



Literacy, Language and Learning Initiative

FY14 - Year Three Annual Report



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L3 Overview

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

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

IR 1: Improved Quality of Teaching

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

IR 2: Improved Availability of Teaching and Learning Materials

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

IR 3: Support for English

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

IR 4: Strengthened Ministry Capacity

- Activity 1: Embed L3 literacy/numeracy specialists in the central MINEDUC and the 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

ACRONYMS

BCC	Behavior Change Communications
CBF	Community Based Facilitator
CLNVP	Community Literacy and Numeracy Volunteer Program
CML	Community Mobile Library
Concern	Concern Worldwide
CPD	Continuous Professional Development
CPMD	Curricula and Pedagogical Materials Department
DDG	Deputy Director General
DG	Director General
EDC	Education Development Center, Inc.
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
ESL	English as a Second Language
ESWG	Education Sector Working Group
EQS	Education Quality and Standards
FARS	Fluency Assessment in Rwandan Schools
FDI	Future Dynamic Innovations
HNI	Human Network International
IBB	International Book Bank
IEE	International Education Exchange
IT	Information Technology
L3	Language, Literacy and Learning Initiative
LARS	Learning Achievement in Rwanda Schools
LNA	Literacy and Numeracy Advisor (VSO volunteer)
M&E	Monitoring and Evaluation
MCOP	Mentorship Community of Practice
MINEDUC	Ministry of Education
MINISPOC	Ministry of Sport and Culture
MRA	Methodology and Resource Advisor (VSO volunteer)
NAR	Never Again Rwanda

NGO	Non Governmental Organization
P1-6	Primary One to Six
PMP	Performance and Monitoring Plan
PTC	Parent Teacher Committee
REB	Rwanda Education Board
REPS	Rwandan English Proficiency Standards
RFP	Request for Proposal
SBM	School-based mentor
SBMP	School-based Mentoring Program
SEN	Special Education Needs
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TOR	Terms of Reference
TRC	Teacher Resource Center
TTC	Teacher Training Colleges
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

The P1 and P2 Kinyarwanda, English and Math materials were completed and submitted to the Textbook Approval Committee (TAC) in October. Final approval was received in December and the materials sent to the printing company in South Africa. A total of 6.4 million teachers guides and student readers arrived in Kigali in February and March and distribution to 2644 schools was completed in July. Copies of the books were also supplied to teacher training colleges (TTCs), inspectors and senior mentors. Cellphones and SD cards loaded with the audio lessons and speakers were distributed at the same time. Solar panels for charging the phones and speakers were purchased and distributed to schools without electricity.

The Kinyarwanda, English and Math materials for P3 were developed during the year. Terms 1 and 2 books and audio lessons were submitted to TAC in July. After revision as directed by TAC, the final materials together with Term 3 materials will be submitted to TAC in October.

During the development of the P3 materials, technical team members and technical advisors also participated actively in the curriculum revision process.

The development of the P4 materials has been postponed until the curriculum revision is complete because they will be implemented at the same time as the revised curriculum is implemented in schools.

Orientation sessions on the L3 materials were held for district education officers, sector education officers, mentors and heads in all 30 districts in order to brief them on the new materials being supplied to the schools.

The 60 senior mentors received training in how to use the L3 materials as well as the best literacy and numeracy practices at workshops held in quarters 1, 3 and 4. After their training they trained school-based mentors (SBMs) who then trained the teachers in their schools. L3 supplied the mentors with netbooks and projectors to use in their training sessions. The netbooks were loaded with the training materials and training videos and all mentors attended a one-day training workshop on their use.

Two more training modules, based on the professional standards for mentors, were developed and the training in mentoring standards and practices given to the senior mentors in April and August so that they could train the SBMs.

By the end of the year, ten Literacy and Numeracy VSO volunteers had been posted to TTCs. After receiving training on the L3 program in July, they trained 273 tutors from the TTCs, so they can train the student teachers in their classes. After receipt of over 100,000 books from the International Book Bank, L3 was able to distribute more than 8000 books to each of the thirteen TTCs for use in the libraries by the students and tutors.

A diagnostic test of teachers' English proficiency and a self-assessment questionnaire were approved for use by school-based mentors. Training workshops on test administration were held in five centers to train them in test administration and they subsequently tested over 29,000 teachers. The results showed that the majority of primary school teachers were in the lowest two levels of proficiency and speaking was the weakest skill. A progress test has been developed to assess any improvement made by the teachers during the year, and will be administered in October.

A total of 47 community mobile libraries have been established in 27 districts. Initially, Peace Corps volunteers were engaged to run them but this year the emphasis has been on engaging community-based organizations to provide a more permanent structure for them.

In a pilot program to work with volunteers to develop literacy skills within the community, Never Again Rwanda recruited and trained 30 community literacy volunteers in Bugesera District. NAR developed and piloted a manual for the volunteers, which will be submitted to REB after the end of the program.

Concern Worldwide completed their PTC training manual and submitted it to the Teacher Development and Management Department for use in their training of PTCs. During the year they trained 478 PTCs using the training manual but found that training only two members of each PTC did not produce the impact required. With the approval of REB, they will now train five members of each PTC but the training will reach fewer PTCs.

The collection of data on the impact of the L3 program in P1 and P2 in the pilot schools in Bugesera District was completed and the report compiled. The results were presented to CPMD in April and copies of the report circulated to REB. A national assessment of reading fluency in Kinyarwanda and numeracy was undertaken in P2 and P3 in March. A further assessment of fluency and numeracy in P1, P2 and P3 was conducted in September to provide a baseline for assessments to be conducted in September 2015 (midline) and September 2016 (endline). The results will be disseminated in November.

Richard Trewby took over as COP from Said Yasin in November. Mary Sugrue, previously Acting Technical Director, was confirmed as Technical Director from January 5th. Protogene Ndahayo, formerly English Task Leader, was appointed Program Implementation Coordinator and five Provincial Coordinators were recruited to manage the implementation of the L3 program.

Negotiations with USAID on the revision of the program description and budget for L3 were completed in the fourth quarter and the modification signed in August. Strict budget controls have been introduced to ensure the program remains within budget.

2.0 PROGRESS TOWARD RESULTS

Result 1: Improved quality of teaching

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

National Reading Standards

In order to validate the draft national reading standards for fluency and comprehension, additional data for fluency was required. The report on the results of the Fluency Assessment in Rwandan Schools (FARS) from a nationally representative sample has been submitted to the DDG of the Rwanda Education Board (REB)'s Education Quality and Standards (EQS) department.

At the end of year 3, the DDG reported that EQS is in the process of consolidating all standards to create overall national standards.

National Mathematics Standards

In November 2013, Dr. Paul Goldenberg, EDC Math Specialist, presented the national mathematics standards to REB's Curriculum and Pedagogical Materials Department (CPMD). The standards are for grades P1-6 and include both content and practice standards (Annex 1).

These standards have also been given to the EQS DDG for consolidation into the national standards.

Diagnostic tools

In year 3, L3 continued developing simple diagnostic tools as part of the instructional materials development process. These tools can be used by a teacher, parent, or community member after every 10 lessons to assess what is learned and to provide a sense of student progress toward national standards in a timely manner. Teachers and parents may use the activities and games in the students' daily home school reader and the student textbook to revise previously studied content and skills as a remediation activity.

Diagnostic tools for P3 English, Kinyarwanda, and mathematics were developed. As explained further in section 1.B below, development of P4 materials was rescheduled to take place in year 4.

National Curriculum Reform

This year, REB has been extremely busy with the national curriculum reform, which will result in a new competency-based national curriculum from pre-primary to senior six. L3 has aimed to provide as much assistance to this important process as possible.

The L3 COP as well as EDC specialists Paul Goldenberg and Nancy Clark-Chiarelli attended the National Consultative Curriculum Conference in November 2013. Following this initial conference, there have been seven workshops, beginning in March 2014. L3 has participated in each; members of the math,

English, and Kinyarwanda teams, Paul Goldenberg, EDC literacy specialist Michelle Drouin, and the L3 technical director, have supported the work in the subject panels. This has included finalizing a format for the subject syllabuses, and developing subject panel overviews and subject units.

Participating in the curriculum review process has been an opportunity for L3 to ensure that L3's P1 and P2 materials will continue to be relevant and to determine the development of P3 and P4 materials. This will ensure that the L3 materials will be effective in 2016 when the new curriculum will be implemented.

Outputs 1.A:

- **National reading standards for P3 and P5 Kinyarwanda and English validated.** FARS report given to EQS; reading standards are being compiled with other standards.
- **Finalize national standards for mathematics in P1 to P6; performance tasks to measure progress with respect to these standards developed and finalized.** Standards documents given to EQS for consolidation with other standards.
- **Classroom and school-based P3 and P4 tools to measure progress with respect to those standards developed and distributed to L3 schools.** P3 materials have been developed; P4 will be developed in year 4.
- **Participate in the National Curriculum Conference.** Completed.
- **Terms of reference and initial strategies for L3 support to curriculum revision process developed.** Terms of reference not developed, but L3 agreed to attend workshops, and support to the process is in EDC Technical Assistants' scopes of work.

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

P1 and P2 Materials

L3 presented all three terms of P1 and P2 materials for English, Kinyarwanda, and mathematics to REB's Textbook Approval Committee (TAC) in October 2013. The technical team received the final report of TAC recommendations on November 15th and received final approval after incorporating those revisions on December 18th.

Because the final approval for materials came late, this delayed the entire printing and distribution process of the materials.

One challenge faced was that it was not clear what the guidelines were for submitting the materials to TAC. It also was difficult to receive approval for all three terms at once; this experience has informed the materials development process for P3.

P3 Materials

The scopes and sequences for P3 English, Kinyarwanda, and mathematics were finalized in Q4 of FY13, though they were further improved upon in Q1. Due to the final revisions of P1 and P2 materials, development of P3 materials began in December 2013.

To ensure regular feedback, it was agreed that each team would report weekly to their CPMD focal points detailing progress made, difficulties encountered, and planned activities for the following week. Every fortnight the task leaders for each subject area provided CPMD focal points with a hard and soft copy of the materials as they were developed. A copy of the audio materials was supplied every four weeks. This enabled focal points to review the materials and provide regular feedback and suggestions to the teams as their time allowed.

The experimental materials were distributed to 90 schools in L3's pilot districts Gasabo, Rulindo, Huye, Karongi, and Bugesera, and teachers, head teachers, directors of studies, senior mentors, and school-based mentors (SBMs) were trained on their use. Originally, it had been planned that just 30 schools would receive the materials to allow for closer monitoring, but L3 and REB agreed to distribute materials to the 90 schools while concentrating monitoring on 30.

Each week during term time, members of the Kinyarwanda, mathematics, and English teams conducted a monitoring visit to one of the 30 pilot schools. The team observed lessons and recorded observations using L3's audio and non-audio lesson observation forms. Following the observation, the team discussed progress and challenges with the teacher. During the Friday technical team meetings, the team members who had conducted that week's visit provided a briefing to the entire team.

With the hiring of a Program Implementation Coordinator and five Provincial Coordinators, additional monitoring of the implementation of P1, P2, and P3 materials occurs on a regular basis.

The materials underwent further review with teachers from the pilot schools in Muhanga district in May. Feedback and recommendations were collected from teachers, and these were incorporated into the materials.

TAC sessions were held for mathematics and Kinyarwanda on July 23rd and for English on August 22nd. Due to the busy schedule with the curriculum review, CPMD focal points recommended outside editors to work with the technical team in ensuring that the changes were made as requested. At the end of year 3, the materials team had completed these materials and was preparing the final submission to TAC for final approval of the materials.

P4 Materials

P3 is a critical year for students as it is the last year which uses Kinyarwanda as the language of instruction. It was important to know where P3 ends prior to the development of the P4 materials. Additionally, with the revision of the national curriculum, it would have been difficult to develop materials without knowing what the new curriculum would look like.

For these reasons, L3 decided to reschedule the development of P4 materials for year 4. P4 materials for English and mathematics will be rolled out for nationwide use during the 2016 school year, the same year the revised curriculum will be implemented.

In year 3, the English scope and sequence was finalized and is ready for forwarding to CPMD focal points. The mathematics scope and sequence will be developed once the new curriculum has been validated in December 2014. The English team has begun the development of master plans, leveled texts, and read alouds for P4 term 1.

Output 1.B:

- **Materials for P1 and P2 approved, printed and distributed.** Completed.

- **Scope and sequence for key P3 skills in English, Kinyarwanda and mathematics finalized.** Completed.
- **Materials for P3 developed and approved.** Materials have been developed; final approval is expected in October 2014.
- **Scope and sequence for key P4 skill in English and mathematics finalized.** English finalized; mathematics to be developed in line with new curriculum in December 2014.
- **Materials for P4 developed and approved.** P4 rescheduled for year 4.

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

Support to SBM Program Technical Working Group

In Year 3, there have been changes in L3's support to the School-based Mentoring Program (SBMP). Firstly, there was a change in the staffing of the L3 SBMP Task Leader. The previous Task Leader resigned in November 2013, and the new Task Leader took up his post in January 2014.

Additionally, in quarter 4, recommendations from the Education Sector Working Group (ESWG) review report called for a restructuring of the SBMP Technical Working Group. The group is now the SBMP Task Force. Terms of reference for the task force are under development.

In the coming months, the group will be working on some technical issues, including guidelines for SBMP stakeholders, an M&E strategy, and a communications strategy. The L3 technical director will continue to co-chair while the SBMP Task Leader undertakes the role of secretary.

Recruitment of mentors

In Year 3, L3 provided support to REB TDM for the recruitment of SBMs. In Q3, 111 newly-appointed SBMs underwent induction training from April 22nd to 26th. The new mentors went through phase 1 mentor training as well as training on the use of L3 instructional materials, netbooks, and pico projectors. At the end of year 3, there were 865 mentors, 56 of them senior mentors. In year 4, L3 will continue to support TDM to recruit mentors to reach the full population of 1,000.

Phase 2 and 3 mentor training

L3 had subcontracted the International Education Exchange (IEE) to produce and implement three training modules on good mentoring practice. IEE decided to reregister as a local NGO as it ended ties with its home office. As the process was taking longer than expected, L3 hired IEE staff as consultants.

In Year 3, phase 2 and 3 modules, based on the 16 standards for mentor professional competency, were developed and delivered to senior mentors for cascading to SBMs. The phase 2 training took place from April 18th to May 2nd, and the phase 3 training took place from August 11th to 15th.

As all three phases dealt with similar topics, the phase 1 training videos were used as part of the phase 2 training. The video modules include: introduction to school; teacher preparation; observing classroom activities; teacher debrief; senior mentor debrief; and senior mentor planning.

Video-based resource packs and netbooks

In Q2, L3 purchased 1,000 netbooks and pico projectors for mentors. Over five weeks, beginning on January 13th, 770 were distributed. Head teachers, who are responsible for the equipment, were oriented on their use and care, and mentors received training on how to access the audio and video materials to support their work.

In Q3, 106 netbooks and projectors were distributed to the newly hired mentors. Some new mentors were replacements, and therefore were working at schools which already had received their netbooks.

Loaded on the netbooks are video-based resource packs for SBMs to use in their training sessions with teachers. These packs are in three categories; Early Grade Reading and Literacy; English as a Second Language; and school leadership for strong reading results.

In year 3, videos developed in year 2 were revised to contain simpler language and to ensure compatibility with the mentors' netbooks. New videos were developed, to complete the three video resource packs. Additional videos were filmed to support the rollout process of the materials. All videos are listed below. These have been distributed to mentors.

- A) Early Grade Reading and Literacy Resource Pack (12 modules)
 - A1. Teaching children how to read
 - A2. Classroom management
 - A3. Continuous assessment
 - A4. Letter names and sounds for Kinyarwanda
 - A5. Strategies for teaching children to decode
 - A6. Vocabulary development in the first language classroom
 - A7. Learning to read
 - A8. Strengthening comprehension skills and reading in Kinyarwanda.
 - A9. Supporting guided reading
 - A10. Supporting independent reading
 - A11. Creating, using, and maintaining print-rich environment in your classroom
 - A12. Early grade writing instruction: Handwriting and Beyond
- B) Resource Pack for Teaching English as a Second Language (5 modules)
 - B1. Learning to read and write in the second language classroom
 - B2. The names and sounds of the English alphabet
 - B3. Using the L 3 materials in your classroom
 - B4. Strategies for vocabulary development in the English language classroom
 - B5. Strategies for teaching children to decode in English
- C) Resource Pack for Instructional Leadership at the School Level (6 modules)
 - C1. Becoming the instructional leader of your school: Strategies and Approaches
 - C2. The head teacher's role in strengthening good practice in the classroom
 - C3. Using staff and resources to prioritize teaching and learning
 - C4. Collaborating with the school-based mentors to strengthen teaching and learning
 - C5. Improving learning outcomes through links with parents and the community
 - C6. Improving outcomes for learners through setting goals and tracking progress

Additional videos:

- Introduction to L3
- P1 and P2 Kinyarwanda materials

- P1 and P2 English materials
- P1 and P2 mathematics materials
- Phonics and Phonemic Awareness: English language support
- Formative Evaluation

To ensure effective use of this technology, monthly meetings take place with representatives from the REB ICT department, FHI360, and L3. In Q4, L3 also delivered 10 extra netbooks to the REB ICT department to be loaned to mentors in cases in which netbooks were stolen.

Training on L3 materials

Senior mentors were trained on the use of L3 instructional materials and how to support the training of teachers on their use from November 11th to 14th 2013. Senior mentors then provided the same training to SBMs. Due to the delay with the distribution of materials, SBMs were directed to train teachers on the use of materials after the distribution.

Senior mentors were again trained from June 9th to 10th on best literacy and numeracy practices, which are reflected in L3's instructional materials. Senior mentors then cascaded this training to SBMs during their continuous professional development (CPD) sessions in June.

As explained in further detail in the M&E section, L3 uses an SMS system to collect data from mentors regarding the training they are providing to teachers. L3 also regularly monitors the Mentorship Community of Practice (MCOP) online forum to collect the feedback from mentors as well as to provide guidance as needed. In May, the Technical Director held a one-day feedback session with mentors responding to their queries about the implementation of L3 materials.

Outputs 1.C:

- Validated stakeholder responsibilities document indicating particular stakeholder's contribution to nation-wide implementation of SBMP. To be completed by the newly formed SBMP task force in year 4.
- Broad monitoring and evaluation strategy for SBMP validated. To be completed by the newly formed SBMP task force in year 4.
- Additional senior and school-based mentors recruited to complete full SBMP population
- Phases 2 and 3 training modules on principles of effective mentoring validated by REB. Completed.
- Self-directed video modules developed to support SM and SBM training, as well as teacher trainings facilitated by SBMs. Completed.
- SMs and SBMs trained in effective mentoring practices. Completed.
- 21 interactive video-based resource packs developed and validated. Completed.
- Video viewing systems procured and distributed to SBMs and SMs: Netbooks and PICO projectors for all mentors. Completed.
- Senior and school-based mentors trained on L3 materials. Completed.
- Feedback from mentors on implementation of materials nationally. Ongoing.

Activity 1.D: Roll out the SBMP

Mentors trained in P3 materials

As mentioned in section 1.B, L3 conducted training on the use of P3 materials during the distribution of the P3 term 1 materials to 90 pilot schools. This training was attended by teachers, head teachers, school-based mentors, and senior mentors.

Senior mentors training school-based mentors

Senior mentors conducted regular CPD meetings with their SBMs. At these meetings, senior mentors cascade training, including training on mentoring practices and the use of L3 materials, using their video training materials.

L3 provincial coordinators and the SBM Task Leader conducted regular monitoring visits to these meetings. In June, provincial coordinators visited these CPD meetings to monitor the cascade of the “Transforming classrooms: best practices in literacy and numeracy” training. The SBM Task Leader conducted a number of visits in quarter 4. The CPD meetings observed dealt with use of L3 video-based resource packs, Rwanda Literacy Week, as well as planning.

School-based mentors training/supporting teachers

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

In May, the SBM Task Leader received the reports for term 1, when schools had not yet received the P1 and P2 materials. Mentors had received their netbooks, loaded with the L3 video-based resource packs, and some mentors had reported that they had already begun training teachers.

In Q4, the SBM Task Leader had received reports from 39 senior mentors for term 2. These indicated that there is a very big discrepancy between the highest and lowest frequency of the use of L3's resources for supporting teachers with effective implementation of the materials. Reports from Nyagatare, Nyamagabe, and Nyaraguru districts show that mentors are providing insufficient support to teachers on the L3 materials. This issue will be followed up in year 4.

Outputs 1.D

- P1 and P2 teachers trained by SBMs in use of L3 materials. Ongoing.
- Training manuals for P3 content finalized and validated by REB. Completed.
- Senior and School-based Mentors in the 5 districts trained on P3 content. Completed.
- SMs conduct biweekly meetings of SBMs to reinforce skills and understanding. Ongoing.
- SBMs conduct regular meetings of P1/P2 teachers and classroom visits to reinforce use of materials. Ongoing.

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

P1 and P2 materials at the TTCs

L3 is working closely with Teacher Training Colleges (TTCs) so that, when student teachers finish school, they are ready to use L3's instructional materials and methodologies in primary schools. In quarter 3, all 13 TTCs received copies of the P1 and P2 English, Kinyarwanda, and mathematics materials. Each TTC received two copies of each teacher guide and read aloud story collection, three copies of each student daily reader, two phones loaded with all audio content, and one speaker.

In March, TTC representatives were given an orientation about the use of the materials during a meeting in Kigali. In June and July, L3 provincial coordinators trained the VSO volunteers—both the L3 Literacy and Numeracy Advisors (LNAs) and the Methodology and Resource Advisors (MRAs) – in the use of L3 materials. In July and August, the volunteers, with support from senior mentors and tutors, trained 273 TTC tutors at all TTCs.

Math Camps

This year, two LNAs reviewed and updated the Math Camp facilitator's guide as well as developed accompanying materials. In September 2014, these LNAs trained the other VSO volunteers on delivering the Math Camps.

Math Camps were planned for the third term. This proved difficult, as tutors and student teachers were busy finishing the curriculum ahead of the close of term and exams. The LNA at TTC Mbuga managed to deliver Math Camp content in a classroom setting in September. Math Camps are planned to take place during the holiday period in October.

Writers Workshops

Writers Workshops began with the recruitment of the VSO Writers Workshop Advisor in January 2014. The volunteer conducted a number of workshops, co-facilitating with TTC tutors, SBMs, and others.

The workshops conducted were:

- TTC Mbuga, February 25-28
- TTC Cyahinda, March 31 to April 3
- St. Andre, Muhanga, May 5-8
- TTC Byumba, June 3-5
- TTC Mururu, June 25-27
- Umutara Deaf School, September 15-17

At these workshops, participants included TTC students and tutors, as well as teachers from neighboring schools. The workshop at St. Andre included teachers from across the country. The workshop at the deaf school included teachers, as well as the principal, two deputies, one administrator, and trainers from craft workshops.

All other L3 VSO volunteers were trained on conducting the writers workshop, and all co-facilitators were encouraged to continue the writing and editing process at their schools. TTCs were also

encouraged to edit the best products from workshops themselves, and to determine how to showcase them, such as by creating rice sack books for display. In year 4, this effort to share best products will continue.

Outputs 1.E

- L3 P1 and P2 instructional materials distributed to all 13 TTCs. Completed.
- TTC instructors and VSO volunteers trained on L3 instructional materials. Completed.
- Math Camp tool kit revised and presented to CPMD. CPMD received the toolkit in FY13.
- Math Camps organized for teachers and student teachers. Math Camp content delivered at TTC Mbuga; others scheduled for October 2014.
- Writers' Workshops organized in TTCs. Completed.
- Best products from Writers' Workshops edited and published. TTCs encouraged to do their own editing and showcasing.

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

Community Literacy and Numeracy Volunteer Program (CLNVP)

L3 partner Never Again Rwanda (NAR) is responsible for implementing the CLNVP. This is a pilot program in Bugesera district within five sectors. In December 2013, the 30 community volunteers were trained so that they could begin holding reading and mathematics sessions with children.

The program was officially launched in February, when the 30 volunteers also received mobile phones and bicycles to support them in conducting their sessions. The program quickly attracted a large number of children, eager to learn.

A VSO volunteer arrived in Q2 to support NAR in implementing the program. A CLNVP manual has been under development and was frequently adjusted according to the experiences of the volunteers. A monitoring tool was also developed. NAR regularly visited the sessions to observe, and also invited volunteers for meetings to discuss the program's progress.

NAR established a community mobile library in Ruhuha sector so that volunteers had reading materials they could use during their sessions. The volunteers also took advantage of the read aloud story collections and student daily readers distributed in schools.

Overall, the project has been very successful, with a total of 2,432 children having participated in the sessions. NAR continues to work with local authorities to sensitize parents and community members about the importance of sending children to the sessions. In December, NAR will submit the completed manual and all accompanying materials to REB and other relevant stakeholders.

PTCs trained in teacher motivation

In year 3, L3 partner Concern Worldwide completed the Parent Teacher Committee (PTC) training module. Previously, there were to be separate modules for teacher motivation, community support to

literacy, and equity in education. Now, the modules are consolidated and are to be delivered in one training. Also included in the module is PTC roles and responsibilities.

Initially, the training was delivered to two PTC members, the head teacher and a parent representative, over three days. The participants developed action plans in each intervention area together with other members of their PTCs.

Prior to beginning training, Concern had meetings with the mayors, DEOs, and SEOs in the district.

The module was piloted in October 2013 with the training of community-based facilitators (CBFs). Following this training, the CBFs were observed cascading the training to PTC members from 45 schools in Nyamagabe district. The PTCs from the remaining 57 schools in Nyamagabe district were trained in December, along with additional CBFs and SEOs.

In this way, two PTC members from all schools in Nyaraguru, Gisagara, Nyanza, and Ruhango and 68 primary schools in Huye, were trained. SEOs were also trained. (The remaining 20 schools in Huye were trained in FY13.)

In quarter 4, Concern obtained approval on a new approach to PTC trainings. During their regular monitoring visits, Concern observed that many PTCs which had been trained were not implementing the activities in their action plans. The two trained PTC members were not able to effectively share their knowledge with their fellow members. One challenge that has contributed to this is the lack of engagement by senior mentors in the PTC training. It had been envisaged that senior mentors would be key actors in the training and follow up support needed for PTCs to successfully implement their plans. The request was discussed with REB TDM and approved by the DG. As a result, the PTC training will only reach 40% of the schools during the program, but it should have greater impact.

For this reason, Concern is now going back to the PTCs trained this year to reinforce and improve upon the previous training. Five members from each PTC are to be trained, together with SBMs.

In July and August 2014, Concern trained five members of PTCs from Nyamagabe, Nyaraguru, and Gisagara. SEOs, DEOs, and CBFs in Nyamagabe, Nyaraguru, and Gisagara were also trained to support PTCs with their action plans as well as assist in the monitoring of the program.

Concern will now concentrate on the southern province, training more PTC members in fewer PTCs, rather than training two PTC members. However, REB TDM will use the Concern PTC training module in their nationwide PTC trainings expected to take place in November 2014.

Awards to PTCs

This year, Concern has also awarded five PTCs for their teacher motivation initiatives. In year 2, PTCs from L3's 90 pilot schools in Gasabo, Rulindo, Huye, Bugesera, and Karongi were trained. Follow up to these PTCs took place during experience sharing meetings. At these meetings, PTCs did self evaluations regarding the success of their action plans. Using these, Concern selected schools to undergo verification exercises to choose the schools to receive awards. The criteria included that the PTC was not receiving outside help, did not have the resources to implement the program, and was located in a disadvantaged area.

Five schools received awards in May. The table below summarizes the awards and the initiatives being undertaken.

Table : Schools given teacher motivation awards

DISTRICT/SECTOR	SCHOOL	TYPE OF INITIATIVE REWARDED	INITIATIVE STATUS
HUYE/Rushashya	G.S Rugogwe	Pig rearing	Award received. The PTC has decided to change its project, as it was not easy to find space at the school to rear the pigs. Instead, the PTC is planning a banana plantation.
GASABO/Nduba	Shango P.S	Hen rearing and haircuts salon	The local authorities rejected their proposal for rearing hens, so the PTC will find another activity. The plans for the salon are in motion; the salon will be based in the community so that it can earn more income and benefit the community as well.
RULINDO/Rusiga	Nkanga P.S	Rabbit rearing and tontine	Improved the rabbit barn. There is also a plan to purchase goats for each teacher.
KARONGI/Rugabano	Kagombyi P.S	Rabbit rearing and Tontine	Improving the rabbit barn
BUGESERA/Nyaruenge	Kigarama PS	Haircuts salon	The PTC has not yet received the money due to bank transfer errors which occurred with their school account on UMWARIMU SACCO. The school and Concern are still following this issue.

Outputs 1.F

- Literacy volunteer program developed and implemented. Completed.
- Modules to train volunteers developed and implemented in L3 schools. Completed.
- VSO volunteer recruited to support local NGO. Completed.
- Modules to reinforce PTC management capacity developed and PTCs trained in how to initiate teacher motivation activities in L3 schools. Completed.
- Awards distributed to schools and/or sectors that implement outstanding programs. Completed.
- Modules on teacher motivation submitted to REB for review and validation. Module approved internally; REB TDM to use the module in their own PTC training.
- Introduction of L3 and Concern Worldwide to 7 new Districts in the Southern Province. Concern trained PTCs in six districts.
- Modules and Training rolled-out to PTCs in schools in the Southern Province. Completed.
- Collaborate with L3 partners (particularly those working at the community level, SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community. Ongoing.

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

Distribution of P1 and P2 materials and technology

In year 3, L3 completed the distribution of cell phones, speakers, teachers guides, student daily readers, read aloud story collections, and solar panels to schools nationwide.

The P1 and P2 instructional materials received final approval from REB on December 18th, and the materials were immediately sent to Paarl Media, the company in South Africa contracted to print the materials. Due to the volume of materials, the books were to arrive in three tranches. In order for the program to begin in schools as soon as possible, the teachers' guides and read aloud stories were air freighted from South Africa. They arrived in February.

Spedag Interfreight Rwanda Ltd was hired to store the materials as well as to pick and pack the phones, speakers, teachers guides, and read aloud books by district. Skynet was then contracted for the distribution of these materials from March 4th to 17th. Skynet failed to deliver on this agreed upon timeframe, instead completing the distribution in May.

Achazia Ltd distributed the student readers from May through August.

Additionally, L3 distributed and installed solar panels to 1,139 schools, through Future Dynamic Innovations (FDI), to ensure all schools were able to use the technology in the L3 program. Schools without electricity were identified with help from REB. During distribution, L3 discovered some inaccuracies in the list provided. Some schools on the list did have electricity, while others not on the list did not. Distribution to these schools will occur in year 4.

P3 and P4 materials

As explained in section 1.B, P3 materials were completed in year 3. Final approval from REB is expected in early November 2014.

The delays with P1 and P2 materials were cause for lessons learned. Firstly, L3 submitted P3 materials to TAC in stages, rather than all three terms at once, to allow for quicker approval. Additionally, for P3, a single company, English Press in Nairobi, has been contracted for the printing, packing, and distribution, to minimize delays between the different operations. The company is ready to begin printing materials as soon as the final approval is received.

National story-writing competition

In year 3, L3, together with REB and Drakkar Ltd, launched and concluded the first annual Andika Rwanda, the national writing competition for children's stories and poems.

A launching ceremony took place in Rugarama Primary School in Bugesera district. The Minister of Education and Deputy Chief of Mission to the US Embassy were guests of honor. Primary and secondary students and community members participated in writing activities.

REB inspectors, key implementers of the competition, distributed materials to sectors. These included posters advertising the competition to primary students, secondary students, and adults. Information packets were also given to DEOs, SEOs, sector executive secretaries, cell executive secretaries, and head teachers. The packets included information to disseminate within schools and communities, as well as instructions for selecting best stories and poems at the school and district levels.

Radio advertisements as well as a video were developed. Jay Polly, a popular hip-hop artist in Rwanda, was featured in these advertisements as well as the poster for secondary school students. He also visited a school in Kigali to promote the competition and talk about his experience writing the lyrics for his songs. Unfortunately, the advertisements did not air due to REB procurement delays. The video was circulated via social media and can be adapted for use in the 2015 competition.

Writers submitted their entries to schools and sector offices in May. Sectors then forwarded the documents to districts, where it was intended for a district level jury to take place. Inspectors together with DEOs were to manage these. Due to their other responsibilities, it was not possible for this to happen. Instead, L3 provincial coordinators facilitated the collection of all materials from districts.

In Kigali, a pre-jury inventoried and filtered through the large number of submissions—more than 3,300. A jury composed of REB inspectors selected the final winners, four primary students, six secondary students, and two adults.

From September 7th to 9th, the winners participated in a writers' symposium in Kigali. They worked with professional editors and illustrators to improve their work and celebrate stories and writing. On September 10th, they were awarded during the Rwanda Reads general assembly for Rwanda Literacy Week. Drakkar Ltd is now working on the publication of the stories and poems. The final volume will be distributed to primary schools across the country.

Program Implementation

In March, L3 hired a program implementation coordinator and five provincial coordinators. Their first task was to conduct orientation sessions in each district for DEOs, SEOs, mentors, and head teachers. These sessions introduced stakeholders to L3 materials and technology as well as each stakeholder's roles and responsibilities. At the end of the session, participants developed action plans to ensure effective implementation of the materials.

The provincial coordinators also organized teacher training. Because the mentoring program does not reach all schools, a large number of teachers are not supported. From July 5th to August 17th, trainings were held in 50 sites in all 30 districts for these teachers. In total, 4,571 teachers from 843 schools without school-based mentors were trained.

In September, provincial coordinators focused on visiting schools to monitor the implementation of materials. Each visited two schools per day and observed at least two lessons in each school. In total, they visited 113 schools and observed 259 teachers. The visits have been an opportunity to see both the challenges and successes of the implementation. Some challenges include schools with the incorrect number of materials and that some teachers were behind the implementation schedule. Teachers also agreed that as a result of the new materials, students are more attentive and motivated and are improving.

Outputs 2.A:

- P1 and P2 instructional materials and audio players distributed to over 2,000 schools. Completed.
- P3 and P4 materials developed and ready for distribution. P3 materials complete and awaiting final approval. P4 materials rescheduled for year 4.
- National story and poetry writing competition conducted and stories selected for read aloud books. Completed.

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

SMS system

As explained in more detail in the M&E section, L3 has been using an SMS system for the purposes of collecting data from mentors. However, it was not deemed feasible to use SMS to provide teachers with additional activities.

Community Mobile Libraries

In year 3, L3 distributed collections to 28 new communities, bringing the total of community mobile libraries (CMLs) to 47. Libraries are now established in 27 districts in Rwanda.

In the beginning, Peace Corps volunteers piloted the initiative. In year 3, L3 expanded the initiative to include civil society organizations, including local NGOs and parishes.

L3 also purchased 10,000 new Kinyarwanda books for inclusion in the library collections.

In general, students are the main users of the library, while few adults visit. Communities continue requesting additional Kinyarwanda materials. During monitoring visits and through analysis of data collected through the CML assessment questionnaires, it was also apparent that libraries organized by parishes and other community structures were more successful. Some libraries managed by Peace Corps volunteers stopped functioning once the volunteers ended their contract. Moving forward, L3 will require community committees to be established prior to the distribution of books.

The procedures manual for the establishment of CMLs was finalized. Originally, it was intended for REB, but it was realized that the more appropriate structure would be the Ministry of Sports and Culture (MINISPOC), which has community libraries in its mandate. Rwanda Library Services, under MINISPOC, is establishing community libraries and is also developing policies and guidelines. L3 submitted the manual to Rwanda Library Services and will work with them on the policies. The manual may serve as a reference. L3 will continue to maintain this relationship with Rwanda Library Services in year 4.

International Book Bank

L3 received over 100,000 books from the International Book Bank (IBB) to establish libraries in TTCs. The books include children's storybooks, teachers' reference books, and novels and nonfiction books for recreational reading. The books are meant to help cultivate a culture of reading at the TTCs, as well as provide resources for student teachers during their reading lessons in the primary schools.

In December, an event was held in Kigali to celebrate the shipment. TTC principals and officials from the University of Rwanda College of Education were in attendance. The principals collected their books to bring them back to their respective TTCs.

It was originally planned to receive a second shipment of books from IBB so that TTCs could host book fairs for the TTC and surrounding communities. Dr. Faustin, head of primary education, expressed concern that the books were not directly related to the curricula in the TTCs and decided that the second shipment was unnecessary.

Outputs 2.B:

- **SMS system for disseminating and receiving information on L3 initiative activities and for providing teachers and students with follow-up mathematics, reading and ESL activities developed and piloted in field test schools.** Activity dropped.
- **Preferred rate for Ministry-approved mobile phone-based educational activities negotiated.** Activity not completed.
- **CML procedures manual finalized and validated.** Finalized and submitted to Rwanda Library Services.
- **20 new mobile libraries launched.** Completed.
- **Priority materials for inclusion in International Book Bank shipments identified.** Books for TTC libraries distributed; second shipment deemed unnecessary by College of Education.

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

TTCs trained in make and take

As explained in section 1.E, a number of writers' workshops took place in TTCs in year 3. At these workshops, student teachers and tutors learn to write their own stories for use in the classroom. They are encouraged to make rice sack books from their final products.

Additionally, VSO volunteers supported the establishment of teacher resource centers (TRCs) in each TTC. TRCs are places to create instructional materials from locally available materials. Volunteers hold sessions at the TRC to train tutors and student teachers on creating these resources.

SBMs trained in make and take

L3 finalized the video "Creating, using, and maintaining a print rich environment in your classroom" and distributed it at the training of senior mentors in August. Senior mentors cascaded the training to SBMs during their CPD sessions, and SBMs were directed to conduct sessions with teachers.

Outputs 2.C:

- **Student teachers and SMs/SBMs in L3 target schools trained in how to make and use low-cost/no-cost materials to support early literacy and numeracy programs.** Completed.
- **Video-module on how to make and use low-cost/no-cost materials developed and available for use by SBM and SMs.** Completed.

- Regular “make and take” sessions organized for teachers in field school. Ongoing; SBMs directed to have sessions with teachers.
- Policy in place for inclusion in Ministry list of authorized resources locally-produced materials validated by REB. Schools instead are encouraged to produce materials locally, such as with rice sacks.

Activity 2D: Promote a culture of reading.

Behavior Change Communication

In November 2013, the behavior change communication (BCC) materials were approved by the REB EQS department. The materials include posters, leaflets, t-shirts, notebooks, and calendars, which have a literacy message.

Concern has been distributing them gradually while conducting PTC trainings, which include a session on the BCC materials. Monitoring of the materials will take place in year 4. All L3 partners have also received copies of the materials.

PTC Training

As explained in section 1.F, Concern's training module for PTCs includes sessions on literacy, equity in education, and teacher motivation. In the literacy session, PTCs learn how to engage parents and community members in supporting children's literacy. PTCs in Nyamagabe, Nyaruguru, Gisagara, Nyanza, Ruhango, and Huye were trained in year 3.

As explained, PTC monitoring revealed that they required additional training to implement their action plans. However, Concern did encounter some successful initiatives and provided case studies. These include school libraries and reading competitions.

Collaboration for literacy promotion

VSO volunteers at TTCs regularly promote literacy within the TTC and in neighboring schools. Volunteers support activities such as school publications, debate clubs, story clubs, and so on. During literacy week, VSOs supported TTC events which included student teachers, tutors, local officials, and the surrounding community.

Concern also worked with PTCs and schools to have literacy events in Gisagara and Nyamagabe districts. In total, more than 5,000 people participated in these events.

Outputs 2.D:

- Key messages identified for inclusion in national, regional and local campaigns. Completed.
- VSO, SMs, SBMs and PTCs trained in key messages around literacy and learning (positive attitudes and behaviors). PTCs trained on the messages.
- Training modules for community members to support literacy developed. Completed.

- Local campaigns based on key messages to promote reading launched in schools in TTC catchment areas. Campaigns launched but not based on BCC messages.
- Module on community support to literacy submitted to EDC technical team and REB for review and validation. Completed.
- Module and Training rolled-out to PTCs in schools in the Southern Province. Completed.
- Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community. Ongoing. SEOs and DEOs trained in follow up; SBMs will be trained going forward.
- Monitor implementation and impact of PTC action Plans around teacher motivation and provide at least one case study to EDC. Completed.
- Procure and Print BCC Materials, once approved by REB, and develop a distribution plan (via Concern staff and CBF, commencing in the Southern Province). Completed.
- Integrate the BCC materials into the PTC training. Completed.
- Monitor the impact of disseminated messages. Carried into year 4.
- Collaborate with other L3 volunteers on ensuring a consistent behavior change communication strategy and seek ways to capitalize on other L3 partners' activities in the community around literacy activities. Ongoing. Partners received BCC materials.

Result 3: Support for English

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

As explained in sections 1.B and 2.A, L3 developed and distributed English materials together with Kinyarwanda and mathematics. P1 and P2 materials were distributed to schools nationwide, and P3 materials are awaiting final REB approval prior to national rollout. P4 materials will be developed in year 4.

Outputs 3.A:

- P1 and P2 English instructional materials and audio players distributed nationwide. Completed.
- P3 English materials developed and piloted in 90 schools. Completed.
- P4 English materials developed and ready for piloting. Rescheduled for year 4.

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

The interactive audio instruction programs developed for P1 and P2 assist the teachers in developing the language they need to teach English effectively. TDM agreed with The British Council that they would also provide materials to improve teachers' English proficiency.

However, as part of the REPS system, L3 also developed EFRT—the English for Rwandan Teachers resource bank. This is detailed in section 3.C.

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

Testing and measuring progress in English

In January 2014, the Continuous Professional Development Task Force and REB Director General approved the full rollout of English language diagnostic testing. This is under the REPS system—Rwanda English Proficiency Standards for teachers—developed by L3.

The purpose of the diagnostic test was for teachers to know their current level of English as well as to be able to set realistic and achievable goals for their improvement.

REPS materials, including performance indicators, the diagnostic testing guide, and assessment tools, were uploaded onto the netbooks distributed to mentors in January. In line with this, a training and testing schedule was developed, whereby L3 trained senior mentors, who then trained SBMs after they had received their netbooks, and then SBMs conducted the testing in schools. The Minister of State for Primary and Secondary Education as well as the REB Director General observed the testing process at a school in Nyagatare district.

In this way, 29,466 teachers completed the diagnostic test. The results, detailed in a report (Annex 2), showed that most teachers were at a lower level of English (REPS levels 1 or 1+). Mentors' support for teachers was therefore concentrated on those with the lowest skill levels.

Because the purpose of the diagnostic test is to measure and demonstrate progress, L3 developed a portfolio of progress tests. A plan was made to administer the first progress test in October 2014, via mentors as before. L3 and REB TDM trained senior mentors on the progress tests in September 2014.

To ensure sustainability of the REPS system, TDM has been directly involved in the process, so that they may continue regular tests.

English language resource bank

As part of the REPS system, L3 also developed EFRT—the English for Rwandan Teachers resource bank. Activities for reading, writing, listening, and speaking are included in the bank and are organized according to REPS level. Currently, there are 80 activities in the bank for levels 1 and 1+. These resources were also uploaded onto mentors' netbooks. They are meant to provide appropriately leveled resources for mentors as they support teachers in reaching their goals for progress.

Outputs 3.C

- **Diagnostic testing of all teachers in SBMP.** Completed.
- **Refined senior mentor and SBM training manuals for assessment tools.** Completed.
- **A resource bank of English language content and materials for SBMs.** Completed.
- **Record mechanisms to track teacher progress.** Completed.

Activity 3.D Revise the existing English curriculum

As explained in section 1.A, L3 has provided regular technical support to REB for the national curriculum revision process. Members of the English team, as well as a technical advisor and the technical director, have attended the workshops to support the development process.

Outputs 3.D

- **Terms of reference for L3 support to curriculum revision process developed.** No ToRs were developed, but L3 attended all workshops and provided regular support.
- **Curriculum conference supported through technical assistance.** Completed.
- **Technical support provided for curriculum revision process.** Completed.

Result 4: Strengthen Ministry Capacity

Activity 4.A: Strengthen REB central capacity

L3 aims to provide regular support to REB. In all activities, REB counterparts are valuable actors, including CPMD focal points during instructional materials development, TDM staff for the REPS testing, and inspectors during data collection. L3 also attends all curriculum revision workshops to support that process.

L3 also participates in a number of working groups and task forces, which have recently been reorganized by MINEDUC. The technical director sits on the Teacher Professional Development Technical Working Group, and the COP sits on the Curriculum Materials and Assessment Technical Working Group. The Technical Director also chairs the SBM Program Task Force, and the COP sits on the steering committee for Rwanda Reads.

Outputs 4.A:

- Ministry task forces and working groups operate successfully. L3 supports these.

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

In year 3, VSO recruited and placed additional LNA volunteers at 10 TTCs. At the end of year 3, 10 LNAs were in place and recruitment was ongoing.

It is their ongoing responsibility to support the implementation of the new TTC curriculum. Volunteers do this by conducting lesson observations, co-teaching lessons, and generally supporting the planning and teaching of lessons. They also conducted training in literacy and numeracy and the L3 materials for TTC tutors, so that the tutors could train the

They also manage a number of extracurricular activities, such as storytelling clubs, debate club, media club, and English club. These activities will begin in TTC Muhanga, TTC Gacuba, and TTC Zaza in the coming academic year, as these volunteers are new arrivals.

Table: LNA support to TTCs in year 3

TTC	Dates of LNA support	Extracurricular activities supported
TTC Muhanga	September 2014 to February 2016	
TTC Gacuba	May 2014 to February 2016	
TTC Byumba	January 2014 to January 2016	School publication club, math club
TTC Cyahinda	January 2014 to July 2014; September 6 to February 2016	Debate club, film club
TTC Zaza	September 2014 to February 2016	
TTC Matimba	May 2014 to December 2015	Writers club, journalists club, debate club, drama club
TTC Muramba	September 2013 to August 2015	Writers club, story club, readers

		club, Nyampinga club, debate club, video club
TTC Save	February 2014 to February 2016	Media club
TTC Mururu	January 2014 to June 2015	Storytelling, reading, and writing club
TTC Mbuga	September 2013 to October 2015	English club, debate club

As stated above, a number of Writers Workshops have also taken place at TTCs. At these workshops, teachers from neighboring schools are invited to attend. These teachers are also invited to use the TRCs. Volunteers have also supported the organization and management of the TTC library, stocked with the books from IBB, as described in section 2.B.

Outputs 4.B

- **TTC instructors trained on new courses.** Volunteers provide ongoing support.
- **VSO volunteers appointed to every TTC.** Volunteers at 10 TTCs, recruitment ongoing.
- **Programs initiated at TTCs to transform TTCs into centers of excellence for literacy and numeracy.** Completed.
- **Lecturers and student teachers have access to reference books.** Completed.

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

The SBM Technical Working Group developed criteria for 16 pedagogical practices and an accompanying classroom observation tool to monitor teacher improvement. The tool was approved in FY13.

With the reorganization of the SBM Task Force, a monitoring and evaluation strategy of the program will be at the forefront in year 4.

Outputs 4.C:

- **List of key evidence-based instructional practices developed and validated by REB.** Completed.
- **Classroom observation tool, keyed to instructional practices, developed and validated by REB.** Completed.
- **SMs and SBMs trained in the use of the tool.** Carried over to year 4.
- **System for collecting, aggregating and analyzing data defined, developed, and piloted.** Carried over to year 4.

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

L3 held discussions with REB about working together on national assessments. REB, with the support of UNICEF, is conducting the Learning Achievement in Rwandan Schools (LARS) on a nationally

representative sample. L3 supported the development and quality assurance of the tools for this assessment.

It had been proposed that L3 might do the national assessment for fluency and numeracy at the same time as LARS. However, it was agreed to conduct these two assessments separately, since LARS is a written test while L3's literacy and numeracy assessment requires one-to-one oral testing. However, when the data has been analyzed, L3 will work with REB on combining the results.

Output 4.D:

- **Develop plan to harmonize L3 and UNICEF support to student assessment** Ongoing.

Result 5: Improved Equity in Education

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

While there were no outputs defined for year 3, L3's work is always with the aim of ensuring equal access. This year, the P1 and P2 print and audio materials were distributed to all public primary schools, countrywide. The audio programs also ensure that students everywhere are receiving the same quality of instruction, regardless of location or income.

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

L3 materials

While developing instructional materials, L3 includes positive images of both boys and girls in the stories. In the audio lessons, the audio teacher also asks the teacher to regularly call on both boys and girls.

BCC materials

As stated above, Concern has developed BCC materials focusing on literacy. These are incorporated into the PTC training, and the materials also are inclusive, depicting both boys and girls, as well as children with disabilities. In year 4, Concern will develop BCC materials particularly focusing on promoting positive images of girls and other marginalized groups.

PTC training and action plans

As explained in section 1.F, Concern has been training PTCs in the southern province. During these trainings, a session on equity in education is delivered.

Concern has been monitoring the initiatives that schools undertake for equity. In one case study, Concern highlighted Gihinga School in Bugesera district, which constructed a separate washroom for girls. Other schools have undertaken this initiative, ensuring that girls have all the sanitation materials they need so that they don't miss school. Schools have also assigned teachers to be in charge of girls' issues, and they organize time for girls to discuss their sexual and reproductive health. In one school, Nyagisenyi Primary School, the teacher has also organized these discussions for boys, so that both boys and girls have a space to talk about and understand their health.

Girls Award

Concern selected a school from each of L3's pilot districts to receive an award for their initiatives to support girls' education. The table below lists the schools awarded and their initiatives.

School /District	Current status /activities in the use of the award	Comments
Rugarama PS in BUGESERA District	<ul style="list-style-type: none"> - The girls room was equipped with materials needed like pads, bath towels, and soaps. - The competition in messages that promote equity in education started; these are poems, short stories - The gender club in the school will conduct study visits to other neighboring schools as part of promoting gender. 	Girls can easily access the facilities which reduces their absences from the school. Children understand their equality and their right to equal opportunity through the gender club.
SANZA PS in KARONGI District	<ul style="list-style-type: none"> - New girls room was constructed and equipped (mattress, bed, filter of water) - Girls are actually informed about the sexual reproductive health as each Thursday the teacher in charge of them organizes sessions to discuss about this and other gender related issues. 	The number of absences for girls is reduced since they have a teacher in charge of reducing causes for absenteeism.
KOTANA PS in HUYE District	Activities to expand the girls' room are ongoing, and the room is scheduled to be completed in November. Materials from the room have been moved to the Deputy Head teacher's office. She is the one in charge of girls.	
NGARAMA PS in RULINDO DISTRICT	After the construction, the amount remaining will be used in purchasing: <ul style="list-style-type: none"> - Uniforms for the gender club - Establishing notice board with equity messages in schools - Maps of Rwanda which will help to locate gender-related services. 	
SHA PS in Gasabo district	The girls' room has been rehabilitated and expanded. Parents are sensitized to support girls by providing them with the sanitary materials they need.	The room is currently in use, and parents have expressed their appreciation for the initiative.

Collaboration

Concern held a meeting with VSO to discuss collaboration on the promotion of equity in education. The two organizations have agreed to work together in Nyaraguru district, where both have interventions.

Outputs 5.B:

- SMs, SBM, Community Based Facilitators and PTCs in L3 sites trained on BCC messages to promote positive images of girls and marginalized groups. CBFs and PTCs trained on literacy BCC messages; equity BCC messages to be developed in year 4.
- Evaluation data collected and program adapted for rollout nation-wide. Program readjusted so that 5 PTC members can be trained.
- Module to on community support equity in education submitted to REB for review and validation. Completed.
- Module and training rolled-out to PTCs in schools in the Southern Province. Completed.
- Monitor implementation and impact of PTC action plans on equity in education and provide at least one case study. Completed.
- Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community. Ongoing.
- Collaborate with VSO to see how their activities around inclusive education can complement our work on equity with the PTCs. Ongoing.

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

Inclusive education module

VSO developed a special education needs (SEN) module in 2012, and has continued to update it. VSO volunteers, including the LNAs and MRAs based at TTCs, deliver the module. It includes discussion on special needs, training on identifying different kinds of impairments, devising classroom strategies for supporting children with these impairments, and developing an action plan. The module has been delivered in TTC Byumba, TTC Matimba, and TTC Muramba, as well as for local teachers surrounding TTC Mururu.

Diagnostic tools

As explained in section 1.A, L3 develops simple diagnostic tools in line with the instructional materials. In year 3, these tools were developed for P3 English, Kinyarwanda, and mathematics.

The 30 community volunteers were trained on conducting volunteer sessions as well as on the use of these diagnostic tools.

Writers Workshops

As explained in section 1.E above, in September L3 delivered a writers workshop at Umutara Deaf School, aiming to provide children with disabilities the same benefit of having stories in the classroom.

Output 5.C:

- Inclusive education module developed, validated and field tested in at least one TTC. Completed.
- Diagnostic tools and remediation activities for literacy/numeracy developed (see 2.A) above. Completed.
- Teachers and community members trained on how to use the tools and activities to reach struggling students (See 1.C, 1.D and 2.A above). Completed.

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

The National Institute of Statistics has not yet released its criteria for rural and low-income areas. However, L3 continues to distribute community mobile libraries to rural communities ready to manage them. Concern Worldwide will use the Poverty Profile based on EICV 3 (Integrated Household Living Conditions Survey) from the National Statistics to select districts for training PTCs. The analysis identifies the poverty levels by district.

Outputs 5.D:

- Process for identifying schools in rural and low-income areas established Completed
- Process used to identify schools in each district that correspond to that profile Current data available only for districts
- Implement additional activities in target schools (see 1F and 2.B) Ongoing
- Institutional support to sector education officers to monitor progress in these schools provided Ongoing

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

L3 held meetings with the National Council for People with Disabilities, Handicap International, the National Union of Disabilities Organizations of Rwanda, VSO, and the College of Education, to seek guidance on the proposal for the subaward for disabled populations.

In September, the EDC Special Education Advisor visited Rwanda to meet with organizations working in special needs education. She developed the RFP which will be advertised in Q1 of year 4.

Outputs 5.E:

- Terms of reference and RFP issued for subaward for supporting literacy for disabled populations. RFP developed, to be advertised next quarter.

Monitoring and Evaluation

Indicators

Due to the acceleration of the national rollout, the FY14 targets were revised. More children, teachers, and others were impacted sooner than originally planned. Some targets were also revised to reflect that L3 piloted in 90 schools, not 30. The PMP and performance indicator reference sheets were revised to incorporate these changes.

Data Quality

Never Again Rwanda was trained on the M&E policies and procedures in quarter 2. Now, all L3 partners have received this training.

The L3 M&E team also conducted monitoring visits to partners to ensure data quality. The team joined NAR during the distribution of their community mobile library, and they attended PTC trainings conducted by Concern in May.

Additionally, provincial coordinators use M&E forms during their school visits to confirm data such as distribution and school enrollment.

Assessments

P1/P2 Bugesera Impact Evaluation

L3 conducted an impact evaluation in 12 schools in Bugesera district. The tools included the early grade reading assessment (EGRA) and early grade mathematics assessment (EGMA), teacher beliefs and practices survey, and teacher questionnaire. Data collection began in September and finished in October 2013.

L3 provided the report and made a presentation to CPMD in April 2014 (Annex 3).

National assessment for P1/P2

In March 2014, L3 administered FARS and MARS in 62 schools in 14 districts, for a total of 1,237 students assessed. Forty-two of the schools were sampled in 2011 by RTI. A report of the assessment was submitted to USAID (Annex 4).

This assessment was informative for conducting the P1 and P2 baseline in September.

National baseline

Data was collected from September 22-29 for the nationally representative baseline assessment. The FARS and MARS was administered to P1, P2 and P3 students at two schools in each of the 30 districts, for a total of 1,800 students.

P2/P3 assessment in Bugesera

L3 began the data collection in the 6 intervention and 6 control schools in Bugesera for FARS in P2 and P3. The data collection will finish on October 2nd.

HNI

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

L3 trained senior mentors on the system in May, and senior mentors trained SBMs. There are two kinds of reports that mentors send; one concerns school enrollment and teachers being trained. The second is for mentors to submit data on the content and duration of their trainings. This helps the M&E team in recording the number of teachers who have received at least 16 hours of training. However, in August it became apparent that only a few SBMs were submitting data, so a further training session was held with senior mentors to emphasize the need for SBMs to submit the data regularly.

Outputs Monitoring and Evaluation:

- Data quality assurance procedures implemented. Ongoing.
- Performance indicator reference sheets and data collection tools finalized for each indicator. Ongoing.
- L3 implementing partners staff trained on M&E systems and procedures. Completed.
- P1/P2 pilot reports completed and approved by REB and USAID. Report submitted to REB.
- Student and teacher assessment strategies and plans finalized. Completed.

3.0 RESULTS ACHIEVED

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Actual 2014	Comments on actual results
3.2.1-14: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: Output)	<p>Definition: Number of P1 to P6 learners benefitting from USG support</p> <p>Disaggregation: Gender, Direct and Indirect</p>	<p>Schedule: Annual</p> <p>Source: MINEDUC enrolment Statistics (projections based on 2011 figures, with extrapolations of growth)</p> <p>Considerations: Official statistics are released the next calendar year, targets are projections, with the correction for the actuals the following year</p>	Direct	1,121,182	1,129,314	Target exceeded by a total of 8132 students directly supported by L3. This is justified by the Rwandan Education Statistics released in 2014 revealing a higher number of P1 and P2 students in public and Government Aided Schools.
			F	568,439	557,905	The actual data for female students is less than the target; this is explained by the fact that the target was set based on projections, which contrasts with the actual number of P1 and P2 female students in public and government aided schools.
			M	552,742	571,409	The actual data for FY2014 exceeds the targets as the target was based on projections not the actual number of P1 and P2 male students as Rwanda Education Statistics of 2014.

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Actual 2014	Comments on actual results
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 P2. Disaggregation: Gender, urban/rural	Schedule: Twice (baseline/endline) Source: REB Fluency Assessment in Rwanda Schools Considerations: P2 standards need to be defined. Baseline data to be collected in early 2014	Dir.	NA	TBD	Baseline data for this indicator was collected in September 2014; midline data will be collected in September 2015 and endline data in September 2016
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, district	Schedule: Annual Source: Attendance records Considerations: The calculation of targets assumes reaching 75% of all teachers of relevant grades.	Dir.	16,484	5,945 (Male: 2406, female 3539)	The result reflects the total number of teachers who received at least sixteen hours training. The actual is less than the target as it has not been possible to obtain accurate data on the number of teachers receiving coaching from SBMs
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 KIE will approve them. The targets are based on estimations of	Dir.	4,430	5,130 (M: 2,268; F: 2,862)	Target exceeded. The assumption for the target on this indicator was that only 5 TTCs in the country would be assigned a Literacy and numeracy advisor/ VSO volunteer who would teach/co-teach TTC courses and host Writer's Workshops, math camps, and other activities, but in FY 2014, 8 TTCs were

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Actual 2014	Comments on actual results
		enrollment of 300 per TTC in literacy and math tracks and may change based on the actual enrollment data				assigned a volunteer, this contributed to the surplus of students teachers trained.
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	847,420	846,986	Target achieved reflects 75% of P1 and P2 students exposed to literacy and learning materials
			F	429,642	418,428	Target achieved reflects 75% of P1 and P2 female students exposed to literacy and learning materials
			M	417,778	428,557	Target achieved reflects 75% of P1 and P2 male students exposed to literacy and learning materials
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	Dir.	648	478	During the year it was agreed that Concern should reduce its LOE target from 100% of schools to 40% to improve the quality and impact of the training

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Actual 2014	Comments on actual results
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 its volunteers.	Dir.	5	8	8 TTCs were supported by literacy and numeracy volunteers during the academic year 2014. An additional 2 TTCs (TTC Zaza and TTC Muhanga) were assigned volunteers later in September 2014
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	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.	50 new 60 continuing	226 new tutors and 47 tutors continuing	Target exceeded as Literacy and Numeracy Advisors were appointed to 8 TTCs in 2014 instead of the anticipated five TTCs.
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	Schedule: Annual Source: PTA reports collected by partner Considerations: L3 conducts data quality assurance. The data are being collected through PTAs by the partner	Dir	75%	61%	The assessment done by Concern Worldwide in Nyamagabe and Gisagara District revealed that 19 PTCs (representing 61%) out 31 PTCs

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Actual 2014	Comments on actual results
	teachers to express the appreciation. Disaggregation: District	and are available the following academic year.				have started initiatives to support teacher motivation. Other PTCs will be assessed in Q1 of FY2015
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; Cost share documentation (in case of BBF donations)	NA	5,805,916	6,465,603	Target achieved with a surplus of 659,687 teaching and learning materials. L3 produced and distributed TLM in all public schools in Rwanda in P1 and P2 as well as P3 in 90 pilot schools. The following is the breakdown of the teaching and learning materials distributed: 366 Interactive Audio Instructions (IAI); 89,333 P3 readers; 1,752 teachers guides for distributed in P3 pilot schools; 33,198 books distributed in Community Mobile Libraries; 450 materials distributed to REB inspectors; 482 books given to Senior mentors; 758 books distributed to

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Actual 2014	Comments on actual results
						TTC; 880 Netbooks and 874 projectors to mentors; 32,802 teachers guides and 6,135,538 readers distributed in rollout; 131,639 books from IBB distributed to TTCs.
	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	240	188 stories authored	The actual number is 52 less than the target, as only two Math Camps were held during the year
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: Region	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	1983	1830	The target was met where 75% of 2440 schools (public and Government aided) are using communication and technology materials distributed by L3
Custom Indicator (Type: Outcome/Impact)	Definition: Improved English language skills	Schedule: Twice Source: Diagnostic tests scores		Average level REPS was	N/A	The REPS progress test will be conducted in the

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2014	Actual 2014	Comments on actual results
	among primary teachers benefiting from L3 Initiative support (percentage increase over baseline) Disaggregation: Gender	Consideration: Baseline diagnostics test to be done in March 2014 and follow up test in October 2014		1 + in February 2014		coming quarter and results will be reported then.
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	1	A impact evaluation of the pilot program was conducted in September 2014 in Bugesera for Grade two and three students in Kinyarwanda (FARS).
	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		0	1	The pilot impact evaluation for P1 and P2 students was completed in January 2014 and submitted to REB.
3.2.1-34 Number of standardized learning assessments supported by USG	Definition:	Schedule: annual Source: FARS and/or MARS Considerations:	Direct	6	6	6 assessments were conducted in FY14 in 3 grades (P1, P2 and P3) in reading and in mathematics.

4.0 COLLABORATION AND RESOURCE LEVERAGING

Collaboration and Resource Leveraging:

As explained in the M&E section, L3 has worked with HNI to use their data collection system to receive data from mentors via SMS. The M&E team accesses this data through HNI's website DataWinners.

L3 also uses the Mentorship Community of Practice (MCOP) platform, a project of FHI 360, to communicate with mentors. In May, L3 had a live chat on the platform about the instructional materials. Mentors were able to interact with the technical team directly on their questions and concerns. The L3 English Proficiency Advisor has also held these sessions to communicate about the REPS testing.

Andika Rwanda, the national writing competition, was organized in a three-way partnership this year, with L3, REB, and Drakkar Ltd.

Administration and Management

In year 3, a number of staffing changes took place.

- Richard Trewby replaced Said Yasin as Chief of Party on November 1, 2013.
- Mary Sugrue was confirmed as Technical Director on January 5, 2014.
- Protogene Ndahayo was promoted from English Task Leader to Program Implementation Coordinator.
- Chantal Uwiragiye, Albert Iyakare, Françoise Umuwukiza, Jean Marie Robert Ndayishimiye, and Jean Claude Nshimiyimana were appointed Provincial Coordinators.
- Umutoni Rukatsi replaced Kenneth Kahumuza, and then Bugingo Dieudonne was recruited to replace Umutoni, as M&E Manager.
- Placide Simbizi was appointed M&E Assistant.
- Aimable Mpayimana replaced Yonah Nyundo as SBM Program Task Leader.
- Hope Ikiriza was promoted to Assistant Technical Director.
- Dative Niyitegeka was promoted to the position of Literacy Task Leader
- Didace Ndandali was appointed as Kinyarwanda Editor
- Jean Pierre Twizeyimana was appointed as full-time Desktop Publisher
- Sixbert Munyanaza was appointed as Gardener

EDC Regional Director Kent Noel visited the project in November 2013, March and June 2014, and is arriving in October 2014 for quarterly portfolio reviews. Regular monthly meetings with L3 partners and USAID continued to take place. L3 submitted monthly reports to REB on the 19th of each month, and quarterly reports to USAID in October 2013, January, March, and July 2014.

This year, a number of large purchases took place. L3 purchased pico projectors for mentors, new books for the community mobile libraries, and solar panels. There was also the printing of the P3 pilot materials and the rental of the warehouse for P1 and P2 materials. L3 moved offices from Kacyiru to Nyarutarama in April.

In May, L3 submitted a revised program description, budget, and budget notes to USAID.

Outputs for Administration and Finance Management

- Monthly financial statements and projections are completed and submitted on time. Completed.
- Quarterly accruals are prepared and submitted to USAID on a timely basis. Completed.
- Detailed and high quality quarterly and annual reports are prepared and submitted on time. Completed.
- Quarterly portfolio review meetings are organized and used to identify successes, as well as measures that need to be implemented to ensure work plan is completed. Completed.
- Monthly meetings are organized with L3 subcontractors to review progress. Completed.
- New COP and Technical Director in post. Completed.
- Program Coordinator and five provincial coordinators recruited. Completed.

MINEDUC/REB partnership building

As explained in section 4.A, L3 works closely with REB on a number of activities and participates in task forces and working groups. These include the newly organized SBMP Task Force, the Rwanda Reads Steering Committee, the Curriculum, Materials and Assessment Technical Working Group CMA TWG), and the Teacher Professional Development TWG. In year 4, L3 will also participate in the newly formed preservice task force. A concept paper on pre-service education has been developed and forwarded to the task force.

L3 also involves REB staff in its activities. For instance, in the national assessment and the national baseline for P1 and P2, REB inspectors were data collectors and supervisors.

This year, four update meetings were held with the DG, and L3 attended three of the REB senior management meetings. L3 also meets regularly with department DDGs. These are to brief the DG and senior management on the progress and challenges of the project. In September 2014, terms of reference and composition for the L3 steering committee were agreed with REB. The committee will meet once a quarter and be co-chaired by the REB DG and L3 COP. The first meeting is scheduled for October 15, 2014.

Outputs for Ministry of Education/Rwanda Education Board Partnership Building

- Continuous Professional Development (CPD) task force meets regularly to coordinate efforts and respond to REB emerging priorities. Ongoing, the CPD Task Force has become the Curriculum, Materials and Assessment Technical Working Group
- School-based Mentoring Technical Working Group (SBMTWG) meets regularly to support TDM in developing policies and procedures for roll-out of SBM program. Ongoing, now SBM Task Force.
- Rwanda Reads Technical Committee meets regularly to advance Rwanda Reads Initiative. Ongoing. Rwanda Reads now has a steering committee.

- Rwanda Reads task force meets regularly to advance Rwanda Reads Initiative multi-year strategic plan. Ongoing. Rwanda Reads now has a steering committee.
- National Story Writing Competition committee meets regularly to plan and implement the competition. Completed.
- Quarterly meetings held with REB DG to review progress. Completed.
- Concept paper on pre-service teacher education developed and discussed with KIE and REB. Completed.

Communications

Communications Plans

A communications plan was developed for the national rollout of the L3 program and was approved by the REB DG. Due to delays in the printing and distribution of the materials, the plan was not implemented accordingly. However, as detailed below, L3 received media attention and the praise of the Minister of Education with the rollout of the materials.

As explained in section 2.A, a number of activities took place to publicize the Andika Rwanda national writing competition. The communications plan for this activity included a national launch event, the involvement of a local celebrity, and engagement of local authorities and schools.

A communications plan in support of the SBM Program has not yet been developed. The L3 communications manager met with the REB TDM focal point for the program and discussed its need. With the reorganization of the SBM Task Force, this activity will continue into year 4. While a plan was not developed, publicity was generated in regards to the SBM Program. An article about the REPS testing and the work of mentors to help teachers reach their goals was published in the REB newsletter. A press release was also circulated when the mentors received their netbooks and projectors, highlighting their role in supporting quality education in Rwanda.

Media engagement

In Year 3, 10 press releases were developed and distributed. These were to publicize: REB town halls; training on L3 materials; the book shipments for TTCs; distribution of netbooks to mentors; REPS testing; the launch, awarding, and celebrity support of Andika Rwanda; L3 national rollout; and the distribution of solar panels. Twenty-one print articles were published as a result, and TV and radio coverage was generated.

To launch the P1 and P2 materials, media were invited to the warehouse to see the materials and hear from the Minister of Education and USAID education director. Six journalists attended this event.

Rwanda TV and Radio Rwanda covered the visit of the Minister of State and REB DG to observe REPS testing in February. A number of journalists were also present at the national launching ceremony and then the awarding ceremony for Andika Rwanda.

L3 also participated in USAID's education press tour in September. A visit was organized at an L3 pilot school for journalists to see a Kinyarwanda lesson, mentor training session, PTC members, and community volunteers.

A story featuring L3 interventions was also include in the July/August issue of USAID Frontlines, and L3's photo received first prize for education in the USAID Rwanda photo contest.

One-pagers

A new project overview one-pager was developed. Other one-pagers have been drafted about the results of the Bugesera impact assessment and the use of technology in L3.

Success stories and newsletters

This year, success stories were developed for a community library training, girls washrooms, REPS testing, and Andika Rwanda.

Two newsletters were completed and distributed. Articles about L3 instructional materials, REPS testing, and Andika Rwanda were included in these.

One challenge with newsletters is the lack of a printing budget, which can cause delays. L3 will discuss with REB whether REB can take over the responsibility of printing them in year 4.

Website and Social Media

All new content, including press releases, success stories, one-pagers, and newsletters, is added regularly to the L3 website. Pages for different aspects of the program are also updated to ensure information is accurate.

L3's twitter page was launched in June. The page has been a good opportunity to connect with partners and also government officials. Posts are frequently retweeted especially by FHI 360 and MINEDUC.

Reporting

L3 submits monthly reports to REB, and also provides quarterly reports. The annual report for FY13 as well as quarter 1 report were printed and distributed. A system has been established for the distribution of reports when they have been finalized following USAID comments.

Outputs for Communication

- **Put in place a communications plan for L3 national rollout, story writing competition and school-based mentors.** Plans for rollout and writing competition developed; SBM communications plan carried over to year 4.
- **Maintain/expand upon L3 and RR website.** Sites are separate; L3 site maintained.
- **Produce articles on L3-supported initiatives for publication in local media outlets.** Completed.
- **Produce quarterly newsletter with REB.** Two newsletters developed and distributed.
- **Success stories developed and submitted to USAID each quarter (1 story per quarter).** Completed.

- Quarterly reports distributed to DG and DDGs, REB. Q1 distributed; others to be distributed in Q1 year 4.
- Develop one-pagers on project results. Completed.

5.0 LESSONS LEARNED

In year 3, one of the biggest challenges was the length of the process for receiving approval for the P1 and P2 materials, as well as in printing and distributing them. From this experience, a number of lessons were learned, particularly for the rollout of the P3 materials.

The materials development team sent weekly updates to their CPMD counterparts, and every two weeks the team sent copies of the materials developed. The technical director also held regular update meetings with the CPMD DDG. Additionally, the team presented term 1 and 2 materials to TAC, while also incorporating requested changes into the term 3 materials. This is meant to speed up the process of TAC approval, as well as to ensure that CPMD focal points are aware and approve of the content in the materials from the start.

For the printing and distribution process, L3 has ensured that RFQs are clearer and more detailed, as the delays in the P1/P2 procurement were caused by a lack of understanding of the requirements by the local companies contracted. Delays were also the result of different companies being used for the printing, the pick and pack, and the distribution to schools. The company to print the P3 materials also has distribution in its contract.

Additionally, the P1 and P2 materials had been printed on heavier and higher quality paper than is required by the REB specifications. While these materials will last longer, the added weight had a higher cost for printing and delivery. For the printing of P3 materials, paper quality closer to the REB specifications will be used to ensure that distribution stays within budget.

During the year, it became apparent that expenditure on a number of items was exceeding the budget and there was no budget for some activities. A revised program description and budget were submitted to USAID and approved. Meetings were held to ensure that technical managers understood the budget and closer monitoring of the budget has been implemented by the finance section backed up by the EDC financial analyst.

The first community mobile libraries were established with the support of Peace Corps Volunteers. Several of these ceased to function on the departure of the volunteer. PCVs are still being used to establish libraries but they must first establish a community organizing committee to take responsibility when they leave.

6.0 YEAR FOUR PRIORITIES

- Rollout P3 materials nationwide
- Develop P4 materials for English and mathematics
- Recruit additional VSO volunteers to ensure all TTCs are supported
- Complete and present the Community Literacy and Numeracy Volunteer program manual and materials

- Train PTCs in teacher motivation, support to literacy, and equity in education and monitor their implementation of action plans
- Conduct second annual national writing competition
- Distribute another 20 community mobile libraries, reaching all districts and targeting rural, low-income areas
- Organize writers workshops, math camps, and make and take sessions for TTCs and the surrounding area
- Administer the English language progress test for teachers in the SBMP and analyze results
- Train teachers, student teachers, and parents on inclusive education
- Analyze data from the national P1, P2 and P3 baseline assessment and P2 and P3 Bugesera assessment