



Literacy, Language and Learning Initiative

FY15 Q2 Quarterly Report
(January-March 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

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ACRONYMS

ADEPR	Association des Eglises Pantecotistes au Rwanda (Pentecostal church in Rwanda)
BCC	Behavior Change Communication
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)
ESSP	Education Sector Strategic Plan

ESWG	Education Sector Working Group
FARS	Fluency Assessment in Rwandan Schools
ICT	Information and Communication Technology
L3	Literacy, Language, and Learning Initiative
LARS	Learning Achievement in Rwanda Schools
LNA	Literacy and Numeracy Advisor (from VSO)
MARS	Mathematics Assessment in Rwandan Schools
MCOP	Mentorship Community of Practice
MINEDUC	Ministry of Education
M&E	Monitoring and Evaluation
MRA	Methodology and Resource Advisor (from VSO)
NGO	Non Governmental Organization
P1-6	Primary One to Six
PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc
REB	Rwanda Education Board
REPS	Rwandan English Proficiency Standards for teachers
RLS	Rwanda Library Services
RENCP	Rwanda Education NGO Coordinating Platform
SBM	School-based Mentor
SBMP	School-based Mentoring Program
SEN	Special Education Needs
SEO	Sector Education Officers
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TMPC	Teaching Methods and Practice Course
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

The 10,600 SD cards which were collected for the addition of the P3 audio programs were returned to schools before the beginning of the school year and 690 new cellphones and speakers were supplied to schools with more than 13 teachers in P1 to P3. As they collected the SD cards, the head teachers participated in briefing sessions conducted by the provincial coordinators on the use of the L3 materials.

The teacher guides, student readers and read aloud books for P3 all arrived in Kigali in January and the initial distribution to schools of 886,553 books was completed by February 27th. Arrangements are being made with the printing company for the supply of additional books to schools that did not receive sufficient copies. This exercise will be completed in the next quarter.

Materials for P1 and P2 classes were also distributed in January to 39 schools that were not on the list of schools in 2014 and so had not received any materials then.

The materials development team is making progress on the development of materials for English and Math for P4. The English team has completed the term one materials and has started on the term two materials. The scope and sequence for Math was reviewed and approved at a weekend workshop with staff from the curriculum department and teachers. It has been agreed that a full set of audio lessons for Math will not be developed but teachers will be provided with a number of sample lessons. The content of the materials will have to be checked against the new curriculum when the final version is published in April.

School-based mentors have been training the P3 teachers in the use of the new materials in professional development sessions. The training of teachers in schools without mentors was started in February and completed in March, as the teachers were only available for training at weekends. A total of 3,358 teachers have been trained.

At the Teacher Training Colleges (TTCs), there are now eleven Literacy and Numeracy Advisors recruited by VSO and two more will be recruited in the coming quarter. They have been provided with copies of the P3 materials and have been training the tutors in how they are to be used so that the tutors can train the students before they go out on teaching practice.

Concern Worldwide trained 71 Parent Teacher Committees (PTCs) in Ruhango district and 53 in Muhanga. The training was given to five members of each PTC as well as the SEOs who will monitor their performance.

Eight more community mobile libraries were established, bringing the number to 60. Fifteen existing libraries were monitored and arrangements made for the relocation of inactive ones to other organizations.

Five Writers Workshops and two Math Camps were held in the TTCs. The Writers Workshop manual was updated.

A meeting of the steering committee was scheduled for February but had to be postponed to April because of other Ministry commitments. However, the results of the 2014 National Reading and Numeracy Baseline Assessment were presented to a meeting of REB senior management, and the report will be circulated once feedback and approval has been received.

The proposal from VSO was selected as the best to implement the special needs education (SEN) program. The agreement was signed at the end of March and implementation will begin in May.

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 Q2

Support REB in the finalization of standards for literacy and numeracy

The finalization of the standards for literacy and numeracy will be discussed during the steering committee meeting, which was postponed to the third quarter.

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

From February 21-25th, a member of the L3 literacy team attended the Rwanda Education Board (REB) curriculum workshop in Musanze. The workshop concerned the development of the teacher guidance document on the use of the new competence-based curriculum.

Develop P4 Term 1 and 2 school, classroom and home/community-based instruments for assessment of reading and numeracy skills

As part of the materials development process, the L3 technical team produces formative assessment tools for reading and numeracy skills. The class teacher or community volunteer administers these tools fortnightly. P4 term 1 assessment tools have been developed, and tools for term 2 will be developed in the next quarter.

One challenge that the team has faced is that the new curriculum and accompanying assessment guidelines are not yet available. Once the final documents are available, the L3 assessment tools and materials will be reviewed and, if necessary, revised.

Activities planned for 1.A

- Support REB in the finalization of standards for literacy and numeracy
- Develop Term 2 and 3 P4 school, classroom and home/community-based instruments for assessment of reading and numeracy skills

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

Progress in Q2

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 1 read aloud stories, leveled texts, poems, audio scripts, and teachers guide and primer pages. For term 2, the scope and sequence has been reviewed and finalized, and read aloud stories and leveled tests up to week 9 have been developed. The term 2 master plans up to week 4 have also been developed.

The mathematics team with support from Paul Goldenberg developed the P4 mathematics scope and sequence for all 18 units of the P4 curriculum in February 2015. The team in collaboration with CPMD and some primary school teachers then reviewed and approved the P4 Scope and Sequence up to Unit 8. The remaining units will be reviewed and approved in the next quarter.

Eight master plans for units 1 and 2 have also been developed. In agreement with CPMD, the mathematics audio lessons have been replaced by sample audio mental math activities and chants.

As stated previously, once the competence-based curriculum documents are finalized, the P4 materials will need to be reviewed and possibly revised. The team is working on a tight production schedule to ensure that the materials will be developed and approved by REB's Textbook Approval Committee (TAC) by August 2015. This will allow for distribution in December 2015.

Table 1 P4 English materials produced

English	Term 1 materials developed in Q1	Term 1 materials developed in Q2	Total Term 1 Progress	Term 2 materials developed in Q2
Audio scripts written	5/40	35/40	40/40	5/40
Audio scripts recorded	0/40	40/40	40/40	5/40
Audio scripts field tested	0/40	20/40	20/40	0/40
Decodable texts and activities written	8/8	0/8	8/8	8/8
Decodable texts and activities desktop published	0/8	8/8	8/8	0/8
Read aloud stories written	8/8	0/8	8/8	8/8
Read aloud stories desktop published	1/8	7/8	8/8	0/8
Scripted lessons written	8/72	64/72	72/72	5/40
Diagnostic Tools	0/4	4/4	4/4	0/4

Table 2 Math materials produced

<i>Mathematics</i>	P4 materials developed in Q2
Master plans written	8/39
Audio scripts written	24
Audio scripts recorded	TBD
Audio scripts field tested	TBD
Scripted lesson plans completed	0/252
Diagnostic Tools developed	2/18

Activities planned for 1.B

- Develop audio and print materials for P4 English and Mathematics
- Submit P4 English and mathematics materials to TAC

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

Progress in Q2

Conduct visits to the school-based mentors CPD training

In quarter 2, the L3 provincial coordinators continued to monitor the cascade of training in best literacy and numeracy practices from senior mentors to school-based mentors (SBMs) during their continuous professional development (CPD) meetings. This quarter, the visits took place in Gakenke and Rulindo in the north and Muhanga in the south. During these sessions, provincial coordinators also co-facilitate and answer queries on the implementation of L3 materials. The most frequent questions concern the replacement of stolen or damaged technologies. Provincial coordinators refer mentors to the REB technology guidelines that specify how head teachers should report such cases. A simple information sheet has been developed which can be used by mentors to inform teachers about the care of the materials and where replacement items can be obtained.

Additionally, the provincial coordinator for the northern province attended a workshop organized by Save the Children for SBMs in Gicumbi. The provincial coordinator presented a session about how L3 and Save the Children’s Literacy Boost initiative are complementary.

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

Provincial coordinators also conduct visits to monitor SBMs' training of teachers in the schools they support. They may also co-facilitate the trainings with SBMs and answer questions about L3.

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

While mentors reach approximately 1,600 schools, a large number of schools are not supported by mentors. L3 worked closely with VSO to provide training for teachers in schools without mentors. The Program Implementation Coordinator, together with the technical team and provincial coordinators, developed the training manual. The aims were for teachers to be able to:

- Describe the structure and the content of the L3 P3 Kinyarwanda, English and Mathematics materials
- Apply the new literacy and numeracy practices introduced in P3 materials
- Use the distributed technologies effectively in their classrooms
- Model lessons using P3 materials

L3 provided the training manual and a two-day orientation session on February 26th and 27th for VSO volunteers who were to support the training.

Support REB in the training of teachers from schools without mentors on P3 materials

The training of 3,358 teachers in 933 schools without mentors was completed in February and March 2015 in all 30 districts. To avoid interrupting students' learning, the training was completed over weekends. Training sites in each district were identified with the support of DEOs.

VSO agreed to support the training in the districts in which volunteers are placed. Volunteers covered 7 districts—Nyaraguru, Gicumbi, Burera, Ngoma, Rwamagana, Nyagatare, and Ngororero. Volunteers also supported L3 in another 10 districts.

Table 3 Number of participants by district – Training of teachers in schools without mentors

DISTRICT	MALE	FEMALE	TOTAL
KIGALI CITY			
GASABO	38	81	119
KICUKIRO&NYARUGENGE	25	62	87
SUB TOTAL	63	143	206
EASTERN PROVINCE			
BUGESERA	57	46	103
RWAMAGANA	6	14	20
GATSIBO&KAYONZA	87	81	168

KIREHE	59	60	119
NYAGATARE	59	57	116
NGOMA	26	47	73
SUB TOTAL	294	305	599
NORTHERN PROVINCE			
MUSANZE	101	114	215
GICUMBI	47	51	98
RULINDO	37	62	99
GAKENKE	72	117	189
BURERA	52	45	97
SUB TOTAL	309	389	698
SOUTHERN PROVINCE			
KAMONYI	47	113	160
GISAGARA	59	80	139
HUYE	35	68	103
MUHANGA	57	107	164
RUHANGO	33	57	90
NYARUGURU	39	43	82
NYAMAGABE	70	81	151
NYANZA	56	68	124
SUB TOTAL	396	617	1,013
WESTERN PROVINCE			
RUSIZI	54	100	154
NYAMASHEKE	48	73	121
KARONGI	73	133	206
RUTSIRO	61	54	115
RUBAVU	59	34	93

NYABIHU	44	29	73
NGORORERO	32	48	80
SUB TOTAL	371	471	842
GRAND TOTAL	1, 433 (42.7 %)	1,925 (57.3%)	3, 358

Activities planned for 1.C

- Train senior mentors on best literacy and numeracy practices for “transforming classrooms”
- 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 Q2

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 the REB Teacher Development and Management (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 Q2

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

During this reporting period, VSO continued the recruitment process of Literacy and Numeracy Advisors (LNAs) to support Teacher Training Colleges (TTCs). In January 2015, one LNA arrived in country and completed In-Country Orientation after which he went to work in TTC Rubengera. At the end of the reporting period, the status of L3 volunteers at TTCs is as follows:

Table 4 Current LNA TTC placements

	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	Maaike 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-Jun-15
10	Ciaran Burke	TTC Kirambo	1-Nov-14	31-Aug-15
11	Francis Tiberondwa	TTC Rubengera	15-Feb-15	30-June-16

VSO recruitments continue to replace the volunteers in TTC Mbuga and TTC Bicumbi who completed their placements in November 2014. It is hoped that the positions will be filled by end of May 2015, which would ensure that each of the 13 TTCs would have an LNA volunteer in place.

Develop a training manual and resource for training TTC tutors in the use of L3 P3 materials for English, Kinyarwanda and Mathematics and literacy and numeracy best practices

L3 provided VSO volunteers with a training manual and power point presentation to use for training TTC tutors on L3's P3 instructional materials. As stated in section 1.C above, VSOs received a two-day orientation session to prepare for the training.

Provide P3 materials to all 13 TTCs

L3 provided the 13 original TTCs, and the 3 newly established TTCs, with copies of the P3 materials. They were distributed during a meeting of TTC principals held at the University of Rwanda College of Education on February 27th. Each TTC received eight copies of the Kinyarwanda, English and Math teachers guides, the Kinyarwanda and English student readers, and the Kinyarwanda and English read aloud story collections.

Following the distribution of these materials, training for TTC tutors began, as reflected in the table below. Remaining TTCs will be trained in April.

Table 5 TTC tutors trained on P3 materials

Name of TTC	Nr. of invited TTC tutors	Number of trained tutors - TTCs		
		Total	F	M
Matimba	30	34	11	23
Bicumbi	22	17	5	12
Zaza	32	36	21	15
Byumba	4	4	0	4
Kirambo*				
Shyogwe*				
Save	3	2	1	1
Mbuga*				
Cyahinda	7	7	3	4
Gacuba II	32	30	22	8
Rubengera*				
Mururu*				
Muramba	20	16	5	11
	150	146	68	78

*TTCs in which tutors training is planned in April

Provide L3 materials implementation support to TTC tutors and student teachers

LNA volunteers provide continuous support to TTCs on the use of P1-P3 materials, including support for student teachers as they prepare their lesson practice.

On January 22nd and 23rd, an LNA organized an L3 lesson design workshop at TTC Byumba for SEOs, SBMs, primary school teachers, and TTC tutors. The workshop aimed to review the content of the L3 materials and advise participants on preparing and delivering lessons using L3 materials. Following the workshop, the tutors will use what they learned with student teachers, and the primary school teachers who participated will support the student teachers during their teaching practice. Follow up visits to the local schools and discussions with tutors will help to monitor the success of the workshop and help with planning future workshops.

From January 26th to 29th, a session was organized for 106 second and third year student teachers at TTC Gacuba II. The session aimed to provide student teachers with a better understanding of how to use the L3 materials in preparation for their internships and teaching practice and was co-facilitated by a senior mentor and three tutors. Demonstrations of audio lessons were included in the sessions, which was very helpful for the students. On the 30th and 31st, the volunteer helped student teachers to develop materials to use in teaching audio and non-audio lessons.

In January, TTC Matimba held a training for 234 year three students and Early Childhood Education students on the use of L3 materials and developing teaching and learning resources.

TTCs have requested additional L3 support due to the large number of students. They would also like support on how to help children with special education needs in using the L3 materials.

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

Sessions for tutors, student teachers, and local primary school teachers on making teaching materials have become an ongoing activity in TTCs since the completion of Teaching Resource Centers (TRCs) by VSO in all 13 TTCs.



Figure 1 Material making session – TTC Mururu



Figure 2 Material making session - TTC Gacuba

One challenge, experienced in many TTCs is to secure time in the TTC timetable for these sessions. For example, in TTC Mururu, some lessons have been rescheduled for Friday afternoons, which clashes with the weekly trainings, which had been taking place with tutors. Volunteers try to work closely with the Deans of Studies to schedule TRC sessions as best as possible.

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

As part of the regular support they provide, volunteers co-teach, observe lessons, and give model lessons to demonstrate effective literacy and numeracy teaching. Volunteers report that tutors and student teachers especially appreciate co-teaching and model lessons.

Support and supervise student teachers in teaching practice schools

TTC-based volunteers continued to support student teachers in preparing and delivering their lessons as part of their teaching practice. Volunteers report that they are receiving an increasing number of student teachers seeking support, either to find appropriate teaching aids or to request lesson observation and feedback. Volunteers organized P3 material structured support for students who were due to go for their internships.

In TTC Mururu, from February 2nd to 18th, the volunteer accompanied the math and language students on their teaching practice, observing lessons taught by the students and providing oral and written feedback. In TTCs Matimba and Gacuba the volunteers supported student teachers to develop low/no cost materials in preparation for teaching practice and internships.

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

The LNA volunteer based at TTC Mururu and the VSO writers workshop advisor worked together to create a collection of speaking and listening activities which can be used in teaching the Language Teaching Methods and Practice course (TMPC) in TTCs. They developed a comprehensive program of activities for teachers when teaching storytelling, poetry, songs, rhymes, and tongue twisters. They incorporated many examples of these and suggested a variety of learner-centered, participatory teaching and learning activities based on the texts.

The draft document has been submitted to the L3 Technical Director, who will review with the technical team and identify suitable Kinyarwanda resources to accompany these materials. It will then be submitted to College of Education for approval and inclusion in TTC training materials.

As the TMPC materials were being completed, the L3 materials for P3 were being supplied to schools and related trainings were given precedence to TMPC. Volunteers have designed a schedule for training tutors. Both the LNA volunteers and the VSO methodology and resources advisors (MRAs) will facilitate this training.

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.

Activities planned for 1.E

- Provide L3 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 Q2

Present the complete package of materials for implementing the CLNVP to REB, National Library Services, Rwanda Reads partners, and other possible stakeholders

The presentation of the Community Literacy and Numeracy Volunteer Program (CLNVP) has been prepared and will be presented to REB at the next L3 steering committee meeting in April. Never Again Rwanda has submitted the final report to EDC. After internal review, it will be finalized.

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

In January, Concern trained 300 members from 71 Parent Teacher Committees (PTCs) and 8 SEOs from Ruhango district. In March, 220 members from 53 PTCs and 6 SEOs from Muhanga district were trained. The training covered PTC roles and responsibilities as well as PTC support to teacher motivation, community support to literacy, and equity. PTCs received PTC guides to help them implement action plans.

In Muhanga district, there are 106 schools for PTC's to be trained. The remaining 53 will be trained in a phase II training in April.

Table 6 PTC members trained*

DISTRICT	Number Category of Participants who attended					Total	F	M
	Head Teachers	Teachers	Parents	SEOs*	School owners			
Ruhango	71	70	134	8	25	308	100	208
Muhanga	50	53	105	6	12	226	81	145
TOTAL	121	123	239	14	37	534	181	353

*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

In Q1, it was reported that Concern and SEOs conducted monitoring visits to 224 PTCs in Nyamagabe, Nyaruguru, and Gisagara. Of these, 94 PTCs had already undertaken initiatives to support teacher motivation. An additional 95 visits this quarter were conducted, and it was found that another 39 PTCs had started initiatives.

Between October and December 2014, 169 PTCs in Nyanza and Huye were trained and developed action plans. During this reporting period, Concern and SEOs visited 80 PTCs, 26 of which have begun implementing teacher motivation initiatives. These include livestock rearing, tontines, cooperatives, and cultivation.

Table 7 PTCs implementing teacher motivation initiatives

Training Period	Reporting period	PTCs visited	PTCs which have begun Initiatives	Districts
Jul-Sept 2014	Q1/October-December	224 visited/256 trained	94	Gisagara, Nyamagabe, Nyaruguru
Oct-Nov 2014	Q2/Jan-March	80/169 trained	26	Nyanza, Huye
	Q2/Jan-March	95 visited (trained between July & Sept)	39 (New initiatives)	Gisagara, Nyaruguru
Total initiatives to date			159 PTCs/ 399 visited (40%)	Gisagara, Huye, Nyanza, Nyaruguru

**Please note that, in line with the agreed target in the SoW, all PTCs have been encouraged to include activities in their action plans to support teacher motivation. In the table above Concern notes that to date 40% of all PTCs visited have already started to implement these initiatives. Concern and SEOs continue to do follow up visits with PTCs to monitor and advise on the implementation of their action plans to ensure that additional PTCs will undertake initiatives.*

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

During this reporting period, there were no additional awards provided for the PTC initiatives to support teacher motivation. Rather, activities were focused on following up on awards already provided. See the table below for further information.

Table 8 PTC progress on teacher motivation awards

	Name of School/District	Initiative awarded & Progress
1	Kagombyi Primary School in Karongi District	<p>PTC has encouraged tontines between parents and teachers and helps teachers to get an emergency loan with low interest rates.</p> <p>Number of rabbits has increased (from 45 to 100) and all teachers have received rabbits.</p> <p>As noted by Ntakobazangira Claver, PTC President of Kagombyi PS: "This gathering between parents and teachers enables them to sit together once per month and discuss on tontine's progress and school life without waiting only for PTC meetings"</p>
2	Nkanga P.S in Rulindo District	The PTC is raising rabbits which are given to teachers to increase their income. They started with 8 rabbits and used the award to buy another 12 rabbits and repair the cage. They had 68 rabbits and gave 26 of them to 13 teachers.
3	E.P. Kirehe Catholic in Nyamagabe District	The school garden allows teachers to take lunch at school. 11 goats are being reared and a shelter was built for the goats.
4	E.P. Mujuga in Nyamagabe District	The potato plantation is supporting teachers to have lunch at school. A shelter to house the goats and pigs is being constructed.
5	Gisorora PS in Nyaruguru District	The school has constructed a small room and is using it as a hair salon. In addition materials were purchased (clippers, brushes ,TV screen, CD driver and others are in process). Parents contribute 100 RWF per month to have their childrens' hair cut at school.
6	Kagarama P.S in Nyaruguru District	The PTC has been renewed and the committee is now complete. The purchase of hair cutting equipment (hair clippers, brushes, mirrors , etc) is underway. The PTC has started the sensitization of parents to give money to their children to have their hair cut at school. The Head teacher at Kagarama PS said that, <i>"This award will help us ensure teachers do not want to leave the school because this award helps them in their welfare"</i> .
7	Mukiza PS in Gisagara District	Work is underway on improving the banana and coffee plantation.
8	Mbogo PS in Gisagara District	PTC started to use the award for improving and extending the existing banana plantation. They realized that buying chemical fertilizers would not be sustainable and decided to buy a cow which will give them milk and natural fertilizers.
9	Magi PS in Gisagara District	They started to use the award by preparing the field where the banana plantation will be extended. For the existing banana plantation, the activities of renewing and improving are ongoing.

11	GS Cyamukuza in Gisagara District	They have not yet started. Someone had purchased the land that they were renting which was a challenge, so they are requesting to begin a new initiative regarding rearing livestock.
12	Munyegera PS in Gisagara	The construction of shelter for rabbits is underway. Once it's finished they will buy rabbits.



Figure 3 Rabbit's house for Nkanga P.S



Figure 5 Rabbits inside of their house at Nkanga PS



Figure 4 Claire Umutangampundu, teacher at Kagombyi PS



Figure 6 Extension of banana plantation in Mbogo PS in Gisagara

“From the tontine I bought rabbits through emergency loan and supported two classes to breed rabbits through offspring distribution. In addition rabbits are more prolific so that I can get some money from them for solving basic needs.”—Claire Umutangampundu



Figure 7 Improved banana plantation in Mbogo PS in Gisagara District

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

This quarter, the DEO and 9 SEOs from Ruhango district were trained on monitoring and evaluating PTC initiatives. Expected results, M&E tools, reporting, and field visit plans were discussed. Reporting will take place quarterly.

To improve this system, a meeting was held in Gisagara, Nyamagabe, and Nyaraguru. SEOs recommended that Concern shares the report findings with them to help them improve and to receive posters used in events and meetings.

Concern emphasized to SEOs that the deadline for quarterly reporting is on the 15th of the final month and that SEOs should submit quality reports. SEOs should also use checklists during school visits, report all PTC activities, including parent visits to school, and follow up on awards given to schools.

Activities planned for 1.F

- Roll out module and training on teacher motivation to PTCs in schools in the Southern Province in Muhanga and Rulindo
- 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 Q2

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

In 2014, EDC distributed cell phones with SD cards, loaded with audio lessons for P1 and P2, and speakers to schools nationwide. Rather than purchasing additional SD cards, EDC collected the SD cards back from schools, added P3 audio lesson content, and redistributed them.

EDC copied audio content on 10,600 SD cards that were collected back from schools and on another 691 new SD cards. EDC also provided an additional 694 cellphones and 690 speakers to schools that were identified as having more than 13 teachers from P1 to P3. Provincial coordinators met with head teachers and SEOs to discuss the implementation of the program while also distributing these items over the course over one week in January. The table below reflects the items distributed to schools.

Table 9 SD cards with P3 content distributed to schools

District	Province	SD cards (redistribution)	SD cards (new)	Speakers	Phones
GASABO	Kigali	288	25	25	25
KICUKIRO	Kigali	130	17	17	17
NYARUGENGE	Kigali	134	20	20	20
TOTAL		552	62	62	62
BUGESERA	Eastern	421	26	26	26
GATSIBO	Eastern	329	34	34	34
KAYONZA	Eastern	285	26	26	26
KIREHE	Eastern	252	27	27	27
NGOMA	Eastern	315	24	24	24
NYAGATARE	Eastern	310	25	25	25
RWAMAGANA	Eastern	263	25	25	25
TOTAL		2175	187	187	187
GISAGARA	Southern	296	4	4	4
HUYE	Southern	398	5	5	5
KAMONYI	Southern	351	23	23	23
MUHANGA	Southern	362	37	37	37
NYAMAGABE	Southern	443	19	19	19
NYANZA	Southern	371	24	24	24
NYARUGURU	Southern	343	14	14	14
RUHANGO	Southern	323	39	39	39
TOTAL		2887	165	165	165
KARONGI	Western	548	11	11	11
NGORORERO	Western	429	29	29	29
NYABIHU	Western	398	24	24	24
NYAMASHEKE	Western	507	14	14	14
RUBAVU	Western	325	16	16	16
RUSIZI	Western	431	10	10	10
RUTSIRO	Western	402	27	27	27
TOTAL		3040	131	131	131
BURERA	Northern	376	34	34	34
GAKENKE	Northern	458	28	28	28
GICUMBI	Northern	430	30	30	30
MUSANZE	Northern	327	31	30	34
RULINDO	Northern	355	23	23	23
TOTAL		1946	146	145	149
GRAND TOTAL		10600	691	690	694

Distribute Primary 3 materials (teacher's manuals, read-aloud books, audio materials)

The printing of P3 materials was completed by English Press, a company based in Kenya contracted for the printing and distribution of P3 materials. In January, English Press commenced the distribution of P3 materials. The P3 materials distributed included Kinyarwanda student books; English student books; Kinyarwanda read aloud stories; English read aloud stories; Kinyarwanda teacher guides; English teacher guides and Math teacher guides. The table below indicates the number of P3 materials distributed per type and per province.

Table 10 P3 materials distributed

Province	P3 Kinyarwanda students books	P3 English students books	P3 Kinyarwanda Read aloud stories	P3 English Read aloud stories	P3 Kinyarwanda Teach Guides	P3 English Teacher guides	P3 Math Teacher guides	Total No. of Books received
Eastern	10,3945	104,194	1,293	1,281	1,346	1,351	1,342	21,4750
Kigali City	28,585	28,746	335	333	337	336	335	59,007
Northern	77,060	77,212	1,158	1,156	1,157	1,153	1,158	160,054
Southern	105,139	104,696	1,672	1,663	1,669	1,669	1,670	218,178
Western	108,113	107,743	1,732	1,729	1,744	1,741	1,739	224,541
Total distributed to 2467 schools	422,842	422,591	6,190	6,162	6,253	6,250	6,244	876,530
Distributed to other institution (REB and TTC)	135	135	135	135	135	135	135	945
Total for schools and other institutions	422,977	422,726	6,325	6,297	6,388	6,385	6,379	877,475

In this reporting period, L3 also distributed P1 and P2 materials to 39 schools which did not receive them in 2014, because they were either new schools or not on the list of schools. The following are the numbers of materials distributed to these schools.

Table 11 P1 and P2 materials distributed in 2015

Category of materials	Quantity distributed	Total
P1 Kinyarwanda Read aloud	88	35,583
P1 Kinyarwanda Teacher guide	91	
P1 English Teacher guide	87	
P1 Math Teacher guide	86	
P2 Kinyarwanda Read aloud	59	
P2 Kinyarwanda Teacher guide	27	
P2 English Teacher guide	60	
P2 Math Teacher guide	85	
P1 Kinyarwanda Readers T1	3619	
P1 Kinyarwanda Readers T2	4833	
P1 Kinyarwanda Readers T3	4665	
P1 English Readers T3	3382	
P2 Kinyarwanda Readers T1	4024	
P2 Kinyarwanda Readers T2	4093	
P2 Kinyarwanda Readers T3	3872	
P2 English Readers T1	2383	
P2 English Readers T2	1906	
P2 English Readers T3	2223	
Phones	184	547
SD cards	183	
Speakers	180	

Enhance the collaboration/partnership with the DEOs and SEOs

Including DEOs and SEOs in planning and coordinating activities and providing them with regular reports ensures for effective implementation of the program. L3 has built strong working relationships with DEOs and SEOs as with REB TDM. Provincial coordinators now report regularly on this partnership, and L3 is pleased with the strong support of SEOs and DEOs in the districts.

As previously stated, during the distribution of SD cards, provincial coordinators had meetings with DEOs, SEOs, and head teachers to discuss the implementation of the materials. During the meeting, participants conducted a SWOT analysis and discussed how to overcome weaknesses and challenges, sharing ideas and best practices from different schools.

The following table reflects the feedback from participants in Gasabo district:

Table 12 Analysis of program implementation in Gasabo district

<p>Strengths</p> <ul style="list-style-type: none"> - This program helps students and teachers to learn English - Learning through songs and games is very interesting for students; students learn quickly and are motivated, and their listening and speaking skills improve - Saves time for preparation; lessons are well-prepared and help teachers with time management; reduces teacher workload - Teacher training on the use of the new materials - Students are allowed to take books home. This helped them a lot in their learning. - The materials to be used in each lesson are listed in the teachers guides 	<p>Weaknesses</p> <ul style="list-style-type: none"> - Insufficient materials in some schools, especially teacher guides and read aloud collections - Delay in the materials delivery - Some pauses in the audio are too short - The color (white) of the students' book
<p>Challenges</p> <ul style="list-style-type: none"> - HTs do not have full authority on mentors - Some teachers are resistant to change - A big number of students in classrooms - Some parents attitudes and mindset - Speakers' batteries don't last long - The group activities are not easy to do - Some schools do not have mentors - Mentors do not provide enough training to teachers - Not stopping/playing the audio is a challenge - Some students lose their books. 	<p>Opportunities</p> <ul style="list-style-type: none"> - Students and teachers books are available - Audio materials (phones and speakers) are available at school - Teachers are interested in learning English - Capitation grant that can be used in making photocopies for the books that are not enough - <i>Umuganda</i> can be a way of community sensitization about L3 program - Teachers, SEOs and HTs like this program - Experienced teachers - Mentors available at some schools - The use of mobile phones is already known by teachers - Electricity (solar panel) is available in all the schools - PTA/PTC in every school - This program needs to be expanded in the private schools - Materials should be provided from P4 to P6

	- Will these materials be used when the new curriculum comes
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Provide regular updates to the DEOs and Regional Inspectors about L3 activities in the district/province

Provincial coordinators provide DEOs and REB inspectors with regular updates on the implementation activities by visiting offices, calling by phone, or sending email updates. This quarter, provincial coordinators provided updates on the distribution of P3 materials, training of teachers in schools without mentors, and challenges and solutions in the implementation.

For example, the Kigali Provincial Coordinator conducted a joint visit with the Kigali Regional Inspector to the three Kigali DEOs. During the visits, they discussed the challenge of district schemes of work not being aligned with the REB curriculum, and therefore with the L3 materials. The use of English as a medium of instruction in teaching P3 mathematics was also raised as a concern. DEOs agreed to remind schools that the medium of instruction from P1 to P3 is Kinyarwanda and to enforce the policy in their districts. They have also agreed to follow up to ensure that all schools can follow the scheme of work in line with REB/L3 and prepare exams reflecting this.

The Program Implementation Coordinator and Kigali Provincial Coordinator met with the acting DDG of the Education Quality and Standards (EQS) department to discuss schemes of work and language of instruction. It was agreed that REB would follow up and that it would be discussed during an education meeting due to take place in Kigali on April 16th.

Field test of Term 1 and 2 P4 program materials (IAI programs, teacher’s manual, leveled texts, audio stories, etc.)

As in previous years, Remera Catholic School in Kigali has agreed 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 1 audio lessons, teachers guides, leveled texts, poems, and audio stories. Regular feedback is incorporated into the materials.

In order to accelerate the materials development and testing process, L3 has organized a holiday testing program at Remera Catholic so that field testing can occur during the first two weeks of April.

Monitor use of materials and observe classrooms

As explained further in the M&E section, this quarter both provincial coordinators and the M&E team conducted 57 school visits and lesson observations, including P1, P2, and P3 classes.

On February 5th and March 5th, the Program Implementation Coordinator, M&E Manager, and Technical Director conducted visits to five of the schools involved in the original Bugesera pilot program. The team visited classrooms and conducted interviews with teachers and head teachers. The objectives were to monitor implementation and assess factors influencing the implementation. Results were shared with staff at the all staff monthly meeting.

In each of these schools, teachers appreciated the quality and interactive nature of the materials. They appreciate that students now have access to print materials and that the audio lessons facilitate students’ participation. They also recognize an increasing role of parents supporting children to read at

home, as some parents have been coming to school to discuss their children's performance and how they can help.

All schools reported a delay in receiving the P1 and P2 materials in 2014, which meant that teachers were not able to deliver all lessons in time. The 2015 distribution had improved and all schools had received their materials.

At two schools visited, there was a high repetition rate which negatively impacts student performance as students in the same class do not have the same learning prerequisites. This creates classrooms with diverse learning needs, which influences teaching practices.

Various levels of management were observed in these schools, and it was noted that school leadership plays a major role in the quality of the L3 implementation. It was agreed that return visits should be conducted where effective and high quality school leadership was observed, potentially to highlight as a success story.

Follow up is especially important in the management of L3 materials, especially the technology, to ensure they are being properly used, whether they are still in place, and what schools do to replace missing technology to ensure continuous use of materials. The standards for management and use of these materials will be reviewed, and follow up will be made on the support provided by mentors. These issues will be addressed during future teacher training activities.

Submit Andika Rwanda 2014 report to REB at L3 steering committee

As explained in section 4.A below, the L3 steering committee has not yet taken place. However, EDC provided the Andika Rwanda 2014 report to the new DG, Janvier Gasana, who requested EDC to work with the acting DDG for EQS, Gerard Rutali, on the 2015 competition.

The L3 communications manager met with the acting DDG at the end of March and provided him with the report. Two urgent issues were discussed: the signing of an MOU for the 2015 competition outlining what technical and financial support REB and L3 will contribute, and the designation of a 2015 planning committee. The DDG agreed to follow up with REB finance to discuss budget issues, though this was expressed as a concern. These issues will be followed up in early April.

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

This will be discussed with the 2015 planning committee.

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

The Andika Rwanda 2014 report recommends that the launch of the 2015 competition is also used to publicize the publication of the 2014 volume. The launch is tentatively scheduled for May 2015.

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.
- Field test of Term 3, P4 program materials (IAI programs, teacher’s manual, leveled texts, audio stories, etc.)
- Monitor use of materials and observe classrooms
- Work with REB on a plan for publication of Andika Rwanda 2015 winning stories
- Launch the 2015 Andika Rwanda competition

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

Progress in Q2

Collect and analyze data on implementation of mobile libraries

This quarter, the L3 Equity and Parent Partnership Task Leader conducted monitoring visits to 15 of the existing 60 community mobile libraries (CMLs).

Table 13 Community Mobile Libraries Visited during Q2

No	District	CML	Location	Sponsor	Status
1	Gakenke	Janja	Parish premises	Catholic Parish	Operational
2	Muhanga	Mpanda	Cell office	Peace Corps volunteer (PCV)	Operational
3	Nyabihu	Mukamira	EAR premises	EAR Parish	Operational
4		Rambura	Parish premises	Catholic church	Operational
5	Rulindo	Nyirangarama	Cell Office	PCV	Ready to be officially launched
6		Gasiza	Parish premises	Catholic Parish	Operational
7	Musanze	Muhoza	Sector office	VSO	To be relocated
8	Musanze	Busogo	Parish	Catholic Parish	Ready to be launched
9	Rubavu	Rubona	ADEPR	Compassion Int'l	Operational
10	Ngororero	Hindiro	GS. Muramba	Community	Operational
11	Gatsibo	Kabarore	Kibondo Health Center	Health Center staff	Dormant
12		Nyagahanga	Parish	Catholic Parish	Operational
13		Gituza	Parish	Catholic Parish	Dormant
14	Nyagatare	Karangazi	Parish	Apostles church	Operational
15	Huye	Simbi	GS Simbi	CONCERN	Operational

As seen in the table, two libraries were found to be dormant. The library in Kabarore had previously been managed by a PCV, who has since left the country. Moving forward, CML partner Compassion International will manage the library. The library in Gituza had previously been managed by a VSO volunteer, who has also now left the country. The library was recently handed over to Gituza Parish, and in coming days it is expected that the library will again be operational.

It appears that the most successful libraries are those managed by already established community structures—such as parishes, civil society organizations—or by local authorities, such as sector and cell executives. In these cases, communities are involved and have ownership of the initiative. Newly established structures such as library management committees and PTCs are not as successful.



Figure 8 Rambura CML now connected to internet with its 4 laptops

It is also noted that when libraries provide information that community members are looking for, as well as internet and games, there is greater attendance at the library. People are attracted to libraries not only by reading novels and stories for leisure, but also by accessing information to advance their careers or improve their life styles. In establishing and supporting community libraries, it is better to learn first what communities are interested in and what information they are looking for, and then determine how the library could meet that need.



Figure 9 Cooperative associated with Muramba CML

At the Muramba CML, members of a reading club have come together to create a cooperative. The Equity and Parent Partnership Task Leader has suggested that the group brings a box of books to the shop where they sell their produce to promote the library.



Figure 10 Nyirangarama CML a small community center with a ping-pong table and 4 computers



Figure 11 Busogo Parish community center

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

The site visits conducted by L3 during previous quarters showed that some libraries, especially those left behind by PCVs, were inactive. Discussions were conducted locally to find ways and means to render them active by involving local authorities, community-based organizations and opinion leaders. One possible solution is to relocate some libraries to other communities within the district that are prepared to receive and manage them.

Four CMLs were identified for possible relocation: Mpanda in Muhanga, Kibondo in Gatsibo, Muhoza in Musanze and Batsinda in Gasabo. Mpanda CML will not be relocated as the cell executive secretary has been very involved in re-starting the initiative. Kibondo, Muhoza and Batsinda CMLs will be relocated in

Q3, and the communities prepared to manage them have been identified. As mentioned above, the Kabarore library will now be managed by Compassion International.

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

This quarter, EDC continued to implement its plan to roll out community mobile libraries by distributing eight additional collections in Gakenke, Rubavu, Nyanza, Huye, Nyamashyike, Rusizi and Gatsibo, as shown in the table below. With this quarter’s distribution, a total of 13 new CMLs have been established this year. New churches, Anglican Church of Rwanda (EAR), Association des Eglises Pentecotistes au Rwanda (ADEPR), Restoration Church, Eglise Methodiste Libre au Rwanda (EMLR), and Union des Eglises Batistes au Rwanda (UEBR) under the umbrella of Compassion International, an EDC-L3 partner, have received CML books.

Table 14 CMLs distributed

District	Sector	Cell	Village	Organization Responsible	Titles	
					Kinyarwanda	English
Rusizi	Gihundwe	Burunga	Karishaririza	Rusizi district	176	855
Rulindo	Base	Rwamahwa	Base	ADEPR	148	892
Gakenke	Gakenke	Rusagara	Kabaya	EAR	132	870
Gatsibo	Kabarore	Karenge	Nyarubuye	ADEPR	132	885
Nyanza	Cyabakamyi	Karama	Nyagisozi	PCV	163	853
Rubavu	Gisenyi	Amahoro	Kitagabuva	Restoration	118	792
Huye	Ngoma	Butare	Karubanda	UEBR	173	849
Nyamashyike	Kibogora	Kibogora	Kibogora	EMLR	146	845
Total					1,188	6,841
Grand Total					8,029	

Identify new local organizations interested in sponsoring CMLs

In this reporting period, EDC and CHABAH Rwanda agreed to partner in the implementation of a CML. A memorandum of understanding has been finalized and is ready to be signed.

Maintain relationship with Rwanda Library Services

EDC initiated a relationship with Rwanda Library Services (RLS) in anticipation of a possible handover at the end of the project in 2016. This February, the Ministry of Sports and Culture through RLS organized the annual Book and Reading Festival, from February 16th to 20th. During the week, EDC and RLS co-chaired the launch of two community libraries in Base sector, Rulindo district and Gihundwe sector, Rusizi district. Each library received books from EDC and RLS. The launches involved district authorities, partners, local associations, and community members.

Activities planned for 2.B

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

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

Progress in Q2

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

This quarter, a number of workshops took place:

- TTC Matimba (February 16-18th; 16 students, 26 primary school teachers)
- TTC Byumba (February 23-24th; 13 primary school teachers, 2 SBMs)
- TTC Kirambo (January 21-23rd; 18 primary school teachers, 9 student teachers)
- TTC Muhanga (January 28th to February 1st; 13 primary school teachers, 8 student teachers, three tutors)
- TTC Mururu, follow up on writers workshop (March 23-24th; 1 head teacher, 21 primary school teachers, 2 tutors, 9 student teachers, 1 DEO, 5 SEOs)

During the writers' workshops, participants are guided step by step through the story writing process, using a variety of interactive, learner-centered activities, including listening to stories, songs, and drama. Each participant produces an English or Kinyarwanda story, some of which are made into rice sack books for classrooms. The Writers Workshop Advisor works with co-facilitators so that they can run additional workshops in the future.

Since more than 12 writers workshops have been held, the Writers Workshop Advisor updated the manual. It includes an overview of a two-day writers workshop with sessions and activities, facilitators' guide, sample stories to read during the workshop, story templates, a guide to writing new stories, and attendance and evaluation sheets. Included are the materials and activities that have been most successful at supporting participants to produce stories. After final review, the manual will be made available to TTCs to assist them in delivering future workshops.

Originally, the workshops were meant to take place over three days, but it has become clear that teachers, tutors, and student teachers don't have this time in their schedules. The workshop has been redesigned to take place in two days, which can feel rushed. It is recommended that writing clubs and additional workshops be organized to support the continued development of participants' writing skills.

For example, in TTC Mururu on March 23rd and 24th, the volunteer organized a follow up session for writers' workshop participants. They learned about using a picture book in class and made their own rice sack books from stories produced at the workshop.

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

Co-facilitators and participants are encouraged to edit stories locally, and follow up sessions and clubs support participants in continually improving their writing skills.

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

This quarter, sessions were organized in TTC Mururu, as explained above, and TTC Gacuba on producing story booklets. There are many rice sack books now available in TRCs for students to read or to make copies of, and student teachers are increasingly aware of how to make books and use them in their teaching. 24 student teachers participated in the session at TTC Gacuba.

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 January 2015, LNA volunteers met to design a standardized way to conduct Math Camps in order for participants to produce problem sets. On March 5th, there was also training for 15 mentors at TTC Byumba.

Two Math Camps were also conducted this quarter:

- TTC Cyahinda, February 15th (12 primary teachers, 37 tutors, 1 SEO, and 15 student teachers)
- TTC Muhanga, March 15th (12 primary teachers, 8 student teachers, and 2 tutors)

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 mentioned, sessions on making rice sack books were organized in two TTCs, and regular sessions continue to take place in TRCs.

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 Q2

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 conducted trainings this quarter for PTCs in Ruhango and Muhanga districts. Sessions on promoting a culture of reading were included in the training. PTC members in Muhanga received behavior change communication (BCC) posters related to the development of a reading culture in the community.

Monitor PTC action plans on literacy promotion

As part of SEOs regular monitoring visits, SEOs use checklists to monitor literacy activities implemented by PTCs. The main initiatives undertaken are to sensitize parents to support their children's literacy by giving them time to read, providing them with books, and so on. At the close of term 1, schools will organize reading campaigns.

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

Literacy days are organized by schools and PTCs with the support of SEOs, who coordinate the participation of all schools in the sector. At the end of March, 16 schools in Ruhango had begun organizing for an event during the first week of April.

Monitor the impact of BCC materials distributed in schools

Usually, BCC materials are used during literacy events and are monitored using PTC checklists. To provide additional information, a tool specifically for monitoring BCC materials is under development. The tool will be used at literacy events.

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

In Q2, especially during the month of February, LNA volunteers organized a number of activities to promote the culture of reading at TTCs. Activities were varied but all conveyed messages about the importance of reading at an early age and how parents can take an active role.

For example, in TTC Byumba, organized activities included:

- Launch of the week's activities at the TTC on February 16th
- A book fair from February 16-18. The project was in cooperation with Save the Children and promoted children's literacy through story-telling.
- Read-Aloud and Poster-Making Contest on February 20, involving 35 students. The closing and awarding ceremony was held on March 4th. There were six winners.

In TTC Kirambo, activities featured:

- Meeting with teachers and principals at Kirambo and Byumba Primary Schools to promote the use of reading resources at the TTC Library (on February 18th and 19th)
- Organized visit to TTC Library for Head Teacher and Teachers of Jean de la Mennais School along with local SBM (on February 16th)
- Reading competition organized among the language students at the TTC, attracting 100 TTC students
- The SBM for Byumba and Kirambo Primary Schools was invited to the TTC to select charts to be re-produced by TTC Students for use in these schools (February 23-27th)



Figure 12 Book fair – TTC Byumba, February 16-18, 2015

Activities planned for 2.D

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

INTERMEDIATE RESULT 3: Support for English

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

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

Progress in Q2

As explained in section 1.B, the literacy team has completed the P4 term 1 materials for English and has begun developing term 2 materials.

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 Q2

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 Q2

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

During this reporting period, extracurricular activities in support of English progressed in TTCs. For example, in TTC Mururu, a volunteer led some conversational sessions for year 1, 2, and 3 students to practice their English after the holiday. Students played games, retold stories in English and had many conversations. For year 1 students it was an opportunity to meet each other through introductory conversations. The activity was organized from February 2nd to 6th and attracted 575 student teachers.

Also in TTC Mururu, from February 5th to March 19th, 14 student teachers practiced telling stories to tell to primary students. They also learned about the seven basic story plots which could help them write their own stories. Students gained confidence and improved their English proficiency.

In TTC Matimba, the volunteer continues to work with the Writers and Journalist Club, which has about 30 members. The club is also supported by a tutor and meets each Thursday after classes. The volunteer helps them with editing stories and poems and making rice sack books, and there is a plan to make a college magazine when enough stories are compiled. Usually, stories are displayed on the school notice board to encourage others.

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 Q2

As explained in section 1.A, EDC continues to attend curriculum workshops and to support the process as much as possible.

Activities planned for 3.D

- No activities planned

INTERMEDIATE RESULT 4: Strengthen Ministry Capacity

4.A Strengthen REB central capacity

Progress in Q2

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 department has identified REB staff who will use the video recording equipment in the studio under the supervision of EDC staff with a view to taking over management of the video recording and editing facility.

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

Staff from the materials development section have participated in the curriculum revision process and the Technical Director has reviewed some of the documents prepared.

Distribute quarterly and annual reports to REB

The reports for FY 2015 Quarter 1 were distributed electronically to members of the L3 steering committee.

Hold quarterly Steering Committee meetings

The second steering committee meeting was scheduled for February but was postponed twice due to other commitments of REB. It has now been rescheduled for April.

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 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

There were no meetings of the Working Group in this quarter.

Co-chair School-based Mentoring Task Force

The SBM Task Force met in February and discussed the REPS progress report, the SBM initiatives tracker, the SBM Program calendar, and communications strategy. The Task Force also received updates from TDM on the plan for recruiting mentors.

Participate in the School Leadership and Management Task Force

No Task Force meetings were held this quarter. However, EDC and Concern met with TDM on March 13th to discuss the scope of Concern's PTC trainings. It was agreed that Concern is able to train PTCs according to the agreement with USAID and that this training will not address additional PTC competencies.

Participate in Rwanda Reads steering committee

The COP and Communications Manager participated in the steering committee meetings held in January and March, and reported on L3 activities. The main items on the agenda were, in January, the Book and Reading Festival in February organized by Rwanda Library Services, and, in March, the General Assembly to be held in September.

Participate in Pre-Service Task Force

The L3 Technical Director, Assistant Technical Director, and Program Implementation Coordinator participate in the Pre-Service Task Force. L3 has contributed to mapping initiatives for pre-service teacher training and has also shared L3's involvement in pre-service.

The Pre-Service Task Force is focused on supporting the revision of the pre-service curriculum to align with the new basic education curriculum. An initial workshop was held on March 30-April 1 to develop a competence framework for pre-service and a roadmap for the rest of the process. The Technical Director, the Program Implementation Coordinator and incoming COP attended the workshop at various times over the three days.

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 Q2

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

As shown in 1.E, there are currently 11 LNA volunteers in place at TTCs. In Q3, it is expected that another 2 volunteers will be hired.

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

LNAs organize activities to benefit not only the TTC, but also surrounding primary schools. Teachers from local schools regularly come to the TTC's TRC for guidance on making and using teaching aids. For example, in TTC Mururu, 10 teachers from GS Mutongo, EP Runyanyanzovu, GS Cyato, and ECPS Tara came to the TTC to make teaching resources. Some of these teachers came with their school-based mentor to develop resources to set up a model classroom in their schools. Some primary schools are creating their own TRCs after seeing the TRC at TTCs.

Local teachers participate in math camps facilitated in the TTCs

As explained in section 2.C, two math camps were organized this quarter at TTC Cyahinda and TTC Muhanga. At these workshops, 24 primary school teachers were in attendance.

Local teachers participate in writers' workshops facilitated in the TTCs

Four writers workshops took place this quarter, and 70 primary school teachers participated.



Figure 13 Story writing session - TTC Gacuba

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

In Term 1 of the 2015 school year, supporting tutors, student teachers and local primary school teachers on effective literacy and numeracy took the form of co-teaching, lesson observation and giving model lessons. As reported by volunteers, intermediate beneficiaries appreciate all these activities especially co-teaching and model lessons. From the latter, intermediate beneficiaries pick up best practices. Through lesson observation, VSO volunteers have been able to give constructive feedback which aims at improving on the quality of literacy and

numeracy instruction.

With the aim of making the TTC as the center of the best literacy and numeracy practices including planning, methodology and resources, in January 2015, LNAs designed criteria for TTCs as the center of excellence and appropriate support needed.

Activities planned for 4.B

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

4.C Develop tools and systems for monitoring teacher practices

Progress in Q2

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

SBMs use Data Winners SMS reporting system to report the number of P3 teachers they have trained and the progress made in using L3 materials in the schools they support. It was reported that 60 P3 teachers (20 male and 40 female) have been trained/mentored for at least 16 hours, and 1,681 P3 teachers (596 male and 1085 female) have been trained/mentors for less than 16 hours. Moreover, it was reported that out of the 616 schools supported by mentors who have sent in reports, 609 (99%) are using L3 materials. A detailed report of the results can be found in Annex 1.

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

In this quarter, 486 out of the 794 active SBMs used DataWinners to report the number of P3 teachers trained/mentored in term 1, though some of these mentors only reported on one of their two schools. This number represents 62% of the current mentor community. The reporting process entailed communicating the reporting instructions and sharing Data Winners questionnaires with mentors. Regular communication with mentors was maintained through the MCOP portal where mentors shared the progress and challenges they encountered in the reporting process. The portal also allows L3 to give feedback to mentors on reports submitted.

Reporting trends widely vary by district. In Musanze, only 7% of SBMs have reported, whereas in Kicukiro, 100% have reported. This will be raised at the monthly School-based Mentoring Task Force meetings and further training will be provided through the senior mentors.

The table below depicts the status of utilization of Data Winners SMS reporting systems by SBMs.

Table 15 Teachers trained by SBMs

Province	District	Working SBMs	Number of SBMs who reported	Number of Schools reported	%	16 Hours training		Less than 16 hours training	
						M	F	M	F
Kigali City	Gasabo	19	13	22	68%	0	0	18	38
	Kicukiro	11	10	17	91%	0	0	10	31
	Nyarugenge	12	7	11	58%	0	0	6	20
	Sub total	42	30	50	71%	0	0	34	89
Southern	Gisagara	17	11	19	65%	0	0	21	54
	Huye	35	23	39	66%	1	3	13	52
	Kamonyi	28	8	13	29%	0	0	8	19
	Muhanga	29	18	33	62%	0	0	14	35
	Nyamagabe	28	9	17	32%	0	0	6	17
	Nyanza	21	18	32	86%	0	1	19	35
	Ruhango	24	21	36	88%	2	2	18	68
	Sub total	182	108	189	59%	3	6	99	280
Western	Karongi	40	25	49	63%	0	0	29	45
	Ngororero	33	5	12	15%	0	0	3	10
	Nyabihu	27	22	42	81%	2	1	40	44
	Nyamasheke	46	25	44	54%	1	2	27	50
	Nyaruguru	28	16	26	57%	0	0	14	38
	Rubavu	28	14	23	50%	0	0	19	20
	Rusizi	35	24	44	69%	0	0	12	58
	Rutsiro	37	12	22	32%	0	0	20	17
Sub total	274	143	262	52%	3	3	164	282	
Northern	Burera	27	16	29	59%	0	0	30	45
	Gakenke	38	35	66	92%	8	18	32	41
	Gicumbi	41	26	48	63%	0	0	48	34
	Musanze	18	1	2	6%	0	0	2	2
	Rulindo	30	21	35	70%	1	1	17	49
	Sub total	154	99	180	64%	9	19	129	171
Eastern	Bugesera	34	22	37	65%	0	0	31	53
	Gatsibo	20	2	4	10%	0	0	7	7
	Kayonza	35	18	30	51%	2	7	27	40
	Kirehe	19	12	21	63%	0	0	25	39
	Ngoma	27	16	28	59%	0	3	22	31
	Nyagatare	21	20	37	95%	0	0	36	52
	Rwamagana	27	16	28	59%	3	2	22	41
	Sub total	183	106	185	58%	5	12	170	263
Total		779	486	866	62%	20	40	596	1085
						60		1681	

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 Q2

Present findings of L3 baseline assessment to REB

In March 2015, L3 presented the 2014 National Reading and Mathematics Assessment Baseline results at REB's senior management meeting and shared the report. The presentation focused on the reading fluency and mathematics results. REB senior management agreed to provide feedback on the baseline findings. The report will be finalized when the feedback is received. Once approved by REB, it will be circulated and made available to other stakeholders.

Collaborate with REB Examinations and Assessment to combine findings of FARS and MARS assessments with LARS

REB is still working on the analysis of the results of the 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

- Incorporate the feedback from REB on the baseline report
- 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 Q2

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 are awaiting approval.

Activities planned for 5.A

- Print and disseminate BCC materials on equity

5.C Train teachers and parents to address barriers

Progress in Q2

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

During the reporting period, support on special needs and inclusive education continued. A rice sack book making workshop took place at Nyabihu School for deaf children from March 9th to 11th. The principal suggested making books about a recent sports competition in which Nyabihu students won several medals and a trophy. On the first day, volunteers worked with 5 teachers on writing two stories about athletics and football. On the second day, a team made rice sack books of the stories, in Kinyarwanda and English. The teachers and students were excited by the stories and the book production, and the teachers are enthusiastic about using them in class and for individual reading.



Figure 14 Rice sack bookmaking – Nyabihu deaf school

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

As explained in section 1.F, Concern trained PTCs in Ruhango and Muhanga district this quarter. As part of the training, PTCs learned about supporting equity in education. Participants discussed barriers to equity in their communities and elaborated PTC action plans based on gaps and opportunities for equity.

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

As previously mentioned, SEOs support Concern in monitoring the work of PTCs. Included in the checklist that they use are questions about their activities for equity in education.

Among the activities reported are organized talks on sexual reproductive health, known as “Inyigisho Masenge.” In Nyanza district, these talks have taken place at Kansi B, EP Rubona, and GS Kibirizi.

At Ntyazo Primary School, gender clubs have been established, and at Mpanga Primary School, the PTC assessed the number of poor students and supported two of them with school materials.

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

This quarter, Concern’s activities focused on following up on awards already provided, as explained below.

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

This quarter, Concern conducted monitoring visits to two of the schools which had received awards for their work to support girls’ education.

At Sanza Primary School in Karongi, the PTC had constructed a girls’ room with a bathroom. The school also has an active gender club, and parents are involved in providing girls’ hygiene items and sensitization programs, such as umugoroba w’ababyeyi, to promote girls’ education.

At GS Ngarama in Rulindo district, the PTC has increased the girls’ hygiene materials in the girls’ room and created an anti-violence club. They perform dramas, dance to songs, and work in discussion groups and have plenary sessions.

A full report of these visits can be found in Annex 2.

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 Q2

Identify additional rural and low-income communities to receive libraries

L3 community mobile libraries are established in collaboration with community-based organizations that agree to take on the challenge of working with communities in their area to garner community support

for the initiative, identify community structures best placed and willing to take on the task of managing the library, and design a sustainable, low-cost system for managing the library, including keeping track on where the books are and who has signed them out.

L3 aims for partners to establish the libraries in the most remote and low-income communities, and this is applied as one of the selection criteria when a partner offers more than one site to establish a community library. There are times L3 identifies such communities and advocates for partners to sponsor libraries in such communities.

During this quarter, two rural and low-income communities have been identified on two islands, one in Lake Kivu (Mpombo in Rusizi District) and another in Lake Rweru (Mazane in Bugesera District). Masaka Catholic Parish and Compassion International are working on establishing community libraries there. Also note that 5 of the 8 libraries distributed during this quarter are in rural and low-income areas.

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 Q2

Award to implement special education needs project

An agreement was signed with VSO to implement the sub-award for special educational needs. The award is for a period of eighteen months during which VSO will establish two resource centers for special needs to advise parents and teachers on support for children with disabilities. The scope of work is attached as Annex 3.

Activities planned for 5.E

- Hold project start up workshop and partner/stakeholder consultation and engagement, target setting, consultation with government and other CSOs
- Conduct rapid assessment to establish baseline for number of children with special needs and current levels of skills and practices
- Establish and equip resource centers as sources of information, materials and resources

MONITORING AND EVALUATION (M&E)

Progress in Q2

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

In quarter 2, M&E continued the collection of monitoring actual results against the targets as defined in the Performance Monitoring Plan. Using attendance sheets and the Data Winners SMS reporting

system, M&E collected data on P3 teachers trained. The same process of data compilation was done on the delivery of L3 materials distributed to schools and to community mobile libraries, involving the review of the proof of deliveries signed by school head teachers and community mobile libraries representatives acknowledging the reception of L3 materials.

The M&E team used the school and grade monitoring tools to assess the progress and status of L3 implementation in schools, and non-audio and audio observation tools were used to assess the teachers' practices teaching literacy and numeracy. The results of these monitoring sessions were shared with the technical team to help plan and develop future training materials.

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

In the quarter under review, the L3 M&E team and program implementation team carried out school monitoring, using the grade monitoring questionnaires to gather school statistics and the classroom observation tools to assess the delivery of audio and non-audio lessons using L3 materials. During this quarter, the number of visited schools was low, as provincial coordinators were in the process of training teachers and following up on distribution. In the next quarter, provincial coordinators will each receive a target number of schools to visit during the term to ensure that they reach the minimum target of 333 schools visited by the end of the school year.

The following table illustrates the number of schools, which were monitored in the quarter under review.

Table 16 School monitoring visits conducted

Province	Schools	% of total
Total	53	100%
East	11	21%
Kigali City	12	23%
North	9	17%
South	16	30%
West	5	9%

Produce a summary report of monitoring data collected from schools

Upon completion of data collection, L3 undertook the data analysis to find out the status of L3 implementation. In Annex 4, there are reports on grades monitoring, school monitoring and classroom observation monitoring.

For grades monitoring, 278 teachers have been monitored; 33% were P1 teachers, 32% were P2 teachers and 35 % were P3 teachers. Most teachers were Kinyarwanda teachers (40%), followed by Math teachers (33%) and English teachers (26%). 95% of the teachers reported that they use L3 teaching and learning materials (TLM). All P1 teachers monitored (100%), 96% of P2 teachers and 89% of P3 teachers use the materials.

Teachers were also asked if they use L3 technology (phones with SD cards, speakers) in teaching P1, P2 and P3 students. Results showed that 66% of teachers use L3 technology 2 to 4 times a week in teaching students. 15% of teachers use it every day and 3% use the technology once a week. 4% of teachers use

the L3 technology less than once a week while 12% confirmed that they never used L3 technology in teaching Kinyarwanda, math and /or English in lower primary.

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 three indicators:

3.2.1-18: Number of PTAs or similar 'school' governance structures supported (Output) reported by Concern Worldwide

3.2.2-33: Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities (Output)

3.2.2-42: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs (Output) which is reported by VSO.

The Data Quality Assessment included field visits to schools to meet PTC members and to TTCs to meet TTCs tutors and principals. Discussions were also held with VSO's and Concern's M&E focal points, and the collection and documentation of data was assessed according to validity, reliability, timelines, integrity, and precision. The assessment highlighted best practices to be continued and areas for improvement. The report can be found in Annex 5.

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

L3 M&E team finalized the tool for tracking and monitoring the progress and status of community mobile libraries established nationwide. In Q2, collection of data on the status of libraries was carried out and the analysis will be finalized in Quarter 3.

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

In Q1, L3 completed the report of the 2014 National Baseline Assessment. This quarter, L3 shared the report and presented the results to REB senior management. Following REB's feedback and validation, the report and results can be shared more widely.

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

EDC realized that it was not possible to collect the data for the pilot study in Bugesera district due to budget limitations. Instead the L3 team conducted regular monitoring visits to the schools, including interviews and lesson observations, in the experimental program. One visit a week was conducted and provided useful information to the L3 technical team in real time.

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

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 need to be defined.</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
		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	3,158	In Q 2, 3158 teachers and other education officers have been trained by L3, School Based Mentors and VSO Literacy and Numeracy Advisors. In Q3 and Q4 , L3 will reports the number s of teachers who will supported by Schools Based mentors through training coaching and mentoring at least for 16 hours.
					M	1,297	
					F	1,861	

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015	Notes
3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Output)	<p>Definition: Number of student teachers trained by L3 VSO Literacy Specialists assigned to TTCs</p> <p>Disaggregation: Gender</p>	<p>Schedule: Annual</p> <p>Source: Attendance records</p> <p>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
3.2.1-35 Number of learners receiving reading interventions at the primary level (Output)	<p>Definition: Number of P1 to P3 students who are exposed to literacy teaching and learning materials produced and distributed by the project</p> <p>Disaggregation: Gender</p>	<p>Schedule: Annual</p> <p>Source: TLM distribution records</p> <p>Considerations: Assumes 75% of students regularly use TLMs. The calculations reflect 75% of direct</p>	Dir.	490,659	n/a	Data will be reported in Q4
			F	248764		
			M	241894		

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015	Notes
		beneficiaries each year.				
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	53	In Q2, 53 PTC have been trained in Muhanga District. In Q3 and Q4, L3 will continue the PTC training in target Districts of Muhanga District of Southern Province and Rulindo and Burera Districts 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 also receive TLMs.	Schedule: Annual Source: Partner documentation Considerations: The targets are based on the assumption that all TTCs will be willing to work with L3 VSO, and that the VSO partner will be able to recruit and retain its volunteers.	Dir.	11	n/a	Data will be reported in Q4
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	Schedule: Annual Source: Training attendance records Considerations: Targets assume	Dir.	110 continuing	65 tutors	VSO under L3 framework trained 65 TTC tutors in Q2. In Q3 and Q4, VSO will continue with organizing writers

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015	Notes
	instructional methodologies Disaggregation: Gender, status on enrollment	that 75% of TTC staff will remain with the college throughout the project's life				workshops in which TTC tutors will be trained.
Custom: Percent of PTAs/PTCs that undertake initiatives- to support increased teacher motivation (Outcome/Impact)	Definition: Initiatives to support teacher motivation include different strategies such as establishing social fund or visiting teachers to express the appreciation. Disaggregation: District	Schedule: Annual Source: PTA reports collected by partner Considerations: L3 conducts data quality assurance. The data are being collected through PTAs by the partner and are available the following academic year.	Dir	75%	n/a	Data will be reported in Q4
3.2.1-33 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Output)	Definition: Number of learning and teaching materials produced and distributed Disaggregation: Type	Schedule: Semi annual Source: Distribution records Considerations: Disaggregated by type of materials and source; Cost share documentation (in case of BBF donations)	NA	900,000	923,709	In Q2, EDC/L3 produced and distributed 923,709 textbooks and other TLM. 876,530 P3 textbooks were distributed to all public schools (2467), 35,583 P1 and P2 textbooks were distributed to 39 new schools, 8,029 were distributed to CML, 896 P3 textbooks were distributed to

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015	Notes
						all TTCs and 49 P3 textbooks were provided to REB. EDC/L3 distributed also 874 new SD cards, 878 phones and 870 speakers.
	<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 (writers' workshop, math camp participants)</p>	NA	170	79	These story titles (79) were produced during writers' workshops organized at 4 TTCs (TTC Kirambo, TTC Muhanga, TTC Byumba and TTC Matimba).
<p>3.2.1-36 Number of schools using information and communication technology due to USG support (Output)</p>	<p>Definition: Number of schools using MP3 players, video players or other technologies received through L3</p> <p>Disaggregation: Types of materials</p>	<p>Schedule: Annual</p> <p>Source: Distribution records, mentors reports. A sample will be visited by L3 as part of DQA.</p> <p>Considerations: The targets assume 75% utilization rate. The expected actual utilization rate is less than 100% due to</p>	NA	1848	n/a	data will be reported in Q4

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015	Notes
		breakage, staff rotation, etc.				
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 conducted (Type: Output)	Definition: Number of impact evaluations conducted	Schedule: Twice Source: Ministry National Reading assessment program Considerations: Evaluation should be done in the quarter prior to reporting year.		1	n/a	Data will be reported in Q4
	Definition: Number of completed reports submitted to MINEDUC on the impact of L3 initiatives, during grade-specific action research cycles, as well as during nationwide roll out	Schedule: Twice Source: Report submitted to ministry Considerations: Reports to be completed by Q1 of reporting year		2	1	The national baseline reading and mathematics assessment report was submitted and presented to REB. The report will be finalized when the feedback is received from REB senior management

Indicator type	Indicator description	PMP Notes	Dir/Ind	Target 2015	Q2 FY 2015	Notes
3.2.1-34. Number of standardized learning assessments supported by USG	<p>Definition</p> <p>Number standardized learning assessments carried out to measure learning outcomes specific learning outcomes in specific subjects of literacy and numeracy</p>	<p>Schedule Annual</p> <p>Source Assessment reports</p> <p>Consideration</p>	Direct	8	n/a	Data will be reported in Q4

4.0 LESSONS LEARNED

The SD cards loaded with all the new P3 audio programs were successfully returned to schools by the provincial coordinators before the beginning of the first term. Through the DEOs, the heads were invited to attend a morning briefing session and the provincial coordinators managed to return all the cards in less than two weeks during the school holidays.

As anticipated in the last quarterly report, having one company responsible for distribution of the P3 materials as well as the printing made the operation much more efficient. The books were sorted into loads for each school at the printing press in Nairobi. As soon as the books arrived in Kigali, they were loaded onto trucks and delivered to schools. As a result, the distribution to schools took less than one month and the deliveries were made to all schools by the end of February. The printing company is responsible for ensuring that each school receives the correct number of books. Discussions are being held with the company to determine any shortages and how the company will arrange to make up the missing numbers.

In 2014 the training of teachers in schools without mentors was a protracted exercise which was not completed until the end of July. This year the training started in February and was completed in March by giving VSO volunteers the responsibility for training in seven districts.

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 March 17th.

Unanticipated costs

The training of P3 teachers in schools without mentors was not included in the approved budget. Funds were allocated for the training of SBMs in the expectation that additional mentors would be appointed who would train the teachers. Since no additional mentors were appointed and the number of mentors is falling, the funds have been used for the direct training of the P3 teachers by the provincial coordinators and technical team. The costs of this exercise have been reduced by engaging VSO to manage the training in seven districts, and cover the costs from their budget.

As mentioned in the previous quarterly report, the SD cards, which were loaded with P3 audio programs during December, were returned to schools during January. Costs were kept to a minimum by only giving heads a small travel allowance to come to a central place in order to collect the cards for their schools.

Also mentioned in the previous quarterly report was the cost of hiring a company to install solar panels in the 87 schools which were omitted from the original list of schools without electricity.

6.0 ADMINISTRATION AND MANAGEMENT

Progress in Q2

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 first quarter of FY2015 (October to December 2014) was submitted to USAID on January 30th. After review by USAID the final version was submitted on February 27th and uploaded onto AidTracker.

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

The EDC regional director conducted a portfolio review on March 17th. The management team and partners met with him and reviewed progress made on the activities in the Annual Workplan.

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 on February 18th. No partners meeting was held in January as the partners were not available. The portfolio review meeting in March replaced the monthly partners meeting.

Organize Monthly USAID update Meeting

Update meetings were held with USAID on January 8th, February 12th and March 25th. The meeting in January was the last meeting before the departure of the USAID Education Director. The meeting in March was attended by EDC Regional Director and the newly appointed COP, who was in Rwanda for a preliminary visit.

Support Provincial Coordinators in management activities

In Q2, the L3 Program Implementation Coordinator continued to support provincial coordinators in management activities. The Program Implementation Coordinator represented the provincial coordinators in weekly management meetings, reviewed their activity budgets, and followed up on their cash advance requests and travel authorizations.

Commence COP and DCOP transition plan activities

As a result of the decision by the COP to retire in April, it has been possible to appoint a new COP, Dr. Kingsley Arkorful, who can stay in post until the end of the project. He visited Rwanda from March 20th to April 1st and will take up his post on April 13th.

Activities planned

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

COLLABORATION AND LEVERAGED RESOURCES

Progress in Q2

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 responding to their queries. On March 5th, L3 facilitated an "Ask the Expert" session regarding the successes and challenges with L3 materials. The session was announced in advance so that mentors could be online and ask their questions in real time.

On February 6th, FHI360 provided training for the provincial coordinators on navigating and moderating on the MCOP portal. Now, provincial coordinators are able to respond to questions about the L3 program as well as identify key issues and trends within the mentoring community. Frequently asked questions include:

- How to incorporate L3 materials into districts' schemes of work
- How to provide additional technology and print materials
- How to repair broken 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 in the SBM program. During this quarter, in collaboration with other development partners, L3 has contributed to the mapping of initiatives, a communication strategy, a calendar of activities conducted and a calendar of planned activities for 2015. L3 has also shared the Rwanda English Proficiency Standards for teachers (REPS) progress test final report and a USAID report on coaching with the Task Force members.

Attend the development partner and Rwanda Education NGO Coordination Platform (RENCP) meetings

This quarter there were no development partner meetings. There was a RENCP General Assembly on March 31st, but L3 was unable to attend due to conflicting meeting times. However, at the end of March, L3 participated in RENCP's survey to demonstrate the collective impact of RENCP members in the education sector.

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 Q2

Produce the quarterly newsletter with REB

In Q1, L3 shared the fifth edition of the REB newsletter with the former REB DG John Rutayisire. As previously mentioned, the former DG resigned in February and the DDG of EQS Janvier Gasana became the REB DG.

L3 communications received feedback on the newsletter draft from John Rutayisire prior to his departure with instruction to revise the newsletter and present it again for comment by Janvier Gasana. At this time, much of the content was out of date and required updating, and the foreword needed re-writing. Some of the content, specifically an article on L3's use of audio programs and solar panels, had already been publicized elsewhere on L3's and USAID's websites and as press releases. It was also determined that neither REB nor L3 has a budget for printing the newsletter.

Moving forward, the L3 communications manager will prepare a proposal on the development and publication of future newsletters in an online context. It is also recommended that some of the content of the fifth edition, such as the photo spread on September's Rwanda Literacy Week, be adapted into one-pagers for other uses. Content that is not yet outdated could also be posted as web postings and then sent out electronically. Early in the next quarter, L3 will come to an agreement with the new DG on how to move forward with the newsletter.

Produce quarterly success story

In Q2, L3 submitted a success story featuring Remera Catholic teacher Pricille Uzanyinzoga on her experience field testing L3 materials and supporting other teachers across the country in their use. The story is featured on the L3 website and was also shared on the USAID Rwanda and USAID websites.

In April, L3 is preparing an additional story featuring a volunteer from the Community Literacy and Numeracy Volunteer Program.

Maintain the L3 website and social media accounts

In Q2, a number of website pages were updated, including the pages for writers workshops, Andika Rwanda, community mobile libraries, and the School-based Mentoring Program. Revisions to the instructional materials page were drafted and will be posted following review. Press releases and success stories were also added to the website.

Regarding social media, L3 now has over 500 followers on Facebook and over 100 on Twitter. This quarter, posts concerned the distribution of P3 materials, L3's establishment of community mobile libraries during the Book and Reading Festival, and activities organized by mentors during World Read Aloud Day.

Engage the media through press releases and other events

This quarter, L3 produced a press release on the distribution of P3 materials nationwide. Originally, it was meant to be released in January at the start of distribution and the school year. However, getting feedback from REB was a challenge due to leadership changes, so the press release was delayed until March, after the distribution had been completed. This delay is likely a main reason that the press release was not covered widely. Only one article was spotted as a result.

EDC was mentioned in an article covering the launch of the Book and Reading Festival.

These articles can be found in Annex 6.

Table 17 L3 print media coverage

Article Title	News Source	Date
Amashuri abanza afashwa na Leta yahawe imfashanyigisho nshya	Igihe	March 20, 2015
Ababyeyi ngo nibo bagomba kubera abana urugero ku muco wo gusoma	Umuseke	February 16, 2015

Develop one-pagers on different components of the project

In Q2, L3 communications developed a one-pager on the results of the 2014 National Baseline Assessment, which was distributed at REB senior management as reference during L3's presentation on the results.

L3 also developed a Kinyarwanda translation of the project overview so that L3 can provide it to teachers, community library managers, and others.

An additional one-pager was developed explaining the materials that have been distributed, how to care for these materials, and strategies for replacing lost or damaged technologies. This will be provided to REB focal points, inspectors, mentors, and others to ensure that clear, accurate information is being provided to schools about the management of L3 materials.

These one-pagers can be found in Annex 7.

Support development of communications strategy for SBM Program

This quarter, the L3 communications manager began attending SBM Program Task Force meetings. After getting information from Task Force members about needs and challenges, the communications manager developed a communications strategy for the program focusing on showcasing positive cases of mentors through social media, media engagement, and brief video/radio documentaries. The strategy can be found in Annex 8.

Partners are now sharing photos of mentors in action as well as success stories and quotations from mentors, teachers, and others in a joint dropbox folder. After gathering sufficient content, the team will begin implementing the strategy. The communications manager also met with the communications officer at MINEDUC who expressed her interest in featuring the SBM Program on the MINEDUC TV and radio program. Partners will also identify mentors and others who could be featured on this program.

L3 has already done some filming with interviews from a mentor, head teacher, and teachers, and of an English training session for this purpose. L3 has also drafted a press release highlighting the impact of mentors seen in recent assessment results, which will be released in line with the next quarter's mentor training.

L3 will work together with a TDM focal point on implementing the strategy in the next quarter.

Develop/implement a communications strategy for rollout of instructional materials

In January, L3 provincial coordinators held meetings with DEOs, SEOs, and head teachers and also re-distributed SD cards with P3 content. They also distributed materials with messaging to promote among parents regarding how parents can support their children's reading at home, especially in regard to use of the L3 student readers. Provincial coordinators directed schools to hold general assemblies to share this information with parents and SEOs to work with sector social affairs officers to promote the information in communities.

While L3 did not receive reports on the general assemblies as intended from DEOs, some school visits and reports from provincial coordinators revealed that a number of schools did hold these assemblies, as reflected in the table below.

Table 18 Schools which held general assemblies to sensitize parents

Name of school	District	Number of parents in attendance
Kayanza	Rubavu	415
GS Bwira	Ngororero	283
Nkombo	Rusizi	423
Nyamasheke B	Nyamasheke	143
Gitanga	Karongi	123
GS Murama	Rutsiro	298
GS Kabyiniro	Ngororero	263
GS Gikondo	Kicukiro	Unknown
GS Nyanza	Kicukiro	Unknown
EP Kagina	Kicukiro	Unknown
GS Ayabaraya	Kicukiro	Unknown
EP Rwiza	Kicukiro	Unknown
EP Remera Catholique	Gasabo	Unknown
GS Kinyinya	Gasabo	Unknown

GS Ndera	Gasabo	Unknown
GS Musave	Gasabo	Unknown
EP Munini	Gasabo	Unknown
GS St Famille	Nyarugenge	Unknown
FS Akumunigo	Nyarugenge	Unknown
GS Kimisagara	Nyarugenge	Unknown
APPEK Kamuhoza	Nyarugenge	Unknown
GS Kanyinya	Nyarugenge	Unknown
GS Kibungo	Bugesera	204
EP Gakoro	Gakenke	116
EP Cyinzovu	Kayonza	113

This messaging was also incorporated into many of the activities which took place as part of Rwanda Library Services' Book and Reading Festival in February. RLS agreed to promote these messages at the events, and the L3 communications manager supported the development of the press release for the activity, which included the messages. During the press conference held on the festival, the Minister of Sports and Culture emphasized the role of parents in supporting reading.

L3 also partnered with Save the Children and MINEDUC to produce a TV and radio documentary featuring two families in Gicumbi district and the reading support they provide to their children. Save the Children identified the families who had been trained through their program on home reading activities. In one family, the father is a teacher at the children's school, and the mother, who has completed some university education, takes care of the home. They have two children, in P1 and P3. In the second family, the single mother finished primary school and is a cultivator. She has two children, in P1 and P2. The team filmed activities in the families' homes and a lesson at the children's school. The children, parents, and head teacher of the school were interviewed. After filming, the MINEDUC contracted production team edited the film, which aired on RTV and the audio on Radio Rwanda and associated community stations during the last week of March.

Additionally, this quarter, filming took place at EP Cyinzovu in Kayonza district to demonstrate the use of L3 materials and to emphasize what P1 and P2 children are able to read in the first weeks of the school year. The video, which will be shared with MINEDUC for inclusion in their programming, shows reading activities in P1 and P2 Kinyarwanda classrooms, emphasizing the importance of reading stories aloud to students, the interconnectedness of reading and writing, the transfer of skills from Kinyarwanda to English, and the importance of practicing reading every day. The video is nearing completion and will be finalized and shared with MINEDUC in April.

Activities planned

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

7.0 ANNEXES

1. Report on use of DataWinners
2. Monitoring reports on PTCs with girls' awards
3. Scope of work for special education needs project
4. School monitoring reports
5. Data Quality Assessment report
6. Print media articles on L3
7. One-pagers produced in Q2
8. School-based Mentoring Program communications strategy