



Literacy, Language and Learning Initiative

FY15 Q3 Quarterly Report
(April-June 2015)



L3 Overview

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

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

IR 1: Improved Quality of Teaching

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

IR 2: Improved Availability of Teaching and Learning Materials

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

IR 3: Support for English

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

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

IR 4: Strengthened Ministry Capacity

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

IR 5: Improved Equity in Education

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

Table of Contents

List of Tables 5

List of Figures 6

ACRONYMS 6

1.0 EXECUTIVE SUMMARY 8

2.0 PROGRESS TOWARD RESULTS..... 9

 INTERMEDIATE RESULT 1: Improved Quality of Teaching 9

 1. A Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision 9

 1.B Develop an instructional package keyed to the new standards and instructional models..... 9

 1.C Complete School-Based Mentoring Program (SBMP) framework and train mentors..... 12

 1.D Roll out the SBMP..... 14

 1.E Incorporate the Rwanda L3 literacy/numeracy models in Teacher Training Colleges (TTCs) 14

 1.F Pilot Initiatives to improve teachers’ motivation and working conditions..... 16

 INTERMEDIATE RESULT 2: Improved Availability and Use of Teaching and Learning Materials 19

 2.A Provide all teachers and students with a comprehensive package of materials 19

 2.C Support student, teacher and community production of low-cost/no-cost materials 24

 2.D Promote a culture of reading 26

 INTERMEDIATE RESULT 3: Support for English 28

 3.A Develop a program to transition teachers (and students) to English as a language of instruction 28

 3.B Use IAI to reinforce and extend face-to-face ESL training program 28

 3.C Use the SBMP and VSO volunteers to reinforce teachers’ English..... 28

 3.D Revise the existing English curriculum (activities carried out concurrently with 1.A) 28

 INTERMEDIATE RESULT 4: Strengthen Ministry Capacity 29

 4.A Strengthen REB central capacity..... 29

 4.B Transform TTCs into centers of excellence for literacy/numeracy..... 32

 33

 4.C Develop tools and systems for monitoring teacher practices 33

 4.D Improve tools and systems for assessing students’ reading and math competencies 34

 INTERMEDIATE RESULT 5: Improved Equity in Education 34

5.A Ensure equal access to quality instruction	34
5.B Promote positive image of girls and other marginalized groups.....	35
5.C Train teachers and parents to address barriers.....	35
5.D Provide additional resources to rural, low-income areas	36
5.E Increase awareness of equity issues at key nodes.....	36
MONITORING AND EVALUATION (M&E)	37
3.0 RESULTS ACHIEVED (as per draft Performance Monitoring Plan data table).....	43
4.0 LESSONS LEARNED	51
5.0 FINANCE	51
6.0 ADMINISTRATION AND MANAGEMENT	51
COLLABORATION AND LEVERAGED RESOURCES	52
Communications:.....	53
7.0 ANNEXES	57

List of Tables

Table 1 P4 English materials produced	10
Table 2 P4 mathematics materials produced	11
Table 3 Senior mentors trained	13
Table 4 TTC tutors trained on L3 P3 materials.....	14
Table 5 PTC members trained.....	17
Table 6 PTCs that have undertaken initiatives.....	18
Table 7 CMLs visited	21
Table 8 CML books distributed	23
Table 9 Writers Workshop participants.....	24
Table 10 Math Camp Participants.....	24
Table 11 VSO volunteer placements in TTCs	32
Table 12 Schools monitored by province.....	38
Table 13 Distribution of subject teachers monitored in Q3	39
Table 14 Summary of Audio lessons observations conducted in Q3.....	40
Table 15 Summary of Non-Audio Observations conducted in Q3	41
Table 16 L3 print media coverage.....	55

List of Figures

Figure 1 Andika Rwanda 2014 winner at 2015 launch	20
Figure 2 Children reading CML books	21
Figure 3 Delivery of CML books to Nkombo Island.....	22
Figure 4 Math camp TTC Kirambo – 23rd – 24th June 2015.....	25
Figure 5 Reading competition in Huye.....	26
Figure 6 Minister of Education and US Ambassador observing L3 audio lesson.....	54

ACRONYMS

ADEPR	Association des Eglises Pentecotistes au Rwanda (Pentecostal church in Rwanda)
BCC	Behavior Change Communication
CHABHA	Children Affected by HIV/AIDS
CLNVP	Community Literacy and Numeracy Volunteer Program
CML Initiative	Community Mobile Library Initiative
Concern	Concern Worldwide
COP/DCOP	Chief of Party/Deputy Chief of Party
CPD	Continuous Professional Development
CPMD	Curricular and Pedagogical Materials Development
DG	Director General
DDG	Deputy Director General
DEO	District Education Officers
EAR	Anglican Church of Rwanda (French acronym)
EDC	Education Development Center, Inc.
EMLR	Eglise Methodiste Libre au Rwanda (Methodist church)
FARS	Fluency Assessment in Rwandan Schools
ICT	Information and Communication Technology
JADF	Joint Action Development Forum
L3	Literacy, Language, and Learning Initiative
LARS	Learning Achievement in Rwanda Schools
LNA	Literacy and Numeracy Advisor (from VSO)
MCOP	Mentorship Community of Practice
MINEDUC	Ministry of Education
M&E	Monitoring and Evaluation
MRA	Methodology and Resource Advisor (from VSO)

NCPD	National Council for People with Disabilities
NGO	Non Governmental Organization
P1-6	Primary One to Six
PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc
REB	Rwanda Education Board
RENCP	Rwanda Education NGO Coordinating Platform
REPS	Rwandan English Proficiency Standards for teachers
RLS	Rwanda Library Services
RNUD	Rwanda National Union for the Deaf
SBM	School-based Mentor
SBMP	School-based Mentoring Program
SEN	Special Education Needs
SEO	Sector Education Officers
SMLU	School Management and Leadership Unit
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TRC	Teaching Resource Center
TTC	Teacher Training Colleges
UEBR	Union des Eglises Batistes au Rwanda (Baptist churches in Rwanda)
UR-CE	University of Rwanda College of Education
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

In quarter 3, L3 continued to work closely with REB in all our activities. A meeting of the steering committee was held in April to discuss progress towards results.

REB made a formal request to L3 to revise and align the L3 instructional materials to the new competency based curriculum. L3 in consultation with USAID has responded favorably to the request. Working closely with REB Curricula and Pedagogical Materials Department (CPMD), the L3 team has begun working on the revisions.

The assessment tools for P4 term 2 were developed and validated by REB inspectors. REB also conducted a workshop on assessment and shared assessment guidelines for the new competence-based curriculum. The team is currently reviewing these guidelines and applying the necessary changes to the L3 literacy and numeracy materials.

The materials development team is making progress on the development of materials for English and Math for P4. The English team has developed all P4 term 2 read aloud stories, leveled texts, poems, audio scripts, and teachers guide and primer pages. For term 3, the scope and sequence was reviewed and finalized, and all the master plans have been developed. Also, all the term 3 read aloud stories and leveled texts have been developed.

The Mathematics team in collaboration with CPMD focal points and primary school teachers reviewed and approved the P4 Scope and Sequence and developed 23 master plans for Unit 3 to 15 and the Teacher guide for Unit 1 (40 lesson plans).

School Based Mentors continue to provide training and support to teachers in the use of L3 materials and methodology. L3 organized the fourth phase of the Transforming Classrooms training for 54 senior mentors in under the theme “Helping all children achieve – using assessment and differentiation to respond to children’s education needs.” Provincial Coordinators continued to conduct visits when the SBMs cascade L3 training to teachers to monitor

In quarter 3, VSO handed over the Teaching Resource Centers (TRC) to the University of Rwanda’s College of Education (UR-CE) at a ceremony on May 7th. Meanwhile, in the 13 TTCs supported by VSO, either by L3 LNAs or MRAs, material-making sessions continued in the TRCs.

During this reporting period, 138 PTCs located in Muhanga and Rulindo Districts were trained in PTCs’ roles and responsibilities and developed action plans for activities to strengthen community support for literacy, teacher motivation, and equity in education. The SEOs of the two districts participated in all the workshops.

This quarter, an additional seven CMLs were distributed. In addition to receiving CML books, libraries also received L3 print materials and the Andika Rwanda books.

2.0 PROGRESS TOWARD RESULTS

INTERMEDIATE RESULT 1: Improved Quality of Teaching

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

Progress in Q3

Support REB in the finalization of standards for literacy and numeracy

Based upon the findings of the National Reading Fluency and Mathematics baseline assessment carried out in September 2014, L3 proposed reading standards for P2, which were presented to the Rwanda Education Board (REB) in February 2015. The finalization of the standards for literacy and numeracy will be discussed during the steering committee meeting, which was postponed to the fourth quarter.

Develop Term 2 and 3 P4 school, classroom and home/community-based instruments for assessment of reading and numeracy skills

The L3 technical team produces a complete package of instructional materials, including teacher guides with daily scripted lessons, assessment tasks to monitor student performance on key skills, and student print and audio materials. The class teacher or community volunteer administers the assessment tools fortnightly.

This quarter, the assessment tools for P4 term 2 were developed. Towards the end of the quarter, REB also conducted a workshop on assessment and shared assessment guidelines for the new competence-based curriculum. The team is currently reviewing these guidelines and applying the necessary changes to the materials.

Activities planned for 1.A

- Support REB in the finalization of standards for literacy and numeracy
- Develop and revise the P4 classroom and home-based instruments for assessment of numeracy and English skills

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

Progress in Q3

Develop audio and print materials for P4 English and Mathematics

Working closely with REB Curricula and Pedagogical Materials Department (CPMD), the L3 English team has developed all P4 term 2 read aloud stories, leveled texts, poems, audio scripts, and teachers guide and primer pages. For term 3, the scope and sequence was reviewed and finalized, and all the master plans have been developed. Also, all the term 3 read aloud stories and leveled texts have been developed. The materials are reviewed continuously during the field testing process and adapted where necessary and before final editing.

The Mathematics team in collaboration with CPMD focal points and primary school teachers from Remera Catholic reviewed and approved the P4 Scope and Sequence from Unit 9 up to Unit 18. The

team has also developed 23 master plans for Unit 3 to 15 and the Teacher guide for Unit 1 (40 lesson plans). Elizabeth Miller Pitman, L3 Technical Assistant, supports the Math team in reviewing master plans and teachers guides. So far, 12 master plans for Units 1 to 4 have been reviewed. Twenty-four sample audio activities, which include mental math games and chants, were also developed for Unit 1. Progress is summarized in the tables below. The table shows progress according to term as well as unit.

Table 1 P4 English materials produced

English	Term 2 materials developed in Q2	Term 2 materials developed in Q3	Total Term 2 Progress	Term 3 materials developed in Q3	New arrangement according to Units
Audio scripts written	5/40	35/40	40/40	25/40	N/A
Audio scripts recorded	5/40	35/40	40/40	25/40	N/A
Audio scripts field tested	0/40	40/40	40/40	5/40	N/A
Decodable texts and activities written	8/8	0/8	8/8	8/8	24/24
Decodable texts and activities desktop published	0/8	8/8	8/8	6/8	22/24
Read aloud stories written	8/8	8/8	8/8	8/8	24/24
Read aloud stories desktop published	0/8	8/8	8/8	6/8	22/24
Scripted lessons written	5/64	59/64	64/64	24/64	181/252
Diagnostic Tools	4/4	0/4	4/4	0/4	5/10

Table 2 P4 mathematics materials produced

<i>Mathematics</i>	P4 materials developed in Q2	P4 materials developed in Q3	Total materials progress
Master plans written	8/39	23/39	31/39
Audio scripts written	N/A	N/A	N/A
Audio scripts recorded	N/A	N/A	N/A
Audio scripts field tested	N/A	N/A	N/A
Scripted lesson plans completed	0/252	40/252	40/252
Diagnostic Tools developed	2/18	13/18	15/18

On April 23rd, REB launched the new competence-based curriculum for Rwandan schools. Additional documents, including Guidance for Teachers and Specifications for Teaching and Learning Materials, have been released. From June 3rd to 5th, the technical team had a working session with CPMD focal points in Musanze to plan how to align the P4 materials with the new curriculum. The following were the objectives of the workshop:

By the end of the workshop, participants will be able to:

- Explain the difference between the old curriculum and the competence-based curriculum
- Identify the best practices for teaching literacy and numeracy in multi-lingual classrooms
- Describe how the L3 materials can support the competence-based curriculum
- Develop a template for the L3 teacher guide for literacy and numeracy for future revisions
- Develop a template for the existing pupil daily readers for future revisions
- Review and revise Unit 1 of the Primary 4 literacy and numeracy program
- Agree on roles and responsibilities for the review and completion of the Primary 4 materials

Dr. Joyce Musabe, CPMD DDG, and Dr. Kingsley Arkorful, L3 COP, made presentations on the competence-based curriculum. All participants provided feedback on the existing L3 materials and made recommendations for future development. It was agreed that there was not enough time allocated to the session on best practices for teaching literacy and numeracy in multi-lingual classrooms. The lesson plan template was reviewed. A tentative format was proposed pending confirmation of the final format after the REB workshop from June 7th to 17th. At each subject level, a teacher guide format for Unit 1 was proposed. The L3 technical team will prepare teacher guides based on the proposed format for presentation to CPMD for review. The timeline for the finalization of the materials was

agreed. This has been communicated to both REB and USAID. P4 and P1 materials will be ready to go to print by September while P2 and P3 materials will be ready by end of December.

Submit P4 English and mathematics materials to TAC

L3 had planned to submit P4 materials to REB's Textbook Approval Committee (TAC) by the end of quarter 3. Because key curriculum documents were not available until the end of April, the finalization of the materials, and therefore submission to TAC, has been delayed.

L3 is planning monthly sessions with CPMD to discuss and review materials in preparation for TAC. The following are the tentative dates for these sessions:

- English and Mathematics Review: July 7th to 9th
- English Review: August 3rd to 5th
- Mathematics Review: August 10th to 15th

Activities planned for 1.B

- Revise P4 English audio materials
- Revise P1, P2 English and Kinyarwanda materials to align them to the new curriculum

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

Progress in Q3

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

The L3 Initiative enables the mentoring community to provide regular sustained professional development using coaching, mentoring, lesson observations and self-directed video learning modules to support effective literacy and numeracy teaching practices. Training and resources are delivered directly to senior mentors and cascaded to the school-based mentors (SBMs), who in turn facilitate training to teachers in their school.

On May 18th and 19th, L3 organized the fourth phase of the Transforming Classrooms training for senior mentors in Café de Nyamata, Bugesera district under the theme “Helping all children achieve – using assessment and differentiation to respond to children’s education needs.” The objectives were to:

- Enhance participants’ understanding of the use of diagnostic assessments
- Introduce mentors to differentiation strategies as way of making L3 materials more inclusive
- Discuss and identify basic strategies to support all learners
- Provide senior mentors with skills to identify students with special needs
- Propose a training schedule for the remaining school year
- Review available monitoring forms and plan for mentors’ accurate, timely reports
- Review technology guidelines and plan on measures to avoid loss and theft

The training was facilitated by L3 in collaboration with REB Teacher Development and Management department (TDM) and ICT department and the Rwanda National Union for the Deaf (RNUD).

Table 3 Senior mentors trained

No	Location	Name of training	Category of Participants			Gender		Total
			SM	SBM	Other	F	M	
1	Café de Nyamata Bugesera	Continuing to transform classrooms: “Helping all children achieve – using assessment and differentiation to respond to children’s education needs”	54	0	-	17	37	54

Senior mentors made action plans for cascading the training to SBMs using L3’s video modules on best literacy and numeracy practices. The full training report can be found in Annex 1.

Conduct visits to the school-based mentors CPD training

L3 Provincial Coordinators visit SBMs’ continuous professional development (CPD) sessions to monitor how senior mentors are cascading L3 training. This quarter, Provincial Coordinators conducted visits to these sessions in Musanze, Nyanza, Gatsibo, Muhanga, Nyarugenge, Kicukiro, and Gasabo.

Conduct visits to the SBM training of teachers on best literacy and numeracy practices

Provincial Coordinators also conduct visits when the SBMs cascade L3 training to teachers to monitor the training, provide support, and answer questions. These visits take place as part of school monitoring and lesson observation visits. Challenges observed during these visits, such as inactive mentors, are reported to TDM for follow up.

Though some mentors still report the lack of time on the timetable for training teachers, there are some mentors who have managed to establish individual training plans based on teachers’ needs. Some good examples include Niyomukiza Peruth, a mentor at GS Cyahafi, and Marie Louise Mukakakalisa, a mentor at GS Camp Kanombe.

Support SBMP Task Force to develop and implement a comprehensive M&E strategy

L3 is a member of an SBM Task Force subcommittee to develop SBM guidelines, which will include suggestions for an M&E strategy for the program. The L3 M&E team has shared L3’s M&E strategy with TDM for reference. The subcommittee is awaiting feedback from TDM management before completing the development of the guidelines and has also requested information about the role of SBMs in the implementation of the new curriculum.

Activities planned for 1.C

- Conduct visits to the school-based mentors CPD training
- Conduct visits to the SBM training of teachers on best literacy and numeracy practices
- Support SBMP Task Force to develop and implement a comprehensive M&E strategy

1.D Roll out the SBMP

Progress in Q3

This activity has been completed. The School-based Mentoring Program is working as intended, and L3 continues to support REB in training mentors, monitoring the program, and co-chairing SBM Program Task Force meetings. The L3 Program Implementation Coordinator is based in REB TDM office and provides the department with regular reports and updates.

Activities planned for 1.D

- No activities planned

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

Progress in Q3

Provide L3 implementation support to TTC tutors and student teachers

In quarter 2, L3 provided the 13 original Teacher Training Colleges (TTCs), and the 3 newly established TTCs, with copies of the P3 materials and began training for TTC tutors. This quarter, the training continued, as reflected in the table below. VSO currently does not have a Literacy and Numeracy Advisor (LNA) in TTC Mbuga. As reported by the Methodology and Resource Advisor (MRA) based in TTC Mbuga, tutors feel confident in applying the skills learned in the P1 and P2 materials training to the use of the P3 materials. They are provided with support on a one-to-one basis and on request in place of a formal training.

Table 4 TTC tutors trained on L3 P3 materials

Name of TTC	Number of trained tutors - TTCs		
	Total	F	M
Kirambo	5	0	5
Shyogwe	10	3	7
Rubengera	4	1	3
Mururu	3	2	1
Total	22	6	16

In addition to P3 materials training, volunteers continue to provide ongoing support in the use of L3 materials. For example, volunteers often hold sessions with student teachers prior to their teaching practice. Such sessions allow the TTC population, especially student teachers who are preparing for practice lessons, to familiarize themselves with L3 materials. TTC Gacuba, Cyahinda, and Save are good examples of how such ongoing support on L3 materials works well.

Conduct resource making sessions in the TRC for student teachers and tutors

In quarter 3, VSO handed over the Teaching Resource Centers (TRC) to the University of Rwanda's College of Education (UR-CE) at a ceremony on May 7th. In the 13 TTCs supported by VSO, either by L3 LNAs or MRAs, material-making sessions continued in the TRCs. Volunteers have set regular schedules when student teachers in each TTC visit TRCs to make teaching aids for their teaching practice and receive advice on their lesson plans. Primary teachers usually come for support when there is an organized material making training session. In TTC Mururu, local teachers come every Friday afternoon when the volunteer is available.

Train tutors, student teachers, and local primary school teachers on effective literacy and numeracy teaching including how to use locally available materials

Supporting tutors, student teachers and local primary school teachers on effective literacy and numeracy practices is the core duty of LNAs working in the TTCs. During this quarter and as in previous quarters, volunteers engaged in co-teaching the Language Methods and Practice Course, lesson observation of students' teaching practice, and facilitating model lessons as well as formal training for tutors, student teachers and primary school teachers.

In TTC Byumba, TTC English tutors and English primary school teachers participated in training on English phonics and teaching of reading strategies. In TTC Cyahinda, volunteers provided support on phonics and oral and written comprehension strategies. In TTC Kirambo, tutors benefitted from training on English phonics and strategies for teaching reading. The English Club also had a phonics reading methodology training for 40 student teachers. This training included a session on making no-cost/low cost teaching and learning resources for student-teachers to use in their practice teaching. All trainings helped the participants to teach reading as a skill through the knowledge of phonics. It also helped them understand how to decode English words.

During this quarter, an exchange visit was also organized whereby TTC Cyahinda tutors visited TTC Save, which is perceived as a model TTC in the country. The former learned best practices in literacy and numeracy, which they aim to implement in their own TTC. Specifically, they gained more insights on using the TRC to improve literacy and numeracy instruction, supporting the community library, and running clubs as part of extracurricular activities.

Support and supervise student teachers in teaching practice schools

During quarter 3, LNAs continued to support student teachers in preparing and delivering their lessons as part of their teaching practice. As previously reported, an increasing number of student teachers are seeking support from volunteers on appropriate teaching aids for their lessons or asking for observations and feedback on the teaching practice lesson. As mentioned, a timetable has been set up in each TTC for student teachers to visit the TRCs to seek support from volunteers. For example, in TTC Byumba and TTC Gacuba II, student teachers receive support on Saturdays.

Train TTCs on the new resource pack for the Teaching Methods and Practices Course

In the previous quarter, volunteers developed support materials for the Teaching Methods and Practice Course. Volunteers from TTC Mururu recorded audio materials in the L3 studio to support the print materials. It was agreed that the materials were user friendly and contained detailed and easy to follow steps, so training is not required. Instead, volunteers have offered personalized support to tutors as they implement the course throughout the quarter.

Support TTC tutors in pre-service reading / writing and mathematics curricula (Including how to use support materials)

As previously mentioned, LNAs continuously provide support on lessons, resource making, and L3 materials to TTC tutors and student teachers. As explained further in section 2.C, this quarter a number of writers workshops and math camps were conducted at TTCs, involving tutors, student teachers, and primary school teachers. Volunteers also provide support through co-teaching, co-planning, and modeling lessons.

In TTC Gacuba, a volunteer organized a training aiming at developing simpler understanding of ways of teaching and learning mathematics with fun while relating it to our daily life experiences and in conjunction with the primary one, two and three; and college mathematics curriculum documents. Day one sessions were covered theoretically and material making was done in the second day as participants needed adequate support in analyzing the curricula content.

Activities planned for 1.E

- Provide L3 P1 and P2 implementation support to TTC tutors and student teachers
- Conduct resource making sessions in the TRC for student teachers and tutors
- Train tutors, student teachers, and local primary school teachers on effective literacy and numeracy teaching including how to use locally available materials.
- Support and supervise student teachers in teaching practice schools
- Train TTCs on the new resource pack for the Teaching Methods and Practices Course
- Support TTC tutors in pre-service reading / writing and mathematics curricula (Including how to use support materials)

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

Progress in Q3

Roll out module and training on teacher motivation to PTCs in schools in the Southern Province in Muhanga and Rulindo

Last quarter, Concern trained 53 PTCs from Muhanga District as part of phase one of the Muhanga training.

During this reporting period, 55 PTCs located in 6 sectors of Muhanga were trained in the second phase. 226 PTC members and 6 SEOs attended the training, during which they learned about PTCs' roles and

responsibilities and developed action plans for activities to strengthen community support for literacy, teacher motivation, and equity in education.

On May 26th, Concern organized an introductory meeting in Rulindo which was attended by 19 authorities, including the Vice Mayor of Social Affairs, the Immigration Officer, the Joint Action Development Forum (JADF) Officer, DEO, and 15 SEOs. The meeting addressed the objectives of the L3 program, the revised implementation plan, and the role of various stakeholders in this plan. As part of L3's 90 school pilot in 2013, Concern trained 18 PTCs in Rulindo.

From June 15th to 26th, 83 PTCs, including 344 PTC members, and 13 SEOs from Rulindo district were trained. The training was conducted in two phases: Phase 1, from June 16th to 19th, grouped 43 PTCs and 6 SEOs. Phase 2 was conducted from June 23rd to 26th with 40 PTCs. At the training, they developed action plans from July 2015 to June 2016.

Below are the numbers of different participants trained during the reporting period.

Table 5 PTC members trained

DISTRICT	Number and Category of Participants who attended							
	Head Teachers	Teachers	Parents (PTC President and Vice President)	SEOs	School owners	Total	F	M
Muhanga II	53	55	109	6	9	232	77	155
Rulindo	80	83	166	13	15	357	109	248
TOTAL	133	138	275	19	24	589	186	403

*Note: SEOs were also trained, although they are not PTC members.

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

During this quarter, Concern focused mainly on the PTC trainings in Muhanga and Rulindo districts. In addition, SEOs were heavily involved in commemoration activities, resulting in fewer monitoring visits to PTCs than planned.

In this reporting period, the follow-up visits were therefore limited to PTCs recently trained in Ruhango and Muhanga districts. During the visits, PTCs received feedback on how to strengthen their initiatives.

Table 6 PTCs that have undertaken initiatives

Training Period	Reporting period	PTCs visited	PTCs that have begun initiatives	Districts
January 20 th to 23 rd	April- June	71	26	Ruhango
Phase 1 – March 11 th to 13 th (53 schools) / Phase II – April 21 st to 24 th (53 schools)	April-June	56 out of 106 trained	7	Muhanga
Total initiatives during the reporting period			33	

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

In this reporting period, a two-day workshop on monitoring and evaluation was organized for the DEO and 12 SEOs from Muhanga district so that they can follow up on PTCs’ action plans. During the workshop, the M&E checklist was shared and discussed.

As a result, the participants in the workshop now understand their specific roles and responsibilities in supporting the implementation of the L3 project. They also developed a schedule for their follow-up activities and agreed on a reporting timeframe.

Experience sharing meetings were also conducted with 15 SEOs from Huye and 11 SEOs from Nyanza districts with the objectives of:

1. Providing feedback to SEOs on the information they collected and helping them better link it with the expected program results
2. Sharing challenges faced while completing the checklists as well as challenges faced by Concern during field visits, and finding ways to overcome them
3. Sharing best practices found in the field so that they can help others to support PTCs in implementing their action plans

Complete final report for the Community Literacy and Numeracy Volunteer Program

The Community Literacy and Numeracy Volunteer Program concluded in Q1. The activity is detailed in the program’s final report in Annex 2.

Activities planned for 1.F

- Roll out module and training on teacher motivation to PTCs in schools in the Northern Province in Burera
- Monitor PTC action plans together with SEOs in the districts trained in the previous quarters
- Train SEOs to implement the L3 program and to support M&E of PTCs and hold experience sharing meetings

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

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

Progress in Q3

Enhance the collaboration/partnership with the DEOs and SEOs

In Q3, L3 provincial coordinators have continued to work closely with DEOs and SEOs in implementation activities like school monitoring, lesson observations, and collection of accurate numbers of students and teachers in P1, P2 and P3.

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

Providing regular updates to DEOs and Regional Inspectors has been an effective implementation strategy. As a team of 5, L3 Provincial Coordinators cannot reach all schools. Instead, they share the challenges they've identified at the school level and proposed solutions with DEOs and inspectors, who then share the information with head teachers and teachers during school visits and regular meetings.

In quarter 3, Provincial Coordinators continued to update DEOs and inspectors on challenges identified during their monitoring visits and classroom observations. This has included the identification of schools that haven't replaced stolen or damaged audio equipment or those that do not allow students to take books home. Provincial Coordinators also share news of schools which are implementing the program well.

Field test of Term 3, P4 program materials (IAI programs, teacher's manual, leveled texts, audio stories, etc.)

As in previous years, Remera Catholic School in Kigali continues to permit field testing of the L3 materials in classes. Up to 250 students participate. This quarter, the literacy team field tested the P4 term 2 audio lessons, teachers guides, leveled texts, poems, and audio stories. Term 3 materials continue to be field-tested and will be completed in the next quarter. Regular feedback is incorporated into the materials.

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

In Q3, discussions regarding the publication of the 2015 Andika Rwanda volume were ongoing. It was determined that the best solution was for REB to make an agreement directly with a publisher. L3

provided REB acting DDG of EQS with a briefing on Andika Rwanda publication to facilitate discussion with the DG. L3 will continue to follow up in Q4, and publication will be an agenda item at the next L3 steering committee meeting.

Launch the 2015 Andika Rwanda competition

The 2015 Andika Rwanda competition was officially launched on May 26th as part of the Rwanda Reads General Assembly. Winners from the 2014 competition were also in attendance. Winners and all General Assembly participants left with copies of the 2014 volume of winning stories and poems as well as information about how to participate in the 2015 competition. DEOs received packages for their districts including information packets for Mayors, DEOs, sector executive secretaries, and head teachers.

Following the launch, information about the competition was shared on MCOP, the development partner newsletter, REB and MINEDUC websites, with Peace Corps volunteers, RENCP, NINGO, and various partners' social media pages. SEOs, primary schools, all schools that participated in the 2014 competition, and managers of L3's community mobile libraries were sent SMSs alerting them to the competition and informing them of how to receive their information packets.

From June 16th to 24th, a radio ad featuring Rwandan hip-hop artist Jay Polly was aired on Radio Rwanda, Radio 10, KFM, and Radio Flash. The deadline for writers was June 26th.

In the next quarter, districts will receive submissions and hold juries. The best from each district will be sent to Kigali for consideration by the national jury. Winners will be announced in August and awarded in September in line with International Literacy Day.



Figure 1 Andika Rwanda 2014 winner at 2015 launch

Activities planned for 2.A

- Enhance the collaboration/partnership with the DEOs and SEOs
- Provide regular updates to the DEOs and Regional Inspectors about L3 activities in the district/province.
- Work with REB on a plan for publication of Andika Rwanda 2015 winning stories
- Select winning stories/poems from Andika Rwanda
- Hold writers symposium and awards ceremony for Andika Rwanda
- Completion of the P4 Term 3 English materials field testing.

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

Progress in Q3

Collect and analyze data on implementation of mobile libraries

During the distribution of additional libraries, the Equity and Parent Partnership Task Leader conducted monitoring visits to 24 existing community mobile libraries (CMLs). Each of these libraries was provided with L3 print instructional materials and the books of the 2014 winning stories and poems from Andika Rwanda.

It remains that the most successful libraries are those managed by already established community-based structures such as parishes, civil society organizations, and community-aided initiatives and projects. The involvement of sector and cell executives as well as the ownership of the initiative in the community also result in more successful libraries.

Libraries left behind by VSO or Peace Corps volunteers or sector or cell executive secretaries are not likely to be successful.

Due to the limited number of Kinyarwanda titles, the number of adults visiting the libraries is decreasing.

It is once again noticed that:

- Students in primary and secondary schools are the most active CML users.
- Libraries in more remote areas are more popular and active.
- Kinyarwanda titles and story books, in general, are sought after by all community library users.
- Community libraries hosted by parishes are more likely to be used by all categories of readers.
- The number of female students who visit libraries is generally higher than that of male students; on the contrary, among adults the number of women is less than that of men.



Figure 2 Children reading CML books

Table 7 CMLs visited

No	District	CML	Location	Sponsor	Status
1	Ngoma	Jarama	Ihanika Cell	Sector	Dormant
2	Ngoma	Mutenderi	Catholic Parish	Catholic Parish	Operational
3	Kayonza	Ruramira	G.S Ruramira	PCV	Dormant
4	Ngoma	Karemba	PS Kabirizi	PCV/ Community	Operational
5	Gicumbi	Rukomo	Rukomo Sector	PCV/Sector	Dormant
6	Gicumbi	Nyankenke	Nyagafunzo	PCV/Community	Operational
7	Nyagatare	Rwempashya	Mishenyi/Gicwamba	PCV/Community	Operational
8	Kirehe	Kirehe	Catholic Parish	Catholic Parish	Operational
9	Nyagatare	Rukomo	Rurenge Cell	PCV/Cell	Dormant
10	Kirehe	Nasho	Nasho Sector	PCV/Community	Operational
11	Nyagatare	Karangazi	Kizirakome	PCV/Apostles	Operational

				church	
12	Nyagatare	Kabarore	Karenge	ADEPER	Prep for launch
13	Gatsibo	Gatsibo	Nyagahanga Parish	Catholic Parish	Operational
14	Nyagatare	Matimba	Matimba Parish	Catholic Parish	Operational
15	Kicukiro	Kanombe	Kabeza Cell	SANGWA	Operational
16	Nyanza	Kigoma	Kabacuzi	AVSI Rwanda	Operational
17	Nyabihu	Mukamira	Mukamira	Anglican Church	Operational
18	Musanze	Rwaza	Rwaza Parish	Catholic Parish	Operational
19	Nyabihu	Rambura	Rambura Parish	Catholic Parish	Operational
20	Ruhango	Byimana	Mpanda	cell	Operational
21	Rusizi	Gihundwe	Karushyariza community center	District	Operational
22	Nyamashyeye	Kanjongo	Maseka community center	District	Operational
23	Nyamagabe	Kitabi	Sector office	Sector	Operational
24	Ruhango	Ruhango	Nyamagana	AVSI Rwaza	Operational

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

The community library in Kibondo, Gatsibo district has been relocated under the management of a project funded by Compassion International. The process of handing over the libraries in Muhoza and Batsinda is ongoing and will be finalized in Q4.

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

This quarter, an additional seven CMLs were distributed, as reflected in the table below. In addition to receiving CML books, libraries also received L3 print materials and the Andika Rwanda books.

One library was established in the community of Nkombo in Rusizi district, approximately seven hours from Kigali. The books were delivered by boat to the island where the library is housed.



Figure 3 Delivery of CML books to Nkombo Island

Table 8 CML books distributed

District	Sector	Cell	Village	Organization Responsible	Titles	
					Kinyarwanda	English
Kirehe	Kigina	Ruhanga	Nyakarambi	ADEPR	182	856
Rwamagana	Munyaga	Rweru	Kanyegera	EAR	192	831
Kayonza	Kabare	Rubimba	Kabarung	Inkurunziza	124	847
Gatsibo	Muhura	Taba	Ruhenda	AVSI	115	869
Gatsibo	Kabarore	Simbwa	Kibondo I	ADEPR	144	846
Rusizi	Nkombo	Ishywa	Mapfura	ADEPR	188	871
Nyabihu	Shyira	Kanyamitana	Kazirankara	EAR	108	784
Total					1053	5904
Grand Total				6957		

Identify new local organizations interested in sponsoring CMLs

L3 has signed an MoU with CHABHA (Children Affected by HIV/AIDS) regarding implementation of the CML Initiative. Working with Compassion International, L3 has reached additional church denominations. New libraries are now managed by EAR (Anglican Church of Rwanda), ADEPR (Association des Eglises Pentecotistes au Rwanda), and EMLR (Eglise Methodiste Libre au Rwanda) Inkurunziza. AVSI Rwanda has received two additional CMLs in Muhura, Gicumbi and Kigoma, Nyanza.

Maintain relationship with Rwanda Library Services

L3 initiated a relationship with Rwanda Library Services (RLS) in anticipation of a possible handover of responsibility to RLS at the end of the project in 2016. This reporting quarter, restructuring of RLS under the Ministry of Sports and Culture has postponed further collaboration.

Activities planned for 2.B

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

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

Progress in Q3

Conduct Writers Workshops

This quarter, Writers Workshops continued at TTCs. The following took place:

Table 9 Writers Workshop participants

TTC	Date	Number of tutors	Number of student teachers	Number of teachers	SBMs	SEOs	Total
TTC Gacuba	May 25 th to 27 th	4	4	26	0	0	34
TTC Cyahinda	May 18 th to June 1 st	7	8	20	3	0	38
TTC Mururu	July 8 th to 10 th	0	0	14	1	2	17
TTC Mururu	May 30 th	0	47	0	0	0	47
TTC Rubengera	May 11 th to 13 th	9	12	11	0	0	32

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

At TTCs, volunteers have made models for storybooks made from rice sacks. They facilitate sessions with teachers from schools in the vicinity of the TTC for making these books. This quarter, sessions took place in TTC Gacuba II, TTC Muramba, and TTC Mururu.

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

In Q3, a team of three LNAs and one Teaching Methodology Advisor (TMA) revised the Math Camp toolkit so that Math Camps result in the production of problem sets and mathematical investigations. After the toolkit revision, the team trialed the revised version by running math camps in Kirambo and Matimba. Another Math Camp was organized in TTC Mururu in April 2015.

Table 10 Math Camp Participants

TTC	Tutors	Student teachers	Teachers	SBMs	Total
TTC Kirambo	1	0	28	3	32
TTC Gacuba II	9	20	14	5	58
TTC Matimba	2	15	19	1	37

Through Math Camps, participants learn how to make mathematics enjoyable for students by using learner-centered starter activities, engaging students in critical thinking and problem solving, and solving problems in a real life context. Participants also learn about various assessment techniques.



Figure 4 Math camp TTC Kirambo – 23rd – 24th June 2015

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

As explained in section 1.E, sessions for making low-cost and no-cost materials are a regular part of volunteers' work in the TRCs. This quarter, in TTC Gacuba, the volunteer led a session about making supplementary materials to support the L3 materials. For example, participants drew pictures on rice sacks which accompany the stories in the read aloud story collection.

Activities planned for 2.C

- Produce story booklets for distribution to schools in the vicinity of the TTC
- Schedule and facilitate Math camps in TTCs including TTC tutors, TTC students and primary school teachers from the schools in the vicinity of the TTC
- Facilitate the training of teachers and students and community volunteers in how to make and use low- cost/no-cost materials to support early literacy and numeracy, including use of TRCs

2.D Promote a culture of reading

Progress in Q3

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

As explained in section 1.F, Concern trained 226 PTC members and 6 SEOs from Muhanga district and 334 PTC members and 13 SEOs from Rulindo district this quarter. Participants were trained on their role in supporting literacy and encouraging the culture of reading among young learners. PTC action plans include a community sensitization campaign and organization of reading competitions. PTCs also received Behavior Change Communications (BCC) materials to use during literacy events.

Monitor PTC action plans on literacy promotion

This quarter, Concern visited 127 PTCs. However, few have begun implementing their action plans on literacy. In Ruhango, 38 PTCs made plans to organize reading competitions, but only 16 have thus far implemented them. This is likely because they have only been recently trained. Concern provided them with feedback on their action plans during the visits. Other activities, such as providing books and sensitizing parents, are ongoing.

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

In order to promote a culture of reading among children and communities, Concern supported literacy activities organized by PTCs with the support of local community leaders and SEOs in Ruhango and Huye districts. The activities included reading competitions for P1-P4 students and sensitization campaigns to encourage communities to promote and support a culture of reading.

In Ruhango district, 1,003 P1 to P4 students from 16 schools participated in the Kinyarwanda and English reading competition in their schools. The best performers received awards to encourage and motivate others to read. 144 children who performed well in their schools participated in the final competitions at the sector level.



Figure 5 Reading competition in Huye

In Huye district, literacy activities were organized in all 88 public primary schools. The competitions started at the school level, with the best performing students moving on to the sector-level competitions. The 4 best-performing students received awards in the form of notebooks and pens. In total, 356 children participated in the sector-level competition.

Throughout these events, parents and the wider community received messages from PTC members and SEOs and DEOs encouraging them to contribute to the education of their children and to promote a culture of reading.

Monitor the impact of BCC materials distributed in schools

Schools continue to display BCC materials, and during the literacy events, parents, students and PTCs were asked about the impact of BCC materials. All the respondents reported seeing the posters, understanding the message conveyed, and being ready to support literacy.

Organize local campaigns and implement activities to promote reading in schools in TTC catchment areas

Volunteers continue to support activities aimed at promoting the culture of reading. In TTC Matimba, together with the three tutors of English, the volunteer conducted reading lessons for second and third year students at the TRC using photocopies from *The River Between* and *Things Fall Apart*. The volunteer trained the tutors how to do book reviews with the students.

Another activity was reported from the volunteer in TTC Kirambo. After realizing that people around the TTC are interested in sports, especially soccer, the volunteer came up with the brilliant idea of producing and printing a soccer newsletter (Annex 3). The aim is to provide reading material that is of interest and to make reading a visible activity in the community. People sit in the restaurants, tea shops, or bars reading the newsletter. As the people read the newsletter, they may also learn some new vocabulary in English. The text is kept simple so that it may be easily understood.

Activities planned for 2.D

- Roll out module and training on community support for literacy in PTCs in the Northern Province (see 1.F above) in Burera District
- Conduct M&E workshops with DEOs and SEOs from Rulindo and Burera Districts
- Monitor PTC action plans on literacy promotion
- Organize literacy event and reading campaign in Nyanza, Muhanga, and Rulindo with SEOs, DEOs, and other local leaders
- Monitor the impact of BCC materials distributed in schools
- Organize local campaigns and implement activities to promote reading in schools in TTC catchment areas

INTERMEDIATE RESULT 3: Support for English

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

Progress in Q3

As explained in section 1.B above, L3 completed the development of P4 term 2 print and audio materials and began term 3. In a workshop with CPMD focal points, the materials were reviewed and feedback for aligning the materials with the new curriculum was received.

Activities planned for 3.A

- See activities for 1.B above

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

Progress in Q3

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

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

Progress in Q3

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

This quarter, L3 volunteers, led by the Writers Workshop Advisor, developed a manual for English Clubs, which is undergoing review prior to finalization. With this document, volunteers will have a reference for offering standardized support across all TTCs.

Ongoing extracurricular activities continued in TTCs. For example, in TTC Mururu, the storytelling club ran a writers workshop in preparation for participation in the Andika Rwanda national writing competition. The activity was initiated and led by students in the storytelling club who had participated in a VSO-led writers workshop, indicating that the club's activities are becoming more sustainable.

Activities planned for 3.C

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

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

Progress in Q3

The new competence-based national curriculum was launched on April 23rd. L3 remains committed to the success of the curriculum and aims to provide as much support as possible as the process moves

into the implementation stage. L3 representatives participated actively in all the workshops conducted to plan for the implementation of the new competence-based curriculum, as explained further in section 4.A.

Activities planned for 3.D

- No activities planned

INTERMEDIATE RESULT 4: Strengthen Ministry Capacity

4.A Strengthen REB central capacity

Progress in Q3

Implement technical projects to strengthen MINEDUC capacity

A joint committee has been established with the REB ICT department which meets once a month to review the use and maintenance of ICT in schools. The two REB staff identified to work in the L3 studio continue to be mentored by L3 staff.

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

In April, L3 senior management met with USAID and REB senior management. The main item on the agenda was to request L3 to revise its materials to align with the new competence-based curriculum launched in April. This was followed up with a formal letter of request to L3. In consultation with the EDC home office and USAID, L3 has responded positively to the request to revise the P1 to P3 literacy materials to align with the new curriculum. L3 has managed to readjust its budget to accommodate this request but has communicated to REB that there are no resources for the printing of the revised materials. Work on the revisions has already begun.

Distribute quarterly and annual reports to REB

The reports for FY 2015 Quarter 2 were distributed electronically to members of the L3 steering committee.

Hold quarterly Steering Committee meetings

The second steering committee meeting was held on April 15, 2015. See annex 4 for minutes with action points.

Participate in Teacher Professional Development Technical Working Group

The Teacher Professional Development Technical Working Group meets once a month and is attended by the L3 COP and Technical Director. The main focus of the previous meeting was on updates regarding the implementation of the new curriculum and teacher training.

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

During the quarter, staff from the L3 technical team, the COP and the Technical Director continued to engage with the REB curriculum materials implementation task force. L3 staff participated in all workshops organized by the task force and provided inputs into the curriculum implementation strategy. During the quarter the following workshops were attended:

- May 5th to 9th, Huye, Southern Province: workshop to develop quality training materials for orientation trainings on the new curriculum, including training session content and detailed training session plans
- June 2nd and 3rd, Hilltop Hotel, Kigali: Teacher Professional Development Task force planning meeting. The purpose of the meeting was to map the teacher training program, specifically a Day 1-10 outline of sessions with objectives and key content to be included and to make a list of resources to be developed during the workshop in Musanze from 8-1.
- June 8th to 17th, Hotel Fatima, Musanze, Northern Province: 10 day workshop on developing teacher training materials on the competence-based curriculum. During the workshop, content and activities for the 40 teacher training sessions that will be covered during the training of teachers on competence-based curriculum in November, 2015 were developed.

Co-chair School-based Mentoring Task Force

L3's Technical Director co-chairs the SBM task force. The monthly SBMP Task Force meeting provides an opportunity for development partners to share progress on the activities they conduct to support the SBM program. This quarter, meetings were held on April 8, April 29, and May 15. The main outcomes were:

- Contributing to the writing of SBMP guidelines, aligned with the training on the new curriculum. An overview of the guidelines has been shared and the committee is waiting for feedback from TDM management to proceed.
- Facebook and Twitter posts highlighting the impact of mentors have been approved and are being shared on REB's social media accounts.

Participate in the School Leadership and Management Task Force

The School Leadership and Management Task Force met on May 10th. The main objectives of the meeting were to:

- Harmonize training activities, content, coverage, selection of trainees, and monitoring and evaluation
- Discuss planning, report challenges, and agree on a way forward

- Discuss updates, forthcoming partner activities and the role of the School Management Learning Unit (SMLU)

By the end of the meeting it was decided that:

- The elaboration of training modules should refer to the leaders' responsibilities, required competencies to fulfill these responsibilities, and identified competence gaps as found in the document developed by SMLU.
- Partners should share training modules and trainee handbooks with the SMLU before trainings.
- Partners that train school general assembly organs should train at least five members of school general assembly committees: the chairperson, vice chairperson, head teacher, teachers' representative and students' representative.
- Post-training monitoring and evaluation should be carried out to ensure the effectiveness of the training activity.
- For the successful implementation of these suggestions, it was resolved that when developing a project, partners should involve REB-SMLU so that all concerns are shared in the planning stage.
- All partners should share their quarterly plans with SMLU and submit their reports on time.

Participate in Rwanda Reads steering committee

The COP and Communications Manager participated in the steering committee meeting held on May 19th. The main items on the agenda were the planning for Rwanda Reads General Assembly scheduled for May 26th and the launch of Andika Rwanda.

Participate in Pre-Service Task Force

The L3 Assistant Technical Director and L3 Program Implementation Coordinator participate in the Pre-Service Task Force. In quarter 3, the Task Force focused on developing a plan for the revision of the pre-service curriculum to align with the new basic education curriculum. A workshop was held from March 30th to April 1st to develop a roadmap and share feedback.

Activities planned for 4.A

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

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

Progress in Q3

VSO volunteers appointed to each TTC to organize school outreach programs in TTC catchment areas to reinforce effective reading and mathematics instructional practices

The recruitment process for volunteers to support TTCs continued. A major challenge in the recruitment process is the UR-CE's requirement that volunteers be under the age of 50, resulting in the rejection of a number of otherwise suitable CVs. However, CVs are currently awaiting approval for placements at TTC Bicumbi, TTC Mbuga, and TTC Kirambo.

The table below reflects current placements.

Table 11 VSO volunteer placements in TTCs

	Volunteer name	TTC	Start of Service	End of Service
1	Anne Olieba	TTC Muhanga	4-Oct-14	29-Feb-16
2	Antonina Musuya	TTC Gacuba	11-May-14	29-Feb-16
3	Gana Simon	TTC Byumba	15-Jan-14	11-Jan-16
4	Maaik Baak	TTC Zaza	4-Oct-14	29-Feb-16
5	Mary Wangui Wambugu	TTC Matimba	11-May-14	31-Dec-15
6	Monica Dillys Atoo	TTC Muramba	28-Sep-13	15-Aug-15
7	Natif Isaac	TTC Cyahinda	4-Oct-14	29-Feb-16
8	Prima Yanuar J. Rukmanta	TTC Save	5-Feb-14	3-Feb-16
9	Sarah Barnett	TTC Mururu	11-Jan-14	11-Nov-15
10	Ciaran Burke	TTC Kirambo	1-Nov-14	31-Aug-15
11	Francis Tiberondwa	TTC Rubengera	15-Feb-15	30-June-16

Provide 'drop in' sessions for tutors, student teachers and local primary school teachers

As previously reported, volunteers provide regular time for tutors, student teachers, and primary school teachers to seek support on lesson planning, resource making, and use of L3 materials, primarily through the TRCs. Increasingly, TRCs are being used by primary school teachers as well as TTCs.

Local teachers participate in math camps facilitated in the TTCs

As mentioned, Math Camps were held in TTCs Kirambo, Matimba, and Mururu this quarter and were attended by 61 local primary teachers.

Local teachers participate in writers' workshops facilitated in the TTCs

As stated above, Writers Workshops continued to take place in TTCs this quarter. Usually, in addition to TTC tutors and student teachers, workshops are attended by primary school teachers. This quarter, 4 teachers participated in the workshop at TTC Gacuba, 6 teachers participated at TTC Muramba, 20 teachers participated at TTC Cyahinda, 8 teachers participated at TTC Mururu, and 11 teachers participated at TTC Rubengera.

Provide training on best literacy and numeracy practices including planning, methodology and resources

In TTC Byumba on May 16th, the volunteer trained TTC tutors and teachers on phonics reading methodology. The training targeted TTC English tutors and English primary school teachers in the vicinity of TTC Byumba. The training helped the participants on how to better teach reading as a skill through the use of phonics. It also helped them to read English words well.

Activities planned for 4.B

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

4.C Develop tools and systems for monitoring teacher practices

Progress in Q3

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

SBMs continue to use DataWinners SMS reporting system to report data on the teachers they train and support. At the end of quarter 3, 560 SBMs had used the system to report. The number of P3 teachers trained by SBMs for at least 16 hours increased from 60 teachers, reported in quarter 2, to 167 teachers. Teachers trained and supported for less than 16 hours increased from 1,681 to 1,884.

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

During L3's senior mentor training in May, the M&E team discussed the SMS reports and performance of SBMs with the senior mentors. It was agreed that senior mentors would discuss reporting requirements and refresh reporting procedures during their regular CPD sessions. Provincial coordinators will follow up on mentors' continuous professional development training and support mentors to complete the required number of training hours.

As noted, SBMs are sending in their reports. In quarter two, 486 SBMs, 61% of the total, reported on 866 schools. In quarter 3, 560 SBMs—75% of the 746 currently in service—reported on 978 schools. In

quarter four, the M&E and implementation teams will continue monitoring SBMs' activities and the reporting process. A detailed report on the use of DataWinners SMS reporting can be found in Annex 5.

Activities planned for 4.C

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

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

Progress in Q3

Incorporate the feedback from REB on the baseline report

Circulate the completed report on the National Reading and Math Baseline Assessment

In Q2, L3 presented and requested feedback on the 2014 National Reading and Mathematics Assessment Baseline to REB senior management. To date, L3 has not received any feedback on the report. Once received, it will be incorporated and the report will be circulated.

Discuss with REB how the Baseline Assessment complements the LARS results and how they might be presented together

REB is still working on the analysis of the results of the Learning Assessment in Rwandan Schools (LARS) assessment. Once the analysis has been completed, EDC will work with REB to see how the results of the two assessments complement each other and if they could be presented together.

Activities planned for 4.D

- Circulate the completed report on the National Reading and Math Baseline Assessment
- Discuss with REB how the Baseline Assessment complements the LARS results and how they might be presented together

INTERMEDIATE RESULT 5: Improved Equity in Education

5.A Ensure equal access to quality instruction

L3 is providing the same comprehensive package of print and audio materials to all schools. The scripted lessons in the teacher guide, as well as the audio lessons, ensure that the materials are used in the same way across the country. L3 also aims to support the implementation of the program at all schools, including those not supported through the SBMP.

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

Progress in Q3

Print and disseminate BCC materials on equity

Concern is developing posters, which promote positive images of children who are disabled and from low-income families. These have been submitted to REB and approval has been given. The process for printing has started and the posters will be distributed next quarter.

Activities planned for 5.A

- Distribute BCC materials

5.C Train teachers and parents to address barriers

Progress in Q3

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

This quarter, VSO's roving special education needs (SEN) specialist, James Kigio, supported volunteers in Matimba to train 16 teachers on SEN. At TTC Muhanga, 7 tutors, 11 student teachers, 15 primary school teachers, 2 head teachers, and the TTC Chaplain received training. VSO's SEN training module "Small Steps, Big Change" was used at these trainings.

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

As mentioned in section 1.F above, 226 PTC members and 6 SEOs from Muhanga district and 344 PTC members and 13 SEOs from Rulindo district were trained in quarter 3. As part of the training, PTCs learned about their role in promoting equity in education and made plans for constructing girls' rooms, supporting vulnerable children with school materials, food, and uniforms, and so on.

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

In quarter 3, Concern visited PTCs in Muhanga and Ruhango districts. The PTCs had developed action plans with activities including constructing girls' rooms, supporting gender clubs, and visiting children at school. During Concern's visits, it was noted that activities were underway.

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

Because of the commemoration period and PTC training in two districts this quarter, Concern was unable to visit the PTCs implementing awards for equity promotion in Karongi, Rulindo, and Huye.

Activities planned for 5.C

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

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

Progress in Q3

Identify additional rural and low-income communities to receive libraries

As mentioned in section 2.B above, this quarter L3 delivered a CML by boat to a community on Nkombo island in Rusizi. In the coming quarter, L3 will establish another library on Mazane island in Bugesera district. As L3 continues rolling out the CML Initiative, additional remote and low-income communities will be identified.

Activities planned for 5.D

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

5.E Increase awareness of equity issues at key nodes

Progress in Q3

Hold project start up workshop and partner/stakeholder consultation and engagement, target setting, consultation with government and other CSOs

L3 Plus, implemented by VSO, seeks to improve equitable access to education for students with special education needs. The goal is to improve education, care, and support for children with special needs and to change attitudes about special education needs in communities. Specifically, the project will develop training modules on how to adapt L3 materials for children with SEN. These modules will be piloted and cascaded by the teachers trained. Additionally, two centers will be established as information hubs about children with SEN in the area and will have resources and materials to support educators and parents.

The L3 Plus start-up workshop was held on May 12th at REB CPMD. VSO provided an overview of the project's objectives, scope of work, and timeframe. REB and other partners present discussed the criteria of locations to establish resource centers in Nyaraguru and Nyamagabe districts.

Conduct rapid assessment to establish baseline for number of children with special needs and current levels of skills and practices

A rapid assessment will be conducted to establish a baseline for the number of children with special education needs and the current levels of skills and practices in the community. Assessment tools have been developed and volunteers from the National Council for People with Disabilities (NCPD) were trained on data collection. Terms of Reference for a consultant to provide technical support in data analysis and reporting has been developed. The rapid assessment will take place early in Q4.

Establish and equip resource centers as sources of information, materials and resources

Locations in Nyaraguru and Nyamagabe for establishing resource centers have been identified. Refurbishment will begin in Q4. The project is also conducting visits to existing resource centers that VSO has established to learn from their successes and challenges.

The project also aims to adapt and modify L3 materials for children with special education needs as well as to develop training modules focusing on hearing, visual, intellectual, and physical impairment. To do so, VSO will establish a cross-functional technical working group, including EDC technical advisors, MINEDUC, and other key technical experts from education and health professions, civil society, special education schools and centers, and VSO volunteers with SEN expertise.

Activities planned for 5.E

- Conduct rapid assessment and share findings
- Open first resource center (recruit the Assistant, procure materials, renovate and set up)
- Organize workshop for technical experts on the design of training modules on inclusive education
- Design and produce training modules for healthcare providers, CHWs and NCPD representatives
- Develop and broadcast radio message

MONITORING AND EVALUATION (M&E)

Progress in Q3

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

In quarter 3, the L3 M&E team continued the collection of actual results against the targets as defined in the Performance Monitoring Plan. Results on Primary 3 materials distributed were compiled from proofs of delivery signed by head teachers upon receipt of materials. Results on the numbers of teachers trained by SBMs were compiled from the DataWinners SMS reports, and results from other trainings such as for PTCs and TTC tutors were reported by partners Concern Worldwide and VSO respectively. The Q3 actual results are reported in the Performance Monitoring Table attached.

In the same context, L3 undertook a midterm review with the purpose of assessing beneficiaries' and stakeholders' perceptions of the quality of support and services provided. The midterm review report can be found in Annex 6.

The results of the midterm review were shared with the L3 implementation and technical teams. While the report detailed many successes of the L3 program, it also highlighted some challenges that teachers are experiencing. These challenges include insufficient knowledge on teaching with L3 materials,

durability of the materials, lack of time for training by SBMs, and problems with technology. It also revealed areas where teachers may need more information and support. The implementation and technical teams are formulating responses and guidelines that can be given to teachers and district education stakeholders experiencing challenges or lack of understanding of the L3 program.

Conduct school visits and lesson observation of L3 materials in P1, P2 and P3 classrooms

This quarter, the L3 M&E team and program implementation team continued school monitoring visits, using grade monitoring questionnaires and classroom observation tools to assess the delivery of audio and non-audio lessons using L3 materials. Teachers were asked about their use of L3 teaching and learning materials, whether they received training either by L3 directly or by SBMs, and how often they use L3 technology. It is worth noting that the monitoring data were analyzed monthly to check the status of L3 implementation and to ensure that timely technical support is given to teachers.

The table below summarizes the visits conducted this quarter.

Table 12 Schools monitored by province

Kigali City		Northern Province		Southern Province		Western Province		Eastern Province	
District	# of schools visited	District	# of schools visited	District	# of schools visited	District	# of schools visited	District	# of schools visited
Gasabo	6	Burera	4	Gisagara	9	Karongi	19	Bugesera	5
Kicukiro	6	Gakenke	10	Huye	5	Ngororero	7	Gatsibo	6
Nyarugenge	5	Gicumbi	11	Nyamagabe	4	Nyabihu	8	Kayonza	0
		Musanze	14	Nyanza	10	Nyamasheke	2	Kirehe	4
		Rulindo	10	Nyaruguru	9	Rusizi	2	Ngoma	3
				Kamonyi	2	Rubavu	7	Nyagatare	4
				Ruhango	4	Rutsiro	0	Rwamagana	1
				Muhanga	2				
Total	17	Total	49	Total	45	Total	45	Total	23

In total, the team conducted visits to 179 schools this quarter, of which 27.4% are in the northern province, 25.1% both in the southern and western province, 12.8% in the east, and 9.5% in Kigali.

In total, 108 audio lessons and 147 non-audio lessons taught by 535 Kinyarwanda, English, and math teachers were observed, as seen in the tables below.

Table 13 Distribution of subject teachers monitored in Q3

Province	Grade	Subject taught			Total
		Kinyarwanda	Math	English	
East	P1	13	10	8	31
	P2	10	10	6	26
	P3	6	6	6	18
	Total	29	26	20	75
Kigali City	P1	8	2	2	12
	P2	1	2	1	4
	P3	1	5	4	10
	Total	10	9	7	26
North	P1	24	21	15	60
	P2	26	27	17	70
	P3	21	24	17	62
	Total	71	72	49	192
South	P1	27	23	22	72
	P2	17	20	20	57
	P3	19	14	23	56
	Total	63	57	65	185
West	P1	13	4	1	18
	P2	11	6	4	21
	P3	7	7	4	18
	Total	31	17	9	57
Grand total		204	181	150	535

Table 14 Summary of Audio lessons observations conducted in Q3

Observer	Grade	Subject			Total
		Kinyarwanda	English	Math	
Eastern Province	P3	0	1	1	2
	Total	0	1	1	2
Northern Province	P1	3	6	6	15
	P2	6	3	3	12
	P3	2	2	5	9
	Total	11	11	14	36
Western Province	P1	4	1	0	5
	P2	2	3	2	7
	P3	3	2	3	8
	Total	9	6	5	20
Southern Province	P1	0	1	1	2
	P2	2	9	1	12
	P3	7	12	9	28
	Total	9	22	11	42
Kigali City	P1	2	0	0	2
	P2	0	2	0	2
	P3	2	2	0	4
	Total	4	4	0	8
Grand total		33	44	31	108

Table 15 Summary of Non-Audio Observations conducted in Q3

Observer	Grade	Subject			Total
		Kinyarwanda	English	Math	
Eastern Province	P1	11	3	1	15
	P2	0	4	4	8
	P3	3	3	5	11
	Total	14	10	10	34
Northern Province	P1	6	5	7	18
	P2	9	9	8	26
	P3	7	8	7	22
	Total	22	22	22	66
Western Province	P1	2	1	2	5
	P2	4	2	4	10
	P3	3	3	4	10
	Total	9	6	10	25
Southern Province	P1	1	2	1	4
	P2	4	2	2	8
	P3	4	1	5	10
	Total	9	5	8	22
Grand total		54	43	50	147

Produce a summary report of monitoring data collected from schools

Data collected from school monitoring visits and lesson observations was then analyzed. Detailed reports for grades, school monitoring, and classroom observation can be found in Annex 7.

For school monitoring, it was observed that 64% of schools monitored are supported by SBMs. Of the schools with SBMs, 93% reported that SBMs organize trainings on the use of L3 materials and 52% confirmed that SBMs use L3 video modules in these trainings.

The findings from the school monitoring that also revealed that 91% of interviewed head teachers monitor the reading progress of students in the school. Additionally, 63% of the schools visited have records of children with learning barriers, and 78% have some remedial measures in place to support those children.

For community involvement, 46% PTCs visited have undertaken initiatives in support of teacher motivation, and 39% have initiatives to support literacy and equity in education.

For grade monitoring, 97% of teachers confirmed that they use L3 teacher guides, read aloud books and pupils' readers, and 3% reported they don't use these materials. Almost all P1 teachers monitored (99.5%), 96% of P2 teachers, and 95% of P3 teachers use L3 materials.

Teachers were also asked if they use L3 technology (phones with SD cards, speakers) in teaching P1, P2 and P3 students. Results show that most teachers (60.2%) use L3 technology 2 to 4 times a week. 19.6% of teachers use it every day and 7% use the technology once a week. 2.4% of teachers use the L3

technology occasionally, but not regularly while 10.4% confirmed that they never use L3 technology. Of the teachers who don't use L3 technology, 12.2% are P2 teachers, and 13.2% are P3 teachers. The main reasons provided include shortage of L3 technology and materials, damaged phones, speakers, and cables, stolen materials, insufficient SD cards with audio content, materials kept by head teachers, and electricity problems.

It is important to note that the frequency of technology use in the L3 program varies from subject to subject. The math program has two audio lessons per week. Kinyarwanda has two audio lessons per week, except for weeks two and three of the term when there are seven audio lessons per week. For English, there are 3 audio lessons per week in P1, four audio lessons per week in P2, and five audio lessons per week in P3.

It is observed that 159 of 197 (81%) P1 to P3 Kinyarwanda teachers use technology twice a week. For math, 132 of 168 (79%) teachers use technology twice a week. The data on delivery of English audio lessons vary by grade; 76% of P1 teachers, 80% of P2 teachers, and 84% of P3 teachers use technology at least twice a week. In P3, only 11 teachers (26%) use technology for five lessons per week as required in the program.

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

The L3 M&E team carried out a Data Quality Assessment for two indicators:

- **3.2.1-32:** Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Output)
- **Custom:** Percent of PTAs/PTCs that undertake initiatives- to support increased teacher motivation (Outcome/Impact)

The Data Quality Assessments were done through field visits to TTCs to meet student teachers and to schools to assess the quality of PTC initiatives to support teacher motivation. The Data Quality Assessment reports can be found in Annex 8.

Activities planned for M&E

- Collection and analysis of data for monitoring L3 performance with respect to indicators
- Conduct school visits and lesson observation of L3 materials in P1, P2 and P3 classrooms
- Produce a summary report of monitoring data collected from schools
- Carry out Data Quality Assessments to verify accuracy of data submitted, entered and archived
- Develop the P4 assessment tools
- Pilot the P4 assessment tools
- Collection of data on nationally representative sample of P1, P2, P3 (midline) and P4 (baseline) students using FARS and MARS

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

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

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015	Notes
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 P4 learners benefitting from USG support</p> <p>Disaggregation: Gender,</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>	Dir.	654,212	n/a	Data will be reported in Q4
			F	331,685	n/a	
			M	322,526	n/a	
3.2.1-27 Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (Outcome/ Impact)	<p>Definition: Proportion of learners who attain the specified threshold in fluency at the end of P3.</p> <p>Disaggregation: Gender,</p>	<p>Schedule: Twice (baseline/endline)</p> <p>Source: REB Fluency Assessment in Rwanda Schools</p> <p>Considerations: P3 standards</p>	Dir.	TBD per standards	n/a	Data will be reported in FY2016

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015		Notes
		need to be defined. Baseline data to be collected in early 2014					
3.2.1-31: Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (Output)	Definition: Number of mentors/ teachers/head teachers/ trained by L3 initiative Disaggregation: Gender, Province	Schedule: Annual Source: Attendance records Considerations: The calculation of targets assumes reaching 75% of all teachers of relevant grades.	Dir..	3,917	T	107	In Quarter two 3,158 P3 teachers and other education officials (1,297Male and 1,861 female) have been trained. In Quarter three, L3 continued to train P3 teachers through School Based mentors. In Q3, 107 P3 teachers (51Male, 56 Female) have been trained by School Based Mentors for at least 16 hours. To reach the annual target In Q4, L3 will continue to monitor teachers training and report
					M	51	
					F	56	

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015		Notes
							the number of teachers who will be supported by Schools Based mentors through training, coaching and mentoring at least for 16 hours in quarter 4.
<p>3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Output)</p>	<p>Definition: Number of student teachers trained by L3 VSO Literacy Specialists assigned to TTCs Disaggregation: Gender</p>	<p>Schedule: Annual Source: Attendance records Considerations: The targets are based on the assumption that the VSO partner will be able to recruit and retain its volunteers, and College of Education will approve them. The targets are based on estimations of enrollment of 300 per TTC in literacy and math tracks and may change based on the actual enrollment data</p>	Dir.	1,477	n/a		Data will be reported in Q4

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015	Notes
3.2.1-35 Number of learners receiving reading interventions at the primary level (Output)	Definition: Number of P1 to P3 students who are exposed to literacy teaching and learning materials produced and distributed by the project Disaggregation: Gender	Schedule: Annual Source: TLM distribution records Considerations: Assumes 75% of students regularly use TLMs. The calculations reflect 75% of direct beneficiaries each year.	Dir.	490,659	n/a	Data will be reported in Q4
			F	248764		
			M	241894		
3.2.1.18 Number of PTAs or similar 'school' governance structures supported (Output)	Definition: Number of PTA groups trained Disaggregation: District	Schedule: Annual Source: Attendance records from partner Considerations: L3 conducts data quality assurance. Targets based on assumptions of 40% schools reached by CWR	Dir.	250	170	In Q2, 53 PTC have been trained. In Q3, Concern L3 trained 170 PTC in Muhanga and Rulindo Districts. PTC training will be continued in Q 4 in Burera District of Northern Province
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	Schedule: Annual Source: Partner documentation Considerations: The targets are based on the assumption that	Dir.	11	n/a	Data will be reported in Q4

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015		Notes
	also receive TLMs.	all TTCs will be willing to work with L3 VSO, and that the VSO partner will be able to recruit and retain its volunteers.					
3.2.2-42 Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs (Output)	Definition: TTC instructors/ tutors and TTC principals and deans trained by L3 VSO volunteers in experiential instructional methodologies Disaggregation: Gender, status on enrollment	Schedule: Annual Source: Training attendance records Considerations: Targets assume that 75% of TTC staff will remain with the college throughout the project's life	Dir.	110 continuing	Total	54	In quarter three, VSO under L3 framework trained 54 TTC tutors in Q3 including 46 continuing tutors and 8 new tutors trained for the first time. In Q4, VSO will continue supporting TTC tutors through writer's workshops and math camps.
					New	8	
					Continuing	46	
Custom: Percent of PTAs/PTCs that undertake initiatives- to support increased teacher motivation (Outcome/Impact)	Definition: Initiatives to support teacher motivation include different strategies such as establishing social fund or visiting teachers to express the appreciation. Disaggregation: District	Schedule: Annual Source: PTA reports collected by partner Considerations: L3 conducts data quality assurance. The data are being collected through PTAs by the partner and are available the following	Dir	75%	n/a		Data will be reported in Q4

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015	Notes
		academic year.				
3.2.1-33 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Output)	<p>Definition: Number of learning and teaching materials produced and distributed</p> <p>Disaggregation: Type</p>	<p>Schedule: Semi annual</p> <p>Source: Distribution records</p> <p>Considerations: Disaggregated by type of materials and source; Cost share documentation (in case of BBF donations)</p>	NA	900,000	15,547	<p>In Q2, EDC/L3 produced and distributed 923,709 textbooks and other TLM.</p> <p>In Q3, EDC/L3 Continued the distribution of textbooks and story books.</p> <p>In total, 15547 books were distributed where 15,323 story books, P1 and P2 books were distributed to community libraries and 224 P3 books were distributed to 56 Senior mentors.</p>
	<p>Definition: Number of different book/story titles and problem sets authored locally</p> <p>Disaggregation: Type</p>	<p>Schedule: Semi annual</p> <p>Source: Distribution records</p> <p>Considerations: Disaggregated by type of materials and author</p>	NA	170	113 story titles and 83 math	<p>In Q3, story titles and 83 math problems sets were produced in writers' workshops and math camps organized in 7 TTCs.</p>

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015	Notes
		(writers' workshop, math camp participants)				
3.2.1-36 Number of schools using information and communication technology due to USG support (Output)	Definition: Number of schools using MP3 players, video players or other technologies received through L3 Disaggregation: Types of materials	Schedule: Annual Source: Distribution records, mentors reports. A sample will be visited by L3 as part of DQA. Considerations: The targets assume 75% utilization rate. The expected actual utilization rate is less than 100% due to breakage, staff rotation, etc.	NA	1848	n/a	Data will be reported in Q4
Custom Indicator (Type: Outcome/Impact) : Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)	Definition: Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline) Disaggregation: Gender	Schedule: Twice Source: Diagnostic tests scores Consideration: Baseline diagnostics test to be done in March 2014 and follow up test in October 2014		Average level REPS2	n/a	Data will be reported in Q4
3.2.1-37 Number of impact evaluations	Definition: Number of impact	Schedule: Twice Source: Ministry		0	n/a	The impact evaluation will be

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015	Notes
conducted (Type: Output)	evaluations conducted	National Reading assessment program Considerations: Evaluation should be done in the quarter prior to reporting year.				carried out in FY 2016
	Definition: Number of completed reports submitted to MINEDUC on the impact of L3 initiatives, during grade-specific action research cycles, as well as during nationwide roll out	Schedule: Twice Source: Report submitted to ministry Considerations: Reports to be completed by Q1 of reporting year		2	1	The national baseline reading and mathematics assessment report was submitted and presented to REB in quarter One.
3.2.1-34.Number of standardized learning assessments supported by USG	Definition Number standardized learning assessments carried out to measure learning outcomes specific learning outcomes in specific subjects of literacy and numeracy	Schedule Annual Source Assessment reports Consideration	Direct	8	n/a	Data will be reported in Q4

4.0 LESSONS LEARNED

In quarter two, L3 developed and distributed a one-pager on L3 materials and technology which provided the costs and locations to buy technology replacements. While the information is useful, the cost of purchasing the items in Kigali is high, especially for suitable speakers. Provincial coordinators have reported that some schools have been more creative; one school reportedly bought an inexpensive radio in place of speakers. Moving forward, L3 will encourage schools to use whatever technology is accessible and affordable that works rather than encouraging them to purchase a certain model.

Additionally, in regards to the management of technology at the school level, it has become clear that the role of the PTC is essential, as PTCs must approve the use of the school's capitation grants to purchase technology replacements. L3 will make certain that information about the technology guidelines and the responsibility of the school in maintaining technology is included in all future PTC trainings.

5.0 FINANCE

Prepare monthly financial statements and projections

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

Prepare quarterly accruals and submit to USAID

The quarterly accruals were submitted as requested on June 11th.

Unanticipated costs

No unanticipated costs.

6.0 ADMINISTRATION AND MANAGEMENT

Progress in Q3

Prepare monthly and quarterly reports

Monthly reports were prepared and submitted to REB as required on the 19th of each month. The report for the second quarter of FY2015 (January to March 2015) was submitted to USAID on April 30th. After review by USAID the final version was submitted on June 9, 2015 and uploaded onto AidTracker+.

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

There was no portfolio review during the quarter.

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

Partners meetings with VSO and Concern Worldwide were held in April 24, May 14 and June 17.

Organize Monthly USAID update Meeting

Update meetings were held with USAID on April 16, May 7 and June 11. The meeting in April was the last meeting before the departure of Richard Trewby as Chief of Party.

Support Provincial Coordinators in management activities

In Q3, the L3 Program Implementation Coordinator continued to support provincial coordinators in management activities. The Program Implementation Coordinator represents the provincial coordinators in L3 management meetings, reviews their activity budgets, and follows up on their cash advance requests and travel authorizations. The Program Implementation Coordinator also facilitates the work of provincial coordinators with local education stakeholders, REB Inspectors, and other Ministry officials.

Commence COP transition plan activities

On April 13, L3's new COP Kingsley Arkorful formally took over the management of the project. There was one week transition with Richard Trewby outgoing COP leaving the country on April 17.

Activities planned

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

COLLABORATION AND LEVERAGED RESOURCES

Progress in Q3

Use the MCOP platform to respond to mentors' queries

MCOP, an online forum used by mentors, continues to be a useful communication channel for sharing information with mentors and for responding to their queries. In quarter 3, L3 used MCOP to share a

one-pager with mentors on the care, management, and replacement of L3 materials and technology. L3 also uses the MCOP portal to communicate with mentors about submitting their SMS reports on teachers trained and the use of L3 materials.

Collaborate with other development partners in the SBMP Task Force

The monthly SBMP Task Force meeting provides an opportunity for development partners to share progress on the activities they conduct to support the SBM program. This quarter, meetings were held on April 8, April 29, and May 15. The main outcomes were:

- Contributing to the writing of SBMP guidelines, aligned with the training on the new curriculum. An overview of the guidelines has been shared and the committee is waiting for feedback from TDM management to proceed.
- Facebook and twitters posts highlighting the impact of mentors have been approved and are being shared on REB’s social media accounts.

Attend the development partner and Rwanda Education NGO Coordination Platform (RENCP) meetings
There were no meetings during this quarter.

Activities planned

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

Communications:

Progress in Q3

Produce the quarterly newsletter with REB

In Q2, it was determined that neither L3 nor REB had a budget available for printing the newsletter. In Q3, L3 worked to transition the newsletter to an online format. Emile Ruberwa, formerly the MINEDUC communications specialist, has transitioned to REB and regularly contributes articles to the REB website. L3 and Emile agreed on a plan for the online newsletter, which will consist of a selection of the best articles of the quarter. The articles will then be sent out via email. Articles on the curriculum launch, REB’s visit to Bisesero memorial center, distribution of L3 P3 materials, a visit by Ugandan education inspectors, and results from the Rwandan English Proficiency Standards for teachers (REPS) tests were selected for the first issue. As Emile writes articles in Kinyarwanda, the articles were translated to English. L3 worked with REB’s web manager to post the English versions of the articles on the REB website and developed the template for the email newsletter. Early in Q4, the email newsletter will be shared with the REB DG for approval.

Produce quarterly success story

In Q3, L3 produced a success story featuring a volunteer from the Community Literacy and Numeracy Volunteer Program. After joining the program, the volunteer decided to open a nursery school and teach using the methods he learned in the program. The next success story will feature the TRCs which were handed over in TTCs in Q3.

Maintain the L3 website and social media accounts

As usual, any new press releases and articles are added to the website. Additionally, this quarter the community mobile library page was updated to include a full list of L3's libraries by location. Information about how to participate in Andika Rwanda 2015 was also added.

On June 2nd, L3 hosted then Minister of Education Silas Lwakabamba and US Ambassador to Rwanda Erica Barks-Ruggles. The visit began with an observation of an L3 P3 English audio lesson at Remera Catholic School. From there, the delegation toured the audio-visual studio at REB CPMD, where the Minister and Ambassador read a story and poem which were recorded for use in the P4 English program.



Figure 6 Minister of Education and US Ambassador observing L3 audio lesson

This quarter's posts on Facebook and Twitter included highlights of the SBM Program, Andika Rwanda, Concern's reading competitions, school visits, community mobile libraries, and the studio visit.

Engage the media through press releases and other events

This quarter, two press releases were developed and distributed. In May, a press release announced the launch of the 2015 Andika Rwanda competition, and a number of journalists were invited to the event, including Rwanda Broadcasting Agency, the New Times, Igihe, and others. In June, a press release was released following the visit of the Minister and Ambassador to L3's studio. From these press releases, three stories resulted, as seen in the table below and in Annex 9.

Table 16 L3 print media coverage

Article Title	News Source	Date
American Ambassador, Minister of Education, record audio lessons for primary students	Igihe	June 4, 2015
Reading: Government pushes for more local content	New Times	May 27, 2015
Second Andika Rwanda writing competition launched	Rwanda Focus	May 26, 2015

This quarter, it was also noted that L3 was covered a number of times in print and radio media. Unfortunately, much of this reporting gave a negative portrayal of the L3 project and featured interviews with teachers complaining about damaged technology, insufficient materials, and other challenges they faced with the program. While L3 does not deny those challenges, it is discouraging to hear only challenges reported without discussion about how to overcome or mitigate those challenges. To provide a more complete picture of the program, and to showcase best practices in managing the L3 program and accompanying implementation challenges, L3 is planning a media tour to schools successfully implementing the program. This will take place early in Q4 before the close of term 2.

Develop one-pagers on different components of the project

This quarter, a fact sheet on participation in Andika Rwanda 2015 was developed and shared at the Rwanda Reads General Assembly, with community mobile libraries, PTCs, VSO volunteers, and other partners.

L3 also developed a number of two to three-page activity briefs detailing different components of the L3 program, including audio and print instructional materials, the Community Literacy and Numeracy Volunteer Program, community mobile libraries, TTCs, literacy and numeracy assessment, the SBM Program and in-service teacher training, PTCs, and L3 Plus. The briefs include the aims and background of these activities as well as current achievements, future goals, and plans for sustainability. These will be shared with REB at the next L3 steering committee meeting and can be found in Annex 10.

Support development of communications strategy for SBM Program

The SBMP communications strategy was developed in Q1. In Q3, the social media strategy began to be implemented. L3, after collecting photos and testimonies about mentors from partners, developed a number of Facebook and Twitter posts highlighting the work that mentors do. These were reviewed by the SBMP Task Force and sent to REB's social media manager for posting. So far, the posts are receiving positive attention and are appreciated especially by the mentors themselves.

In Q4, it is expected that mentors will regain internet access allowing them to more regularly access MCOP. Mentors will be requested to send in their own photos and stories of their work for future postings.

Additionally, as stated previously a story on the results of REPS, and the role of mentors in achieving those results, is due to be included in the first REB email newsletter.

Develop/implement a communications strategy for rollout of instructional materials

As mentioned above, the REB email newsletter will include an article about the distribution of L3 P3 materials, which includes a message from REB about the importance of teachers, mentors, parents, and other stakeholders supporting the implementation of the materials. This quarter's social media posts also featured images from school visits.

Activities planned

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

7.0 ANNEXES

1. Report on L3 senior mentor training
2. CLNVP final report
3. TTC Soccer Newsletter
4. Minutes of the April L3 steering committee meeting
5. Report on use of Data Winners
6. Midterm Review Report
7. Monitoring Reports
8. DQA Reports
9. Print media stories
10. Activity briefs