



# Literacy, Language and Learning Initiative

## FY16 - Year Five Annual Report



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## 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 activities 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

#### 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

## ACRONYMS

ADEPR	Association des Eglises Pantecotistes au Rwanda (Pentecostal church)
AGHR	Association Generale des Handicapes au Rwanda
BCC	Behavior Change Communication
CLNVP	Community Literacy and Numeracy Volunteer Program
CML Initiative	Community Mobile Library Initiative
Concern	Concern Worldwide
COP/DCOP	Chief of Party/Deputy Chief of Party
CPD	Continuous Professional Development
CPMD	Curricular and Pedagogical Materials Development
DDG	Deputy Director General
DEO	District Education Officers
DG	Director General
EDC	Education Development Center, Inc.
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
NCPD	National Council for People with Disabilities
NGO	Non Governmental Organization
P1-6	Primary One to Six
PCV	Peace Corps Volunteer
PTC	Parent Teacher Committee
Q1/Q2	Quarter 1, Quarter 2, etc
REB	Rwanda Education Board
REPS	Rwandan English Proficiency Standards for teachers
RENCP	Rwanda Education NGO Coordinating Platform

RLS	Rwanda Library Services
RNUD	Rwanda National Union for the Deaf
RFQ	Request for Quotations
RUB	Rwanda Union of the Blind
SBM	School-based Mentor
SBMP	School-based Mentoring Program
SEN	Special Education Needs
SEO	Sector Education Officers
SGAC	School General Assembly Committee (formerly PTC)
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TORs	Terms of Reference
TRC	Teaching Resource Center
TTC	Teacher Training Colleges
UR-CE	University of Rwanda College of Education
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

## 1.0 EXECUTIVE SUMMARY

In year 5, L3 continued to support the Rwanda Education Board (REB) with the implementation of the new competence based curriculum through participation in technical working groups and workshops.

L3 completed the revision and development of the P1, P2 and P4 print and audio materials for Kinyarwanda, English, and mathematics. These were all aligned to the new curriculum and they were printed and distributed to schools nationwide. SD cards were collected from schools, loaded with the P4 audio content, and redistributed to schools in meetings with head teachers, SEOs, and DEOs.

L3 also trained the new mentors and school subject leaders focusing on P4 English and mathematics. Provincial coordinators conducted monitoring visits to support continuous professional development (CPD) and teacher trainings sessions.

Literacy and Numeracy Advisors (LNAs) continued to provide support to Teacher Training Colleges (TTCs). L3 placed volunteers at each of the 13 TTCs. The LNAs trained TTC tutors on P4 materials, and provided ongoing support for best literacy and numeracy instruction practices, through workshops and sessions on storytelling, material making, phonics, and mathematics. They organized Writers Workshops, benefiting TTC tutors and student teachers as well as primary teachers, in which 68 original stories were produced. Four Math Camps were also organized. In July, VSO completed the implementation of activities in all 13 TTC.

Concern also trained 277 School General Assembly Committees (SGACs) from Kayonza, Bugesra and Karongi districts on their roles and responsibilities and support to teacher motivation, literacy, and equity in education. DEOs and SEOs were trained on supporting the monitoring of the SGACs action plans. Through monitoring, 12 SGACs from Nyanza, Burera and Muhanga, were identified and awarded to support their teacher motivation initiatives. Several literacy day events, in which students participate in reading competitions, were organized, and SGACs also made progress in development of separate girls' washrooms. In July, Concern completed the training of SGACs in all 12 targeted districts.

The third Andika Rwanda national writing competition was launched and advertised in June 2016. Districts held juries and sent their best stories and poems to Kigali for final evaluation, which took place in September 2016. Prior to that, L3 circulated an RFQ for the editing, illustrating, and printing of the winning stories and poems.

L3's Community Mobile Library (CML) Initiative reached all 30 districts in Rwanda with the distribution of an additional 8 CMLs for a total of 85 CMLs nationwide. The initiative continued to include civil society organizations and churches as implementing partners.

In year 5, L3's special education needs resource centers were launched in 2 districts (Nyamagabe and Nyaruguru) and a number of activities were conducted to train teachers and parents in special education needs.

Finally, the M&E and implementation teams visited and monitored a total of 334 schools, reached 893 teachers and observed 38 audio lessons and 135 non-audio lessons. The 2015 national midline report was completed, and assessment tools for the 2016 endline assessment were completed and data collectors trained.

The following report details L3's progress throughout year 5.

## 2.0 PROGRESS TOWARD RESULTS

### Result 1: Improved quality of teaching

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

##### **Support to REB's new competence-based curriculum**

In April 2015, the Ministry of Education launched the Competence-based Curriculum. In January 2016, implementation of the new curriculum began in Primary 1, Primary 4, Senior 1 and Senior 4. The implementation coincided 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 training sessions to model the use of L3 materials in competence-based teaching and learning. 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.

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 practices, and demonstrations on the use and importance of L3 monitoring tools.

From November 29, 2015 to January 06, 2016 the trainers' facilitated workshops for the newly recruited School-based Mentors (SBMs) and School Subject Leaders (SSLs) for Upper Primary Mathematics. 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.

To support the SBMs and SSLs, L3 organized implementation meetings with district education stakeholders in all 30 districts from February 10<sup>th</sup> to 18<sup>th</sup>. District Education Officers (DEOs), Sector Education Officers (SEOS) and head teachers were invited to attend the one-day meeting. During the meetings, head teachers worked closely with Sector Education Officers to develop Sector action plans for teacher training on L3 materials and the competence-based curriculum. SEOs worked closely with head teachers to agree dates for the training of teachers on the use of L3 instructional materials. Each sector developed a unique plan, based on the needs and context of the sector. It was noted that some sectors chose to organize training at the sector level, where others chose to conduct training at school levels. All sector action plans were shared with L3 Provincial coordinators so that they could monitor and support those trainings in term 1 of the school year. The meetings were also used to redistribute SD cards and distribute additional SD cards, phones and speakers to schools.

During the year, in consultations with USAID, L3 recognized the need to ensure that a wider audience of education policy makers, planners, and implementers had an appreciation for and a common vision of

literacy in Rwanda. Though there were no L3 project resources to address this need, this issue was discussed with EDC's home office who felt it was indeed an important observation. In May 2016, EDC as an institution in partnership with REB and USAID organized and sponsored a 2 day literacy conference in Kigali, Rwanda. The conference brought together key education stakeholders in Rwanda to deliberate about the importance of literacy to Rwanda's future, learn lessons from past years, and identify ways in which the vision of Rwanda for literacy for all could be realized.

### **Assessment Tools**

As part of L3's material development process, the L3 technical team develops formative assessment tools for reading and numeracy skills, which are to be administered by teachers. As the L3 technical team revised and developed the Primary P1, P2, P3 and P4 instructional materials, they reviewed and redesigned the existing assessments. 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.

### *Outputs 1.A:*

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- Embedding of common vision in new primary curriculum supported. Completed.
- Tools for measuring progress with respect to standards developed. Completed.

## **Activity 1.B: Develop an instructional package keyed to the new standards and instructional models**

### **Instructional materials revision and development**

In year 4, REB requested L3 to revise the P1, P2, and P3 English and Kinyarwanda materials to align with the new competence-based curriculum. USAID agreed with REB to print the revised P1 and P2 materials for distribution to schools in the 2016 school year.

In Quarter 1 of year 5, L3 in collaboration with REB CPMD department began revising the Primary 1, 2 and 3 English and Kinyarwanda materials. The Primary 1 and 2 materials were submitted to REB's Textbook Approval Committee (TAC). The TAC feedback was applied to the English and Kinyarwanda materials and the books were approved for mass printing in January 2016. During the rest of the fiscal year, the L3 team continued to review and revise the Primary 3 materials. The revised content will be submitted to REB in October 2016

Following approval from TAC, the Primary 4 materials were submitted to Burda Druck, the printing company. In November 2015, 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 P4 materials were distributed to schools in February and March 2016.



Figure 1: P4 Books in the warehouse before distribution

#### *Output 1.B:*

- Revised P1 and 2 materials finalized and submitted to TAC for final approval. Completed.
- Approved P4 materials submitted to the printer. Completed.
- P4 materials printed and distributed to schools. Completed.

### **Activity 1.C Complete School-based Mentoring (SBMP) framework and train mentors**

#### **Mentor Training**

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 (SSLs) from all 2748 primary schools in Rwanda. 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. The following table shows the distribution of districts in TTCs as training centers.

**Table 1: Distribution of TTC's as training centers**

N°	TTC	TTC Location	Districts
1	Nyamata	Bugesera / Eastern Province	Bugesera Nyarugenge Kicukiro
2	Bicumbi	Rwamagana / Eastern Province	Rwamagana Kayonza
3	Zaza	Ngoma / Eastern Province	Ngoma Kirehe
4	Matimba	Nyagatare / Eastern Province	Nyagatare Gatsibo
5	Muhanga	Muhanga /Southern Province	Muhanga Kamonyi Gasabo
6	Save	Gisagara / Southern Province	Gisagara Huye Nyanza Ruhango
7	Mbuga	Nyamagabe / Southern Province	Nyamagabe
8	Cyahinda	Nyaruguru / Southern Province	Nyaruguru
9	Mururu	Rusizi / Western Province	Rusizi
10	Mwezi	Nyamasheke / Western Province	Nyamasheke
11	Rubengera	Karongi / Western Province	Karongi Rutsiro
12	Muramba	Ngororero / Western Province	Ngororero
13	Gacuba II	Rubavu / Western Province	Rubavu Musanze Nyabihu
14	Byumba	Gicumbi / Northern Province	Gicumbi Rulindo
15	Kirambo	Burera / Northern Province	Burera Gakenke

In quarter 2, L3 Provincial coordinators conducted monitoring visits to SBMs and School Subject Leaders training sessions to monitor the training of teachers on the use of L3 materials at the sector or school level.

**Table 2: Number of participants who attended the School based Mentors and School Subject Leaders Training in November & December 2016**

N°	TTC (Venue of the training)	District	Districts	Expected Participants	Participants that attended	Percentage of attendance
1.	Nyamata	Bugesera	Bugesera	162	162	100%
			Nyarugenge	58	55	94.83%
			Kicukiro	58	57	98.28%
2.	Bicumbi	Rwamagana	Rwamagana	104	94	90.38%
			Kayonza	142	134	94.37%
3.	Zaza	Ngoma	Ngoma	134	124	92.54%
			Kirehe	114	107	93.86%
4.	Matimba	Nyagatare	Nyagatare	160	160	100%
			Gatsibo	160	160	100%
5.	Muhanga	Muhanga	Muhanga	212	211	99.53%
			Kamonyi	178	176	98.88%
			Gasabo	106	105	99.06%
6.	Save	Gisagara	Gisagara	128	127	99.22%
			Huye	176	169	96.02%
			Nyanza	156	156	100.00%
			Ruhango	144	144	100.00%
7.	Mbuga	Nyamagabe	Nyamagabe	206	200	97.09%
8.	Cyahinda	Nyaruguru	Nyaruguru	176	176	100%
9.	Mururu	Rusizi	Rusizi	222	220	99.1%
10.	Mwezi	Nyamasheke	Nyamasheke	278	274	98.56%
11.	Rubengera	Karongi	Karongi	246	246	100%
			Rutsiro	186	186	100%
12.	Muramba	Ngororero	Ngororero	198	197	99.49%
13.	Gacuba II	Rubavu	Rubavu	150	150	100%
			Musanze	160	163	101.88%

N°	TTC (Venue of the training)	District	Districts	Expected Participants	Participants that attended	Percentage of attendance
			Nyabihu	178	177	99.44%
14.	Byumba	Gicumbi	Gicumbi	200	198	99%
			Rulindo	160	159	99.38%
15.	Kirambo	Burera	Burera	180	179	99.44%
			Gakenke	224	224	100.00
<b>TOTAL</b>				<b>4,956</b>	<b>4,890</b>	<b>98.67</b>

Total number of School Based Mentors trained was 2439 and the total number of School Subject Leaders was 2451

### **M&E of the SBM Program**

L3 is a member of the SBM Task Force subcommittee, which was tasked with developing SBM guidelines, including suggestions of an M&E strategy for the program. Following the restructuring of the SBMP, L3 continued to support the development of a strategic plan for the new programme. L3 sponsored and participated in a workshop in Muhanga in March 2016 to begin developing the strategic plan, framework and M&E strategy for the SBMP.

#### *Outputs 1.C:*

- Mentor training plan and materials developed and implemented. Completed.
- M&E system for the SBMP developed and implemented. Not complete; SBM Program restructured.
- Training plan for P4 teachers implemented and monitored. Completed.

### **Activity 1.D: Roll out the SBMP**

In August 2015, REB announced the restructuring of the SBM Program, and all SBMs ceased their work. 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 2439 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.

#### *Outputs 1.D:*

- Newly Appointed Mentors Trained. Completed

### **Activity 1.E Incorporate the Rwanda L3 literacy/numeracy models in TTCs**

### Volunteer Recruitment

In year 5, L3 continued to provide support to the 13 original Teacher Training Colleges (TTCs), though the three new TTCs also received L3 materials. By the end of year 5, L3 had placed a Literacy and Numeracy Advisor (LNA) at each of the original 13 TTCs. In July 2016, L3 completed its support to TTCs and all volunteers were repatriated home. The placements are reflected in the table below.

Table 3: VSO LNA TTC placements in FY 2016

	Volunteer name	Employer/Partner	Start of Service	End of Service
1	Anne Olieba	TTC Muhanga	6-Sep-14	30-June-16
2	Antonina Musuya	TTC Gacuba II - Rubavu	11-May-14	30-June-16
3	Gana Simon	TTC Byumba	15-Jan-14	30-June-16
4	Maaik Baak	TTC Zaza Ngoma	6-Sep-14	30-June-16
5	Mary Wangui Wambugu	TTC Matimba - Nyagatare	11-May-14	30-June-16
6	Monica Dillys Atoo	TTC Muramba Ngororero	28-Sep-13	30-June-16
7	Natif Isaac	TTC Cyahinda Nyaruguru	6-Sep-14	30-June-16
8	Francis Tiberondwa	TTC Rubengera Karongi	15-Feb-15	30-June-16
9	David Keane	TTC Mbuga	7-Sep-15	30-June-16
10	Rachel Duncan	TTC Kirambo	18-Oct-15	30-June-16
11	Emily Meldrum	TTC Bicumbi	18-Oct-15	30-June-16
12	Anne Wambui	TTC Save	January 2016	30-June-16
13	Ann Francesca Tadeo	TTC Mururu	January 2016	30-June-16

### L3 materials/practices in TTCs

In March 2016, L3 provided all 16 TTCs with eight copies each of all P4 materials. In Q2 and Q3, LNAs trained tutors at the TTCs on the use of the P4 materials. During the reporting period, TTC based Literacy and Numeracy Advisors (LNAs) facilitated training for TTC tutors, student teachers and primary school teachers on effective instruction of literacy and numeracy. For example, in February, the LNA in TTC Kirambo observed Year 2 Language Options English classes (one session per week) and provided constructive feedback to tutors and students.

Similarly, in TTC Bicumbi, the LNA supported English classes for Year 1 students (all options) and Maths classes for Year 1 TSM students. The objective was to identify where student teachers' English needed support and improvement and to provide support and feedback on teaching strategies to tutors. In TTC Byumba, the LNA conducted training on literacy and numeracy in the competence-based curriculum for

TTC tutors together with the Principal and Dean of Studies on 23rd April 2016. The objective of the training was to help all teaching faculty to better understand the competence-based curriculum.

**Table 4: TTC tutors trained on P4 materials and on literacy**

Category	Male	Female	Total
TTC tutors	11	33	44
TTC Dean of Students	4	0	4
VSO Teaching and Methodology Advisor	1	0	1
VSO Literacy and Numeracy Advisor	4	6	10
UR College of Education Assistant lecturers	2	0	2
<b>Total</b>	<b>22</b>	<b>39</b>	<b>61</b>

In addition to formal training, LNAs provide ongoing support to TTCs on L3 materials and practices. One main mechanism of support is holding sessions for student teachers as they prepare to go out for their teaching practice. Throughout year 5, LNAs also held a number of sessions and workshops on the use of storytelling, phonics, and materials-making,

specifically as supplementary materials to the L3 instructional materials.

The following table provides a sampling of the sessions held in year 5.

**Table 5: TTC Workshops held in year 5**

Location	Date	Type of workshop	Tutors	Students teachers	Primary School teachers	TRC Managers	Others ( Sbm, SEO, parents)	Total
Matimba	30/10/2015	Math Camp	1	14	22	1	0	38
Muhanga	01/2016	Writers' workshop	2	13	15	-	-	30
Matimba	25/02/2016	Writers' workshop	4	13	20	-	-	37
Muhanga	25/02/2016	Math Camp	1	10	17	-	12	40
Mbuga	17/05/2016	Math Camp	6	-	27	-	-	33
Byumba	28/5/2016	Writers' workshop	-	49	-	-	-	49
Bicumbi	25/5/2016	Resource making workshop	2	14	-	1	-	17
Bicumbi	28/04/2016	Math	-	107	-	-	-	107

		Camp						
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Many of these sessions took place in the TTCs' Teaching Resource Centers (TRCs).



Figure 2: Students from TTC Gacuba II in Teacher Resource Centre

*Outputs 1.E:*

- Each TTC supported by a VSO volunteer. 13 TTCs have been supported throughout L3.
- L3 instructional materials and practices integrated into TTCs. Completed
- Ongoing support to TTC tutors and student teachers provided. Completed

## Activity 1.F Pilot initiatives to improve teachers' motivation and working conditions

### SGAC training

In year 5, L3 partner Concern Worldwide continued to train School General Assembly Committees (SGACs), formerly Parent Teacher Committees (PTCs), on their roles and responsibilities as well as their support to teacher motivation, literacy, and equity in education. Five members of each SGAC were trained, including the SGAC president (a parent), the vice president (a teacher), the secretary (head teacher), a teacher representative, and school owner or SEO.

During the year, introductory meetings were held in Kayonza, Bugesera and Karongi with DEOs, SEOs, and Immigration and Joint Action Development Forum (JADF) officers as these were new districts for Concern's SGAC trainings. The meetings were to introduce the program and target beneficiaries and to discuss roles and responsibilities of various stakeholders.

Following introductory meetings, from October 2015 to July 2016, Concern Worldwide trained 277 SGACs, and 40 Sector Education Officers from Karongi, Bugesera and Kayonza districts on their roles and responsibilities and their role to support teacher motivation.

As part of the trainings, SGACs developed action plans for initiatives in support of teacher motivation. SGACs with strong teacher motivation initiatives were awarded. Type, size, and number of target beneficiaries were taken into consideration to determine the amount of the award. The five trained members were expected to go back to their SGACs to share what was learned with the other members and finalize their action plans together.

Table 6: SGACs trained

DISTRICT		Number and Category of Participants who attended							
	SGACs/PTCs reached	H Teachers	Teachers	Parents (PTC/SGAC President and Vice President)	SEOs + DEO	School owners	Total	F	M
	72	72	72	144	12	12	312	66	246
	80	77	80	156	14	24	351	94	257
	<b>125</b>	<b>125</b>	<b>121</b>	<b>123</b>	<b>14</b>	<b>14</b>	<b>48</b>	<b>549</b>	<b>142</b>
	<b>277</b>	<b>274</b>	<b>273</b>	<b>423</b>	<b>40</b>	<b>50</b>	<b>711</b>	<b>709</b>	<b>645</b>

Table 7: SGACs implementing initiatives SGACs Teacher motivation awarded

Type	Number of IGAs supported	Amount awarded (Rwf)
Hair salon	50	17,045,000
Small livestock (pig/goat/rabbit)	34	14,862,000
Cow rearing	73	39,012,500
Agriculture/cultivation	14	5,742,500
Small business/boutique	3	1,200,000
<b>Total</b>	<b>174</b>	<b>77,862,000</b>

Table 8: SGAC's awarded in FY 2016

District	Sector	No	SGAC awarded	Kind of initiative awarded
Nyanza	Mukingo	1	EP Mwanabili	Hair cutting salon
	Busasamana	2	EP Rwesero	Hair cutting salon
	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 salon
	Kabacuzi	4	P Kavumu	Hair cutting salon,
	Cyeza	5	GS Cyeza	Cow rearing
	Nyamabuye	6	GS Kabgayi B	Hair cutting salon

During monitoring visits, Concern is also able to identify the best SGAC initiatives in support of teacher motivation. The best are then awarded 620,500 Rwandan francs each to support the continuation of the initiative. Ten SGACs from Ruhango, Nyanza, and Huye were identified to receive awards early in year 5. In addition, twelve SGACs from Nyanza, Burera and Muhanga received awards for initiatives including tontines for teachers, growing vegetables or bananas, raising animals and having a hair salon on the school grounds.

### Preparation of the learning paper

During the reporting period, Concern embarked on a study of the previous four years of implementation of school-community partnership activities within the L3 consortium. The purpose of the study was to assess the impact of Concern's support to school-community partnerships in improving early grade literacy and enhancing the culture of reading in Rwanda. The study highlights key achievements and opportunities, proposes solutions for addressing barriers and challenges to improving literacy in education, and presents a way forward for future programming. As part of the study, consultative meetings with different stakeholders including SGACs/PTCs, DEOs, SEOs, REB as well as field surveys with parents, children and teachers were organized. The information and findings will be included in the L3 final report.

### *Outputs 1.F:*

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- PTCs trained and supported to motivate teachers. Completed.

## Result 2: Improved availability and use of teaching and learning materials

### **Activity 2.A: Provide all teachers and students with a comprehensive package of learning materials**

#### **P4 materials distributed nationwide**

In year 5, L3 distributed print and audio instructional materials for P4 English and mathematics to all public and government-aided schools nationwide. The exercise began in November, when L3 Provincial Coordinators began collecting SD cards from schools. Rather than purchasing new SD cards, L3 added P4 audio content to the existing SD cards in schools. In total, L3 copied audio content to 10,086 SD cards collected from schools and on 1,798 new additional SD cards. Schools with more than 13 teachers were also provided with additional phones and speakers. Provincial Coordinators then re-distributed the SD cards in meetings held with all DEOs, SEOs, and head teachers in January. At the meetings, participants also engaged in discussions about the implementation of the program.

Following review and approval from members of L3's technical team, Burda Druk began the printing of P4 materials in December 2015 and began distribution in February 2016. Revised P1 and P2 materials were also printed and distributed to all schools in April 2016

From 7<sup>th</sup> to the 11<sup>th</sup> March, Rwanda Education Board completed an inspection on the distribution of L3 Primary 4 materials. Prior to the inspection, L3 and CPMD developed an inspection checklist and a selection of schools was sampled from 30 districts. REB Staff administered the checklist in 18 districts: Nyanza, Huye, Rubavu, Nyabihu, Rusizi, Nyamasheke, Musanze, Burera, Nyamagabe, Nyaruguru, Nyagatare, Gatsibo, Rutsiro, Ngororero, Bugesera, Rwamagana, Ruhango and Kamonyi while L3 staff administered the checklist in the remaining 12 districts. Results from the inspection showed that, 63% of the participants agreed that they received P4 L3 materials in proportion to the number of students and teachers; 78 % agreed P4 teachers have received the training on the use of P4 materials in implementing the new curriculum; 90.6 % agreed that L3 materials support the implementation of the competence based curriculum while 84 % agreed that teachers and students regularly use the EDC / L3 materials during the lesson.

The tables below show the distribution of SD cards, additional technology and instructional materials in FY 2016.

Table 9: Distribution of telephones and SD Cards to 2478 primary schools in FY 2016

Region	District	Phones ( new)	Speakers ( new)	SDs (new)	SDs (re-distributed loaded with P4 content .)
West	RUSIZI	63	63	63	350
	KARONGI	51	51	56	525
	NGORORERO	27	27	27	379
	NYAMASHEKE	81	81	81	481
	RUBAVU	57	57	57	300
	RUTSIRO	35	35	35	393
Central	GASABO	81	79	81	251
	NYARUGENGE	73	73	73	129
	KICUKIRO	33	33	33	119
	BUGESERA	24	24	24	394
	RWAMAGANA	27	27	27	278
	KAMONYI	62	62	62	298
	MUHANGA	117	116	111	371
North	BURERA	132	132	132	380
	GAKENKE	96	96	96	469
	GICUMBI	97	97	97	354
	MUSANZE	66	66	65	293
	RULINDO	79	79	79	347
	NYABIHU	68	68	68	357
South	GISAGARA	74	74	74	263
	NYARUGURU	39	39	39	343
	HUYE	36	36	36	397
	NYANZA	40	40	40	365
	NYAMAGABE	60	60	60	417
	RUHANGO	72	72	72	328
East	NYAGATARE	43	44	44	288
	GATSIBO	58	58	58	312
	KAYONZA	42	42	42	256
	KIREHE	44	44	44	290
	NGOMA	21	21	21	359
	<b>Total</b>	<b>1,798</b>	<b>1,796</b>	<b>1,797</b>	<b>10,086</b>

**Table 10: Summary of L3 Technology distributed to schools and TTCs in FY 2016**

Number of technologies	FY2016
Telephones	2,094
Speakers	2,336
SD cards	1,958
Net books	41
Pico projectors	72
Plug sockets and chargers	610

**Table 11: L3 materials distributed**

Materials distributed	2016
P4 English daily readers	<b>450,116</b>
P4 English read aloud stories	6,613
P4 English teachers guides	6,613
P4 Math teachers guides	6,613
Community mobile libraries story collections	13,096
Andika Rwanda reading materials distributed	4,875

**P1 to P4 program supported nationwide**

Provincial Coordinators worked closely with local education stakeholders to support the implementation of the program. At the end of the 2015 school year, provincial coordinators contacted SEOs and head teachers to ensure that schools had collected all student readers back from students. Throughout the year, provincial coordinators provided DEOs, inspectors, and SEOs with regular updates on the implementation of the program and observations from school monitoring visits and lesson observations. Provincial Coordinators shared information about stolen or damaged materials, observations about the use of L3 materials in school, creation of print rich classroom environments, and so on.



**Figure 3: An example of student readers covered and collected at the end of term**

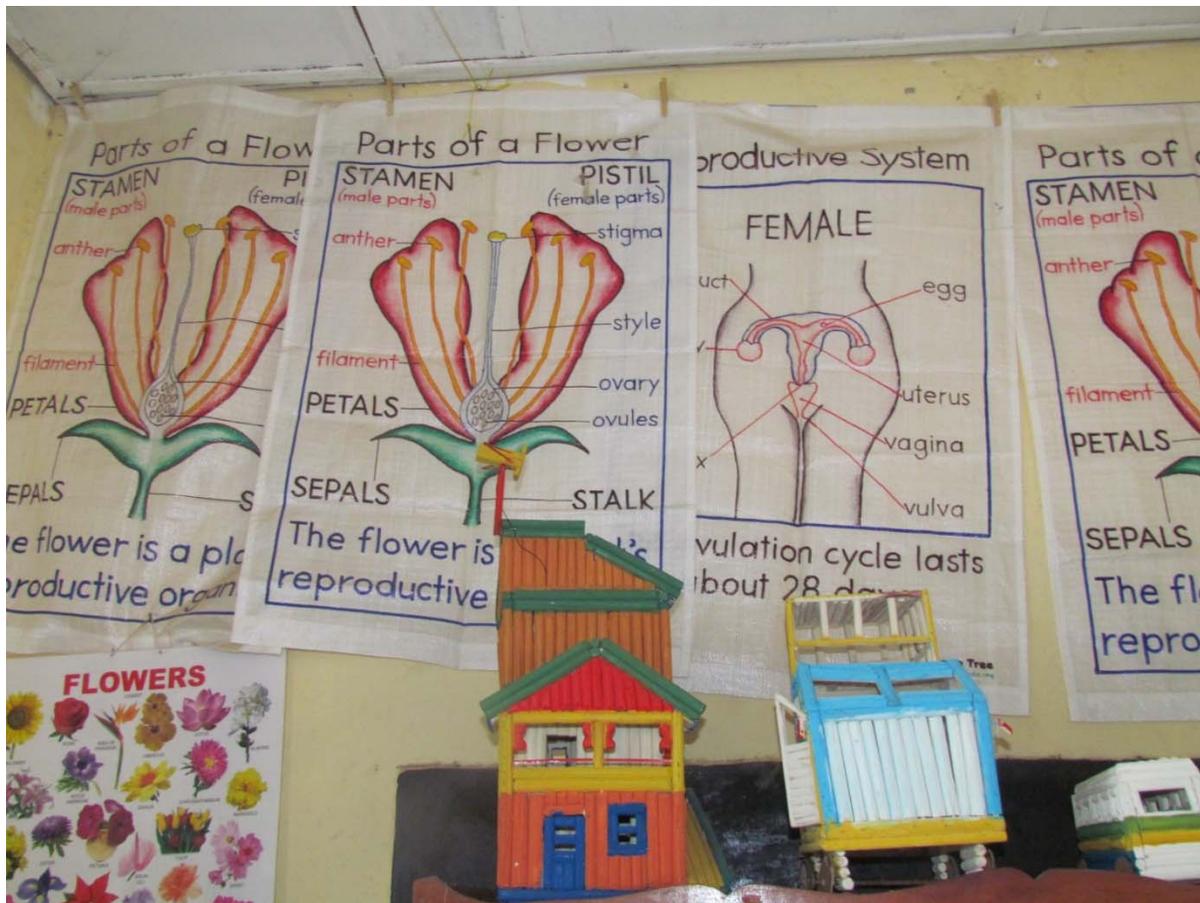


Figure 4: A good example of print rich environments, shared with DEOs

### National Writing Competition

The 2016 Andika Rwanda competition was officially launched through a radio program on 11<sup>th</sup> June on Isango Star Radio. The competition was jointly launched by REB represented by the DDG of Education Quality and Standards, Mr. Rutali Gerard, and EDC/L3 represented by Mr. Ndahayo Protogene, L3's Implementation Coordinator. Radio adverts for public awareness were also aired on Rwanda Broadcasting Agency and Radio Isango.



Figure 5: Andika Rwanda Radio Launch

Information about the competition was also shared on MCOP, the development partner newsletter, REB and MINEDUC websites, with Peace Corps volunteers, RENCP, NINGO, and various partners' social media pages. SEOs, primary schools, all schools that participated in the 2015 competition, and managers of L3's community mobile libraries were sent SMSs alerting them to the competition and informing them of how to receive their information packets.

In July and August, DEOs organized district-level juries and sent their best stories and poems to Kigali for final evaluation. In September, L3 also disseminated an RFQ for the publication of the winning stories and poems. A publisher was selected who worked with the winning authors to improve the manuscripts prior to the national jury and award ceremony which took place in September 2016.



Figure 6: Andika Rwanda National Story and Poetry Writing competition winners

*Outputs 2.A:*

- P1 to P4 program rolled out nationwide. Completed.
- P4 materials distributed. Completed.
- Third annual national writing competition completed.

**Activity 2.B: Pilot additional innovative tools and materials, particularly in rural and low-income regions**

In year 5, L3 continued to rollout the Community Mobile Library (CML) Initiative and to monitor existing libraries. 8 new libraries were distributed, bringing the total to 85 libraries across the country, reaching all 30 districts. L3 distributed 3 additional CMLs to Musaza in Kirehe, Uwinkingi in Nyamagabe and Mpanda in Nyaruguru communities and districts. Two of the CMLs distributed are hosted in L3 Plus resource centres. In addition to the CML books, Musaza community received L3 printed materials (Kinyarwanda and English Pupil’s books) and Andika Rwanda books (a compilation of winning stories and poems from Andika Rwanda Competition Edition 2014). The other communities received Andika Rwanda books in addition. The initiative was further expanded to additional partners; L3 distributed the last of its 85 CMLs to MindLeaps in Rwezamenyo Sector, Nyarugenge district. MindLeaps currently has a center serving 90 youth daily in Nyamirambo. The table below includes the quantity of books distributed.

Table 12: Reading materials distributed to Community Libraries in year 5

District	Sector	Cell	Village	Organization Responsible	Titles	
					Kinyarwanda	English
Kayonza	Kabare	Rubumba	Gakenyeri	PCV and GS Rusenyi	141	856
Kamonyi	Runda	Gihara	Nyagatare	PCV and GS Gihara	177	818
Rubavu	Kanzenze	Kanyirabigogo	Gataba	ADEPR	189	812
Kirehe	Musaza	Musaza	Musaza	Catholic Parish	221	918
Nyamagabe	Uwinkingi	Kibyangira	Sekera	L3 Resource Centre	150	1033
Nyaruguru	Kibeho	Mpanda	Munege	L3 Resource Centre	116	977
Nyarugenge	Rwezamenyo	Kabuguru II	Mutaka	Mind Leaps	147	955
<b>Total</b>					<b>1141</b>	<b>6369</b>



Figure 7: CML hosted in Mind Leaps premises



Figure 8: MindLeaps Community enjoying the library

### **Collect and analyze data on implementation of mobile libraries**

L3 continued to monitor the implementation of existing community mobile libraries. The L3 Equity and Parent Partnership Task leader in collaboration with the M&E team was able to visit all community libraries. The preparation and development of tools to be used in impact assessment of L3 CMLs was completed and data collection undertaken in June and July 2016. The CML impact assessment report will be included in the L3 final report.

#### *Outputs 2.B:*

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- Eight additional community mobile libraries established and supported. Completed.

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

#### **Writers Workshops**

During the reporting period, the Mbuga based LNA involved TTC tutors and local primary school teachers in a 3 day English story writing course where they worked on creating stories suitable for children in a rural Rwandan context. 11 TTC tutors and 19 local primary school teachers participated in the training. Likewise in TTC Muhanga, a Writer's Workshop was conducted for tutors and teachers. The content included training on how to plan, write and produce stories suitable for children and on how to use the stories in the classroom.

The Writer's Workshop 2 was also conducted in TTC Matimba on the 25<sup>th</sup> and 26<sup>th</sup> of February 2016. Participants that had attended Writer's Workshop 1 shared how they had used the skills gained in the

first training. They also gained skills on how to conduct story-telling lessons. Among the challenges is that some teachers who had attended the first workshop had already left their former schools so some new participants attended and therefore had to be given a summary of Writers workshop 1.

**Table 13 Stories produced in Writers Workshops and problem sets produced in math camps**

TTC	Number of different book/ story titles authored locally	Numbers of different problem sets authored locally
BICUMBI	14	
KIRAMBO	35	5
SAVE	19	
<b>Total</b>	<b>68</b>	<b>5</b>

### **Math Camps**

Through Math Camps, participants learn how to make mathematics enjoyable for students by using learner-centered starter activities, engaging students in critical thinking and problem solving, and solving problems in a real life context. Participants also learn about various assessment techniques. Math Camp 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 ensured that the participants gained skills in making numeracy resources and how to use them in classroom settings.

The participants made 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. The ones made by TTC Students were kept in the TRC.

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 4<sup>th</sup> 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.

### **Materials Making**

During the reporting period, resource-making sessions progressed in supported TTCs. For instance, in TTC Gacuba II, an instructional material making session for children with learning barriers was held in November 2015. The session focused on developing materials to support literacy and numeracy teaching in P1 to P4.). 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 continued to provide regular resource making sessions for the local teaching community. Other TTCs set up similar frameworks to enable local primary school teachers visit the TTCs regularly for material making and usage sessions. Literacy and Numeracy Advisors reported an

increasing number of primary school teachers from the TTC Cyahinda, TTC Muramba and TTC Zaza catchment areas who visited for material making support.



Figure 9: Rice sack book making at TTC Mururu

#### *Outputs 2.C:*

- Writers Workshops conducted in TTCs. Completed
- Math Camps conducted in TTCs. Completed.
- TTC tutors, student teachers, and primary teachers trained in making low-cost, no-cost materials. Completed

### **Activity 2D: Promote a culture of reading**

#### **SGAC Training**

As explained in section 1.F above, in year 5, Concern trained 277 SGACs in Kayonza, Bugesera and Karongi districts. As part of their training, SGACs learn about their role in promoting community involvement in literacy by sensitizing parents, families, local leaders, and school staff. As part of their training, SGACs then make action plans for implementing activities to promote literacy.

During the SGAC trainings in Kayonza District, 1,168 BCC posters with messages intended to change parent and community attitudes towards literacy, were distributed. 72 schools/ SGACs were trained in Kayonza and 80 schools/ SGACs from Bugesera with the purpose of sensitizing the community to promote and support the culture of reading. The BCC posters are intended to raise parents' awareness on their roles to provide their children the time to read at home and to support them while reading.

During literacy events, P1-P4 children participate in school- and sector-level reading competitions. Sector-level winners are awarded pencils, notebooks, and posters with Behavior Change Communication (BCC) messages about promoting literacy. Parents are also invited to participate and are sensitized about the importance of supporting their children to become strong readers.



Figure 10: PTC Member in Bugesera ranking PTC Performance

At the events, Concern also distributed BCC posters with messages promoting the culture of reading.

### TTC outreach activities

One of the key components of VSO-L3 is to support the culture of reading. This progressed during the reporting period. For instance, the LNA based in TTC Mbuga organized community library sessions at the local community. Children and adults were invited into the community hall to attend a mobile library session. Likewise in TTC Bicumbi, informal community library sessions were organized to promote a culture of reading (reading for pleasure).

### Outputs 2.D:

- PTCs trained and supported on community support to literacy. Completed
- TTC outreach activities conducted to promote the culture of reading. Completed

## Result 3: Support for English

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

As mentioned in 1.B, in year 5, L3 completed and distributed the P4 English print and audio instructional materials.

### *Outputs 3.A:*

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- See outputs in 1.B and 1.C above

### **Activity 3.B: Use IAI to reinforce and extend face-to-face ESL training program**

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.

### *Outputs 3.A:*

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- See outputs in 1.B above

### **Activity 3.C Use the SBMP to reinforce teachers' English**

In Year 5, L3 placed an English Language Advisor for the SBMP in TDM to support the restructured SBM Programme. The English Language Advisor has worked with REB, Peace Corps URCE and other development partners to develop English materials that will be used in the training of the restructured SBM Programme. The L3 English Language Advisor has developed English language syllabi for Beginners and intermediate levels. These syllabi have been submitted to REB TDM validation. The L3 English Language Advisor has also produced recommendations for materials to be used in developing English language for teachers including the list of the first 1000 English words. Other activities completed by the L3 English Language Advisor include:

- Sorting the primary curriculum into loose topics and mapping the progression of different language structures.
- Looking at how the Primary English curriculum fits with the REPS scales (since the L3 materials are linked to the curriculum, it is helpful to see where there is useful content in the curriculum and in L3 materials)
- Looking at which stories/reading material from P3 L3 materials could be used to support the REPS scales
- Documenting games, songs and role-plays in the L3 Audio materials to see if they can be used for English materials
- Researching which grammar and vocab appears at the CEFR A1 and A2 levels: An investigation on the use of different verbs (language structures) at A1 and A2 levels was done

### **TTC Extracurricular Activities**

During year VSO volunteers have organized a number of extra curricula activities aimed at supporting English in TTCs. In April and May 2016, LNAs supported TTC students to prepare for the first ever inter-TTC debate competition which was organized in partnership with UR-CE. The debate was used as occasion to celebrate and showcase student teachers' English language proficiency.

All 16 TTCs were represented. In total, 64 student teachers took part in the competition. TTC Kirambo won the competition and received a trophy. The VSO Country Director, an EDC/L3 representative and the Deputy Principal of UR-CE attended the closing ceremony. Each student participant received a mini dictionary as a token of appreciation and acknowledgement of their participation.



Figure 11: Closing ceremony of TTC debate competition

Aside from the inter-TTC debate completion, the LNA based in TTC Bicumbi conducted 2 sessions of listening activities weekly as part of the English lessons for Y1 students. The aim of these activities was to improve student teachers' use of English, in particular, listening skills as tutors had highlighted this as a weakness. In addition, in April 2016, the LNA based in TTC Mbuga took the initiative to establish a community library in a nearby commercial center. This community library was inaugurated as part of activities carried out to celebrate World Book Day. The activities were aimed at children to encourage them to visit the library regularly.

#### *Outputs 3.C:*

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- Extracurricular activities in support of English supported at TTCs. Completed

#### **Activity 3.D Revise the existing English curriculum**

Completed

#### *Outputs 3.D:*

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- Completed.

## Result 4: Strengthen Ministry Capacity

### Activity 4.A: Strengthen MINEDUC central capacity

L3 aims to support REB by participating in a number of REB Task Forces and Technical Working Groups, including the SBM Program Task Force, the Teacher Professional Development Technical Working Group, the Pre-Service Task Force, the Curriculum, Materials, and Assessment Technical Working Group, the School Leadership and Management Task Force, and the Rwanda Reads Steering Committee. In year 4, L3 continued to participate in these and to co-chair the SBM Task Force.

L3 also held quarterly steering committee meetings to update REB senior management and USAID of project progress.

#### *Outputs 4.A:*

---

- L3 Program used to strengthen REB capacity. Ongoing.
- REB task forces and technical working groups supported. Ongoing.

### 4.B TTCs as centers of excellence for literacy/numeracy.

During the reporting period, meetings were organized to discuss with relevant stakeholders on how to position TTCs as centers of excellence for literacy and numeracy instruction, whereby primary school teachers in the TTCs catchment area can access TTC resources and avail professional support and advice on literacy and numeracy practices. LNAs facilitated at least 2 preparatory meetings in each TTC and established a calendar / timetable for surrounding schools to access the TTC. Open days were held in each TTC to raise awareness among teachers and head teachers, showcase their activities and share the timetable with the community. The meetings focused on ensuring that the TTC is useful to the community and to the Primary School Teachers in the vicinity of the TTC. The meetings also addressed concerns about the continuity of the activities beyond L3 / VSO interventions. For example, the concern about funding / running of the TRC. L3 developed center of excellence criteria, which were shared with all TTC principals and URCE.



Figure 12: TTC Mururu book fair for parents

#### *Outputs 4.B:*

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- Teachers in the vicinity of TTCs provided with opportunities to attend trainings and workshops for literacy and numeracy. Completed

#### **Activity 4.C. Develop tools and systems for monitoring teacher practices.**

In the quarter one, 2,436 School-based mentors and 2,447 School subject leaders received training on the effective use of L3 P4 materials and the implementation of the competence-based curriculum. On completion of the training, school based mentors and school subject leaders trained P4 English and Math teachers in their respective schools, through the current REB CPD cascade model.

As part of the training, L3 facilitated sessions on how to use Data Winners SMS reporting system to submit progress reports on school-based training. With the SMS reporting system, School Based Mentors report on teacher training, mentoring and coaching activities organized to support teachers in their respective schools. They will also report on fidelity of implementation of L3 materials and school statistics (enrollment, availability and use of L3 technology) throughout the year. L3 M&E team analyzed the data reported and the findings shared in quarterly reports.

In quarters 2 and 3, School Based Mentors continued to train P4 teachers in their respective schools and subsequently continued to report their achievement in the training through Data Winners SMS reports. The L3 M&E team closely followed how school based mentors reported and used the SMS reporting system in reporting. The M&E team identified the School Based Mentors who were having difficulty in

the reporting process and contacted them and advised how to rectify errors made and send correct SMS reports.

The following table portrays the status of how School Based Mentors utilized Data Winners SMS reporting system to report on the P4 teachers they have trained.

**Table 14: 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
<b>Total</b>		<b>2478</b>	<b>1161</b>	<b>545</b>	<b>467</b>	<b>1012</b>	<b>986</b>	<b>797</b>	<b>1783</b>

#### *Outputs 4.C:*

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- Senior mentors and school-based mentors thoroughly trained in the use of the SMS reporting system. Completed.
- SMS reporting system used in the School-based Mentoring Program. Completed

#### **Activity 4.D. Improve tools and systems for assessing students' reading and mathematics competencies.**

In year 5, L3 completed and presented the P1, P2, and P3 midline and P4 baseline assessment findings. The findings were presented at a public forum attended by REB senior management, USAID, development partners and other education stakeholders.

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

#### *Output 4.D:*

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- Results of the midline and baseline assessment presented to REB. Completed.

### **Result 5: Improved Equity in Education**

#### **Activity 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.

#### *Outputs 5.A:*

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- No activities planned

## **Activity 5.B: Promote positive images of girls and other marginalized groups**

Concern developed posters with illustrations promoting equity in education. Specifically, the posters address girls' rights to an education, children with disabilities, poor children, and orphans. The materials were printed and distributed in year 5.

### *Outputs 5.B:*

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- Equity messages disseminated through BCC materials. Completed

## **Activity 5.C: Train teachers and parents to address barriers**

In April 2016, VSO conducted training for champion teachers on L3 Plus teaching strategies and educational resources adapted to children with special needs. After the training of champion teachers, L3 Plus Technical Group comprising representatives from REB, UR-CE, EDC, VSO and DEOs conducted monitoring visits to 6 schools piloting the teaching strategies and resources. In the review meeting, all SEOs and Head teachers from targeted sectors and schools were invited and accepted to help teachers to transfer the acquired knowledge to others.

In addition to the teacher training, theatre performances were conducted in the two L3 plus districts. Children, community members, parents of CWDs, teachers, NCPD local representatives and others attended the performance and were sensitized on rights and social inclusion of people/children with disabilities. The performance in Nyamagabe district was conducted in the market in order to reach a large audience.

### **SGAC training on equity in education**

During the training of SGACs, participants were trained on gender and equity related issues. Parents, teachers and Head teachers committed to develop action plans in relation to gender and equity. So far 1,057 SGACs (schools) in 12 districts (Bugesera, Burera, Gisagara, Huye, Karongi, Kayonza, Muhanga, Nyamagabe, Nyanza, Nyaruguru, Ruhango, and Rulindo) were trained. Gasabo District was excluded after the pilot phase.

During the follow up visits, SEOs, CBFs and Concern staff monitored 529 SGACs plans with regard to the promotion of equity in education. All the SGACs visited, had included activities like creation of gender clubs, rehabilitation of girls' rooms and/or equipping them, and sensitization campaigns to the community to promote equity in education.



Figure 13: Saloon set up by teachers in Kigarama PS Nyaruguru district after receiving teacher motivation award



Figure 14: Cow rearing at Mbogo PS after receiving the teacher motivation award-Gisagara District

*Output 5.C:*

- Teachers and parents trained on special needs education and equity. Completed
- PTCs trained and supported on undertaking initiatives for equity in education. Completed

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

L3's CML Initiative aims to provide the most remote, low-income communities with access to rich reading materials. Libraries are distributed to communities ready to manage them with preference for rural communities. In year 5, eight additional CMLs were distributed to reach the target of 85 CMLs nationwide.



Figure 15: Mobile Library of MURAMBA in Ngororero District, people regularly come and visit the library for reading and they learn how to make small projects which are income generating.

### *Outputs 5.D:*

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- Rural, low-income districts and communities identified for additional support. Completed

### **Activity 5.E. Increase awareness of equity issues at key nodes**

In year 5, the L3 Resources Centers (RC) continued to report receiving regular visits from community members since the RCs have been fully equipped and functional as sources of information and resources on Special Education Needs and Inclusive education. Teachers and other community members frequently visit the centers with the aim of learning more about the resources and materials. Most of teachers who visited the RC are happy to share the information about how it is enjoyable to teach children with SEN using the resources and materials provided in the RC. Teachers also copy some of the local teaching materials found in RC. Pupils from secondary schools, requested to visit the RCs during weekends to read books from the Community Mobile Library.

Open days were held at Nyamagabe and Nyaruguru resource centers for community members. The purpose of the open days was to motivate the visitors to make and/or use the materials and resources available at the resource centers. CHWs, NCPD local representatives and teachers from 30 targeted schools in both Nyamagabe and Nyaruguru district attended the open days. Teachers learnt how to make low or no cost materials and were encouraged to make them while they are in their schools. 146 teachers participated in the open days (80 from Nyamagabe and 66 from Nyaruguru). CHWs, NCPD local representatives and Health Care providers were also in attendance.

The L3 Plus project also continued the information sessions for parents who have children with impairments in 6 targeted sectors namely Kibeho, Rusenge and Mata of Nyaruguru district and Uwinkingi, Gasaka and Tare sectors of Nyamagabe on identification of and care and support for children with special needs. The trainings were mainly focused on understanding the impact of stigma, signs of impairments and caring for children with impairments.

### *Outputs 5.E:*

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- At least one model special needs education resource center established. Completed
- Guidance and materials provided to parents and community workers on how to deal with special needs children. Completed
- Teaching strategies for conveying the L3 program effectively to children with special needs identified, and workshops held to disseminate these strategies. Completed

## **Monitoring and Evaluation**

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 PMP table on page 42.

Using Data Winners SMS reporting system, M&E collected data on P4 teachers trained in quarter 2. The same process of data compilation was done on the delivery of L3 materials distributed to schools, TTCs and to community mobile libraries. This involved the review of the proof of deliveries signed by school

head teachers and community mobile libraries representatives acknowledging the reception of L3 materials.

The M&E team in collaboration with Programme Implementation Team used the school and grade monitoring tools to assess the progress and status of L3 implementation in schools. Non-audio and audio observation tools were used to assess the teachers' practices teaching literacy and numeracy. All the monitoring tools and lessons observation were programmed in Survey To Go.

L3 supported 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. L3 also supported the College of Education and Pre Service Task Force to carry out the TTC situational survey as part of the process of TTC curriculum review.

### School Monitoring

In year 5, the L3 M&E and program implementation teams conducted regular school monitoring and lesson observations. They used the school and grade monitoring tools in Survey To Go to assess the progress and status of L3 implementation in schools and non-audio and audio observation tools to assess teachers' practices in teaching literacy and numeracy. The following tables summarize the schools monitored and lessons observed.

Table 15: Schools visited per Province in FY 2016

Kigali City /District	# of schools visited	Northern Province/ District	# of schools visited	Southern Province/ District	# of schools visited	Western Province District	# of schools visited	Eastern Province/ District	# of schools visited
Gasabo	4	Burera	7	Gisagara	18	Karongi	18	Bugesera	12
Kicukiro	5	Gakenke	17	Huye	10	Ngororero	12	Gatsibo	10
Nyarugenge	1	Gicumbi	9	Nyamagabe	12	Nyabihu	15	Kayonza	15
		Musanze	9	Nyanza	8	Nyamasheke	14	Kirehe	12
		Rulindo	11	Nyaruguru	13	Rusizi	14	Ngoma	8
				Kamonyi	14	Rubavu	10	Nyagatare	10
				Ruhango	14	Rutsiro	13	Rwamagana	9
				Muhanga	10				
<b>Total</b>	<b>10</b>	<b>Total</b>	<b>53</b>	<b>Total</b>	<b>99</b>	<b>Total</b>	<b>96</b>	<b>Total</b>	<b>76</b>

Table 16: Distribution of teachers monitored in FY 2016

Grade	Province					Total	
	East	Kigali City	North	South	West		
P1 Subject	Kinyarwand a	34	7	34	40	22	137
	Math	14	4	12	15	9	54

P2	English	6	0	8	16	7	37
	<b>Total</b>	<b>54</b>	<b>11</b>	<b>54</b>	<b>71</b>	<b>38</b>	<b>228</b>
P3	Kinyarwand	18	2	22	34	14	90
	Subject a						
	Math	24	4	17	18	12	75
	English	8	6	20	16	3	53
	<b>Total</b>	<b>50</b>	<b>12</b>	<b>59</b>	<b>68</b>	<b>29</b>	<b>218</b>
P4	Kinyarwand	14	2	14	22	16	68
	Subject a						
	Math	15	6	16	26	16	79
	English	31	2	13	19	11	76
	<b>Total</b>	<b>60</b>	<b>10</b>	<b>43</b>	<b>67</b>	<b>43</b>	<b>223</b>
P4	Kinyarwand	4	2	0	2	0	8
	Subject a						
	Math	24	4	12	28	22	90
	English	43	5	14	39	25	126
	<b>Total</b>	<b>71</b>	<b>11</b>	<b>26</b>	<b>69</b>	<b>47</b>	<b>224</b>
Total	Kinyarwand	70	13	70	98	52	303
	Subject a						
	Math	77	18	57	87	59	298
	English	88	13	55	90	46	292
	<b>Total</b>	<b>235</b>	<b>44</b>	<b>182</b>	<b>275</b>	<b>157</b>	<b>893</b>

Table 17: Audio Lessons Observed

	Class	Subject			Total
		Kinyarwanda	English	Math	
	P1	4	0	1	5
	P2	5	4	2	11
	P3	8	4	6	18
	P4	1	2	1	4
	<b>Total</b>	<b>18</b>	<b>10</b>	<b>10</b>	<b>38</b>

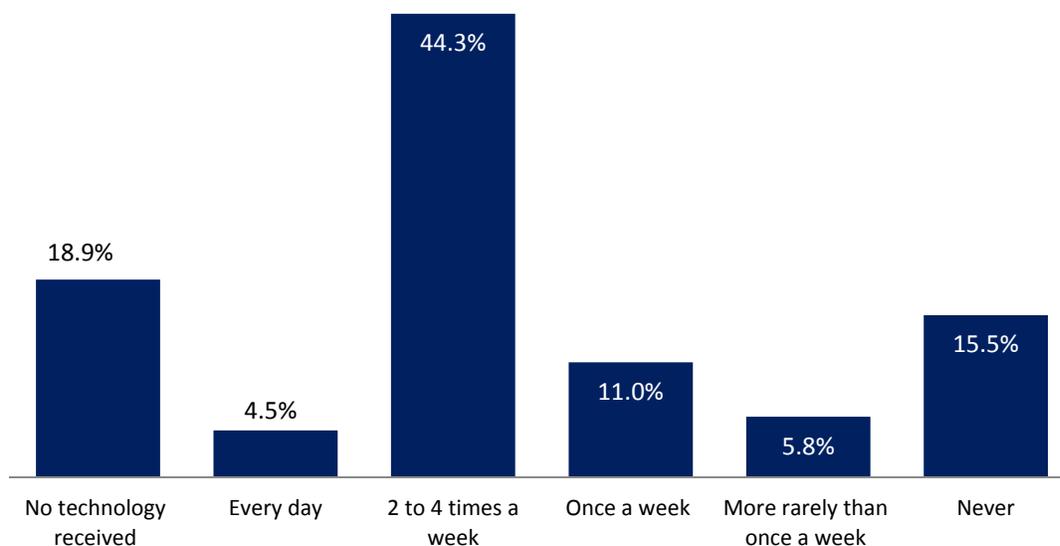
Table 18: Non audio lessons observed

	Subject			Total
	Kinyarwanda	English	Math	

Class	P1	22	9	6	37
	P2	9	8	8	25
	P3	13	10	10	33
	P4	0	20	20	40
	<b>Total</b>	<b>44</b>	<b>47</b>	<b>44</b>	<b>135</b>

Teachers were also asked the frequency that they use L3 technology.

**Frequency of use of L3 technology in FY 2016 (n=893)**



**Table 19: Frequency of technology use in schools**

Grade	How often do you use this technology in teaching pupils this subject(s) in your classroom?						Total	
	No technology received	Every day	2 to 4 times a week	Once a week	More rarely than once a week	Never		
P1	Subject Kinyarwanda	26	5	60	14	8	24	137
	Subject Math	8	2	28	7	2	7	54
	Subject English	10	0	15	4	3	5	37
	<b>Total</b>	<b>44</b>	<b>7</b>	<b>103</b>	<b>25</b>	<b>13</b>	<b>36</b>	<b>228</b>
P2	Subject Kinyarwanda	12	3	47	7	6	15	90
	Subject Math	8	7	40	7	2	11	75
	Subject English	5	5	23	5	4	11	53
	<b>Total</b>	<b>25</b>	<b>15</b>	<b>110</b>	<b>19</b>	<b>12</b>	<b>37</b>	<b>218</b>
P3	Subject Kinyarwanda	5	5	36	9	4	9	68

	Math	7	3	42	11	2	14	79
	English	12	5	35	7	6	11	76
	<b>Total</b>	<b>24</b>	<b>13</b>	<b>113</b>	<b>27</b>	<b>12</b>	<b>34</b>	<b>223</b>
P4	Kinyarwanda	1	0	2	3	0	2	8
	Subject Math	29	2	29	11	6	13	90
	English	46	3	39	13	9	16	126
	<b>Total</b>	<b>76</b>	<b>5</b>	<b>70</b>	<b>27</b>	<b>15</b>	<b>31</b>	<b>224</b>
Total	Kinyarwanda	44	13	145	33	18	50	303
	Subject Math	52	14	139	36	12	45	298
	English	73	13	112	29	22	43	292
	<b>Total</b>	<b>169</b>	<b>40</b>	<b>396</b>	<b>98</b>	<b>52</b>	<b>138</b>	<b>893</b>

During school visits, the M&E and implementation teams discussed the implementation of the program with teachers. They also collected examples of best practices in schools and classrooms. The team has observed that more and more teachers are creating teaching aids, such as flash cards. This could be because, since lessons are scripted for teachers in the teacher's guide, they now have more time to be creative. The team has also seen greater use of group and pair work. During L3's first teacher trainings, teachers would claim that group work wouldn't be possible in their large classrooms with young children. Today, group and pair work is a common practice. Teachers are also more regularly assigning students homework, and students are bringing home their daily readers to practice.

School management of materials and technology is also improving. The team has observed that children have been covering their student daily readers, and schools store the books from other terms in the school library or other bookshelves. Schools have also been proactive about the management of technology by replacing cables and batteries with school funds and finding alternative means, such as laptops, to keep technologies charged. Examples of these good practices can be found in the photos below.



Figure 16: A word wall in a P1 classroom in Kayonza district



Figure 17: Children counting in pairs in Gicumbi District



Figure 18: Students reading through their student readers fluently and correctly, GS Karehe , Karongi Distr

### Partners Support

In year 5, Concern and VSO staff were supported in the application of L3 M&E procedures, including tools, data collection process, and data management.

### Data Quality Assessments

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 advised by USAID were implemented.

In the same context, in quarter four of FY 2016, L3 M&E team undertook Data Quality Assessment of the data collected under L3 +. Customs indicators: *Number of children with special needs identified and signposted to the Resource Centre and/or to relevant service providers for information and support and Total number of teachers who have received in-service training on teaching students with special educational needs.* L3 M&E and the VSO L3 + team reviewed the data collection tools and how the data collected are analyzed, stored and reported.

## 2015 National Midline (P1-3) and Baseline (P4)

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.

Overall, oral reading fluency assessment results showed that the proportion of learners reading on grade level increased substantially over the course of the first year 2014 to 2015 of L3 implementation nation-wide. Most of those learners who were able to read the text were also able to answer some or all comprehension questions.

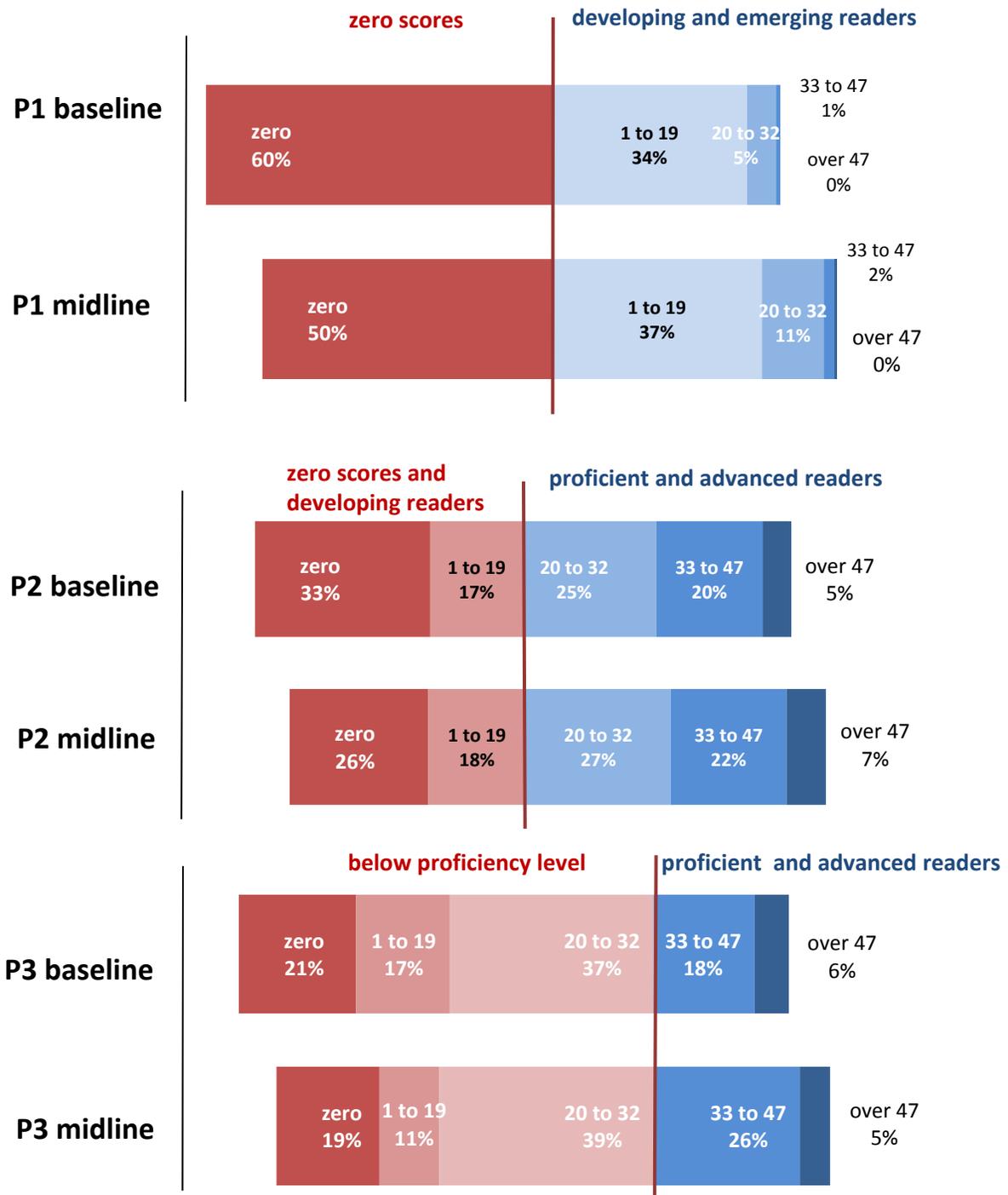
Analysis of baseline and midline FARS results showed that learners in all tested grades showed improvement in reading from baseline to midline. P1 and P3 learners showed most gains. P1 showed an average increase in FARS of 2.7 wcpm ( $\pm 1.1$  wcpm). P2 demonstrated gains from baseline to midline with an average increase of 2.3 ( $\pm 2.0$  wcpm) P3 showed average gains of 3.0 wcpm ( $\pm 1.8$  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.

The assessment found that more P2 and P3 learners could read fluently compared to their peers from the same grades that were tested the previous year, according to the proficiency standards established by REB.

Analysis of baseline and midline MARS results found that learners in P1, P2, and P3 showed improvement in mathematics after one year of L3 implementation. All grades showed statistically significant gains ( $p < .001$ ). P1 showed the largest gains from baseline to midline with an average increase of 22.2% ( $\pm 3.1\%$ ) in the percent of MARS tasks solved correctly. 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.

Figure 19: Percent of learners reading at grade level, by grade



Data analysis revealed a variety of factors associated with learners’ performance in oral reading, in math, or in both. Both at baseline and at midline learners’ age was found to negatively correlate with the achievement in reading and math whereas having a literate mother and having someone reading to

a learner at home, and checking homework regularly were found to be positively associated with reading results.

The preliminary learning outcomes, lessons and good practices of the L3 Initiative found in midline assessment were shared with education partners in Results Sharing Forum held on 4<sup>th</sup> February 2016 at Lemigo Hotel – Kigali. The forum was organized by EDC/L3 in collaboration with Rwanda Education Board.

### **2016 national end line**

In year 5 the L3 M&E and technical teams worked with REB staff at EQS to review tools for the national endline assessment of P1-4. The tools include Kinyarwanda and English reading and comprehension tests and procedural fluency mathematics tests.

L3 Management has held several meetings with USAID, Soma Umenye and REB to discuss how to collaborate and collect data together.

### *Outputs Monitoring and Evaluation:*

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- Ongoing performance monitoring and evaluation conducted. Completed.
- L3 implementing partners and staff re-oriented and supported in implementation of M&E systems and procedures. Completed.
- Data quality assurance procedures implemented and reported on a quarterly basis. Completed.
- Project partners supported in assessment of community mobile libraries, and use of behavior change communication (BCC) materials in improving reading culture and equity in education. Completed
- 2015 National Midline Assessment for P1, P2, and P3 literacy and numeracy and 2015 National Baseline Assessment for P4 literacy and numeracy data collected. Completed