



Literacy, Language and Learning Initiative

FY16 Q1 Quarterly Report
(October-December 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 work plan. The activities in the work plan for FY2015 will follow the revised program description approved in August 2015.

IR 4: Strengthened Ministry Capacity

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

IR 5: Improved Equity in Education

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

Table of Contents

List of Tables 6

List of Pictures 7

Acronyms 8

1.0 EXECUTIVE SUMMARY 10

2.0 PROGRESS TOWARD RESULTS..... 11

 INTERMEDIATE RESULT 1: Improved Quality of Teaching 11

 1.A Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision 11

 1.B Develop an instructional package keyed to the new standards and instructional models..... 12

 1.C Complete School-Based Mentoring Program (SBMP) framework and train mentors..... 16

 1.D Roll out the SBMP 18

 1.E Incorporate the Rwanda L3 literacy/numeracy models in Teacher Training Colleges (TTCs) 18

 1.F Pilot Initiatives to improve teachers’ motivation and working conditions 21

 INTERMEDIATE RESULT 2: Improved Availability and Use of Teaching and Learning Materials 25

 2.A Provide all teachers and students with a comprehensive package of materials 25

 2.B Pilot additional innovative tools and materials in rural and low-income regions 26

 2.C Support student, teacher and community production of low-cost/no-cost materials 29

 2.D Promote a culture of reading 31

 INTERMEDIATE RESULT 3: Support for English 34

 3.A Develop a program to transition teachers (and students) to English as a language of instruction 34

 3.B Use IAI to reinforce and extend face-to-face ESL training program 34

 3.C Use the SBMP and VSO volunteers to reinforce teachers’ English..... 34

 3.D Revise the existing English curriculum (activities carried out concurrently with 1.A) 35

 INTERMEDIATE RESULT 4: Strengthen Ministry Capacity 35

 4.A Strengthen REB central capacity..... 35

 4.B Transform TTCs into centers of excellence for literacy/numeracy..... 37

 4.C Develop tools and systems for monitoring teacher practices 39

 4.D Improve tools and systems for assessing students’ reading and math competencies 40

 INTERMEDIATE RESULT 5: Improved Equity in Education 40

5.A Ensure equal access to quality instruction	40
5.B Promote positive image of girls and other marginalized groups.....	40
5.C Train teachers and parents to address barriers.....	41
5.D Provide additional resources to rural, low-income areas	42
5.E Increase awareness of equity issues at key nodes.....	43
MONITORING AND EVALUATION (M&E)	46
3.0 RESULTS ACHIEVED (as per draft Performance Monitoring Plan data table)	49
4.0 LESSONS LEARNED	55
5.0 FINANCE	55
6.0 ADMINISTRATION AND MANAGEMENT	55
COLLABORATION AND LEVERAGED RESOURCES	57
Communications:	57
7.0 ANNEXES	59

List of Tables

Table 1 P4 English materials produced	13
Table 2 P2 & P3 Kinyarwanda Materials	14
Table 3 P4 mathematics materials produced	15
Table 4 Distribution of TTC's as training centers	17
Table 5 Status of LNAs placements in TTCs	19
Table 6 PTC members trained.....	22
Table 7 SGAC's awarded	24
Table 8 CML books distributed	26
Table 9 CMLs visited	27
Table 10 Math Camp Participants.....	30
Table 11 Status of LNAs placements in TTCs	37

List of Pictures

Picture 1 Resource making session in TTC Zaza	20
Picture 2 Gatumba SEO, UMUHUZA Representative, L3 M&E Manager after a meeting on CML reactivation	27
Picture 3 Local authorities work on reactivation of the remained inactive CMLs.....	28
Picture 4 Rice sack book making & taking session in TTC Mururu.....	29
Picture 5 Banner for the literacy month at TTC Muramba	32
Picture 6 TTC Zaza – English club members in a session	34
Picture 7 One resource center located at Uwinkingi Health Centre in Nyamagabe District	43
Picture 8 Community sensitization on SNE through theatre performance	44
Picture 9 Training P1-P4 educators on inclusive education of children with special needs.....	45

Acronyms

ADEPR	Association des Eglises Pantecotistes au Rwanda (Pentecostal church in Rwanda)
BCC	Behavior Change Communication
CHABHA	Children Affected by HIV/AIDS
CLNVP	Community Literacy and Numeracy Volunteer Program
CML Initiative	Community Mobile Library Initiative
Concern	Concern Worldwide
COP/DCOP	Chief of Party/Deputy Chief of Party
CPD	Continuous Professional Development
CPMD	Curricular and Pedagogical Materials Development
DG	Director General
DDG	Deputy Director General
DEO	District Education Officers
EAR	Anglican Church of Rwanda (French acronym)
EDC	Education Development Center, Inc.
EMLR	Eglise Methodiste Libre au Rwanda (Methodist church)
FARS	Fluency Assessment in Rwandan Schools
ICT	Information and Communication Technology
JADF	Joint Action Development Forum
L3	Literacy, Language, and Learning Initiative
LARS	Learning Achievement in Rwanda Schools
LNA	Literacy and Numeracy Advisor (from VSO)
MCOP	Mentorship Community of Practice
MINEDUC	Ministry of Education
M&E	Monitoring and Evaluation
MRA	Methodology and Resource Advisor (from VSO)
NCPD	National Council for People with Disabilities
NGO	Non-Governmental Organization
P1-6	Primary One to Six
PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc
REB	Rwanda Education Board
RENCP	Rwanda Education NGO Coordinating Platform
REPS	Rwandan English Proficiency Standards for teachers
RLS	Rwanda Library Services

RNUD	Rwanda National Union for the Deaf
SBM	School-based Mentor
SBMP	School-based Mentoring Program
SEN	Special Education Needs
SEO	Sector Education Officers
SMLU	School Management and Leadership Unit
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TRC	Teaching Resource Center
TTC	Teacher Training Colleges
UEBR	Union des Eglises Batistes au Rwanda (Baptist churches in Rwanda)
UR-CE	University of Rwanda College of Education
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

In Q1, L3 continued to make steady progress. The L3 technical team revised the Primary 2 Kinyarwanda and English programs. They reviewed and redesigned the existing assessments for both subject areas. Each assessment tool focuses on the unit's key competences as well as assesses pupils' reading and writing skills.

The Program Implementation Team in collaboration with the College of Education (URCE) and Literacy and Numeracy Advisors organized the Training of TTC Tutors and the training of School Based Mentors for Primary (SBMs) and School Subject Leaders for Mathematics (SSLs) from all 2748 schools through the teacher training colleges (TTCs)

L3 provided new titles to three Community Mobile Libraries (CML) including L3 Print Kinyarwanda and English pupil's books and Andika Rwanda books.

Two new Literacy and Numeracy Advisors were placed, one in TTC Kirambo and the other in TTC Bicumbi. In addition, a short term volunteer to support the REB TDM department was recruited from among the existing volunteers in-country.

A steering committee meeting was held in October to discuss among others progress in the development and revision of L3 instructional materials.

L3 developed a number of press releases and these were disseminated to the media. The topics of press releases included Rwanda Reads Literacy Month; L3's opening of the special education needs resource centers, the Andika Rwanda winners' symposium, and the teacher training initiative regarding the new competence-based curriculum and the L3 P4 instructional materials.

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

Revise P2 and P3 English school, classroom and home/community-based instruments for assessment of reading skills

As the L3 technical team revised the Primary 2 and Primary 3 Kinyarwanda and English program, they reviewed and redesigned the existing assessments for both subject areas. Each assessment tool focuses on the unit's key competences and assesses pupils' reading and writing skills. The revised teacher guides also provided information on how to conduct continuous formative assessment and summative assessment as part of the teaching and learning process. Following a request from the Textbook Approval Committee, the English team developed assessment tools for assessing attitudes and values corresponding to each unit in the English curriculum. The tools include an overview of the attitudes and values that each unit promotes, suggested teaching and learning activities to foster those attitudes and values and observation criteria to enable the teacher to gather information by watching pupils interacting, conversing, working, playing etc.

Specific support to REB on implementing competence based curriculum

In April 2015, the Ministry of Education launched the Competence-based Curriculum. In January 2016, implementation of the new curriculum will begin in Primary 1, Primary 4, Senior 1 and Senior 4. The implementation coincides with the national implementation of the L3 Primary 4 instructional materials. The L3 program implementation team worked closely with REB/TDM and the University of Rwanda, College of Education (URCE) to plan a two-day face-to-face training session to model the use of L3 materials in competence-based teaching and learning. During the planning stage it was agreed that Teacher Training Colleges (TTCs) would be used as training centers and TTC tutors would be the main facilitators with VSO Literacy and Numeracy advisors providing additional support and coaching for TTC tutors. In consultation with REB, it was agreed the training would be delivered in December 2015 and January 2016. Each government supported primary school was requested to send a School Based-Mentor and School Subject Leader for Mathematics to attend a two-day training.

From November 25 to November 27, 2015, the L3 technical team facilitated the Training of Trainers of 60 participants including: 48 TTC tutors, 10 VSO Literacy and Numeracy Advisors and two lecturers from the University of Rwanda, College of Education (URCE). The training included an overview of the L3 Initiative, demonstrations of competence-based teaching and learning, teaching practice, and demonstrations on the use and importance of L3 monitoring tools. Practical advice and examples of how to be an effective facilitator were interwoven through the sessions.

From November 29, 2015 to January 06, 2016 the trainers' facilitated workshops for the newly recruited School-based Mentors (SBMs) and School Subject Leaders for Upper Primary Mathematics (SSLs). Participants were provided with a training manual to enable them to cascade the training to P4 English and Mathematics teachers in their schools. They also received training on L3 monitoring tools. In addition to cascading the training, SBMs and SSLs will report the implementation progress to the L3 Monitoring and Evaluation team using SMS reporting. The L3 Monitoring and evaluation team and

Program Implementation Team will continue to conduct school monitoring visits and lessons observations to provide ongoing support to teachers and monitor the status of the implementation.

Activities planned for 1.A

- Revise P2 and P3 English School, classroom and home/community-based instruments for assessment of reading skills
- Specific support to REB on implementing competence based curriculum

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

Revise P4 and P1 Kinyarwanda & English materials

Submit P4 & P1 revised English and Kinyarwanda materials to REB

In September 2015, following a review of the materials by CPMD focal points, the L3 team submitted Primary 4 English and Primary 1 Kinyarwanda and English Materials to the textbook approval committee for review and validation.

REB responded quickly to the submission and dates for TAC were set for:

- October 6th, Primary 1 Kinyarwanda
- October 14th, Primary 1 English
- October 21st, Primary 4 English

As on previous TAC sessions, the TAC members each gave individual feedback, appreciations and recommendations. Throughout the session, discussions were held on the key recommendations. At the end of the sitting, the comments and feedback were compiled by the TAC secretary and submitted to L3 for consideration and correction.

A number of key changes were requested in each document and the team worked on the revisions and recommendations for each subject area. This required the technical team to work on four subject levels Primary 1 and 2 Kinyarwanda materials and Primary 1 and 4 English materials at the same time. The original L3 program contained 24 weeks of materials; additional material had to be developed to cover the extra weeks added to the school year. CPMD requested that many of the Kinyarwanda stories be reviewed, rewritten or new stories developed to address cross cutting issues, a key component of the new curriculum. REB accepted and approved the revised materials on the following dates:

- November 3rd Primary 1 and 4 English
- November 15th Primary 1 Kinyarwanda

The Primary 4 materials were submitted to Burda Druck, the print company and the Primary 1 materials were submitted to USAID. In the meantime, the mathematics team continued to work on the Primary 4 Mathematics Teacher Guide. Taking into consideration feedback from CPMD focal points the team produced a substantial 600 page document, which was reduced to 400 pages in consultation with CPMD. The Primary 4 Mathematics Teacher Guide was submitted to REB on 28th October and the TAC report of recommendations and corrections was received on 3rd November. On 26th November, L3 submitted the revised book for approval. CPMD reviewed the book and requested additional changes, which were applied on the 1st, and 2nd of December, the teacher guide was approved on December 4th and submitted to Burda Druck on December 4th.

On the 23rd of November, the Chief of Party conducted an inspection tour of the Primary 4 print run in Delhi, India. During the inspection tour, it was agreed that the Primary 4 Pupil's book would be printed in full color.

The delay in the finalization of the Primary 1 and Primary 4 materials impacted the timeline for the review and revision of the Primary 2 materials. In addition to the delay CPMD focal points were committed to other activities in November and December and were unable to provide feedback on the materials. Following a meeting with CPMD, L3 and USAID, it was agreed that the CPMD focal points would be available to work with the L3 team to provide the feedback. This was completed and the team applied the recommendation from CPMD. On the 15th of December, L3 submitted the materials to the TAC. The TAC sessions were scheduled for the 24th and 30th of December.

Submit P3 revised English and Kinyarwanda materials to REB

From 15-24 December, the technical turned their attention to revising the Primary 3 materials. The existing Kinyarwanda and English files were reviewed; in some cases stories were rewritten to reflect the new curriculum. The artwork was upgraded to color. L3 intends to provide REB with the electronic content in 2016.

Submit Audio lessons

Following the changes to the TAC report, the team applied changes to the print materials. Upon approval of the print materials, it was necessary to revise the audio content to reflect these changes. The audio was finalized on 15th December and duplication on SD cards began at that time.

Table 1 P4 English materials produced

English Materials Primary 1, 2 and 3	Primary 2 materials developed in Q1	Primary 3 materials developed in Q1
Audio scripts written	N/A	N/A
Audio scripts recorded	N/A	N/A
Audio scripts field tested	N/A	N/A
Decodable texts and activities written	1/1	N/A
Decodable texts and activities desktop published	22/24	24/24

Read aloud stories written	0/0	1/1
Read aloud stories desktop published	N/A	24/24
Scripted lessons written	99/170 * 71 in Q4	170/170
Diagnostic Tools	5/10	10/10

Table 2 P2 & P3 Kinyarwanda Materials

P2 and P3 Kinyarwanda materials	Term 2 materials developed in Q2	Term 2 materials developed in Q3	Total Term 2 Progress	Term 3 materials developed in Q4	New arrangement according to Units (P2, applying REB's changes)	New arrangement according to Units (P3)
Audio scripts written	N/A	N/A	N/A	N/A	N/A	N/A
Audio scripts recorded	N/A	N/A	N/A	N/A	N/A	N/A
Audio scripts field tested	N/A	N/A	N/A	N/A	N/A	N/A
Decodable texts and activities written	N/A	N/A	N/A	N/A	19/19	14/28
Decodable texts and activities desktop published	N/A	N/A	N/A	N/A	19/19	0
Read aloud stories written	N/A	N/A	N/A	N/A	27/27	14/28
Read aloud stories desktop published	N/A	N/A	N/A	N/A	27/27	14/28
Scripted lessons written	N/A	N/A	N/A	N/A	288/288	40/288
Diagnostic Tools	N/A	N/A	N/A	N/A	9/9	4/8

Table 3 P4 mathematics materials produced

<i>Mathematics</i>	P4 materials developed in Q2	P4 materials developed in Q3	Total materials progress for Q2 and Q3	P4 materials developed in Q4	P4 materials developed in Q1	Total materials progress for Q2, Q3 Q4 and Q1
Master plans written	8/39	23/39	31/39	8/39	0	39/39
Audio activities written	-	-	-	-	14/14	14/14
Audio activities recorded	-	-	-	-	14/14	14/14
Audio scripts field tested	N/A	N/A	N/A	N/A	N/A	N/A
Scripted lesson plans completed	0/252	40/252	40/252	212/252	0	252/252
Diagnostic Tools developed	2/18	13/18	15/18	3/18	0	18/18

Activities planned for 1.B

Finalize revised P3 English and Kinyarwanda materials and submit electronic content to REB

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

Progress in Q1

Train the new SBMs and School Subject Leaders on best literacy and numeracy practices for “Transforming the classrooms”

From November 29, 2015 to January 06, 2016, the L3 technical team in collaboration with the University of Rwanda, College of Education (URCE) through the teacher training colleges (TTCs) organized the training of School Based Mentors for Primary (SBMs) and School Subject Leaders for Upper Primary Mathematics upper primary (SSLs) from all 2748 schools in which L3 materials are implemented. The training followed a cascade model where by the technical team trained 60 trainers. These trainers include 48 TTC tutors, 10 VSO Literacy and Numeracy Advisors based in TTCs and two lecturers from the University of Rwanda, College of Education (URCE). After the training, they cascaded the training to SBMs for Primary and SSLs for upper primary mathematics. The trainings took place into 15 Teacher Training Colleges (TTCs) namely: Nyamata, Muhanga, Save, Mururu, Rubengera, Muramba, Gacuba II, Kirambo, Matimba, Mwezi, Byumba, Bicumbi, Zaza, Mbuga and Cyahinda. TTCs received participants from neighboring districts. It was anticipated that by the end of the training, participants will be able to:

- Identify the goals of the L3 Initiative
- Explain how L3 materials are competence-based
- Teach simple techniques for using interactive audio in the classroom
- Model several best literacy and numeracy practices
- Explain the use of L3 monitoring tools and SMS data winners reporting system. Each TTC training site was supported by a L3 technical staff who acted as site coordinator, provided technical input as needed and assured quality and fidelity of training.

The following table shows the distribution of districts in TTCs as training centers.

Table 4 Distribution of TTC's as training centers

N°	TTC	TTC Location	Districts
1	Nyamata	Bugesera / Eastern Province	<ul style="list-style-type: none"> • Bugesera • Nyarugenge • Kicukiro
2	Bicumbi	Rwamagana / Eastern Province	<ul style="list-style-type: none"> • Rwamagana • Kayonza
3	Zaza	Ngoma / Eastern Province	<ul style="list-style-type: none"> • Ngoma • Kirehe
4	Matimba	Nyagatare / Eastern Province	<ul style="list-style-type: none"> • Nyagatare • Gatsibo
5	Muhanga	Muhanga /Southern Province	<ul style="list-style-type: none"> • Muhanga • Kamonyi • Gasabo
6	Save	Gisagara / Southern Province	<ul style="list-style-type: none"> • Gisagara • Huye • Nyanza • Ruhango
7	Mbuga	Nyamagabe / Southern Province	<ul style="list-style-type: none"> • Nyamagabe
8	Cyahinda	Nyaruguru / Southern Province	<ul style="list-style-type: none"> • Nyaruguru
9	Mururu	Rusizi / Western Province	<ul style="list-style-type: none"> • Rusizi
10	Mwezi	Nyamasheke / Western Province	<ul style="list-style-type: none"> • Nyamasheke
11	Rubengera	Karongi / Western Province	<ul style="list-style-type: none"> • Karongi • Rutsiro
12	Muramba	Ngororero / Western Province	<ul style="list-style-type: none"> • Ngororero
13	Gacuba II	Rubavu / Western Province	<ul style="list-style-type: none"> • Rubavu • Musanze • Nyabihu
14	Byumba	Gicumbi / Northern Province	<ul style="list-style-type: none"> • Gicumbi • Rulindo
15	Kirambo	Burera / Northern Province	<ul style="list-style-type: none"> • Burera • Gakenke

Conduct visits to the School Based Mentors (SBMs) training of teachers on best literacy and numeracy practices

After SBMs and SSLs receive training, they are expected to cascade the information through Continuous Professional Development (CPD) sessions organized at the school level. As the training was conducted over the holiday period, the visits to CPD sessions on best literacy and numeracy practices by SBMs and SSLs will be conducted in quarter 2.

Develop a training plan and a training manual for P4 teachers

In quarter 1, L3 in consultation with REB/TDM developed a comprehensive training plan and training manual for Primary 4 teachers. The training plan highlighted training dates for the training and was circulated by the Director General of REB to district education stakeholders who communicated the plan to the head teachers.

The training manual provided detailed content for the training of teachers on the use of the Primary 4 L3 competence based instructional materials. Sessions on best literacy and numeracy practices and the use of L3 monitoring tools were also provided. Each participant received a copy of the training manual to enable them to facilitate CPD sessions in their schools. The detailed training plan and the training manual for the training of SBMs and SSLs is provided in the annexes.

Activities planned for 1.C

- Conclude training of the new SBMs and Subject Leaders on best literacy and numeracy practices for “Transforming classrooms”
- Conduct visits to the school-based mentors, School Subject Leaders CPD training sessions on best literacy and numeracy practices

1.D Roll out the SBMP

Progress in Q1

In a bid to support REB in the roll out of the SBMP, L3 has continued to provide ongoing support for the training of mentors. In quarter 1, L3 trained approximately 2478 School Based Mentors from 2478 schools on the use of the Primary 4 English materials. In addition, L3 has shared the training resources used for the training of SBMs with REB Teacher Training and Management Department.

Activities planned for 1.D

- Activities in line with 1. C above.

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

Progress in Q1

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

During the reporting period, two VSO Literacy and Numeracy Advisors commenced their placement, one at TTC Kirambo and the other at TTC Bicumbi. As well, a volunteer to support REB/TDM department was recruited from among the existing volunteers in-country. The volunteer is due to start her assignment at

the end of January 2016. As of December 31, 2015, the status of placements of LNAs in the TTCs was as follows:

Table 5 Status of LNAs placements in TTCs

	Volunteer name	TTC	Start of Service	End of Service
1	Anne Olieba	TTC Muhanga	6-Sep-14	29-Feb-16
2	AntoninaMusuya	TTC Gacuba II	11-May-14	29-Feb-16
3	Gana Simon	TTC Byumba	15-Jan-14	30-June-16
4	MaaikeBaak	TTC Zaza	6-Sep-14	29-Feb-16
5	Mary WanguiWambugu	TTC Matimba	11-May-14	31-Dec-15
6	Monica Dillys Atoo	TTC Muramba	28-Sep-13	30-June-16
7	Natif Isaac	TTC Cyahinda	6-Sep-14	29-Feb-16
8	Prima Yanuar Jumhana R.	TTC Save	3-Feb-14	20-Oct-15
9	Sarah Barnett	TTC Mururu	11-Jan-14	7-Dec-15
10	Francis Tiberondwa	TTC Rubengera	15-Feb-15	30-June-16
11	David Keane	TTC Mbuga	7-Sept 15	30-June-16
12	Emily Meldrum	TTC Bicumbi	18-Oct 15	30-June-16
13	Rachel Duncan	TTC Kirambo	18-Oct 15	30-June-16

As shown in Table 4, volunteers 8 and 9 completed their placements during the course of the reporting period.

Support the development of a training manual and resources for training TTC tutors in the use of L3 P4 materials

In November 2015, two Literacy and Numeracy Advisors from TTC Zaza and TTC Kirambo worked with the L3 Technical Team to review the L3 Primary 4 English materials and support the finalization of the Primary 4 audio program. They also provided support to the Program Implementation Team as they developed the Primary 4 Training Manual. Nine Literacy and Numeracy Advisors attended and contributed to the Training of Trainer (TOT) convened by L3 from the 25th to 27th of November. Upon returning to their respective TTCs in December, Literacy and Numeracy Advisors together with trained tutors prepared for training SBMs and SSLs and part of the preparation included preparing appropriate resources.

Train TTC tutors, student teacher and primary school teachers on effective instruction of literacy and numeracy (Including how to use support materials)

A number of activities towards effective instruction of literacy and numeracy took place across the supported TTCs in quarter one. On the 24th of November 2015, a workshop on Learner Centered Methodology (LCM) for lower primary teachers of English was organized in TTC Mururu. Forty primary school teachers participated in the session.

In TTC Gacuba II, a session was conducted on identifying learner centered methods and activities that can be used in model lessons to support pre-service training on literacy and numeracy. The Literacy and Numeracy advisor guided TTC tutors through key documents that included the teaching methods and practices syllabus and the primary school curriculum. During the sessions, TTC tutors requested additional support materials be provided to support tutors planning and preparation; mainly reference

books for further reading. The LNA provided extra support to tutors by downloading additional information from the internet, personal notes and through sharing experiences with the curriculum content. Six tutors attended the session including 2 mathematic tutors (m) and 4 Foundation of Education Tutors (2m, 2f)

In TTC Bicumbi, the LNA began discussions with student teachers on the importance of learner-centered methodology in the teaching of Literacy. The volunteer also co-planned and led a training session on language-based songs. Thirty TTC students attended the sessions.

Develop additional self-directed video modules to support training of teachers on best literacy and numeracy practices (Including L3)

During the reporting period, additional videos on of best literacy and numeracy practices were recorded in TTC Mururu. Specifically, the videos are about Writer’s Workshop process, storytelling and resource making. The footage was submitted to the L3 studio for further editing and the videos are available for use in the forthcoming school year.

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

Picture 1 Resource making session in TTC Zaza



During the reporting period, resource-making sessions progressed in supported TTCs. In TTC Gacuba II, an instructional material making session for children with learning barriers was held. The session focused on developing materials to support literacy and numeracy teaching in P1 to P4. The session was held on 18th and 19th November 2015. It was attended by 25 participants including 4 tutors (3m, 1f); 4 student teachers (4m), 12 in-service teachers (5m, 7f), 4 head teachers (4m) and 1SEO (1m). In the same TTC, the recurrent resource making sessions for primary school teachers continued. Six teachers from Kiroji Primary Schools attended regularly for resource making sessions. TTC Mururu continues

to provide regular resource making sessions for the local teaching community. Other TTCs are working on setting up similar frameworks to enable local primary school teachers visit the TTCs regularly for material making and usage sessions. Literacy and Numeracy Advisors have reported an increasing number of primary school teachers from the TTC Cyahinda, TTC Muramba and TTC Zaza catchment areas who come for material making support.

Support and give feedback to student teachers in teaching practice schools

The reporting quarter was dominated by exams and holidays for student teachers and tutors. The school year concluded on November 4th and will resume on February 2nd.

Develop support materials for the TMPC (Teaching Methods and Practices Course).

For the next quarter, TTC based volunteers will finalize the development of support materials for TMPC and train TTC tutors on the TMPC

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

In the next quarter, L3 will meet with URCoE officials, principals of TTCs, and VSO volunteers to review TTC action plans to support literacy and numeracy trainings for the 2016 school year. Each TTC will identify an aspect of current practice as a research issue and conduct action research. The results of the investigations will be presented at URCoE and the Pre-Service Task Force in July 2016.

Activities planned for 1.E

- Support the development of a training manual and resource for training TTC tutors in the use of L3 P4 materials
- Train TTC tutors, student teacher and primary school teachers on effective instruction of literacy and numeracy (Including how to use support materials)
- Conduct resource making sessions in the TRC for student teachers and tutors
- Support and give feedback to student teachers in teaching practice schools

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

Progress in Q1

Roll out module and training on teacher motivation to SGACs in schools in the Western Province/ Karongi

During the reporting period, an introductory meeting was held in Karongi District on 12 November 2015 to introduce the district officials to the L3 program, as per the work plan. The meeting was attended by 16 people: 11 Sector Education Officers out of 13 expected SEOs, 1 District Education Officer, 1 District Immigration Officer, the Delegate of the Vice Mayor in Charge of Social Affairs, and the District representative of the Rwanda National Police. During this meeting, the L3 objectives, the implementation plan, and the roles and responsibilities of each of the stakeholders in the implementation of the L3 program were discussed and agreed upon.

In 2013, Concern Worldwide trained 60 School General Assembly Committees (SGACs) members from 20 schools in 3 Sectors of Karongi District before the revision of the plan to scale down the target to 40% of the schools nationwide rather than 100% of all schools. During the recent introductory meeting, SEOs from the Sectors where the project was implemented in 2013 testified on the impact of the L3 project, including the increased involvement of parents in supporting teacher motivation and children with disabilities. For example, in Kagombyi Primary School, parents implemented a rabbit-rearing program to support teacher motivation. The rabbits are sold and the income is used to provide lunch for teachers. In addition, all teachers get rabbits for rearing in their families. Moreover, the income of this programme supports children with disabilities by providing them with uniforms, school materials, soap and other basic needs like food. This contributes to the reduction of drop out and absenteeism among children with disabilities. In Sanza Primary School, the SGAC used what they learned from their L3 training to promote girls' education through the construction of a girls' room, which is equipped with hygiene materials to support girls during their menstruation period.

The local authorities appreciated these testimonies and expressed a desire for other sectors to learn from them. Local leaders committed to following up and helping parents to implement this important project.

After the meeting, it was agreed that training of the School General Assembly Committees (SGACs) should begin that month (November). The trainings were therefore conducted in November and 125 SGACs from 13 Sectors of Karongi District attended the training. Each SGAC was represented by its President, Vice President and Secretary (who is normally the Head Teacher); in total 549 participants (142 female and 407, male) attended the training. The teacher representatives were trained on their roles and responsibilities to support education through the L3 Program, with a particular emphasis on enhancing community involvement to support teacher motivation, equity in education and literacy. The training concluded with the following recommendations:

- The trained members of SGACs will train their peers on the most important lessons they learned during the four days of training
- The trained SGACs members decided to put audit committees in place as recommended by the School Governance Law of 2012. They committed to give them the basic skills they need to fulfill their responsibilities while advocating with Rwanda Education Board to facilitate the training of audit committees in the audit matters.
- Concern should continue to provide support through regular visits to ensure implementation of the action plans.
- Trained SGACs will develop action plans, which include activities related to implementation of L3 initiative

Table 6 PTC members trained

DISTRICT	Number and Category of Participants who attended									
	Expected SGACs	SGACs trained	Head Teachers	Teachers	Parents (PTC/SGAC President and Vice President)	SEOs + DEO	School owners	Total	F	M
Korong I	43	43	43	43	83	6	20	195	50	145
Korong II	36	36	35	36	72	4	13	160	41	119
Korong III	46	46	43	44	88	4	15	194	51	143
TOTAL	125	125	121	123	243	14	48	549	142	407

*Note: SEOs and the DEO were also trained, although they are not PTC/SGACS members.

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

During this reporting period, 34 Sector Education Officers and the 2 District Education Officers from Rulindo and Burera Districts were trained to provide support in following up on PTC action plans. As part of the training, participants were equipped with the relevant skills and trained on deliverables, expected results and proper use of the checklists for monitoring of SGACs' action plans. Some of the outputs of these workshops include:

- SEOs committed to identify, support and possibly replace the inactive SGAC members before February 2016. 'Inactive' refers to members that do not have literacy capabilities or that are not implementing their action plans.
- Concern will support the SGACs (where needed) to train the newly elected committee members.

This quarter, an experience sharing meeting was held with the SEOs and DEO from Muhanga District in October, 2015 and 8 out of 12 expected participants, attended. The objective of the meeting was to:

- Provide feedback and observations to SEOs about the findings from the reports they submitted to Concern and discuss ways to improve the implementation of SGACs action plans.
- Share challenges and lessons learned, and to discuss how these lessons can be used to help other SEOs while doing monitoring of SGACs' action plans implementation.
- Provide feedback on Literacy Day/Week (reading competitions) organized in Muhanga District; discuss lessons learned and how this activity can be made a regular event in the schools.
- Present and select the best performing SGACs with good initiatives to receive awards.

After the meeting, SEOs committed to the following:

- Provide feedback to schools on Literacy Day/Week (reading competitions) organized in Muhanga District; discuss lessons learned and how this activity can be made a regular event in the schools.
- SEOs and the District representatives who were present in the meeting will pre-select SGACs/Schools with tangible initiatives for improving teacher motivation and share them with Concern, which will visit them in turn to select the best ones that will receive awards.

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

The action plans were mainly monitored during SEO follow-ups using a checklist developed by Concern. According to these, 629 SGAC action plans were implemented and monitored. During this reporting period, the reports from the checklists submitted by the SEOs show that 629 SGACs out of the 904 that were trained continue to undertake initiatives. In this quarter, more than 96 initiatives were undertaken. There are currently 450 initiatives underway while in the previous quarter we only counted 354 initiatives. The overall progress is now at 89% of our target.

Award the best initiatives to support Teacher motivation

After the trainings, the SGACs' understanding of the importance of supporting teacher motivation has been clearly reflected in the initiatives undertaken. Some committees have launched livestock

initiatives, grown crops, and strengthened the existing tontines; while others have created associations and cooperatives or provided lunch, drinking water and tea to teachers.

Concern selected the best 12 initiatives from different districts. Three were selected from Nyanza District, 3 from Burera District, and 6 from Muhanga. They received financial support to continue their initiatives. The total amount given is **6,070,000 Rwandan francs**

Table 7 SGAC's awarded

District	Sector	No	SGAC awarded	Kind of initiative awarded
Nyanza	Mukingo	1	EP Mwanabili	Hair cutting saloon
	Busasamana	2	EP Rwesero	Hair cutting saloon
	Busasamana	3	EP Gahanda	Cow rearing
Burera	Rugarama	1	EP Maya I	Pig rearing
	Cyanika	2	EP Cyanika	Rabbit rearing
	Cyanika	3	EP Mugarama	Selling germinated potatoes seeds
Muhanga	Rugendabari	1	EP Nyamatete	Cow rearing
	Muhanga	2	EP Gisiza	Small shop
	Muhanga	3	EP Gitongati	Hair cutting saloon
	Kabacuzi	4	P Kavumu	Hair cutting saloon,
	Cyeza	5	GS Cyeza	Cow rearing
	Nyamabuye	6	GS Kabgayi B	Hair cutting saloon

Activities planned for 1.F

- Hold introductory meeting in Bugesera district
- Train 81 SGACs in Bugesera District
- Train Karongi SEOs (13) and Bugesera district on M&E to implement L3 program
- Monitor SGAC action plan implementation
- Hold experience-sharing meeting with SEOs to exchange on good experience of SGAC.

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 Q1

Collection of existing SD cards to load them with P4 content.

In quarter 1, the L3 team in collaboration with local education stakeholders collected SD cards from schools in order to load them with P4 audio content. As part of the national roll out of L3 activities, L3 will distribute P4 instructional print and audio materials. Prior to distribution the L3 team will load the P4 content on SD cards that already contain P1, P2 and P3 content. These SD cards will be redistributed to schools in quarter 2.

Enhance the collaboration / partnership with local education stakeholders by providing them with regular updates on the implementation of L3 activities in schools.

Local education stakeholders are important partners with regard to the implementation of L3 materials in schools. In quarter 1, local education stakeholders supported the collection of SD cards; they were also actively engaged with the planning and organization of the recent training of school based mentors and school subject leaders for mathematics in upper primary.

Andika Rwanda

Select a publisher for Andika Rwanda 2015

At the end of Q1, L3 had developed and circulated an RFQ for the editing, illustrating, and printing of the Andika Rwanda winning stories and poems. L3 selected a publisher, Mudacumura Group Co. Ltd., who also participated in the writers symposium with the winning authors in October 2015.

Hold writers symposium for Andika Rwanda 2015

The 12 national winners of Andika Rwanda 2015 were announced and presented with their prizes. The winners participated in a writer's symposium in which they worked with the publisher selected by L3 on the editing and illustrating of their stories and poems to prepare them for publication.

Engage with potential private partners to select partner for the 2016 competition

L3 intends to pursue a partnership with MTN, or another private partner, for the 2016 competition. For instance, MTN could participate in the communications of the 2016 competition and could sponsor the digitization of the stories and poems (e.g., recording them in the L3 studio and making them available to MTN users through something like caller tunes).

Agree on budget/workplan for 2016 competition with REB/partner

FY2016 will be the last year L3 will support Andika Rwanda. It will be conducted with largely the same strategy as in 2014 and 2015. Additional time will be allocated for district juries to ensure DEOs are able to properly support the process. One recommendation is engaging a private partner who could continue the completions with REB beyond the close of L3.

Activities planned for 2.A

- Conduct implementation follow up meetings with local education stakeholders and redistribute SD cards loaded with P1, P2, P3 & P4 audio content
- Follow up the distribution of P4 Print materials

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

Progress in Q1

Identify new local organizations interested in sponsoring CMLs

EDC-L3 has engaged in discussion with Compassion Internationale (IC) to identify local IC projects that are ready to support or take over the management of inactive libraries. Nine inactive libraries in nine districts have been identified. In quarter 2, the L3 Equity and Parent Partnership Task Leader, the former Community Mobile Library managers, IC projects and local authorities, will meet to discuss how and when the concerned Community Mobile Libraries will be supported or relocated for its reactivation.

Distribute books to an additional 8 CMLs

In this quarter, L3 provided new titles of L3 print materials to three Community Mobile Libraries (CML) including Kinyarwanda and English Pupil's books and Andika Rwanda books (a compilation of awarded stories and poems from Andika Rwanda Competition Edition 2014). In total 3 additional CMLs and one existing CML received the additional books. The table below includes the location, sponsor and quantity of books distributed.

Table 8 CML books distributed

District	Sector	Cell	Village	Organization Responsible	Titles	
					Kinyarwanda	English
Kayonza	Kabare	Rubumba	Gakenyeri	PCV and GS Rusenye	141	856
Kamonyi	Runda	Gihara	Nyagatare	PCV and GS Gihara	177	818
Rbavu	Kanzenze	Kanyirabigogo	Gataba	ADEPR	189	812
Grand Total				2993		

Collect and analyze data on implementation of mobile libraries

L3 continued to collect data on implementation of existing community mobile libraries in this quarter. The M&E team, worked closely with the Equity and Parent Partnership Task Leader to monitor the impact and the sustainability of Community Mobile Libraries. Monitoring activities will continue in Q2.

Table 9 CMLs visited

No	District	CML	Location	Sponsor	Status
1	Rusizi	Muganza	Shyara	CIMERWA	Operational
2	Rusizi	Kamembe	Ruganda	Catholic Parish	Operational
3	Rubavu	Nyamyumba	Nyamyumba	ADEPR	Operational
4	Nyabihu	Rambura	Rambura	Catholic Parish	Operational
5	Ngororero	Gatumba	Gatumba	Sector Gatumba	Reactivated and operational
6	Ngororero	Matyazo	Muramba	Muramba Community	Operational
7	Nyamashyeke	Kibogora	Kibogora	EML	Operational

Relocation of 5 CMLs for which the new sponsors have been identified

In FY 15 Q4, L3's Equity and Parent Partnership Task Leader identified all inactive CMLs which in most cases had been originally established by Peace Corps Volunteers. L3 worked with District, Sector officials and community based civil society organizations to reactivate or relocate the libraries to other communities and/or structures better equipped to manage these inactive CMLs. In quarter 1, five out of fifteen CMLs found inactive have been either relocated or reactivated as the result of discussion with local community leaders.

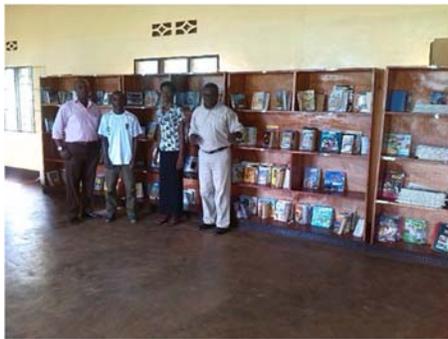
Picture 2 Gatumba SEO, UMUHUZA Representative, L3 M&E Manager after a meeting on CML reactivation



CMLs Simbwa in Gatsibo district, Rukomo in Gicumbi district and Muhoza in Musanze district were relocated and are managed by the new sponsors, namely Simbwa Anglican Church, AVSI Gicumbi and

Ruhengeri Catholic Parish. CML Gatumba in Ngororero district and CML Muganza in Rusizi district were reactivated after local authorities became involved and worked together with local partners. UMUHUZA (a local NGO) working in a couple of sectors of Ngororero districts in improving the culture of reading, agreed to support Gatumba CML through its volunteers based in Gatumba and Muhororo sectors. The UMUHUZA's volunteers while reactivating the CML, will train local volunteers for Gatumba library. Muganza CML, received support from CIMERWA (Rwanda cement factory) as part of its socio-economic development program in the area surrounding the cement plant. CIMERWA appointed volunteers who alternately and regularly work in the library and the community. In Q2, L3 will continue to work with local authorities and community based organizations and opinion leaders to ensure the remaining inactive CMLs are reactivated or are relocated to other communities and/or structures better equipped to sponsor them.

Local Authorities (LAs) work on reactivation of the remained inactive CMLs (see the point above)



Picture 3 Local authorities work on reactivation of the remained inactive CMLs

especially for these found inactive. The discussion focused on CMLs' reactivation, relocation, and sustainability and on plans to render the CMLs as a resource to improve the culture of reading and as a source of mass information. During this reporting period, discussions took place in Ngororero, Rusizi, Nyamasheke districts.

Check which CMLs have been reactivated (see the point above)

Work with DEOs, SEOs and CSOs to relocate inactive libraries in other communities in the district that are ready to sponsor them

The ownership and involvement of Local Authorities and community based organizations [the Sector Executive Secretary, Sector Education Officer (SEO), cell leaders, church leaders, and school leaders] is critical for a successful sustainable implementation of a CML; all should be aware of and engaged in the library functionality. In Q1, L3 continued to monitor the implementation of CMLs, and as inactive libraries are identified, L3 worked with local authorities sharing updates on CMLs status

Activities planned for 2.B

- Identify new local organizations interested in sponsoring a CMLs
- Distribute books to additional CMLs
- Work with DEOs, SEOs and CSOs to relocate inactive libraries in other communities in the district that are ready to sponsor them
- Local Authorities (LAs) work on reactivation of the remained inactive CMLs

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

Progress in Q1

Organize Writer's Workshops in TTCs for student teachers, TTC tutors, and local teachers

No writers' workshop was conducted during the reporting period but sessions with media and writers club progressed in various TTCs with the aim of supporting student teachers to produce stories and articles. See 3C, under extra curricula activities.

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

No activity to report during the reporting quarter

Organize rice sack book making & taking for Primary School Teachers

Picture 4 Rice sack book making & taking session in TTC Mururu



During the reporting quarter, Rice Sack book Make and Take sessions were organized in TTC Muramba, TTC Mururu, and TTC Gacuba II. The picture here below showcases the session in TTC Mururu.

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

Math camps activities progressed during the reporting period. In TTC Matimba, on 30th October 2015, a Math Camp follow up resource making training was held. The activity was geared to ensure that the participants gained skills in making numeracy resources and also how to use them in a classroom setting. The participants managed to make some resources out of rice sacks including number flashcards with numerals and number names in Kinyarwanda, number threading cards with a dot to show where to start, bottle top counting sticks, etc. Teachers of primary schools took resources with them to their primary schools so that they can start using them. The ones made by TTC Students were kept in the TRC. The session was attended by 38 participants (1 tutor m; 22 Teachers-13 m and 9 f; 14 students teachers - 8 m and 6 f and 1 female TRC manager).

In TTC Bicumbi, the new volunteer who arrived in October 2015 started discussions with student teachers on the effective methodology in the teaching of Mathematics. On 4th November 2015, she led a training session at the TTC on math-based songs and circle games for student teachers. 30 student teachers participated in the session.

Train TTCs (tutors and student teachers) on how to make and use low-cost/no cost instructional materials

As mentioned in other sections of the report, the activity progressed during the reporting quarter. Reference can be made to the math camp follow up resource making in TTC Matimba on 30th October 2015 (see previous paragraph); Instructional material making session for children with learning barriers in relation to L3 P1 to P4 curriculum content in TTC Gacuba II. There were also drops in sessions in all supported TTCs whereby student teachers and tutors visit the TRC to get personalized and need-based support on material making.

Organize instructional materials making sessions

The same as above

Produce video-module on how to make and use low-cost/no-cost materials

During the reporting quarter, the process to produce additional videos on best literacy and numeracy practices started, including how to make and use low-cost/no-cost materials.

Conduct Writers Workshops

No writers' workshop was conducted during the reporting period but sessions with media and writers club progressed in various TTCs with the aim of supporting student teachers to produce stories and articles. See 3C, under extra curricula activities.

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

No activity to report on during the reporting period

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.

During the reporting period, math camp activity was organized in TTC Matimba on 30th October 2015. It was a follow up activity on the previously conducted math camp and consisted of math resource making training. The activity attracted 38 participants (. See table below for breakdown)

Table 10 Math Camp Participants

TTC	Tutors		Student teachers		Teachers		TRC Managers		Total
	M	F	M	F	M	F	M	F	
Matimba on 30 th October 2015	1		8	6	13	9	-	1	38

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

See above 1E, specifically under “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” and 2C, specifically under Math camps.

Activities planned for 2.C

- Organize Writer’s Workshops in TTCs for student teachers, TTC tutors, and local teachers (focus on TTCs Kirambo, Bicumbi and Mbuga)
- Facilitate Math camps in TTCs including TTC tutors, TTC students and primary school teachers from the schools in the vicinity of the TTC (Focus on TTCs Kirambo, Bicumbi and Mbuga)
- Organize rice sack book making & taking for Primary School Teachers
- Facilitate Math camps in TTCs including TTC tutors, TTC students and primary school teachers from the schools in the vicinity of the TTC
- Train TTCs (tutors and student teachers) on how to make and use lo-cost/no cost instructional materials
- Produce video-module on how to make and use low-cost/no-cost materials

2.D Promote a culture of reading

Progress in Q1

Organize and facilitate Home Literacy & numeracy workshops to sensitize parents on their roles in supporting their children in literacy and numeracy

During the reporting quarter, literacy training for parents was organized in TTC Matimba on the 18th December 2015. The aim of the workshop was to sensitize parents on basic strategies that parents can undertake to help their children in acquiring literacy skills. As well, participants took part in an activity from the SEN toolkit to make them aware of the need to treat all children equally regardless of their abilities and/or impairments. In order to ensure the parents understood the key messages the volunteer received support from an interpreter as many parents’ level of English is low: 11 parents, 4 head teachers and 1 tutors participated in the training.

Organize and implement reading sensitization activities for International Literacy Day

In the beginning of October, a number of activities in TTCs focused on Rwanda Literacy Month to highlight the importance of literacy in our daily lives. The activities organized during the literacy month from 8th September to 6th October 2015 included reading/writing competitions, rice sack storybook making competition, literacy games, etc. Across all TTCs, the key message was that reading opens the doors of information and opportunities as per the theme “Open a book, open the world”. An exhaustive list of activities and dates was included in the previous quarterly report. Nonetheless, during the current reporting period, a number of activities in relation to reading sensitization were carried out.

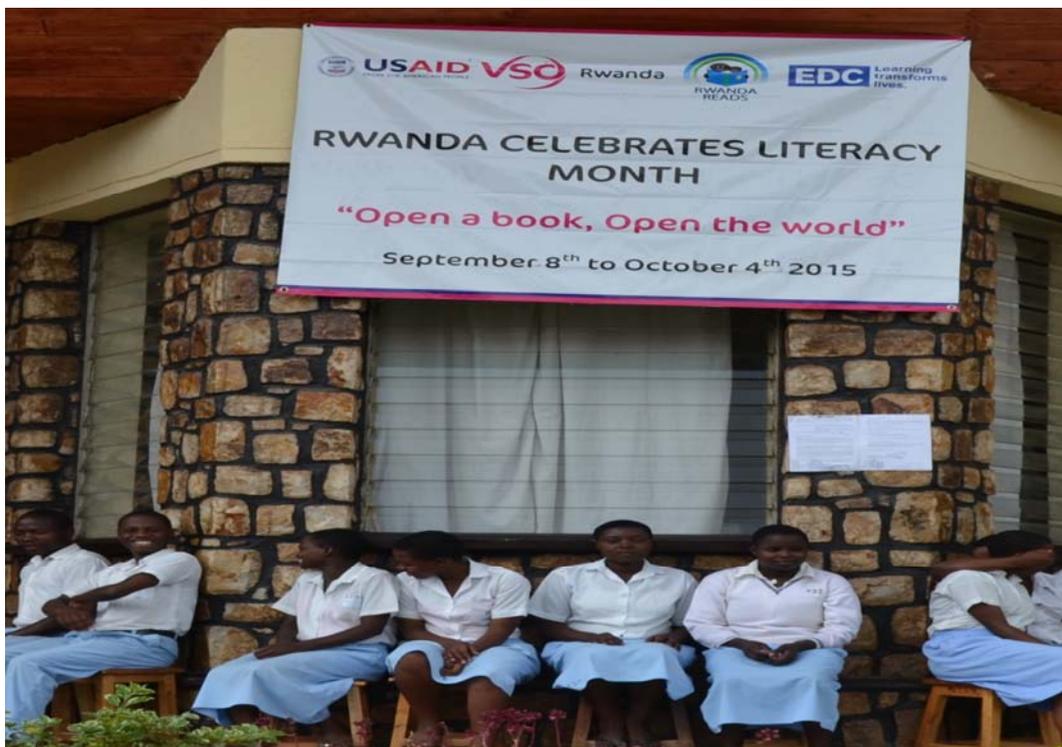
In TTC Mbuga, the volunteer started establishing a community library. To this end, during the week starting 9th November 2015, the volunteer organized a meeting with the SEO of Tare sector and organized two community library sessions at the local community center during the week. Over 60 children and young adults attended the library session.

In October 2015, in TTC Cyahinda, on different dates, the volunteer observed reading lessons by English tutors in the TRC. The activity benefited 600 student teachers (288 m, 312f).

Produce materials (banners, brochures) to promote the culture of reading for the TTCs and the schools in the vicinity of the TTCs.

Banners were produced for each TTC and put on public display (mainly at TTC entrances) throughout the literacy month that ended on 6th October 2015. A sample of the banner produced can be seen here below.

Picture 5 Banner for the literacy month at TTC Muramba



Module and Training on community support to literacy rolled-out to SGACs in schools Western (Karongi) (see 1.F above).

In Karongi, the module used during the SGAC training contains themes related to enhancing the culture of literacy and reading in the community.

Monitor SGAC action plans on literacy promotion:

As per the SEOs' quarterly reports, there is an improvement in the number of parents who bought Hobe or reading books for their children. For example, in Mukingo PS and EP Cyerezo (Mukingo Sector, Nyanza District), parents respectively bought 85 and 23 issues of Hobe for their children to read. EP Gasoro School (Kigoma Sector) and GS Nyarutovu (Mukingo Sector) created reading clubs, which meet once a week for reading practice.

Distribute and monitor the impact of BCC materials in schools:

1672 BCC materials with literacy messages were distributed in Karongi District.

Organize and facilitate Literacy workshops to sensitize parents on their roles in supporting their children in literacy and numeracy:

During this quarter, some of the schools that were not able to participate in the International Literacy Week took advantage of the school closing event to organize reading competitions. 9 SEOs participated in the organization of reading competitions in Nyaruguru District and two SEOs did the same in Gisagara. In other districts, reading competitions were also organized this quarter: 22 schools in Ruhango, and 50 in Nyanza. Parents managed to find small awards for children who competed.

In the reading competitions organized in Gisagara (two sectors) and Nyuruguru Districts, children from P1-P4 participated. The audience included parents, pupils, teachers, and SGAC members who were sensitized to promote the culture of reading within the community. 216 out of the 528 competitors moved on to the final stage of competition and were awarded scholastic materials such as notebooks, pens and posters with literacy promotion messages for sharing with their families.

During these events, more than 700 parents who attended were sensitized on their role in supporting literacy by providing their children with reading materials and lights, allowing them time to read and supporting/helping them with their reading.

Parents who participated in the literacy events committed to continue supporting children and to promote the culture of reading by giving them the required means for reading. They agreed to regularly organize reading competitions at the schools. Children also confirmed that preparing for the competition improved their reading habits.

Clarisse KAMPIRE, a pupil in P3 at GS Munini in Nyaruguru District, was awarded four notebooks and four pens for having won first place in her age group. She said, "This is an encouragement for me and I will continue to read."

Another P3 pupil, Chantal Uwanyirigira, from GS Sekera, Muganza Sector (Nyaruguru) was awarded second place and stated, "I am very happy to participate in these reading competitions because it is very motivating to get these pens and notebooks. I will use them during my studies. I am happy to have gotten to this stage of the competition. I intend to go on reading because I gain knowledge."

Activities planned for 2.D

- Organize and facilitate Home Literacy & numeracy workshops to sensitize parents on their roles in supporting their children in literacy and numeracy
- Organize and implement reading sensitization activities for International Literacy Day
- Produce materials (brochures, small size banners, etc.) to promote the culture of reading for the TTCs and the schools in the vicinity of the TTCs.
- Distribute BCC materials in trained districts and in Bugesera

INTERMEDIATE RESULT 3: Support for English

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

Progress in Q1

See activities for 1.B above

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 Q1

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 Q1

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

Picture 6 TTC Zaza – English club members in a session



During the reporting period, extracurricular activities continued. For example, in TTC Zaza, the volunteer organized and supported a debate through the TTC English Club. The debate focused on different topics like scholarship, sexual education, nutrition etc. The debate was organized in a way to help student teachers prepare for the national exams. 22 student teachers

participated in the debate (7f, 15m) and was attended by the wider TTC community.

In TTC Matimba, the regular session with Writers and Journalist clubs every Thursday continued. Specifically, the sessions aimed at helping the club members to create and write stories and articles. 55 student teachers (19m, 36f) attended the sessions.

In TTC Mbuga on the 24th September, a debate was organized with the aim of advising student teachers on how to use a wide range of persuasive vocabulary when taking part in a debate. 18 student teachers (8m, 10f) participated in the debate watched by the wider TTC community.

In TTC Muramba, the regular Saturday sessions with media club continued. Sessions with media club aims at supporting club members write stories / articles to present on Monday assembly. Sessions with media club were attended by 11 student teachers (4m and 7f).

Activities planned for 3.C

- Organize extra curricula activities in support of English skills (speaking, writing and reading)

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

Progress in Q1

Activities planned for 3.D

- No activities planned

INTERMEDIATE RESULT 4: Strengthen Ministry Capacity

4.A Strengthen REB central capacity

Progress in Q1

Implement technical projects to strengthen MINEDUC capacity

L3 senior management continues to engage with the MINEDUC and REB and contribute to ongoing discussions around education reform. The COP attended the last meeting of the Joint Review of the Education Sector.

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

During the quarter L3 held meetings with the REB senior management. The meetings focused on the ongoing revision of P1 to P3 materials to align with the new competence based curriculum.

Distribute quarterly and annual reports to REB

The last quarterly report was distributed to the REB senior management and L3 steering committee members.

Hold quarterly Steering Committee meetings

The third steering committee meeting was held on October 23, 2015. See annex 2 for minutes with action points.

Participate in Teacher Professional Development Technical Working Group

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

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

The Curriculum, Materials, and Assessment Technical Working Group did not meet in the last quarter.

Co-chair School-based Mentoring Task Force

As mentioned in section 1.D above, in August REB announced the restructuring of the SBMP. The School-based Mentoring Task Force did not meet in the last quarter

Participate in the School Leadership and Management Task Force

In Q1, the School Leadership and Management Task Force didn't meet.

Participate in Rwanda Reads steering committee

The COP continued to participate in Rwanda Reads activities and attend meetings of the steering committee.

Participate in Pre-Service Task Force

The L3 team is actively participating in the Pre-Service Task Force, working in collaboration with the University of Rwanda College of Education. L3 has assisted in completing a situational analysis to assess the current needs in TTCs in preparation for developing a competence-based curriculum for TTCs

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 Q1

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

Table 11 Status of LNAs placements in TTCs

	Volunteer name	TTC	Start of Service	End of Service
1	Anne Olieba	TTC Muhanga	6-Sep-14	29-Feb-16
2	AntoninaMusuya	TTC Gacuba II	11-May-14	29-Feb-16
3	Gana Simon	TTC Byumba	15-Jan-14	30-June-16
4	MaaikeBaak	TTC Zaza	6-Sep-14	29-Feb-16
5	Mary WanguiWambugu	TTC Matimba	11-May-14	31-Dec-15
6	Monica Dillys Atoo	TTC Muramba	28-Sep-13	30-June-16
7	Natif Isaac	TTC Cyahinda	6-Sep-14	29-Feb-16
8	Prima Yanuar Jumhana R.	TTC Save	3-Feb-14	20-Oct-15
9	Sarah BARNETT	TTC Mururu	11-Jan-14	7 th -Dec-15
10	Francis Tiberondwa	TTC Rubengeru	15-Feb-15	30-June-16
11	David Keane	TTC Mbuga	7 th Sept 15	30-June-16
12	Emily Meldrum	TTC Bicumbi	18 th Oct 15	30-June-16
13	Rachel Duncan	TTC Kirambo	18 th Oct 15	30-June-16

Volunteers listed on lines 8 and 9 in the above table completed their placement during the course of the reporting period

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

Drop in session for tutors and student teachers are continuous and regular in supported TTCs. As reported above, drop in sessions continued during the reporting quarter. However, emphasis was put on sensitizing local primary teachers to drop in at TTCs for support as it is done in TTCs Gacuba II, Mururu, and Muramba. As part of this initiative, a meeting with head teachers, TTC Principal and Tutors was organized on 11th November 2015 in TTC Cyahinda to discuss how the TTC can serve as a center of excellence on literacy and numeracy. Nine Head teachers, 1 TTC principal, 1 SEO and 1 tutor attended the training. An expected output from the consultation meetings is the development of a calendar for primary school teachers to visit TTCs for professional support.

To promote this initiative, VSO organized a meeting with Principals to discuss the role of the TTC as a center of excellence. The meeting was attended by 14 TTC Principals or Dean of Studies on 24th November 2015. At the end of the meeting, TTC principals committed to making sure that the interaction between TTCs and surrounding primary schools is taken to an advanced level, whereby TTCs will be seen as providers of professional support in education.

Local teachers participate in math camps facilitated in the TTCs

During the reporting period, 22 local primary school teachers participated in Math camps related activities.

Local teachers participate in writers' workshops facilitated in the TTCs

No writer's workshops were organized during the reporting period. As mentioned, activities to promote reading/writing culture were organized during the literacy month or as part of the extra curricula activities.

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

See 1.E under "Train TTC tutors, student teacher and primary school teachers on effective instruction of literacy and numeracy (Including how to use support materials)."

Activities planned for 4.B

- Provide 'drop in' sessions for tutors, student teachers and local primary school teachers for support in TRC
- Finalize criteria for TTC as center of excellence on literacy and numeracy
- Strengthening outreach program - Linking pre-service to in-service by establishing calendars and support PS teachers in the TTCs

4.C Develop tools and systems for monitoring teacher practices

Progress in Q1

Train Schools based mentors and School Subject Leaders in use of monitoring tool and SMS reporting system

Since May 2014, L3 has used DataWinners SMS reporting system to collect data on L3 Implementation and on teacher training and mentoring activities undertaken by School Based Mentors in schools. The DataWinners SMS reporting system has been used until July 2015 when the Rwanda Education Board started restructuring the School Based Mentoring Program in Rwanda.

In the period under review, EDC L3 organized the training on Data Winners SMS reporting system to equip new proposed School Based Mentors and School Subject Leaders with skills on how to use the reporting system and related monitoring tools.

The training was carried at two different levels. Firstly, EDC L3 trained in total 60 tutors and VSO Literacy and Numeracy Advisors from 16 Teacher Training Colleges. The purpose of this training was to build their capacity to train SBMs and SSLs on use of Data Winners SMS reporting system.

At the second level, through cascade training, the trained tutors and VSO LNA volunteers cascaded the training on Data Winners SMS reporting system to 2,436 School Based Mentors and 2,447 School Subject Leaders selected from 2478 public and Government aided schools.

With the skills gained in training, School Based Mentors and School subject Leaders will report their achievements on teachers training in literacy and numeracy practices, mentoring and coaching activities organized to support teachers in their respective schools. In FY 2016, they will also report on school statistics (enrollment, availability and use of L3 technology) and also on teaching progress using L3 materials.

Update school and grade monitoring questionnaire in DataWinners

In the period under review, L3 M&E team adapted the monitoring questionnaires incorporated in Data Winners SMS reporting system. With the addition of items relating to the P4 instructional materials, the monitoring questionnaires will be used in FY 2016 to track the use of L3 instructional materials, data on teachers who have received at least 16 hours of training by School Based Mentors and by School Subject Leaders. They will also be used to collect school general information such as students' enrollment and availability of L3 materials.

Activities planned for 4.C

- Train Schools based mentors and School Subject Leaders on use of monitoring tools and Data Winners SMS reporting system
- Update school and grade monitoring questionnaire in DataWinners SMS reporting system
- Compilation and reporting of analysis of data collected through SMS reporting system
- 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 Q1

Present findings of L3 Midline and P4 baseline reading and mathematics assessments to REB

In the first quarter of FY 2016, EDC L3 carried P4 baseline and P1, P2, and P3 midline reading and mathematics assessments. For this assessment, data were collected from 60 schools selected nationwide where 2413 students were assessed. Upon completion of data collection, L3 carried out and completed the data analysis and the report writing. L3 plans to present the assessment findings to USAID and to REB early in Q2.

Activities planned for 4.D

Results of P1, P2 and P3 midline assessment and P4 baseline reading and mathematics assessment presented to REB.

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 Q1

Print and disseminate BCC materials on equity

One thousand, nine hundred and fifty-nine posters with messages promoting equity in education were printed. Among these, 258 were disseminated during SGACs training in Karongi District.

Activities planned for 5.A

- Continue distribution of posters

5.C Train teachers and parents to address barriers

Progress in Q1

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

Providing support on SEN and inclusive education progressed during the reporting period. In TTC Gacuba II, an instructional material making session for children with learning barriers was held on 18th and 19th November 2015. It was attended by 25 participants including 4 tutors (3m, 1f); 4 males student teachers, 12 in-service teachers (5m, 7f), 4 male head teachers and 1male SEO. The session included Identifying and describing children with learning difficulties found in participants' schools and classrooms; analyzing the curriculum content and activities in the L3 documents and identifying materials that they can make for various learning barriers. For example, templates were made to help children who are physically and mentally impaired. A template is a sample of an object whose shape is used as a guide to trace out other similar objects by learners with physical impairment. It is also used to feel the shape of the objects/ symbol especially to the children with visual impairment. These were developed from low/ no cost materials like milk boxes but coloured with bright colours on their surface and bottle tops pasted on hard boxes to form numbers. Templates developed include shapes of pictures and number symbols, clock face, geometric shapes, and others. These can also be used to play language and mathematical games that can involve all categories of learners. Other materials included cutouts that can be used for the visually impaired children to fill and be able to recognize the shapes and side of letters and numbers. These could help the children to be able to build words and sentences using cutouts. Head teachers who participated and the SEO agreed that more materials will be developed and displayed for other schools to come and learn from.

In TTC Matimba, an SEN workshop for the third year students was organized with the help of some of the tutors. The objective of the workshop was to sensitize TTC students and raise their awareness on inclusive education, for them to know how to handle pupils with disabilities. Ninety-seven student teachers (47 m and 50 f) attended the workshop.

In TTC Byumba, an SEN training for PTCs and SEOs was conducted on 10/10/2015. The training was to provide knowledge and basic skills to parents, teachers and sector education officers on how to understand better and help learners with special education needs. Participants included 1SEO (M), 2 DOS (1m, 1f), 11 parents (5m, 5f), 1 tutor (m), 11 teachers (7m, 4f).

Module and Training on equity in education rolled-out to SGACs in schools in the Western (Karongi)

During the SGAC training in Karongi, 549 participants were trained on gender and equity, which is one of the training topics for raising community awareness of the importance of community support for equity in education.

Participants understood the concepts of gender and equity and developed action plans to implement activities that will help them to reduce gaps related to gender and equity issues. They committed to organize community sensitization sessions by taking advantage of events such as meetings at schools, Umuganda (Monthly Community Works), and church service.

During this training the BCC materials were also discussed with participants as one way of sensitizing the community and parents to promote equal opportunities in education for all children.

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

Six hundred and twenty-nine SGAC action plans on equity in education were monitored by SEOs and Concern staff through quarterly follow-ups.

During this quarter, different activities to promote equity were organized. One of these activities was the provision of support to the poorest students. SGACs organized this activity by providing vulnerable children with scholastic materials such as uniforms, notebooks, pens and clothes through what they call 'caritas scolaire' (school charity). School caritas are initiated by the SGACs and aim to sensitize students to support their peers through contributions such as cash, food, clothes or any other thing that may be needed or used by poorer students and that will help them to attend school.

As specific examples; In Nyanza District, 18 schools initiated support to poor pupils, including 80 poor students in GS Ruyenzi (Ntyazo Sector, Nyanza District), 60 in Kagunga PS, and 15 in Mpanga PS. In Ruhungu District, 12 schools supported poor pupils.

Monitor the impact of the awards received and equity materials disseminated to promote equity in education.

N/A because these materials were recently printed and they are still being disseminated.

Activities planned for 5.C

- Train tutors, student teachers, and parents on special needs and inclusive education
- Distribute the SGAC training manuals, BCC materials in Bugesera and remaining districts
- Train Bugesera SGACs on gender and equity in education
- Distribute the BCC materials on equity in trained districts
- Follow up on the impact of BBC materials distributed

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

Progress in Q1

Identify additional rural and low-income communities to receive libraries (See 2B)

Activities planned for 5.D

See 2.B

5.E Increase awareness of equity issues at key nodes

Resource centers established, equipped and functional as sources of information, materials and resources for CWDs, educators, parents/caregivers, healthcare providers, CHWs and NCPD representatives and the wider community



Picture 7 One resource center located at Uwinkingi Health Centre in Nyamagabe District

Two resource centers have been established and equipped. One is located at a public school of Munege Primary School in Nyaruguru district and another one at Uwinkingi Health Centre in Nyamagabe District. Both resource centers are now functioning as sources of information, materials and resources for children with disabilities (CWDs), educators, parents/caregivers, healthcare providers, CHWs and NCPD representatives and the wider community.

Open days carried out per Resource Centre to motivate teachers, parents, health care workers, CHWs, NCPD representatives to use the materials and resources available

Two open days have been carried out at both resource centers in Nyaruguru and Nyamagabe districts. Local leaders, teachers, parents, healthcare providers, Community Health Workers (CHWs) and National Council for People with Disabilities (NCPD) representatives were motivated to use the materials and available resources. This being a continuous activity, more open days will be organized in the next quarter and throughout the project period.

Identification of children with special needs, sharing this information with the Resource Centre and signposting to relevant service providers

Resource Centre Assistants with the support of parents and CHWs have started identifying children with special needs. Records of those identified children are kept at the resource centers.

Cross functional technical working group reviews and adapts L3 teaching strategies and educational resources to the needs of children with special needs



Review and adaptation of existing L3 educational

Picture 8 Community sensitization on SNE through theatre performance

materials, teaching strategies and resources have been started. Final versions of reviewed and adapted materials will be available soon for use by teachers in the school year, starting in February.

Radio messaging designed and broadcast

The aim for radio broadcast in the local language was to build awareness amongst a wide range of community members on children with special needs. In the first broadcast delivered by VSO, EDC and Nyaruguru District Vice Mayor, the general message was L3+ Project overview and key findings from the rapid assessment focusing on types of disabilities experienced in the target area; causes of drop-out and non-school attendance; and challenges faced by children with disabilities and their families. The 2nd broadcast was pre-recorded from the project operational areas (Nyamagabe and Nyaruguru districts) and focused on understanding the rights of children with disabilities and Special Educational Needs (SEN). Radio messaging will continue over the project period until October 2016.

Conducted community sensitization on SNE through theatre performance

With the aim of demonstrating the abilities of people and children with special needs, the THT group (Theatre Group of People with Disabilities) performed in Uwinkingi sector of Nyamagabe District, and in Kibeho and Mata Sectors of Nyaruguru District whereby at least 1000 people including children, community members, parents of CWDs, teachers, NCPD local representatives and others attended performances on 29 October, 26 November and 3 December 2015. More performances are planned on a monthly basis until October 2016.

Training for Educators on Inclusive Education of CWDs

The purpose for this activity was to train P1-P4 educators on inclusive education of children with special needs within the mainstream school system. From 19th to 23rd October 2015 and 9th to 13th November, 120 teachers (38 females and 82 males) from 30 schools in Nyaruguru and Nyamagabe attended the training and appreciated the content, methodology and way it was organized. All participants remarked



Picture 9 Training P1-P4 educators on inclusive education of children with special needs

that it was their first time to participate in such training on inclusive education. By the end of the training, participants gained skills and knowledge on inclusive education that will enable them to appropriately deliver their teaching considering the special needs of children with learning difficulties.

Training modules designed and produced for healthcare providers, CHWs and NCPD representatives on care and support for children with special needs by technical team

On 24th November 2015, a technical working team designed and produced training modules for healthcare providers, CHWs and NCPD representatives on identification, care and support for children with special

needs. They also improved the identification tool for children with special needs to be used by healthcare providers, CHWs and NCPD representatives while identifying children with special needs in community.

Training for Community Health Workers, Health Care providers and NCPD representatives on identification of and care and support for children with special needs

The purpose of this activity was to train Community Health Workers, Health Care Providers and NCPD Representatives of Uwinkingi Sector and cells of Uwinkingi Sector on identification of and care and support for children with special needs. Twenty-five Community Health Workers, Health Care providers and NCPD representatives (13 females and 12 males) from 6 cells of Uwinkingi Sector, Nyamagabe District attended the training and appreciated the content, methodology and way it was organized. They committed to using the knowledge they received to identify children with special needs in community and support them. Similar training sessions will be organized in other sectors targeted by the project until October 2016.

Printed materials including posters, banners and leaflets developed and disseminated

Printed materials, leaflets, banners and posters have been developed, used and distributed at different events to increase public for awareness about inclusive education for children with special needs and children with disabilities.

Activities planned for 5.E

- Open days carried out per Resource Centre to motivate teachers, parents, health care workers, CHWs, NCPD representatives to use the materials and resources available (Continuing up to March)
- Identification of children with special needs and sharing this information with the Resource Centre and signposting to relevant service providers (Continuing)
- Piloting and start implementing 'L3 Plus' teaching strategies and educational resources
- Radio messaging (both live and pre-recorded programs)
- Community sensitization on SNE through theatre performance (Continuing)
- Training for Community Health Workers, Health Care providers and NCPD representatives on identification of and care and support for children with special needs (Continuing activity)
- Dissemination of printed materials including posters, banners and leaflets to public places and facilities (Continuing activity)
- Community sensitization through sports demonstration events
- Special Umuganda activities to promote access to education for children with special needs
- Advanced training for target 'champion' parents/caregivers through residential camps delivered by experts from civil society and centers(RNUD, RUB, Tubakunde, HVP Gatagara)

MONITORING AND EVALUATION (M&E)

Progress in Q1

Activities planned for M&E

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

The L3 M&E team continued to monitor L3 performance with respect to indicators, by tracking the achievements against the targets as per the Performance Monitoring Plan data table. The quarterly results are described in the PMP table on below.

Produce a summary report of monitoring data collected from the schools

For the majority of quarter 1, schools were in holidays. During this time, the M&E team adapted grade and school monitoring forms to include specific items for P4. The revised tools were incorporated into the Survey To Go system, which is used in collection and analysis of L3 monitoring data.

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

In November 2015, USAID conducted a Data Quality Assessment with L3. It was aimed at verifying the accuracy of data submitted for the indicators: 3.2.1-32 *Number of teachers/ educators/ teaching assistants who successfully completed pre-service training with USG support*; Indicator: 3.2.1-33 *Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance*; and Indicator 3.2.1-36 *Number of schools using Information and Communication Technology due to USG support*.

With the Data Quality Assessment exercise, the best practices for data quality and areas of improvement have been highlighted. The necessary changes to the data collection and analysis processes are being implemented. In the same context, in quarter 2, L3 M&E is planning to undertake Data Quality Assessment for L3 partners.

Collect data for the 2015 P1, P2, and P3 midline and P4 baseline assessments

In October 2015, L3 in collaboration with REB/Education Quality Standards Department carried out P1, P2, and P3 midline and P4 baseline assessment to gather information on student achievement, as well as to support the Rwandan Education Board (REB) in establishing a system of regular national assessments,

L3 M&E team in collaboration with REB Inspectors collected data from 60 schools sampled nationwide where 2,413 students were assessed. One hundred and sixty-seven students who were tracked from the baseline and found to be repeating the same grade were also assessed.

An assessment of oral reading fluency was conducted in Kinyarwanda in Primary 1, 2, 3 and 4 using grade level texts of appropriate length and complexity. Primary 4 students were assessed both in Kinyarwanda and in English, using grade-appropriate texts in both languages. Students were asked to read the reading passage, followed by five comprehension questions about the text's meaning.

The math test included three subtasks with 10 items each for Primary 1 and 2, four subtests for P3 and five subtests for P4. The tasks were developed to reflect grade-level competencies in key foundational mathematics skills: addition, subtraction and comparing numbers in P1; addition, subtraction and multiplication in P2; addition, subtraction, multiplication and division in P3 and addition, subtraction, multiplication, division and comparing numbers for P4.

Analyze data, report, and disseminate findings of the 2015 P1, P2 and P3 midline and P4 baseline assessments

In the period under review, EDC L3 analyzed the data collected for P1, P2, and P3 midline and P4 baseline reading and mathematics assessment and completed the report

Preliminary analysis of baseline and midline FARS results showed that students in all tested grades showed improvement in reading from baseline to midline. Primary 4 was assessed for the first time in Kinyarwanda and English; their scores will serve as a baseline.

Primary 1, 2 and 3 students showed statistically significant gains ($p < .001$) in average FARS scores from baseline to midline. In measuring improvements in the number of words read correctly per minute (wcpm), P1 and P3 students showed most gains. P1 showed an average increase in FARS of 2.7 wcpm (± 1.1 wcpm). P2 demonstrated gains from baseline to midline with an average increase of 2.3 wcpm (± 2.0 wcpm). P3 showed average gains of 3.0 wcpm (± 1.8 wcpm).

In measuring improvements in a percent of the grade-level text that the students were able to read in 60 seconds, P1 showed the largest gains from baseline to midline with an average increase of 8.6% ($\pm 3.5\%$). P2 and P3 also demonstrated significant gains from baseline to midline with an average increase of 7.4% ($\pm 4.4\%$) and 7.2% ($\pm 3.1\%$) respectively.

Analysis of baseline and midline MARS results showed that overall, students in P1, P2, and P3 showed improvement in mathematics from baseline to midline.

All grades showed statistically significant gains ($p < .001$) in average MARS scores from baseline to midline. On average, P1 showed the largest gains from baseline to midline with an average increase in MARS of 22.2% ($\pm 3.1\%$). P2 and P3 also demonstrated significant gains from baseline to midline with an average increase of 8.4% ($\pm 2.9\%$) and 7.4% ($\pm 2.7\%$) respectively.

Further analysis will be conducted in January 2016 and the finalized report shared with USAID, REB and development partners early in the next quarter.

Activities planned for M&E

- Collection and analysis of data for monitoring L3 performance with respect to indicators
- Produce a summary report of monitoring data collected from the schools
- Conduct school visits and lesson observation of L3 materials in P1, P2, P3 and P4 classrooms
- Carry out Data Quality Assessments to verify accuracy of data submitted, entered and archived.
- Finalize assessment report, and disseminate findings of the 2015 P1, P2 and P3 midline and P4 baseline assessments