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Save the Children

School-Community Partnerships for Education (SCOPE)

Quarterly Report
Quarter 2, Fiscal Year 2016
Period: January – March 2016



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School-Community Partnerships for Education (SCOPE)
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Quarterly Report

Period of Performance: January – March 2016

Quarter 2, Fiscal Year 2016

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Save the Children

Date Submitted: 30 April 2016

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List of Abbreviations

COP: Chief of Party
EGRA: Early Grade Reading Assessments
GOR: Government of Rwanda
ICT: Information and Communications Technology
LB: Literacy Boost
M & E: Monitoring and Evaluation
MEAL: Monitoring Evaluation and Analysis and Learning
MOE: Ministry of Education
NGO: Nongovernmental organization
SC: Save the Children
SCOPE: School-Community Partnerships for Education
SGAC: School General Assembly Committees
SIP: School Improvement Plans
SLM: School Leadership and Management
SMT: Senior Management Team
USG: US Government

I. Activity Summary

The SCOPE vision is to improve student-reading outcomes by supporting the Rwanda Education Board (REB) to create and roll-out a uniquely Rwandan comprehensive and replicable school-community partnership model to complement the improved reading and writing instruction delivered in schools through other USAID-funded education programs (i.e. L3, as well as future activities). The model is based on a theory of change that posits children learn to read better when they are in supportive community and home learning environments (HLEs), with the necessary time and materials outside of school to practice reading. Focusing on reaching students in grades 1-3, SCOPE will create these supportive community and home learning environments to achieve the purpose of improved literacy outcomes for children in primary grades through three interrelated core results:

1. Strengthening the capacity of school leadership to improve student literacy through school-community partnerships;
2. Increasing effective community and parental involvement to improve literacy skills; and
3. Fostering a culture of reading.

Improving children's community and HLEs will come through a multi-tiered approach. HTs' ability to form partnerships within the community to foster literacy acquisition will be strengthened via self-study SLM modules facilitated by SEOs who have been trained by SCOPE staff. Using SCOPE-developed SGAC Literacy Guides, School General Assembly Committee (SGAC) members will lead a series of "reading awareness workshops" and other outreach activities on the importance of the home and community literacy environment, including simple and structured ways they can support children to learn to read. SCOPE implementing partner Umuhuza will popularize and promote community literacy by distributing book banks to school communities, training community volunteer Literacy Champions and engaging national youth volunteers in the promotion of literacy.

SCOPE will conduct a comprehensive SBCC campaign, which among other strategies will include training community radio station workers on key SCOPE literacy messages and integrating literacy content into implementing partner Urunana's popular radio series. In addition, stakeholders will take part in advocacy campaigns to secure political and social commitment. Moreover, SCOPE will strategically strengthen business and distribution models within the children's book industry to stimulate supply and demand for Kinyarwanda-language reading materials.

These complementary processes will be reinforced and sustained by technical work to develop policy, standards and other guidance; high quality resources and tools; stakeholder capacity building and institutionalization in REB and Ministry of Local Government (MINALOC) systems, and support to Rwanda Reads as a technical collaboration platform for government and civil society.

Implementation will occur primarily at district level, with the following playing important roles:

- District Education Officers (DEOs): will oversee the school-community partnerships; set the annual literacy activity calendar for their district; and may be selected to

serve as part of the SCOPE National Training Team for community-school partnerships.

- Sector Education Officers (SEOs): will facilitate the self-guided training and capacity development of HTs and Deputy Head Teachers (DHTs); monitor implementation of community literacy activities; and participate in community SBCC and reading awareness/celebration activities.
- HTs and DHTs: will be technical leads at school level; be responsible for strengthening SGACs to more effectively promote school-community partnerships; and will train SGAC on how to select Literacy Champions (LCs) and promote community reading activities.
- SGACs: will select LCs from their school catchment area to promote community level reading activities; communicate messages relating to parents' and teachers' roles in improving children's reading at School General Assemblies; keep track of the calendar for literacy activities and support the LCs on different initiatives; and work with local leaders to spread messages at *umuganda* and general meetings at the cell level about literacy.
- Volunteer LCs: will serve as a focal point to lead and support reading activities in the community; and also work with and support youth who choose the 'Community Literacy Volunteer' option in their national service.
- Vice Mayor in Charge of Social Affairs: will serve as the MINALOC's district focal person to support the implementation of literacy activities, including monitoring and holding DEOs accountable for delivering upon SCOPE activities, and ensure integration of literacy performance indicators in district plans and *imihigos*.

Cross-Cutting Issues

Across all project activities, SCOPE will promote inclusion, specifically focusing on girls and people with disabilities. To achieve this objective, the project will work with a wide range of partners including CSOs and FBOs. As far as possible, all training content will incorporate aspects of gender and social inclusion; all trainers on the project will receive training on gender and social inclusion; and both partner and project literacy development communications materials will reflect a focus on gender and social inclusion.

SCOPE will embrace role models by having women in leadership positions as well as work with civil society partner RWAMREC to devise strategies that target men in supporting their children's education. National Union of Disabilities Organizations Rwanda (NUDOR) and RWAMREC will work with SCOPE throughout the materials and SBCC campaign development to ensure SCOPE represents men, women, people with disabilities, and other disadvantaged groups in its work, and project activities include strategies for inclusion.

Sustainability will be promoted from project inception. Rwanda has a highly organized political structure and a strong work ethic in carrying out national priorities. SCOPE will use this high level of organization and commitment to incorporate community support for reading as a priority into the strategies and plans of the government and stakeholder organizations. Rather than building parallel systems to meet project targets, SCOPE will

push to use systems such as the national performance management system and community meetings, ensuring project objectives, roles and responsibilities are institutionalized from the outset. SCOPE will dedicate significant effort at project start up to educate and gain the agreement of MINEDUC/REB staff around the importance of institutionalization and how it relates to their own interests. Finally, broad consultation with stakeholders inside and outside the education system, building political and social commitment for SCOPE's objectives, will further the development and sustainability of a coordinated effort across the society in support of literacy.

II. Overall Progress of the Activity: January 4, 2016, to March 31, 2016

With the contractual start date of January 4, 2016, the primary focus of Quarter 2 was setting up the SCOPE project. This included establishing the operational platform, including recruitment of staff and procurement of project equipment.

Given the centrality of the Rwanda Education Board (REB) in the development and implementation of SCOPE activities, Save the Children as the implementing agency for the SCOPE project engaged with REB Senior Management Team with the aim of forging an effective partnership and ownership of the project activities. SCOPE clarified project objectives and strategies with REB, ensuring that project plans reflect REB's priorities and needs so as to further their ownership of the project for better results and long-term sustainability. Steps in this process included:

- Save the Children made a presentation on February 19 to formally introduce the SCOPE project to the Senior Management team at REB.
- As a result of the meeting, it was agreed that:
 - a project steering committee be established to provide general oversight and technical support in the implementation of the project;
 - REB will provide office space for a SCOPE member of staff to facilitate joint planning, implementation and monitoring with REB; and
 - REB will provide feedback on SCOPE objectives and plans.
- On diverse dates between February and March 2016, REB and SCOPE held consultative and planning meetings to roll out the implementation of project activities.

Consistent with the objective of facilitating ownership of project activities by REB, SCOPE has engaged the School Leadership and Management Unit at REB to mobilize its support in the development of School General Assembly guidelines and literacy standards. The project is also collaborating with partners such as Wellspring Foundation and VVOB to draw from their extensive experience of working with communities to promote literacy.

Save the Children held an internal kick off workshop for the SCOPE project between January 19 and 20, 2016. Discussions at the workshop focused on key project objectives, strategies and contractual deliverables. Other important topics discussed included partners and partnerships, branding and marking, M&E and Aid Tracker +.

Subsequent to the kick off meeting, the SCOPE team embarked on the development of its annual plan. The process involved several discussions and planning meetings internally, with USAID and with partners. Meetings at USAID focused on agreeing on priorities for project start up, including discussions on project launch, work plans and project indicators. By

March 31, the team had in place a coherent plan that would be submitted to USAID on April 4, 2016.

SCOPE has worked to strategically strengthen supply and demand within the children's books industry by increasing children's access to high-quality, local-language materials by working with local publishers to stimulate and meet demand for a sustainable supply of reading materials. Through mentorship and bespoke technical advice, the Book Development Unit (BDU) has worked to build the capacity of the local book sector actors.

Several meetings were held (internally at SC and with USAID) to plan for the launch of SCOPE in Gicumbi District. By March 31, 2016, all plans and preparations for this launch had been finalized and shared with the local government authorities in the District. The agreed launch date was April 5, 2016.

Save the Children signed sub-award agreements with Umuhuza and Urunana DC in line with the terms of reference agreed in the Cooperative Agreement. Both partners commenced program implementation in March 2016. In the same month, Urunana DC commenced message development and script writing to publicly communicate key SCOPE messages.

During the plan period, several meetings were held to plan for the SCOPE baseline survey. To this end, a draft KAP survey on early literacy development at school and community levels had been developed by March 31. In order to strengthen the quality of the survey, SCOPE reached out to RENCPC members (including VSO and NUDOR) to solicit their input into research questions. In April 2016, Save the Children will submit a formal request to the National Institute of Statistics in Rwanda and to the Rwanda National Ethics Committee for the approval of the baseline survey design, protocols and tools. Once feedback and approval has been obtained from the National Institute of Statistics in Rwanda, Save the Children will formally present the survey proposal to MINEDUC for the final approval of the research instruments.

A meeting between Save the Children and URCE was held to discuss collaboration on specific research areas; Save the Children submitted to URCE a draft Memorandum of Understanding (MOU) outlining the specific areas of collaboration including research interests. We are currently awaiting URCE's feedback.

Most SCOPE staff have been recruited in line with the timeline outlined at inception, except for the MEAL Specialist¹ and the Community Engagement Coordinator who will be an employee of UMUHUZA. As the recruitment of the Technical Advisor is still ongoing, we have an interim TA mobilized from within the existing STC team in Rwanda. All new staff have received induction in their roles and responsibilities.

¹ After two rounds of recruiting for this position, the role has now been upgraded to Senior MEAL Specialist in order to attract better quality applications/CVs.

III. Progress by SCOPE Activity Components²

Result I: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy

Activity I.1 Create nationally appropriate vision of effective literacy school-community partnerships through evidence-based standards.

- *1.1.1 Synthesize existing knowledge of reading approaches in Rwanda:*

The SCOPE TA and Education Program Director have contributed to a report on past and present literacy programming in Rwanda being developed by EDC/L3. In an effort to synergize and avoid duplication, SCOPE team has decided to collaborate with EDC rather than invest in producing a similar review. Considering Save the Children's extensive experience in Rwanda, SCOPE staff will continue to engage with the EDC to ensure a comprehensive and insightful report is produced and shared in the second quarter.

- *1.1.2 Conduct formative research with URCE on interests, attitudes and needs of stakeholders:*

On March 4, 2016, SCOPE initiated a meeting with URCE to discuss collaboration on specific research areas, evaluations and other areas of program interest. Save the Children accordingly submitted to URCE a Memorandum of Understanding outlining the specific areas of collaboration. We are currently awaiting URCE's feedback. REB has also recommended that URCE, on behalf of SCOPE, conducts research to establish the link between reading and overall student learning or performance.

Activity I.2 Develop training and instructional materials for guiding standards implementation at sector and school levels.

REB has agreed to be involved in the development of training materials and to take ownership of the implementation of the SCOPE project. This was confirmed through the SCOPE staff meeting with REB on February 2, 2016. The attendees from REB were the Director of School Leadership and Management Unit and the School Management and Leadership Officer. SCOPE shared with REB the SCOPE work plan to facilitate the inclusion of SCOPE activities into REB's plans.

During the School Leadership Taskforce meeting held on March 15, SCOPE gathered valuable experience from partner organizations who are working with school leaders, School General Assemblies and communities in the promotion of children's learning. Contributions were made by Wellspring Foundation for Education, Concern Worldwide, Millennium Villages, International Education Exchange and British Council. In the meeting, REB/School Leadership and Management Unit (SLMU) also shared its priorities for the School Leadership taskforce, namely:

- School Improvement Planning

² This section describes only quarter 2 activities. For a full list of SCOPE activities, please see Table I.

- School General Assembly training
- School collaboration.

SCOPE will reflect on these priorities and develop linkages to support an explicit focus on literacy. In the meeting, the School Leadership taskforce agreed to share training materials, and to promote a culture among task force members of sharing program experiences and best practices through learning visits. After receiving partners training manuals and materials, REB/SLMU will organize the meeting of partners intervening in the same areas (community involvement or school leadership) to discuss alignment and harmonization of these training manuals.

- *1.2.1 Mapping of existing resources:*

SCOPE mapped existing resources in relation to School Leadership and School General Assembly Committee (SGAC) manuals. This was done through the collaboration with REB and other partners participating in the School Leadership Taskforce. Existing materials identified include School Leadership & Management and SGAC manuals developed by REB, VVOB, Wellspring Foundation for Education and Concern Worldwide. During the mapping, REB suggested that SCOPE develop SGAC standards to strengthen the functionality of SGACs in schools; this effort would also complement the already developed and approved SLM standards. Through discussion with the relevant partners, successful approaches used in previous toolkits are being adapted for incorporation into the SCOPE training package and self-study materials.

Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills:

In this reporting period, key SCOPE inclusive and gender sensitive literacy messages were developed and embedded in Urunana soap opera radio series scripts and long-term storylines.

A detailed review of SCOPE's work plan was conducted with Umuhuza to ensure shared understanding of planned activities. Umuhuza hired two Community Engagement Officers to support in implementation of planned activities. The recruitment of the Community Engagement Coordinator is ongoing.

Activity 2.1 Develop and implement a social behavior change communications campaign for literacy:

- *The following four sub-headings fall under sub-activities 2.1.1, 2.1.2, and 2.1.3.1, and constitute the pre-production activities in the production process of Urunana radio soap opera:*

I. Content/Messages development workshop

Urunana DC in collaboration with SCOPE team from Save the Children, stakeholders and the target community namely the Head Teachers, Sector Education Officers, District Education Officers, a School General Assembly representative and the National Union of Disabilities' Organizations of Rwanda (NUDOR) held a workshop to develop key literacy messages that Urunana will disseminate through its radio soap opera series. With a total of 22 participants, the three-day workshop resulted in a full list of key audiences identified and agreed upon, specifically parents,

community members, and educators. Secondary audiences include Sector and District officials and Government officials at large, as well as the private sector. Key literacy messages developed are gender sensitive and inclusive.

The process of developing key literacy messages included identifying the problem, the causes, the desired behaviours, the target group for each key message, identifying the driver that could lead to the targeted group, adopting the desired behaviour and last, designing the message that contains an action with benefits that result from practicing the stated action.

A set of key messages were developed and divided into 3 categories:

- Messages that address the audience's prevailing attitudes
- Messages that increase the audience's knowledge
- Messages that propose shifts in practice

2. The storyline workshop

In addition, Urunana's creative writers in collaboration with the SCOPE and Save the Children staff held a storyline workshop in March 2016 whereby identified key messages were attached to different Urunana characters and woven into the 2016/2017 plotline. The stories will be reviewed in a similar workshop after six months and will be used by Urunana soap opera writers to write monthly scripts. A total of 22 participants attended the workshop.

3. Script meeting

During the reporting period, a script meeting was also held to review the synopsis in preparation for subsequent production of the first set of episodes which will contain messages toward raising awareness on early literacy. The SCOPE Communications Team (Communications Specialist and Communications Officer) participated in the script development meeting and provided feedback on the draft synopsis.

4. Audience Surveillance

This activity aims to assess the level of knowledge and attitudes of the selected audience vis-a-vis children's literacy in general; it also seeks to pre-test already developed literacy messages to see if they are in line with the needs of the audience and their context.

The first audience surveillance for SCOPE was carried out during the reporting period in Nyagatare District in Eastern Province. This activity had been planned during the second quarter but was moved to the last week of the first quarter for fear of the heavy rains expected during the second quarter, which could affect such field activities. The activity was carried out between April 29 – 31, 2016.

The main objective of the activity was to identify gaps in knowledge and attitudes among primary teachers, parents/guardians and pupils about the need to support primary children (pupils) in improving reading skills in Kinyarwanda. Three focus groups were identified, namely: one with teachers of grades 1-3 at Nyagando primary

school, one group with parents/guardians at Rebero village in Nyakigando cell and one group with pupils of grades 1 -3 at Nyakigando primary school.

The findings of this survey indicate that teachers generally know that the support of parents and guardians is very important for improving reading skills for pupils. Unfortunately, they could not explain how an illiterate parent or guardian could support their children in improving their reading skills. Generally, the discussion with teachers revealed that they understood reasons why most pupils in grades 1-3 have inadequate skills in reading Kinyarwanda. They reported a lack of adequate books for reading at school and at home, parents/guardians not following up on their children's progress at school, and negative attitudes of parents on teachers among others.

From the focus group discussion with parents, it was clear that parents did not know what one can do to improve reading skills for his/her child in primary school apart from ensuring that the child is well fed. Generally, parents/guardians understand their role in child-care right from the time a mother is pregnant until their child goes to school. Discussions with pupils revealed that generally, children had difficulty in reading Kinyarwanda.

The activities reported above constitute the pre-production activities in the production process of Urunana radio soap opera. All of the activities were successfully carried out.

Activity 2.2 Mobilize parents and the community to improve student literacy:

As part of the preparations for the launch of the SCOPE project in Gicumbi District, Umuhuza was involved in organizing demonstrations for reading clubs and parents' activities during the event. Preparations involved selecting a parent group from previous Reading Awareness Working cohorts and coaching them to confidently demonstrate reading activities, particularly the production of locally developed reading materials to create a print rich environment within their community. A group of children and two reading club community facilitators were also identified. Community volunteers were provided guidance on how to exhibit the reading club activities, including book borrowing, reading buddies, read aloud sessions, literacy games, story writing and materials production.

Activity 2.4 Leverage existing civic service models to support community literacy activities:

In 2015, SC began advocating for *Umuganda* to include literacy activities that engage children and parents in coming together and encouraging reading habits. On March 26th 2016, SCOPE Book Development and Use unit, in collaboration with local leaders, organized reading activities during community *Umuganda*³ in Ruganwa Sector, Kacyiru District of Kigali City. SCOPE staff facilitated the reading activities in reading tents and provided other relevant support. Eighty people attended the event, including approximately forty-five children aged 6 to 9 years.

³ An *Umuganda* is village-level community service. In Rwanda, each last Saturday of a month, an *Umuganda* activity takes place across the country. It is a traditional culture for community members to come together for a common purpose.

The day proved to be more than just a reading event; it also enabled children from low, middle and high-income families but living in the same community to meet and share books. It is noteworthy that children from low-income families were observed teaching children from upper-class families; the latter go to either English or French medium schools and cannot read in Kinyarwanda! SCOPE will use the lessons derived from this experience to generate both the momentum and enthusiasm for reading within local communities and to inform wider expansion.

Result 3: Foster a Culture of Reading

SCOPE has worked to strategically strengthen supply and demand within the children's books industry by increasing children's access to high-quality, local-language materials by working with local publishers to stimulate and meet demand for a sustainable supply of reading materials. Through mentorship and bespoke technical advice, the Book Development and Use (BDU) unit has worked to build the capacity of the local book sector actors. As a result of this support, publishers submitted a wide range of newly developed books to the book review committee which evaluated and eventually endorsed them. Two book review meetings were organized in this quarter to facilitate the evaluation process.

SCOPE Book Development and Use unit also supported World Read Aloud Day, which took place on February 24th, 2016 and involved SCOPE staff demonstrating read aloud sessions to teachers and head teachers in Gicumbi District.

SCOPE BDU has also developed a quality children's storybook evaluation tool that will be used to set the criteria when selecting titles for inclusion in the school-community libraries. This tool has been used in the selection of book titles to be purchased for Gicumbi and Burera book banks.

During the reporting period, SCOPE engaged a consultant to support MINEDUC to develop a Literacy Promotion Policy. A first good draft of the policy has been developed and plans are underway for the policy to be presented to and reviewed by MINEDUC for eventual endorsement.

SCOPE has also contributed to the revision of the Terms of Reference for Rwanda Reads platform. Given its mandate on reading, it is hoped that SCOPE will play a key role in promoting the strategic interests of Rwanda Reads including managing the secretariat role in order to enhance the effectiveness of the platform more generally.

Activity 3.1 Enhance the capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders:

- *3.1.4 Maintain calendar of events, including learning events hosted by SCOPE and other Rwanda Reads members*

SCOPE sent to all Rwanda Reads members a calendar of literacy-related days/events for the year in an effort to promote a culture of reading within Rwanda. SCOPE also shared specific ideas on how Rwanda Reads members can celebrate the World Book Day slated for April 23rd. In addition, SCOPE organized a community literacy event for World Read Aloud Day:

Celebration of the World Read Aloud Day

The World Read Aloud Day is an internationally celebrated event promoting the sharing of stories and books, particularly through community-mobilized read aloud sessions.

To celebrate the day, SCOPE organized an event in Gicumbi in collaboration with Save the Children staff to raise awareness of the benefits of reading aloud. The SCOPE team delivered reading aloud sessions in GS Karamaba School, and facilitated another read aloud session involving a P3 child reading a book to his classmates. This was followed by a short writing activity where children wrote and shared original stories. 52 children participated in the event. SCOPE will build on this experience which will help to inform future plans for generating momentum behind literacy dates. The event took place on February 24, 2016.

Activity 3.2 Advance a literacy-promoting advocacy agenda through Rwanda Reads:

- *3.2.1 Provide technical assistance on the drafting of a revised Literacy Policy*

Integral to its mandate, SCOPE is committed to providing technical assistance on the drafting of a revised National Policy for Literacy Promotion. The 2008 Literacy Policy focuses only on adult literacy.

During the quarter, SCOPE engaged a consultant to support MINEDUC to develop a Literacy Promotion Policy aimed at promoting literacy at all levels. A first good draft of the policy has been developed and plans are underway for the policy to be presented to and reviewed by MINEDUC for eventual endorsement.

Activity 3.3 Strategically strengthen supply and demand within the children's book industry:

- *3.3.1 Provide training to local publishers, illustrators, authors, & other book sector actors to improve publishing outputs of Kinyarwanda children's books (match-funded via Comic Relief)*

To improve the availability of Kinyarwanda children's reading materials, the SCOPE Book Development and Use team has provided mentorship to the local book sector this quarter. In FY2016 Q2, SCOPE completed 7 mentoring visits to 7 local publishers from February 26, 2016 to March 3, 2016.

Following the Book Review Meetings, the Book Development and Use staff visit publishers to discuss in detail the quality of books submitted in terms of the positive aspects of those books as well as identifying areas that need further improvement. The visits reinforce ideas around features of what makes a good storybook, in terms of plot, language, illustrations and layout.

In 2015, Save the Children's Rwanda Children's Book Initiative (RCBI) conducted a trial training experiment at Nyundo Arts School to identify both the potential and willingness of the school to work with local publishers. RCBI was exploring the potential for long-term, sustainable partnership between publishers and schools.

The training involving 10 students (5 girls, 5 boys) covered types of children's books, tools and techniques used in children's book illustrations including work on posters on popular songs and poems for children in Kinyarwanda. Based on this effort, the Rwanda Children's Book Initiative was able to establish that the school had both the potential and interest in developing a working partnership with publishers. Accordingly, in Quarter 2 of 2016, SCOPE organized a follow-on visit to the arts school to explore practical ways in which publishers could work with local arts students interested in learning how to apply their skills to become children's book illustrators.

Based on the outcome of the visit, the Book Development and Use team shared with publishers the school's expressed interest in working with them on a long-term partnership, and publishers agreed to meet the school to discuss the possibilities of such partnership.

SCOPE Book Development and Use team is acting as a moderator for the partnership arrangement. This partnership will also serve to strengthen collaboration among local actors and thereby enhance their contribution to the book sector including arts schools. Working with young artists also provides publishers with an alternative source of new talent and diversity in illustrations.

The strengthening of the publishing sector is also evidenced by the establishment of four new publishers in 2016, and probably more as suggested by anecdotal information yet to be confirmed. This suggests that the industry is increasingly being seen as a viable investment in Rwanda by the wider business community.

- *3.3.2 Facilitate a book review committee that evaluates books in draft forms and provides guidance to publishers on how to improve the quality of books prior to their investment in printing*

In FY2016 Q2, SCOPE organized two book review meetings, one external, on February 22, 2016, and one internal, on February 23, 2016, to evaluate newly developed books, many of which had support from bespoke advice from Book Development staff. The feedback usually revolves around eight core topics: content, illustration and layout, appropriateness of age and context, quality of writing, use of language and editorial, promotion of positive values, publishing children's book management, better collaboration among publishing industry actors and networking.

The first book review meeting engaged partner organizations to contribute to the evaluation, including staff from Children's Voices Today, Kigali Public Library, Rwinkwavu Community Library and Rafiki Reading Club. Additionally, staff from Rwamrec offered specialized review of titles from a gender perspective. Following this review, publishers made revisions to books and as a result, 74 new titles from 5 local publishers were endorsed by Rwanda Children's Book Initiative. 18 new titles from two other local publishers are yet to meet minimum quality standards.

Local publishers are increasingly engaging with the government to produce educational children's books that are aligned with Rwanda's curriculum. In February 2016, the REB released the results of a tender for the submission of non-textbook reading materials to be purchased annually by public schools. Four local publishers were successful, with REB approving 54 Kinyarwanda children's storybooks for P1 to P3 level. Prior to this year, the tender was exclusively dominated by international publishers, with only two local

publishers having a total of four submitted books approved in 2012. This year, the level of local submissions was extremely positive and was noted by both the REB and the wider Ministry of Education.

- 3.3.3 *Extend literacy groups like Abana Writers Café to communities beyond Kigali:*
 - 3.3.3.1 *Enhance the culture of reading and writing through Abana Writing Café in Kigali (This activity match-funded via Comic Relief, commenced in 2015.):*

In this quarter, SCOPE organized two Abana Writing Café sessions at Kigali Public Library. Abana Writing Café is a monthly children's book event organized by SCOPE Book Development and Use team in collaboration with the Rwanda Children's Book Initiative team. The main idea is to combine three activities which people enjoy: storytelling, sharing knowledge on children's books and receiving/giving feedback on individual children's writer's projects or works. Abana Writing Cafe offers its participants a variety of sources of information, starting from books and book trends; it serves as a platform for upcoming and established writers, poets, artists, storytellers and other enthusiasts with a keen interest in children's books. It is also a valuable opportunity for book sector players to spot and recruit new talent. In the February and March sessions, four writers and one illustrator presented their original stories. Participants provided constructive feedback on how to improve their stories. Of the 48 participants (excluding SC attendees) attending the February and March Writing Cafés, 15 were female while 33 were male.

Based on a reflection on the February session, SCOPE BDU has made some adjustments to the largely informal way in which the sessions are organized. In the March session, the Abana Writing Café adopted and piloted the following structure:

- First part: Introduction and sharing about a technical aspect of the process of developing a children's book
 - Second part: Read a book published in another country to expose the audience to greater diversity in writing and illustrating and genres
 - Third part: 1st story to be shared by author/illustrator, followed by feedback from the audience
 - Fourth part: 2nd story to be shared by author/illustrator, followed by feedback from the audience
 - Fifth part: Networking
- 3.3.5 *Promote RCBI purchasing consortium events through Rwanda Reads*⁴

Supporting the local publishers has also contributed to greater diversity in children's books, with the new titles demonstrating a wider range of genres, themes, illustrations and even printing materials. The Book Development and Use has developed an updated book catalogue with descriptions and photographs of these newly developed titles, to be shared with other prospective buyers of Kinyarwanda children's books.

⁴ Book Purchasing Consortium serve as an opportunity for joint orders of books from different organizations, but the approach can be applied in one organization where different projects can combine their orders.

The SCOPE Communications Specialist is preparing to share the book catalogue through Rwanda Reads in order to raise awareness of the locally developed Kinyarwanda children's storybooks now available on the market.

Activity 3.4 Increase communities' access to age-appropriate, relevant reading materials:

- *3.4.1 Provide an initial supply of 100 books per school-community library, reading mat, and storage unit*
- *3.4.1.1 Develop a set of criteria that will be used in choosing the titles that will be purchased for communities' libraries*

SCOPE Book Development and Use has developed criteria that will be used in the selection of books for distribution to school-community libraries in Burera and Gicumbi. These criteria can be summarized as follows: quality of writing, illustration and layout, relevance to the community needs, absence of violence and frightening events in illustrations and language, originality, value, durability and cost.

Table I: SUMMARY OF ACTIVITY TARGETS AND ACHIEVEMENTS

This table lists SCOPE activities planned, along with their associated targets and achievements to date.

	Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year I (Oct 15-Sept 16)					
				Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)	
Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy	Activity 1.1 Create nationally appropriate vision of effective literacy school-community partnerships through evidence-based	1.1.1 Synthesize existing knowledge of reading approaches in Rwanda	1		1	1	Initial contributions to report made through consultations with L3/EDC		Finalize the synthesis of the studies
		1.1.2 Conduct formative research with URCE ⁵ on interests, attitudes and needs of stakeholders	1		1	1	MoU shared with URCE, waiting for a feedback from URCE	This activity will be completed in Quarter 3	Follow up with URCE to sign MOU. Conduct research
		1.1.3 Convene national workshop to disseminate results of research and studies						This activity is planned for Quarter 4, 2016	Sharing results from the research

⁵ In addition to what is proposed in this plan, SCOPE will explore the possibility of involving URCE in impact-type research to, for example, investigate the linkage between reading and overall student performance.

Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
			Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
1.1.4 Use existing School Leadership and Management (SLM) standards developed by REB as a framework to train HTs on literacy promotion						This activity is planned for Quarter3, 2016	
1.1.5 Support REB in the development of literacy-focused SGAC standards						This activity is planned for Quarter3, 2016	Develop draft SGAC standards in relation to literacy; Conduct a workshop to get inputs for SGAC standards; Revise and finalize SGAC standards
1.1.6 Develop and execute a plan for the dissemination of SLM and SGAC standards through the						This activity is planned for Quarter3, 2016	Disseminate the SGAC standards to

Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
			Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
system							the stakeholders
Activity 1.2 Develop training and instructional materials for guiding standards implementation at sector and school levels	1.2.1 Mapping of existing resources (such as existing SGACs manuals as part of 1.1.1 above)	12 resources mapped (?) 2 for REB 2 for Concern Worldwide 4 for VVOB 4 for wellspring			SLM and SGAC training materials gathered from REB, VVOB, Wellspring & Concern		
	1.2.2 Develop Literacy Toolkit (for LC)					This activity is planned for Quarter3, 2016	Develop Literacy Toolkit
	1.2.3 Develop draft SGAC guide					This activity is planned for Quarter3, 2016	Develop SGAC manual
	1.2.4 Develop SLM modules					This activity is planned for Quarter3, 2016	Develop SLM modules

	Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
				Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
	1.2.5 Conduct initial piloting of SLM Modules, SGAC Literacy Guides and Literacy Champion Toolkits						This activity is planned for Quarter 4; 2016	
Activity 1.3 Implement scalable training approach for building school leadership capacity	1.3.1 Utilize LARS data to inform district advocacy						This activity is planned for Year2, 2017	
	1.3.2 Pilot peer learning meetings conducted by national training team for targeted SEOs (FY 2016)	4		1			This activity is planned from Quarter4; 2016	
	1.3.3 Target SEOs' support of HTs and SGACs to complete self-study modules (FY 2016)	416		38			This activity is planned from Quarter4; 2016	
	1.3.4 HTs provide SGACs with SGAC Literacy Guide and LC toolkit and support use	2503		191			This activity is planned from Quarter4; 2016	

Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
			Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
1.3.5 Support HTs and local MINALOC leaders (Mayors and Executive Secretaries) to facilitate the development of a calendar of literacy activities and events	3					This activity is planned from Quarter4; 2016	
1.3.6 Strategy development meetings for incorporating standards into accountability systems within SLMU & MINALOC	3					This activity is planned from year 2	
1.3.7 Engage REB, VVOB, and URCE to explore the possibility of including reading programs in the head teacher certification program						This activity is planned Quarter4, 2016	

	Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
				Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
Result 2: Increase Effective Community and Parental Involvement to Improve Activity 2.1 Develop and implement a social behavior change communications	2.1.1 Incorporate key literacy messaging into all partner and SCOPE capacity building and development communications materials and training events					The first step was to design key literacy messages which are gender sensitive and inclusive. This was successfully done in partnership with Urunana		Key messages will be incorporated in SCOPE's capacity building materials and training events; starting from our partner Urunana

Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
			Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
2.1.2 Civil society partners including NUDOR and RWAMREC review all SBCC strategies and messages for inclusion					NUDOR and RWAMREC were invited in the literacy message design exercise led by Urunana. With NUDOR's participation, current messages are inclusive		Invite NUDOR and RWAMREC in a half day meeting to help fine-tune the key messages before these are widely used as RWAMREC was not represented when these were developed.
2.1.3 Develop radio/TV program content based on Literacy Boost (LB) reading awareness workshops for local TV programming and/or MINEDUC or other radio timeslot	3.5 million listeners reached		3.5 million listeners reached			Activity planned in Q3	

Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
			Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
2.1.4 Train community radio station workers (local media) on key SCOPE literacy messages and themes to encourage their support in communicating key literacy messages through community radio broadcasts	30		2			Activity planned in Q3	1
2.1.5 Foster relationships with notable figures and celebrities to become national literacy champions and leverage their popularity to promote literacy messages and opportunities						Activity planned for Q4	
Activity 2.2 Mobilize parents and the 2.2.1 With REB/SLMU, create guidance on selection criteria and process for use by SEOs in choosing Literacy Champions, as part of Literacy Toolkit						This activity is planned for Quarter3; 2016	

Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
			Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
2.2.2 Village-led recruitment of Literacy Champions through the SGACs and SEOs	5006		382			This activity is planned for Quarter 4; 2016	
2.2.3 Initial Literacy Champion training provided	167		12				12 – Activity planned for Qr 4
2.2.4 Literacy Champions facilitate reading clubs, reading buddies, parent awareness workshops, reading events, as selected from the Literacy Champion Toolkit	5006 Literacy Champions trained		382				382 – Activity planned for Qr 4
2.2.5 Follow up Literacy Champions trained						This activity is planned for Y2, 2017	
2.2.6 Master Literacy Champions identified at district level	60					This activity is planned for Year 2, 2017	

	Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
				Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
	2.2.7 Master Literacy Champions participate as trainers in national scale up	60					This activity is planned for Year 2, 2017	
Activity 2.3 Promote and incentivize local initiatives for community literacy activities	2.3.1 Community Literacy Funds supporting community-led reading activities around the country	\$130900					This activity is planned for Year 2, 2017	
	2.3.2 Document and share success stories and best practices with local leaders and SEOs at <i>Umuganda</i> days and Open Days at both national and district levels						This activity is planned for Year 2, 2017	
	2.3.3 Support SEOs to organize literacy based competitions and awards ceremonies						This activity is planned for Year 2, 2017	

Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
			Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
2.3.4 Highlight examples of best practice from around the country, or through partnerships with community radio and Rwanda reads website and social media						This activity is planned for Quarter4, 2016	
2.3.5 Reward top performing schools, districts, through recognition strategies on radio, website, and social media						This activity is planned for Quarter4, 2016	
2.3.6 Work with radio and media partners to promote literacy events and reading competition winners, particularly at local level on radio, in print, and on the website and social media.						This activity is planned for Quarter4, 2016	

	Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
				Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
	2.3.7 Identify PPPs that can provide awards for competitions held at sector, district, and national levels	0					This activity is planned for Quarter3, 2016	
Activity 2.4. Leverage existing civic service models to support community	2.4.1 During National Literacy Month, work with MINALOC to have literacy messages raised during <i>umuganda</i> days						This activity is planned for Quarter4 2016	
	2.4.2 Encourage children reading during <i>umuganda</i> days	51000 children		1200 children			This activity is planned for Quarter4, 2016	
	2.4.3 Mobilize Rwanda Reads (RR) members to support training of <i>Urugerero</i>						This activity is planned for Quarter4, 2016	

Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
			Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
2.4.4 Collaborate with government stakeholders (to include potential work with URCE) to incorporate reading promotion into national <i>urugerero</i> training content						This activity is planned for Quarter I, FY2017	
2.4.5 HTs/SGACs elect one <i>Urugerero</i> ('community literacy volunteer') per village)						This activity is planned for Year2, 2017	
2.4.6 <i>Urugerero</i> youth support LC in the facilitation of reading activities						This activity is planned for Year2 2017	
2.4.7 Advocate with Peace Corps to have volunteers support community literacy activities						This activity is planned for Quarter3, 2016	
Result 3: Foster a culture of Activity 3.1 Enhance the capacity 3.1.1 Map existing actors (refreshing an existing survey) and identify potential new members and collaborators						This activity is planned for Quarter3, 2016	

Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
			Year 1 Target	Quarter 2 Target (Jan – Mar16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June16)
3.1.2 Support Rwanda Reads to continue the International Literacy Day celebration and to organize additional events at regional levels, by improving coordination and publicity					SCOPE supported the World Read Aloud Day and provided advice to RR partners on the World Book Day	This activity is planned for Quarter3, 2016	
3.1.3 Compile and make public a set of resources on statistics, evidence and best practice for mobilizing community support for reading on RR website						This activity is planned for Quarter4, 2016	
3.1.4 Maintain a calendar of events, including learning events hosted by SCOPE and other Rwanda Reads members						This activity is planned for Quarter3, 2016	

	Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
				Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
Activity 3.2 Advance a literacy-	3.1.5 Host learning events on a half-yearly basis ⁶ for all Rwanda Reads members	8		2			This activity is planned for Quarter4, 2016	
	3.1.6 Create and maintain training resource page on Rwanda Reads website, including access to all Literacy Toolkit resources and training modules						This activity is planned for Quarter3, 2016	
	3.2.1 Provide technical assistance on the drafting of a revised Literacy Policy						This activity is planned for Quarter3, 2016	
	3.2.2 Engage districts to include literacy related goals in their <i>imihigos</i>	30		2			This activity is planned for Year2, 2017	

	Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
				Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
Activity 3.3 Strategically strengthen supply and demand within children’s literature industry	3.3.1 Provide training to local publishers, illustrators, authors, & other book sector actors to improve publishing outputs of Kinyarwanda children’s books	150 local publishers illustrators, authors, & other book sector actors trained	7 publishers	70		Offered mentoring to 7 publishers		40
	3.3.2 Facilitate a book review committee in Kinyarwanda that evaluates books in draft forms and provides guidance to publishers on how to improve the quality of books prior their investment in printing	12 book reviews	2 book reviews	3		In FY2016 Q2, SCOPE_organized two book review meetings, to evaluate newly developed books		1
	3.3.3 Extend Abana Writers Café literacy activity to communities beyond Kigali						This activity is planned for Quarter3 & 4 2016	

Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
			Year 1 Target	Quarter 2 Target (Jan – Mar16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June16)
3.3.4 Conduct research on children's reading preferences and market demand for reading materials for emergent readers	1		1			This activity is planned for Quarter3, 2016	1
3.3.5 Promote RCBI purchasing consortium events through Rwanda Reads						This activity is planned for Quarter3, 2016	
3.3.6 Organize meetings of a Children's Book Forum to support quality children's literature creation and promotion in Rwanda	7		2			This activity is planned for Quarter3, 2016	1
3.3.7 Liaise with NUDOR and RWAMREC to generate positive messages around gender, disabilities and inclusion to share with the book industry		1				This activity is planned for Quarter3, 2016	

	Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
				Year 1 Target	Quarter 2 Target (Jan – Mar 16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June 16)
	3.3.8 Connect organizations for the blind with publishers						This activity is planned for Quarter4, 2016	
Activity 3.4 Increase communities' access to age-appropriate, relevant reading materials	3.4.1 Provide an initial supply of 100 books per school-community library, reading mat, and storage unit.	270,000 + supplementary reading materials provided to schools nationwide		19100			This activity is planned for Quarter4, 2016	
	3.4.2 Literacy Champions, in cooperation with SGACs, assume management of these school-community libraries in order to ensure they are accessed by children	2503		191			This activity is planned for Quarter4, 2016	
	3.4.3 Collaborate with Kigali Public Library to conduct mapping of existing inventory of books and libraries across the country						This activity is planned for Quarter3, 2016	

Activity	4 Year Target	Cumulative Achievements (Quantitative) (Jan 16-Mar 16)	Year 1 (Oct 15-Sept 16)				
			Year 1 Target	Quarter 2 Target (Jan – Mar16)	Quarter 2 Achievement (Jan – Mar 16)	Quarter 2 Variance & Explanation	Projected Target for Quarter 3 (Apr-June16)
3.4.4 Kigali Public Library undertakes ongoing monitoring support for community libraries, including training of librarians as well as periodic book donations						This activity is planned for Quarter4, 2016	

IV. Monitoring and Evaluation

SCOPE MEAL plan

MEAL team in collaboration with program staff have drafted the SCOPE MEAL plan. Amongst other things, the plan maintains a focus on efficient systems to monitor project activities for continued learning and improvement. Characteristics of home and community learning environments that nurture good readers, and key activities and stakeholders that can influence these environments will be investigated. The two Phase I districts and the ten Y2 target districts will serve as the “learning lab” for SCOPE, and will participate in the most intensive research and data collection efforts. Implementation begins in Year 1 with all sectors and public schools in Gicumbi and Burera districts, and extends in Year 2 to all schools and sectors in ten new districts across all provinces, before scale up in the remaining 18 districts in Year 3. The plan facilitates systematic monitoring of planned activities in order to progressively evaluate project performance and effectiveness.

Key Indicators

SCOPE has developed key indicators with targets (see the attached MS Excel icon) to facilitate monitoring of progress towards achieving the planned targets. Based on USAID relevant indicators, SCOPE has populated them with baseline and target values. As some indicators from the proposal did not have updated information, SCOPE has derived the figures from the official government website www.reb-tdm.org

Activity Monitoring and Evaluation Plan

MEAL team has started the preparation of baseline for Knowledge Attitudes and Practices (KAP) survey that will take place between May-June 2016. The project team has drafted a summary of the protocol and questionnaires to be used; SCOPE expects to finalize and submit the baseline proposal for ethical and statistics approvals in mid-April 2016. This study is a household-based survey targeting parents, head teachers, and children. The survey aims to answer three fundamental questions related to knowledge, attitudes, and practices in regards to literacy at the intersection of school-community level. This study is designed to be nationally representative so that we can have one true baseline for key KAP indicators, which we expect to begin to influence through radio programming of Year 1.

This survey is designed to help answer the following questions:

- 1) Can SCOPE change the Knowledge, Attitudes and Practices (KAP) of key stakeholders (HTs, Parents, and Children) in the home and community?
- 2) How does the level of participation in SCOPE activities affect changes in KAP scores?
- 3) Are changes in KAP among schoolchildren, parents and teachers correlated with changes in learning outcomes?

SMS Data Reporting and Pilot Assessment:

MEAL team has developed the Terms of References (TOR) for the recruitment of SMS system developer or provider. The ToR is in the final stages of development and will be advertised after getting technical inputs from IT and mobile-based MIS experts from Save the Children East and Southern Africa Regional Office (ESARO).

V. Progress toward Targets:

The chart below shows progress towards targets for key indicators listed in the MEAL plan:

Indicator	Baseline	Year 1 Target (FY 2016)	Quarter 2 Target (Jan-Mar2016)	Actual as of March 31, 2016
1 Number of administrators and officials successfully trained with USG support (F Indicator 3.2.1-3)	0	191	0	0
2: Number of PTAs or similar 'school' governance structures supported (F Indicator 3.2.1-18)	0	191	0	0
3: Number of SGACs/SEOs recruiting and supporting Literacy Champions	0	191	0	0
4: Number of Literacy Champions trained on leading community reading activities such as reading clubs and book buddies programs	0	382	0	0
5: Number of Community Literacy Funds supporting community-led reading activities around the country	0	0	0	0
6: Proportion of students who have borrowed community reading materials to take home	0			0
7: Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (F Indicator 3.2.1-33)	0	19100	0	0
8: Number of local publishers, illustrators, authors, & other book sector actors trained to improve publishing outputs of Kinyarwanda children's books	0	150	–	48

VI. Management Issues

No	Names	Position	Source of Fund	Starting Date
1	Alex Alubisia	Chief Of Party	SCOPE, USAID	05-Jan-16
2	Sofia Cozzolino	Acting Technical Adviser	SCOPE, USAID	15-Jan-16
3	Bataliza Esther	Finance and Awards Director	SCOPE, USAID	15-Mar-16
4	Rwema Iribagiza Alice	Communication Specialist	SCOPE, USAID	15-Mar-16
5	Uwimana Catherine	Book Development & Use Coordinator	SC – Comic Relief SCOPE, USAID	05-Jan- 16 01-Mar-16
6	Umwizerwa Solange	School M&L Support Coordinator	SCOPE, USAID	01-Mar-16
7	Nishimwe Natasha	Book Publishing Officer	Match-Funded, CR	15-Jan-16
8	Pierre Celestin Rutayisire	Book Provision & Use Officer	Match-Funded, CR	19-Feb-16
9	Uwera Esther	Book Promotion & Use Officer	SCOPE, USAID	15-Jan-16
10	Busingye Gloria	Communication Officer	SCOPE, USAID	15-Mar-16
11	Kabarungi Noella	MEAL Officer	SCOPE, USAID	21-Mar-16
12	Mugiraneza Eric	Logs and Procurement Officer	SCOPE, USAID	01-Apr-16
13	Mukandamage Juliette	Finance Officer	Match-Funded, NAF	15-Mar-16
14	Kayitaba Gislain	Administrative Assistant	SCOPE, USAID	01-Mar-16

VII. Challenges, Solutions, Lessons Learned and Actions Taken

REB's engagement, participation and ultimately ownership of SCOPE is a critical factor in the success of the project. However, this comes at a cost, mostly the associated time on the schedules of key REB officials. This is a factor outside the control of the project. SCOPE will do its best to sustain active and meaningful engagement with REB to engender genuine ownership of the project by the government. A meeting between the Director General REB, other Senior Management Team members and Save the Children is planned in May to actualize action points agreed in the meeting of 19th February 2016; these include the setting up of a steering committee to oversee the implementation of SCOPE activities and providing space at REB for a senior SCOPE officer to promote a culture of joint planning and implementation. In May 2016, REB School Leadership Management Unit staff will participate in the development of the SCOPE toolkits. Similar collaborative efforts will be pursued proactively and consistently throughout the life of the project.

It has been a challenge to identify suitably qualified staff for some positions, especially the MEAL Specialist and permanent TA. SCOPE has drawn on existing expertise from within Save the Children Education team to support project start up and related planning efforts. Going forward, SCOPE will work with Save the Children HR offices to establish a data bank of qualified candidates in key fields related to SCOPE's range of activities. In this way, we will be able to draw on the data bank when vacancies arise in the life of the project.

In the last six months, REB finalized and validated SLM standards thus impacting our ability to inform the standards as per the project scope of work. SCOPE will therefore need to be

very creative in terms of how it will use these standards to promote literacy in Rwanda. Given that standards have already been developed, the project is exploring ways in which those standards can be used to enhance literacy/reading approaches. One such standard – ‘working with parents, the wider community and companies’ – has been identified to inform the on-going development of the toolkits.

The Book Development sub-sector of education in Rwanda and the publishing industry in particular, is male-dominated. It has been a huge challenge to identify a critical mass of women authors, illustrators and publishers to participate in this venture. The project is making deliberate efforts to engage additional women in relevant activities including training in order to achieve more equitable participation across genders. This challenge could potentially be shared during the Rwanda Reads General Assembly meeting in June to get different ideas and perspectives that could help redress the situation.

In regards to gender, some indicator values are global/cumulative and not disaggregated by gender. As the project starts interacting with the beneficiaries, the figures will be updated. Similarly, with inclusion of persons with disabilities, the project has not established the beneficiaries with disabilities. Figures will be updated during implementation. SCOPE will liaise with UNICEF to draw on their recent research on disability and thereby inform the project’s MEAL plan; likewise, the project will engage VSO and Handicap as both organizations have considerable experience of researching and working in the field of disability. SCOPE will encourage these and similar organizations to participate in other project activities such as literacy events and messaging, development and review of manuals and training guides.

VIII. Priorities for programming during the next reporting period

Result I: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy

In Result I, key priorities for the next reporting period are:

- Activity I.1.2 Conduct formative research with URCE⁷ on interests, attitudes and needs of stakeholders
- Activity I.1.5 Support REB in the development of literacy-focused SGAC standards
- Activity I.1.6 Develop and execute dissemination plan of SLM and SGAC standards through the system
- Activity I.2.2 Develop Literacy Champion Toolkit
- Activity I.2.3 Develop draft SGAC guide
- Activity I.2.4 Develop SLM modules in connection with Activity I.1.4 Use existing School Leadership and Management (SLM) standards developed by REB as a framework to train HTs on literacy promotion

⁷ In addition to what is proposed in this plan, SCOPE will explore the possibility of involving URCE in impact-type research to, for example, investigate the linkage between reading and overall student performance.

Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills:

- Activity 2.1 Develop and implement a social behavior change communications campaign for literacy, including:
 - Activity 2.1.1 Incorporate key literacy messaging into all partner and SCOPE capacity building and development communications materials and training events
 - especially with a focus on Urunana
 - Activity 2.1.2 Civil society partners including NUDOR and RWAMREC review all BCC strategies and messages for inclusion
 - Activity 2.1.3 Develop radio/TV program content based on Literacy Boost reading awareness workshops for local TV programming and/or MINEDUC or other radio timeslot
 - *Activity 2.1.3.2 Broadcast literacy messages through Urunana radio soap opera:* Urunana to start airing soap opera series on Radio with literacy messages starting from May 2016. One script review meeting is scheduled in April with an audience surveillance exercise planned by the end of May.
 - *Activity 2.1.3.3 Provide MINEDUC with strategic messages for inclusion and focus in weekly MINEDUC radio spots and/or Rwanda TV*
 - Identify which spots are sponsored by MINEDUC on Radio Rwanda (and/or Rwanda TV) and develop a LOU between MINEDUC and SCOPE on MINEDUC to incorporate key literacy messages in their communications
 - Activity 2.1.4 Train community radio station workers (local media) on key SCOPE literacy messages and themes to encourage their support in communicating key literacy messages through community radio broadcasts
 - Identification of local media houses and journalists that produce education related programs with a focus on media houses in our current areas of operation (Burera and Gicumbi)
 - Organize workshops with local media actors
- Activity 2.2 Mobilize parents and the community to improve student literacy, including:
 - Umuhuza priorities in the third quarter will be to start implementation in Gicumbi and Burera Districts where SC already implements literacy activities. Implementation will focus on piloting partnership approaches with training, workshops and awareness meetings at district and sector levels with DEOs, SEOs and SGACS, leveraging existing relationships with local education staff and officials to enable a quick start up and a robust infrastructure to support materials testing and facilitate participant feedback. The key activity for this

quarter is the selection of highly motivated and committed Literacy Champions.

Result 3: Foster a Culture of Reading

- Activity 3.1 Enhance the capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders:
 - 3.1.1 Map existing actors (refreshing an existing survey) and identify potential new members and collaborators, including:
 - Review the existing list of Rwanda Reads member organizations, distinguish between the active and dormant members, work with Rwanda Education NGO Coordinating Platform (RENCP) to identify new potential members
 - Update the Rwanda Reads database
 - 3.1.3 Compile and make public a set of resources on statistics, evidence and best practice for mobilizing community support for reading on Rwanda Reads website, including:
 - Revitalization of Rwanda Reads website so it becomes a one-stop resource facility for reading programs in Rwanda
 - 3.1.4 Maintain calendar of events, including learning events hosted by SCOPE and other Rwanda Reads members:
 - SCOPE will organize literacy and reading activities in collaboration with Rwanda Reads around these key dates of celebrating literacy promotion:
 - World Book Day - 24th April 2016
 - International Day of Families - 15th May 2016
 - Day of the African Child - 16th June 2016
- Activity 3.2 Advance a literacy-promoting advocacy agenda through Rwanda Reads, including:
 - 3.2.1 Provide technical assistance on the drafting of a revised Literacy Policy
- Activity 3.3 Strategically strengthen supply and demand within the children's book industry.
 - The following activities fall under 3.3.1, 3.3.3, 3.3.5, and 3.3.6:
 - For the FY2016 Q3, SCOPE BDU in collaboration with RCBI will organize 1 Rwandan Children's Book Purchasing Consortium, 2 illustrator workshops, 1 writers' training, 1 writer-illustrator collaborative workshop, 1 Children's Book Forum, 3 Abana Writing Café sessions and 2 publishers' meetings.
- Activity 3.4 Increase communities' access to age-appropriate, relevant reading materials.

- 3.4.1 Provide an initial supply of 100 books per school-community library, reading mat, and storage unit:
 - SCOPE will purchase 19,100⁸ Kinyarwanda children's storybooks to be distributed to 191 school-community libraries in Burera and Gicumbi.

Monitoring and Evaluation Plan:

- SCOPE will undertake a baseline (KAP survey): as part of the baseline, SCOPE has advertised a consultancy to conduct a survey on children's preferences on reading (activity 3.3.4), and it is expected the survey will start in May 2016 and will finish in June 2016.
- Pilot SMS reporting
- Training SCOPE staff and partners (Umuhuza and Urunana) on MEAL.

Annex I: Media Coverage and Success Stories:

During the first quarter of SCOPE implementation (Quarter 2), the project did not realize any success stories to share since the project was in its start-up phase. Based on the experience of Quarter 2 implementation, the project will share success stories with the Quarter 3 report.

There was no media coverage this quarter. There are media events planned in Quarter 3 and these will be reported in the Quarter 3 report.

⁸ This figure is still being reviewed downwards as all but 4 Sectors in Gicumbi have received large quantities of books from STC over the last few years