will develop a rollout plan, support the editing of best products, coordinate publication and distribution, and develop a budgeted-recovery plan.

As part of the TTC workplan, Writers' Workshops will be organized from January to May 2014 at all TTCs and in neighboring schools.

Outputs 1.E

- **L3 P1 and P2 instructional materials distributed to all 13 TTCs.** Will occur following placement of L3 VSO volunteers at TTCs in January 2014.
- **TTC instructors and VSO volunteers trained on L3 instructional materials.** To occur after L3 VSO volunteers are placed and L3 instructional materials distributed.
- **Math Camp tool kit developed, field tested, revised and presented to CPMD.** Completed.
- **Math Camps organized for teachers and student teachers.** Scheduled to take place from May to October 2014.
- **Writers' Workshops organized in TTCs.** Completed.

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

Local NGO recruited for community volunteer program

The community volunteer program aims to engage community members in supporting children to develop strong literacy and numeracy skills and will be piloted at 12 sites in Bugesera district. The first attempt to recruit a local NGO to implement the pilot program failed when none of the proposals met the requirements. Recruitment resumed in quarter 3, and Never Again Rwanda was awarded the contract in May 2013.

Volunteer training modules

Because the NGO recruitment process was delayed, the work of Never Again Rwanda was also delayed. By the end of year 2, Never Again Rwanda was completing a draft training manual and terms of reference for the community literacy volunteers. Volunteer recruitment, training, and the distribution of instructional and facilitation materials is expected in October 2013.

VSO volunteer for community volunteer program

A VSO volunteer to support Never Again Rwanda with the community volunteer program has been identified and recruited. The volunteer is expected to arrive in January 2014.

PTC modules

In year 2, L3 partner Concern Worldwide created one manual for training Parent Teacher Committees (PTCs). In it, there are components on PTC management, community support to literacy, teacher motivation, and equity.

The manual is based on the best practices of PTCs in the pilot program. Best practices are included in the manual for dissemination to more PTCs through trainings led by Community Based Facilitators (CBFs). To identify and document these, Concern holds regular experiential sharing meetings following PTC trainings.

In quarter 2, Concern conducted a three-day workshop to share ideas in order to finalize the manual. Concern staff, a course coordinator from KIE, and a KIE student, who was researching teacher

motivation, participated. The discussions led to a restructuring of the manual. In quarter 4, Concern further restructured the manual in order for CBFs to easily implement it. Concern's home office education advisor reviewed and approved the manual and CBFs have piloted it. Based on the results, further revisions will be made in the coming quarter in order to ensure instructions are clear and easy to implement.

In quarter 1, Concern organized a one-day workshop with the six PTCs from L3's Bugesera pilot schools to increase awareness of the need for teacher motivation initiatives. Following the training, Concern held a two-day meeting to discuss successes and challenges PTCs have faced since the start of the L3 initiative.



Figure 9 PTC members at an experience sharing meeting

Four of the six original Bugesera sites began activities for supporting teacher motivation, specifically as income-generating activities.

In quarters 3 and 4, Concern trained three of the 11 PTC members from each of L3's 90 pilot schools. The trained members are to train the remaining members of the PTCs. In year 3, Concern will hold experiential sharing meetings with these PTC members to further identify best practices for wider dissemination.

Table 2: PTC trainings

Summary Table									
No	District	Name of training	Category of Participants				Total	Gender	
			Teachers	Head-teachers	Parents	Others		F	M
1	Huye	PTC Training	-	20	41	4	65	21	44
2	Bugesera	PTC Training	-	14	26	6	46	13	33
3	Rulindo	PTC Training	-	17	21	11	49	14	35
4	Karongi	PTC Training	-	20	37	3	60	6	54
5	Gasabo	PTC training	-	12	13	11	36	7	29

Total	-	83	138	35	256	61	195
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L3 Grants

Initially, L3 intended to partner with the Forum for African Women Educationalists (FAWE) to identify and distribute grants to community initiatives to support girls. However, FAWE wished to receive compensation for resources spent on the partnership, and it was decided to redesign the project. Instead, L3 will provide grants for Teacher Training in Effective Literacy and Numeracy Instructional Practices. These will be available to school-based mentors for teacher-training purposes.

Outputs 1.F

- Local NGO identified and recruited to develop and implement literacy volunteer program. Completed.
- Modules to train volunteers developed and implemented in L3 schools. Draft manual to be completed next quarter.
- VSO volunteer recruited to support local NGO. Volunteer recruited and will arrive in January 2014, year 3.
- Modules to reinforce PTC management capacity developed and PTCs trained in how to initiate teacher motivation activities in L3 schools. Manual revised and piloted. Further revisions will be made in the coming quarter before finalization. All PTCs at L3's 90 pilot schools have been trained.
- Grants distributed to schools and/or sectors that implement outstanding programs. Program revised; grants will now be for school-based mentors.

Result 2: Improved availability and use of teaching and learning materials

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

P1 and P2 materials

In year 2, the L3 instructional materials team produced P1 and P2 term 1, 2, and 3 materials. In Kinyarwanda, materials include student decodable texts, read aloud story collections, teachers guides, and interactive audio instruction. Stories introduce target language objectives, such as new vocabulary, grammar, letter-sound combinations, and awareness of the alphabet and individual sounds in words, which are then reinforced in interactive lessons.

For English, the materials team developed teachers guides, student decodable texts, and audio lessons. Audio for English is particularly important as it provides both teachers and students with a model of fluent English speaking and correct pronunciation.

The materials team developed teachers guides and audio lessons for math. Lessons focus on a clear objective and also incorporate mental math, headline stories, games, chants, songs, and poems to enhance critical thinking and automaticity as well as active student participation.

It was decided to increase the amount of audio time for each lesson, so L3 produced fewer audio programs but overall more time overall in audio programs. Additionally, primer pages, which contain the daily tasks a child does at home and school, were added for Kinyarwanda.

The table below summarizes the materials developed in year 2.

Table 3: Instructional Materials developed in year 2

	Kinyarwanda		English		Math	
	Delivered in Y2					
Basic Instructional Materials Kit	P1	P2	P1	P1	P1	P1
Interactive radio/audio programs	78	78	88	96	48	48
Teacher manual with scripted lessons (number of lessons)	168	168	168	168	144	144
Student assessment tasks (number)	12	12	8	12	12	12
Decodable texts (number of different texts)	24	24	10	25	N/A	N/A
Primer pages	>24	>24	0	0	N/A	N/A
Read-aloud teacher books (number of different texts)	24	24	0	0	N/A	N/A
Audio stories (number of different stories)	24	24	0	0	N/A	N/A

Following a Request for Proposal (RFP) and bid evaluation, AZ Media Plus was selected for printing student books, and Peak Solutions for teacher books.



Figure 10 Solar panels distributed to 57 schools

In March 2013, L3's 90 pilot schools received term 1 materials including Nokia phones, SD cards, and speakers, required for the audio lessons. Term 2 materials were distributed in quarter 3 in partnership with MTN Rwanda, a leading telecoms company. Term 3 materials, as well as 57 solar panels for schools requiring them, were distributed in quarter 4.

Reports from L3 schools suggest that L3 materials are transforming teacher practice and that students are making significant gains in both numeracy and

literacy. Teachers also say that due to the interesting and interactive lessons and technologies being used

in the pilot schools, school drop-outs are returning to school. This bodes well for the national rollout of the L3 materials starting in January, 2014.

Term 1, P3 materials

Due to delays in finalizing scope and sequences, development of P3 term 1 materials has not fully begun, though some decodable texts for English and read aloud stories for Kinyarwanda have been written. Development of audio scripts, scripted lesson plans, and other materials will be accelerated in the first quarter of year 3.

Delays were also faced because the materials development team was focused on editing P1 and P2 materials ahead of presentation to REB's Textbook Approval Committee (TAC) and 2014 nationwide rollout.

TAC preparation

The instructional materials development team spent a large part of quarter 4 preparing L3 P1 and P2 print and audio instructional materials for presentation to TAC, which reviews and validates all educational materials before use in classrooms. L3 materials will be presented to the TAC at the beginning of October 2013, and must be approved prior to printing and nationwide distribution.

In preparation, L3 held a retreat in Muhanga district, southern province in August 2013. 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.



Figure 11 A student with the L3 student reader

Additional activity—development of Rwanda Writes

In partnership with REB and the publishing company Drakkar-Ltd, L3 is supporting the development of Rwanda Writes, the National Story Writing and Poetry Competition. 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 year 2, an official partnership agreement among the three partners was validated, and technical and steering committees were established. Procedures for competition submissions and roles and responsibilities of key actors were developed. 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 committee. 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.

Outputs 2.A:

- P1 and P2 instructional materials and audio players distributed to 2013 L3 schools. Completed.
- Term 1, P3 materials developed and ready for distribution. This will be completed in Q1, year 3.

Activity 2.B: Pilot additional innovative tools and materials, particularly in rural and low-income regions

Educational video material

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

SMS system

In year 2, L3 entered into discussions with Human Network International (HNI) about providing a cloud computing service that would serve as a data collection and communication platform. This system would allow L3 to collect, analyze, and share reading and education data in real time through SMS phone transmission. Discussions will continue into year 3.

Community Mobile Library (CML) Initiative

The launch of the CML Initiative took place on December 6, 2012 in the CMPD gardens. Representatives from REB departments, USAID, Concern, VSO, IEE, EDC, and other members of the Rwanda education community as well as 13 journalists from public and private media attended the event.

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

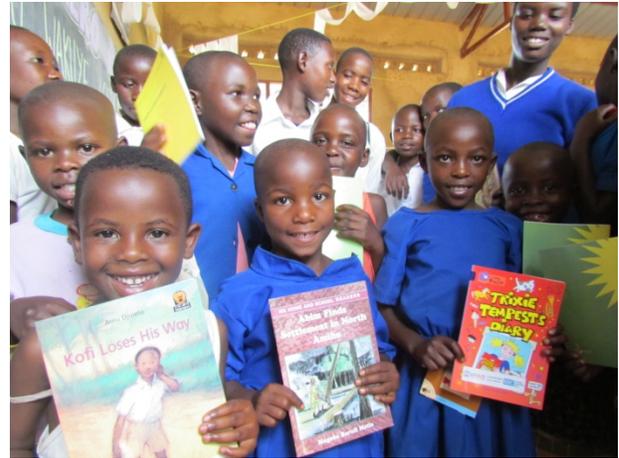


Figure 12 Children reading at the Nyamagabe library launch

In 2012 and 2013, PCVs piloted nine libraries in Nyamagabe, Nyaruguru, Ngororero, Gicumbi, Kayonza, Bugesera, and Ngoma districts. Their experiences informed the development of the CML manual. The largest challenges encountered in the CML Initiative pilot have been to attract adults to visit the library as well as to engage community members in its management. Meetings with PCVs in June and July served as strategy sessions to address these challenges. Proposed solutions have been included in the revision of the manual, which will be finalized in quarter 1 of year 3.

In the effort to expand the initiative to additional sites, L3 presented the initiative to a group of incoming PCVs in April 2013. Eleven agreed to participate in the project. In May 2013, L3 held a meeting with civil society organizations to identify others. VSO volunteers were among those who signed up.



Figure 13 Civil society organization members at the CML Initiative meeting

In quarter 4, L3 conducted site visits 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.

Efforts also continued to procure additional books for the library collections. 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 over 200 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 the first quarter of year 3.



Figure 14 Readers at the Gicumbi library

Book shipments for TTCs

L3 secured two containers of books for TTCs from the International Book Bank. In preparation for this shipment, L3 held meetings with KIE officials to select which books would be the most appropriate. A list of 493 different titles was chosen, and about 100,000 books of these were shipped.

Shipments arrived in Kigali in September, and L3 interns began inventorying and organizing them by TTC. Once the books are distributed to the TTCs, volunteers (both VSO and Peace Corps) working in the TTC areas will assist tutors to learn about the books and to plan for their use in TTC coursework.



Figure 15 TTC book shipments

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

Outputs 2.B:

- Suitable educational video material identified, uploaded onto portable video players and piloted in field test sites. No suitable materials found.
- SMS system for disseminating and receiving information on L3 initiative activities and for providing teachers and students with follow-up mathematics, reading and ESL activities developed and piloted in field test schools. Initial discussions began with HNI.
- Preferred rate for Ministry-approved mobile phone-based educational activities negotiated. Initial discussions began with HNI.
- Mobile library system piloted, refined and ready for expansion in YR 3. Completed.
- Priority materials for inclusion in Brothers to Brothers Foundation shipments identified. L3 has received shipments from the International Book Bank for distributions to TTCs.

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

Student teachers, mentors trained

In year 2, both the L3 VSO volunteer at TTC Bicumbi and other VSOs at TTCs and at districts supported TTCs and mentors in making low-cost and no-cost materials.



Figure 16 TTC Bicumbi students explore resources made

At TTC Bicumbi, the VSO volunteer provided ongoing support to the school-based mentors and TTC tutors on instructional resources. As a result, the school-based mentor developed a teacher resource center at the primary school. The center includes a room set up as a model classroom, meant to give teachers ideas and inspiration for making their own resources. The SBM also created materials and displays in the center which teachers can use.



Figure 17 Teacher Resource Center Locally produced displays

Another volunteer held a training in Rusizi district in quarter 4 for TTC students, tutors, and school-based mentors. The training focused on making charts using rice sacks.



Figure 18 Training in Rusizi district

Once L3 VSO volunteers are placed at TTCs, these trainings can take place more regularly.

Video module for making materials

A manual for making low-cost and no-cost instructional materials has been completed. A video module for use by senior and school-based mentors has been planned. Filming will begin early in year 3.

"Make and take" sessions for teachers

Because there were such delays in recruiting and deploying senior and school-based mentors, school-based mentors were not able to hold "make and take" sessions for teachers this year. Once the video module is completed and senior mentors are more settled, this training can be cascaded.

Locally produced materials

While no formal policy for including locally-produced materials on REB's approved list for schools is in place, considerable gains were made in making such materials available to schools. In year 1, L3 supported a tender process and trained publishers to produce more children's storybooks. The winning books were added to REB's list of approved supplementary materials, which schools use to order books. This year in November 2012, schools across the country received the new list and began to place their orders. The new list, as a result of the tender, had an additional 900 storybooks, over 200 of which are in

Kinyarwanda. For the first time, books are available for P1-P3 children in Kinyarwanda. By March 2013, schools had already ordered over 500,000 of these new books.

Outputs 2.C:

- **Student teachers and SMs/SBMs in L3 target schools trained in how to make and use low-cost/no-cost materials to support early literacy and numeracy programs.** Some trainings were held this year. More trainings will be held next year.
- **Video-module on how to make and use low-cost/no-cost materials developed and available for use by SBM and SMs.** A manual has been completed, and a video module has been planned. Filming will begin early next year.
- **Regular “make and take” sessions organized for teachers in field school.** Sessions will be organized following the development of a video module.
- **Policy in place for inclusion in Ministry list of authorized resources locally-produced materials validated by REB.** No formal policy in place, but L3 participated in a process to include new materials on REB's approved list.

Activity 2D: Promote a culture of reading.

Key messages

The consulting company contracted by Concern Worldwide, Kibondo Editions, completed the process of identifying Behavior Change Communications (BCC) messages (Annex 9) to promote reading in communities. The company organized consultative workshops with head teachers, teachers, parents, PTC members, sector education officers, and school-based mentors and conducted a literature review. Messages identified focus on the promotion of a culture of reading, advocating for support for children to learning to read in homes and communities as well as schools, advocating for leaders' action to prioritize support for reading, and advocating for the provision of reading materials in schools and homes. The messages also focus on the creation of equal opportunities for all children – rural and urban, girls and boys, from low and high socio-economic backgrounds.

Draft materials, including radio spots, posters, leaflets, pamphlets, calendars, exercise book covers, comic books, T-shirts, stickers, pens, and playing balls, were pretested in schools and communities and then shared with the L3 consortium and other stakeholders for feedback.

Concern's BCC materials have been submitted to REB and are awaiting approval before printing and distribution. 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.

VSO, mentors, and PTCs trained on key messages

As the BCC messages have not yet been approved, training on the messages could not be completed. Once the messages and accompanying materials are approved, which is expected early in Q1 of year 3, these trainings can move forward.

Training modules on community support to literacy

As explained in section 1.F, Concern is developing one training manual which includes PTC management, teacher motivation, equity, and community support to literacy. This year, the manual has undergone

extensive testing and revision. After piloting by the CBFs, the manual will be further revised in the coming quarter before finalization.

Local campaigns launched to promote reading launched in schools in TTC catchment areas

As the BCC messages have not yet been approved, they cannot yet serve as the foundation of a campaign. However, PTCs have been trained on providing reading support, and several have launched initiatives, such as holding reading competitions. Once L3 VSO volunteers arrive at TTCs, they will plan how to launch such a campaign.

Outputs 2.D:

- Key messages identified for inclusion in national, regional and local campaigns. Completed.
- VSO, SMs, SBMs and PTCs trained in key messages around literacy and learning (positive attitudes and behaviors). Will be completed following the validation of messages and materials.
- Training modules for community member to support literacy developed. Have been developed and is undergoing revisions.
- Local campaigns based on key messages to promote reading launched in schools in TTC catchment areas. Campaigns will be devised when messages are approved and volunteers are placed at TTCs.

Result 3: Support for English

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

These activities were done concurrently with activities in 2.A for Kinyarwanda and math. P1 and P2 term 1, 2, and 3 materials were produced and distributed this year. Due to delays in the scope and sequences as well as preparation for TAC, production of P3 term 1 materials has been postponed to quarter 1, year 3.

Outputs 3.A:

- P1 and P2 English instructional materials and audio players distributed to 2013 L3 schools. Completed.
- Term 1, P3 English materials developed and ready for distribution. This will be completed in Q1, year 3.

Activity 3.B Use IRI to reinforce and extend face-to-face ESL training program

Interactive audio instruction has reinforced and extended ESL training and modeled fluent English language 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.

Outputs 3.B

No activities planned.

Activity 3.C Use the SBMP to reinforce teachers' English

SBM video modules in English

As explained in section 1.C, this year L3 developed 9 video modules for effective teaching of early grade literacy and reading, teaching English as a second language, and leadership at the school level.

Technical report on mentors' English ability

The ministry decided to accept only English-proficient applicants for the SBMP. For this reason, mentors' ability to facilitate trainings in English using the video-based modules is no longer a concern.

English diagnostic and self-assessment tools

The VSO volunteer recruited to support TDM in developing diagnostic and self-assessment tools arrived in January 2013. He worked with the newly-formed English Language Assessment Technical Working Group under REB's Continuous Professional Development Task Force.

As a result, L3 developed the Rwandan English Proficiency Standards for teachers (REPS), a model of performance indicators using the Common European Framework of Reference (CEFR) standards and models from Canada, Switzerland and the United Kingdom (Annex 10).

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

The self-assessment tool has an assessment sheet for each REPS level which contains 25 "I can..." statements about listening, speaking, reading, and writing skills as well as mechanics. School-based mentors are meant to give teachers one sheet at the beginning of each term, and teachers will regularly rate their level of confidence regarding each statement.

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

There is a diagnostic tool for basic users and one for independent users, and each, as with the self-assessment tools, includes the skills of reading, writing, listening, and speaking skills as well as mechanics.

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

The volunteer developed a guide to support mentors in using the tools.

On June 20, 2013, the REPS system was presented to representatives of all REB departments, including DDGs, as well as representatives from all major agencies working in education in Rwanda. Working sessions followed in which the assessment and diagnostic tools were reviewed.

During the phase 1 senior mentor training at the end of June, the VSO volunteer presented an overview of the tools. Sessions were meant to familiarize the mentors with both the performance indicators and the self-assessment and diagnostic tools. All of the practical exercises in the mentor guide were tested.



Figure 19 Senior Mentors engaged in REPS exercise

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

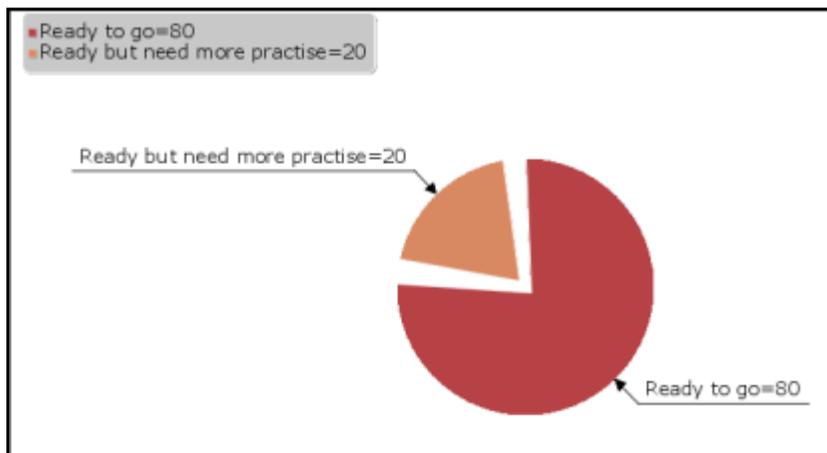


Figure 20 Mentor Professional Competency confidence self-assessment results

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

In quarter four, L3 began a 5-week period of extensive field testing 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 school-based mentors in January.

Outputs 3.C

- **School-based Mentoring Program video modules produced in English. Completed.**
- **Technical report on SMs and SMB's ability to facilitate trainings in English using new video-based modules produced.** As only English-proficient mentors were recruited, this was no longer necessary.
- **Additional ESL audio and/or video materials identified and uploaded on L3 audio and video players**
- **English diagnostic, self assessment tools developed and validated.** Tools were developed and reviewed. Following field testing, which is due to end in October 2013, tools will be presented to REB for final validation.
- **SMs and SBMs trained in how to use the tools.** Senior mentors underwent an initial orientation on the tools.

Activity 3.D Revise the existing English curriculum

As explained in section 1.A, REB launched the curriculum reform effort in July 2013 after many delays. No formal terms of reference have been developed for L3 support, but the L3-supported national standards for math and reading and experience from developing instructional materials will serve as a basis for developing new curricula. EDC math and reading experts will also attend the curriculum conference planned for November 2013.

Outputs 3.D

- **Terms of reference for L3 support to curriculum revision process developed.** TORs not developed but plan for L3 support is moving forward.

Result 4: Strengthen Ministry Capacity

Activity 4.A: Strengthen MINEDUC central capacity

In year 2, L3 engaged in numerous activities which strengthen REB capacity, as is evident from the above sections. L3's support for developing and administering fluency instruments, the development of national math standards and TTC curriculum resources, the partnership with SynPhony, the development of an ICT policy, and the development of several foundational documents and structures

for the SBMP were key in developing REB capacity this year. L3 regularly participates in various technical committees, such as the Rwanda Reads Task Force and Technical Committee, the SBM technical working group, and the Continuous Professional Development Task Force. Further support will be given in the coming year as the curriculum reform process moves forward.

Outputs 4.A:

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

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

TTC English and mathematics methods course guidelines

In October 2012, VSO and L3 established a technical team to finalize the resource materials for the new TTC English Language and Language Methods and Practice curricula developed in 2012. The materials were finalized in December and, along with the revised curricula, validated by KIE. (See Annex 11 – English Curriculum, Annex 12 – Language Methods and Practices Curricula, Annex 13 – English Curriculum Resource Package). The materials were distributed to TTC tutors in January 2013.

The TTC math methodology curriculum lacked sufficient math content. To support TTC tutors in using the curriculum, VSO volunteers and other facilitators added additional math content and identified a team to work on curriculum guidelines. A working group of VSO volunteers, KIE lecturers, and TTC tutors was identified. Unfortunately, the VSO volunteer who was going to coordinate this effort resigned from her post, and the group has not met. In year 3, L3 will recruit a VSO volunteer to resume the process.

TTC instructors trained

KIE lecturers, select TTC tutors, VSO volunteers, and IEE, with the support of L3, organized a six-day training for TTC tutors in order to introduce new curricula for English, Language Methods and Practice, Mathematics, and Mathematics Special Methodology. The new curricula are designed to model quality teaching practices so that students can become effective primary teachers.

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

The training featured and modeled approaches to a learner-centered teaching. Participants were excited and eager to take back activities to their TTCs. The full training report is in Annex 14.



Figure 21 TTC tutor training on use of fraction walls and number lines

Additionally, a four-day sensitization workshop for over 70 TTC principals, Deans of Studies (DOSs), methodology tutors, and interns was held at TTC Kirambo from April 1-4th as a follow-up to the instructors' training. Participants were very enthusiastic about the new curricula and guidelines.

English communications course

In December, VSO volunteers also worked with CPMD on the development of a new English Communication Skills curriculum for student-teachers in non-language specializations. It is designed to develop student-teachers' English language skills so that they can be effective language role models for their students as well as to model the types of language learning experiences that should be core activities in every primary classroom. A team of experts, including VSO volunteers, REB/EQS, IEE, and EDC, drafted the English Communication Curriculum in quarter 2 (Annex 15). As for the math guidelines, the process will be resumed once a volunteer has been hired to coordinate.

Support to two TTCs

The two VSO volunteers recruited for TTC Bicumbi and TTC Save took up their posts in quarter 2, though unfortunately, the volunteer at TTC Save resigned for personal reasons.

The volunteer at TTC Bicumbi ran extracurricular clubs to promote reading and English skills. In reading clubs, the volunteer modeled story-reading for children and played audio stories for students to listen to. In English clubs, students practiced both their English reading and speaking skills through reading and singing song lyrics as well as



Figure 22 Debate club at TTC Bicumbi

reading text which provides background information on debate topics.

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

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

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

Outputs 4.B:

- **Guidelines for TTC English and Mathematics Methods courses completed.** English guidelines completed. Math guidelines to be developed.
- **TTC instructors trained on new courses.** Completed.
- **English communications course developed.** The course was drafted.
- **VSO volunteers appointed to two TTCs.** Completed, though one volunteer resigned.
- **Programs initiated at two TTCs to transform TTCs into centers of excellence for literacy and numeracy.** Completed at one TTC.

Activity 4.C. Develop tools and systems for monitoring teacher practices.

Evidence-based instructional practices

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

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

Classroom observation tool

L3 supported the development a *Classroom Observation Form* for collecting data on the key pedagogical practices (Annex 17). Each practice is awarded a grade on a continuum from 1 to 5, with 1 being the least amount of observable evidence of mastery of the particular practice and 5 being the most amount

of observable evidence. To ensure that all mentors interpret the evidence the same way, a reference document was created. The reference document provides a clear description, for each practice, of what SBMs would see in the classroom if the teacher is at a level 1, 2, 3, 4, or 5. It was determined that the observation form and pedagogical practices align with the new inspector evaluation forms and procedures from REB's EQS department.

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

The tool has been validated, and senior mentors were trained in its use at the phase 1 mentor trainings. Senior mentors have cascaded the training to school-based mentors as well.

Data system

The lesson observation forms developed for observing L3-supported lessons are in use in the field. Data from these forms is being collected and entered into the L3 database. However, there is no formal system for collecting, aggregating, and analyzing data in place, and this will be developed in year 3.

Outputs 4.C:

- **List of key evidence-based instructional practices developed and validated by REB.** Completed.
- **Classroom observation tool, keyed to instructional practices, developed and validated by REB.** Completed.
- **SMs and SBMs trained in the use of the tool.** Mentors to be trained in year 3.
- **System for collecting, aggregating and analyzing data defined.** To be completed in year 3.

Activity 4.D. Improve tools and systems for assessing students' reading and math competencies. (LARS, EGRA, etc)

Multi-year plan

REB is working with UNICEF and UNESCO to institutionalize LARS, which will occur every few years and assess P2 and P5 children in literacy and numeracy. The idea is to pair the assessment with national exams to get a picture of the whole system and student performance at critical stages as they progress through it. LARS will help REB in determining where there are learning gaps before the transition to English as a language of instruction and before the end of primary national exams. This will allow REB to determine appropriate remediation.

REB appointed a committee to develop this plan, and the L3 M&E Manager attended the first workshop in Q3. Committee members report that the whole process has stalled and that they have not met again to move plans forward.

Criteria established for reading texts

As mentioned in section 1.A, L3 used the criteria established in 2012 for the April publishers' tender to develop criteria for end of P3 and end of P5 texts. These criteria informed the development of fluency instruments used in data collection.

Data collected for national reading standards

As mentioned in section 1.A, data was collected on a nationally representative sample of P3 and P5 students. This data was entered and analyzed, and a report was sent to the EDC research specialist for review. Following this, the report will be shared with USAID and REB for validation. National reading standards will be validated according to the report.

Output 4.D:

- Multi-year plan for the design, implementation, and analysis of literacy/numeracy assessments developed. Committee for this task has delayed meeting.
- Qualitative criteria established for end of P3 and end of P5 reading text (English and Kinyarwanda). Completed.
- Data collected on nationally representative sample of P3 and P5 students and used to validate or revise draft national standards. Data collected but not yet validated.

Result 5: Improved Equity in Education

Activity 5.A: Ensure equal access to quality instruction.

Outputs 5.A:

No activities planned.

Activity 5.B: Promote positive images of girls and other marginalized groups

As explained in section 2.D, Concern's BCC messages and materials have not yet been validated by REB. For this reason, mentors, CBFs, and PTCs have not yet been formally trained, and evaluation data on their impact could not be collected. However, as part of the PTC trainings that have occurred this year in L3's pilot schools, PTCs have been introduced to the importance of equity in education, and many have already launched initiatives.

Outputs 5.B:

- SMS, SBM, Community Based Facilitators and PTCs in L3 sites trained on BCC messages to promote positive images of girls and marginalized groups. To be completed following validation of BCC materials.
- Evaluation data collected and program adapted for rollout nation-wide. To be completed following validation of BCC materials.

Activity 5.C: Train teachers and parents to address barriers

Inclusive education module

In year 2, L3 was to develop an inclusive education module in line with the new TTC curricula. Because there were so few L3 VSO volunteers this year, the development did not take place. However, VSO volunteers did lead trainings on inclusion at TTCs this year, and the development of a formal module will be on the workplan for the L3 VSOs arriving in year 3.

Diagnostic tools and remediation activities

As explained in section 1.A, L3 developed diagnostic tools and remediation activities for P1 and P2. The tools are to be used after every 10 lessons as part of the L3 instructional materials and can be easily used by a teacher, parent, or community member.

Teachers and community members trained

As explained in previous sections, Never Again Rwanda has been subcontracted to implement the community volunteer program, which includes the training of community volunteers to support use of L3's diagnostic tools and remediation activities.

Additionally, school-based mentors participated in trainings on L3 instructional materials and are thus familiar with the tools. As L3 VSO volunteers are placed at TTCs, TTCs will receive a complete package of L3 materials, including these tools.

Output 5.C:

- **Inclusive education module developed, validated and field tested in at least one TTC.** To be completed by the incoming L3 VSO volunteers in year 3.
- **Diagnostic tools and remediation activities for literacy/numeracy developed (see 2.A) above.** Completed.
- **Teachers and community members trained on how to use the tools and activities to reach struggling students (See 1.C, 1.D and 2.A above).** Trainings will take place once the community volunteer program is implemented and once L3 VSOs are placed at TTCs.

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

Identifying schools in rural and low-income areas

In quarter 1, the L3 M&E team contacted the National Institute of Statistics to inquire about procedures or criteria for identifying rural and low-income areas and schools. The Institute requested that L3 present an official letter from REB requesting this information. REB prepared the letter for signature but to date the information has not been received, and L3 has learned that the Institute is still establishing this process. L3 will continue following up with the Institute to receive this information as soon as possible.

Implement additional activities

While rural and low-income schools were not formally identified, L3 moved forward in implementing activities to benefit all pilot schools as well as rural areas specifically. As previously mentioned, all PTCs at L3 pilot schools were trained in management, community support to literacy, equity, and teacher motivation. As also explained, there are now 17 community mobile libraries, many of which are in isolated areas. Once rural and low-income areas are officially identified, L3 can target additional support there.

Support for monitoring progress

Originally, Concern intended to provide sector education officers with fuel to assist with transport for monitoring community involvement activities at schools. However, a more favorable alternative was established since not all sector education officers had motorbikes and there was no clear system for delivering this support. Instead, Concern will work with REB to include community involvement monitoring as part of the monitoring that REB already undertakes through education inspectors and

sector education officers. Concern has had several conversations with the REB EQS DDG, who has welcomed the initiative, and will move the process forward in the next year.

Outputs 5.D:

- **Process for identifying schools in rural and low-income areas established.** Awaiting information from the National Institute of Statistics.
- **Process used to identify schools in each district that correspond to that profile.** Awaiting information from the National Institute of Statistics.
- **Implement additional activities in target schools (see 1F and 2.B).** PTCs trained and mobile libraries distributed, though rural/low-income target schools not identified.
- **Institutional support to sector education officers to monitor progress in these schools provided.** Concern will continue working with REB EQS to include community monitoring in inspectors' activities.

Activity 5.E. Increase awareness of equity issues at key nodes

FAWE partnership

Originally, L3 planned to collaborate with the Forum for African Women Educationalists (FAWE) to identify local efforts to award with grants. However, in pursuing the partnership, FAWE insisted on receiving compensation for all resources spent in the partnership, and it was decided to redesign these grants. In their place, grants to school-based mentors for teacher training activities will take its place.

Principles of Child Friendly Schools

In year 2, the L3 technical director reviewed UNICEF's Child Friendly Schools principles and aligned L3 materials development with them. Pedagogical approaches and strategies will continue to be incorporated into L3 materials.

Outputs 5.E:

- **Formal alliances established with FAWE detailing nature of L3 collaboration.** Not completed; grant program reworked.
- **Procedures and terms of reference finalized for distribution of grants to district gender task forces finalized with FAWE.** Not completed; grant program reworked.
- **Formal alliance established with UNICEF detailing nature of L3 collaboration to support principles of Child Friendly Schools.** No formal alliance was established, but L3 aligned materials development with the principles of Child Friendly Schools.

Monitoring and Evaluation

Policies and Procedures Manual

In year 2, the M&E policies and procedures manual, which includes the Performance Indicator Reference Sheets and data collection forms, was finalized and presented to USAID as part of a Data Quality Assessment (DQA). The manual explains the L3 data collection system procedures to ensure the reliability and validity of the data reported. Procedures ensure that any gaps in this system are identified and rectified as soon as possible to ensure data quality. The manual can be found in annex 18.

L3 staff and partners were oriented on the procedures and received standardized forms for training attendance, evaluation, and distribution. M&E focal points at partner organizations were trained in data management and analysis applications, and partner databases were also developed.

These procedures and tools have ensured that L3's M&E system provides timely, accurate, and reliable data on the project's progress and achievements.

Baseline report

L3's baseline report on literacy and numeracy skills as well as teacher, head teacher, and parent beliefs and practices was finalized and submitted to USAID.

Impact evaluation

In quarter 4, L3 and the EDC M&E home office specialist trained 18 data collectors to administer the early grades reading assessment, early grades mathematics assessment, teacher beliefs and practices survey, teacher questionnaire, head teacher questionnaire, and parent questionnaire. Tablets and an eAssessment platform were used, allowing L3 to send data to the EDC home office daily for analysis.

Impact data collection began at the end of September 2013 and is expected to finish early in October 2013.



Figure 23 A parent and a student being interviewed during the impact evaluation data collection exercise

National baseline study of P1 to P3 teachers' English

As part of the DFID results-based aid baseline study, the British Council is charged with collecting data on P1 to S3 teachers' English language skills. As part of this, approximately 50 P1 to P3 teachers were evaluated. In October 2012, L3 developed a service contract with the British Council to add an additional 35 P1 to P3 English teachers to the sample so that the P1 to P3 sample would be a reliable measure of P1 to P3 teachers' language skills.

The British Council collected this data and submitted it to the EDC M&E research specialist in the home office for analysis. A memo on the preliminary analysis was submitted to L3 senior management in quarter 3 (annex 19).

Outputs Monitoring and Evaluation:

- L3 M&E Policies and Procedures Handbook finalized. Completed.

- Performance Indicator Reference Sheets and data collection tools finalized for each indicator. Completed.
- L3 implementing partners staff trained on M&E systems and procedures. Completed.
- P1/P2 baseline reports completed and validated; impact evaluation data collected. Baseline report completed; impact evaluation data collection began and will be completed in October 2013, year 3.
- National baseline study of P1 to P3 teachers' English language skills completed. Completed.

3.0 RESULTS ACHIEVED

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

Indicator type	Indicator description		Target 2013	Achievements 2013	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	2518,393	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	2,477,191					
		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								
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	

Indicator type	Indicator description		Target 2013	Achievements 2013		Disaggregation	Frequency	Data source/responsible	Notes
									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	1,052	Gender, District	Annual	Listenership records (for teachers); attendance records for mentors, head teachers, TTC instructors	For 2012, figures reflect teachers, mentors, head teachers, etc. receiving face to face training from L3
				F	563				
				M	489				
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	614	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	287				
				M	327				
Custom Indicator (Type: Outcome/Impact)	1.4 Proportion of teachers in SBMP using new literacy/ numeracy instructional practices and materials		50%	94%		Gender, Zone	Annual	Criterion-referenced Observation Sheet	Tool to be developed
F- Indicator 3.2.1.18 Number of PTAs or similar 'school' governance structures supported (Type: Output)	Number of PTAs or similar 'school' governance structures supported		90	84		Zone	Annual	PTA/PTC log of Initiatives	Tool to be developed
	Number of PTAs/PTCs that undertake Initiatives- to support increased teacher motivation with USG assistance		90	6		Zone	Annual	PTA/PTC log of Initiatives	Tool to be developed
Result 2									
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	170		Type	Semi annual	List of works produced to support new Kinyarwanda and English reading programs; list of	

Indicator type	Indicator description		Target 2013	Achievements 2013	Disaggregation	Frequency	Data source/responsible	Notes
							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	Test developed. Baseline data collected in 2012
Result 4 Strengthened Ministry capacity to improve the quality of education								
F-Indicator 3.2.1-37: Number of impact evaluations conducted (Type: Output)	4.1 Number of impact evaluations conducted		0	NA	NA		Ministry National Reading assessment program	2014: Small Impact Evaluation. 2016: Nationally representative sample.
	4.2 Number of completed reports submitted to MINEDUC on the impact of L3 Initiatives, during grade-specific action research cycles, as well as during nationwide roll out		0	NA		Annual	Report submitted to Ministry	Baseline: 2011 National assessment instruments (LARS, EGRA/EGMA), programs and policies
Result 5 Improved Equity in Education								
Custom Indicator (based on UNESCO indexes) (Type: Outcome)	5.1 Average increase in parity of student's performance in literacy at P3 level in L3 supported schools	F	NA	NA	Gender, zone	Twice (2015, 2016)	EGRA fluency scores	Baseline is 2011 EGRA data
		M	NA	NA				

*Indicator reports can be found in Annex 20

4.0 COLLABORATION AND RESOURCE LEVERAGING

Collaboration and Resource Leveraging:

In year 2, L3 continued to strengthen existing relationships and create others. L3 entered into a formal partnership with the publisher Drakkar-Ltd and REB in order to organize the national story writing and poetry competition, which is planned to launch in January 2014.

The computer company Acer has also agreed to take part in the writing competition. In quarter 4, the company agreed to provide 10 tablets as well as \$100 vouchers as prizes for the writing competition.

MTN Rwanda, a leading telecoms company, agreed to provide sequential numbers and assign them to schools for the sim cards procured for the nokia phones being used in schools. Additionally, as part of their annual month of corporate social responsibility, MTN participated in the distribution of term 2 materials in June 2013.

L3 entered into conversations with HNI regarding a possible partnership in using SMS technology to disseminate messages and for monitoring. These conversations will continue into year 3.

Outputs Collaboration and Resource Leveraging:

- **Formal alliance established with at least one additional technical partner.** Completed.
- **At least one public-private partnership established.** Completed.

Administration and Management

L3 continued in year 2 to build and strengthen internal and external systems and controls to ensure effective implementation of the initiative. L3 continued to have monthly progress meetings with USAID as well as with all partners. To align with REB reporting systems, L3 has switched from sending weekly reports to now sending monthly reports.

The EDC home office provided ongoing support and guidance to partners for submission of costshare and financial reports to ensure compliance. As IEE transitions from an international NGO to a local one, L3 has been hiring local employees directly as consultants and will explore a local subcontract once their transition is complete.

Outputs for Administration and Management

- **Monthly financial statements and projections are completed and submitted on time.** Completed.
- **Quarterly accruals are prepared and submitted to USAID on a timely basis.** Completed.
- **Detailed and high quality quarterly and annual reports are prepared and submitted on time.** Completed.
- **Quarterly portfolio review meetings are organized and used to identify successes, as well as measures that need to be implemented to ensure work plan is respected.** Completed.
- **Monthly meetings are organized with L3 subcontractors to review progress.** Completed.

MINEDUC/REB partnership building

As evidenced by previous sections, all of L3's work this year has been in close collaboration and under the approval of REB. L3 regularly participated in the Continuous Professional Development task force, SBM technical working group, and Rwanda Reads technical committee and task force.

L3 and CPMD decided in quarter 4 to hold monthly meetings as quarterly meetings were so essential and useful.

Outputs for Ministry of Education/Rwanda Education Board Partnership Building

- Continuous Professional Development (CPD) task force meets regularly to coordinate efforts and respond to REB emerging priorities. Ongoing.
- School-based Mentoring Technical Working Group (SBMTWG) meets regularly to support TDM in developing policies and procedures for roll-out of SBM program. Ongoing.
- Rwanda Reads Technical Committee meets regularly to advance Rwanda Reads Initiative. Ongoing.
- Rwanda Reads task force meets regularly to advance Rwanda Reads Initiative multi-year strategic plan. Ongoing.
- Quarterly meetings held with REB DG to review progress. Ongoing.

Communications

In year 2, L3's revamped website went live with additional content on the initiative's interventions and projects as well as quarterly success stories. L3 also increased its media presence this year, with over 55 English and Kinyarwanda print articles published in newspapers, print and online, as well as radio and TV coverage.

While most coverage was a result of press releases, on a few occasions L3 was referenced as a key literacy initiative in various articles. In quarter 4, an article in the New Times, Rwanda's leading English daily, reported that Rwanda was ranked in the top 20 countries in Africa for literacy promotion in a report from the African Economist magazine. L3 was cited as an important initiative contributing to this ranking, specifically for the literacy instructional materials in use at the 90 pilot schools.

Additionally, L3 communications teamed with a newly-formed REB communications committee to produce and distribute the first two of the joint REB-L3 quarterly newsletters. Distribution through REB's channels reaches all of REB staff, ministry officials, district education officers, development partners, publishers, and donor agencies. The first two editions covered L3's instructional materials, Math Camps, Writers' Workshops, community mobile libraries, national reading standards, and the newly added storybooks on REB's approved list.

Outputs for Communication

- Repurposed L3 website operational and updated regularly. Ongoing.
- Articles on L3-supported initiatives published regularly in local media outlets. Ongoing.
- Semiannual newsletter published and distributed to stakeholders. Ongoing.
- Success stories developed and submitted to USAID each quarter (1 story per quarter). Ongoing.
- Quarterly reports distributed to DG, REB and DDGs, REB. Ongoing.

5.0 LESSONS LEARNED

In year 2, L3 made a lot of progress but still faced challenges. Though district level trainings for L3 pilot schools were efficient, such large scale trainings made it difficult for teachers to receive individual attention. L3 will provide additional support to teachers through school-based mentors, and in year 3, L3 will develop video modules, specifically intended to support teachers use L3 instructional materials, for their use.

Additionally, L3 faced delays in procurement and production. In response, L3 developed a material procurement plan and has hired additional studio staff to speed recording and editing of audio programs.

6.0 YEAR THREE PRIORITIES

Priorities in year three include:

- Rollout L3 support nationwide
- Finalize and validate national math content and practice standards, validate national reading standards
- Provide support to the curriculum reform process
- Finalize scope and sequence and produce instructional materials for P3
- Pilot P3 materials in L3's 90 schools
- Validate, print, and distribute P1 and P2 instructional materials nation-wide
- Rollout support to TTCs, including Math Camps, Writers' Workshops, book distribution
- Validate and rollout BCC messages
- Launch community volunteer program
- Launch national writing competition

7.0 ANNEXES

1. Draft math content and practice standards
2. Costed strategic plan, SBMP
3. Approved documents for the SBMP
4. Schools participating in L3's 90 school pilot program
5. Senior mentor induction checklist
6. L3 lesson observation tools
7. TTC 2014 workplan
8. Math Camps facilitators guide
9. BCC messages
10. REPS model
11. TTC English curriculum
12. TTC Language Methods and Practices Curricula
13. English Curriculum Resource Package
14. TTC curricula training report
15. TTC English Communication Curriculum draft
16. 16 pedagogical practices and qualitative descriptors
17. Classroom Observation Form
18. M&E Procedures Manual
19. Preliminary analysis of British Council P1-P3 teachers' English skills data
20. Indicator reports