



# Literacy, Language and Learning Initiative

## Workplan

August 8, 2011 – September 30, 2012



Submitted by Education Development Center, Inc.  
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# Section 1: PROJECT SUMMARY

The Language, Literacy and Learning Initiative (L3L3) is a 5-year program financed by the United States Agency for International Development (USAID) and implemented by the Education Development Center, Inc. (EDC), with technical assistance from Volunteer Services Overseas (VSO), Concern Worldwide (CW) and International Educational Exchange (IEE). The implementation dates are August 2011 – August 2016. The L3 initiative's goal is to strengthen teaching and learning so that children leave primary school with solid literacy/numeracy skills.

The initiative has five principal objectives:

- **Improve the quality of reading, mathematics and English teaching in P1 to P4.** The L3 initiative trains teachers trained in how to implement the new, evidence-based reading and mathematics teaching strategies and how to use associated L3 instructional materials effectively. The initiative also initiates activities to motivate teachers and improve their working conditions.
- **Improve the availability of teaching and learning materials.** The L3 initiative provides teachers with instructional materials keyed to the new instructional practices. It also increases the availability of reading material by distributing over one million supplementary books. Finally, it introduces accessible and sustainable technologies (radio/audio, cell phones, video) to enrich students' learning.
- **Support the teaching of English and the transition to English as the language of instruction in P4.** The L3 initiative will produce interactive radio/audio instruction (IRI) programs for English as a second Language to develop students' and teachers' English communication skills and support their gradual transition to English as a language of instruction.
- **Strengthen Ministry capacity.** The L3 initiative embeds literacy/numeracy specialists in the central Ministry and the 11 TTCs, providing day-to-day support in literacy/numeracy and teacher training reforms.
- **Improve equity in education.** The combination of scripted teacher lessons and IRI programs ensures that all students – those in urban areas as well as those in the most remote regions - receive equal access, each day, to quality instruction. Their teachers also receive ongoing training in effective and inclusive instructional practices. The program targets additional resources and support to students in disadvantaged areas.

The following work plan details targets and activities for the first year of implementation (August 2011-September 2012).

## Section 2: ACTIVITIES IN 2011-2012 (FY12)

This document presents the L3 initiative's activities and planned outputs for Fiscal Year 2012. It is organized by results. Each result is broken down into its contributing activity sets, or components, and each component is described in terms of its FY12 activities. Finally, each planned activity for FY12 is summarized by an expected output for the fiscal year. These outputs contribute to the broader, program-level outputs and outcomes for L3 as a whole.

At the end of the document, we summarize planned FY12 outputs and activities by result and activity, and state the timeframe within which we expect each activity to be completed. This summary table links the activities to the indicators in the draft Performance Monitoring Plan (PMP).

### **Administration and Partnership Building**

To ensure Ministry involvement in all aspects of program design and implementation, the L3 initiative will establish a national steering committee composed of key Ministry decision makers. The committee will assist with the development of a memorandum of understanding with key Ministry entities, meet quarterly to review L3 progress and identify measures to ensure the continued success of the program.

The L3 initiative will also work with the Ministry to establish the technical working groups – one for numeracy, one for literacy, and one for ESL – to participate in the development of the standards (see activity 1.A below) and related evaluation tools.

The L3 initiative will also work with other donors and implementing partners, as well as Ministry representatives, to support the new Rwanda Reads initiative. This will include ensuring that L3 activities align with and support the goals outlined in the new reading initiative. In cases where Rwanda Reads planned activities are identical to or align with L3 planned activities, program staff will ensure that appropriate members of the Rwanda Reads committee are involved in the design and/or implementation of L3 activities. In addition, the L3 program will work with other partners with established programs in the area of literacy (Imbutu foundation, for example or UNESCO in the case of adult literacy) to identify synergies and potential areas of collaboration.

In the case of the Rwanda Education Commons (REC), L3 staff will meet with FHI360 representatives in November of 2011 to identify potential synergies and to map out a program of collaboration.

Finally, in year 1 the Deputy Chief of Party will, in collaboration with the Ministry, establish a partnership with one or more radio stations to broadcast the interactive radio programs.

### *Outputs for Administration and Partnership Building:*

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- National Steering Committee established and meets quarterly.
- MOUs signed with key Ministry entities.
- Technical working groups established for Literacy, Numeracy and ESL.
- Alliances and partnerships established with implementing partners working in the area of early literacy/numeracy (Imbutu foundation, Rwanda Reads) or seeking to provide support to the primary sector (Rwanda Education Commons)
- Partnership established with one or more radio stations.

## **Result 1: Improved quality of teaching**

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

The starting point for the development of the literacy/numeracy/ESL support package is the establishment of P1-6 student standards for literacy and numeracy. This includes identifying the major competencies that students need to develop and observable, grade-specific indicators for each. In Q1 of YR1, EDC literacy and numeracy specialists will work with a group of Ministry technicians to establish draft standards. The work will be informed by the results of the recent LARS and EGRA/EGMA evaluations.

The technical working group will also establish teacher professional standards for literacy, numeracy and ESL that will identify the key instructional practices that should be present in any early grade reading, math or ESL classroom, regardless of the approach or methodology used.

Finally, the group will identify **criteria of literacy/numeracy-rich environments** that specify factors that contribute to enhance student learning outcomes (teacher/student attendance and punctuality, access to reading resources, time devoted to instruction, parent and community support, etc.).

Once all three draft standards are established, the L3 initiative will work with the Ministry to develop and field test **simple diagnostic instruments** to collect data on student and teacher performance standards and the literacy/numeracy environment.

### *Outputs 1.A:*

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- Student & Teacher Standards and Criteria of literacy/numeracy-rich environments validated by Ministry.
- Tools to measure progress with respect to those standards/criteria field tested and validated by the Ministry of Education.

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

In Q1, EDC literacy and numeracy specialists will work with Ministry technicians to develop a scope and sequence for P1/P2 reading (Kinyarwanda), math and ESL that specifies the key skills to be taught, the sequence for introducing those skills, and the tasks children should be able to complete at key points in the sequence. The scope and sequence will serve as the blueprint for the scripted lessons and the supporting audio and print materials.

### *Output 1.B:*

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- Scope and sequence for P1/P2 reading (Kinyarwanda), math and ESL completed.

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

The Ministry's sector plan calls for the implementation of a SBMP so that teachers have access to a locally delivered professional development program. In Q1 of YR 1, the L3 technical director will begin working with Ministry authorities on the development of an institutional framework that defines the role and responsibilities of actors at all levels of the system in the implementation of a SBMP, including procedures for selecting and evaluating mentors and the resources available to support the implementation of the system over the short and medium term.

In Q2, L3 implementing partners IEE and VSO begin developing and field-testing video-based training modules on effective mentoring and peer support techniques, as well as the characteristics of effective school-based mentoring programs. The modules will be used during the field testing of L3 initiative inputs, as well as to support the rollout of the literacy/numeracy-based SBMP program, beginning in YR2.

The L3 initiative will work with the Rwanda Education Commons (REC) to identify how REC educational video production resources can be leveraged to support L3 goals. Discussions will also focus on identifying how REC information dissemination networks can be leveraged to ensure that L3 early literacy/numeracy video products reach as wide an audience as possible. In quarters 2 to 4, L3 implementing partner VSO will develop and field test at least three video modules on aspects of effective literacy/numeracy/ESL instruction. The video modules will be used during the field testing of L3 initiative inputs, as well as to support the rollout of the literacy/numeracy-based SBM Program, beginning in YR2.

### *Outputs 1.C:*

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- Institutional framework to support SBMP validated, including criteria for selection of National and School-based mentors.
- Video modules on effective mentoring and peer-support techniques and on characteristics of effective SBMPs developed and field tested.
- At least 3 video modules on effective literacy/numeracy/ESL instruction developed and field tested.

#### **Activity 1.D: Roll out the SBMP**

The L3 program will work with the Ministry to identify P1/P2 field test schools, as well as the districts for the rollout of L3 inputs in years 2 and 3. The framework developed in 1.C will provide the criteria for the selection of National Mentors and School-based mentors to support the field test of L3 inputs, as well as the nationwide roll-out. We will also finalize criteria for the selection of schools in each district and conditions schools must meet to receive L3 support and materials.

### *Outputs 1.D*

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- Field test schools identified.
- National and School-based Mentors identified for field test schools.
- Districts targeted for L3 rollout in Yrs 2 and 3 identified.
- Criteria for school selection finalized.

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

L3 implementing partner VSO will provide the KIE with a volunteer to identify how to insert training in effective literacy/numeracy instructional practices into existing TTC curricula. The most efficient way of doing so may be to create a course on reading/language methodology and one on mathematics methodology. The VSO volunteer will work closely with the L3 Technical Director and EDC literacy and numeracy experts during the development process.

Once the new curricula has been developed, or the existing curriculum modified, VSO TTC volunteers will co-teach the new courses (or the modified courses) to ensure that they are implemented as intended.

TTC VSO volunteers will also be provided with materials and trainings on how to use L3 literacy/numeracy support materials, how to build and use low-cost/no-cost materials, and how to use classroom-based tools to assess students' reading and numeracy skills, so that they integrate trainings on these elements in their existing work plans.

To ensure that VSO volunteers, TTC staff and student teachers have maximum access to instructional support materials, L3 initiative staff will work with REC representatives to identify literacy and numeracy resources to upload to the REC website and to the computer terminals installed in the TTCs.

In Q2, VSO will identify a short term volunteer to develop and field test modules on how to implement local Writers' Workshops and Math Camps for student teachers and teachers. The modules will be field tested a TTC in Q4. Based on the results of the field test, the modules will be revised and made available to NMs, SBMs and VSO TTC and District volunteers for use in YRS 2 to 5.

### *Outputs 1.E*

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- Communiqué from KIE to TTCs on how training in effective literacy/numeracy will be integrated into TTC program of study.
- VSO TTC volunteers trained on how to organize activities for TTC instructors and student teachers on effective literacy/numeracy instruction and use of L3 instructional materials.
- TTC instructors and student teachers trained on effective literacy/numeracy instruction and use of L3 instructional materials.
- Modules developed on how to implement effective Writers' Workshops and Math Camps.
- Writers' workshops and Math camps organized in at least 1 TTC.

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

The L3 initiative will work with a local NGO to develop and implement in L3 field test schools a training program for those interested in becoming literacy/numeracy volunteers. The program will include training in how to: 1) make low-cost instructional materials, 2) use L3 instructional materials to support student learning, and 3) use simple L3 tools to assess students' early reading and numeracy skills.

L3 implementing partner Concern Worldwide will also develop and implement training modules for Parent Teachers Committees (PTCs) in field test schools to reinforce their basic management capacity, as well as their ability to identify and initiate teacher-motivation activities related to literacy/numeracy and English, including launching income-generating activities to subsidize teacher housing, professional development activities or income levels.

Once field tested, both the volunteer and the PTC programs will be rolled out in Yrs 2 to 5 to partner schools in rural and low-income areas through Concern, the 45 VSO district/sector education volunteers, as well as Peace Corps education volunteers.

#### *Outputs 1.F*

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- NGO identified and recruited to develop and implement volunteer program.
- Modules to train volunteers developed and implemented in L3 field test schools.
- Volunteer program in L3 field schools evaluated; modules revised and available to implementing partners.
- Modules to reinforce PTC basic management capacity and train them in how to initiate teacher motivation activities developed and implemented in L3 field schools.
- PTC program in L3 field schools evaluated; modules revised and available to support rollout of program in Yrs 2-5.

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

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

In Q1, the L3 initiative will establish with the Ministry the desired level of audio support, at each grade level, for Kinyarwanda, English and Mathematics (number of programs per week, length of programs). The establishment of these parameters will inform the design of the instructional materials package.

In Q1 and Q2, Suzanne Simard, L3 IRI and Instructional Materials Specialist, will travel to Kigali to train L3 instructional materials developers on how to develop materials to support the scope and sequences outlined in 1.B above, including:

- A teacher's guide for P1 and P2 with scripted lessons
- Decodable texts keyed to the P1/P2 scripted lessons
- Read aloud stories and audio stories
- Home-school reading tracker

- Diagnostic assessment tasks keyed to P1/P2 scope and sequence
- Interactive audio programs keyed to P1/P2 scope and sequence.

The trainings will focus on key aspects of materials development, including: 1) how to conduct audience research to ensure that instructional materials are contextually appropriate, 2) how to develop creative and pedagogically sound reading, writing and mathematics activities, 3) how to write clearly and concisely, and 4) how to develop effective and engaging interactive audio programs. Production will start in Q1 and continue throughout the remaining quarters.

The L3 initiative will also sponsor initial Writer’s workshops with Ministry technicians and interested teachers in Q2 and Q3 to produce read-aloud books for the P1/P2 programs. We will launch a national story-writing contest in Q2 as a means of increasing the number of locally-authored read-aloud books for the P1/P2 program.

To support the production of audio materials, the L3 initiative will do a technical audit of the Ministry sound and video production studios in Q1 and identify and procure the materials required to bring the studios up to the required standards. It is anticipated that the studios will be functional by Q2.

### **Field testing of materials**

In Q1, as the materials production process is underway, the L3 initiative will work with the Ministry to identify treatment and control schools for the field test of the materials. Head teachers, teachers and parents in treatment schools will be trained in how to support students’ reading, math and ESL development, using the various tools and processes described above.

By the end of the school year, all P1/P2 materials and inputs will have been rigorously field tested and will be available for distribution, either through traditional distribution chains or electronically, via the Rwanda Education Commons.

The L3 initiative will also purchase video and audio players to support the rollout of the program in YR 2. The exact nature of the video and audio players (solar powered or not) and the quantities to be distributed will be finalized in Year 1, after consultation with the Ministry of Education and an analysis of the power sources available in different districts/sectors.

### *Outputs 2.A:*

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- Ministry-approved plan for audio-supported instruction, P1 to P4, finalized.
- Instructional materials developers trained in principles of effective print and audio materials.
- Ministry audio and video production studios equipped and operational.
- Head teachers, teachers, parents and community members in treatment schools trained in how to support students’ reading, math and ESL development.
- P1 and P2 teacher’s guides, decodable texts, read aloud stories, audio stories, diagnostic tools, and home-school reading tracker developed, field tested and ready for distribution.
- 50% of P1 and P2 interactive audio programs developed, field tested and ready for broadcast.
- Audio and video players purchased to support national rollout of the program.

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

The L3 initiative will begin, in YR 1, to provide schools with additional tools and materials to support L3 initiative goals. This will include: 1) uploading suitable **educational video material** to L3 video players and developing a on how to use the video materials in the classroom or for out of school activities; 2) **distributing cell phones** to National Mentors, school-based mentors and teachers in field test schools and putting in place an SMS-based system to both disseminate or receive information/data pertaining to the field test and provide teachers and students with follow-up reading and math learning activities. To support the SMS-based system, we will work with the Ministry to negotiate **a preferred rate for Ministry-approved cell phone-based educational activities**.

To support recreational reading and the home-based reading program, we will purchase print materials for inclusion in **a portable lending library** and work with Peace Corps volunteers to develop a system for managing the library. The lending library will be piloted in field test schools, data collected on its effectiveness and the system refined for rollout in rural and low-income regions beginning in YR 2.

To increase the amount of reading material available in schools, we will work with the Brothers to Brothers Foundation in Q4 to **identify priority materials for inclusion in book fairs** scheduled to take place in Yrs 2 and 3.

#### *Outputs 2.B:*

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- Suitable educational video material identified, uploaded onto portable video players and piloted in field test sites.
- SMS system for disseminating and receiving information on L3 initiative activities and for providing teachers and students with follow-up math, reading and ESL activities developed and piloted in field test schools.
- Preferred rate for Ministry-approved cell phone-based educational activities negotiated.
- Portable lending library system piloted in field test schools and ready for rollout in YR 2.
- Priority materials for inclusion in Brothers to Brothers Foundation shipments identified.

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

In YR 1, the L3 initiative will organize regular “make and take” sessions for teachers and community volunteers in field schools to show them how to build and use lo-cost/no-cost materials for their classroom to support students’ literacy and numeracy learning. The sessions will provide the basis for the development of a video-module that NMs, SBMs or VSO volunteers can use to organize regular “make and take” sessions during the roll-out phase.

The L3 initiative will also lay the foundation for the distribution of teacher (and potentially student)-authored materials by negotiating with the Ministry to have locally-developed materials produced during Writers’ Workshops, Math Camps or National Competitions

evaluated for potential inclusion in the list of resource materials districts can purchase with their annual textbook budget.

#### *Outputs 2.C:*

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- Regular “make and take” sessions organized for teachers in field school.
- Video-module on how to make and use low-cost/no-cost materials developed and available for use by SBM and NMs.
- Policy in place for inclusion in Ministry list of authorized resources locally-produced materials validated by MINEDUC.

#### **Activity 2D: Promote a culture of reading.**

L3 implementing partner Concern Worldwide Rwanda (CWR) will conduct a study of parents’ perceptions of literacy as well as the positive practices and the barriers, both in the home and at community level, to developing a culture of reading. The study, which will be conducted under the umbrella of Rwanda Reads, will identify key messages to be communicated to parents and community members as part of the PTC and volunteer training. The messages will also figure international, regional and local Rwanda Reads campaigns to promote a culture of reading beginning in YR 2.

#### *Outputs 2.D:*

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- Results of research study presented to Ministry and partners.
- Key messages identified for inclusion in national, regional and local campaigns.

### **Result 3: Support for English**

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

YR 1 is devoted to the development of interactive audio programs for P1/P2 teachers and students to support their development of English language skills. We will begin by developing a scope and sequence for the P1 and P2 English language programs to ensure their alignment with the Kinyarwanda programs.

Production of the ESL programs by the instructional materials developers will begin in Q1 and continue throughout the 2012 academic year. Programs will be produced in the Ministry’s refurbished audio production studio and field tested in L3 treatment schools.

#### *Outputs 3.A:*

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- Scope and sequence for P1/P2 ESL audio program developed.
  - Programs developed, field tested in L3 treatment schools and revised.
  - 50% of P1/P2 ESL programs ready for broadcast by the end of Q4.
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#### **Activity 3.B Use IRI to reinforce and extend face-to-face ESL training program**

To ensure that the ESL IRI programs reinforce and extend teachers’ skills gained through the face-to-face ESL training program, in Q1 L3 technical advisors will review the REAP materials, identify elements that

can be reinforced as part of the P1/P2 program, and integrate those elements (language expressions as well as pedagogical strategies) into the overall scope and sequence for those grade levels.

### *Outputs 3.B*

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- Technical report available identifying elements of REAP trainings to be integrated into P1/P4 materials.
- Scope and sequence for P1/P2 ESL audio programs integrates identified REAP elements.

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

The video-modules developed to support the implementation of the literacy-numeracy based SBMP program in YR 1 will be produced using simplified English. During the field test of the modules, we will assess the degree to which NMs and SMBs are able to facilitate trainings in English using the new modules, as well as teachers' ability to engage in pedagogical discussions (in Kinyarwanda or English). The results of the field test will provide valuable information as to changes to incorporate into the design of future modules.

We will also work with technical partners to identify additional audio or video materials that can be uploaded to L3 audio and video players to support teachers' (or community members) English language development.

### *Outputs 3.C*

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- Technical report available on NMs and SMB's ability to facilitate trainings in English, using new video-based modules.
- Additional ESL audio and/or video materials identified for uploading on L3 audio and video players, beginning in YR 2.

### **Activity 3.D Revise the existing English curriculum**

The development of the scope and sequence for P1/P4 will provide us with an opportunity to review the existing ESL curriculum with the Ministry to determine the extent to which it aligns with the new student performance standards and supports the transition to English as a language of instruction in P4. We will work with the Ministry to establish a technical working group in Q3 to review the existing curriculum and begin drafting a revised curriculum.

### *Outputs 3.D*

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- Technical working group to examine/revise existing ESL curriculum established.
- Work begun on producing revised ESL curriculum for primary.

## **Result 4: Strengthen Ministry Capacity**

### **Activity 4.A: Strengthen MINEDUC central capacity**

We will place EDC and VSO technical staff in Ministry offices so that they can give daily, hands-on support to their counterparts. Table below outlines the principal foci of the capacity building for central Ministry structures for FY1.

**Table: Foci of central Ministry capacity building**

Capacity building foci	Technical support
<ul style="list-style-type: none"> <li>• Student performance standards and grade-specific benchmarks (See 1.A)</li> <li>• Framework for systematic literacy &amp; numeracy (See 1.B)</li> <li>• Production of print materials to support literacy/numeracy program (See 2.A)</li> <li>• Production, using Ministry in-house audio production facilities, of IRI programs and other audio materials (See 2.A)</li> <li>• Production, using Ministry in-house video studio, of video modules (See 1.C)</li> </ul>	L <sup>3</sup> Technical Director, Literacy/numeracy Task Leaders L <sup>3</sup> Technical Director Literacy/numeracy Task Leaders EDC IRI specialists, IRI Task Leader VSO volunteer
<ul style="list-style-type: none"> <li>• Teacher performance standards (See 1.A)</li> <li>• Institutional framework for implementation of SBMP (See 1.C)</li> <li>• Training modules to support implementation of SBMP (See 1.C)</li> <li>• Support to implementation of LARS (See 4.E)</li> </ul>	L <sup>3</sup> Technical Director & VSO IEE IEE EDC Literacy/numeracy experts, L <sup>3</sup> M&E Director

**Outputs 4.A:**

- L3 initiative staff embedded in Ministry.
- Technical projects to reinforce Ministry capacity launched.

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

No formal activities in FY1, other than those described in previous sections.

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

We will work with the Ministry to develop a *Standards-Based Classroom Observation Sheet* (known in Rwanda as LOS) aligned to the new standards. This will entail producing - for each of the practices listed in the LOS - ‘snapshots’ describing observable practices at five points along the professional development continuum, from beginner to expert. The snapshots will provide observers (and teachers) with a common vision of effective practice, a common language to describe that vision and an objective means of measuring progress with respect to that vision.

Once the observation tool is finalized, we will work with the Ministry to implement a system for collecting, aggregating and analyzing data.

**Standards-based Classroom Observation Protocol for Education**  
*The SCOPE was developed by EDC with USAID funding for Egyptian Education Reform Program and adapted subsequently for Mali, Benin and the Philippines. It evaluates the same practices captured by the LOS: teachers’ use of instructional time, ability to promote problem solving and critical thinking and to foster a collaborative, equitable learning environment. It also examines how learning materials and instructional technologies are used.*

**Outputs 4.C:**

- Standards-based Classroom observation sheet, keyed to the new standards developed.
- System for collecting data on teacher practices defined.

**Activity 4.D. Improve tools and systems for assessing students’ reading and math competencies.**

We will work with the Ministry to develop a multi-year plan to respond to priority needs in the design, implementation and analysis of literacy/numeracy assessments (LARS, EGRA/EGMA, national exams). We

will encourage them to develop a plan that makes strategic use of EDC's world class experts in math and reading psychometrics, particularly with respect to:

- the development of LARS and/or examination questions that measure progress with respect to the benchmarks outlined in the new student literacy/numeracy performance standards, as well as critical cross-curricular skills (problem solving, critical-thinking, and written expression).
- the identification of items from regional assessments (SAQMEQ, PISA, TIMS, UNITY/Uganda for example) that could be embedded in the LARS and/or national exams and used to compare Rwandan students' performance with that of students in neighboring countries.

#### *Output 4.D:*

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- Multi-year plan developed.

## **Result 5: Improved Equity in Education**

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

In Q1, Suzanne Simard, EDC Interactive Audio Specialist, will work with the instructional materials developers to identify inclusive instructional practices to be modeled in IRI and print materials, as well as positive social messages that should be incorporated. The practices will be identified by reviewing the results of the various reports on inclusive education in Rwanda, as well as examining the principles of UNICEF's Child Friendly schools program. A matrix will be developed to evaluate the extent to which inclusive practices are incorporated and modeled in the materials.

#### *Outputs 5.A:*

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- List of inclusive instructional practices developed.  
Matrix developed and used to evaluate the extent to which L3 materials model inclusive practices.

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

L3 implementing partner Concern will develop terms of reference for a household/community study of key barriers and positive practices impacting on students' literacy and numeracy performance, with a specific focus on issues related to gender, poverty profile or children with special needs. The study will be carried out in Q2-Q3. The findings will result in the identification of key messages for a behavior change campaign, including positive attitudes and behaviors to reinforce. Concern will then develop a program to train PTCs and National Mentors in field test sites on behavior change communication, integrating the key messages. They will monitor the success of the strategy and make necessary revisions prior to the start of the national rollout in YR 2.

#### *Outputs 5.B:*

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- Terms of reference of household research validated.
- Data collected and final report available.
- Key messages identified.
- Training program for PTCs and NMs on key messages and behavior change campaign/strategy developed and PTCs and NMs in field sites trained.
- Evaluation data collected and program adapted for rollout nation-wide.

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

L3 Implementing partner VSO will develop and field test a module on inclusive education, integrating material from the UNICEF Child Friendly Schools and CAPACE programs and L3 research findings from 5B. The module will, among other things, train student teachers on: 1) how to use simple diagnostic tools to identify underperforming students and 2) how to implement appropriate remediation activities. The module will also be integrated to the package of support for PTCs.

#### *Output 5.C:*

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- Module developed, validated and field tested in at least one TTC.

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

The national rollout of L3 initiatives calls for additional supports to be targeted to students in rural and low-income areas. To prepare for that rollout, in YR 1 we will work with the Ministry to put in place a process for identifying those schools.

#### *Outputs 5.D:*

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- Process established for identifying schools in rural and low-income areas.
- Process used to identify schools in each district that correspond to that profile.

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

We will evaluate whether FAWE has the capacity to support district level monitoring girls' performance in reading and mathematics and to ensure that initiatives to support girls' learning in these two key areas is integrated into gender task force – or whether this work should fall under the leadership of the Gender Monitoring Unit. Once the appropriate partner agency is identified, we will also put in place processes for awarding district grants to local gender task forces that implement programs to support girls' literacy.

We will also establish a formal alliance with UNICEF to promote the principles of Child Friendly Schools.

#### *Outputs 5.E:*

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- Formal alliance established with FAWE or Gender Monitoring Unit outlining nature of L3 collaboration.
- Procedures and terms of reference finalized for distribution of grants to district gender task forces finalized.
- Formal alliance established with UNICEF detailing nature of L3 collaboration to support principles of Child Friendly Schools.

## **Monitoring and Evaluation**

In YR1, we will put in the foundations for our monitoring and evaluation by finalizing our Results Frameworks (performance indicators, annual targets) and having it validated by the Ministry. We will also finalize the design of the various data collection instruments.

YR1 evaluation activities will focus on the impact of L3 P1/P2 materials (counterfactual study) on teachers' practices, students' literacy and numeracy skills, and community/family literacy practices. Baseline data in control and treatment schools will be collected in January of 2012 and a midterm

evaluation in June/July of 2012. This will allow the program to monitor progress and make necessary adjustments.

*Outputs Monitoring and Evaluation:*

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- Results Framework and PMP validated.
- Data collection instruments designed and field tested.
- Schools identified for field test of P1/P2 inputs.
- Baseline data collected in control and treatment schools.
- Midpoint evaluation conducted and results available.

## Collaboration and Resource Leveraging

We will finalize Scopes of works and subcontracts with VSO, Concern Worldwide and IEE in Q1 to ensure the timely launch of activities. We will also begin establishing formal alliances with other technical projects to coordinate efforts and further advance L3 initiative goals, including the Rwanda Reads campaign and the Quality Summit. We will also focus on identifying partners able to contribute high quality video products to support young children's learning.

Considerable efforts will be expended in YR 1 to establishing a public-private partnership with cell phone providers with a view to negotiating a favorable tariff for Ministry-approved educational transmissions.

*Outputs Collaboration and Resource Leveraging:*

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- SOWs and subcontracts signed with VSO, Concern and IEE.
- Formal alliance established with Peace Corps and at least one other technical partner.
- Alliance established with educational video provider.
- At least one public-private partnership established.

# ANNEX

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## **Annex A--FIRST YEAR IMPLEMENTATION PLAN (MAJOR ACTIVITIES)**

Activity	Responsible	YR 1 (8/6/11 to 9/30/12)												Corresponding Indicators	
		8	9	10	11	12	1	2	3	4	5	6	7		8
<b>ADMINISTRATION AND MANAGEMENT</b>															
Complete staffing, team building	EDC														
Procure and refurbish office space within Ministry	EDC														
Renovate, refurbish Ministry audio and video studios	EDC														
Identify and negotiate with partner Radio Stations	EDC														
<b>MINISTRY OF EDUCATION PARTNERSHIP BUILDING</b>															
Establish National Technical Steering Committee	EDC														
Establish terms of reference for L3 partnership with key Ministry departments (REB, KIE)	EDC														
<b>COMMUNICATION</b>															
Launch public information campaign on L3 initiative	EDC														
Produce semiannual news letter (electronic)	EDC														
Hold quarterly meetings with technical steering committee, donors	EDC														
Complete quarterly performance reports and semiannual and annual reports	EDC														
<b>COMPONENT 1: IMPROVED QUALITY OF TEACHING</b>															
<b>1.A. Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision</b>															
Establish Ministry working committee with REB, KIE and NGO representatives working in the area of literacy/numeracy to develop standards	EDC, VSO														Does your program support education systems/policy reform?
Prepare draft standard	EDC, VSO														
Validate standards	EDC														
Develop school, classroom and home/community-based instruments for data collection	EDC, VSO														Proportion of (P2) students reading with fluency and comprehension after two years of schooling

Activity	Responsible	YR 1 (8/6/11 to 9/30/12)														Corresponding Indicators
		8	9	10	11	12	1	2	3	4	5	6	7	8	9	
																Proportion of students who, by the end of primary school, are able to read with comprehension, according to their countries' curricular goals
<b>1.B Develop an instructional package keyed to the new standards</b>																
Develop instructional framework for systematic early literacy, numeracy and ESL instructional materials	EDC				P1/2											Number of textbooks and other teaching and learning materials provided with USG assistance
Validate scope and sequence	REB					P1/2										
<b>1.C Complete School-based Mentoring Program (SBMP) framework and train mentors</b>																
Implement consultative dialogue to finalize the national framework for the school-based, peer mentoring program	EDC															Does your program support education systems/policy reform?
Submit draft national framework to stakeholders for review and validation	EDC															
Develop training module 1) principles of effective mentoring; 2) and characteristics of effective School-based Mentoring Programs	IEE															Proportion of teachers in SBMP using literacy/ numeracy methods and materials introduced by the L <sup>3</sup> initiative
Develop self-directed video module to train School-Based Mentors in effective mentoring and peer-support practices	IEE, VSO															Number of teachers/educators trained with USG support
Produce other video-based self-directed modules to support SBMP	VSO															
<b>1.D Roll out the SBMP</b>																
Identify field test schools																Proportion of teachers in SBMP using literacy/ numeracy methods and materials introduced by the L <sup>3</sup> initiative
Identify criteria for selection of targets for L3 rollout																
Identify criteria for school selection																Number of teachers/educators trained with USG support
<b>1.E Incorporate the Rwanda L3 literacy/numeracy models in TTCs</b>																
Identify with KIE and TTC how to insert effective literacy/numeracy practices in existing TTC curriculum	VSO, EDC															Number of supported TTCs transformed to centers of excellence

Activity	Responsibility	YR 1 (8/6/11 to 9/30/12)														Corresponding Indicators	
		8	9	10	11	12	1	2	3	4	5	6	7	8	9		
Train TTC, VSO instructors and student teachers on effective literacy/numeracy instruction & how to use L3 materials and technologies	VSO																
Module developed on how to implement effective Writer's Workshops and Math Camps	VSO																Number of different books and problem sets authored locally and reproduced for use in schools
Organize Writers' Workshop and Math Camps for student teachers and teachers	VSO																
<b>1.F Pilot initiatives to improve teachers' motivation and working conditions.</b>																	
<i>Support to implementation of a community math/literacy volunteer program</i>																	
Develop TOR for community literacy/numeracy volunteer program	EDC, VSO																Proportion of teachers who report improvements in motivation levels and working conditions
Develop and test training program and materials (including training modules) in pilot districts	NGO																
<i>Motivating teachers</i>																	
Develop training program for PTCs and Head teachers to reinforce their management skills, as well as their ability to identify and implement activities to motivate teachers (Housing, finance, training), including IGA to support such initiatives	CWR, VSO																Proportion of teachers who report improvements in motivation levels and working conditions
<b>COMPONENT 2: IMPROVED AVAILABILITY AND USE OF TEACHING AND LEARNING MATERIALS</b>																	
<b>2.A. Provide all teachers and students with a comprehensive package of materials</b>																	
Identify with Ministry desired level of IRI support, at each grade level, for Kinyarwanda, English and Mathematics (number of programs per week, length of programs)	EDC																Number of textbooks and other teaching and learning materials provided with USG assistance
Complete audience research for print and audio materials development	EDC				P1/2												
Train scriptwriters in basics of IRI production	EDC				P1/2		P1/P2										

Activity	Responsibility	YR 1 (8/6/11 to 9/30/12)														Corresponding Indicators
		8	9	10	11	12	1	2	3	4	5	6	7	8	9	
Organize Ministry-sponsored Writer's workshop to produce decodable and teacher read-aloud books	EDC						P1/2	P1/2		P1/2						Number of different books and problem sets authored locally and reproduced for use in schools
Launch national story writing contests to produce read aloud books	EDC															
<i>Field test of program materials (teacher's manual, decodable texts, audio stories, etc.) and evaluation of impact on student learning and teacher practices</i>																
Produce materials (IRI programs, teacher's manual, decodable texts, audio stories, etc.)	EDC				P1/2	Number of textbooks and other teaching and learning materials provided with USG assistance										
Identify treatment and control schools	EDC				P1/2											
Organize bi-monthly training of head teachers, Teachers, Parent-Teacher Committee members and Community volunteers	EDC					P1/2										
Monitor program implementation (ongoing)	EDC					P1/2										
Adjust program inputs, based on data from implementation monitoring	EDC									P1/2	P1/2	P1/2	P1/2	P1/2	P1/2	
<i>Roll out of program nation wide</i>																
Purchase and distribute solar powered MP3/radios	EDC															Number of textbooks and other teaching and learning materials provided with USG assistance
Organize initial training of teachers and HT in how to use IRI and other program materials	EDC, NM															
<b>2.B Pilot additional innovative tools and materials in rural and low-income regions</b>																
<i>Video libraries</i>																
Establish local and NGO partnerships for provision of videos for classroom and community use	EDC															Decrease in ratio gap of P1/P4 of boys/girls, rural/urban, low-income/higher-income <ul style="list-style-type: none"> <li>Students completing P1 and P2</li> <li>Students' performance in literacy and numeracy at P2</li> </ul>
Catalogue video material; cross reference with curriculum outcomes and/or age-level appropriateness	EDC															
<i>Cell phones</i>																
Negotiate preferred rate with local cell phone providers	EDC															Number of teachers/educators trained

Activity	Responsibility	YR 1 (8/6/11 to 9/30/12)												Corresponding Indicators		
		8	9	10	11	12	1	2	3	4	5	6	7		8	9
Distribute android cell phones to NM, SBM and teachers/schools in low-income areas	EDC															with USG support
<b>Portable lending libraries</b>																
Develop, procedures for managing travelling suitcase	EDC, PCV, VSO															<i>Decrease in ratio gap of P1/P4 of boys/girls, rural/urban, low-income/higher-income</i> <ul style="list-style-type: none"> <li>Students completing P1 and P2</li> <li>Students' performance in literacy and numeracy at P2</li> </ul>
Purchase reading materials	EDC															
Pilot initiative in Peace Corps and VSO sites	PCV, VSO															
Collect and analyze pilot data	PCV, EDC, VSO															
<b>Book fairs</b>																
Establish of list of priority literacy materials for Brothers to Brothers shipment	EDC														Number of textbooks and other teaching and learning materials provided with USG assistance	
<b>2.C Support student, teacher and community production of low-cost/no-cost materials</b>																
Regular "make and take" sessions organized for teachers in field schools															Number of different books and problem sets authored locally and reproduced for use in schools	
Video-module on how to make and use low-cost/no-cost materials developed and available for use by SBMs and NMs																
Negotiate procedures to allow schools to purchase Ministry-authorized, locally-produced supplementary materials with school budgets	EDC															
Negotiate with REB partnership to reproduce and distribute locally-produced material validated by national selection committee	EDC															
<b>2.D Promote a culture of reading</b>																
Have Terms of reference of research project (see below) validated by REB	CWR														Proportion of (P2) students reading with fluency and comprehension after two years of schooling	
Conduct household research on perceptions of parents on literacy and key barriers and positive practices impacting on	CWR														Proportion of students who, by the end	

Activity	Responsible	YR 1 (8/6/11 to 9/30/12)														Corresponding Indicators
		8	9	10	11	12	1	2	3	4	5	6	7	8	9	
children's interest in reading and their reading ability (study carried out in parallel with study in 5.B)																of primary school, are able to read with comprehension, according to their countries' curricular goals
Identify key messages																
Develop, roll out and monitor impact of key messaging to promote positive attitudes and behavior	CWR															
<b>COMPONENT 3: SUPPORT FOR ENGLISH</b>																
<b>3.A Develop a program to transition teachers (and students) to English as a language of instruction</b>																
Develop scope and sequence for P1/P2 ELS audio programs																
Produce/ test IRI-based ESL program (activities carried out concurrently with Component 2A activities above)	EDC															Improved English language skills among primary teachers and TTC instructors (percentage increase over baseline)
<b>3.B Use IRI to reinforce and extend face-to-face ESL training program</b>																
Identify elements of REAP program to reinforce in IRI programs	EDC															Improved English language skills among primary teachers and TTC instructors (percentage increase over baseline)
integrate strategies and structures taught during REAP program into P1/P2 ESL scope and sequence	EDC															
<b>3.C Use the SBMP to reinforce teachers' English</b>																
Assess NMs and SBMs ability to facilitate trainings in English, using new video-based modules																Improved English language skills among primary teachers and TTC instructors (percentage increase over baseline)
Identify additional ESL audio and/or video materials for uploading to L3 audio and video players																
<b>3.D Revise the existing English curriculum (activities carried out concurrently with 1.A)</b>																
Assist REB to establish technical working group to review existing ESL curriculum in light of national standards and new language policy	EDC															Improved English language skills among primary teachers and TTC instructors (percentage increase over baseline)
Organize consultative sessions with English language	EDC															

Activity	Responsibility	YR 1 (8/6/11 to 9/30/12)												Corresponding Indicators		
		8	9	10	11	12	1	2	3	4	5	6	7		8	9
stakeholders																
Facilitate production of draft curriculum	EDC															
<b>COMPONENT 4: STRENGTHEN MINISTRY CAPACITY</b>																
<b>4.A. Strengthen MINEDUC central capacity</b>																
Finalize assignment of Ministry counterparts to L3 staff	EDC															[Number of projects that] provide support to build country capacity for national learning assessments
Reach agreement with Ministry on space for L3 embedded team	EDC															
Implement technical projects to strengthen MINEDUC capacity	EDC															
Advise on policies in support of L3 project objectives (ongoing)	EDC															
<b>4.C. Develop tools and systems for monitoring teacher practices</b>																
Adapt LOS to make it standards-based and criterion referenced	EDC															Proportion of teachers in SBMP using literacy/ numeracy methods and materials introduced by the L <sup>3</sup> initiative
Devise system for collecting and aggregating data	EDC															
<b>4.D. Improve tools and systems for assessing students' reading and math competencies</b>																
Develop multiyear plan for technical support to LARS and Examinations	EDC															[Number of projects that] provide support to build country capacity for national learning assessments
Provide STTA to LARS and Examinations (exact dates to be specified in plan)	EDC															
<b>COMPONENT 5: IMPROVED EQUITY IN EDUCATION</b>																
<b>5.A Ensure equal access to quality instruction</b>																
Identify inclusive practices to model in IRI and print materials	EDC															Decrease in ratio gap of P1/P4 of boys/girls, rural/urban, low-income/higher-income <ul style="list-style-type: none"> <li>Students completing P1 and P2</li> <li>Students' performance in literacy and numeracy at P2</li> </ul>
Implement monitoring matrix to ensure that practices are consistently modeled in all materials (audio and print)	EDC															
<b>5.B Promote positive images of girls and other marginalized groups</b>																
Conduct household research on key barriers and positive practices impacting on performance in the classroom viewed from gender and poverty profile perspective, as well as from the	CWR															Decrease in ratio gap of P1/P4 of boys/girls, rural/urban, low-income/higher-income

Activity	Responsibility	YR 1 (8/6/11 to 9/30/12)														Corresponding Indicators
		8	9	10	11	12	1	2	3	4	5	6	7	8	9	
perspective of children with special needs																<ul style="list-style-type: none"> <li>Students completing P1 and P2</li> <li>Students' performance in literacy and numeracy at P2</li> </ul>
Identify key messages to reinforce and promote positive attitudes and behaviors	CWR															
Train national mentors in field test sites on BCC messages	CWR															
Train PTCs in field test sites on	CWR															
Monitor and follow up	CWR															
<b>5.C. Train teachers and parents to address barriers</b>																
Implement module on inclusion for TTC, using L3 materials	VSO/CWR															<i>Decrease in ratio gap of P1/P4 of boys/girls, rural/urban, low-income/higher-income</i> <ul style="list-style-type: none"> <li>Students completing P1 and P2</li> <li>Students' performance in literacy and numeracy at P2</li> </ul>
Develop diagnostic tools and remediation activities for literacy/numeracy (see 2.A) above	EDC															
<b>5.D. Provide additional resources to rural, low-income areas</b>																
Identify with Ministry procedures or criteria for identify schools in rural and low-income areas and for identifying schools in each district that correspond to that profile	EDC															<i>Decrease in ratio gap of P1/P4 of boys/girls, rural/urban, low-income/higher-income</i> <ul style="list-style-type: none"> <li>Students completing P1 and P2</li> <li>Students' performance in literacy and numeracy at P2</li> </ul>
<b>5.E. Increase awareness of equity issues at key nodes</b>																
Form alliance with FAWE's gender task force	EDC															<i>Decrease in ratio gap of P1/P4 of boys/girls, rural/urban, low-income/higher-income</i> <ul style="list-style-type: none"> <li>Students completing P1 and P2</li> <li>Students' performance in literacy and numeracy at P2</li> </ul>
Draft procedures and terms of reference for distributing grants to district gender task forces																
Ally with UNICEF's Child-Friendly Schools approach	EDC															
<b>MONITORING AND EVALUATION</b>																
<b>General performance monitoring and evaluation</b>																
Hold stakeholder workshop to finalize Results Framework, indicators and benchmarks																Proportion of teachers in SBMP using literacy/ numeracy methods and

Activity	Responsible	YR 1 (8/6/11 to 9/30/12)														Corresponding Indicators
		8	9	10	11	12	1	2	3	4	5	6	7	8	9	
Identify data collectors																materials introduced by the L <sup>3</sup> initiative
Design and field test various school and TTC data collection instruments																Proportion of (P2) students reading with fluency and comprehension after two years of schooling  Proportion of students who, by the end of primary school, are able to read with comprehension, according to their countries' curricular goals
<b>Evaluation of P1/P2 field test</b>																
Identify treatment and control schools																Proportion of teachers in SBMP using literacy/ numeracy methods and materials introduced by the L <sup>3</sup> initiative
Collect baseline data in control and treatment schools																
Field test program materials (teacher's manual, decodable texts, audio stories, etc.)																Proportion of (P2) students reading with fluency and comprehension after two years of schooling
Monitor implementation (ongoing)																
Collect data in control and treatment schools in middle of implementation cycle																Proportion of students who, by the end of primary school, are able to read with comprehension, according to their countries' curricular goals
<b>COLLABORATION AND LEVERAGED RESOURCES</b>																
Finalize Scopes of Works and subcontracts with VSO, Concern and IEE	EDC															Diverse
Establish alliance with Peace Corps to support L3 activities and goals	EDC															
Establish alliance with other educational partners (Unicef, British Council, DFID, etc.) to support L3 activities and goals	EDC															
Establish at least one Public-private partnership established to support initiative goals (video materials, cell phone coverage, publishers, etc.)	EDC															