



Literacy, Language and Learning Initiative

FY14 Q2 Quarterly Report
(January-March 2014)



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

IR 5: Improved Equity in Education

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

Table of Contents

ACRONYMS	6
INTERMEDIATE RESULT 1: Improved Quality of Teaching	9
1. A Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision	9
1.B Develop an instructional package keyed to the new standards.....	10
1.C Complete School-Based Mentoring Program (SBMP) framework and train mentors.....	14
1.D Monitor the SBMP	17
1.E Incorporate the Rwanda L3 literacy/numeracy models in Teacher Training Colleges (TTCs)	18
1.F Pilot Initiatives to improve teachers’ motivation and working conditions	20
INTERMEDIATE RESULT 2: Improved Availability and Use of Teaching and Learning Materials	23
2.A Provide all teachers and students with a comprehensive package of materials	23
2.C Support student, teacher and community production of low-cost/no-cost materials	27
2.D Promote a culture of reading	28
INTERMEDIATE RESULT 3: Support for English	34
3.A Develop a program to transition teachers (and students) to English as language of instruction	34
3.B Use the SBMP to reinforce teachers’ English (formerly 3.C)	35
3.C Revise the existing English curriculum (formerly 3.D)	38
INTERMEDIATE RESULT 4: Strengthen Ministry Capacity	38
4.A Strengthen REB central capacity.....	38
4.B Transform TTCs into centers of excellence for literacy/numeracy.....	39
4.C Develop tools and systems for monitoring teacher practices	41
4.D Improve tools and systems of assessing students’ reading and math competencies.....	41
INTERMEDIATE RESULT 5: Improved Equity in Education	42
5.A Promote positive image of girls and other marginalized groups (formerly 5.B)	42
5.B Train teachers and parents to address barriers (formerly 5.C)	43
5.C Provide additional resources to rural, low-income areas (formerly 5.D)	44
5.D Increase awareness of equity issues at key nodes (formerly 5.E)	45
MONITORING AND EVALUATION (M&E)	45
COLLABORATION AND LEVERAGED RESOURCES	49

4.0 LESSONS LEARNED 55

5.0 ADMINISTRATION AND MANAGEMENT 55

6.0 ANNEXES 61

ACRONYMS

BCC	Behavior Change Communication
CBF	Community Based Facilitators
CEFR	Common European Framework of Reference
CML Initiative	Community Mobile Library Initiative
Concern	Concern Worldwide
CoP/DCoP	Chief of Party/Deputy Chief of Party
CPD	Continuous Professional Development
CPMD	Curricular and Pedagogical Materials Development
DG	Director General
DDG	Deputy Director General
DEO	District Education Officers
EDC	Education Development Center, Inc.
EFRT	English for Rwandan Teachers resource bank
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
ELATWG	English Language Assessment Technical Working Group
EQS	Education Quality and Standards
ESL	English as a Second Language
FARS	Fluency Assessment in Rwandan Schools
HNI	Human Network International
HT	Head Teacher
IAI	Interactive Audio Instruction
ICT	Information and Communication Technology
IEE	International Education Exchange
L3	Language, Literacy and Learning Initiative
LARS	Learning Achievement in Rwanda Schools
MINEDUC	Ministry of Education
M&E	Monitoring and Evaluation
MCOP	Mentor Community of Practice
MEMS	Monitoring and Evaluation Management Service
MOU	Memorandum of Understanding
NAR	Never Again Rwanda

P1-6	Primary One to Six
PCV	Peace Corps volunteer
PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc
REB	Rwanda Education Board
REPS	Rwandan English Proficiency Standards for teachers
RFP	Request for Proposals
SBM	School-based Mentor
SBMP	School-based Mentoring Program
SEO	Sector Education Officers
SM	Senior Mentor
SMS	Short Message Service
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TTC	Teacher Training Colleges
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

A total of 36 thousand teachers guides and 6.3 million student readers for P1 and P2 were printed and arrived in Kigali in February and March. Distribution of the teachers guides together with the audio materials started in March but the company awarded the contract failed to complete the distribution. The remaining districts will receive the materials in April.

The development of audio scripts, read aloud stories, student readers and teachers guides for P3 Kinyarwanda, English and math for terms 1 and 2 was completed. P3 teachers in 90 pilot schools were trained to use the materials and the term 1 materials were piloted in those schools, while the term 2 materials will be piloted in the next quarter. The materials developers paid weekly visits to the pilot schools to assess the effectiveness and suitability of the materials.

In January and February 770 netbooks and pico projectors were distributed for school-based mentors to use in training teachers. The netbooks are loaded with a series of training videos as well as the P1 and P2 literacy and numeracy materials. Additional netbooks and projectors are available for new mentors when they are appointed.

In March the Rwanda English Proficiency Standards diagnostic tests were taken by 21,433 primary school teachers and 8,023 secondary school teachers. Senior mentors were trained in test administration and subsequently trained the school-based mentors, who conducted and marked the tests. The results will be analyzed in the next quarter.

The second and third mentor training modules were completed during February. Module 2 will be used in April to train senior mentors in professional standards and practices, which they will pass on to the school-based mentors.

VSO volunteers in the TTCs and TTC representatives received an orientation in the literacy and numeracy program and will receive copies of the materials in the coming quarter.

EDC's partner, Concern Worldwide, revised the PTC training manual after piloting in the field. It will be submitted to REB for approval. Training was provided to PTCs from 234 schools in Gisagara, Nyamagabe and Nyanza districts.

A further 14 community mobile libraries were established.

Never Again Rwanda (NAR) drafted a community literacy volunteer manual, which is being piloted by the 30 volunteers trained in December. A VSO volunteer was assigned to NAR to assist with the implementation of the program.

The national story-writing competition was launched by the Minister of Education on February 20th at Rugarama Primary School.

Copies of the Bugesera Pilot Assessment report were given to the Curricula and Pedagogical Materials Development (CPMD) department and a presentation and discussion of the findings is scheduled for April 1st.

A baseline assessment in Kinyarwanda and math was conducted in March in P1 and P2 in 62 schools. The data will be used to assess the impact of the literacy and numeracy materials.

EDC negotiated a toll-free number with MTN which will be used by school-based mentors to submit data on the L3 program using an SMS system provided by Human Network International.

Five provincial coordinators were appointed to manage the implementation of the L3 program.

2.0 PROGRESS TOWARD RESULTS

INTERMEDIATE RESULT 1: Improved Quality of Teaching

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

Progress in Q2

Validate summary report on results of study of P3 and P5 students' English and Kinyarwanda reading fluency (carried over from Q1)

The report on the additional fluency data required for validating the national reading standards has been finalized. The report has been shared with USAID and REB for feedback and will be informative throughout the curriculum revision process.

Develop Terms 1, 2, and 3 P3 school, classroom and home/community-based instruments for assessment of reading and numeracy skills (carried over from Q1)

Day-to-day assessment is an essential aspect of effective teaching. It involves the teacher focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps. Every lesson plan in the L3 instructional materials contains suggested evaluation activities linked to the learning objective of the day. These activities describe how teachers can quickly check on children's understanding and identify how well the children are applying what they have learned.

In addition to this, the L3 technical team develops simple diagnostic/assessment tools that can be administered by a teacher, parent, or community member after every 10 lessons to assess student's reading and numeracy skills. The tools, included with detailed instructions in the teachers' guides, help to determine whether students are performing at the expected level 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 are shared with Never Again Rwanda (NAR), the local NGO subcontracted to implement the community volunteer program, in order to train community volunteers to support teachers in conducting the assessments.

Term 1 materials were completed, and the production of term 2 materials has begun and will continue into the next quarter.

Provide ongoing support for curriculum revision process

L3 was invited to attend the Rwanda National Curriculum Review workshop program on the 24th – 27th of March. Dative Niyitegeka (Kinyarwanda), Agnes Mukagatete (math) and Mary Sugrue (English) represented L3. The workshop aimed to build on the established curriculum framework by developing the subject overview / syllabus format and appoint subject panels to write the subject overviews.

L3 has offered technical assistance to support the process and is currently consulting with CPMD on when and how EDC's international advisors can attend future workshops and contribute to the revision

process. Additional curriculum review workshops are planned for April 28, June 16, July 14, November 2014, and January 2015.

Activities planned for 1.A for Q3

- Attend curriculum review conferences on April 28, June 16th and provide ongoing support
- Validate summary report on results of study of P3 and P5 students' English and Kinyarwanda reading fluency (carried over from Q1)
- Develop Term 3 P3 school, classroom and home/community-based instruments for assessment of reading and numeracy skills (carried over from Q2)

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

Progress in Q2

Develop audio and print materials for P3

The Kinyarwanda, English and Mathematics teams continued to develop P3 Terms 1 and 2 materials this quarter. At the beginning of 2014, it was agreed that each team would report weekly to their REB Curricula and Pedagogical Materials Development (CPMD) focal points detailing progress made, difficulties encountered, and planned activities for the following week. Every fortnight the task leaders for each subject area provide CPMD focal points with a hard and soft copy of the materials as they are developed. A copy of the audio materials is supplied every four weeks. This enables focal points to review the materials and provide regular feedback and suggestions to the teams.

At the beginning of 2014, the Kinyarwanda team compiled a literature review and made recommendations on how to introduce cursive writing in P3. CPMD focal points agreed that the traditional methods of teaching cursive writing through repetitive letter formation activities do not enhance children's literacy skills but rather represent a physical exercise. In consultation with CPMD, the L3 technical team and EDC's Michelle Drouin, technical advisor to the Kinyarwanda team, it was agreed that instruction on cursive writing had to be integrated as a part of a structured writing lesson allowing students an opportunity to engage in the writing process as well as developing the skills of legibility, fluency and speed. The technical team worked closely with CPMD focal points to establish a sequence of commonly found writing patterns that would form the sequence of instruction for Term 2 and Term 3. A lesson framework was also developed based on one five key instructional approaches – modeled writing, shared writing, interactive writing, guided writing and independent writing.

The tables below show the progress of Kinyarwanda and mathematics materials development. Term 1 materials have been completed; the table reflects the number of materials completed in Q2.

Table 1: P3 Kinyarwanda materials produced in Q2

Kinyarwanda	<i>Developed in Q1 for term 1</i>	<i>Developed in Q2 for Term 1</i>	<i>Developed in Q2 for Term 2</i>	Total Developed in Q2
Audio	18/26	8/26	24/24	32

Kinyarwanda	<i>Developed in Q1 for term 1</i>	<i>Developed in Q2 for Term 1</i>	<i>Developed in Q2 for Term 2</i>	Total Developed in Q2
scripts written				
Audio scripts recorded	18/26	8/26	20/24	28
Audio scripts field tested	18/26	8/26	14/24	22
Decodable texts written	8/8	0/0	8/8	8
Decodable texts desktop published	8/8	0/0	8/8	8
Read alouds written	8/8	0/0	8/8	8
Read alouds desktop published	8/8	0/0	8/8	8
Number of scripted lesson plans written	28/56	28/56	56/56	84
Number of Primer pages written	18/18	0/0	18/18	18
Diagnostic tools developed	2/4	2/4	4/4	6

Table 2: P3 Math materials in Q2

<i>Mathematics</i>	<i>Developed in Q1 for term 1</i>	<i>Developed in Q2 for Term 1</i>	<i>Developed in Q2 for Term 2</i>	Total Developed in Q2
Master plans written	4/8	4/8	8/8	12
Audio scripts written	8/16	8/16	16/16	24
Audio scripts recorded	8/16	8/16	10/16	18
Audio scripts field tested	8/16	8/16	6/16	14
Scripted lesson plans completed	24/48	24/48	24/24	72
Diagnostic tools developed	2/4	2/4	4/4	6

Distribute P3 pilot materials and train teachers on their use

Originally, it was planned to distribute materials at the end of January to 30 of the original 90 schools which piloted P1 and P2 materials in 2013 to allow for closer and more effective monitoring. In February, however, L3 and REB agreed that all 90 schools should receive the experimental materials, though monitoring would concentrate on 30.

Distribution of the first four weeks of materials and training for head teachers, deans of studies, teachers, and school-based mentors took place on February 8th. The materials for the next four weeks were delivered the week of March 10th. CPMD and L3 facilitated the training.

The second phase of distribution and training to the remaining 60 schools took place on March 22nd. CPMD, L3, primary teachers from Remera Catholic, provincial coordinators, and the L3 School-based Mentoring (SBM) Task Leader facilitated the training.

The aim and objectives of the training were to:

- Identify what is new and different about the P3 REB/L3 experimental program
- Explain how to implement the new instructional practices
- Explain the weekly cycle of activities for Kinyarwanda, mathematics and English
- Explain the role of the teacher and the learner, as well as the audio teacher and the audio children, in the interactive audio programs
- Describe the materials and teaching aids used to deliver the course content
- Explain how and when to use the various materials

Implementation guidelines for the materials have been signed by the REB Director General (DG). During the next distribution, scheduled for the beginning of May, all schools will receive the guidelines as well as eight weeks of term 2 print and audio materials.

Table 3: P3 teachers trained

		Category of Participants				Gender		
No	Name of training	SM	SBM	HT	Other	F	M	Total
1	P3 teacher training	7	37	80	349	154	319	473

Monitor use of materials and observe classrooms (ongoing) (formerly section 2.A)

Adjust program inputs, based on data from implementation monitoring (formerly section 2.A)

Regular monitoring of the implementation of instructional materials supports their effective development. Specifically, monitoring can help to determine whether the program is well constructed, the target audience is participating effectively, and the learners are achieving learning milestones. The information gathered informs the review and revision of materials and educational objectives.

To allow materials developers to visit schools participating in the P3 experimental program, a monitoring schedule was developed and shared with CPMD, so that they could join the monitoring teams. During the visits, the team will also be able to monitor P1 and P2 materials once distributed. Every Wednesday during term, members of the Kinyarwanda, English, and math teams visit one of the 30 schools to observe lessons and capture feedback from teachers. With this schedule, by the end of 2014 the team will have conducted five visits to each pilot district.

In order to record information consistently, the team uses two monitoring tools for observing audio and non-audio lessons. This quarter, visiting EDC technical advisor Stefan McCletchie held a training for materials developers on both quantitative and qualitative research methods and the use of the observation tools. Detailed field notes are kept to record observations, and post-observation conferences are held with the teacher and school administration.

In Q2, visits were conducted in Bugesera, Gasabo, Rulindo, and Huye. Due to ongoing commitments to the curriculum review process, CPMD colleagues have been unable to attend any of the monitoring visits. Video and photographic evidence is collected when possible and will be shared with CPMD colleagues. On Fridays during the technical team meeting, the team members who conducted that week's visit report.

This quarter, L3 has also hired five provincial coordinators, for Kigali and the four provinces. In addition to supporting mentor training on the materials and distribution, the provincial coordinators also conduct regular school visits to monitor implementation of the materials.

Complete Term 1, P3 materials and submit to TAC (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.) (formerly section 2.A)

On March 31, the L3 Technical Director met with a representative from CPMD to discuss how to maintain steady progress in developing P3 materials for national distribution in 2015 while scheduling activities to complement the curriculum review process. It was agreed that a review of the P3 term 1 materials would be held on May 12th with CPMD and primary teachers.

This would enable the technical team to identify teacher-training needs, improve general quality and make corrections and adjustments, and incorporate suggestions from the teachers and the evidence collected in the field. Materials would then be submitted to REB's Textbook Approval Committee (TAC) for review. It was noted that in order to deliver materials to schools on time in 2015, final approval for all P3 materials is needed by the end of September 2014.

Activities planned for 1.B for Q3

- Develop audio and print materials for Term 3 P3 English, Mathematics and Kinyarwanda.
- Do audience research for P3 and P4 print and audio materials development
- Review Term 1 and 2, P3 materials in preparation for submission to TAC (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)
- Plan, draft and review P4 scope and sequence with CPMD for English and Kinyarwanda
- Draft Term 1, P4 materials (IAI programs, teacher's manual, read-aloud stories, level texts, audio stories, primers, etc.)
- Monitor use of P3 materials and observe classrooms in Bugesera, Huye, Rulindo, Gasabo, and Karongi Districts.
- Adjust program inputs, based on data from implementation monitoring

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

Progress in Q2

Support REB to develop an M&E strategy for SBMP

After the resignation of the SBM Task Leader in November, L3 hired a new SBM Task Leader, who began work in February. He worked closely with REB Teacher Development and Management department (TDM) to monitor the work of the School-based Mentoring Program. A system and timetable for reporting has already been in place. This quarter, the SBM Task Leader assisted REB with keeping their database current and with providing feedback on an evaluation form which will be used by senior mentors and head teachers to evaluate the performance of SBMs.

Support SBM Technical Working Group

In the months of February and March, three meetings of the SBM technical working group took place, and the SBM Task Leader coordinated the agenda and took minutes. At the meetings, recruitment and training of an additional 127 school-based mentors to reach the full capacity of 1000 mentors was discussed. It was agreed that the newly recruited mentors would sign their contracts on the 20-21st of April, and that an orientation and phase 1 module training would take place from April 22-28th. Mentors will be deployed to schools from the 27-28th April.

Plans were also developed for training senior mentors on the phase 2 modules on mentoring skills from April 28th to May 2nd, and updates on English diagnostic testing and support were given.

Provide administrative and logistical support to TDM for recruitment of SBMs and senior mentors

The 127 newly recruited SBMs will be appointed in at the end of April 2014. The SBM Task Leader will work closely with TDM in recruiting additional SBMs and three senior mentors to replace those who have resigned.

Complete development of Phase 2 training module(s) on 1) principles of effective mentoring; 2) and characteristics of effective School-based Mentoring Programs (carried over from Q1)

L3 consultants, formerly staff of the International Education Exchange (IEE), have developed training modules in three phases in line with the SBM Program's mentor professional standards.

This quarter, the consultants completed phase 2 and 3 modules with the assistance of the EDC Technical Advisor, Leila Bogoreh. The phase 2 module, which covers the mentor professional standards and practice which are not covered in the first module, will be delivered to mentors in Q3. The training, which will take place over five days, will be cascaded by senior mentors to SBMs. Training on phase 3 module is scheduled in Q4.

Develop self-directed video modules to train School-Based Mentors in effective mentoring and peer-support practices which accompany training modules

The phase 1 training module includes six videos. The professional standards for phases 2 and 3 are similar to phase 1. Videos from phase 1, particularly on teacher preparation, observing classroom activities, and teacher debrief, will be used in phase 2 trainings to reinforce those standards.

The videos have already been loaded onto senior mentors' netbooks.

Video module titles:

- Introduction at school
- Teacher Preparation
- Observing Classroom activities
- Teacher Debrief
- Senior Mentor Debrief
- Senior mentor planning video

Produce interactive video-based resource packs to support SBMP (21)

To support the SBM Program, L3 is developing video-based resource packs which mentors use to train teachers on best practices in literacy, ESL, and school leadership to attain high achieving student learning outcomes. Through using video, the risks of training being diluted through cascading are mitigated, and teachers have the opportunity to see what best practices look like in Rwandan classrooms.

This quarter, filming for the video "Improving outcomes for the learner by making the most of your school-based mentor" has been completed. The video is undergoing final editing. Four additional videos will be filmed in Q3.

SBM train teachers country-wide on effective use of literacy and numeracy materials

In November 2013, senior mentors were trained on the effective use of literacy and numeracy materials, then cascaded the training, through the use of video-based resource packs, to SBMs. This quarter, as P1 and P2 materials have not yet reached schools, mentors were not encouraged to begin training. Once teachers have materials, teachers will better understand the training on how to use them.

Give an orientation in 90 schools to SMs and SBMs on P3 English, mathematics and Kinyarwanda new instructional materials, including interactive audio

As explained previously, distribution and training for the P3 experimental program took place in February and March. Teachers, senior mentors, SBMs, as well as directors of studies and head teachers attended.

Purchase and distribute netbooks and Pico projectors (carried over from Q1)

One thousand netbooks and pico projectors were purchased for mentors. Starting on January 13th, 770 were distributed to school-based mentors over a period of five weeks. Head teachers were oriented on their use, and mentors received training on how to access the audio and video material to support their work. Staff from REB ICT department gave basic ICT training while L3 staff gave an orientation on the L3 materials on the netbooks and how to use them.

Photo 1: REB DG sees a demonstration at netbook distribution/training



Train mentors on REPS English diagnostic testing

The Rwandan English Proficiency Standards for teachers (REPS) is a framework of performance indicators based on the Common European Framework of Reference (CEFR) standards. It was developed by L3 to enable mentors to establish working levels of English ability for their teachers.

In line with the standards, L3 has developed a range of diagnostic and self-assessment tools. In early January 2014, the Continuous Professional Development Task Force and REB DG approved a full roll-out of the diagnostic tests, to determine a working English level for all teachers in the SBM Program. As school-based mentors were to administer the tests, including individual speaking tests, a full training schedule was arranged.

The training of mentors was directly linked to L3's distribution of netbooks, which are loaded with the information and resources needed to carry out the diagnostic testing. Five regional trainings, facilitated by the L3 English Proficiency Advisor and a senior mentor who had participated in field testing, took place in late January and early February in Kigali, Musanze, Huye, Muhanga, and Rwamagana.

The sessions were divided into 3 areas: understanding REPS levels; administering the diagnostic tests and understanding self-assessment; and the English for Rwandan Teachers (EFRT) resource bank and

progress tracking. Sessions were designed to train senior mentors in all aspects of the diagnostic testing and also provide a direct model of how their training sessions with SBMs should be conducted.

Feedback from senior mentors regarding the training sessions was very positive, and all senior mentors who attended the training sessions felt confident that they could cascade the training to their SBMs. Senior mentors were encouraged to make their training sessions as practical as possible, perhaps by demonstrating and practicing the speaking test, and to ensure that the SBMs knowledge of the different levels was solid.

The fact that 29,466 teachers were tested in all 30 districts with surprisingly consistent results certainly suggests that the senior mentor cascade training was highly effective.

Table 4: Mentors trained in Q2

		Category of Participants				Gender		
No	Name of training	SM	SBM	HT	Other	F	M	Total
1	Netbook distribution training	50	755	703	83	367	1224	1591
2	Diagnostic test training	55				19	36	55
	Total		755	703	83	386	1260	1646

Activities planned for 1.C for Q3

- Provide administrative and logistical support to TDM for recruitment of SBMs and senior mentors
- Layout and print Phase 3 training module(s) on 1) principles of effective mentoring; 2) and characteristics of effective School-based Mentoring Programs
- Train 60 SM in phase 2 mentoring techniques
- SBMs train teachers country-wide on effective use of literacy and numeracy materials

1.D Monitor the SBMP

Progress in Q2

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

Bi-weekly meetings and monthly visits present a good opportunity for senior mentors to share experience and professional expertise with SBMs. The SBM Task Leader and provincial coordinators have just taken up their post in Q2. In Q3, they will have the opportunity to monitor these activities in the SBMP.

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

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

SBMs use L3 video-based resource packs to train teachers on support to literacy, ESL, and school leadership to produce high achieving student learning outcomes. As explained above in 1.C, this quarter, L3 distributed netbooks to all SBMs which are loaded with these video-based resource packs.

Because mentors send their reports at the end of each academic term, reports detailing the sessions are not yet available. TDM will receive them in early April. In the meantime, the SBM Task Leader has been conducting informal monitoring during trainings and school visits.

Activities planned for 1.D for Q3

- Monitor SBMP (bi-weekly meetings of SBMs with SMs, monthly visits of SM to SBM work sites)
- Receive reports and advise bi-monthly teacher meetings using self-directed video modules to explore new instructional strategies, exchange ideas, etc
- Receive reports and advise follow up classroom visits (observations, co-teaching, model lessons)

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

Progress in Q2

Distribute P1 and P2 instructional materials to all 13 TTCs.

Teacher Training Colleges (TTCs) need copies of the L3 instructional materials so that when students graduate and become primary teachers, they will already be prepared not only to use the materials, but also to use teaching methods consistent with the program. During this quarter copies of the teachers guides and read alouds were prepared for the TTCS and will be distributed in the coming quarter.

In March, TTC heads of departments came to Kigali for a meeting, during which they were given an orientation about the materials. They are looking forward to having the materials in their TTCs. Once the TTCs have the materials, tutors will be trained on their use.

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

From the 24th to 25th of March, L3 held a workshop for VSO volunteers and TTC representatives. During the workshop, the participants received an orientation to the materials and were shown copies of the materials to prepare them to help student teachers on their teaching practice. Representatives from six TTCs—those having VSO volunteers—attended. Once the materials have been distributed to the TTCs, training in their use will be arranged.

Organize Writers' Workshops in TTCs for student teachers

In January, VSO recruited a short-term volunteer, Yvonne Lloyd, as advisor on writers workshops. This quarter, she conducted a writers workshop at TTC Mbuga from February 25th to 28th, and another at TTC Cyahinda from March 31st which is scheduled to conclude on April 2nd.

Photos 2 and 3: Student-teachers discuss and work on stories at TTC Mbuga



The workshop at TTC Mbuga was successful and productive. The four local facilitators gained the necessary skills to run future workshops, and the participants' confidence in storywriting and the quality of their writing showed a marked improvement. Twenty stories were produced at the workshop, and the more promising stories are undergoing editing in preparation for publication. The report can be found in annex 1.

The workshop has informed adjustments to the writers workshop manual in order to further support participants in writing imaginative and engaging storylines.

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

In the coming quarter, it is planned to hold writers workshops at TTCs approximately every 4-6 weeks. The next is scheduled for early May, and will be co-facilitated by REB staff and the L3 writers workshop advisor.

In March, L3 VSO volunteers met in Kigali, and the L3 writers workshop advisor delivered a three hour session on how to run a writers workshop. Volunteers received the writers workshop toolkit needed to conduct a workshop.

Additionally, each workshop is co-facilitated by TTC tutors, school-based mentors, and others from the TTC, so that they may gain the skills needed to continue delivering workshops.

Support the editing of the "best products" from the different Writers' workshops

Coordinate the illustration, desktop publishing, printing and distribution of "best products" from the Writers' Workshops

Develop a "budgeted-recovery" plan to support the illustration, desktop publishing, printing and distribution of "best products" from the Writers' Workshops

Following the writers workshops, the writers workshop advisor began editing the stories produced. In Q3, the advisor will plan the process and develop a budget plan to cost the illustration, desktop publishing, printing and distribution of "best products" from the writers' workshops.

Activities planned for 1.E for Q3

- Distribute P1 and P2 instructional materials to all 13 TTCs
- Organize Math Camps in TTCs for student teachers
- Provide follow up training to TTC tutors on the new L3 materials
- Develop communications materials (articles, web postings, brochures, etc.) to publicize Math Camps
- Develop and oversee the launch of a rollout plan for the Math Camps
- Organize Writers' Workshops in TTCs for student teachers
- Develop and implement a rollout plan for the continuation of the Writers' Workshop Initiative
- Support the editing of the "best products" from the different Writers' workshops
- Coordinate the illustration, desktop publishing, printing and distribution of "best products" from the Writers' Workshops
- Develop a "budgeted-recovery" plan to support the illustration, desktop publishing, printing and distribution of "best products" from the Writers' Workshops

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

Progress in Q2

Module on teacher motivation submitted to REB for review and validation

L3 partner Concern Worldwide works with Parent Teacher Committees (PTCs) to support teacher motivation, community support to literacy, and equity in education. Concern has developed a training module, used by Concern staff as well as community-based facilitators (CBFs), to train PTCs on all three areas.

After extensive piloting, the module has been completed and reviewed by the L3 technical team. At the end of Q2, the module was undergoing final review by an editor, following which it will be submitted to REB for validation in Q3.

Modules and training rolled-out to PTCs in schools in the Southern Province

During this reporting period, PTC trainings in the southern province were completed in Nyamagabe, Gisagara, and Nyanza at 14 different training sites. Participants included two members from each PTC—the head teacher and a parent—as well as sector education officers (SEOs). Participants received a summary of the PTC manual so that they could share with the other PTC members.

Table 5: PTC members trained in Q2

PTC Training Summary Table								
No	District	Category of Participants				Total	Gender	
		No. of schools	Head-teachers	Parents	Others		F	M
1	Nyamagabe	90	90	85	14	189	43	146
2	Gisagara	64	64	64	14	142	40	102
3	Nyanza	82	82	82	11	175	42	133

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

Monitor implementation and impact of PTC action plans on teacher motivation and provide at least one case study

After the training, PTC members create action plans for initiatives to support teacher motivation, community support to literacy, and equity in education. The Concern education team conducted assessment visits to monitor the implementation of the plans in 23 selected schools for each of the five 2013 target districts.

Awards distributed to schools that have strong action plans, implementing activities around the 3 key priorities (carried over from Q1)

Concern provides awards to support PTCs in carrying out activities in support of teacher motivation. Monitoring visits and assessment aids Concern in selecting the five best initiatives to receive the awards. (See the report in annex 2.)

The table below summarizes the selected schools and their initiatives. Schools will receive the awards in Q3.

Table 6: PTC teacher motivation initiatives awarded

DISTRICT	SCHOOL	Initiatives
Bugesera	Kigarama PS	Tontines through monthly contribution. Teachers/parents can borrow money from the tontines and pay back with very low interest
Gasabo	Shango PS	Livestock through cooperative, each child pays 1000 per term. Parents visit children at school, and they have a saloon.
Rulindo	Nkanga PS	Through the tontines, they started with contributing a very small amount of money and they now have reared rabbits. Motivation of teachers in giving them bonuses. Every child pays 500Rwf/term.

Huye	Rugogwe PS	Tontines through monthly contribution. Teachers/parents can borrow money from the tontines and pay back with very low interest
Karongi	Kagombyi PS	Creation of a cooperative (parents –teachers) in which they contribute money on monthly basis. They help members to purchase cows. Six members have already received cows. Collaboration between parents and teachers to improve their children's learning

Monitor the use of awards by PTCs and write up success stories

Awards will be monitored following their distribution.

To document success stories, Concern is working with EDC to produce a documentary video. This will be finished in Q3.

Seek ways to collaborate with L3 partners (particularly those working at the community level: SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community

In order for the program to be sustainable, it must be owned by the community. Collaboration between Concern and local authorities is key. In Q2, a one-day meeting was held with the Vice Mayor of Social Affairs in Huye, as well as SEOs and district education officers (DEOs) from Nyamagabe, Nyanza, Nyaruguru, Gisagara, and Huye, to discuss monitoring and supporting PTCs. A checklist and other tools to facilitate follow up were discussed.

The COP and PD met with Concern Worldwide during the portfolio review in March. Concern Worldwide Country Director alerted EDC to the challenge that the lack of the support of National (Senior) Mentors for this activity makes it impossible to train representatives of all PTCs throughout the country along with the necessary follow-up with PTCs to ensure that they develop school improvement plans. Without the Senior Mentors help to implement the PTC training in schools throughout the country, they have estimated that 41% to 50% of school PTCs could be covered with existing funds and Concern Worldwide staff, including training 2-3 PTC representatives per PTC and having a follow-up visit with them. EDC is in the process of obtaining from Concern Worldwide a revised technical proposal and re-programmed budget for the PTC training with an accompanying adjustment of PMP targets (i.e., number of PTCs trained by the end of the project). EDC will review and submit the revised plan to USAID for the Mission’s review, feedback, and, hopefully, concurrence of the plan as a way forward.

Activities planned for 1.F for Q3

- Modules and training rolled-out to PTCs in schools in Huye, Muhanga, Ruhango, and Kamonyi in the Southern Province
- Conduct monitoring visits to trained schools in Nyamagabe (17 sectors), Nyaruguru(14 sectors), Gisagara (14), and Nyanza (9) to monitor implementation and impact of PTC action plans on teacher motivation and provide at least one case study to EDC
- Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community
- Monitor the use of grants by PTCs and write up success stories
- Module on teacher motivation submitted to REB for review and validation
- Awards distributed to schools that have strong action plans, implementing activities around the 3 key priorities (carried over from Q1)

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

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

Progress in Q2

Print and distribute P1 and P2 teacher's manuals, read-aloud books, audio materials, P1 and P2 decodable tests

In quarter 1, L3 selected PaarlMedia, a South African company which works with Printex in Kigali, for the printing of P1 and P2 materials for the national rollout. Due to delays in getting REB's final approval, printing was delayed.

In quarter 2, printing of teacher guides, read alouds, and student decodable texts was completed, and shipments arrived in Kigali in three tranches. The first tranche was not scheduled to arrive until the beginning of March, so it was decided to airfreight the teacher guides and read alouds to Kigali so that the schools could start implementing the program in the first term. The airfreight arrived on February 18th and Spedag Interfreight Rwanda Ltd was hired to store all materials and pack the materials for schools—phones, speakers, teacher guides, and read aloud story collections.

Skynet was contracted for the distribution of teacher materials, and scheduled a two week period from March 4th to 17th for its completion. The company has failed to distribute the materials as planned, and by the end of Q2, materials had been delivered to only 15 districts.

Selection of companies for packing and distribution of the student daily readers will take place in April in Q3.

Activities planned for 2.A for Q3

- Distribute P1 and P2 teacher's manuals, read-aloud books, audio materials
- Distribute Term 1 P1 and P2 decodable texts
- Distribute Term 2, P1 and P2, decodable texts
- Distribute Term 3, P1 and P2 decodable texts

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

Progress in Q2

Validate procedures for managing mobile libraries (carried over from Q1)

The L3 Community Mobile Library (CML) Initiative is designed to allow students, their parents and community members to access a variety and number of reading materials so that students learn to read fluently and develop a culture of reading.

The initiative was piloted from 2012-2013 in nine sites by Peace Corps volunteers (PCVs). From this experience, L3 developed guidelines on establishing and managing successful, sustainable community libraries. The CML procedures manual has been drafted and shared with L3 senior staff for internal review prior to submission to REB in the next quarter.

Collect and analyze data on implementation of mobile libraries

After the first CMLs had been established for about one year, L3 organized a rapid assessment on their use, management, and sustainability. The nine CMLs that were assessed had each been established by Peace Corps volunteers who have since finished their placements or left their sites.

It is clear that most CMLs were largely managed by the volunteers with minimal or no support from the community and local leadership. Two, in Musange, Nyamagabe and Gatumba, Ngororero, stopped functioning after volunteers left. Three, in Ruramira, Kayonza; Ruramba, Nyaruguru; and Juru, Bugesera, saw a decline in the number of library users after volunteers left.

The libraries that were supported by the community, however, continue to operate effectively. These are:

- Rurenge and Gicwamba in Nyagatare,
- Kitabi in Nyamagabe,
- Karembo in Ngoma and
- Cyuru in Gicumbi.

L3 aims to identify strategies to engage communities, including working with local leaders at the cell and sector levels as part of the process to request for CMLs and extending the project to civil society organizations.

Implement plan for expanding program to 20 more communities

To support the rollout of more CMLs, L3 signed MOUs with an additional 8 civil society organizations that expressed interest in sponsoring a library. An additional 12 CML collections were distributed.

The table below summarizes the MOUs signed and CMLs distributed.

Table 7: CML management and distribution

District	Sector	MOU signed with	CML received by
Bugesera	Ruhuha		NAR
Gasabo	Remera	Reseau Culturel SANGWA	
	Kinyinya	UMUHUZA	
Gatsibo	Nyagahang	Nyagahanga Parish	Catholic Parish
	Kabarore		PCV
	Mugera		VSO
Karongi	Gshali		VSO
Musanze	Muhoza		VSO
	Rwaza	Rwaza Catholic Parish	Parish
Nyarugenge	Nyamirambo	Club PESCT	
Nyabihu	Mukamira	EAR Mukamira Parish	Parish
	Rambura	Rambura Catholic Parish	Parish
Nyagatare	Matimba	Matimba Catholic Parish	Parish
	Karangazi		PCV
Ruhango	Byimana		PCV

Obtain additional books for TTCs from International Book Bank

Originally, it was planned to receive a second shipment of books from the International Book Bank for TTCs. The first shipment was to form TTC libraries; the second was to host book fairs for the TTC and surrounding community.

Dr. Faustin, head of primary education at the College of Education, expressed concern that the books were not directly related to the curricula in the TTCs and decided that the second shipment was unnecessary.

Place VSO volunteer to support NAR (formerly under 1.F)

An L3 Community Volunteering Advisor was placed in Never Again Rwanda (NAR) in the middle of quarter 2. The volunteer is working with NAR to implement the community literacy volunteer program.

Test training program and materials (including training modules) in pilot districts (formerly under 1.F)

NAR developed a community literacy and numeracy volunteer module for training community volunteers. The module introduces volunteers to the program, L3 instructional materials, ways to support children with games and learning activities, and the functioning of the program. Thirty volunteers were trained in Q1.

Following the training, NAR made several revisions to the manual to further improve it. Additions that were made to the manual included:

- ✓ Explaining to the volunteers clearly the difference between the community literacy volunteers and teachers
- ✓ Additional strategy on working with parents, children and local authorities
- ✓ Additional advice on motivating children in schools (e.g. make the reading session interesting by asking children some questions on the story they had read)
- ✓ A sample on lesson planning
- ✓ Additional rules and ethics of community volunteers e.g. for ethics they suggested adding that a volunteer should put forward the interest of children rather than their own by conducting reading sessions within the time planned
- ✓ For games: using an improvisation strategy for some games that need materials
- ✓ Change the reporting format by including success stories, challenges met, and any suggestions from the volunteers enabling the enhancement of the program

NAR has distributed this manual to community volunteers to be used as draft guidelines to follow. At the end of April 2014, NAR will receive feedback from the volunteers informing any further revisions to the manual.

Activities planned for 2.B for Q3

- Validate procedures for managing mobile libraries (carried over from Q1)
- Collect and analyze data on implementation of mobile libraries
- Identify additional CML sponsors to expand to more communities
- Distribute an additional 6 CML collections
- Finalize community literacy volunteer training manual and coach volunteers on M&E section
- Obtain and distribute two sets of speakers/phones loaded with L3 audio programs for use in the community volunteer program
- Conduct work/social meetings twice a month with volunteers to show appreciation and allow for networking among volunteers and local authorities
- Develop excel database with monthly diagnostic tools for L3 beneficiaries and the trained volunteers
- Develop tools for field data collection on numeracy and literacy community volunteering programme
- Train NAR staff on the tools for field data collection and monitoring the progress of community volunteering programme
- Advise community literacy volunteer program team on teaching methodology

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

Progress in Q2

Produce video-module on how to make and use low-cost/no-cost materials developed and available for use by SBMs and SMs (carried over from Q1)

Among the videos that L3 is developing for the SBM Program, L3 has developed a video on how to make and use low-cost/no-cost materials. The video was written, planned, and filmed in Remera Catholic School. The video is undergoing final editing and will be distributed to senior mentors for use in May.

Train TTCs, SM and SBM on how to make and use low-cost/no cost instructional materials through Writers' Workshops and Math Camps

As stated in Section 1E, writers workshops kicked off in Q2 with the arrival of the writers workshop advisor. One was held in TTC Mbuga, and another began in TTC Cyahinda. Further workshops will be held in the coming quarter.

Math Camps are scheduled to take place next quarter in TTC Cyahinda and TTC Mbuga.

Facilitate regular "make and take sessions" for SBMs

Facilitate regular "make and take" sessions for teachers in field schools

While the video module on make and take sessions has not yet been distributed to mentors, holding such sessions with teachers is still in the mandate of mentors, and such sessions are ongoing. The L3 SBMP Task Leader attended one such session on March 10th at GS Ngororero in Nyamagabe district. The mentor there held a workshop for 15 teachers on using rice sacks and other materials to create maps and locally available materials to help children with counting.

Reproduce and distribute materials produced at writer's workshops and math camps validated by national selection committee

The stories from the first two writers' workshops are being edited. The writers workshop advisor will investigate the most feasible way to make them available for reproduction and distribution.

Activities planned for 2.C for Q3

- Produce video-module on how to make and use low-cost/no-cost materials developed and available for use by SBMs and SMs (carried over from Q1)
- Train TTCs, SM and SBM on how to make and use lo-cost/no cost instructional materials through Writers' Workshops and Math Camps
- Organize instructional materials making sessions in TTCs
- Facilitate regular "make and take sessions" for SBMs
- Facilitate regular "make and take" sessions for teachers in field schools
- Reproduce and distribute materials produced at writer's workshops and math camps

2.D Promote a culture of reading

Progress in Q2

Module on community support to literacy submitted to REB for review and validation

Module and training rolled-out to PTCs in schools in the Southern Province

As mentioned above, the PTC training manual developed by Concern includes all three intervention areas; teacher motivation, equity in education, and community support to literacy. The manual is undergoing final editing before being submitted to REB. Trainings were held in Nyamagabe, Gisagara, and Nyanza in Q2.

Monitor implementation and impact of PTC action plans on community support to literacy and provide at least one case study to EDC

One way that PTCs support literacy is through organizing school reading competitions. This quarter, Concern participated in two competitions organized by PTCs at GS Maza and GS Rugogwe in Huye. Concern provided prizes to competition winners.

Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community

As explained previously, Concern held meetings with Vice Mayors, DEOs, and SEOs from several districts this quarter to support collaboration.

Procure and Print BCC Materials, once approved by REB, and develop a distribution plan (via Concern staff and CBF, commencing in the Southern Province)

Behavior Change Communication (BCC) materials include posters, leaflets, t-shirts, notebooks, calendars, and other materials which contain messaging to encourage a culture of reading in schools, families, and communities. The materials have been approved and printed.

This quarter, a distribution plan was developed and is ongoing. The table below details the materials to be distributed.

Table 8: BCC materials distribution plan

Items and No of units produced	No of Units distributed	Distribution to:	How/when	Observation
60 Calendars		Consortium Partners:	Send driver to their offices	All calendars have been distributed
	2	EDC		
	1	IEE		
	1	VSO		
	1	NAR		
	1	USAID		
	4	Concern Office: Kigali and Huye		
	2	REB Office		
	10	REB(Pedagogical inspectors)	Introductory meetings	
	3	Bugesera District		
	2	Gasabo District		
	2	Rulindo District		
	2	Karongi District		
	4	Nyamagabe District		
	4	Nyaruguru District		

	5	Gisagara District		
	5	Nyanza District		
	5	Huye District		
	5	Schools (5 schools with girls award)	Girls awards	
	1	Volunteer Liaison		
Polo T-shirt 495	8	Concern staff	Reading Competition at Rugogwe and Maza P schools	
	10	Rugogwe and Maza PSchools Teachers		
Round neck T-shirt 600	16	Children Maza and Rugogwe Primary schools	Awards to children at Rugogwe and Maza during reading competitions	The distribution will continue at different occasion: Training, Reading Events, etc
Poster NO 1 3719 (1560 First quality & 2196 second quality)	9	SHA Primary school	Visits of Concern CEO and Concil	
	31	RugogwePS(18), Maza PS(13)	Reading Competitions	
Leaflets A4 (150grs) 30939	19 (1900 pieces)	SHA Primary school		
	14(1400 units)	Maza	Reading Competitions	
	14(1400 units)	GS Rugogwe	Reading Competitions	

Integrate the BCC materials into the PTC training

As part of the literacy component of the PTC trainings, BCC materials are shared and discussed. Concern gives an overview of the objectives of the materials, and participants offer ideas about strategic locations for distributing them in the community.

Monitor the impact of the messages disseminated

Distribution of BCC materials began this quarter and is ongoing. Concern will monitor the impact of materials during follow up visits to monitor PTC's implementation of their action plans. This will begin in Q3.

Collaborate with other L3 volunteers on ensuring a consistent behavior change communication strategy and seek ways to capitalize on other L3 partners' activities in the community around literacy activities

Rather than having a launch specifically for the BCC materials, it was decided that Concern would connect with L3 partners during their events and activities to find opportunities to further distribute the materials.

Launch TTC outreach program

TTC volunteers have launched several initiatives to reach out to the surrounding community. In TTC Byumba, tutors and students worked collaboratively to begin a school publication following a workshop. The publication will be used to spread messages to the surrounding community.

As reported in section 1E, writers workshops have begun this quarter. In addition to TTC students and tutors, teachers from surrounding primary schools are also invited to attend. Additional workshops on low-cost/no-cost materials are held at TTCs and include participants from surrounding schools.

Train REB inspectors on Rwanda Writes, the National Story Writing and Poetry Competition (formerly in section 2.A)

Rwanda Writes—Andika Rwanda—is the National Story Writing and Poetry Competition, organized by REB, L3, and the publishing company Drakkar. The competition is open to all Rwandans—primary and secondary students as well as adults, and aims to produce stories and poems for children.

It was determined that REB inspectors would be key actors in supporting the competition and monitoring implementation, as they are the REB staff out in schools and communities. Inspectors are to support the competition by aiding distribution, monitoring implementation in schools and communities, and working together with district officials to coordinate district activities, including district level story/poem evaluation.

Rather than giving inspectors a full-day training prior to the launch of the competition, it was decided it would be more effective to provide an initial orientation and then follow up with a more in-depth training closer to the date of collecting submissions, forming juries, and evaluating entries.

The orientation session was held on January 13th at Hilltop Hotel. The REB DDG of Education Quality and Standards (EQS), chair of the Andika Rwanda committee, led the meeting. Inspectors were informed about the competition and the plans for its implementation, and their role in supporting it. Inspectors divided themselves to each be responsible for working with a district on the competition.

The training on evaluating submissions is planned to take place in Q3.

Launch National story writing contest to produce read aloud books (formerly in section 2.A)

Andika Rwanda was launched on February 20th at Rugarama Primary school, one of L3's first pilot schools, in Bugesera district. The Minister of Education and the Deputy Chief of Mission to the US Embassy were guests of honor.

Photo 4: Deputy Chief of Mission speaks



Photo 5: Minister of Education at the launch



The Vice Mayor of the district as well as the REB Director General also gave remarks, and the school prepared a welcome performance with the students.

The Minister of Education officially opened the competition, and primary students, secondary students, and parents participated in guided writing activities.

Photo 6: Secondary students share their stories



Guests also had the opportunity to observe a demonstration of the use of netbooks and projectors as support to the School-based Mentoring Program as well as a model of an L3 English audio lesson.

Several journalists from radio, TV, and newspapers attended and covered the event.

After the launch event, posters advertising the competition as well as information packets for head teachers, sector and cell executive secretaries, sector education officers, and district education officers were distributed to districts and sectors.

On March 21st, a small event was held at Lycee de Kigali, announcing the support for the competition from Jay Polly, a popular hip hop artist in Rwanda. The musician writes his own original lyrics, writing mainly about relatable, everyday occurrences in Rwanda. This, combined with the artist's popularity, makes him an ideal spokesperson for the competition and promoter of a writing culture in Rwanda. The event generated some additional media coverage.

Photo 7: Hip hop artist Jay Polly speaks to students at Lycee de Kigali about writing



Radio advertisements and a promotional video were prepared. At the end of Q2, REB's procurement process for airing the advertisements was still ongoing. It is expected that the advertisements will begin in April, following the memorial period.

Evaluate Rwanda Writes submissions at national level to select overall winners(formerly in section 2.A)

REB inspectors recommended that the deadline for competition submissions be delayed in order to allow them more time to follow up in schools and communities. Additionally, with preparations for exams beginning in March, completing the competition in one term seemed unfeasible. For this reason, the deadline for the competition was set to be May 9th, two weeks after the start of term 2.

With this timeline, districts will receive submissions in late May, and the national level jury will receive submissions in late May/early June. The conclusion of the competition and announcement of national winners is expected in mid-June.

Activities planned for 2.D for Q3

- Module on community support to literacy submitted to REB for review and validation
- Module and Training rolled-out to PTCs in Ruhango, Muhanga, Kamonyi, and Huye in the Southern Province
- Monitor implementation and impact of PTC action plans on community support to literacy and provide at least one case study to EDC
- Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community
- Develop/implement a distribution plan for the BCC materials (via Concern staff and CBF, commencing in the Southern Province)
- Integrate the BCC materials into the PTC training
- Monitor the impact of the messages disseminated
- Collaborate with other L3 volunteers on ensuring a consistent behavior change communication strategy and seek ways to capitalize on other L3 partners' activities in the community around literacy activities
- Launch and monitor impact of local campaign to promote reading, built on key messages
- Launch TTC outreach program
- Evaluate Rwanda Writes submissions at national level to select overall winners

INTERMEDIATE RESULT 3: Support for English

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

The activities in this section were carried out in conjunction with activities in 1.B. above.

Progress in Q2

As explained in section 1.B, the L3 technical team made steady progress in the production of term 1 and 2 P3 materials this quarter. The table below summarizes production of English materials.

Table 9: P3 English materials produced in Q2

English	Produced in Q1 for term 1	Produced in Q2 for term 1	Produced in Q2 for term 2	Total produced in Q2
Audio scripts written	20/40	20/40	40/40	60
Audio scripts recorded	20/40	20/40	15/40	40
Audio scripts field tested	20/40	20/40	12/40	32

English	Produced in Q1 for term 1	Produced in Q2 for term 1	Produced in Q2 for term 2	Total produced in Q2
Decodable texts written	4/8	4/8	8/8	12
Decodable texts desktop published	4/8	4/8	8/8	12
Read aloud stories written	4/8	4/8	8/8	12
Read aloud stories desktop published	4/8	4/8	8/8	12
Scripted lessons written	32/64	32/64	64/64	96
Diagnostic tools developed	2/4	2/4	4/4	6

Activities planned for 3.A for Q3

Activities are in line with 1.B above

3.B Use the SBMP to reinforce teachers' English (formerly 3.C)

Progress in Q2

Train senior mentors and school-based mentors in the administration of REPS

As explained above, mentors were trained on the REPS diagnostic testing when the netbooks were distributed in January and February.

Refine senior mentor and SBM training manuals for assessment tools

One of the challenges of cascade training is that it asks the trainees, in this case the senior mentors, to learn and understand the content as well as learn how to deliver the content to the next layer of trainees, in this case to the SBMs. To facilitate this process, a training manual and session training plan with detailed instructions was produced. The manual is included in the Diagnostic Testing report in Annex 3.

Senior mentors also received power point presentations explaining the purpose of the diagnostic tests and sample tests to allow SBMs to practice marking, particularly the cut-off point technique for determining a teacher's level of English.

The REPS folder, which was uploaded onto all mentor netbooks, has easy to use instructions in each section and uses hyperlinks for easy access.

Assist REB to print and distribute the diagnostic test materials, so that all teachers can take the test during the next quarter

Two factors were of paramount importance to make the logistics of the diagnostic testing possible. Firstly, there was the role of the senior mentors. Not only were senior mentors to be responsible for training SBMs in how to administer the tests, they were also required to take on a monitoring role to ensure consistency, oversee the physical distribution of test papers and collect and report all of the results.

The second factor was the distribution of netbook computers to SBMs by L3, allowing mentors to have access to the resources needed to carry out the tests. Specifically, the REPS performance indicators, the REPS Guide to Diagnostic Testing, all self-assessment, diagnostic and progress tracking tools, and the first version of the EFRT resource bank are included on the netbooks.

The printing of all of this material would have been prohibitively expensive. Because most material was available on the netbooks, only the tests, score sheets, and self-assessment tools needed to be printed. L3 printed 40,000 of each of these materials, based on the calculation of 1000 mentors each working with 40 teachers at their two schools. However, some mentors work with less than 40, while others work with more. Senior mentors assisted with ensuring SBMs received the needed amount. L3 interns packaged the materials, and REB TDM distributed them to offices of DEOs from where mentors signed for their receipt.

Additional Activities

Administer REPS diagnostic testing to teachers in the SBM program

The purpose of diagnostic testing is to measure improvement, testing at the beginning of the year and then again at the end of the year. For this reason, a strict timetable was enforced. In the week following distribution of netbooks, senior mentors were trained, and the following week senior mentors trained SBMs. The next week, SBMs administered the tests in schools. Deadlines were also in place for collecting results and reporting to REB TDM.

The activity resulted in 29,466 teachers across the country completing the test. Each teacher now knows his/her current level of English as well as the target for achievement at the end of the academic year, when testing will again take place.

REB and the Ministry of Education have expressed a lot of interest in the testing. On February 25, the Minister of State of Primary and Secondary Education and the REB Director General visited Groupe Scholaire Nyagatare in Nyagatare district to observe and participate in the testing process. Their visit was covered by RTV and Radio Rwanda.

Photo 8: Minister of State distributes tests



Photo 9: Minister of State and REB DG observe speaking test



L3 has submitted a full report to REB (Diagnostic Testing 2014) which details all aspects of the process, along with full results, data analysis and recommendations (Annex 3). This follows on from the previous report (REPS Field Testing October 2013) which outlined the development of the REPS system and tools.

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

Upload MP3 versions of interactive English audio programs, additional read aloud sessions (in English), as well as British Council produced/ supported ESL programs

Development of the English for Rwandan Teachers resource bank (EFRT—pronounced 'effort') has continued this quarter. EFRT is aligned with the REPS performance indicators and allows mentors to access short and simple language activities to use with individual or small groups of teachers.

The L3 English Proficiency advisor has produced 80 activities for the bank which aim to support teachers on the lower end of the language learning spectrum (REPS levels 1 and 1+). These will be a key resource for mentors as they support teachers in reaching their targets for English improvement following the diagnostic testing.

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

This quarter, mentor activities for English have been concerned with the diagnostic testing, including training, administering, and reporting. L3's English Proficiency Advisor also held a two hour live chat using the Mentoring Community of Practice (MCOP) portal about the REPS system and development of EFRT resource bank. Senior mentors also received regular updates by group email, which mentors appreciated.

Continue to work with and advance the English Language Assessment Technical Working Group

The English Language Assessment Technical Working Group was established to monitor and add input to the development of the REPS system. Now that the system is in place, the group no longer needs to meet. REB has broadened its scope regarding English language training for teachers as it determines the long term approach. L3 continues to support by attending meetings and forums that have replaced ELATWG.

Activities planned for 3.B for Q3

- Addition of materials to EFRT resource bank especially for REPS levels 2 and 2+ using materials developed by senior mentors and SBMs.
- Develop a mechanism to directly compare results from the February tests with the retests in October.
- Facilitate training of 127 new SBMs to synchronize them with diagnostic process and allow teachers in these schools to be included in progress tracking.
- Design the follow-up test for October (Progress Test 1A Basic User), which also provides an ongoing, sustainable progress testing model.
- Organise a series of 3 cluster meetings with senior mentors to provide feedback on February testing, ensure the synchronization of new SBMs in the diagnostic process and strategize for October retests.

3.C Revise the existing English curriculum (formerly 3.D)

Progress in Q2

Clarify with CPMD process for revising existing English curriculum and nature of L3 support to that process

As stated in section 1.A, L3 has offered technical assistance to support the ongoing national curriculum reform. L3 staff is participating in the English subject panel, and L3 is currently consulting with CPMD on how and when EDC international advisors can contribute to the process.

Activities planned for 3.C for Q3

- Attend curriculum review conferences on April 28, June 16th and provide ongoing support

INTERMEDIATE RESULT 4: Strengthen Ministry Capacity

4.A Strengthen REB central capacity

Progress in Q2

Implement technical projects to strengthen MINEDUC capacity

L3 technical staff continue to work with their counterparts in CPMD, discussing issues related to early literacy and numeracy and provide them with details of research on effective practices. L3 worked closely with the ICT Department and TDM on the issuing of netbooks and Pico projectors and the training of mentors. An orientation session on L3 materials was held with inspectors in January and further sessions are planned for the coming quarter.

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

The Technical Director has been in discussions with CPMD on streamlining the textbook approval process after the delays that occurred in 2013.

Participate in Continuous Professional Development Task Force

There was no meeting of the CPD Task Force in this quarter.

Co-chair SBM technical working group

The previous Technical Director handed over the co-chair position to Kirsten Ncoyu of the Wellspring Foundation in 2013, but she will hand the responsibility back to the L3 Technical Director in the next quarter.

Participate in Rwanda Reads Task Force and Technical Committee

The Rwanda Reads Task Force is being revamped and L3 has participated in discussions on its future format.

Activities planned for 4.A for Q3

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

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

Progress in Q2

Organize working sessions to develop English communications course

While TTCs have an English curriculum for those in language options, those in other disciplines do not have such a course. The English communications course is meant to be for all students, preparing them to be confident in their English communications skills and able to teach in the English language.

Development of this course has not yet begun. In Q3, L3 will meet with Dr. Faustin to determine how development will take place.

In the meantime, L3 VSO volunteers based at TTCs have continued to support the development of English communications skills. Volunteers have supported the teaching of the English language curriculum, and have also initiated a number of extracurricular activities, including clubs for English, drama, story, and media. These activities aim to support students in developing their reading, writing, speaking, and listening skills.

Recruit and appoint 13 VSO volunteers to TTCs

In Q1, two literacy and numeracy advisors (LNAs) were placed in TTC Muramba and Mbuga. A third who had been placed in TTC Zaza resigned in December.

In Q2, an additional four volunteers were recruited for TTCs Mururu, Cyahinda, Byumba, and Save, bringing the total of volunteers to six. Additional volunteers are expected in April and September. Provided the volunteers are approved by the College of Education, all 13 TTCs will have a volunteer.

Initiate activities to develop a culture of reading in two TTCs

Volunteers have continued promoting a culture of reading at TTCs. As mentioned in Section 1E, writers workshops have begun and will continue in the coming months. In TTC Byumba, the volunteer trained four English language tutors and 12 selected students on managing a school publication. Volunteers also support the TTC libraries and teacher resource centers.

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

In Q2, volunteers continued to support instructional materials making. L3-specific VSO volunteers as well as other VSO education volunteers support this activity. For example, in TTC Muramba, the volunteer organized workshops for making resources for the TTC and even some primary teachers in the area of the TTC in February. The volunteer also held teaching methods and practice workshops in the teacher resource centers. In Rusizi, the VSO volunteer often works one-to-one with teachers on making teaching aids.

Reports highlight that the teacher resource centers are increasingly used for materials making. In TTC Matimba, in the month of February 73 students, tutors, and local teachers used the resource room for reading, using the computer, or making teaching aids. While previously the school classroom walls were nearly bare, classrooms now display rich and attractive teaching and learning materials made by volunteers and teachers. Rice sacks continue to be the main material used for making these materials.

Activities planned for 4.B for Q3

- Organize working sessions to develop English communications course
- Recruit and appoint VSO volunteers to remaining TTCs
- Initiative activities to develop a culture of reading in TTCs
- Organize instructional materials making workshops (see 2.C above)
- Launch Reading Awareness Campaign (see 2.D above)
- Organize extra curricula activities in support of English skills (speaking, writing, reading, ...) e.g. Debating club, film commenting, etc. (Silas)

4.C Develop tools and systems for monitoring teacher practices

Progress in Q2

Devise system for collecting and aggregating data to monitor progress overall

The SBM Technical Working Group developed criteria for 16 pedagogical practices and an accompanying classroom observation tool to monitor teacher improvement. The tool was approved in FY13. The M&E section will start collecting data once the P1 and P2 materials have been delivered to schools and are being used.

Activities planned for 4.C for Q3

- Devise system for collecting and aggregating data to monitor progress overall

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

Progress in Q2

Develop plan to harmonize L3 and UNICEF support to student assessment

With support from UNICEF, REB is planning to conduct the Learning Assessment for Rwandan Schools (LARS) in September 2014. L3 plans to integrate its national fluency assessment with this assessment, and will continue to communicate with UNICEF to follow up on the progress.

Mobilize technical resources required to implement plan

Though L3 has previously developed tools for FARS, with the help of the technical team and REB additional tools will be developed and piloted in preparation for the assessment.

Activities planned for 4.D for Q3

- Finalize plans with REB for the implementation of FARS and LARS in the fourth quarter
- Mobilize technical resources required to implement plan

INTERMEDIATE RESULT 5: Improved Equity in Education

5.A Promote positive image of girls and other marginalized groups (formerly 5.B)

Progress in Q2

Module on community support to equity in education submitted to REB for review and validation

Module and training rolled-out to PTCs in schools in the Southern Province

Monitor implementation and impact of PTC action plans on equity and provide case studies to EDC

As mentioned in Section 2D, equity in education is included with community support to literacy and teacher motivation in the PTC training module. The module is undergoing final editing prior to submission to REB in Q3. This quarter, PTC training took place in Nyamagabe, Gisagara, and Nyanza. Concern has been working on a documentary video to highlight best initiatives.

Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community

As stated above, Concern held several meetings this quarter with local authorities to work collaboratively on follow up on PTC action plans.

Collaborate with VSO to see how their activities around inclusive education can complement our work on equity with the PTCs

In Q3, Concern will use opportunities such as L3 partners meetings to collaborate with VSO on inclusive education.

Additional Activities

Distribute grants to PTCs for the Girls Award

In Q1, EDC signed MOUs with five selected PTCs for the use of grants for support to girls education. One PTC was rewarded from each of L3's five pilot districts for their initiatives. In Q2, the PTCs received their grant money, and in the next quarter, L3 will begin monitoring the use of these grants.

Activities planned for 5.A for Q3

- Module and Training rolled-out to PTCs in schools in Huye, Kamonyi, Muhanga, in the Southern Province
- Monitor implementation and impact of PTC action Plans on equity and provide case studies to EDC
- Monitor the use of the grants for supporting girls education
- Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community
- Collaborate with VSO to see how their activities around inclusive education can complement our work on equity with the PTCs

5.B Train teachers and parents to address barriers (formerly 5.C)

Progress in Q2

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

As stated above, the L3 technical team develops simple diagnostic tools in line with the L3 materials. This quarter, the team made steady progress on developing tools for P3 terms 1 and 2.

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

As explained in more detail in the following section, the community literacy volunteer program was launched in February. Volunteers are now active in communities, supporting children develop their skills.

Additionally, SBMs now have netbooks loaded with video-based resource packs. Among these are videos on the use of the L3 instructional materials. SBMs will use these to support teachers in their use.

Activities planned for 5.B for Q3

- Implement module on inclusion for TTC, using L3 materials
- Develop diagnostic tools and remediation activities for literacy/numeracy (see 2.A) above
- Train teachers and community members on use of tools and activities to reach struggling students (See 1.C, 1.D and 2.A above)

5.C Provide additional resources to rural, low-income areas (formerly 5.D)

Progress in Q2

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

As explained in Section 2B, this quarter an additional 12 community mobile library collections were distributed to communities as part of the rollout plan.

Implement community volunteer program (see 1.F above)

The official launch of the community volunteer program took place on February 20th in Bugesera district, Ruhuha sector. The REB TDM DDG as well as the Bugesera DEO and Ruhuha sector executive secretary were present. The thirty volunteers received bicycles and mobile phones to support their transportation and communication to participate in the program.

In March, NAR held three sessions with volunteers to assess their first experiences with the children. NAR learned that about 3000 children are attending the volunteer sessions, and the number is increasing. Parents are enthusiastic about sending their children, who are eager to practice reading. While this is exciting, it also poses a challenge to the 30 volunteers who have a large number of children to work with at a time. The volunteers also require additional reading materials to support children. Volunteers also report that local authorities are charging taxes on their bicycles.

In response to the reading materials challenge, NAR has started a community mobile library at GS Ruhuha. The library has 975 books, 144 of which are in Kinyarwanda. The head teachers have also offered L3 read aloud stories to be used at the volunteer sessions.

Volunteers are also dividing children into small, manageable groups, and the donor logo has been placed on bicycles so that they will not be taxed.

Activities planned for 5.C for Q3

- Provide rural and low-income areas with additional materials (cell phones, portable libraries...), see 2.B above
- Recruit, train, and deploy next cohort of community literacy volunteers
- Distribute of L3 Instructional/Support Materials to Community literacy Volunteers.
- Conduct regular work/social meetings with volunteers to show appreciation, reimburse expenses, and allow for networking among volunteers

5.D Increase awareness of equity issues at key nodes (formerly 5.E)

Progress in Q2

Plan with REB and the College of Education support for special needs education and submit proposal to USAID

Develop Terms of Reference and RFP for sub-award for supporting literacy for disabled populations.

During the quarter, meetings were held with the National Council for People with Disabilities, Handicap International, the National Union of Disabilities Organisations of Rwanda, VSO, and the College of Education, to obtain guidance on the focus for the proposal. The consensus seems to be that one area of focus should be the TTCs, so that teachers entering the primary school system have basic skills to identify children's needs. EDC is now looking for someone to write up the proposal.

Activities planned for 5.D for Q3

- Plan with REB and the College of Education support for special needs education and submit proposal to USAID
- Develop Terms of Reference and RFP for sub-award for supporting literacy for disabled populations

MONITORING AND EVALUATION (M&E)

Progress in Q2

Conduct semi-annual field visits to ensure data quality

In Q2, the L3 M&E team joined NAR during the distribution of CML books to the community literacy volunteers. The books are for volunteers to use while supporting children with their reading. The report can be found in Annex 4.

Collection of data for monitoring L3 performance with respect to indicators

L3 conducted a number of training/orientation sessions with teachers, head-teachers, mentors and student teachers. Materials were also distributed to schools and communities. The tables below give a summary of materials distributed and training participants.

Table 10: Distribution summary

Materials distributed	Quantity	Recipients
Netbooks	773	School-based mentors
Pico projectors	748	School-based mentors
Community Mobile Library books	9,271	9 community libraries

P3 Teachers guides	419	90 pilot schools
P3 Read alouds	181	90 pilot schools
P3 Student Books	35,032	90 pilot schools
International Book Bank books	1860	College of Education

Table 11: Training participants

Training name	Participants	
	Male	Female
P3 teachers training (1 day)	319	154
Netbook distribution and training (1 day)	1224	367
Writers workshop (3 days)	42	18

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

NAR was oriented on L3 monitoring procedures. Orientation included a brief introduction to monitoring and evaluation and a presentation on the L3 M&E manual. At the end of the session it was agreed that NAR would communicate with the L3 M&E team prior to conducting any activity on behalf of L3 and that the M&E team would join in on selected activities.

Production of summary reports for quarterly and annual reporting on indicator targets

These summary reports will be compiled at the end of every financial year and be annexed to the annual report.

Contribute to quarterly portfolio reviews and annual review of L3 Initiative performance

This quarter's portfolio review focused on the change of three indicator targets. Indicators 31 and 35 were changed to reflect that the piloting of P3 materials will continue to take place in 90 schools. Indicator 32 was changed to reflect a recalculation of student-teachers, using the average number of students in four TTCs.

The M&E team also discussed asking for partners' schedules of activities and checking on how each partner is monitoring activities.

Analyze additional data and complete P1/P2 Mid-term Impact Evaluation Report

The mid-term impact evaluation assessed performance of P1 and P2 children at 12 schools in Bugesera, six of which have received L3 intervention. The baseline had been conducted in 2012, and instruments consist of the Early Grade Reading Assessment (EGRA) in Kinyarwanda and English, the Early Grade Mathematics Assessment (EGMA), as well as parent, student, teacher, and head teacher interviews.

Data from EGRA and EGMA have already been analyzed and included in a draft report. In Q3, data from the surveys will be analyzed and added to the report.

Presentation and validation of Mid-term Impact Evaluation Report

Revise Mid-term Impact Evaluation Report based on any feedback received

L3 provided REB CPMD with the draft report, and a presentation and discussion is scheduled to take place on April 1st. L3 is waiting for comments and then approval prior to finalizing the report.

Identify a sample of schools for testing P3 impact

Design and pilot instruments for P3 impact evaluation

Train data collectors on P3 impact evaluation tools

Collect data for P3 impact evaluation baseline

Testing for P3 impact has been postponed to October 2014, since P3 materials will only reach schools in 2015. Testing for P1 and P2, however, took place this quarter to establish a national baseline.

Additional Activities

Identify a sample of schools for testing P1/P2 impact

L3 selected the 42 schools which were used in the 2011 EGRA and EGMA conducted by RTI. While this was a nationally representative sample, L3 added an additional 20 schools to this sample to make the sample stronger. These schools were selected for logistical reasons; the schools are in the same sectors as the other 42.

Design and pilot instruments for P1/P2 impact evaluation

Members of the L3 technical team, CPMD, and EQS had a one-day session to develop texts to assess fluency in P1 and P2. Six texts—three each for P1 and P2—were developed using the national reading standards as guidance. The P1 text had a total of 15 simple words of 2-4 syllables and a few with 5 syllables. P2 texts had 35 words with higher difficulty, 5 or more syllables. Each text has comprehension questions.

EDC math specialist Dr. Paul Goldenberg, M&E specialist Dr. Elena Vinogradova, and advisor Jeff Davis developed math assessments for P1, P2, and P3. The assessments were to test basic numeration and operation skills for P1 and P2.

The instruments were piloted in Remera Catholic in Kigali and Groupe Scholaire de Nyamata in Bugesera. After the pilot, one text was selected for each grade.

Train data collectors on P1/P2 impact evaluation tools

Eleven data collectors—six REB inspectors and 5 external—were trained. They were introduced to the assessment tools, reviewed data quality issues, and practiced administering the tests on each other and on students from Remera Catholic. During training, data collectors were also introduced to Surveytogo, a data collection software that uses tablets, computers, or smart phones. Data are entered as they are being collected, allowing for cleaning and analysis to take place immediately.

Collect data for P1/P2 impact evaluation baseline

Seven teams collected data from 24-28 March. Each team was composed of two members, one responsible for P1 and one for P2. A week before data collection, REB sent DEOs a letter signed by the DG to ensure schools were prepared for the visit. Data collectors visited at least two schools each day and followed procedures given by the M&E team. A total of 1,237 students were assessed.

Work with HNI to develop an sms monitoring system

Human Network International (HNI) promotes free flow of information between individuals and development organizations. One main focus is to support development organizations in collecting data through their website, DataWinners, an online do-it-yourself mobile data collection service.

HNI's director of user experience, Sandra Gubler, conducted a training for the L3 M&E team on how to use the program in February 2014.

Specifically, the program will help to connect L3 with mentors in the field. Mentors will send sms reports to L3 regarding the distribution and use of L3 materials. A training for senior mentors on the system is scheduled to take place early in Q3. Senior mentors will then cascade the training to school-based mentors.

To facilitate this process, L3 has signed a contract for a toll-free number with MTN Rwanda. L3 will pay for the sms sent each month. A sample of the template can be found in Annex 5.

Activities planned for M&E for Q3

- Conduct semi-annual field visits to ensure data quality
- Collection of data for monitoring L3 performance with respect to indicators
- Implementation of data quality assurance procedures (to verify accuracy of data submitted, entered and archived)
- Contribute to quarterly portfolio reviews and annual review of L3 Initiative performance
- Analyze data and complete Baseline Report for P1 and P2 numeracy and literacy

COLLABORATION AND LEVERAGED RESOURCES

Progress in Q2

Participate in continuous professional development task force

There was no meeting of the CPD task force in this quarter.

Co-chair school-based mentoring technical working group

L3 has not been co-chairing the school-based mentoring technical working group. The current co-chairs of the SBM technical working group are the DDG of TDM and Wellspring Foundation. It is planned that L3 Technical Director will take over from Wellspring Foundation in the next quarter.

Participate in Rwanda Reads steering committee

Participate in Rwanda Reads Task Force

Rwanda Reads is being revamped and the first meeting will be held in the next quarter.

Hold quarterly meetings with REB to review progress

COP, DCOP and the TD held a meeting with the DG on January 29th. They gave him sample copies of the P1 and P2 books and informed him about the delays in printing but that the teachers guides were being airfreighted to Kigali so that schools could start implementing the program in Term 1. They gave him copies of the annual report for FY2013, the quarterly report for the last quarter of FY2013, the draft Bugesera Pilot Study Assessment report, and the Fluency Assessment in Rwandan Schools report. They discussed plans for future assessments and gave him a copy of the Annual Workplan.

Activities planned for Q3

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

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

Indicator type	Indicator description		Target 2014	Q2	Disaggregation	Frequency	Data source/responsible	Notes
F-Indicator 3.2.1-14: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: Output)	Number of P1 to P6 learners benefitting from USG support (direct or indirect)	TI	2,606,125		Gender, Direct and Indirect	Annual	Mineduc enrolment Statistics	Includes students receiving direct and indirect support
		F	1,326,518					
		IND	1,476,231					
		Dir	1,129,894	<table border="1"> <tr> <td>T</td> <td></td> </tr> <tr> <td>F</td> <td></td> </tr> <tr> <td>M</td> <td></td> </tr> </table>				
T								
F								
M								
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				

Indicator type	Indicator description		Target 2014	Q2	Disaggregation	Frequency	Data source/responsible	Notes
Result 1	Improved Quality of Teaching							
Custom- Indicator Number of learners receiving reading interventions at the primary level (Type: Output)	1.1 Number of P1 to P3 students who listen regularly to Kinyarwanda or English reading interactive audio programs		840,886 ¹	0	Gender	Annual	Listenership records	To avoid double counting, targets refer to number of learners in schools benefiting from interactive audio instruction; Assumes 75% of students regularly use programs i.e. 75% of direct each year
F-Indicator 3.2.1-31: Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	1.2 Number of mentors/teachers/head teachers/ trained by L3 Initiative		16,456 ²	T	Gender, District	Annual	Listenership records (for teachers); attendance records for mentors, head teachers, TTC instructors	For 2013, figures reflect teachers, mentors, head teachers, etc. receiving face to face training from L3
		F						
		M						
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		4,010	T	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						
		M						

¹ 847,420 was entered into MEMS' website, this is an updated number for 30 P3 schools instead of the initial 90

² 16,406 was entered into MEMS' website, this is an updated number for 30 P3 schools instead of the initial 90

Indicator type	Indicator description		Target 2014	Q2	Disaggregation	Frequency	Data source/responsible	Notes
Custom Indicator (Type: Outcome/Impact)	1.4 Proportion of teachers in SBMP using new literacy/ numeracy instructional practices and materials		55%	0	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		648	106	Zone	Annual	PTA/PTC log of Initiatives	Criteria for zone disaggregation is not yet available from the National Institute of Statistics
	Number of PTAs/PTCs that undertake Initiatives- to support increased teacher motivation after having been trained by Concern Worldwide		648	0	Zone	Annual	PTA/PTC log of Initiatives	Criteria for zone disaggregation is not yet available from the National Institute of Statistics
Result 2	Improved availability and use of instructional materials and technology							
F-Indicator 3.2.1-33 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output)	2.1 Number of learning and teaching materials produced and distributed		6,386,268	48,284	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		240	24	Type	Semi annual	List of works produced to support new	Reported figures are currently all story titles; problem sets will be

Indicator type	Indicator description		Target 2014	Q2	Disaggregation	Frequency	Data source/responsible	Notes
	locally						Kinyarwanda and English reading programs; list of problem sets; list of works produced via Writer's Workshop	included following the rollout of Math Camps
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		2644	0	Region	Annual	Distribution records	
	2.4 Number of schools using MP3 players, video players or other technologies		2644	0	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)		+10%	N/A	Gender , Zone	Annual (Y3-5)	English-language testing completed in collaboration with DFID	Baseline data collected in 2012, analysis pending
Result 4	Strengthened Ministry capacity to improve the quality of education							
F-Indicator 3.2.1-37:	4.1 Number of impact evaluations conducted		1	1	NA		Ministry National	2014: Small Impact Evaluation.

Indicator type	Indicator description		Target 2014	Q2	Disaggregation	Frequency	Data source/ responsible	Notes
Number of impact evaluations conducted (Type: Output)							Reading assessment program	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		NA	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

4.0 LESSONS LEARNED

There were a number of large procurements during the quarter which were delayed as a result of the bidding companies failing to fulfill all the requirements of the RFQ, although the quality and price of their goods or services were competitive. Local companies find it difficult to understand all the requirements, so in future the RFQs for local procurements will have to be made easier to understand.

The selection of companies for the delivery of the P1 and P2 books to schools took several weeks and delayed the distribution. For the next printing, the delivery to schools will be included in the printing contract so that the printers are responsible for delivering the books to the schools.

The weight and quality of the paper used for the teacher's guides exceed the requirements of REB for textbooks. Although they will last longer, this has made them very heavy and the cost exceeded the budget. For the next printing, the specifications will be closer to the REB requirements.

5.0 ADMINISTRATION AND MANAGEMENT

Progress in Q2

Prepare monthly financial statements and projections

Large purchases which were completed during the quarter included the Pico projectors for school-based mentors, community mobile library books, renting of a warehouse for the P1 and P2 books, and printing of the P3 pilot materials. A contract was awarded for the supply of 1500 solar panels for schools without electricity, and an RFQ was prepared for the distribution of the P1 and P2 books to the schools.

A lease was signed for a new larger admin office in Nyarutarama from April 1st and the office was moved from Kacyiru on March 31st. The landlord permitted the project to use the new premises without additional charge in February and March for the preparation of the mobile phones, SD cards, speakers and netbooks for distribution to schools.

There is about two months of funding in the current pipeline and EDC is preparing a request for another increment of funding for L3.

During the past quarter, a number of budgeting issues have arisen, both as a matter of unbudgeted but necessary expenses as well as cost-overruns. EDC's L3 and home office management team has been working to (a) identify more precisely what the implications of those budget issues are and (b) how to mitigate and accommodate the unanticipated expenditures while ensuring that we meet the core expectations of the L3, including the targets of key indicators. We are in the process of developing a table that lists major budget line items that have either been added to the budget or we propose to eliminate in order to shift funds to essential activities. Though the table has not been completely developed by the end of the quarter, some of the major cost items that have been added to the budget include those associated with book printing, storage and distribution, operational costs for Provincial Coordinators, and hiring of an English proficiency advisor. Some of the budget items targeted for reduction or elimination would include book fairs and district festivals, district grants, and distribution of

cell phones as rewards for teachers. We intend to meet with USAID to discuss these issues and hope to incorporate them into a budget reprogramming that we would submit to USAID for approval.

Prepare monthly, quarterly and annual reports

Monthly reports were compiled and submitted to REB on January 20th, February 20th and March 19th. The quarterly report for FY2014 Quarter 1 was submitted to USAID on January 31st.

Organize monthly USAID update meetings

Update meetings were held with USAID on January 9th, February 13th and March 13th.

Organize quarterly portfolio review meetings to review progress and identify measures to ensure targets are met

L3 Project Director Kent Noel visited Kigali from March 9th to 15th to conduct the quarterly portfolio review and meet with USAID. The review looked at the activities in the workplan and the progress towards meeting the targets.

Organize monthly meetings with L3 sub awardees to review progress, network and engage in joint problem solving

The monthly partners' meetings in January and February were cancelled due to conflicting activities but the meeting in March provided useful updates for partners. The partners were excited that the P1 and P2 materials were being distributed to all schools and agreed that the materials would help the PTCs to support literacy and the student readers would provide valuable support for the community literacy volunteers. Copies of the materials will also be distributed to the VSO volunteers in the TTCs.

Staffing

Recruit and hire staff for acceleration

The five Provincial Coordinators were appointed during the quarter and took up their posts at the beginning of March after a four-day orientation course provided by EDC TA Stefan Mcletchie.

Albert Iyakare, Francoise Umuwukiza, Jean Marie Robert Ndayishimiye and Jean Claude Nshimiyimana were appointed Provincial Coordinators.

Chantal Uwiragiye was reassigned from Kinyarwanda Task Leader to Provincial Coordinator (Kigali).

Aimable Mpayimana was appointed School-based Mentor Program Task Leader.

Placide Simbizi was appointed M&E Assistant.

Technical Assistance

Elena Vinogradova, EDC M&E Advisor, visited Rwanda from January 12th to 25th to review the L3 monitoring and assessment plans and present the findings of the Bugesera Pilot Assessment.

Stefan McCletchie, EDC Advisor, visited Rwanda from February 10th to March 7th to assist with the training of data collectors for the P1 and P2 baseline assessment and the training of the newly appointed Provincial Coordinators.

Lisa Easterbrooks, L3 Associate Project Director, visited Rwanda from January 25th to March 22nd to act as Assistant Technical Director.

Activities planned in Q3

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

Communications:

Progress in Q2

Put in place a communications plan for L3 national rollout, story writing competition and school-based mentors

Rollout:

While a communications plan for the national rollout was developed and approved by the REB DG, the plan has not been implemented as intended. This is due to unanticipated delays in the shipment and distribution of the instructional materials. Originally, the plan called for a press conference, press release, and video and radio spots beginning in March and continuing over the course of a few months to highlight different aspects of the materials. However, by the end of Q2, distribution of teacher materials had just begun, and it was anticipated that student books wouldn't be packed and ready for distribution until mid-May. It was determined that it would be best to begin a publicity campaign when the materials were ready to reach schools.

The communications plan will be adjusted according to the plans of distribution and implemented accordingly.

Writing competition:

As previously explained, the national writing competition was launched this quarter, beginning the implementation of the communications plan.

The launch of the competition generated national media coverage. REB inspectors supported the distribution of posters with author-specific information and information packets to head teachers, cell and sector executive secretaries, sector education officers, and district education officers. These packets contain detailed information and guidance on raising awareness about the competition and supporting interested writers. Radio spots, a video, and announcement for the monthly umuganda community meetings were prepared. Unfortunately, at the end of Q2, these had not yet been publicized due to delays in the REB procurement process. The umuganda announcement was delayed until the end of April, as it was determined that umuganda in March would be focused mainly on the upcoming memorial period and it would therefore not be appropriate to include an announcement then.

SBM:

In March, the L3 communications officer met with the SBM Task Leader, Program Implementation Coordinator, and the REB TDM focal point in charge of the mentoring program. At the meeting, challenges and gaps in understanding were discussed, and ideas for improving communication about the program, for instance through the use of sms, were brainstormed. It was decided that communications would be put on the agenda of the next SBMP technical working group meeting. At the end of Q2, the next meeting had not yet been scheduled.

Maintain/expand merged L3 Website

In Q2, regular updates and maintenance of the website was ongoing. Specifically, in this quarter four press releases and one success story were added to the site, and new staff were added to the "our team" page.

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

In Q2, press releases were developed and distributed regarding the distribution of netbooks and projectors for mentors, the REPS English testing of teachers, the launch of Andika Rwanda, and Jay Polly's support for Andika Rwanda. The press releases and related events resulted in at least nine print news stories in English and Kinyarwanda (see table below and annex 6), as well as coverage on Rwanda TV and Radio Rwanda, the new TV 10, and additional radio stations.

Additionally, REB paid for advertising space in the New Times; during REPS testing, a two-page spread appeared highlighting the activity and including the press release. Ahead of the Andika Rwanda launch, the press release also appeared in the New Times.

Table 12: L3 print media coverage

Article Title	News Source	Date
Mentors to get net books and projectors	New Times	January 15, 2014
REB to test & improve English language among 40,000 teachers in Feb	Igihe	February 12, 2014

REB to test teacher English proficiency	New Times	February 16, 2014
Gahunda ya "Andika Rwanda" irareba umunyarwanda wese- Dr. Biruta	Izuba Rirashe	February 21, 2014
Irushanwa "Andika Rwanda" rigamije guteza imbere umuco wo kwandika inkuru n'imivugo	Kigali Today	February 21, 2014
Amarushanwa ya "Andika Rwanda" aje kuziba icyuho cyo kutagira ibitabo byo gusoma	Igihe	February 21, 2014
Indirimbo yanjye ya mbere nayanditse mfite imyaka 17- Jay Polly	Kigali Report	March 21, 2014
Rapper Jay Polly urges participation in Andika Rwanda	Igihe	March 21, 2014
Jay Polly urges Rwandans to embrace "Andika Rwanda initiative"	New Times	March 26, 2014

Produce quarterly newsletter with REB (electronic)

In Q2, the third edition of the REB newsletter, focusing on the improvement of quality education, was finalized, printed, and distributed (annex 7). Production of the fourth newsletter edition has begun. The REB DG has approved the following topics for inclusion: L3 P1 and P2 student daily readers, REPS testing completion, launch of Andika Rwanda, and a few other topics under REB. Drafting of these articles has begun and will be completed in April in Q3.

Complete quarterly success stories

Along with the Q1 report, L3 submitted a success story to USAID highlighting L3 partner Concern's work with PTCs to support girls in January. The story has been published on the websites of L3 and USAID.

In April, L3 will prepare another success story.

Distribute quarterly reports to DG, REB and DDGs

The Q1 and FY13 annual reports were printed and given to REB for their reference.

Develop one-pagers on project results

As mentioned in the M&E section, the results of the impact assessment have been written in a draft report, and it is scheduled for L3 to make a presentation of the results to REB on April 1st. From this presentation, it will be clear which information needs more clarification and what should be highlighted. A one-pager on these results will be developed in Q3.

While a one-pager on the project results has not yet been developed, in Q2 a new one-pager giving an overview of the L3 initiative was developed and designed. It will be printed and available for distribution in Q3.

Activities planned in Q3

- Maintain L3 Website
- Produce press releases on L3-supported initiatives for publication in local media outlets
- Produce quarterly newsletter with REB (electronic)
- Complete quarterly success stories
- Distribute quarterly reports to DG, REB and DDGs
- Develop one-pager on L3 impact evaluation results

6.0 ANNEXES

1. Report for TTC Mbuga writers workshop
2. PTC teacher motivation award selection
3. REPS diagnostic testing report
4. M&E report on NAR distribution
5. Template for SMS reporting system
6. L3 Media stories
7. REB Newsletter