



Literacy, Language and Learning Initiative

FY15 Q1 Quarterly Report
(October-December 2014)



L3 Overview

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

The L3 initiative has five intermediate results that support the strategic objective, and ultimately contribute to USAID's goal of improved reading skills for 100 million children in primary grades by 2015. These results and key activities¹ include:

IR 1: Improved Quality of Teaching

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

IR 2: Improved Availability of Teaching and Learning Materials

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

IR 3: Support for English

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

¹ These activities are based on the program description approved in April 2013 and listed in the FY2014 workplan. The activities in the workplan for FY2015 will follow the revised program description approved in August 2015.

IR 4: Strengthened Ministry Capacity

- Activity 1: Embed L3 literacy/numeracy specialists in the central MINEDUC and the 13 TTCs to provide day-to-day support in literacy/numeracy and teacher training reforms
- Activity 2: Develop a criteria-based classroom observation form to monitor changes in teachers' literacy/numeracy instructional practices over time
- Activity 3: Provide short-term technical support to the Examinations division to strengthen student literacy/numeracy assessment programs

IR 5: Improved Equity in Education

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

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ACRONYMS

BCC	Behavior Change Communication
CBF	Community Based Facilitators
CEFR	Common European Framework of Reference
CLNVP	Community Literacy and Numeracy Volunteer Program
CML Initiative	Community Mobile Library Initiative
Concern	Concern Worldwide
CoP/DCoP	Chief of Party/Deputy Chief of Party
CPD	Continuous Professional Development
CPMD	Curricular and Pedagogical Materials Development
DG	Director General
DDG	Deputy Director General
DEO	District Education Officers
EDC	Education Development Center, Inc.
ESSP	Education Sector Strategic Plan
ESWG	Education Sector Working Group
FARS	Fluency Assessment in Rwandan Schools
IGA	Income Generating Activities
ICT	Information and Communication Technology
IPRC	Integrated Polytechnic Regional Center
L3	Language, Literacy and Learning Initiative
LARS	Learning Achievement in Rwanda Schools
LNA	Literacy and Numeracy Advisor (from VSO)
MARS	Mathematics Assessment in Rwandan Schools
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
PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc
REB	Rwanda Education Board
REPS	Rwandan English Proficiency Standards for teachers
RLS	Rwanda Library Services
RENCPC	Rwanda Education NGO Coordinating Platform
SBM	School-based Mentor
SBMP	School-based Mentoring Program
SEN	Special Education Needs
SEO	Sector Education Officers
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TRC	Teaching Resource Center
TTC	Teacher Training Colleges
UR-CE	University of Rwanda College of Education
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

The technical team has continued to participate in the revision of the school curriculum, attending workshops to develop syllabus details and specifications for textbooks. The Technical Director helped with the final revision of the English syllabus.

The Textbook Approval Committee met on October 22nd to review the P3 materials for the third term. The required changes were made and the artwork sent to the printing company in Nairobi on November 19th. Printing was completed in December and the 900,000 books will be delivered to Kigali in January. The SD cards issued to schools with the audio programs for P1 and P2 were collected from schools with the help of the DEOs and SEOs. The P3 programs were added and the cards will be returned to schools in January.

Development of the materials in English and Mathematics for P4 started with the production of the scope and sequence for English and Mathematics.

The senior mentors were trained in October on the third phase of the best literacy and numeracy practices, which introduced them to the new P3 materials. The senior mentors then trained the school-based mentors, who were then able to train the teachers.

Four additional Literacy and Numeracy Advisor volunteers from VSO arrived to fill the vacancies in the Teacher Training Colleges, bringing the number up to ten, and were provided with training on the L3 materials and practices.

The Community Literacy and Numeracy Volunteer Program came to an end in November. Never Again Rwanda will submit their final report and a costed rollout proposal in the coming quarter.

Concern Worldwide trained PTCs in Huye and Nyanza districts. They also trained the SEOs so that they could monitor the work of the PTCs. In Nyamagabe, Nyaruguru and Gisagara districts, where the PTCs had already been trained, staff visited 224 to monitor performance, and found 40% of them implementing action plans.

Five more community mobile libraries were established, including three new districts. Monitoring visits were made to six existing libraries where it was found that the libraries are mostly used by schoolchildren, and those in the more remote areas are the ones most frequently used.

The English proficiency tests for teachers were conducted on October 6th and 7th and the results analyzed. 88% of teachers demonstrated a measurable improvement in their English proficiency by improving by one level or more from the levels achieved in the diagnostic tests conducted in February.

The first meeting of the steering committee was held in October. The terms of reference and membership were approved. Future meetings will be held quarterly.

The request for proposals for the special needs program was published in October and five proposals were received. These are being reviewed and the award will be made in the next quarter.

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 Q1

Support REB in the finalization of standards for literacy and numeracy

In September, L3 conducted a national assessment of oral reading fluency and numeracy as a baseline to measure the impact of the L3 program. The draft oral reading fluency proficiency standards for Primary 3 were used to guide the analysis of baseline data.

According to the proposed standards, Primary 3 students are considered proficient in reading if they read between 33 and 47 words of a grade level text in Kinyarwanda per minute. Of the students sampled in the national baseline, about 25% met or exceeded this standard.

The L3 team will raise the question of the finalization of standards at the REB / L3 steering committee and query whether the standards should be revised in the light of this assessment. In Q2, L3 plans to work with REB to review the proposed reading standards. This will ensure that the promotion of literacy and numeracy standards are included in the REB roadmap for the national implementation of the revised curriculum in 2016.

Oral reading fluency proficiency	Speed in wcpm
Beginning to develop	under 20 wcpm
Developing	20-32 wcpm
Emerging oral reading fluency	33-47 wcpm*
Fluent reader	over 48 wcpm

Figure 1 Proposed P3 reading standards

Participate in curriculum workshops and provide ongoing support for curriculum revision process

Members of the L3 technical team attended two curriculum review workshops this quarter, the first in Musanze from 6th to 11th October, and the second workshop in Kigali from 8th to 12th December. In the October curriculum workshop, participants, grouped in subject panels, continued developing syllabus details for P1 to S6. In December, the participants developed the general and subject specifications for the textbooks of the new curriculum.

L3 provided support to the mathematics and language arts subject panels. Members from English and Kinyarwanda teams attended the workshops, and the Technical Director and Assistant Technical Director attended some of the sessions.

The L3 technical team members also revised the English curriculum at the request of the Curricula and Pedagogical Materials Department's (CPMD).

EDC mathematics specialist, Paul Goldenberg, attended some workshops at the request of CPMD. Paul provided guidance on textbook specifications and assessment. He maintains regular contact with CPMD and the subject specialists and provides feedback and advice to the curriculum review process by email.

Develop Term 1 P4 school, classroom and home/community-based instruments for assessment of reading and numeracy skills

As part of the material development process, the L3 technical team produces formative assessment tools for reading and numeracy skills. The class teacher or community volunteer administer these tools every two weeks. Development of P4 Term 1 assessment tools has been pushed back to the next quarter when L3 expects confirmation of the competency-based curriculum and accompanying assessment guidelines.

Activities planned for 1.A

- Support REB in the finalization of standards for literacy and numeracy
- Develop Term 1 and 2 P4 school, classroom and home/community-based instruments for assessment of reading and numeracy skills

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

Progress in Q1

Submit P3 Term 3 materials to TAC for approval

The Kinyarwanda, English and mathematics teams revised the P3 Term 1 and Term 2 audio and print materials in accordance with REB Textbook Approval Committee (TAC) recommendations and submitted Term 3 materials in October 2014.

Apply TAC changes to P3 Term 3 print materials and complete P3 audio and print materials for English, Mathematics and Kinyarwanda for national roll out.

TAC met on October 22nd to review the P3 Term 3 English, Kinyarwanda and mathematics materials. The technical team in collaboration with CPMD focal points applied the recommendations for final approval.

The P3 audio materials were also revised and edited according to the recommendations.

Submit approved P3 materials to the printing company

After incorporating TAC recommendations and receiving final approval, the materials were submitted to English Press Ltd in Nairobi and the printing process began.

Submit P4 Scope and Sequence for English and P4 daily distribution for Mathematics for approval from CPMD focal points

The English P4 Scope and Sequence was submitted and approved by the CPMD English focal point. The mathematics daily lesson distribution was also developed and submitted and is awaiting feedback from the CPMD mathematics department.

Develop audio and print materials for P4 English and Mathematics

In preparation for the development of P4 materials, the L3 Technical Director and Assistant Technical Director provided training for the technical team on writing techniques and activities including: letter writing, poetry writing, daily message activities and vocabulary building exercises. The use of target boards and mental mathematics activities were also addressed.

The English teams in collaboration with CPMD have developed the P4 Term 1 read aloud stories and leveled texts, audio scripts up to week 4, and teacher guide and primer pages up to week 2. Master plans up to week 4 have also been developed.

Table 1 P4 English materials produced

English	Total for Q1
Audio scripts written	5/40
Audio scripts recorded	0/40
Audio scripts field tested	0/40
Decodable texts and activities written	8/8
Decodable texts and activities desktop published	8/8
Read aloud stories written	8/8
Read aloud stories desktop published	1/8
Scripted lessons written	8/72
Diagnostic Tools	0/4

The mathematics team developed the P4 proposal, daily lesson distribution, activities and games. Production is ongoing. However the materials will be revised following formative evaluation, feedback from teachers and advice from the CPMD mathematics department.

Activities planned for 1.B

- Develop audio and print materials for P4 English and Mathematics

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

Progress in Q1

Support TDM during the recruitment process of additional senior and school-based mentors to complete full SBMP population

REB's Teacher Development and Management department (TDM) had planned to recruit an additional 150 mentors to complete the school based mentor population of 1,000. A large number of applications were received in October, and L3 supported TDM in selecting potential candidates for interviews. However, the recruitment process has now been postponed until July 2015. The delay in appointing mentors will reduce the number of teachers who can be trained in the use of L3 materials by the SBMs and increase the cost of organizing training for teachers in schools without mentors.

Train senior mentors on best literacy and numeracy practices for “transforming classrooms”

The L3 technical team facilitated training for senior mentors on the third phase of best literacy and numeracy practices: “Continuing to transform classrooms.” The training took place in Café de Nyamata, Bugesera district, on October 16th and 17th.

The main objectives of the training were for mentors to:

- Be familiar with the structure and content of the L3 P3 mathematics, English and Kinyarwanda programs
- Be able to model teaching, using new methods and techniques for mathematics
- Understand mathematical concepts and use them in solving problems
- Recognize and understand the useful role played by mathematics in daily life
- Consider ways of making mathematics enjoyable for students to learn
- Use materials and resources to develop mathematical understanding
- Be ready to facilitate continuous professional development (CPD) trainings to SBMs on best literacy and numeracy practices

The table below shows the number of senior mentors who participated in this training, as well as the number of SBMs who received the training cascaded by senior mentors.

Table 2 Mentors trained in Q1

No	Location	Name of training	Category of Participants			Gender		Total
			SM	SBM	Other	F	M	
1	Café de Nyamata Bugesera	Continuing to transform classrooms: Developing critical thinking skills through literacy and	58	0	-	16	42	58

		numeracy						
2	Districts	Cascade of transforming classrooms training	0	632		154	478	632

Conduct visits to the school-based mentors CPD training

In quarter 1, L3 provincial coordinators and the SBM Task Leader conducted visits to SBMs' CPD sessions to monitor and co-facilitate the cascade of the October training in best literacy and numeracy practices.

The L3 SBM Task Leader conducted visits in Gasabo, Kicukiro, Huye, Gisagara, Kayonza, Burera, Gakenke and Nyabihu districts while L3 provincial coordinators conducted such visits in Rwamagana, Bugesera and Ngoma in the Eastern province, Muhanga and Nyanza in the Southern Province, Ngororero and Nyabihu in the western province and in Gakenke and Rulindo in the Northern Province.

Develop additional self-directed video modules to support training of teachers on L3 best literacy and numeracy practices

The video team together with the math team developed a self-directed video titled "Numeracy Best Practices." The video was used in the October training with senior mentors and will also be used to support the training of teachers in schools without mentors. Following the positive response from mentors, additional numeracy scripts are being developed and will be filmed in the next quarter.

Develop a training plan and training manual for P3 teachers in schools without mentors

Teachers are required to use sample materials during their training, so the training schedule will be in line with the distribution of P3 materials. L3 is discussing with VSO how VSO volunteers can organize these trainings in the 17 districts in which volunteers are placed. The remaining 13 districts will be covered by Provincial Coordinators. Training materials have been developed for the training of Teacher Training College (TTC) tutors. These will be adapted for use in training teachers from schools without mentors.

Activities planned for 1.C

- Conduct visits to the school-based mentors CPD training
- Conduct visits to the SBM training of teachers on best literacy and numeracy practices
- Develop a training plan and training manual for P3 teachers in schools without mentors
- Support REB in the training of teachers from schools without mentors on P3 materials

1.D Roll out the SBMP

Progress in Q1

This activity has been completed. The School-based Mentoring Program is working as intended, and L3 continues to support REB in training mentors and monitoring the program.

Activities planned for 1.D

- No activities planned

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

Progress in Q1

Recruit additional volunteers (LNAs) to ensure each TTC is being supported

Recruiting and placing volunteers is an ongoing process; new volunteers are recruited as others complete their placements. During Q1, four Literacy and Numeracy Advisors (LNAs) were recruited for TTC Kirambo, TTC Cyahinda, TTC Zaza and TTC Muhanga. The volunteers arrived in country in October and completed VSO in-country orientation.

Since the beginning of the project, 12 of the 13 TTCs have benefitted from LNAs. At the time of reporting, only TTC Rubengera in Karongi District has not yet received a volunteer. In Quarter 1, VSO identified a suitable candidate for this TTC and the principal approved. The application is currently being reviewed by the University of Rwanda College of Education (UR-CE). If approved, the volunteer is expected to arrive in February 2015. VSO is also recruiting volunteers for TTC Bicumbi and TTC Mbuga to replace exiting volunteers.

The table below summarizes the current status of volunteer placements.

Table 3 Current LNA TTC placements

	Volunteer name	Employer/Project	Start of Service	End of Service
1	Anne Olieba	TTC Muhanga	4-Oct-14	29-Feb-16
2	Antonina Musuya	TTC Gacuba	11-May-14	29-Feb-16
3	Gana Simon	TTC Byumba	15-Jan-14	11-Jan-16
4	Maaike Baak	TTC Zaza Ngoma	4-Oct-14	29-Feb-16
5	Mary Wangui Wambugu	TTC Matimba Nyagatare	11-May-14	31-Dec-15
6	Monica Dillys Atoo	TTC Muramba Ngororero	28-Sep-13	15-Aug-15
7	Natif Isaac	TTC Cyahinda Nyaruguru	4-Oct-14	29-Feb-16
8	Prima Yanuar Jumhana Rukmanta	TTC Save	5-Feb-14	3-Feb-16
9	Sarah BARNETT	TTC Mururu Rusizi	11-Jan-14	11-Jun-15
10	Ciaran Burke	TTC Kirambo Burera	1-Nov-14	31-Aug-15

Develop a training manual and resource for training TTC tutors in the use of L3 Primary 3 materials for English, Kinyarwanda and Mathematics and literacy and numeracy best practices

On December 11, 2014, the L3 technical team trained eight LNA volunteers on the use of the new P3 materials and practices. The training manual is under development for the training of TTC tutors, which will take place at the start of the school year, as soon as the TTCs have received the P3 materials.

Develop support materials for the TMPC (Teaching Methods and Practices Course) resource pack training in TTCs

In quarter 1, a number of workshops and activities took place which resulted in a variety of locally-produced materials to support the Teaching Methods and Practices Course.

As a result of the rollout of Writers' Workshops, many stories have been produced. As explained below, TTCs are determining the best way to publish these stories, including the creation of rice sack books or by printing locally.

Additionally, on November 3rd, two volunteers led a storytelling workshop for teachers at GS Byumba. The facilitators demonstrated how pictures and stories can be used to develop children's oral language skills, practice new vocabulary, retell and sequence events in a story, and identify historical events. Participants also made rice sack books, which can be used in their classes.

A number of workshops for developing materials from locally-available resources also took place. In October and November, workshops for primary teachers took place at TTC Mururu and TTC Byumba.

In November, TTC Muramba held a poetry contest. Student teachers composed and recited their own poems in front of the college. The resources and activities developed for the contest will be added to the speaking and listening activities required for the year 1 Teaching Methods and Practice Course.

Activities planned for 1.E

- Recruit additional volunteers (LNAs) to ensure each TTC is being supported
- Develop a training manual and resource for training TTC tutors in the use of L3 P3 materials for English, Kinyarwanda and Mathematics and literacy and numeracy best practices
- Provide P3 materials to all 13 TTCs
- Provide L3 P1 and P2 implementation support(what does this mean?) to TTC tutors and student teachers
- Conduct resource making sessions in the TRC for student teachers and tutors
- Train tutors, student teachers, and local primary school teachers on effective literacy and numeracy teaching including how to use locally available materials.
- Support and supervise student teachers in teaching practice schools
- Train TTCs on the new resource pack for the Teaching Methods and Practices Course
- Support TTC tutors in pre-service reading / writing and mathematics curricula (Including how to use support materials)

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

Progress in Q1

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

Never Again Rwanda staff regularly meet with volunteers in the Community Literacy and Numeracy Volunteer Program (CLNVP). Volunteers discuss their work, including challenges and proposed solutions.

This quarter, a meeting took place with 29 volunteers at Ruhuha Primary School on October 5th. As the project is closing, NAR inventoried the bicycles and phones that had been distributed to volunteers.

One challenge reported at the meeting was that during the school holidays, there was a decrease in the number of children attending volunteer sessions. Some went to visit relatives, and others were kept home by parents to help with chores. Sensitization of parents regarding the importance of the sessions continues.



Figure 2 Community volunteer meeting in Ruhuha

Harmonize and finalize the CLNVP M&E system and CLNVP handbook

The CLNVP handbook provides guidance on how volunteers can conduct reading sessions and use math games with children. This instructional tool is made of nine units including: overview of the handbook, about community literacy and numeracy volunteer program, reading time, how someone can manage class during reading time, comprehension strategies, assessing reading, math games, Community Literacy and Numeracy volunteer ethics, and working with the community. This handbook is undergoing internal review by EDC prior to finalization.

NAR also finalized a data collection sheet for monitoring and evaluation purposes.

Develop a costed plan for rolling on CLNVP

The CLNVP was conducted as a pilot program and proved to be successful. A costed rollout plan was developed and will be presented to REB in February 2015.

Work with NAR to phase out the Community Literacy Volunteer program.

NAR completed the activities of the CLNVP in November. The only deliverables remaining are the presentation of the results to REB and the completion of the final report. These will be completed in the next quarter and the partnership will be officially closed in February.

Roll out module and training on teacher motivation to PTCs in schools in the Southern Province in Nyanza and Huye

During this reporting period, Concern Worldwide trained Parent Teacher Committees (PTCs) in two districts, where 451 PTC members in Huye and 385 in Nyanza were trained. 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.

Table 4 PTC members trained*

DISTRICT	Number Category of Participants who attended						Total	F	M
	Head Teachers	Teachers	Parents	SEOs	School owners	SBMs			
Nyanza	81	81	142	10	81 (school owners/cell executive secretaries)	17	412	119	293
Huye	88	88	198	14	77	19	484	205	279
Total	169	169	340	24	158	36	896	324	572

*Note: SEOs and SBMs were also trained, but they are not PTC members.

Monitor PTC action plans together with SEOs in the districts trained in the previous quarters

During this reporting period, Concern staff and SEOs visited 224 PTCs in Nyamagabe, Nyaruguru, and Gisagara districts. The monitoring form can be found in Annex 1. They found that 94 of the PTCs have undertaken initiatives to support teacher motivation. As explained below, 11 were given awards for their initiatives. All findings will be consolidated into a report in Q2.

Award the two best initiatives in Teacher Motivation per district in Nyamagabe, Nyaruguru, Gisagara, Huye, Nyanza, and Ruhango Districts

Eleven of the PTCs trained in July, August, and September from Nyamagabe, Nyaruguru and Gisagara, were awarded for their initiatives to support teacher motivation. These initiatives included tontines for teachers, growing vegetables or bananas, raising animals and having a hair salon on the school grounds. The produce or profits are shared amongst teachers. Each PTC received 620,500 Rwandan francs to

further support their initiatives. The remaining awards for PTCs in Huye, Nyanza, and Ruhango will be made in the coming quarter.

Table 5 Progress of PTCs awarded for teacher motivation initiatives

District	Sector	School (PTC)	Type of initiative
GISAGARA	Gikonko	Mbogo primary school	Support teacher motivation by providing lunch to teachers through the harvest of banana plantations. The school has a plot for planting but were lacking in banana seeds and fertilizers. Parents along with PTC members provided some seed and fertilizers but it was inadequate. The contribution will allow them to expand their activity.
	Musha	Munyegera PS	Munyegera primary school has a tontine established by the PTC and teachers. Each member contributes 6,000 rwf per month where 1000 is saved and 5000 is given to one teacher in rotation. After the PTC training, they elaborated a project for small livestock (rabbits) in order to contribute to an improvement in teacher's lives but the financial means were insufficient. They do not have enough rabbits or materials to construct cages.
	Ndora	GS Cyamukuza	The PTC of Cyamukuza has a tontine which includes both teachers and some PTC members. The members cultivate vegetables in order to enable teachers to receive lunch at school. But the plot was inadequate in size and does not allow them to extend the vegetable garden. They will use the reward to rent land and extend the garden as well as improve the credit given to teachers.
	Mukindo	Mukiza PS	The PTC of Mukiza has a plantation of bananas. After the PTC training, PTC members undertook the responsibility of using the capitation grant to improve the plantation with the specific aim of increasing teacher motivation. The activity has started but they need support to be able to expand and to cultivate using modern techniques. Their aim is to give bananas to teachers at a low price so that that they can save their money. The award will support the extension of the plot and allow them to introduce modern techniques for planting coffee and bananas. They chose this activity because banana plantations are very productive in this area.
	Mukindo	Magi PS	Magi primary school has a banana plantation. After PTC training, they committed to renew the seeds they were using and to extend the plantation. They used the capitation grant to buy modern seeds. The school needed support to rent more land as the plot they were using was too small. The harvest will be used to support teachers' lunches and also teachers may buy the harvest at a lower price.
NYAMAGABE	Tare	GS	An initiative for gardening potatoes for the benefit of teachers

		Nkumbure	on their lunch was started but the PTC and the school find it difficult to get fertilizers and improve the crop.
	Kitabi	Mujuga Primary	Support for a project for rearing small livestock (rabbits) in addition to gardening potatoes.
	Kitabi	Muyange Primary school	Teachers and some parents in PTCs at this school (Muyange) have a tontine where they contribute 5000 Rwf per month. They make a saving of 800 Rwf. When a teacher borrows money in this tontine, he or she pays back the money with 5% interest. When visited in October, the balance in the account was 220,000 Rwf. From the saved amount they developed a project for breeding pigs and goats as an Incoming generating activity for teacher motivation.
	Kaduha	Kirehe Catholique Primary school	Teachers receive lunch at school from their contribution of 2000 Rwf a month and the school supports them in their initiative by providing them with the harvest from the school garden. To maintain this initiative the school has a plan to breed goats. They also have a plot of land and from goats, they can obtain natural fertilizer for this garden.
NYARUGURU	Nyagisozi	Kagarama PS	The PTC wanted to establish a hair salon and needed support to buy materials like chairs and shaving equipment. Everyone in the school will benefit from the salon: children will have their hair cut at a low affordable price; the money will be used to support teachers and create other IGA.
	Ruramba	Gisorora PS	Same as above. Support in purchasing hair salon materials including chairs and shaving machines.

Train SEOs to implement the L3 program and to support M&E of PTCs and hold experience sharing meetings

This quarter, 26 SEOs and 2 DEOs from Nyanza and Huye were trained on M&E procedures and expected results, to enable them to support the monitoring of PTCs. After the training, they developed field visit plans, which will be supported with transport and communication allowances.

Activities planned for 1.F

- Present the complete package of materials for implementing the CLNVP to REB, National Library Services, Rwanda Reads partners, and other possible stakeholders
- Roll out module and training on teacher motivation to PTCs in schools in the Southern Province in Ruhango
- Monitor PTC action plans together with SEOs in the districts trained in the previous quarters
- Award the two best initiatives in Teacher Motivation per district in Nyamagabe, Nyaruguru, Gisagara, Huye, Nyanza, and Ruhango Districts
- Train SEOs to implement the L3 program, to support M&E of PTCs and to hold experience sharing meetings

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 Q1

Work with DEOs, SEOs, and SBMs to ensure student P1 and P2 daily readers are returned to the school at the end of the year

Since the P1 and P2 student readers distributed to students in 2014 will be used again in 2015, L3 provincial coordinators in collaboration with DEOs, SEOs and SBMs have reminded head teachers to collect all student readers and keep them in a safe place. In addition to sending the reminders, L3 provincial coordinators visited schools and called head teachers to verify whether the head teachers had complied. In all sampled schools, P1 and P2 Student Daily Readers were returned and stored in head teachers' offices or school libraries to be redistributed in the 2015 school year.

Copy P3 Content on SD cards and redistribute SD cards to school head teachers

In November, the L3 team began collecting the SD cards that had been distributed to schools in 2014 in order to add the P3 audio content. A team of interns began loading the content using the facilities at the Integrated Polytechnic Regional Center (IPRC), a technology college in Kigali. The loading will be completed in January 2015.

In January, Provincial Coordinators will work with DEOs and SEOs to return the SD cards to schools before the school year begins. Schools that did not return the SD cards on time must report to their SEO on the distribution day. Out of 12,616 SD cards distributed, 10,289 SD cards were returned as shown in following table. Each provincial coordinator has prepared a report on the collection for the DEOs, SEOs, and REB regional inspectors.

Table 6 SD cards returned for P3 content loading

Province	SD cards distributed to schools	SD cards returned for loading P3 audio lessons	SD cards not returned
Eastern	2,625	2,100	525
Southern	3,493	2,888	605
Northern	2,262	1,881	381
Western	3,594	2,853	741
Kigali City	642	567	75
Total	12,616	10,289	2,327

Print and distribute Primary 3 materials (teacher’s manuals, read-aloud books, audio materials)

Following TAC approval of the P3 materials, the printing process began. On November 19th, L3 sent CDs with the content to English Press, a publishing company in Nairobi which is responsible for the printing, packing, and distribution of all materials. L3's Desktop Publisher visited the printing company and approved the proof copies on November 28th, and the following month the Assistant Technical Director flew to Nairobi and gave final approval on the printed books on December 20th. Distribution is due to begin in January 2015 and will be completed in February.

L3 ordered materials according to the data available of the number of P3 students enrolled at the 2,467 public and government-aided schools nationwide. Additional copies have been printed for TTCs, REB, Inspectors and senior mentors. The total number of copies printed is shown in the table below.

Table 7 P3 materials ordered for printing

Type of materials	Quantity ordered
P3 Kinyarwanda students books	429,297
P3 English students books	429,297
P3 Kinyarwanda Read aloud stories	6,588
P3 English Read aloud stories	6,588
P3 Kinyarwanda Teach Guides	6,588
P3 English Teacher guides	6,588
P3 Math Teacher guides	6,588
Total	891,534

Enhance the collaboration/partnership with the DEOs and SEOs

The Program Implementation Coordinator and Provincial Coordinators have succeeded in building strong working relationships with DEOs and SEOs in all the districts, which contributed greatly to the success of the national rollout of the L3 program in 2014. In quarter 1, this relationship continued

through collaboration on the collection of SD cards and instructions to head teachers to collect and safely store P1 and P2 Student Readers at the end of the school year.

Provide regular updates to the DEOs and Regional Inspectors about L3 activities in the district/province

In working with DEOs and inspectors, Provincial Coordinators provide them with regular updates. They may visit their offices, make phone calls, or send regular emails on the progress of L3 activities. As explained above, this quarter Provincial Coordinators worked with DEOs on SD cards and Student Readers.

Submit report from Andika Rwanda 2014 to DDG EQS with recommendations for 2015

The report detailing the 2014 Andika Rwanda national writing competition has been drafted (Annex 2). It documents the 2014 competition from start to finish and includes a number of recommendations for the coming year. These include having a theme for entries, including social affairs officers in the implementation of the competition, working closely with Rwanda Reads, stricter submission requirements for schools, and holding the awarding ceremonies during September International Literacy Day events. The report also recommends a planning and implementation timeline, which would have the launch of the competition early in May at the beginning of term 2.

L3 will share the report with REB at the next L3 steering committee meeting, due to take place early in Q2.

Work with REB on a plan for publication of Andika Rwanda 2015 winning stories

The report includes a list of recommendations, including approaching Rwanda Reads to potentially identify a partner to support the publication of the 2015 winning entries. The details of this will be discussed once a planning committee for the 2015 competition has been formed.

Develop/implement communications for the distribution of Andika Rwanda 2014 published volume

In the report, it is recommended that the publicity for the distribution of the 2014 volume of winning entries coincide with the launching of the 2015 competition. This will be more cost efficient, and will also make the launching event more exciting. L3 will discuss with REB about having one or more of the winning authors from 2014 present at the launch to read their stories and promote the competition.

Activities planned for 2.A

- Copy P3 Content on SD cards and redistribute SD cards to school head teachers
- Distribute Primary 3 materials (teacher’s manuals, read-aloud books, audio materials)
- Enhance the collaboration/partnership with the DEOs and SEOs
- Provide regular updates to the DEOs and Regional Inspectors about L3 activities in the district/province.
- Field test of Term 1, P4 program materials (IAI programs, teacher’s manual, leveled texts, audio stories, etc.)
- Field test of Term 2, P4 program materials (IAI programs, teacher’s manual, leveled texts, audio stories, etc.)
- Monitor use of materials and observe classrooms
- Submit Andika Rwanda 2014 report to REB at L3 steering committee
- Work with REB on a plan for publication of Andika Rwanda 2015 winning stories
- Develop/implement communications for the distribution of Andika Rwanda 2014 published volume

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

Progress in Q1

Collect and analyze data on implementation of mobile libraries

The past quarter, L3 has been able to visit five existing Community Mobile Libraries (CMLs) in Rusizi (Bugarama), Nyamagabe (Kitabi), Kicukiro (Kabeza), Gasabo (Batsinda), Musanze (Muhoza), and Ngororero (Matyazo) districts.

All but one of these communities are moving towards establishing a group to manage the library and ensure its proper use. The Kigali Women's Book Club in Batsinda, which was meant to manage the libraries, is no longer active. L3 will discuss with Gasabo district how to relocate this library within the district to a community that is ready to manage it.

The Bugarama Community Library was to launch by the end of 2014. However, the Peace Corps volunteer who had been sponsoring it prematurely left Rwanda. The volunteer handed over the library to CIMERWA community initiative. The library is located at CIMERWA's community school which hosts 453 primary students and will be launched in February 2015. The library will also be used to support English classes for adults at beginner and advanced levels.



Figure 3 Primary students reading at the Kabeza CML

The Kabeza community mobile library is one of two libraries sponsored by Réseau Culturel SANGWA. Its primary clients are students from primary and secondary schools of Kanombe sector. The table below gives some data collected from their registers.

Table 8 Library users at Kabeza CML

	October		November		December		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
Library Memberships	22	15	15	9	33	16	70	40
Other Users	238		326		255		819	

SANGWA received about 800 additional books from Rwanda Library Services.

Lessons Learned

In general, the trends from previous quarters were not reversed.

- The primary clients of L3 community libraries continue to be the primary and secondary school students.
- The libraries in the most remote areas are more widely used.
- The storybooks are sought after by all categories of community library users.
- The number of female students who visit libraries is generally higher than that of male students.

Work with DEOs to relocate inactive libraries in other communities in the district prepared to manage them

One of the challenges identified in previous quarters was the lack of an organized structure responsible for the management of some libraries. This was especially a challenge for libraries managed by Peace Corps volunteers when volunteers ended their service.

In response to the challenge, L3 will work closely with DEOs to relocate these inactive libraries to other communities in the district prepared to manage them.

As stated, L3 is working with Gasabo district to relocate one library. Three libraries in Ruhango, Gatsibo, and Bugesera districts which became inactive after the departure of volunteers may remain in the community; L3 is discussing with the communities how they can manage the libraries in the volunteers' absence. If the communities are unable to manage them, L3 will discuss relocating them with the districts.

The process of identifying inactive libraries is ongoing.

Distribute books to an additional 20 CMLs, reaching all 30 districts

This quarter, L3 continued to roll out the CML Initiative. Five new CML collections were distributed in five districts, including three districts which did not yet have a CML—Kamonyi, Nyanza and Rubavu. With

libraries established in these three districts, the CML Initiative has now reached all 30 districts in Rwanda.

Table 9 CMLs distributed

District	Sector	Cell	Village	Quantity
Kamonyi	Gacurabwenge	Kigembe	Buhuro	Kinyarwanda titles 185
				English Titles 845
Nyanza	Kigoma	Gasoro	Kabacuzi	Kinyarwanda titles 171
				English Titles 864
Rutsiro	Bumba	Bumba	Bumba	Kinyarwanda titles 183
				English Titles 870
Ngororero	Muhororo	Myiha	Myiha	Kinyarwanda titles 174
				English Titles 870
Rulindo	Bushoki	Nyirangarama	Nyirangarama	Kinyarwanda titles 170
				English Titles 850
Rubavu	Nyamyumba	Rubona	Kabiza	Kinyarwanda titles 170
				English Titles 881

Identify new local organizations interested in sponsoring CMLs

In November, L3 signed a MoU with Compassion International, which partners with churches in Rwanda to initiate projects to benefit poor children such as promoting access to education and adequate health provision. Compassion will support the relocation and management of some of the inactive libraries as well as support the establishment of new libraries.

Maintain relationship with Rwanda Library Services

L3 is looking into the possibility of handing over the management of all CMLs at the close of the project to Rwanda Library Services (RLS), which also has a number of community libraries. L3 has already established a good relationship with RLS by collaborating on launching libraries, training librarians, and sharing the CML manual.

This quarter, L3 has begun planning events to take place as part of RLS's Book and Reading Festival in February 2015. L3 plans to hold a launch of a CML and has developed messages to parents about their role in supporting children's literacy, which will be promoted as part of the Book and Reading Festival events.

Activities planned for 2.B

- Collect and analyze data on implementation of mobile libraries
- Work with DEOs to relocate inactive libraries in other communities in the district prepared to manage them
- Distribute books to an additional 20 CMLs, reaching all 30 districts
- Identify new local organizations interested in sponsoring a CMLs
- Maintain relationship with Rwanda Library Services

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

Progress in Q1

Organize Writer's workshops in TTCs for student teachers, TTC tutors, and local teachers

From September 29th to October 1st, a Writers' Workshop took place in TTC Gacuba, facilitated by the L3 Writers' Workshop Advisor and six co-facilitators. These included five TTC tutors and one SBM. Participants included 15 primary school teachers and 19 TTC students. During the workshop, participants took part in drama exercises, listened to stories, and participated in guided writing activities. Each participant completed at least one story by the end of the workshop, and TTC students and teachers made the best of these into rice sack books.

A second Writers' Workshop took place on October 5th at the Nyabihu School for the Deaf. The Writers' Workshop Advisor co-facilitated with a teacher, and five teachers participated. A manual, containing many visual aids, was developed on the use of stories for children with hearing impairments. All of the teachers were really enthusiastic about storytelling and writing, and at the end of the workshop, the teachers used sign language to tell their own stories to the children at the school. All materials remained at the school so that the teachers could continue using them with the children. The VSO volunteer who is based at the school will continue to support the teachers.

Selecting and re-producing the best stories from each TTC is a priority for the first term of the 2015 school year.

Develop and implement a rollout plan for the continuation of the Writer's Workshop Initiative in TTCs without the Writer's Workshop Advisor

At each workshop, the Writers' Workshop Advisor trains and co-facilitates with locally-based tutors, teachers and SBMs to ensure that they can continue holding workshops in the future. Co-facilitators receive copies of all materials, and are asked to plan additional story writing activities. These may include another workshop, an English or story writing club, participation in the Andika Rwanda writing competition, and story writing activities at neighboring primary schools.

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

Produce story booklets for distribution to schools in the vicinity of the TTC

Workshop co-facilitators determine the best way to edit publish the stories from workshops locally. In some TTCs, tutors and students have made rice sack books, and others have printed and bound them locally. Literacy and Numeracy Advisors (LNAs) encourage teachers to visit the Teaching Resource Centers (TRCs) to make these rice sack books and develop their skills in using these books in their teaching.

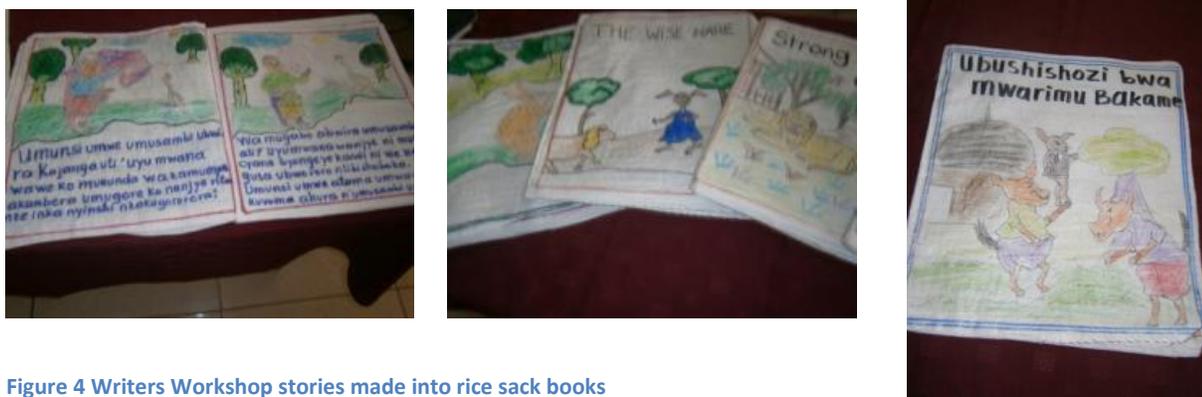


Figure 4 Writers Workshop stories made into rice sack books

Schedule and facilitate Math camps in TTCs including TTC tutors, TTC students and primary school teachers from the schools in the vicinity of the TTC

Math Camps were held in TTC Gacuba from November 10th to 12th and in TTC Save from October 16th to 18th. Through Math Camps, TTC tutors, student teachers, and neighboring primary school teachers are trained to teach mathematics using interesting and interactive learner centered methods. Future Math Camps will also focus on producing problem sets. Trained tutors and student teachers were urged to host Math Camps with primary school teachers and students in the future.

Facilitate the training of teachers and students and community volunteers in how to make and use low-cost/no-cost materials to support early literacy and numeracy, including use of TRCs

This quarter, volunteers held workshops and trainings on making materials at TTC Mururu, TTC Byumba, and TTC Cyahinda. Volunteers continue to encourage tutors, students, and teachers to use the TRC.

Activities planned for 2.C

- Organize Writer's workshops in TTCs for student teachers, TTC tutors, and local teachers
- Support the editing of the best products from the different Writers' workshops
- Produce story booklets for distribution to schools in the vicinity of the TTC.
- Schedule and facilitate Math camps in TTCs including TTC tutors, TTC students and primary school teachers from the schools in the vicinity of the TTC.
- Facilitate the training of teachers and students and community volunteers in how to make and use low- cost/no-cost materials to support early literacy and numeracy, including use of TRCs

2.D Promote a culture of reading

Progress in Q1

Module and Training on community support to literacy rolled-out to PTCs in schools in the Southern and Northern Province (see 1.F above)

During the PTC trainings in Huye and Nyanza explained above, a session on community support to literacy was included. The objective of the session is to show how the community can contribute to improving children's literacy skills by helping parents, families, local leaders, and school staff to understand their role in promoting quality education among children.

Monitor PTC action plans on literacy promotion

As explained above, SEOs conducted monitoring visits to PTCs in quarter 1 to see their progress in implementing their action plans. PTCs' activities for literacy promotion included literacy days and organized reading competitions.

Organize literacy events and reading campaigns in Huye, Nyanza, Ruhango, Muhanga, Burera, and Rulindo with SEOs and DEOs and other local leaders

Throughout the year, literacy events will be organized in several districts. This quarter, Concern collaborated with SEOs and PTC members to organize a literacy day in Nyaraguru district on October 24th. Children in P1 to P4 were selected to participate in reading competitions, and many parents attended the events.

A radio spot was also aired on two radio stations in the southern province, Radio Salus and Radio Communautaire RC (Huye), to promote literacy.

Award the two best implemented action plans in literacy per district, in Nyamagabe, Nyaruguru and Gisagara

While Concern had originally intended to award PTCs on all three areas on their action plans, it was determined that awards would be concentrated on teacher motivation initiatives. Concern discovered that many of the literacy initiatives, such as reading competitions, could be conducted without support, whereas teacher motivation initiatives, such as starting small businesses, greatly benefited from the awards.

Monitor the impact of BCC materials distributed in schools

Monitoring of the impact of BCC materials is included in the monitoring visits that SEOs undertake. As explained, SEOs visited 224 PTCs this quarter.

Activities planned for 2.D

- Module and Training on community support to literacy rolled-out to PTCs in schools in the Southern and Northern Province (see 1.F above)
- Monitor PTC action plans on literacy promotion
- Organize literacy event and reading campaign in Huye, Nyanza, Ruhango, Muhanga, Burera, and Rulindo with SEOs and DEOs and other local leaders
- Monitor the impact of BCC materials distributed in schools
- Organize local campaigns and implement activities to promote reading in schools in TTC catchment areas

INTERMEDIATE RESULT 3: Support for English

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

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

Progress in Q1

As explained in section 1.A, in Q1 the technical team began the development of the P4 term 1 materials. The P4 English Scope and Sequence has been approved, and the scripting of audio lessons and writing of read aloud stories and decodable texts has begun.

Activities planned for 3.A

- See activities for 1.B above

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

Progress in Q1

As part of the materials development process, L3 develops English audio lessons, incorporating best practices in second language teaching. Using the audio programs not only develops students' English language but also supports teachers.

3.C Use the SBMP and VSO volunteers to reinforce teachers' English

Progress in Q1

Conduct REPS progress tests on October 6th and 7th in all SBMP Schools

School-based mentors conducted the English proficiency progress tests for teachers in their schools on October 6th and 7th. The tests covered the four language skills (listening, speaking, reading and writing) as well as vocabulary and structure. A total of 30,158 teachers were tested and the results were compiled at district level by the senior mentors, who then submitted the combined results to the

EDC/L3 English proficiency advisor. The teachers' results were compared with the results they obtained in the initial diagnostic testing conducted in February 2014. 26,800 teachers had results from both tests, as some mentors and teachers had left and new ones been appointed.

The Rwanda English Proficiency Standards (REPS) were designed so that REPS 1 and 1+ were equivalent to the Common European Framework of Reference for Languages (CEFR) A1, while REPS 2 and 2+ is comparable to the CEFR A2 level. The results are an indicator of the levels teachers might be expected to achieve in a more formal testing situation. The October test showed that 88% of the teachers had demonstrated a measurable improvement in their level of English. 45.5% had improved by one REPS level, while 42.5% had improved by more than one REPS level. A total of 73% of the teachers tested scored at the REPS 2 or 2+ level compared with 30% at this level in February.

The most important achievement of the REPS system is that it has changed the attitude of the teachers by providing a framework for them to measure their progress in English proficiency.

Submit REPS progress tests report and test portfolios to REB

A preliminary report on the results was submitted to REB in October and the final report (Annex 3) was submitted in November. The protocols and sample test items have been handed to TDM and a number of senior mentors identified who could manage the next progress testing scheduled for March 2015.

Activities planned for 3.C

- Support extracurricular activities in support of English proficiency for student teachers at TTCs

3.D Revise the existing English curriculum (activities carried out concurrently with 1.A)

Progress in Q1

Attend Curriculum review workshops and provide technical assistance to the review process

As explained in section 1.A, members of the L3 technical team attended two curriculum development workshops this quarter. Additionally, the team was requested to do a final review of the new English curriculum.

Activities planned for 3.D

- No activities planned

INTERMEDIATE RESULT 4: Strengthen Ministry Capacity

4.A Strengthen REB central capacity

Progress in Q1

Implement technical projects to strengthen MINEDUC capacity

The Technical Director and staff of the technical team worked closely with the staff of CPMD to finalize the P3 materials and plan the P4 materials.

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

In October, the Technical Director and COP were able to submit comments on the Education Sector Strategic Plan (ESSP) Appraisal paper and the Teacher Development and Management white paper.

Distribute quarterly and annual reports to REB

The quarterly report for the fourth quarter of FY2014, July to September 2014, and the annual report for FY2014, October 2013 to September 2014, were completed in October. They will be submitted electronically to REB before the next steering committee meeting.

Hold quarterly Steering Committee meetings

The first meeting of the EDC/L3 steering committee was held on October 15th 2014. Membership consists of:

a. Rwanda Education Board

Director General (Co-chair)

Head of Department, CPMD

Head of Department, TDM

Head of Department, EQS

Head of Department, National Exams

Head of Department, ICT

b. MINEDUC

Director General Planning

c. University of Rwanda

Dean, School of Basic Education

d. USAID

Education Office Director

Agreement Officer Representative

e. L3

Chief of Party (co- chair)

Deputy Chief of Party

Technical Director

Since this was the first meeting of the steering committee, the TORs for the committee were discussed and approved. L3 presented achievements of the project to date and the plans for the coming year. Among the issues discussed were how REB could facilitate the approval of the materials by TAC so that the printing and distribution of P3 materials would not be delayed, the printing of materials for private schools, and the training of teachers in schools without mentors. It was agreed that REB could cover the cost of training these teachers after July 2015. The minutes of the meeting are attached at Annex 4.

Participate in Teacher Professional Development Technical Working Group

The technical director attended the Teacher Professional Development Technical Working Group monthly meetings during the last quarter and contributed to the review of the white paper of the teacher professional development. During this time the Pre-service Teacher Training Task Force was established. These meetings were attended by the Technical Director and Program Implementation Coordinator.

Participate in the Curriculum, Materials, and Assessment Technical Working Group

There were no meetings of the CMATWG this quarter.

Co – chair School- based Mentoring Task Force

The SBM Task Force continues to meet on a monthly basis. During this quarter, the terms of reference for the task force were approved by the Teacher Professional Development Technical Working Group. The SBM Task Force reviewed and updated the SBMP calendar for 2014. A mapping exercise was undertaken to determine how much support and training mentors receive from development partners on the field. The results will be presented in the next quarter. For the next quarter, the Task Force will focus on establishing a communication strategy in collaboration with TDM and finalizing the SBMP calendar for 2015.

Participate in the School Leadership and Management Task Force

The Equity and Parent Partnership Task Leader attended the meeting of the School Leadership and Management Taskforce on November 21st, 2014. The main item on the agenda was the development of school improvement planning skills, building the capacity of School General Assembly Committees (the former Parent Teacher Committees), and establishing functional structures and methods for inter-school collaboration.

Participate in Rwanda Reads steering committee

The COP and Communications Manager attended the meeting of Rwanda Reads steering committee on December 4th. The main item on the agenda was the Book and Reading Festival in the week of February 16 to 20, initiated by Rwanda Library Services. The L3 Communications Manager presented the L3 plans for a literacy campaign in the same month. The two activities will be coordinated.

Participate in pre-service task force

The Pre-Service Task Force was commissioned by the Teacher Professional Development Technical Working Group and brings together development partners, REB, and UR-CE (also representing the TTCs). The L3 Technical Director and Program Implementation Coordinator participated in the Task Force meetings in quarter 1. The Task Force provides a forum to better coordinate pre-service activities.

Activities planned for 4.A

- Implement technical projects to strengthen MINEDUC capacity
- Advise on policies in support of L3 Initiative objectives (ongoing)
- Distribute quarterly and annual reports to REB
- Hold quarterly Steering Committee meetings
- Participate in Teacher Professional Development Technical Working Group
- Participate in the Curriculum, Materials, and Assessment Technical Working Group
- Co – chair School- based Mentoring Task Force
- Participate in the School Leadership and Management Task Force
- Participate in Rwanda Reads steering committee
- Participate in Pre-Service Task Force

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

Progress in Q1

VSO volunteers appointed to each TTC to organize school outreach programs in TTC catchment areas to reinforce effective reading and mathematics instructional practices This quarter, there were 10 LNAs in place at TTCs, advising on effective reading and mathematics instruction. As part of their duties, volunteers organize material-making workshops, support the use of the TRC, and conduct Writers' Workshops and Math Camps. In quarter 1, primary school teachers participated in the Writers Workshop held at TTC Gacuba as well as the Math Camps held at TTC Gacuba and TTC Save. The volunteer at TTC Mururu runs weekly resource-making workshops at the TRC, targeting teachers in the seven surrounding schools. The volunteer placed at TTC Cyahinda also conducted a resource-making workshop with teachers and TTC tutors at the neighboring primary school. An additional workshop took place at TTC Byumba.



Figure 5 Materials making workshops at TTC Mururu and TTC Byumba

Activities planned for 4.B

- VSO volunteers appointed to each TTC to organize school outreach programs in TTC catchment areas to reinforce effective reading and mathematics instructional practices
- Provide 'drop in' sessions for tutors, student teachers and local primary school teachers
- Local teachers participate in math camps facilitated in the TTCs
- Local teachers participate in writers' workshops facilitated in the TTCs
- Provide training on best literacy and numeracy practices including planning, methodology and resources

4.C Develop tools and systems for monitoring teacher practices

Progress in Q1

Train the Senior Mentors and Schools based mentors in use of monitoring tool and SMS reporting system

In May 2014, L3 began using an SMS reporting system called DataWinners and trained senior mentors on its use. Senior mentors cascaded the training to SBMs. In October 2014, the M&E team provided refresher training for 58 senior mentors on using the system and reporting deadlines. The M&E team also discussed challenges in the system with mentors.

Create school and grade monitoring questionnaire in DataWinners

The L3 M&E team created and incorporated a school and grade-monitoring questionnaire into the DataWinners SMS reporting system. The new tool, with the addition of items relating to the P3 instructional materials, will be used in 2015 to track the use of L3 instructional materials, data on teachers who have received at least 16 hours of training by SBMs, and general information on schools.

Compilation and reporting of analysis of data collected through SMS reporting system and class observation

In October 2014, L3 compiled the SMS reports on the number of teachers trained by SBMs in 2014. 669 of the 796 SBMs, who support 1,592 schools, sent in reports. Initially, few mentors sent in their reports, and intensive follow up with mentors was required. Provincial Coordinators, the L3 SBM Task Leader, TDM focal points, and MCOP all supported the effort to have mentors send in their reports.

Documentation of the use of SMS reporting system in monitoring teachers' practices

A report on how SBMs have been using the DataWinners reporting system was compiled (Annex 5). In Q2, the results of usage of the reporting system will be shared on MCOP so that senior mentors and SBMs improve reporting trends.

Activities planned for 4.C

- Compilation and reporting of analysis of data collected through SMS reporting system and class observation
- Documentation of the use of SMS reporting system in monitoring teachers' practices

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

Progress in Q1

Present findings of L3 baseline assessment to REB

In the first quarter, L3 completed the report on the 2014 National Baseline Assessment for P1, P2, and P3. In November, the findings were presented to USAID. L3 will present to REB at the next L3 steering committee, due to take place early in Q2.

Collaborate with REB examinations and assessment to combine findings of FARS and MARS assessments with LARS

The results of the national baseline, using the Fluency Assessment in Rwandan Schools (FARS) and Mathematics Assessment in Rwandan Schools (MARS), will be shared with the REB Examinations and Assessment department. While the results will be compared to those of the national Learning Assessment in Rwandan Schools (LARS) conducted by REB, it will not be possible to combine results as the data were processed using different statistical methods.

Activities planned for 4.D

- Present findings of L3 baseline assessment to REB
- Collaborate with REB examinations and assessment to combine findings of FARS and MARS assessments with LARS

INTERMEDIATE RESULT 5: Improved Equity in Education

5.A Ensure equal access to quality instruction

No activities planned.

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

Progress in Q1

Produce BCC materials on equity

Concern has developed four posters with illustrations promoting equity in education. Specifically, the posters address the right to education of girls, children with disabilities, poor children, and orphans. The posters have been submitted to REB for approval prior to printing.

Activities planned for 5.A

- Print and disseminate BCC materials on equity

5.C Train teachers and parents to address barriers

Progress in Q1

Module and Training on equity in education rolled-out to PTCs in schools in the Southern and Northern Province (See 1.F above)

A session on equity in education was included in the PTC trainings conducted in Huye and Nyanza in November. The session is to provide participants with basic knowledge on equity to help them understand their role in promoting equity among children. PTCs include activities to support equity in their action plans at the end of the training. PTCs may initiate a girls club at school, construct and equip girls' rooms for girls who are menstruating, or organize sessions with students on gender issues.

Monitor PTC action plans on equity in education by Concern staff and SEOs

During the follow up visits by SEOs to PTCs already trained, SEOs observed the implementation of activities PTCs had planned to improve equity in education. SEOs provided feedback to PTCs.

Award the two best initiatives in equity in education per district in Nyamagabe, Nyaruguru, and Gisagara

As explained in section 2.D above, Concern has decided to concentrate PTC awards on initiatives in support of teacher motivation.

Monitor the impact of the awards received to promote equity in education

This quarter, Concern and EDC each visited two of the schools that had received girls awards. At Sanza Primary School in Karongi district, the rehabilitation of a girls' room was complete and the room was

equipped with a toilet and sink and sanitary materials. Girls are aware of the room, and parents have been sensitized about purchasing sanitary materials for their daughters and about talking to them about reproductive health.

GS Kotana in Huye district also completed the rehabilitation of a girls' room, which has a bathroom, single bed, and sanitary materials. The girls in the school are aware of the room and use it regularly.

EDC also visited Sha Primary School and Rugarama Primary School. Reports of these visits can be found in Annex 6.

Train tutors, student teachers, and parents on special needs and inclusive education and gender equity

From November 10th to 13th, 18 TTC tutors in TTC Mururu were trained on Special Education Needs (SEN) and inclusive practices. Tutors are expected to pass on the information from the training to their 624 TTC students.

The first day of the training focused on SEN awareness and ensuring that participants shared a positive attitude towards people with disabilities or impairments. The second day focused on identifying children who may have special needs and considering possible actions to support these children. On the third day, the tutors learned some basic sign language and learned about how children learn to communicate. They discussed plans for sharing what they learned with their students and agreed that they would like to know more about how to support those with SEN.

Figure 6 Designing an inclusive classroom – TTC Mururu, November 2014



Regarding gender equity, during the meeting of LNAs on December 11th and 12th, LNAs were urged to refer to the VSO toolkit to bring the element of gender equity into their TTC interventions.

As previously mentioned, this quarter a Writers Workshop was held at the Nyabihu School for the Deaf. Teachers learned how to make use of visual aids to support the use of stories in their classrooms.

Additionally, one LNA organized a resource making session as part of a RwandaAid training. The participants of the training were mainly teachers of students with special needs. The volunteer presented a variety of materials from the TRC and explained their use and supported teachers to make their own resources. The volunteer also conducted a session on storytelling.

Activities planned for 5.C

- Train tutors, student teachers, and parents on special needs and inclusive education and gender equity
- Module and Training on equity in education rolled-out to PTCs in schools in the Southern and Northern Province (See 1.F above)
- Monitor PTC action plans on equity in education by Concern staff and SEOs
- Award the two best initiatives in equity in education per district in Nyamagabe, Nyaruguru, and Gisagara
- Monitor the impact of the awards received to promote equity in education

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

Progress in Q1

Identify rural, low-income districts to provide training for PTCs

Concern's plan for training PTCs was revised in 2014; instead of training 2 members of PTCs nationally, Concern will train 5 members of PTCs at 40% of public primary schools. To reach 40% of schools, Concern will train all PTCs in the southern province and add five additional districts from other provinces.

Concern selected additional districts for training according to district poverty profiles from the Comprehensive Food Security and Vulnerability Analysis and the third Integrated Household Living Conditions Survey, studies by the National Institute of Statistics in 2012. Burera and Kayonza districts were selected to participate in the PTC trainings.

Activities planned for 5.D

- Identify additional rural and low-income communities to receive libraries

5.E Increase awareness of equity issues at key nodes

Progress in Q1

Publication of the RFP for the SEN initiative locally and internationally.

The RFP for the SEN initiative was advertised locally and internationally on October 21st, giving a deadline of November 10th for applications. An orientation session for organizations interested in applying was held on October 27th to respond to any questions they had. The questions and answers were published in a modification published on November 4th.

Evaluation of proposals and selection of sub-grantee

Five applications were received from local and international organizations. These were evaluated and clarification questions were sent to the best applicant. The responses were received on December 30th and will be reviewed during the next quarter.

Award of sub-grant

The sub-grant will be awarded in the coming quarter after the review of the responses to the clarification questions.

Activities planned for 5.E

- No activities planned for Q2.

MONITORING AND EVALUATION (M&E)

Progress in Q1

Collection and analysis of data for monitoring L3 performance with respect to indicators

The L3 M&E team continued to monitor L3 performance with respect to indicators, by tracking the achievements against the targets as per the Performance Monitoring Plan data table.

Produce a summary report of monitoring data collected from schools

For the majority of quarter 1, schools were in holidays. During this time, the M&E team adapted the classroom observation tools, grade monitoring forms, and school forms for the inclusion of P3. The team also developed school monitoring guidelines. The revised tools were incorporated into the Survey To Go system so that future data collection can be done with tablets. Provincial Coordinators were trained in digital data collection.

Refresher training for partners on M&E procedures manual

A total of 8 members of Concern and VSO staff participated in a training session on L3 M&E procedures. The training covered tools, the data collection process, and database management. Challenges and expected data collection standards were discussed. Participants reflected on the implementation of M&E activities planned in 2015 and set mechanisms for data quality assurance.

Carry out Data Quality Assessments to verify accuracy of data submitted, entered and archived

In October 2014, USAID conducted a Data Quality Assessment with L3. It was aimed at verifying the accuracy of data submitted for the indicators 3.2.1-31 *Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support* and 3.2.1-35 *Number of learners receiving reading interventions at the primary level*.

Best practices for data quality and areas for improvement have been highlighted. The necessary changes to the data collection processes are being implemented.

In the same context, L3 M&E is planning to have a Data Quality Assessment for L3 partners in Q2.

Provide support to Project partners in impact assessments of community volunteering program, community mobile libraries, use of behavior change materials

In quarter 1, the M&E team supported the revision of the monitoring tool and data analysis for the Community Mobile Libraries.

Analyze data, report, and disseminate findings of the 2014 National Baseline Assessment for P1, P2, and P3 FARS and MARS

In Q1, EDC analyzed the data from the 2014 National Baseline Assessment and completed the report (Annex 7). The findings showed that students whose teachers were trained by School-based Mentors had higher average performance; that there is a wide range of results across schools, in each grade on both tests. There was also a great diversity of scores within schools; most schools had students with zero scores on some tasks as well as students who can read at grade level. The assessment revealed gender trends where girls on average performed better than boys in reading, while boys performed better than girls in mathematics.

As far as the geographical location is concerned, the assessment revealed that students in urban districts and closer to Kigali performed better than students in rural districts farther from Kigali. The findings will be presented to REB and other stakeholders in February 2015.

Finalize the data collection, analyze data, report and disseminate findings of the 2014 Bugesera Pilot Impact Evaluation of P2/P3 FARS

In September 2014, L3 conducted an impact evaluation of P2 and P3 in 12 schools in the Bugesera pilot assessment using the FARS and MARS. In Q1, the data was analyzed and the report written. The findings will be shared with stakeholders in Q2.

Activities planned for M&E

- Collection and analysis of data for monitoring L3 performance with respect to indicators
- Conduct school visits and lesson observation of L3 materials in P1, P2 and P3 classrooms
- Produce a summary report of monitoring data collected from schools
- Carry out Data Quality Assessments to verify accuracy of data submitted, entered and archived
- Provide support to Project partners in impact assessments of community volunteering program, community mobile libraries, use of behavior change materials
- Analyze data, report, and disseminate findings of the 2014 National Baseline Assessment for P1, P2, and P3 FARS and MARS
- Finalize the data collection, analyze data, report and disseminate findings of the 2014 Bugesera Pilot Impact Evaluation of P2/P3 FARS

3.0 RESULTS ACHIEVED (as per draft 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 2015	Q1	Notes
3.2.1-14: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: Output)	Definition: Number of P1 to P4 learners benefitting from USG support Disaggregation: Gender,	Schedule: Annual Source: MINEDUC enrolment Statistics (projections based on 2011 figures, with extrapolations of growth) Considerations: Official statistics are released the next calendar year, targets are projections, with the correction for the actual the following year	Dir.	654,212	n/a	Data will be reported in Q4
			F	331,685	n/a	
			M	322,526	n/a	
3.2.1-27 Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (Outcome/ Impact)	Definition: Proportion of learners who attain the specified threshold in fluency at the end of P3. Disaggregation: Gender,	Schedule: Twice (baseline/endline) Source: REB Fluency Assessment in Rwanda Schools Considerations: P3 standards need to be defined. Baseline data to be collected in early 2014	Dir.	TBD per standards	n/a	Data will be reported in Q4

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q1	Notes	
3.2.1-31: Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (Output)	Definition: Number of mentors/ teachers/head teachers/ trained by L3 initiative Disaggregation: Gender, Province	Schedule: Annual Source: Attendance records Considerations: The calculation of targets assumes reaching 75% of all teachers of relevant grades.	Dir.	3,917	T	110	Data reflect the participants in the 3 rd phase of training of senior mentors held in October in Nyamata/ Bugesera and 52 trained by VSO including 15 male and 37 female
					M	57	
					F	53	
3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Output)	Definition: Number of student teachers trained by L3 VSO Literacy Specialists assigned to TTCs Disaggregation: Gender	Schedule: Annual Source: Attendance records Considerations: The targets are based on the assumption that the VSO partner will be able to recruit and retain its volunteers, and College of Education 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.	1,477	n/a	Actual data for this indicator will be reported in Q 4.	

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q1	Notes
3.2.1-35 Number of learners receiving reading interventions at the primary level (Output)	Definition: Number of P1 to P3 students who are exposed to literacy teaching and learning materials produced and distributed by the project Disaggregation: Gender	Schedule: Annual Source: TLM distribution records Considerations: Assumes 75% of students regularly use TLMs. The calculations reflect 75% of direct beneficiaries each year.	Dir.	490,659	n/a	Data will be reported in Q4
			F	248764		
			M	241894		
3.2.1.18 Number of PTAs or similar 'school' governance structures supported (Output)	Definition: Number of PTA groups trained Disaggregation: District	Schedule: Annual Source: Attendance records from partner Considerations: L3 conducts data quality assurance. Targets based on assumptions of 40% schools reached by CWR	Dir.	250	0	No new PTC has been trained in Q1 of FY 2015 instead CWR carried out the roll out training to reach 5 PTC members in each PTC trained in FY 2014.
3.2.2-33 Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities (Output)	Definition: Teacher training colleges where L3 VSOs provide direct instruction to students co-teaching with faculty. TTCs also receive TLMs.	Schedule: Annual Source: Partner documentation Considerations: 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	Dir.	11	n/a	Data will be reported in Q4

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q1	Notes
		its volunteers.				
3.2.2-42 Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs (Output)	Definition: TTC instructors/ tutors and TTC principals and deans trained by L3 VSO volunteers in experiential instructional methodologies Disaggregation: Gender, status on enrollment	Schedule: Annual Source: Training attendance records Considerations: Targets assume that 75% of TTC staff will remain with the college throughout the project's life	Dir.	110 continuing	n/a	35 continuing TTC tutors (24 male and 11 female) were trained in Q 1
Custom: Percent of PTAs/PTCs that undertake initiatives- to support increased teacher motivation (Outcome/Impact)	Definition: Initiatives to support teacher motivation include different strategies such as establishing social fund or visiting teachers to express the appreciation. Disaggregation: District	Schedule: Annual Source: PTA reports collected by partner Considerations: L3 conducts data quality assurance. The data are being collected through PTAs by the partner and are available the following academic year.	Dir	75%	n/a	Data will be reported in Q4
3.2.1-33 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Output)	Definition: Number of learning and teaching materials produced and distributed Disaggregation: Type	Schedule: Semi annual Source: Distribution records Considerations: Disaggregated by type of materials and source;	NA	900,000	6,233	Data reported in Q1 reflect the number of books distributed to six Community Mobile

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q1	Notes
		Cost share documentation (in case of BBF donations)				Libraries (1,053 Kinyarwanda titles and 5,180 English titles).
	Definition: Number of different book/story titles and problem sets authored locally Disaggregation: Type	Schedule: Semi annual Source: Distribution records Considerations: Disaggregated by type of materials and author (writers' workshop, math camp participants)	NA	170	n/a	Data will be reported in Q4
3.2.1-36 Number of schools using information and communication technology due to USG support (Output)	Definition: Number of schools using MP3 players, video players or other technologies received through L3 Disaggregation: Types of materials	Schedule: Annual Source: Distribution records, mentors reports. A sample will be visited by L3 as part of DQA. Considerations: The targets assume 75% utilization rate. The expected actual utilization rate is less than 100% due to breakage, staff rotation, etc.	NA	1848	n/a	Data will be reported in Q4
Custom Indicator (Type: Outcome/Impact) : Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over	Definition: Improved English language skills among primary teachers benefiting from L3	Schedule: Twice Source: Diagnostic tests scores Consideration:		Average level REPS2	n/a	Data will be reported in Q4

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q1	Notes
baseline)	Initiative support (percentage increase over baseline) Disaggregation: Gender	Baseline diagnostics test to be done in March 2014 and follow up test in October 2014				
3.2.1-37 Number of impact evaluations conducted (Type: Output)	Definition: Number of impact evaluations conducted	Schedule: Twice Source: Ministry National Reading assessment program Considerations: Evaluation should be done in the quarter prior to reporting year.		1		Data will be reported in Q4
	Definition: 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	Schedule: Twice Source: Report submitted to ministry Considerations: Reports to be completed by Q1 of reporting year		2		Data will be reported in Q4
3.2.1-34.Number of standardized learning assessments supported by USG	Definition Number standardized learning assessments carried out to measure learning outcomes specific learning outcomes in specific subjects of literacy and numeracy	Schedule Annual Source Assessment reports Consideration	Direct	8	n/a	Data will be reported in Q4

4.0 LESSONS LEARNED

For the P1 and P2 materials, one company was selected to do the printing, another company did the pick and pack of the printed books, and a third did the distribution. As a result, there were inevitable delays, and management of the process was difficult. For the P3 materials, the RFP requested companies to bid for all three operations. As a result, there have been no delays and the one company has been responsible for the whole process from printing the books to delivery of the correct number to each school.

During the finalization of the artwork for the P3 books in November, it was discovered that, while the P1 and P2 books included the USAID logo and acknowledged USAID funding per the L3 branding and marking plan, they did not include a disclaimer indicating that responsibility for the contents rested with EDC and not with USAID. The P1 and P2 book artwork has now been amended so any future print runs will include the disclaimer, and the disclaimer will be included in all future publications.

The L3 team incorporates into the materials all comments and recommendations made by the Textbook Approval Committee. It is difficult to estimate how long the changes will take to apply until after the committee has met and provided their inputs. The technical team is trying to complete the materials and submit them to TAC earlier to allow the changes to be made.

The SD cards which had been issued to schools with the audio programs for P1 and P2 had to be collected and the P3 programs added. There were over 10,000 SD cards distributed among 2400 schools, but through the cooperation of the DEOs and SEOs, most of them were collected by the Provincial Coordinators during November and December. The cards will be returned to the schools before the beginning of the school term in January. It was difficult to contact the heads in several schools after the schools had closed, so in 2015 the cards will be collected before the schools close.

The SD cards which had been collected had to be cleaned and the new audio programs copied onto them. The SD card duplicators which had been purchased for previous duplications were too slow, so an agreement was reached with Integrated Polytechnic Regional Center (IPRC) for the fifteen temporary staff to use two of their computer labs during December to prepare the cards. The fifteen staff copied the 10,000 cards in fourteen days. This has proved an excellent facility and cooperation between L3 and IPRC will be continued.

5.0 FINANCE

Prepare monthly financial statements and projections

The finance team in Kigali is working closely with the home office accountants to monitor expenditure according to the budget. Projections for the coming three months are prepared and updated each month.

Prepare quarterly accruals and submit to USAID

The quarterly accruals were reported in December. The form SF425 will be submitted in January.

Unanticipated costs

During this quarter, the activities incurring additional costs listed in the previous report, i.e. additional days for installing solar panels, printing for TAC and the collection and updating of SD cards, were completed. The collection of SD cards was successfully completed by the Provincial Coordinators, through the cooperation of the DEOs and SEOs, without incurring additional costs. The use of the facilities at IPRC as reported above also reduced the costs of updating the SD cards. Distribution in January through the same channels will also reduce the additional cost.

It is expected that some of the costs of training teachers in schools without mentors will be saved by using the VSO volunteers and some of the funds allocated to VSO, to train teachers in the schools without mentors.

During the coming quarter, the following unanticipated costs will be incurred:

- The installation of solar panels in 87 schools which were omitted from the original list of schools without electricity.

6.0 ADMINISTRATION AND MANAGEMENT

Progress in Q1

Prepare monthly and quarterly reports

The monthly reports were submitted to REB on the 19th of each month as required. The quarterly report for quarter 4 of FY2014 was submitted to USAID, together with the annual report for FY2014 on October 31st. Comments were received from USAID at the end of November. After incorporating the changes requested, the final report was uploaded onto AidTracker.

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

The portfolio review meeting this quarter was held on October 14th with the EDC Regional Director. It took the form of a review of the FY2014 workplan, identifying successes and challenges and what remained to be completed in the next fiscal year.

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

Monthly meetings were held with partners on October 15th and December 17th. The meeting in November was cancelled because none of the partners could attend.

Organize Monthly USAID update Meeting

Monthly update meetings with USAID were held on October 9th, November 13th and December 11th. The EDC Regional Director attended the meeting in October.

Support Provincial Coordinators in management activities

During this quarter, the L3 Program Implementation Coordinator supported the Provincial Coordinators in their field activities by facilitating CPD sessions, processing cash advance requests, travel authorizations, and leave requests, and supporting reporting.

Commence COP and DCOP transition plan activities

Activities have been temporarily put on hold, as the COP has tendered his resignation, because he feels it is time for him to retire.

Activities planned

- Prepare monthly financial statements and projections
- Prepare quarterly accruals and submit to USAID
- Prepare monthly and quarterly 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
- Support Provincial Coordinators in management activities
- Commence COP and DCOP transition plan activities

COLLABORATION AND LEVERAGED RESOURCES

Progress in Q1

Organize a refresher training for Senior mentors on SMS reporting system (DataWinners)

As explained in section 4.C, in October the L3 M&E team held a refresher training for 58 senior mentors on the DataWinners reporting system.

Use the MCOP platform to respond to mentors' queries

During, quarter 1, the MCOP platform was used to regularly communicate and respond to mentors' queries and encourage them to strengthen and share their best practices. In addition, the portal was used to remind, support and guide mentors on how to submit SMS reports reflecting figures of teachers trained throughout 2014.

Collaborate with other development partners in the SBMP Task Force

The monthly SBMP Task Force meetings provide an opportunity for development partners to share important updates. In the last quarter, terms of reference and quarterly goals were developed. Recent efforts include SBMP mapping initiatives aimed at identifying the level of support mentors received from development partners in 2014. The December monthly meeting was postponed, and some activities

were carried over to the January meeting, including the update on the guidelines committee and development of the School Based Mentor training calendar for 2015.

Activities planned

- Use the MCOP platform to respond to mentors’ queries.
- Collaborate with other development partners in the SBMP Task Force.
- Attend the development partner and RENCPC meetings.

Communications:

Progress in Q1

Produce the quarterly newsletter with REB

L3 developed and designed the fifth edition of the REB newsletter and sent it to the DG at the end of November for approval. There are articles about solar panels and audio lessons, the curriculum reform, Rwanda Literacy Week, and REB's new teacher management software. Once approved by the DG, the newsletter will be published online.

Produce quarterly success story

In quarter 1, a success story about the distribution of solar panels and the use of audio lessons was developed and shared with USAID. The story was also adapted for the REB newsletter.

Maintain the L3 website and social media accounts

Maintaining the L3 website and facebook and twitter accounts is an ongoing activity. This quarter's press releases and articles were added to the website and shared on social media. Photos and messages were also shared on social media regarding mentor trainings, solar panels, the CLNVP, and the importance of parents reading to children over the school holiday.

Engage the media through press releases and other events

L3 worked with USAID and REB to develop a press release about the distribution of solar panels. It was released in early October once the distribution process had finished and monitoring visits had been conducted to see how the panels were functioning. The New Times and Igihe covered the story.

Table 10 L3 print media coverage

Article Title	News Source	Date
Schools to be Powered by Solar Panels	The New Times	October 7, 2014
USAID and Rwanda Education Board Distribute 1500 Solar Panels	Igihe	October 6, 2014

Develop one-pagers on different components of the project

As explained below, a number of materials were developed in Q2 to support the communications strategy for the instructional materials, including handouts with tips for teachers and guidance for parents.

Support development of communications strategy for SBM Program

As previously mentioned, this quarter the SBMP Task Force identified quarterly goals. Among them is to develop a communications strategy for the SBMP. The L3 communications manager will attend the next Task Force meeting in January 2015 to support this process.

Develop/implement a communications strategy for rollout of instructional materials

In Q1, L3 developed a communications strategy for 2015 focusing on the success of the instructional materials (Annex 8). Now that materials are in use in schools nationwide, the communications strategy is focused on ensuring that actors who play a role in the successful implementation of these materials are well informed.

A key component of this strategy is the involvement of parents in supporting learning at home, particularly with the student daily reader. As L3 has already worked well in introducing the program at the school level, the involvement of community structures and families was identified as a priority. For this reason, L3 is initiating a month-long communications campaign in February aimed at mobilizing schools and communities to sensitize parents on the importance of their involvement in their children's literacy development as well as to educate them on how to do so.

A poster and guidance sheet with information for parents were developed, and REB signed a letter detailing the campaign for districts. Provincial Coordinators will distribute these materials in January together with the SD cards. In their meetings with head teachers, SEOs, and DEOs, Provincial Coordinators will also explain the campaign and answer questions.

For the school level, another short document was developed explaining the new P3 materials, instructions for their care, as well as tips for teachers on how to conduct lessons using the materials effectively. Many of the tips included in this handout were derived from the findings of the lesson observations conducted in the 2014 school year and address the challenges teachers were facing in using the materials effectively. This handout will also be delivered by Provincial Coordinators in January.

These materials can be found in Annex 9.

In December, the L3 communications manager met with Rwanda Library Services to discuss their inclusion of the messages for parents in their Book and Reading Festival, also due to take place in February. RLS agreed that the message could be incorporated into their plans and events. Another meeting was held with additional Rwanda Reads partners to review planned activities in February and to agree upon harmonized messaging for the events. It was agreed that another meeting would take place in January to finalize messaging and media coordination for the month's activities. L3 provided Concern with a copy of the parent campaign materials to ensure the messages, which are in line with their BCC messages, are emphasized at PTC trainings.

Activities planned

- Produce the quarterly newsletter with REB
- Produce quarterly success story
- Maintain the L3 website and social media accounts
- Engage the media through press releases and other events
- Develop one-pagers on different components of the project
- Support development of communications strategy for SBM Program
- Develop/implement a communications strategy for rollout of instructional materials

7.0 ANNEXES

1. PTC monitoring form
2. 2014 Andika Rwanda report
3. REPS Progress Test Report
4. Minutes of L3 Steering Committee Meeting
5. Report on SBMs Use of DataWinners
6. Reports of PTC Girls Award monitoring visits
7. 2014 National Baseline Assessment Report
8. L3 instructional materials communications strategy
9. Parent and School communications materials