



Literacy, Language and Learning Initiative

FY16 Q4 Quarterly Report
(July - September 2016)



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 Initiative works with pre-service and in-service facilitators to introduce proven reading and mathematics teaching strategies, and with community volunteers to support learning. The Initiative aims to improve the availability and use of innovative reading and math instructional materials. Teachers' and students' reading, math and English language skills will be reinforced through interactive audio instruction programs.

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

IR 1: Improved Quality of Teaching

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

IR 2: Improved Availability of Teaching and Learning Materials

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

IR 3: Support for English

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

¹ These activities are based on the program description approved in April 2013 and listed in the FY2014 workplan. The activities in the workplan for FY2016 will follow the revised program description approved in August 2015.

IR 4: Strengthened Ministry Capacity

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

IR 5: Improved Equity in Education

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

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ACRONYMS

ADEPR	Association des Eglises Pentecotistes au Rwanda (Pentecostal church in Rwanda)
BCC	Behavior Change Communication
CHABHA	Children Affected by HIV/AIDS
CLNVP	Community Literacy and Numeracy Volunteer Program
CML Initiative	Community Mobile Library Initiative
Concern	Concern Worldwide
COP/DCOP	Chief of Party/Deputy Chief of Party
CPD	Continuous Professional Development
CPMD	Curricular and Pedagogical Materials Development
DG	Director General
DDG	Deputy Director General
DEO	District Education Officers
EAR	Anglican Church of Rwanda (French acronym)
EDC	Education Development Center, Inc.
EMLR	Eglise Methodiste Libre au Rwanda (Methodist church)
FARS	Fluency Assessment in Rwandan Schools
ICT	Information and Communication Technology

JADF	Joint Action Development Forum
L3	Literacy, Language, and Learning Initiative
LARS	Learning Achievement in Rwanda Schools
LNA	Literacy and Numeracy Advisor (from VSO)
MCOP	Mentorship Community of Practice
MINEDUC	Ministry of Education
M&E	Monitoring and Evaluation
MRA	Methodology and Resource Advisor (from VSO)
NCPD	National Council for People with Disabilities
NGO	Non-Governmental Organization
P1-6	Primary One to Six
PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc.
REB	Rwanda Education Board
RENCP	Rwanda Education NGO Coordinating Platform
REPS	Rwandan English Proficiency Standards for teachers
RLS	Rwanda Library Services
RNUD	Rwanda National Union for the Deaf
SBM	School-based Mentor
SBMP	School-based Mentoring Program
SEN	Special Education Needs
SEO	Sector Education Officers
SMLU	School Management and Leadership Unit
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TRC	Teaching Resource Center
TTC	Teacher Training Colleges
UEBR	Union des Eglises Batistes au Rwanda (Baptist churches in Rwanda)
UR-CE	University of Rwanda College of Education
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

In Q4, L3 continued to make steady progress in sustaining project accomplishments while wrapping up activity implementation. In July, L3 completed our work with TTCs and SGACs. A forum was organized bringing together TTC principals and DEOs of 12 districts to share their experiences and ideas for sustainability.

The Implementation Team continued to provide support to school-based mentors and school subject leaders to cascade the training on best literacy and numeracy in their respective schools. This support was provided either through school monitoring visits or through phone calls to SBMs and SSLs to follow up on the training and provide them with needed support on the training content and reporting strategies.

During this reporting period, the mapping of the language progression for the English Language Syllabi for School-based Mentor Program was finalized. This activity involved reviewing the content of the entire English syllabi and mapping the language progression to ensure that the language difficulty moved from simple to complex and corresponded with the various levels from Beginner to Upper Intermediate level.

In Quarter 4, L3 Implementation Team continued to collaborate with other development partners in the Pre-Service Taskforce. In this quarter, the discussions of the taskforce were centered on TTC curriculum review and EDC participated actively in the process of the TTC curriculum review

L3 Plus reached out to more than 2,238 community members through sports demonstration events in Nyamagabe and Nyaruguru Districts through Sitting Volleyball competitions.

The Andika Rwanda story-writing competition was completed this quarter and prizewinners attended a workshop to prepare their stories for publication. The official announcement of results and prize giving was held at Kamonyi District in September.

At the end of September, L3 completed all direct project implementation and management began close out planning and implementation.

2.0 PROGRESS TOWARD RESULTS

INTERMEDIATE RESULT 1: Improved Quality of Teaching

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

Progress in Q4

An important contribution to achieving quality education is the improvement of teachers' proficiency in English as the medium of instruction. L3's English Language Advisor has been supporting REB Teacher Development and Management Department (TDM) to develop an English language syllabus for use by School Based Mentors (SBM), development partners and instructional materials developers. The syllabus is a key component of the restructuring of the School Based Mentoring Program (SBMP) and builds on previous work by L3 on the Rwanda English Proficiency Standards (REPS). During this quarter, a significant amount of work has taken place.

Finalize the intermediate levels of the syllabus from lower to upper intermediate

The content of the English language syllabus was reviewed to ensure that the knowledge, skills and attitudes for each level corresponded with the various levels from Beginner to Upper Intermediate level. A detailed map of the language progression was produced. On the 19th – 21st August, L3 facilitated a Syllabus Writing and Review workshop in Café Nyamata, Bugesera. 11 participants including REB/TDM, URCE, Peace Corps, VSO and teachers attended. The objective of the workshop was to review and write modules for Upper Intermediate level.

At the end of Quarter 4, REB / TDM facilitated a 5 day workshop (September 28th to October 2nd) to finalize the syllabus. The syllabus will be presented to REB Senior Management for validation in October. Upon validation of the syllabi, and in collaboration with TDM, the content will be organized into a scope and sequence for each level. The scope and sequence will guide the instructional material development process to produce materials to support the SBMP.

Activities planned for 1.A

- Validation of English Language Syllabus by REB Senior Management
- Write a scope and sequence for each level to facilitate material development
- Design draft for development of instructional materials for SBMP

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

Progress in Q4

During Quarter 4, the L3 team finalized the Primary 3 English and Kinyarwanda materials. A hard and soft copy of the materials will be presented to REB CPMD department at the beginning of Quarter 1 FY17. The P3 materials were revised in consultation with the CPMD focal persons for Kinyarwanda and English. Nehemiah Bacuwenda reviewed the Kinyarwanda Primary 3 materials and Emeritha Muhungwoseko reviewed the English Primary 3 materials. Their feedback and suggestions were applied to the instructional materials. Based on discussions with Dr Joyce and at the last L3 steering committee meeting, the P3 materials were not submitted to TAC for two reasons. L3 was informed that REB was in

the process of developing new terms of reference for TAC and not in a position to meet till that process is completed. In addition, the P3 materials will not be needed in schools till the 2018 academic year. L3 will hand over soft copies of the materials to the Soma Umenye Project for TAC processing and mass printing when REB is ready.

Activities planned for 1.B

Activities completed

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

Progress in Q4

Conduct visits to the School Based Mentors (SBM) and School Subject Leaders (SSL) Regarding Continuous Professional Development (CPD)

In Quarter 4, the L3 Implementation Team continued to support and monitor SBMs and SSLs' training on the L3's P4 English and mathematics materials. The Implementation team worked closely with the M & E team to identify schools under reporting the number of CPD hours facilitated since the beginning of the school year. Using this information, the Implementation Team provided support through school monitoring visits and/or phone calls to SEOs, Head teachers, SBMs and SSLs. Provincial coordinators conducted interviews with teachers, parents and SGACs on the perception of the L3 materials, successes, challenges, and areas for improvement. Provincial coordinators facilitated face-to-face training events for teachers on the P4 materials and the revised P1 and P2 materials. In some cases, additional training was provided to SBMs and SSLs on how to report the number of hours trained using the SMS system.



Figure 1: Provincial Coordinator for the Eastern province, Françoise Uwumukiza discussing the L3 Program with the School Based Mentor and Dean of Studies at GS Gacundezi in Rwimiyaga Sector, Nyagatare District.



Figure 2: SBM at GS Mulico in Gasaka Sector, Nyamagabe District providing updates on the use of L3 Teachers' Guides, Read Aloud Story Collection and Pupil's Books.



Figure 3: The L3 Provincial Coordinator for the Southern Province, working with GS Liba SBM and SSL in Ngera Sector in Nyaruguru District on their experiences training teachers on the P4 English and mathematics instructional materials.

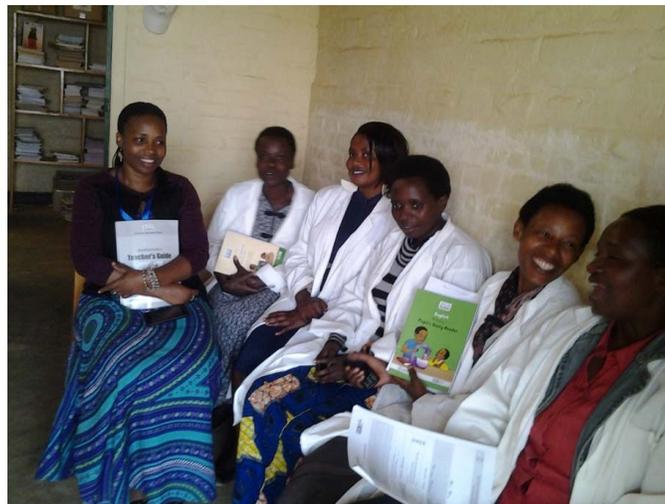


Figure 4: SBMs and SSLs training at GS Kayanza in Nyanza District.

In September, L3 Provincial Coordinators advised school Head Teachers and SGACS on how to organize literacy activities in their schools for Rwanda Literacy Month 2016. Provincial Coordinators coordinated literacy events in selected schools in all provinces. Reading competitions were held in EP Nyamagumba (Northern Province), GS Kizibere (Southern Province), Muramba Community Mobile Library (Western Province) and GS Rwamagana (Eastern Province.)



Figure 5: Students in EP Muramba A performing the literacy song they composed during the celebration of International Literacy Day in Ngororero District on September 13th, 2016.



Figure 6: Community members from Muramba Community Mobile Library reading stories on September 13th, 2016 in Ngororero District.



Figure 7: Reading competition at GS Rwamagana on September 20th, 2016



Figure 8: Students performing at International Literacy Day at GS Kizibere on September 13th, 2016

Activities planned for 1.C

Activities completed

1. D Roll out the SBMP

Progress in Q4

Activities in line with 1.C above

Activities planned for 1.D

Activities completed

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

Progress in Q4

From the 22nd August to the 2nd September, L3 representatives attended a workshop facilitated by URCE and Help A Child on developing the Pre-service Early Childhood Education and Lower Primary Curriculum. L3 supported the development of the Kinyarwanda and English components of the curriculum.

Activities planned for 1.E

Activities completed

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

Progress in Q4

Activities completed

Activities planned for 1.F

Activities completed

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 Q4

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

This quarter, Provincial Coordinators met with District Education Officers (DEOs) and REB Inspectors to update them on P4 English and mathematics teacher training. Provincial Coordinators distributed remaining Andika Rwanda 2015 books to Community Mobile Libraries and schools. The 12 winners from Andika Rwanda writing competition 2015 also received copies of the books.



Figure 9: The L3 Provincial Coordinator for the Eastern Province, updating the Director of Education in Gatsibo District on the status of implementation of L3 activities in Gatsibo District on July 15th, 2016.

Select a publisher for Andika Rwanda National Story and Poetry Writing Competition

In September, L3 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.

Evaluate stories/poems to select national winners

In Q4, L3 received packages from DEOs with their selections of the best stories and poems at the district level. After collating and sorting all submissions, L3 arranged for the national jury, which included five REB inspectors, one teacher, and an L3 Community Library Manager. The jury met from the 13th to 17th September at REB EQS department.

Table 1: Participants in the Andika Rwanda National Story and Poetry Writing Competition

Participants	Number
Districts	30
Schools	398
Sectors (sending community contributions)	78
Total stories and poems	3,236

Table 2: National winners of Andika Rwanda National Story and Poetry Writing Competition

National Winners of Andika Rwanda National Story and Poetry Writing Competition	
Imanishimwe Naome, P3 EP Mbaty, Kamonyi Story: Bakame y'inyabwenge	Iradukunda Alphonsine , P6 EP Save, Gisagara Story: Ubupfura, Ubutwari n'uburanga bw'Ingagi
Ishimwe Jean Claude, S2 GS Rukira, Huye Story: Umuntu n'imbeba	Nizeyimana Gilbert, S4 GS Saint Nicholas Cyanika, Nyamagabe Story: Inkoko n'agaca
Hagenimana Theoneste, P6 EP Cyugi, Nyabihu Poem: Najye nzaba intwari	Tuyishime Philemon, S3 GS Murama, Nyabihu Poem: Turwanye ingeso mbi Banyarwanda
Dushime Brother, S2 College Christ Roi, Nyanza Story: The Holiday	Hangishatse Oreste , S5 ES Karama, Kamonyi Story: Unsuccessful Lie
Delice Mugeni, S1 Lycee de Kigali, Nyarugenge Poem: My Mother From Heaven	Ndahiro Germaine, S5 GS Ste. Bernadette Save, Gisagara Poem: My Own Paradise
Uwimana Bibiane Musaza, Kirehe Story: Ubwenge bw'imungu	Niyotubikesha Jean Nepomuscene Gitovu, Burera Poem: Soma kugira ngo ujijuke



Figure 10: Andika Rwanda National Story and Poetry Writing Competition winners

Hold Writers’ Symposium for Andika Rwanda National Story and Poetry Writing Competition

The 2016 winners were invited to participate in a Writers’ Symposium and Awards Ceremony from the September 27th to 29th at GS Rosa Mistica in Kamonyi District. Winners worked with professional editors, illustrators from Mudacumura Group Co. Ltd., and L3 Instructional Material Developers to improve their writing. Each winner planned illustrations to accompany their stories, making them interesting and appropriate for primary school-aged children. The final stories will be compiled into the Andika Rwanda 2016 volume.

Activities planned for 2.A

Print and distribute Andika Rwanda National Story and Poetry Writing Competition Volumes.

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

Progress in Q4

Ensure that the community has matured to manage CMLs with or without the support of the CSOs

In Quarter 4, L3 continued its regular site visits to monitor library implementation and provide support as needed. A learning paper on the role of the L3 Community Mobile Libraries in promoting a culture of reading in Rwandan communities was developed. The study was carried out to assess, identify and evaluate the role of CMLs in promoting a culture of reading in their communities. The study attempted to answer the following questions:

- Do CMLs promote a culture of reading in their communities?
- Who attends CMLs and why?
- Do local communities have reading preferences and if so what are they?

The paper will be submitted as part of the L3 final report.

<p>Activities planned for 2.B</p> <p>Activities completed</p>
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2.C Support student, teacher and community production of low-cost/no-cost materials

Progress in Q4

In July, L3 Provincial Coordinators worked with Mindleaps’ L3 Community Library in Nyamirambo to facilitate a workshop on making and using low-cost/no-cost teaching aids. The facilitators led the center’s teachers through the production of engaging and interesting literacy teaching aids. The focus was on teaching aids made from local materials. One participant reported, *“L3 shared some helpful strategies on how to teach literacy in the classroom and we are working now on redesigning the way that we integrate teaching reading in both Kinyarwanda and English in our classes. We also learned some creative ideas of how to create a literacy rich learning environment using locally made materials. We are excited to try and add some more colors and words to our classrooms soon! We also really enjoyed learning about the competence-based curriculum developed through the L3 initiative. From what we saw of the curriculum, it looks like it could be really useful in our classes. The other teachers and I really enjoyed working through a simple lesson plan with L3 and appreciate the way that the curriculum integrates reading, speaking, writing, listening, and critical thinking in such a well-thought out way.”*

<p>Activities planned for 2.C</p> <p>Activities completed</p>
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2.D Promote a culture of reading

Progress in Q4

During this quarter, L3 participated in Rwanda Literacy Month and International Literacy Day Celebrations. During the month of September the L3 Communications Manager utilized Social Media to actively promote the importance of reading.



As outlined in 1.C the L3 Implementation Team coordinated Literacy Events in the provinces. The L3 team regularly participated in Rwanda Reads Task Force Meetings and events. Andika Rwanda activities also reinforced the important relationship between reading and writing.

Activities planned for 2.D

Ongoing activity through Rwanda Reads, L3 Communications and REB Taskforces

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 Q4

Activities in line with 1A

Activities planned for 3.A

- See activities for 1.A above

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

Progress in Q4

As part of the development of the English Language Syllabus for the SBMP, L3’s English Language Advisor has identified what IAI programs can be used to support the English Language Syllabus.

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

Progress in Q4

Activities completed

Activities planned for 3.C

Activities completed

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

Progress in Q4

Activities completed

Activities planned for 3.D

Activities completed

INTERMEDIATE RESULT 4: Strengthen Ministry Capacity

4.A Strengthen REB central capacity

Progress in Q4

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 held several meetings with REB Senior Management to discuss ongoing project activities. The L3 team also met with the USAID funded Soma Umenye Project to discuss project transition and collaboration on literacy assessment.

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 Rwanda Literacy month and the Andika Rwanda 2016 awards day.

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 L3 quarterly steering committee meeting was held on August 31 2016.

Collaborate with other development partners in the restructured SBMP Taskforce

The SBMP taskforce continued to meet regularly. The Taskforce provided feedback on two key documents: The SBMP Framework document and the English Language Syllabus.

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

On September 22, L3's COP participated in the Curriculum and Assessment Technical Working Group Meeting. The meeting was used by REB to present the 2014 LARS report.

Collaborate with other development partners in the TPD Working Group

The TPD Working group met several times this quarter. In addition to these meetings, the L3 team contributed to the TPD Working Group mapping activity.

Collaborate with other development partners in the Pre-Service Taskforce

In Quarter 4, L3 continued to participate the Pre-Service Taskforce. Agenda items centered on the TTC curriculum review and the curriculum framework. The framework includes the rationale for the Curriculum review and outlines proposed TTC subject options and competence framework.

Participate in the School Leadership and Management Task Force

No meetings were held during the quarter

Participate in Rwanda Reads steering committee

In Quarter 4, L3 representatives attended Rwanda Reads Working Sessions on August 17th, 24th and September 3rd and 22nd, 2016. The purpose of the sessions was to organize the Rwanda Literacy Month activities, and finalize the Andika Rwanda National Story and Poetry Writing Awards Ceremony Agenda.

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
- Collaborate with other development partners in the restructured SBMP Taskforce
- Participate in Teacher Professional Development Technical Working Group
- Participate in the Curriculum, Materials, and Assessment Technical Working Group
- Collaborate with other development partners in the TPD Working Group
- Participate in the School Leadership and Management Task Force
- Participate in Rwanda Reads steering committee
- Participate in Pre-Service Task Force
- Collaborate with other development partners in the Pre-service Taskforce

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

Progress in Q4

Activities completed

Activities planned for 4.B
Activities completed

4.C Develop tools and systems for monitoring teacher practices

Progress in Q 4

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

In Quarter 4, SBMS continued to train P4 teachers in their respective schools on literacy and numeracy instructional practices and the use of L3 materials; subsequently, school based mentors continued to report their training achievement, using Data Winners SMS reporting.

As outlined in 1.B, the Program Implementation team closely followed how school based mentors reported and used the SMS reporting system in reporting. L3 M&E team identified School Based Mentors who were having difficulty in the reporting process and provided ongoing technical support to them.

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

The following table depicts how the Data Winners Reporting System has been used to collect the data on the training of P4 teachers by School Based Mentors

Table 3: Use of SMS reporting system in monitoring teachers training until October 2016

No	District	Number of schools	Schools reported	Trained less than 16 Hrs (M)	Trained less than 16 Hrs (F)	Trained less than 16Hrs (M+F)	Trained more than =<16 Hrs (M)	Trained more than =<16 Hrs (F)	Trained for more than 16Hrs (M+F)
1	Bugesera	81	19	18	7	25	5	7	12
2	Burera	91	39	57	29	86	7	13	20
3	Gakenke	113	49	33	17	50	18	34	52
4	Gasabo	53	22	7	17	24	14	14	28
5	Gatsibo	78	21	8	17	25	22	19	41
6	Gicumbi	99	31	24	22	46	11	7	18
7	Gisagara	65	25	25	21	46	29	27	56

8	Huye	88	32	10	38	48	9	8	17
9	Kamonyi	88	41	11	26	37	42	26	68
10	Karongi	123	80	4	6	10	116	73	189
11	Kayonza	70	33	14	3	17	21	22	43
12	Kicukiro	29	9	8	4	12	7	7	14
13	Kirehe	56	25	19	10	29	20	13	33
14	Muhanga	110	46	21	21	42	24	17	41
15	Musanze	78	29	21	16	37	19	26	45
16	Ngoma	67	18	13	7	20	5	10	15
17	Ngororero	99	71	4	5	9	110	63	173
18	Nyabihu	89	44	32	20	52	49	18	67
19	Nyagatare	81	22	24	12	36	11	4	15
20	Nyamagabe	104	35	22	27	49	20	27	47
21	Nyamasheke	137	135	3	3	6	124	97	221
22	Nyanza	78	39	42	37	79	15	11	26
23	Nyarugenge	29	10	2	10	12	25	16	41
24	Nyaruguru	89	44	28	18	46	18	25	43
25	Rubavu	75	33	20	7	27	30	40	70
26	Ruhango	73	27	15	12	27	11	12	23
27	Rulindo	80	19	17	13	30	7	8	15
28	Rusizi	110	76	15	12	27	70	86	156
29	Rutsiro	93	70	5	2	7	111	51	162
30	Rwamagana	52	17	23	28	51	16	16	32
Total		2478	1161	545	467	1012	986	797	1783

Activities planned for 4.C

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

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

Progress in Q4

In preparation for the L3 endline assessment, L3's M&E updated the assessment tools and procedures, which will be used in the October data collection. The team reviewed the student context questions and teachers questionnaires to reflect changes in L3 implementation during the current school year.

Activities planned for 4.D

- Data collection for L3 endline
- Present findings of L3 endline reading and mathematics assessments 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 lesson, ensure that the materials are used in the same way across the country.

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

Progress in Q4

See activities in line with 5.C below.

Activities planned for 5.B

Activities completed

5.C Train teachers and parents to address barriers

As part of L3 Plus activities, 155 Educators: 96 females and 59 males (30 Head Teachers, 5 SEOs, 120 teachers), were trained on teaching strategies and the use of adapted educational resources for children with special needs.

Progress in Q4

Activities planned for 5.C

Activities completed

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

Progress in Q4

Activities in line with 2.B above

Activities planned for 5.D

Activities completed

5.E Increase awareness of equity issues at key nodes

Progress in Q4

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

One Open Day held at the Resource Centers was attended by 85 Local leaders which included 28 from Kibeho, 30 from Rusenge and 27 from Mata Sectors. These included Village leaders, Executive Secretaries of Cells and Sectors, and Sector staff. VSO Regional Operations Director and VSO Rwanda Country Director also attended the event.



Figure 11: VSO Senior Management discussing with local leaders

Conducted the community sensitization through theatre performances and sports demonstration events

More than 1,838 community members attended two Community sensitization events through theatre performances at Nyaruguru and Nyamagabe Districts.

L3 Plus reached out to more than 2,876 community members through sports demonstration events in Nyamagabe and Nyaruguru Districts through Sitting Volleyball. Six Sitting Volleyball teams in Nyamagabe and Nyaruguru were given 6 pairs of sport wear and 1 Volleyball per team.

Nyaruguru District

No	Date	Team	Vs Team	Winning team	Loosin g	Where was the match held	COMMUNI TY MEMBERS WHO PARTICIPATED	Comment
1	4/8/2016	Kibeho	Rusenge	Rusenge(32)	Kibeho (23)	At Munege Play ground	427	296 males and 131
1	24/8/2016	Kibeho	Mata	Kibeho (36)	Mata(32)	At GS Rwamik o Playgrou nd	585	348 females and 237 males
2	26/8/2016	Mata	Rusenge	Rusenge(51)	Mata(49)	At GS Rasaniro play ground	612	209 females and 403 males
3	13/10/2016	Nyamagabe	Nyaruguru	Nyamagabe(43)	Nyaruguru(26)	At Munege Playgrou nd	600	

NYAMAGABE DISTRICT

No	Date	Team	Vs Team	Winning team (1 st round and 2 nd round)	Drawn team	Where was the match held	COMMUNITY MEMBERS WHO PARTICIPATED	Comment
1	24/08/2016	Gasaka	Tare	Gasaka (19)	Tare (11)	SOS Village d'enfants Nyamaga	327	people (214 females and 113

						be		males)
		Tare	Uwinkingi	Tare (25)	Uwinkingi (19)	>>		
		Gasaka	Uwinkingi	Gasaka (19)	Uwinkingi (11)	>>		
2	2/9/2016	Gasaka	Uwinkingi	Gasaka (28)	Uwinkingi (21)	Mudasomwa secondary school	325	28/21 and around 325 fans
		Uwinkingi	Tare	Uwinkingi (32)	Tare (24)	>>		
		Gasaka	Uwinkingi	Gasaka (34)	Uwinkingi (32)	>>		
							2,876	

Advanced training for target 'champion' parents/caregivers through residential camps delivered by experts from civil society and centres (RNUD, RUB, Tubakunde, HVP Gatagara)

93 target 'champion' parents/caregivers attended a 3-day training through residential camps delivered by experts from civil society and centers (RNUD, RUB, Tubakunde, and HVP Gatagara). This three days residential camp was attended by 80 (75 females and 19 males) out of 93. In order to reflect on their previous residential camp, the learning and challenges, they met to reflect on lessons learnt while putting in practice the acquired knowledge;

Special Umuganda

One special Communal works activity (UMUGANDA) held in Nyaruguru District/ Rusenge Sector at GS RASANIRO was attended by more than 250 local citizens and local leaders. This special Umuganda made the school accessible by filling in inaccessible pathways with ground and grass. This event was attended by District Education Officer in Charge of Nursery and Primary education, District Mainstreaming Officer, Interim Executive Secretary of Rusenge Sector, Executive Secretaries of Cells, School Head Teachers and some students.



Figure 12: Special UMUGANDA in Nyaruguru District/ Rusenge Sector at GS RASANIRO.

Activities in line with 5.E above

Activities planned for 5.E

Activities completed

MONITORING AND EVALUATION (M&E)

Progress in Q3

Activities planned for M&E

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

Using Data Winners' SMS reporting system, M&E collected data on P4 teachers trained in quarter four. To track the progress and the status of L3 implementation at the school level, the M&E team in collaboration with the Program Implementation Team conducted school monitoring visits and lesson observations. Reports for monitoring activities and lessons observations are provided in annexes.1 and 2.

Conduct school visits and lesson observation of use of L3 materials in P1, P2, P3 and P4 classrooms

The L3 M&E and Program Implementation teams continued school monitoring activities. In quarter four, both teams visited 102 schools, monitored 311 teachers and observed 30 non-audio lessons and 13 audio lessons. The table below shows the distribution of teachers monitored.

Table 4: Number of schools visited per Province

Province	Number of schools visited	Percentage
Eastern	19	18.6
Northern	21	20.6

Southern	20	19.6
Western	42	41.2
Total	102	100.0

Table 5: Distribution of teachers monitored per grade and Subjects

Subject		Province					Total
		East	Kigali City	North	South	West	
Kinyarwanda	Grade P1	7	1	12	6	15	41
	P2	9	1	8	7	8	33
	P3	2	2	5	6	9	24
	P4	3	0	0	1	0	4
	Total	21	4	25	20	32	102
English	Grade P1	6	4	5	4	8	27
	P2	7	1	6	6	7	27
	P3	7	3	5	10	10	35
	P4	5	2	3	4	14	28
	Total	25	10	19	24	39	117
English	Grade P1	5	0	3	5	4	17
	P2	3	3	5	6	1	18
	P3	10	0	3	6	8	27
	P4	11	3	5	14	17	50
	Total	29	6	16	31	30	112
Total	Grade P1	18	5	20	15	27	85
	P2	19	5	19	19	16	78
	P3	19	5	13	22	27	86
	P4	19	5	8	19	31	82

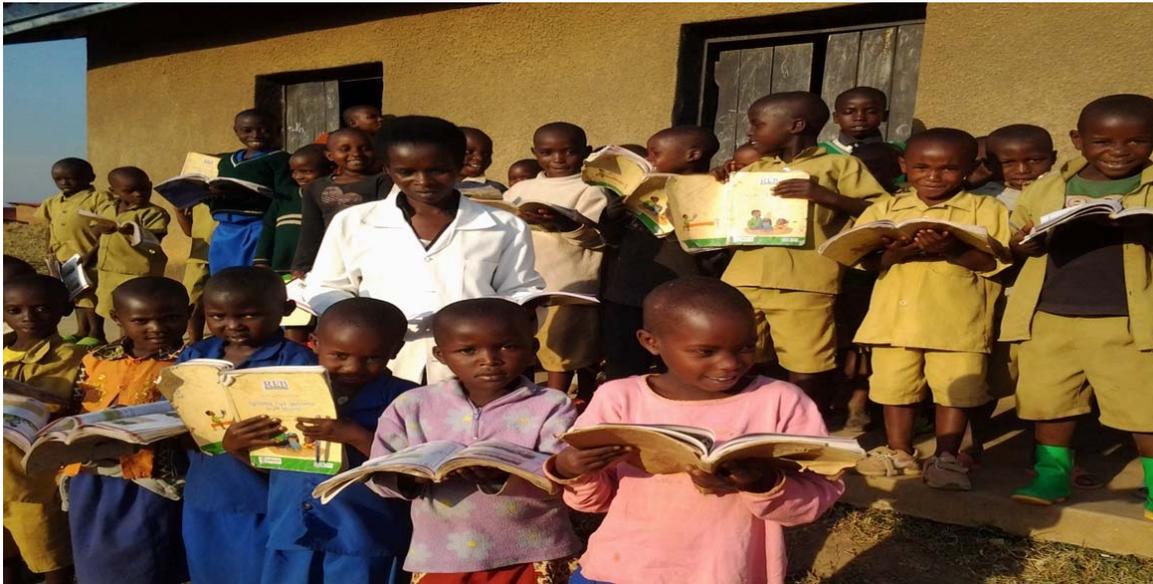


Figure 13: P1 pupils at GS Ngororero reading in their daily readers on September 13th, 2016.



Figure 14: Schools are replacing cables and other broken equipment's to allow students to continue benefiting from audio instruction. The above picture was taken at GS Butara in Nyanza District.

Produce a summary report of monitoring data collected from the schools

The L3 M&E team compiled and analyzed grades, school and lessons observation data collected during the quarter under review. The monitoring reports were produced and shared with program Implementation team and L3 management for review and discussion.

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

In quarter four, L3 M&E team carried out the Data Quality Assessment on the data collected under L3 +. L3 M&E and the VSO L3 + team reviewed the data collection tools and how the data collected are analyzed, stored and reported. The DQA report is attached as annex 4

In addition to school monitoring activities, the M&E continued the data verification of L3 materials distributed to schools by comparing the data on L3 materials received by schools against the proof of the deliveries submitted by the distribution company.

L3 undertook an online poll on the status of L3 technologies in schools to assess how many technologies (telephones, speakers and SD cards) are functioning. Head Teachers and SBMs reported the status of L3 technologies in their respective schools using SMS. The detailed report is attached as annex 3.

The monitoring teams also assessed whether the schools visited have received L3 technology and how often these materials are used in teaching. 86.7% of the teachers monitored confirmed that they have received L3 materials. Asked how often, teachers used L3 technology, the majority (42.5%) of them revealed that they use those 2-4 times a week; 2.1% of them reported that they use them every day, 11.2% mentioned that they use L3 technology once a week. It was observed that 15.6% of the teachers who reported that their school received L3 materials are not using them at all. This almost reflect the reality where through the online poll, it was found that 28.3 of telephones, 31.1% of speakers and 20% of SD cards are either lost, stolen or broken.

Looking at the use of L3 technology in various grades and subject, the results observed also corroborate with the general findings on use L3 technology where the majority of the teachers report they use them 2 to 4 times a week. It is important to note that the frequency of technology use in the L3 programme varies from subject to subject, (math requires the technology for two lessons a week, while Kinyarwanda and English can require up to five lessons a week. The following table portrays the details.

Table 6: Frequency of use of L3 Technology

Grade			L3 Technology Use					Total	
			No technologies received	Every day	2-4 times a week	Once a week	More rarely than once a week		Never
P1	Subject	Kinyarwanda	5	1	16	7	5	7	41
		Math	3	1	15	3	1	4	27
		English	4	0	7	3	1	2	17
	Total		12	2	38	13	7	13	85
P2	Subject	Kinyarwanda	5	1	15	3	3	6	33

P3	Total	Math	1	3	12	3	2	6	27
		English	2	1	8	4	0	3	18
	Subject	Kinyarwanda	2	3	9	4	1	5	24
		Math	0	2	19	6	1	7	35
	Total	English	0	2	15	2	3	5	27
			2	7	43	12	5	17	86
P4	Subject	Kinyarwanda	0	0	1	2	0	1	4
		Math	7	0	10	7	2	2	28
	Total	English	14	1	19	7	6	3	50
Total	Subject	Kinyarwanda	12	5	41	16	9	19	102
		Math	11	6	56	19	6	19	117
	Total	English	20	4	49	16	10	13	112
			43	15	146	51	25	51	331

The detailed report is attached as annex 2.

Provide support to project partners in impact assessments of community support to literacy, equity and teacher motivation, community mobile libraries, use of behavior change materials

The L3 M&E contributed to the impact evaluation of Community Mobile Libraries. L3 also supported in the training on data collection for the Baseline Study for WFP Rwanda School Feeding Program funded by USDA and the validation of the baseline findings. During the quarter, L3 held several meetings with USAID and the Soma Umenye project on collaboration in the upcoming literacy assessment. The two projects decided to conduct the assessments together in the same schools.

Activities planned for M&E

- Train Data collectors for L3 end line assessment
- Collect data for end line P1, P2, P3 and P4 reading and mathematics assessment
- Analyze and write the report for end line assessment
- Present the L3 end line assessment findings

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