



# Literacy, Language and Learning Initiative

FY14 Q3 Quarterly Report  
(April-June 2014)



# L3 Overview

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The Literacy, Language and Learning (L3) Initiative's strategic objective is to strengthen teaching and learning so that children leave primary school with solid literacy and numeracy skills. L3 works with Rwanda's Ministry of Education (MINEDUC) to improve students' reading and mathematical skills in grades one to four, as well as their English language proficiency. Working in collaboration with the Rwanda Education Board (REB), 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 (14,000 cellphones and speakers, 1,000 netbooks and video projectors, 1,500 solar power 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 training to PTCs in ways to improve equity in education

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## ACRONYMS

BCC	Behavior Change Communication
CML	Community Mobile Library
Concern	Concern Worldwide
CoP/DCoP	Chief of Party/Deputy Chief of Party
CLNVP	Community Literacy and Numeracy Volunteer Program
CoE	University of Rwanda's College of Education
CPD	Continuous Professional Development
CPMD	Curricular and Pedagogical Materials Development
CSO	Civil Society Organization
DG	Director General
DDG	Deputy Director General
DEO	District Education Officers
EDC	Education Development Center, Inc.
EFA	Education for All
EFRT	English for Rwandan Teachers
EGRA	Early Grade Reading Assessment
ESSP	Education Sector Strategic Plan
ESWG	Education Sector Working Group
EQS	Education Quality and Standards
FARS	Fluency Assessment in Rwandan Schools
GS	Groupe Scholaire
HNI	Human Network International
ICT	Information and Communication Technology
L3	Language, Literacy and Learning Initiative
LARS	Learning Achievement in Rwanda Schools
LNA	Literacy and Numeracy Advisor (L3 VSO volunteer)
MCOP	Mentorship Community of Practice
MINEDUC	Ministry of Education
M&E	Monitoring and Evaluation
NAR	Never Again Rwanda
NGO	Non Governmental Organization
P1-6	Primary One to Six

PMP	Performance and Monitoring Plan
PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc
REB	Rwanda Education Board
RENCP	Rwanda Education NGO Coordination Platform
REPS	Rwandan English Proficiency Standards for teachers
RFP	Request for Proposals
SBM	School-based Mentor
SBMP	School-based Mentoring Program
SBMP TF	School-based Mentoring Program Task Force
SEO	Sector Education Officers
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TOR	Terms of Reference
TRC	Teacher Resource Center
TTC	Teacher Training Colleges
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

## 1.0 EXECUTIVE SUMMARY

The audio materials, student readers and teachers guides for P3 Kinyarwanda, English, and Math were reviewed in a workshop in Muhanga. They were revised and are being prepared for submission to the Textbook Approval Committee in July. The scope and sequence for P4 English and Math has been developed in preparation for the development of the P4 materials.

The Term 2 materials for P3 were printed and distributed to the 90 pilot schools in May.

Distribution of the 32,798 P1 and P2 teachers guides, read aloud books with accompanying audio materials to all 2644 schools was completed in April. Distribution of the 6.4 million student readers was started in May and will be completed in July. P1 and P2 materials were also distributed to the TTCs, inspectors and senior mentors.

In April the Minister of Education visited the Gikondo warehouse where the books were stored prior to delivery and the materials were official handed over by the USAID Education Director to the Minister.

Orientation sessions on the new P1 and P2 materials were conducted in the remaining 14 districts for the DEOs, SEOs, heads and mentors.

111 newly-appointed mentors were given one week of induction training in April. Also in April, the 60 senior mentors completed Phase 3 of the mentoring techniques program. In June the senior mentors received a two-day training in best literacy and numeracy practices Phase 2 – Transforming Classrooms, which they will pass on to the school-based mentors.

The VSO volunteers in the TTCs have updated the Math camps facilitators guide and will start conducting Math camps in the coming quarter. The VSO Writers Workshop Advisor conducted four workshops with TTC tutors for teachers. Two additional VSO volunteers arrived in May and were posted to TTC Gacuba and Matimba, making a total of eight literacy and numeracy volunteers in the TTCs.

Concern Worldwide conducted two-day training sessions for 140 PTCs in Huye and Ruhango, and paid follow-up visits to the PTCs already trained in Nyamagabe, Nyaruguru, Gisagara, and Nyanza. The PTCs visited had made disappointing progress with their action plans.

A further eight additional community mobile libraries were established this quarter in a further six districts, making a total of 39 libraries established in 23 districts.

The deadline for submission of stories for the story-writing competition, Andika Rwanda, was May 12<sup>th</sup>. All districts submitted entries but none had established district juries, so over 3000 entries were received and have to be assessed in Kigali. Assessment will be completed in the next quarter and the results announced.

The analysis of the results of the REPS diagnostic tests was completed and revealed that 49% of lower primary teachers and 20% of upper primary teachers were at the lowest level. Mentors will use the results to work on improving the teachers' English proficiency before follow-up progress tests to be conducted in October.

The collection of data on pupils and materials distribution from mentors through SMS in collaboration with Human Network International commenced during the quarter and initial data on students, materials distribution and teacher training was received.

## 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 Q3

*Attend curriculum review conferences on April 28, May 11, and June 16 and provide ongoing support*

The L3 technical team attended three curriculum review workshops this quarter, the first from April 28<sup>th</sup> to May 1<sup>st</sup>, the second from May 11<sup>th</sup> to 15<sup>th</sup>, and an extended workshop from June 16<sup>th</sup> to 23<sup>rd</sup>. In the April and May workshops, participants, grouped in subject panels, drafted subject syllabus overviews, which laid out key learning in subjects from P1 to S6. In June, the subject panels were extended and participants began writing the topic details for each subject area. Participants included the Rwanda Education Board (REB) core team, primary and secondary teachers, and development partners.

L3 provided support to the mathematics and language arts subject panels. One member from each of the English, Kinyarwanda, and math teams attended the workshops, and Technical Assistants Michelle Drouin (literacy) and Paul Goldenberg (math) provided support. As part of his scope of work, Paul Goldenberg reviewed the existing documents prepared by the Curriculum and Pedagogical Materials Development (CPMD) department. He made comments and recommendations and advised CPMD on the proposed changes. Paul also attended the curriculum review workshop in June, and it was agreed that he would maintain regular contact with the consultants tasked with the review.

*Validate Fluency Assessment in Rwandan Schools 2012 Baseline Report on results of study of P3 and P5 students' English and Kinyarwanda reading fluency*

The report has been shared with REB senior management and is undergoing review, following which it will be finalized.

*Develop P3 Term 3 school, classroom and home/community-based instruments for assessment of reading and numeracy skills*

As part of the material development process described in section 1.B, the L3 technical team produces formative assessment tools for reading and numeracy skills. The class teacher or community volunteer administers these tools fortnightly. P3 Term 3 assessment tools have been developed.

### Activities planned for 1.A for Q4

- Develop Term 3 P3 school, classroom and home/community-based instruments for assessment of reading and numeracy skills
- Participate in curriculum workshops and provide ongoing support for curriculum revision process
- Validate summary report on results of study of P3 and P5 students' English and Kinyarwanda reading fluency

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

### Progress in Q3

*Develop audio and print materials for Term 3 P3 English, Mathematics and Kinyarwanda*

Kinyarwanda, English and mathematics teams in collaboration with CPMD focal points made steady progress in developing P3 Term 3 materials this quarter. Regular reporting to CPMD focal points continues in the form of a weekly report detailing progress made, difficulties encountered, and planned activities for the following week. Subject task leaders provide CPMD focal points with a hard and soft copy of the materials as they are developed. This enables focal points to review the materials and provide regular feedback and suggestions to the teams. Development of P3 Term 3 materials is on track for the planned distribution to pilot schools on August 15<sup>th</sup>.

**Table 1: Kinyarwanda materials produced**

Kinyarwanda	Developed in Q2 for Term 2	Developed in Q3 for Term 2	Developed in Q3 for Term 3	Total Number in Q3
Audio scripts written	24/24	0/24	24/24	24
Audio scripts recorded	20/24	4/24	24/24	28
Audio scripts field tested	14/24	10/24	0/24	10
Decodable texts and activities written	8/8	0/8	8/8	8
Decodable texts and activities desktop published	8/8	0/8	8/8	8
Read alouds written	8/8	0/8	8/8	8
Read alouds desktop published	8/8	0/8	8/8	8
Number of scripted lesson plans written	56/56	0/56	56/56	56

**Table 2: Math materials produced**

<i>Mathematics</i>	Developed in Q2 for Term 2	Developed in Q3 for Term 2	Developed in Q3 for Term 3	Total Number in Q3
Master plans written	8/8	0/8	8/8	8
Audio scripts written	16/16	0/16	16/16	16
Audio scripts recorded	10/16	6/16	16/16	22
Audio scripts field tested	6/16	10/16	0/16	10
Scripted lesson plans completed	24/24	0/24	48/48	48

This quarter, P3 materials for term 2 were distributed to schools in the experimental program as seen in the table below.

**Table 3: P3 distribution**

District	Student Daily Readers		Teachers Guides		
	Term 2		Term 2		
	P3 Kinya	P3 English	P3 Kinya	P3 English	P3 Math
<b>GASABO</b>	2827	2827	9	15	16
<b>RULINDO</b>	2377	2377	25	25	26
<b>HUYE</b>	2678	2688	25	23	24
<b>BUGESERA</b>	3767	3766	26	28	31
<b>KARONGI</b>	3122	3122	26	23	24
<b>Total</b>	<b>14771</b>	<b>14780</b>	<b>111</b>	<b>114</b>	<b>121</b>

*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*

In Q3, classroom monitoring visits on the use of P3 materials were conducted in Bugesera, Gasabo, Rulindo, Karongi and Huye. These monitoring visits are conducted every Wednesday during the term by members of the technical team. In addition to observing English, math and Kinyarwanda lessons, members of the technical team obtain feedback from teachers and students on how the P3 materials are being used and the challenges teachers meet while implementing them. Every Friday, technical

team members who conducted monitoring on Wednesdays share their experiences with the other team members.

The L3 team have identified that many teachers are in need of additional language support for English. In response, the team is developing a short 'Time for English for Teachers' audio lesson for Term 3. Depending on the feedback from the teachers, the L3 technical team may extend these to teachers participating in the national program.

In addition, L3 provincial coordinators conduct monitoring visits on a regular basis. They observe lessons and get feedback from teachers on the implementation of the new P1 and P2 materials. L3 provincial coordinators fill out observation forms which are shared with the L3 Monitoring and Evaluation team.

During this quarter, Kent Noel, the EDC Regional Director based in Nairobi, conducted a monitoring school visit at GS Bumbogo on June 4<sup>th</sup>. He observed three lessons, P1 math, P2 English, and P3 Kinyarwanda and met teachers and the head teacher. Teachers expressed their appreciation for L3 Initiative.

*Review Term 1 and 2, P3 materials in preparation for submission to TAC (IAI programs, teacher's guide, read-aloud stories, decodable texts, audio stories etc.)*

From the 19<sup>th</sup> to 21<sup>st</sup> of May, the L3 technical team and teachers participating in the L3 experimental program met to review the P3 materials at Saint Andre Training Center in Muhanga. During the working sessions, L3 collected feedback and recommendations from the teachers to inform final revisions prior to submission to the Textbook Approval Committee (TAC).

Focal points from CPMD were unable to attend the workshop, but a report was compiled and sent to the Deputy Director General (DDG) and the focal points. Following the workshop, the technical team made revisions to the print and audio materials. For instance, it was agreed that some of the read aloud stories in English Term 1 were too long and needed to be reduced in length. The materials will be submitted to TAC at the beginning of July.

*Do audience research for P3 and P4 print and audio materials development*

The weekly monitoring visits of the P3 experimental materials are also an opportunity for the technical team to identify key challenges in the development of P4. The team also conducts interviews with teachers and school-based mentors (SBMs), and their participation in the curriculum review process assists the team in identifying key competencies to include in the P4 materials. In Q4, formal audience research will take place.

*Plan, draft and review P4 scope and sequence with CPMD for English and mathematics. Draft Term 1, P4 materials (IAI programs, teacher's manual, read-aloud stories, level texts, audio stories, primers, etc.)*

The draft scope and sequences for English and mathematics have been developed. In the next quarter, a meeting will be convened with CPMD to validate the documents, and work on P4 instructional and print materials will begin. As the current national curriculum serves as the blueprint, the L3 technical team have identified the themes and topics and already begun drafting the leveled texts and read aloud stories for P4 English.

### **Activities planned for 1.B for Q4**

- Finalize audio and print materials for Term 3 P3 English, Mathematics and Kinyarwanda.
- Conduct school visits to monitor use of P3 materials and observe classrooms (ongoing) (formerly under 2.A)
- Submit P3 materials to TAC (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories) (formerly under 2.A)
- Implement TAC recommendations into P3 Materials for Kinyarwanda, Mathematics and English.
- Do audience research for P4 print and audio materials development
- Validate P4 Scope and Sequence for English and P4 daily distribution for Mathematics
- Develop audio and print materials for Term 1 P4 English and Math

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

#### **Progress in Q3**

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

The SBM Task Leader assisted the Teacher Development and Management department (TDM) to organize an induction training for the 111 newly-appointed SBMs from April 22<sup>nd</sup> to 26<sup>th</sup>. Over five days, participants received training on effective mentoring skills (phase 1 training module) and the use of L3 Kinyarwanda, mathematics and English instructional materials. Sessions were also conducted on basic IT skills so that mentors could use the netbooks and Pico projectors that L3 will provide for them.

*Layout and print Phase 3 training module(s) on 1) principles of effective mentoring; 2) and characteristics of effective School-based Mentoring Programs*

There are three phases of trainings for mentors. Phase 1 and 2 modules have been completed, and senior mentors have been trained and have cascaded the training to SBMs. The Phase 3 module has been written and a draft has been sent to the SBM Program Technical Working Group for their input and feedback.

After incorporating their feedback, the consultants will forward the final draft to L3 for lay out and designing.

*Train 60 SM in phase 2 mentoring techniques*

From April 28<sup>th</sup> to May 2<sup>nd</sup>, senior mentors were trained on phase two mentoring techniques. This took place at Café de Nyamata in Bugesera.

The training for phase 3 is scheduled to take place from August 5<sup>th</sup>-9<sup>th</sup> in Nyamata, Bugesera, following finalization of the phase 3 module.

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

From the 9-10<sup>th</sup> June, senior mentors received training on L3 best literacy and numeracy practices – Phase 2: Transforming Classrooms. The objectives of the training included: 1) for mentors to develop strategies for teaching comprehension, vocabulary, fluency, and word recognition/solving; 2) to identify phases of second language development and implications for reading and writing instruction. The objectives for numeracy were: 1) demonstrate effective teaching strategies for teaching mental mathematics and problem-solving; 2) explain the importance of mathematics games in the L3 instructional materials. This will enable senior mentors to facilitate continuous professional development (CPD) sessions with SBMs.

During this two-day training, senior mentors together with L3 provincial coordinators developed an action plan highlighting dates for cascading the training to their respective SBMs through bi-weekly CPD meetings.

**Table 4: Senior Mentors trained in L3 best literacy and numeracy practices workshop – Phase 2: Transforming Classrooms from 9-10<sup>th</sup> June.**

			Participants		Gender		
	Location	Name of training	Senior Mentors	SBMs	F	M	Total
1	Café de Nyamata	L3 best literacy and numeracy practices workshop – Phase 2: Transforming classrooms	59	0	18	41	59
2	Café de Nyamata	Phase 2 mentoring techniques	57	0	19	38	57
3	Café de Nyamata	Induction training for SBMs	0	111	31	80	111

**Additional Activities**

Based on feedback from the REB ICT department and mentors, the L3 audio and visual unit decided to review and revise the existing set of L3 teacher training videos to identify any technical issues, make the slides more accessible to teachers with limited English, and to include slides to remind mentors on how to report CPD training using the SMS system. The videos are being finalized and will be distributed via Provincial Coordinators.

### Activities planned for 1.C for Q4

- Support SBM Technical Working Group by assisting in the development of guidelines and terms of reference
- Layout and print Phase 3 training module on 1) principles of effective mentoring; 2) and characteristics of effective School-based Mentoring Programs
- Train 60 SM in phase 3 mentoring techniques
- SBM train teachers country-wide on effective use of literacy and numeracy materials
- L3 provincial coordinators train teachers in schools without mentors on the new P1 and P2 materials

### 1.D Monitor the SBMP

#### Progress in Q3

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

L3 provincial coordinators conduct monitoring visits to bi-weekly meetings and work site visits. Provincial coordinators planned to monitor bi-weekly meetings between SBMs and senior mentors on June 13<sup>th</sup>, 20<sup>th</sup>, and 27<sup>th</sup>, to see how the SMs cascaded training on the L3 best literacy and numeracy practices, from the Phase 2: transforming classrooms workshop. The mentors met some challenges in the delay of salary payments, which made it difficult for many mentors to attend their usual CPD meetings. By the 27<sup>th</sup>, however, the challenges had been resolved, and provincial coordinators conducted monitoring visits to these meetings.

Provincial coordinators attended meetings at the following locations: GS Sanzare in Rubavu, GS Gitebe in Nyabihu, GS Kayonza in Kayonza, GS Nyakarami in Kirehe, Kacyiru Primary School in Gasabo, GS Nyagatuma in Gicumbi, and GS Butare Catholique in Huye.

Provincial coordinators have reserved dates for regular monitoring of these bi-weekly meetings, during which they can monitor how training is cascaded, gather information on challenges and resources, and support the senior mentors.

*Receive reports and advise bi-monthly teacher meetings using self-directed video modules to explore new instructional strategies, exchange ideas, etc*

During the last quarter, 106 of the new mentors received netbooks and Pico projectors for use in CPD sessions with teachers. Five others were replacing mentors, so their schools already had the resources. Some challenges were faced, including compatibility between the netbooks and projectors and confusion about the technology guidelines. To address such issues, monthly meetings with representatives from REB ICT, FHI360 who manage the Mentorship Community of Practice (MCOP) platform, and L3 have been organized. The group met once in quarter three, and the next meeting is scheduled for mid-July.

*Receive reports and advise follow up classroom visits (observations, co-teaching, model lessons)*

Senior mentors submit termly reports to TDM. These reports include important information on the use of L3 materials and the number of teachers receiving classroom-based support (classroom observations, model lessons, team teaching, etc.) as well as out-of-class support for the materials. The reports also capture the mentors' usage of netbooks and projectors.

In May, the SBM Task Leader received the reports from term 1, when L3 P1 and P2 materials had not yet been distributed to schools. Mentors had already received their netbooks, however, and the mentors reported that they had begun using them to train teachers ahead of the distribution.

#### **Activities planned for 1.D for Q4**

- 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 on 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 Q3**

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

P1 and P2 materials have been distributed to all 13 Teacher Training Colleges (TTCs), thanks to the support of Dr. Faustin, the Dean of Primary Education at the College of Education (CoE), and the TTC principals. Each TTC received two copies of each of the teachers' guides and the read aloud stories. They also received three copies of each pupils' book and two phones and a speaker. The phone contains all of the audio lessons for each subject.

*Provide follow up training to TTC tutors on the new L3 materials*

After consultation with the TTC principals and Dr. Faustin, it was decided that the training for the TTC tutors on the L3 materials would be in the July/August holiday, so that lesson time would not be taken from the students. The training will be facilitated by VSO volunteers and senior mentors over a three day period. It will focus on the theory behind the development of the L3 materials, good practice for teaching reading, writing, comprehension and mental mathematics, as well as the L3 materials themselves. The volunteers will link the training with the TTC curricula so that the tutors can include it in their planning. A total of 335 tutors from the 13 TTCs will receive three-days training between July 28<sup>th</sup> and August 9<sup>th</sup>.

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

*Organize Math Camps in TTCs for student teachers*

Two L3 VSO Literacy and Numeracy Advisors (LNAs) based at TTCs have worked together this quarter to review and update the Math Camps facilitator's guide and to develop accompanying materials. There will be two Maths Camps this academic year at TTC Mbuga and TTC Save. Dates are yet to be determined.

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

The first Math Camp will be publicized with a press release, a small launch event at the TTC, and with articles on the website.

*Organize Writers' Workshops in TTCs for student teachers*

The Writers' Workshop Advisor has delivered four writers' workshops this quarter.

The first took place at TTC Cyahinda from March 31<sup>st</sup> to April 3<sup>rd</sup>. Participants were TTC students. From the 5<sup>th</sup> to 8<sup>th</sup> of May, a workshop was held at St. Andre Muhanga for teachers from primary and GS schools across Rwanda. Facilitators included the Writers' Workshop Advisor, CPMD staff, and one pedagogical inspector. Two additional workshops for TTC tutors and students and neighboring teachers took place at TTC Byumba from June 3-5<sup>th</sup> and at TTC Mururu from June 25-27<sup>th</sup>.

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

Presently EDC, REB, and VSO are in the process of extending the Writers' Workshop Adviser's contract and visa. If this is completed, she will continue to deliver writers' workshops in the 13 TTCs around the country with local facilitators.

She has revised the writers' workshop manual and accompanying materials and resources, such as story writing templates, criteria for a good story checklist, guidelines for storyline suggestions and characters. A number of group discussion handouts have been added. There are also a number of stories in both English and Kinyarwanda which can be used for reading to the participants as examples and for discussion.

These are all made available to facilitators and participants so that they can continue to deliver workshops, ensuring sustainability of the program.

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

All participants and facilitators have been trained in good children's storywriting and have a 'what makes a good children's story?' checklist, enabling them to edit 'best products' themselves. The TTCs and the teachers who attend the workshops are encouraged to illustrate and print the best stories locally or make rice sack books with these stories to use during teaching and teaching practice. The writers' workshop is part of a process of storywriting – participants are encouraged to continue writing using the skills they have developed and to share these skills with their colleagues.

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

Opportunities for showcasing ‘best products’ are being discussed for the future; these are likely to be in the form of story writing clubs and future writers’ workshops organized by VSOs and local teachers, mentors, tutors, and teachers.

*Develop a “budgeted-recovery” plan to support the illustration, desktop publishing, printing and distribution of “best products” from the Writers’ Workshops*

‘Best products’ from writers’ workshops will be displayed, illustrated, and printed locally. Rice sack books will be produced with the best stories at some TTCs with assistance from VSO LNAs. There is a possibility that some of the stories will be made into audio or read aloud stories by CPMD for use in primary schools.

**Activities planned for 1.E for Q4**

- Conduct Two Math Camps in TTCs
- Develop communications materials (articles, web postings, brochures, etc.) to publicize Math Camps
- Provide training on the Math Camp manual to volunteers and tutors in TTCs
- Provide training on the L3 materials to all volunteers and tutors in TTCs

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

#### Progress in Q3

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

During Q3, Concern Worldwide conducted Parent Teacher Committee (PTC) trainings in Huye and Ruhango districts. Participants were trained on PTC roles and responsibilities and how to enhance community support to teacher motivation, literacy, and equity in education. After the training, participants received a summary of the PTC guidelines for them to share with the remaining PTC members at their schools. PTCs also created action plans to support the deliverables discussed in the training.

In Ruhango district from May 13<sup>th</sup> to 15<sup>th</sup>, two PTC members from each of 72 public primary schools in 9 sectors, a total of 144 participants, were trained. A total of 136 participants from PTCs in 68 primary schools in 11 sectors were also trained in Huye.

**Table 5: PTC members trained**

		Category of Participants				Total	Gender	
	District	Teachers	Head-teachers	Parents	Others/SEO		F	M
<b>1</b>	Huye/PTC	0	68	68	11	147	46	101
<b>2</b>	Ruhango/ PTC	0	72	72	9	152	43	109

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

*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 write up at least one case study*

Concern randomly selected schools in different sectors to conduct monitoring visits, as seen in the table below.

In general, for most of the PTCs visited, there is little involvement of parents and the community. Additionally, few PTCs developed action plans, and those that did had not covered all deliverables.

This is due perhaps to the training model whereby only two PTC members receive direct training. With additional members trained, perhaps this can improve.

**Table 6: Schools visited for monitoring**

DISTRICT	MONTH	SCHOOLS	SECTORS	COMMENTS
NYAMAGABE	April 2014	G.S. Mbazi, E.P. Maheresho, G.S. Mutiwingoma, E.P. Jenda, E.P. Nyaruzi, E.P. Musange, G.S. Kitabi, G.S. Uwinkomo, G.S. Ngororero, E.P. Gisanze	Mbazi , Musange, Kitabi, Tare	In general, for most of the PTCs visited, there is less involvement of parents /community. It was realized that the reason is due to the two PTC members trained who are not enough to support their peers.  In addition there were no plans developed and those who tried to develop action plans were not able to cover all deliverables according to the training that they received
NYARUGURU	April 2014	E.P. Karambi, G.S. Ruramba, E.P. Gisororera, E.P. Nyanza, G.S. Murama, G.S. Liba	Ruramba Ngera	Some of the PTCs elaborated actions plans but they combined them with general school priorities and so no emphasis was put on L3 deliverables as per the training received (teacher motivation, literacy and equity)  Some PTCs started mobilizing parents but faced difficulties since the parents did not respond to the invitation from the school.
GISAGARA	June 2014	E.P. Kansi A, G.S.Kansi B, E.P. Rubona, E.P. Munyegera, G.S. Rwatano, G.S. Gasagara, G.S. Gikonko Catholique, G.S. Zivu	Kansi, Kigembe, Musha, Gikonko,	According to the two trained PTC members, they cannot train or share with other PTC members because the school does not have a budget for the training

*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*

All trainings for PTCs involve SEOs, who help to identify training sites and to create the lists of participants. SEOs also support staff during follow up visits.

This quarter, the L3 Provincial Coordinator for the Southern Province attended a PTC training in Huye, and the L3 M&E Assistant attended a training in Ruhango.

*Awards distributed to schools that have strong action plans, implementing activities around the 3 key priorities*

Last quarter, Concern conducted an assessment to select five schools to receive awards of \$200 each to support their initiatives to improve teacher motivation. This quarter, five schools from L3's pilot districts received awards. The award ceremony was also used as an experience sharing opportunity to help other schools improve teacher motivation.

**Table 7: Schools given teacher motivation awards**

DISTRICT	SECTOR	SCHOOL	TYPE OF INITIATIVE REWARDED	DATE OF AWARDING CEREMONY
BUGESERA	Nyarugenge	Kigarama P.S	Haircuts saloon	20/05/2014
HUYE	Ruhashya	G.S Rugogwe	Pig rearing	26/05/2014
GASABO	NDUBA	Shango P.S	Hen rearing and haircuts saloon	20/05/2014
RULINDO	RUSIGA	Nkanga P.S	Rabbit rearing and tontine	21/05/2014
KARONGI	RUGABANO	Kagombyi P.S	Rabbit rearing and Tontine	22/05/2014

*Monitor the use of grants by PTCs and write up success stories*

This quarter, Concern along with the Rwanda Education NGO Coordination Platform (RENCP) community involvement partners conducted a visit to Kagombyi Primary School. The school has an initiative involving rabbit rearing and has sensitized parents and the community to be involved in children's education.

They have also constructed a kindergarten classroom. A report of the visit can be found in Annex 1.

*Module on teacher motivation submitted to REB for review and validation*

Concern's training module addresses all issues of PTC roles and responsibilities as well as community support to literacy, equity in education, and teacher motivation. The final draft is undergoing final internal evaluation before being sent to REB for validation.

## **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 Q3**

*Distribute P1 and P2 teacher's manuals, read-aloud books, audio materials*

In Q3, the distribution of teacher guides, read aloud books, and audio materials was completed.

*Distribute Term 1, 2, and 3 P1 and P2 decodable texts*

Distribution of the student readers started on May 20<sup>th</sup> and is ongoing. Achazia Limited is the company contracted for the distribution, which is expected to end on July 22<sup>nd</sup>. The table below summarizes this quarter's distribution.

**Table 8: P1 and P2 materials distributed in Q3**

<b>Beneficiary</b>	<b>Schools (Rollout)</b>	<b>TTCs</b>	<b>REB Inspectors</b>	<b>Senior Mentors</b>	<b>TOTAL</b>
<b>P1 Kinyarwanda Read aloud</b>	4222	30	25	0	4277
<b>P1 Kinyarwanda Teacher guide</b>	4250	30	25	56	4361
<b>P1 English Teacher guide</b>	4241	30	25	58	4354
<b>P1 Math Teacher guide</b>	4259	30	25	56	4370
<b>P2 Kinyarwanda Read aloud</b>	3963	30	25	0	4018
<b>P2 Kinyarwanda Teacher guide</b>	3974	30	25	58	4087

<b>P2 English Teacher guide</b>	3955	30	25	58	4068
<b>P2 Math Teacher guide</b>	3938	30	25	55	4048
<b>P1 Kinyarwanda Readers</b>	0	114	75	43	232
<b>P1 English Readers</b>	0	38	50	13	101
<b>P2 Kinyarwanda Readers</b>	0	114	75	36	225
<b>P2 English Readers</b>	0	114	50	45	209
<b>Cellphones</b>	12515	24	0	0	12539
<b>Sd cards</b>	12477	24	0	0	12501
<b>Speakers</b>	12512	24	0	0	12536

### *Additional Activities*

#### *Orientation session on the new P1 and P2 materials for district stakeholders*

To ensure that materials are not only distributed to schools but also used properly, L3 provincial coordinators organized orientation sessions for district stakeholders. Stakeholders included DEOs, SEOs, mentors, and head teachers. The sessions introduced the new materials and technology as well as clarifying each stakeholder's roles and responsibilities in implementing them. At the sessions, stakeholders developed action plans to follow up on the implementation with teachers.

This quarter, orientation sessions were conducted in 14 districts: Gakenke, Huye, Karongi, Muhanga, Musanze, Ngororero, Nyabihu, Nyamagabe, Nyamasheke, Nyaruguru, Rubavu, Rulindo, Rusizi and Rutsiro.

#### *Orientation session on the new P1 and P2 materials for REB Inspectors*

An orientation session was also organized for the 26 REB regional and pedagogical inspectors on May 6<sup>th</sup> and 7<sup>th</sup> at Hilltop Hotel in Kigali. L3 introduced the inspectors to the materials and gave demonstrations on how they are used in the classroom. The role of inspectors in implementing the materials was also discussed. Inspectors will collaborate with L3 provincial coordinators in the provinces to support implementation.

#### *Networking with other organizations for implementation support*

Finally, in a bid to accelerate the implementation of the materials in schools, the L3 Program Implementation Coordinator met Erickson Bisetsa, Strategy and Sectors Team Leader, and Firmin

Dusengumuremyi, Education Specialist, from World Vision. World Vision is working on an MoU with REB on providing mentors to primary schools. At the meeting, on June 23<sup>rd</sup>, it was agreed that once the MoU is signed and the mentors recruited, L3 will provide technical support for an orientation session on the L3 instructional materials and technology.

#### **Activities planned for 2.A for Q4**

- Complete distribution of L3 P1 and P2 student readers

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

### **Progress in Q3**

#### *Validate procedures for managing community mobile libraries*

The L3 Community Mobile Library (CML) Initiative is designed to allow students, their parents and community members to access a variety of quality 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. From this experience, L3 developed guidelines on establishing and managing successful, sustainable community libraries. The CML procedures manual has been drafted and is being reviewed prior to submission to REB in the next quarter.

#### *Collect and analyze data on implementation of community mobile libraries*

In June, the L3 Equity and Parent Partnership Task Leader visited six established community mobile libraries while distributing books to new CML sites. The visits were conducted to the Kanjongo, Mibirizi, Marimba, Ruramira, Bare, and Jarama libraries. From these visits, it appears that the libraries are being increasingly visited by young people, especially students. Adults continue to request more Kinyarwanda titles, French titles and books addressing topics like electricity, cultivation, recipes/cooking/nutrition, religion, business, and dictionaries. Detailed field observations are recorded in CML assessment questionnaires (Annex 2).

#### *Identify additional CML sponsors to expand to more communities*

To expand CMLs to more communities, L3 is identifying civil society organizations (CSOs) interested in the initiative and signs MoUs with them regarding implementation. This quarter, L3 signed an additional four MoUs with the Kirehe and Mwange Catholic Parishes, St. Aloys Seminar on behalf of Ruganda community, and the Kigali Women's Book Club.



**Figure 1** Father Cesar signing MOU and receiving books

An additional five CSOs have been identified as potential implementers. These are the Koringi, Rutsiro, Nyarubuye, and Kabarondo Catholic Parishes and the Bwishyura EAR Parish.

Early in May, L3 presented the CML initiative to a group of 28 Peace Corps volunteers during their conference in Kibuye. Nine of them signed up to request libraries for the communities where they work. L3 has explained that they need to involve the community early and the community needs to have ownership of the project so that it can continue when the volunteers leave. Currently the volunteers are organizing their communities to prepare them to receive books.

*Distribute an additional 6 CML collections*



**Figure 2** Muganza community receiving books

This quarter, eight additional collections were distributed. Six of them were in six new districts, bringing the total to 23 districts which have CMLs.

**Table 9: Community Mobile Libraries distributed**

District	Sector	MOU signed with	CML received by
Nyarugenge	Muhima	Reseau Culturel SANGWA	Kiyovu Communiy
Nyarugenge	Nyamirambo	Club PESCT	PESCT Repres.

Kicukiro	Kanombe	Reseau Culturel SANGWA	Kabeza community
Gasabo	Kinyinya	Kigali Women Book Club	KWBC repress.
Kirehe	Kirehe	Kirehe Catholic Parish	Parish
Burera	Gatebe	To be signed	PCV and Musenda Community
Rusizi	Muganza	To be signed	PCV and Muganza community
Rusizi	Kamembe	St Aloys Seminar	St Aloys and Ruganda community

**Table 10: Number of books distributed as part of CMLs**

<b>CML Distribution (Q3 2014)</b>	
<b>Books</b>	<b>Qty</b>
English	7711
Kinyarwanda	1560
<b>Total</b>	<b>9271</b>

*Finalize community literacy volunteer training manual and coach volunteers on M&E section*

Since the start of Community Literacy and Numeracy Volunteer Program (CLNVP) reading sessions, Never Again Rwanda (NAR) has been incorporating new elements from the field into the training manual. For example, guidance on managing large numbers of children at a time has been added. It is expected that the manual will be completed by the end of July 2014 and distributed to each volunteer.

During regular progress meetings, NAR continues to support volunteers on the use of the M&E tools in the program.

*Obtain and distribute two sets of speakers/phones loaded with L3 audio programs for use in the community volunteer program*

NAR will use speakers and phones, loaded with L3 audio lessons, as part of the volunteer program. These will be received in the next quarter.

*Develop excel database with monthly diagnostic tools for L3 beneficiaries and the trained volunteers*

*Train NAR staff on the tools for field data collection and monitoring the progress of community volunteering program*

*Develop tools for field data collection on numeracy and literacy community volunteering program*

A tool to monitor the progress of the CLNVP was developed. It includes indicators such as gender, ages, number of children, center, and primary level, which will help NAR to monitor the impact and progress of the project.

In May, community volunteers received a lesson plan form, monthly report template, and children attendance form to enable them to record information accurately from the sessions.

*Conduct work/social meetings twice a month with volunteers to show appreciation and allow for networking among volunteers and local authorities*

This quarter, NAR conducted several visits to schools as volunteer sessions were ongoing. On April 17<sup>th</sup>, NAR visited GS Gihinga in Shyara Sector where two volunteers were conducting a session of Kinyarwanda reading and math games with 300 children. Another visit was conducted on April 27<sup>th</sup> to Murambi Primary School in Nyarugenge, where 341 children were engaged in a Kinyarwanda group reading session. A third visit was conducted to GS Maleba in June, where 367 children were attending a reading session.

On May 21<sup>st</sup>, NAR held a meeting with all community volunteers to discuss progress.

#### **Activities planned for 2.B for Q4**

- Collect and analyze data on implementation of mobile libraries
- Establish CMLs in four new districts
- Test training program and materials (including training modules) for CLNVP in pilot districts (formerly under 1.F)
- Conduct work/social meetings twice a month with volunteers to show appreciation and allow for networking among volunteers and local authorities
- Conduct stakeholders' meeting on CLNVP with District Education Officer (DEO), Sector Education Officer (SEOs), 20 Head Teachers from 20 centers and 20 representatives of parent teachers committees
- Finalize, print and distribute the CLNVP training manual to the community literacy and numeracy volunteers
- Start developing the report on the CLNVP which will be sent to REB in May, 2015

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

### **Progress in Q3**

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

In quarter three, Teaching Resource Centers (TRCs) were completed in all TTCs. These serve as a place to create instructional materials as well as a resource bank. The L3 VSO Literacy and Numeracy Advisors, along with other VSOs, engaged TTC tutors, student teachers, senior mentors, and SBMs to equip the TRCs with materials. This was also an opportunity for training on how to make the resources needed. Volunteers modeled lessons, did co-teaching, and one to one mentoring. The tutors are now aware of the resources available to them in the TRCs and have started using them regularly.

### *Organize instructional materials making sessions in TTCs*

Instructional material making sessions took place as TRCs were equipped with new resources. Specifically for the literacy and numeracy related instructional materials, sessions were led by Literacy and Numeracy Advisors in TTCs Cyahinda, Mbuga, Byumba, Save, Mururu and Muramba. Two volunteers have just arrived in TTCs Matimba and Gacuba, and are undergoing orientation and induction. In other TTCs, material making sessions were led by VSO Methodology and Resources Advisors, except for TTC Muhanga which did not have a volunteer during Q3.

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

The video "Creating, using, and maintaining print-rich environment in your classroom" from the Early Grade Reading and Literacy Resource Pack has been filmed, and the final production will be finished in Q4. This will equip mentors with practical knowledge about what a print-rich-environment is and how to facilitate teachers in establishing one in their classrooms. It will also help them to create several kinds of print materials for classroom use.

### *Facilitate regular "make and take sessions" for SBMs*

Among their responsibilities, SBMs are to help teachers make instructional materials from low-cost or no cost locally available materials. The video module "Using staff and resources to prioritize teaching and learning" has been filmed and will be included in the resource pack for instructional leadership at the school level. Training will be organized in the next quarter.

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

Once the video module is complete and mentors have been trained, SBMs will train teachers on "make and take" materials. In the meantime, mentors report that they have already begun supporting teachers to create resources.

### *Reproduce and distribute materials produced at writer's workshops and math camps*

A number of stories have been produced from writers' workshops. Some are being edited for use as L3 audio stories. Workshop facilitators are also supporting the review, editing, and illustration of stories. Rather than printing and distributing these stories, TTCs are encouraged to create rice sack books and to find other low-cost mechanisms.

As stated, Math Camps are set to begin in the next quarter.

### Activities planned for 2.C for Q4

- Train TTCs, SM and SBM on how to make and use low-cost/no cost instructional materials through Writers' Workshops and Math Camps
- Complete production of video-module on how to make and use low-cost/no-cost materials; develop and make available for use by SBMs and SMs
- Facilitate regular "make and take sessions" for SBMs
- Facilitate regular "make and take" sessions for teachers in field schools

## 2.D Promote a culture of reading

### Progress in Q3

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

As stated in section 1.F, the PTC training manual, which includes a module on community support to literacy, is undergoing final internal review prior to submission to REB.

*Module and Training rolled-out to PTCs in Ruhango and Huye in the Southern Province*

The PTC trainings which were held in Ruhango and Huye districts (see section 1.F) addressed community support to literacy along with other topics.

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

As described in section 1.F., Concern conducted monitoring visits, and found that PTCs require more support in order to engage the community effectively. Thus it was not possible to prepare a case study during this quarter.

*Develop/implement a distribution plan for the BCC materials (via Concern staff and CBF, commencing in the Southern Province)*

This quarter, Behavior Change Communication (BCC) materials were distributed to schools, and follow up was conducted in Nyamagabe, Nyaruguru, and Gisagara. The materials are to contribute to raising awareness in the community about supporting a culture of reading.

**Table 11: BCC Materials distributed in Q3**

District	Posters	Leaflets	T-shirts
Nyamababe	29	30 sets of leaflets	0
Nyaruguru	17	18 sets of leaflets	0
Gisagara	24	13 sets of leaflets	0

Huye	272	68 sets of leaflets	11
Ruhango	288	72 sets of leaflets	9

*Integrate the BCC materials into the PTC training*

During the PTC training sessions, BCC messages and materials and their expected impact were discussed. The materials were distributed to schools during these trainings.

*Monitor the impact of the messages disseminated*

Concern conducted several monitoring visits this quarter. However, the districts visited had not yet received the materials. During these visits, materials were distributed, and monitoring their impact will be done next quarter.

*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*

Concern is working with trained schools and PTCs to organize literacy activities in line with literacy day in the next quarter. This will include reading campaigns and competitions, and other activities in which there will be an opportunity to promote literacy.

*Launch and monitor impact of local campaign to promote reading, built on key messages*

Promoting the culture of reading continued within the TTCs through the reorganization of the library by the TTC based volunteers. Previously, it was hard to know the reading material that was available due to poor organization, but now TTC libraries are organized and materials are easy to access. After the reorganization, there is now increasing opportunities for neighboring communities to access the library as is already a practice in TTC Cyahinda.

As well, the culture of reading was promoted through the launch and regular production of a school publication in TTC Byumba. The audience for the publication is not only the TTC population but also the local community.

*Launch TTC outreach program*

Outreach programs are in line with the aim of making TTCs the 'base of operations'. Outreach programs in Q3 mainly focused on reaching out to schools where student teachers do their teaching practice. They also included conducting literacy and numeracy trainings in schools in the vicinity of the TTCs such as the training of teachers at GS Kinishya by the volunteers from TTC Byumba.

*Evaluate Rwanda Writes submissions at national level to select overall winners*

The deadline for writers for Andika Rwanda, the national competition for writing stories and poems for children, was May 9<sup>th</sup>, the end of the second week of the second term. Schools and communities sent their submissions to SEOs, who then sent them on to DEOs.

On Monday, May 12<sup>th</sup>, REB inspectors were trained on the inventory and evaluation process to occur at each district. Due to other obligations, DEOs were unable to attend. Throughout the months of May and June, both REB inspectors and DEOs were unable to support districts to hold juries, and, as a result, all but one district sent all of their submissions to Kigali, creating an unexpected burden for the inventory and evaluation process at the national level.

To cope with these challenges, it was decided to form a pre-jury, which would do a screening of the entries and eliminate those that clearly did not meet the guidelines. All entries are to be documented in a database. Following the pre-jury, a national jury of ten members will meet to select the final winners. This process is expected to finish by the end of July.

#### Activities planned for 2.D for Q4

- Module and Training rolled-out to PTCs in schools in the Southern Province
- Monitor implementation and impact of PTC action plans on community support to literacy and provide at least one case study
- 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
- Organize literacy days
- 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

#### Progress in Q3

As explained in section 1.B., materials production this quarter continued with the development of P3 term 3 materials, which are set for distribution at the beginning of term 3.

**Table 12: English materials produced**

English	Developed in Q2 for Term 2	Developed in Q3 for Term 2	Developed in Q3 for Term 3	Total for Q3
Audio scripts written	40/40	0/40	40/40	40

Audio scripts recorded	15/40	25/40	40/40	65
Audio scripts field tested	12/40	28/40	0/40	28
Decodable texts and activities written	8/8	0/8	40/40	40
Decodable texts and activities desktop published	8/8	0/8	40/40	40
Read alouds written	8/8	0/8	8/8	8
Read alouds desktop published	8/8	0/8	8/8	8
Scripted lessons written	64/64	0/64	8/8	8

### Activities planned for 3.A

Activities in line with 1.B above

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

#### Progress in Q3

*Addition of materials to EFRT resource bank especially for REPS levels 2 and 2+ using materials developed by senior mentors and SBM*

As REB and partners look to develop a long term English language strategy for teachers, the work on materials has been put on hold, although SBMs have been encouraged to share any materials that they have developed via the English for Rwandan Teachers (EFRT) resource bank. No new materials have been added to the resource bank for REPS levels 2 and 2+, but several senior mentors have developed materials for these levels to be used with their local SBMs.

*Develop a mechanism to directly compare results from the February tests with the retests in October*

The progress tests that will take place in October will provide teachers with their latest REPS level. Work is continuing on a tool to allow for comparison of results between the February and October tests. This will be available in September.

*Design the follow-up test for October (Progress Test 1A Basic User), which also provides an ongoing, sustainable progress testing model*

During Q3 and following the report on the first phase of testing, a major revision of the strategy for improving teacher levels took place. This has changed the priorities of L3 in this area. The majority of teachers (nearly 30,000) were tested in February, and the main focus of work in this area now is to produce a template and series of progress tests which provide an ongoing and sustainable testing system for mentors to use with teachers. This work is continuing, and progress tests for all teachers are now scheduled for early October.

In Q3, the L3 English Proficiency Advisor completed the progress test template. It will be ready for review and validation by REB at the start of September.

*Facilitate training of 127 new SBMs to synchronize them with diagnostic process and allow teachers in these schools to be included in progress tracking*

111 new SBMs were given an initial training in the REPS system and diagnostic testing during their induction training in Nyamata. This was a two hour session and is to be reinforced by senior mentors prior to the new SBMs carrying out the diagnostic tests. The new SBMs were provided with 50 copies each of the diagnostic tests and self-assessment tools and all of the English assessment materials were uploaded onto their laptops. Teachers working in schools where there are new SBMs will be fully integrated into the October progress tests.

*Organize 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*

Due to time constraints and the fact that the English Proficiency advisor is out of the country for three months, a new training schedule has been developed. Five cluster trainings will now take place in September 2014 to prepare senior mentors for the progress testing in October.

**Activities planned for 3.B for Q4**

- Complete progress tests and progress measuring tools
- Train senior mentors on the new system

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

**Progress in Q3**

*Attend curriculum review conferences on April 28, June 16<sup>th</sup> and provide ongoing support*

As explained in section 1.A., members of the L3 technical team, as well as Technical Assistants Paul Goldenberg and Michelle Drouin, attended curriculum workshops this quarter. Michelle Drouin and one of the English materials development team worked with the panel on the English curriculum.

## INTERMEDIATE RESULT 4: Strengthen Ministry Capacity

### 4.A Strengthen REB central capacity

#### Progress in Q3

*Implement technical projects to strengthen REB 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 Steering Committee and the Communication Committee*

Since January the structure of the MINEDUC working groups and task forces has been rationalized into four levels. The Education Sector Working Group (ESWG) chaired by the Minister determines policy. The COP and DCOP attended the meeting of the ESWG on May 30<sup>th</sup>.

Reporting to this policy group are four working groups determining strategies, the Technical and Vocational Education and Training Strategy Group, the Basic Education Strategy Group and the Higher Education Strategy Group. The first meeting of the Basic Education Strategy Group was held on May 7<sup>th</sup> to review the TORs and was attended by the COP.

Reporting to the Basic Education Strategy Group are four Technical Working Groups (TWG), the Teacher Professional Development TWG, the Curriculum Materials and Assessment TWG and the Early Childhood Education TWG. The Technical Director will replace the COP on the Teacher Professional Development TWG, while the COP will attend the Curriculum Materials and Assessment TWG. There were two meetings of the Teacher Professional Development TWG, on May 21<sup>st</sup> and June 18<sup>th</sup>. The COP attended the meetings of the Curriculum Materials and Assessment TWG on May 27<sup>th</sup> and June 26<sup>th</sup>.

Technical Working Groups can establish a number of task forces with specific aims and usually of limited duration. Under the Teacher Professional Development TWG the School Leadership and Management Task Force, and the School-based Mentor Program Task Force (SBMP TF) are already in existence. L3 Technical Director has taken over the co-chair position on the SBMP TF. L3 has not been represented on the School Leadership and Management Task Force but has requested to join in view of the work being done on PTCs.

In addition REB has established the Rwanda Reads platform, with USAID as co-chair, which aims to promote the love of reading and create synergies between organizations with similar aims. The COP is a member of the steering committee, and L3 is providing a desk and sharing the services of the Peace Corps volunteer who is assisting the implementation of its activities.

There are also regular meetings of development partners which are attended by either the COP or DCOP. The COP, DCOP and Technical Director have had meetings with and made recommendations to the consultants engaged by REB to develop the English medium strategy, the Teacher Development and Management Policy, the Education Sector Strategic Plan (ESSP) communication plan, the Curriculum and Assessment Policy, and the Education for All (EFA) report.

#### **Activities planned for 4.A for Q4**

- Implement technical projects to strengthen MINEDUC capacity
- Advise on policies in support of L3 Initiative objectives (ongoing)
- Participate in meetings of the ESWG, the BESG, the CMA TWG and the TPD TWG
- Co-chair SBM technical working group
- Participate in Rwanda Reads Steering Committee

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

##### **Progress in Q3**

###### *Organize working sessions to develop English communications course*

The English communications course for year 1, 2, and 3 students is in place at the TTCs, and volunteers are supporting the tutors in planning and teaching the lessons. L3 is in discussion with Dr. Faustin, head of Primary Education at the CoE, about how L3 can further support TTCs with the course.

Volunteers at TTCs have initiated a number of extracurricular activities in the TTCs aimed at improving English communication skills. There are clubs focusing on talent, drama, traditional dance, anti-corruption, story, song, creative dance, English, and media. All clubs have a focus on improving English language skills.

In TTC Muramba, the VSO LNA has timetabled every class in the TTC to attend the Language Classroom for additional English support / English Club during their free periods. In TTC Mbuga, the volunteer runs an advanced English speaking club on Monday and Wednesday evenings at the local church for members of the community. Similar activities are also taking place in TTCs Cyahinda, Save, and Byumba

###### *Recruit and appoint VSO volunteers to remaining TTCs*

In May, two LNAs for TTC Gacuba and TTC Matimba went through a week long in-country orientation. The orientation covered a number of topics mainly regarding their work but also on Rwandan culture and Kinyarwanda. They took up their placements after their orientation, bringing the total of TTC volunteers to 8.

A volunteer is set to arrive in September for placement at TTC Zaza, and confirmation for an additional three volunteers is expected in July. If all volunteers are confirmed, this will ensure that 12 TTCs are supported by a volunteer.

###### *Initiate activities to develop a culture of reading in TTCs*

Activities to develop a culture of reading have progressed in Q3. Through writers workshops, students and tutors are learning to create their own materials to promote reading in the classroom. In TTC

Byumba, the school has launched a school publication which includes news of activities around the TTC. In all TTCs, the libraries have been reorganized to ensure interested readers can find material easily.

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

As explained above, this quarter volunteers supported teachers and students to create materials to equip TRCs.

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

As explained in section 2.D., reorganization of the TTC libraries, launching school publications, and other activities have promoted the importance of reading.

*Organize extra curricula activities in support of English skills (speaking, writing, reading, ...) e.g. Debating club, film commenting, etc.*

As mentioned above, volunteers have initiated several clubs and extracurricular activities to promote English. Each TTC has at least one club in support of the development of English language skills.

**Activities planned for 4.B for Q4**

- Promote activities to develop a culture of reading in TTCs
- Organize school outreach program in schools in TTC catchment area (see 2.D above) to reinforce effective reading and mathematics instructional practices
- Organize instructional materials making workshops (see 2.C above)
- Organize Writers' Workshop and Math Camps (see 1.E)
- Launch Reading Awareness Campaign (see 2.D above)

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

**Progress in Q3**

*Devise systems for collecting and aggregating data to monitor progress overall*

The M&E team has drafted a form that will be used by L3's provincial coordinators to monitor teachers' progress on L3 lessons. The forms will also collect information to verify data that are submitted by mentors via HNI SMS report system (see the M&E section below) and to confirm whether initiatives for teacher motivation have begun with PTCs.

#### **Activities planned for 4.C for Q4**

- Compile data for the year from forms submitted

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

##### **Progress in Q3**

*Finalize plans with REB for the implementation of FARS and LARS in the fourth quarter*

*Mobilize technical resources required to implement plan*

Planning for the nationwide FARS and LARS assessment is in its initial state. Two of L3's material developers, one for math and one for Kinyarwanda, participated in the workshop in Musanze in June at which the LARS assessment tools were revised. L3 contributed mainly to the literacy and numeracy tools for P2; LARS is also for students in P5.

During the workshop the material developers shared the scope and sequence followed in developing the L3 numeracy and literacy materials and also composed decodable stories that can be used for evaluating comprehension.

L3 and UNICEF will review the tools again before data collection for quality assurance.

REB is planning on conducting the LARS assessment in August. If the timing is delayed, L3 plans to conduct the FARS at the same time.

#### **Activities planned for 4.D for Q4**

- Conduct LARS and FARS assessment

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

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

##### **Progress in Q3**

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

As explained in section 1.F, this quarter Concern trained PTCs in Huye and Ruhango.

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

PTCs have implemented various initiatives to support girls at school. For instance, some schools have constructed separate washrooms for girls, which has reduced girls' absence since they have access to sanitary materials. Teachers also educate girls about sexual and reproductive health.

Clarisse, a P5 student from Kotana Primary School in Huye explained the impact.

"I no longer have problem of being absent at school when I'm in the menstruation period especially when this surprise me at school," she said. "I can easily get all facilities to help me in this case. In that room there I can find water to wash, pad and underwear to change."

#### *Monitor the use of the grants for supporting girls education*

Five PTCs had previously been awarded grants for the support of girls' education. During Concern's visit to Kotana Primary School, they learned of the plan to rehabilitate the girls' room so that girls can have enough space to wash and to rest if they are not feeling well. The school will use the grant given for girls' support to complete this project.

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

As already explained in section 1.F, SEOs and L3 provincial coordinators have been involved in Concern's activities with PTCs this quarter.

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

Concern will discuss with VSO in the coming quarter how to complement their activities on inclusive education through the PTCs.

#### **Activities planned for 5.A for Q4**

- Module and Training rolled-out to PTCs in schools in the Southern Province in Nyamagabe, Nyaruguru, Gisagara and Nyanza District
- Monitor implementation and impact of PTC action plans on equity and prepare case studies
- Monitor the use of the grants for supporting girls education
- Collaborate with VSO to see how their activities around inclusive education can complement L3 work on equity with the PTCs

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

#### **Progress in Q3**

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

As explained in section 1.A., the L3 technical team has continued to produce diagnostic tools for use after every 10 lessons. These tools will support teachers in identifying struggling students in need of remediation.

*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 previously mentioned, the CLNVP continues with 30 volunteers, who hold regular reading sessions for children. As part of their training, PTCs also learn about initiatives to support equity in education. Examples of these initiatives include separate washrooms for girls, special sessions for girls to discuss health, and visits to parents of children who have stopped attending school.

#### **Activities planned for 5.B for Q4**

- 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 Q3**

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

As mentioned, L3 continues to provide communities with CML collections. Twenty-three districts are already hosting at least one library.

#### **Activities planned for 5.C for Q4**

- Provide rural and low-income areas with additional materials (cell phones, portable libraries...), see 2.B above
- Monitor community volunteer program (see 1.F above)

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

#### **Progress in Q3**

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

EDC identified a member of staff from the USA to collect background information and prepare the terms of reference and RFP for the sub-award. She will start gathering data and making contacts in the next quarter prior to developing the terms of reference.

#### **Activities planned for 5.D**

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

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

### **Progress in Q3**

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

In quarter 3 the M&E team collected data on the delivery of P1 and P2 teachers guides, read alouds, and technology. Delivery forms, signed by the school head, were from the distribution company and compiled information on P1 and P2 teachers' guides and technology in schools. Materials were also distributed to inspectors of education, TTCs and senior mentors. Teachers' guides and student readers for P3 for term 2 were also distributed in the 90 pilot schools.

The new school based mentors were trained, writers' workshops were held, and the orientation sessions for the education stakeholders in the districts were completed.

#### *Conduct semi-annual field visits to ensure data quality*

In mid-May the M&E team conducted data quality assessments of the trainings held by Concern Worldwide in Byimana and Ruhango. The visit was for L3 to understand what happens during the training of PTC members, how the manual is used, how involved participants are and how effective the training is. The report of the visits can be found in Annex 3.

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

Regular monitoring visits such as the one above will continue. In the future, provincial coordinators will be monitoring school activity, while the M&E team will monitor how partners are collecting data.

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

This quarter, the M&E team's main contribution to the portfolio review was in regards to progress with Human Network International (HNI), as described below.

#### *Analyze data and complete Baseline Report for P1 and P2 numeracy and literacy*

Data analysis has been finalized and a draft report has been shared with USAID. The M&E team will submit the report to REB after receiving comments.

### *Additional Activities*

#### *Work with HNI to develop a monitoring system through SMS*

The system is up and running. There are 804 senior mentors and school based mentors who are registered to send their reports. In early May, senior mentors were trained by the M&E team on how to use SMS (Datawinners) reporting system. The senior mentors then cascaded the training to their mentors and were the first to send reports on trainings.

Two types of reports have been established on the SMS system. The first gives information on school enrolment and the number of teachers being trained. The other is set up for the mentors to submit data on the content and duration of their trainings. There is an additional SMS that mentors can send when they need help with submission. Over the past two months, the M&E team has been checking the database on a regular basis to compile the information and contact those that have not yet understood how to send in their reports.

The information sent about training will be compiled by district and hours will be accumulated to record teachers that have had at least 16 hours of training. The table in Annex 4 gives an example of the information received from Ngororero district.

#### **Activities planned for M&E for Q4**

- Collection of data for monitoring L3 performance with respect to indicators
- Implementation of data quality assurance procedures (to verify accuracy of data submitted, entered and archived)
- Production of summary reports for quarterly and annual reporting on indicator targets

## COLLABORATION AND LEVERAGED RESOURCES

### Progress in Q3

#### *Work with HNI to develop a monitoring system through SMS*

L3 is using the MTN network to collect data from senior mentors and school-based mentors on school enrolment and the training of teachers. The mentors report using a toll-free number, and HNI collect and analyze the data through their DataWinners website, where the M&E team has easy access to the reports.

#### *Work with FHI360 to utilize the MCOP platform for mentors*

L3 is working closely with FHI360 which has received funds from the Innovation Fund for Education to develop a community of practice for mentors. FHI360 has supplied modems to the senior mentors and about half the school-based mentors and established a website, MCOP, where mentors can share ideas and obtain advice. In June, the L3 Technical Director conducted a session where mentors were invited to submit their questions about the L3 materials and received responses. The Technical Director and the SBMP Task Leader both regularly monitor the website and respond to any queries raised by the mentors.

#### *Hold a story-writing competition in conjunction with Drakkar Publishers and REB*

The story-writing competition, Andika Rwanda, which is nearing completion, is jointly sponsored by L3, REB and Drakkar Ltd, a local publishing company. In addition to supporting the general organization of the competition, Drakkar will provide illustrators and editors for the writers' symposium and will publish the winning stories and poems at the end of the competition.

#### *Co-chair school-based mentoring technical working group*

In April the L3 Technical Director resumed co-chairing the SBM TWG with the DDG. Three meetings have been held since and a number of activities have taken place. A sub group met on the 13<sup>th</sup> June to discuss the SBM TWG guidelines and terms of references. A list of recommendations were compiled and discussed at the monthly meeting on the 16<sup>th</sup> June and a follow up meeting is planned for the 23<sup>rd</sup> July to finalize the TOR. Once finalized the TWG will identify the timeline and prioritize the activities in order to meet the new objectives. The SBM annual calendar for 2014 has been revised, updated and shared among development partners. Invitations to join the SBM TWG have been issued to Education Quality and Standards department (EQS) to join the monthly meetings in order to update the inspectorate on SBM activities.

#### *Hold quarterly meetings with REB to review progress*

Although a quarterly meeting with the DG did not occur because of the DG's busy schedule and leave, numerous meetings and consultations were held with directors of REB departments during the quarter.

### *Collaborate with REB and UNICEF on the LARS assessment*

A meeting was held with the Examinations section to discuss collaboration with them on the learning assessment REB is planning for 2014. It was agreed to join forces with REB to assist them to develop the instruments for assessing learners and to sample schools, so that the assessment planned by L3 could be conducted jointly with REB.

The LARS will measure numeracy and literacy in P2 and P5. Though the literacy test is a reading and writing test, the reading component does not measure fluency, which is the speed and accuracy in reading. L3 plans to join REB during the exercise and test fluency of students in P1 to P3. At the end of the assessment, it is L3's hope that REB will understand the importance of testing fluency according to the national standards and will include fluency in its future assessments.

So far L3 has helped REB review both the assessment and survey tools for quality assurance. L3 is also sharing its experience in collecting data using tablets to save REB time and money that go into data entry.

To reduce logistical costs, L3 will take advantage of this LARS exercise to collect additional data for its own evaluation purposes.

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

- Hold quarterly meetings with REB to review progress
- Use HNI DataWinners website to collect data from mentors
- Use the MCOP platform to respond to mentors' queries
- Work with Drakkar to complete the story-writing competition
- Collaborate with other development partners in the SBMP Task Force
- Collaborate with REB on the assessment of learners

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

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

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Q3	
<b>3.2.1-14:</b> Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: Output)	<b>Definition:</b> Number of P1 to P6 learners benefitting from USG support <b>Disaggregation:</b> Gender, Direct and Indirect	<b>Schedule:</b> Annual <b>Source:</b> MINEDUC enrolment Statistics (projections based on 2011 figures, with extrapolations of growth) <b>Considerations:</b> Official statistics are released the next calendar year, targets are projections, with the correction for the actuals the following year	Direct	1,121,182	1	
			F	568,439		
			M	552,742		
<b>3.2.1-27</b> 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. (Outcome/ Impact)	<b>Definition:</b> Proportion of learners who attain the specified threshold in fluency at the end of P2.	<b>Schedule:</b> Twice (baseline/endline) <b>Source:</b> REB Fluency Assessment in Rwanda Schools <b>Considerations:</b> P2 standards need to be defined. Baseline	Dir.	NA		

<sup>1</sup> Number will be reported at the end of FY14

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Q3	
	<b>Disaggregation:</b> Gender, urban/ rural	data to be collected in early 2014				
<b>3.2.1-31:</b> Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (Output)	<b>Definition:</b> Number of mentors/ teachers/head teachers/ trained by L3 initiative <b>Disaggregation:</b> Gender, district	<b>Schedule:</b> Annual <b>Source:</b> Attendance records <b>Considerations:</b> The calculation of targets assumes reaching 75% of all teachers of relevant grades.	Dir.	16,484	934 <sup>2</sup>	

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<sup>2</sup> L3 is currently training teachers in schools without SBMs. Teachers trained by SBMs will be reported at the end of the year after cumulating all the hours reported via Datawinners.

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Q3	
3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Output)	<b>Definition:</b> Number of student teachers trained by L3 VSO Literacy Specialists assigned to TTCs <b>Disaggregation:</b> Gender	<b>Schedule:</b> Annual <b>Source:</b> Attendance records <b>Considerations:</b> The targets are based on the assumption that the VSO partner will be able to recruit and retain its volunteers, and KIE will approve them. The targets are based on estimations of enrollment of 300 per TTC in literacy and math tracks and may change based on the actual enrollment data	Dir.	4,430	47 <sup>3</sup>	
3.2.1-35 Number of learners receiving reading interventions at the primary level (Output)	<b>Definition:</b> Number of P1 to P3 students who are exposed to literacy teaching and learning materials produced and distributed by the project <b>Disaggregation:</b>	<b>Schedule:</b> Annual <b>Source:</b> TLM distribution records <b>Considerations:</b> Assumes 75% of students regularly use TLMs. The calculations reflect 75% of direct beneficiaries each year.	Dir	847,420	4	
			F	429,642		
			M	417,778		

<sup>3</sup> This is the number of student teachers trained in writers workshops, the total number of student teachers will be reported at the end of the year after confirming the enrolment in TTCs that have VSO volunteers.

<sup>4</sup> Will be reported at the end of FY14

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Q3	
	Gender					
<b>3.2.1.18</b> Number of PTAs or similar 'school' governance structures supported (Output)	<b>Definition:</b> Number of PTA groups trained <b>Disaggregation:</b> District	<b>Schedule:</b> Annual <b>Source:</b> Attendance records from partner <b>Considerations:</b> L3 conducts data quality assurance	Dir.	648	482	
<b>3.2.2-33</b> Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities (Output)	<b>Definition:</b> Teacher training colleges where L3 VSOs provide direct instruction to students co-teaching with faculty. TTCs also receive TLMs.	<b>Schedule:</b> Annual <b>Source:</b> Partner documentation <b>Considerations:</b> The targets are based on the assumption that all TTCs will be willing to work with L3 VSO, and that the VSO partner will be able to recruit and retain its volunteers.	Dir.	5	8	
<b>3.2.2-42</b> Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs (Output)	<b>Definition:</b> TTC instructors/ tutors and TTC principals and deans trained by L3 VSO volunteers in experiential instructional	<b>Schedule:</b> Annual <b>Source:</b> Training attendance records <b>Considerations:</b> Targets assume that 75% of TTC staff will remain with the college throughout the project's life	Dir.	50 new 60 continuing	0 <sup>5</sup>	

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<sup>5</sup> Training of TTCs tutors will be happening in July.

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Q3	
	methodologies <b>Disaggregation:</b> Gender					
<b>Custom:</b> Percent of PTAs/PTCs that undertake initiatives- to support increased teacher motivation (Outcome/Impact)	<b>Definition:</b> Initiatives to support teacher motivation include different strategies such as establishing social fund or visiting teachers to express the appreciation. <b>Disaggregation:</b> District	<b>Schedule:</b> Annual <b>Source:</b> PTA reports collected by partner <b>Considerations:</b> L3 conducts data quality assurance. The data are being collected through PTAs by the partner and are available the following academic year.	Dir	75%	6	
<b>3.2.1-33</b> Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Output)	<b>Definition:</b> Number of learning and teaching materials produced and distributed <b>Disaggregation:</b> Type	<b>Schedule:</b> Semi annual <b>Source:</b> Distribution records <b>Considerations:</b> Disaggregated by type of materials and source; Cost share documentation (in case of BBF donations)	NA	5,805,916	148,747 <sup>7</sup>	
	<b>Definition:</b> Number of	<b>Schedule:</b> Semi annual	NA	240		

<sup>6</sup> This proportion will be calculated at the end of FY14

<sup>7</sup> P1 and P2 students' books are being distributed to all the government schools.

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Q3	
	different book/story titles and problem sets authored locally <b>Disaggregation:</b> Type	<b>Source:</b> Distribution records <b>Considerations:</b> Disaggregated by type of materials and author (writers' workshop, math camp participants)				
<b>3.2.1-36</b> Number of schools using information and communication technology due to USG support (Output)	<b>Definition:</b> Number of schools using MP3 players, video players or other technologies received through L3 <b>Disaggregation:</b> Region	<b>Schedule:</b> Annual <b>Source:</b> Distribution records, mentors reports. A sample will be visited by L3 as part of DQA. <b>Considerations:</b> The targets assume 75% utilization rate. The expected actual utilization rate is less than 100% due to breakage, staff rotation, etc.	NA	1983	8	
<b>Custom Indicator</b> (Type: Outcome/Impact)	<b>Definition:</b> Improved English language skills among primary teachers benefiting from L3 Initiative support	<b>Schedule:</b> Twice <b>Source:</b> Diagnostic tests scores <b>Consideration:</b> Baseline diagnostics test to be done in March 2014 and follow up test in		Baseline		

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<sup>8</sup> Number will be reported at the end of FY14.

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Q3	
	(percentage increase over baseline) <b>Disaggregation:</b> Gender	October 2014				
3.2.1-37 Number of impact evaluations conducted (Type: Output)	<b>Definition:</b> Number of impact evaluations conducted	<b>Schedule:</b> Twice <b>Source:</b> Ministry National Reading assessment program <b>Considerations:</b> Evaluation should be done in the quarter prior to reporting year.		1	1	
	<b>Definition:</b> 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	<b>Schedule:</b> Twice <b>Source:</b> Report submitted to ministry <b>Considerations:</b> Reports to be completed by Q1 of reporting year		0		

## 4.0 LESSONS LEARNED

Based on our experience with seeking approval for the printing of P1 and P2 materials, L3 has instituted some processes which we believe will expedite approvals of new material. During the development of the P3 materials, the materials development task leaders have been submitting weekly updates to the CPMD focal points and sending them draft materials every fortnight for their review. The Technical Director has been holding regular meetings with the CPMD DDG and keeping her informed of progress. The DDG and focal points are thus familiar with the materials and the progress made, and will facilitate the process of approval from the Textbook Approval Committee in the next quarter.

During the quarter it was realized how far expenditure was exceeding the approved budget. Following meetings with USAID, the program description has been revised and the budget has been realigned. All staff are now aware of the budget limitations and the need to check the budget more consistently while planning activities. Management has made it clear that activities will not be approved, unless there are funds for the activities that can be identified in the budget. EDC's Financial Analyst in the home office is tracking expenditure monthly and advising of any possible over-expenditure or unbudgeted expenditure.

## 5.0 ADMINISTRATION AND MANAGEMENT

### Progress in Q3

#### *Prepare monthly financial statements and projections*

As a result of the update meeting with USAID on April 10<sup>th</sup>, which concerned budget issues, EDC received a letter from USAID expressing concern about EDC's implementation of the L3 program. In response, EDC submitted a response to USAID's concerns which included explicit responses to USAID's questions, a revised program description, budget and budget notes on May 14<sup>th</sup>. USAID responded on June 17<sup>th</sup> with further questions and comments, to which EDC responded on June 27<sup>th</sup>.

#### *Prepare monthly, quarterly and annual reports*

Monthly reports are now required to be submitted to REB on the 19<sup>th</sup> of each month. Accordingly the L3, monthly reports were submitted on April 19<sup>th</sup>, May 19<sup>th</sup> and June 19<sup>th</sup>. The quarterly report for FY2014 Quarter 2 was submitted to USAID on April 30<sup>th</sup>.

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

Regional Director Kent Noel visited Kigali from June 1<sup>st</sup> to 7<sup>th</sup> and conducted a portfolio review on June 2<sup>nd</sup>. The review looked at the progress made towards completing the third quarter activities and what still needed to be done.

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

Update meetings with partners were held on April 16<sup>th</sup>, May 14<sup>th</sup> and June 18<sup>th</sup>.

*Organize Monthly USAID update Meeting*

Meetings were held with USAID on April 10<sup>th</sup> and June 5<sup>th</sup>. On April 10<sup>th</sup> the meeting informed the USAID team of the budget over-expenditure and the need to submit a revised program. The meeting on June 5<sup>th</sup> was an update meeting which the EDC Regional Director also attended.

#### **Activities planned in Q4**

- 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 Q3**

###### *Maintain L3 Website*

This quarter, regular maintenance of the L3 website continued. The communications officer has updated pages such as for the CLNVP and PTCs as information has since changed. The Andika Rwanda video was added to the main page, and new staff were added to the Our Team page.

###### *Produce press releases on L3-supported initiatives for publication in local media outlets*

This quarter, L3 received positive media attention during a press event held at the Gikondo warehouse where L3 had been storing the P1 and P2 instructional materials prior to distribution. The REB DG visited the warehouse and decided to invite the Minister of Education. An event to mark the handover of the materials from USAID to the Ministry was then held on April 3<sup>rd</sup> at the warehouse. The REB DG, CPMD DDG, Minister of Education, and USAID education representatives were in attendance.

Journalists from New Times, Igihe, Radio Flash, Izuba, Isango Star radio, and Imvaho attended, and film footage was sent to RTV along with the press release, as their journalists were unable to attend but interested in sharing the story. Many of the journalists were very interested in the program, and requested to borrow samples of the books to learn more. The articles posted online can be found in Annex 5.

As distribution has been delayed, the national rollout communications plan has also been delayed, and additional press releases focusing on different aspects of the program have not yet been developed.

**Table 13: L3 print media coverage (online)**

Article Title	News Source	Date
USAID supports REB to expand school literacy and numeracy program nationwide	Igihe	April 3, 2014
Ministeri y'uburezi yakiriye imfashanyigisho zizakemura ibibazo mu ireme ry'uburezi	Igihe	April 3, 2014
New print, audio material to improve language, maths learning	New Times	April 4, 2014

*Produce quarterly newsletter with REB (electronic)*

This quarter the REB DG reviewed and approved the fourth edition of the REB newsletter for publication, which is expected to be published in July. One key article regarding the L3 initiative is the importance of the student daily readers in providing a resource and guidance for parents to support their children with reading.

The L3 communications officer has already discussed ideas for the next publication with the DG to hopefully speed up the process of development and approval for the next issue.

*Complete quarterly success stories*

In quarter 3, L3 submitted a success story about the testing of nearly 30,000 teachers through the REPS system. An additional success story will be prepared for submission at the end of July.

*Distribute quarterly reports to DG, REB and DDGs*

Following comments from USAID, the Q2 report was finalized and is now ready for printing and distribution to REB. This will take place in July.

*Develop one-pager on L3 impact evaluation results*

A one-pager on the results of the Bugesera impact evaluation has been drafted and shared internally for review before publication.

**Activities planned in Q4**

- Maintain L3 Website
- Produce articles on L3-supported initiatives for publication in local media outlets
- Produce quarterly newsletter with REB (electronic)
- Complete quarterly success stories
- Distribute quarterly reports to DG, REB and DDGs
- Develop one-pager focusing on the use of technology in L3

## **6.0 ANNEXES**

1. Concern PTC monitoring visit report
2. CML assessment questionnaires
3. L3 M&E mission report
4. Sample from SMS monitoring system
5. L3 print articles (online)