School-Community Partnerships for Education (SCOPE)

Quarterly Report
Quarter 2, Fiscal Year 2017
Period: January – March 2017

Submitted 30 April 2017
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Quarterly Report

Period of Performance: January – March 2017

Quarter 2, Fiscal Year 2017

Submitted by:

Save the Children

Date Submitted: 30 April, 2017

<table>
<thead>
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List of Abbreviations

ADEPR: Association des Eglises de Pentecôte du Rwanda
BDU: Book Development & Use
COP: Chief of Party
DDP: District Development Plan
DEC: Development Experience Clearinghouse
DEO: Director of Education
ECDE: Early Childhood Development & Education
EGRA: Early Grade Reading Assessments
GOR: Government of Rwanda
HT: Head Teachers
HLE: Home Learning Environment
ICT: Information and Communications Technology
IEE: Inspire, Educate and Empower NGO
JADF: Joint Action District Forum
LB: Literacy Boost
LC: Literacy Champion
M&E: Monitoring and Evaluation
MEAL: Monitoring, Evaluation, Accountability and Learning
MINALOC: Ministry of Local Government
MOE: Ministry of Education
MVP: Millennium Villages Project
NGO: Non-governmental organization
NOUSPR: National Organization of Users and Survivors of Psychiatry in Rwanda
NUDOR: National Union of Disabilities’ Organizations of Rwanda
PSF: Private Sector Federation
PRO: Public Relations Officer
PWD: People With Disabilities
RALC: Rwanda Academy of Languages and Culture
RALSAs: Rwanda Archives & Library Services Authority
RDB: Rwanda Development Board
REB: Rwanda Education Board
RR: Rwanda Reads
RWAMREC: Rwanda Men’s Resource Center
SC: Save the Children
SBCC: Social and Behavior Change Communication
SCOPE: School-Community Partnerships for Education
SE: Executive Secretary
SEO: Sector Education Officer
SGAC: School General Assembly Committees
SIP: School Improvement Plans
SLM: School Leadership and Management
SMT: Senior Management Team
TA: Technical Advisor
URCE: University of Rwanda-College of Education
USG: US Government
I. Activity Summary

School-Community Partnerships for Education (SCOPE) is a four-year USAID-funded project that aims to foster partnerships between schools and the broader community in a bid to improve children’s literacy outcomes. The project is being implemented by Save the Children and its partner organizations namely: Umuhuza and Urunana DC, through a phased approach, in all 30 Districts of the country from January 2016 to January 2020. SCOPE has been designed to contribute to the Rwandan Education Sector under the Government of Rwanda’s national development priorities, whose strategic plan acknowledges the importance of developing lifelong reading habits and ensuring students develop the foundational skills needed to move from ‘learning to read’ to ‘reading to learn’ across all curriculum subjects. Accordingly, the goal of SCOPE is to improve P1-P3 students’ ability to read with fluency and comprehension by:

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

These three interrelated results will improve the quality of school-community partnerships as well as community and home learning environments (HLEs) (see definition in box 1). The theory of change is that children learn to read better in these supportive conditions than if they are receiving classroom-based instruction alone. SCOPE complements the classroom-based interventions of other USAID-funded education programs, namely Soma Umenye.

Box 1: Supportive School-Community Partnerships and Community/Home Learning Environments

SCOPE defines supportive school-community partnerships and community/home-learning environments with the following measurable characteristics:

- Students participate in community reading activities;
- Students spend time engaged in reading practice outside of school;
- School General Assembly Committees are active and discuss literacy at the meetings;
- Head Teachers encourage teachers to communicate with parents regarding their children’s reading progress, support community literacy activities, and communicate literacy promotion messages to parents;
- Parents/families are aware of their children’s progress in reading and take specific actions to support their children’s literacy development at home; and
- Parents and students have positive attitudes regarding reading.

In order to strengthen the capacity of school leadership to improve student literacy, SCOPE will first work in collaboration Rwanda Education Board (REB)-School Leadership and Management (SLM) department to develop National Standards for Parent-School Partnership. These standards will serve as the framework for the training modules for Head Teachers and School General Assembly Committee (SGAC) presidents and vice presidents, which will be used for self-study and with peer-learning circles facilitated by Sector Education Officers (SEOs). SEOs will have their own versions of the training modules with facilitation guidance notes and will receive a face-to-face training on their use. Once these training modules and the self-study method have been piloted in 12 districts, they will be scaled up to the remaining 18 districts in the country.

To increase effective community and parental involvement to improve literacy skills, SCOPE will conduct a comprehensive Social Behavior Change Communication (SBCC) campaign, which among other strategies, will include training community radio station workers on key SCOPE literacy messages and integrating literacy content into implementing partner Ururana’s popular radio drama series. In addition, SCOPE implementing partner Umuhuza will popularize and promote community literacy by training community volunteer Literacy Champions and engaging national youth volunteers in the promotion of literacy. Using SCOPE-developed Literacy Champion toolkits, these volunteers will organize community literacy activities such as weekly reading clubs, parent sessions on the importance of reading, Umuganda literacy activities for children, and reading festivals. In addition, SCOPE will incentivize local initiatives for community literacy activities through a Community Literacy Fund (that can be applied to in order to receive books), through using recognition strategies for best practice and high performing districts, and through fostering public-private partnerships for literacy. SCOPE will also work with national and local governments to leverage existing civic service models, such as Urugerero youth service and Umuganda, to support community literacy activities.

These complementary activities will be reinforced and sustained by technical work to foster a culture of reading and specifically to:

- Support Rwanda Reads as a technical collaboration platform for government and civil society, including revitalization of its website;
- Advocate for literacy promotion through support of policy, standards and other guidance and for institutionalization in REB and Ministry of Local Government (MINALOC) systems;
- Strengthen supply and demand of the children’s book industry through stakeholder capacity building, market research, and networking;
- Increase communities’ access to age-appropriate, relevant reading materials via book distribution for initial school-community libraries, managed by Literacy Champions, and via collaboration with Kigali Public Library.

The social inclusion and gender dimensions of the program will be integrated into all aspects of SCOPE work including in work plans, implementation, monitoring and evaluation. For example, at implementation level, SCOPE will embrace role models, by having women in leadership positions both within the project and in project activities, and by encouraging women in communities to take responsibility for project activities (e.g. being a Literacy Champion, or leading a community reading celebration). SCOPE is also committed to promoting the role of men in supporting their children’s education and will work with civil society partner, Rwanda Men’s Resource Centre (RWAMREC), to devise strategies that target men. Organizations helping people with disabilities and RWAMREC will work with SCOPE throughout the materials and SBCC campaign development to ensure SCOPE represents men, women, people with disabilities, and other disadvantaged groups in its work, and to ensure project activities include strategies for inclusion. Where possible, SCOPE will disaggregate data by sex and disability, sharing data with relevant organizations that work on these issues.

Working in the context of other interventions that are aimed at improving the quality of classroom instruction and access to high-quality, relevant teaching and learning materials, SCOPE will contribute to improved literacy outcomes for children in the primary grades, leading to increased opportunities for their success in schooling, by focusing on reaching children in their homes and communities. By the end of the project, SCOPE expects that more students will be able to read at grade level with fluency and comprehension because they are participating in out-of-school reading practice activities that complement in-class instructional activities. With the support of local officials and an effective system of professional development, Head Teachers and SGACs will promote the active participation of men and women in supporting children’s reading acquisition, including people with disabilities, the poor, and other vulnerable populations. Parents throughout Rwanda will be aware of what and how their children
are reading in school, and will be involved in supporting their children’s learning both in and out of school. Parents will deem literacy skills foundational for success in school, promote reading at home and in the community, and set high expectations for the academic achievement of their children. Reading resources in the community will be accessible and well utilized. The culture of reading will be growing stronger throughout Rwanda. As to the policy environment related to reading, a National Literacy Promotion Policy will be developed and disseminated; Umuganda Literacy will be integrated in MINALOC policy framework and programs; literacy will form an integral part of the Imihigo of key education officials at district and sector levels; and literacy will be integrated in District Development Plans and School Strategic Plans.

Please see table 1 below for more details of what constitutes a complete intervention and expected outcomes for each SCOPE stakeholder.

Table 1: Intervention activities and outcomes by stakeholder

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Complete intervention consists of:</th>
<th>Expected Outcomes</th>
</tr>
</thead>
</table>
| Child       | • Exposed to Urunana radio drama series  
• Has an enabling environment for learning to read (stakeholders listed below receive intervention and act accordingly)  
• Attends community literacy events such as reading clubs, reading festivals, etc. | • Children spend more time reading and practicing reading skills in their homes and communities  
• Children’s literacy-related knowledge, attitudes, and practices improve  
• Children’s reading abilities improve |
| Parent      | • Attends SGA meetings on the importance of literacy  
• Participates in parent session on practical strategies for supporting children’s literacy  
• Listens to Urunana radio series  
• Is exposed to other SBCC messaging on radio, TV or other channels  
• Participates in reading events or activities held in school or the community | • Parent literacy-related knowledge, attitudes, and practice will improve, such as:  
- Speaks more with children at home, including story-telling, to build vocabulary and comprehension skills  
- Sits and reads with child for a few minutes every day  
- Gives child time to attend community reading activities and time to read at home  
- Engages with child’s school, supporting reading progress |
| DEO         | • Attends introductory SCOPE meeting in Kigali  
• Supports facilitation of introductory SCOPE meeting at the district level  
• Attends training with SEOs on Parent-School Partnerships for Education (SLM modules training)  
• Is exposed to other SBCC messaging on radio, TV or other channels | • During meetings at District level, SEOs are encouraged to share achievements about literacy promotion, implementation of what they learnt from self-study modules, etc.  
• Sensitize community members on the importance of literacy through Umuganda meetings and other district level meetings  
• Organize reading events at district level |
<table>
<thead>
<tr>
<th>SCOPE Quarterly Report for the Period October-December 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District</strong> may be recognized if high performing or demonstrating best practice</td>
</tr>
<tr>
<td><strong>Include children’s literacy promotion in their annual action plans</strong></td>
</tr>
<tr>
<td><strong>Leading to:</strong></td>
</tr>
<tr>
<td>- Literacy in the district is prioritized and integrated in DEO’s annual action plans</td>
</tr>
<tr>
<td>- Meetings with SEOs to review progress on literacy promotion held regularly</td>
</tr>
<tr>
<td>- At least one reading event held per year</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SEO</strong></th>
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<tbody>
<tr>
<td>- Attend sector level SCOPE introductory meetings</td>
</tr>
<tr>
<td>- Attend SEO training at District level on Parent-School Partnerships for Education (SLM modules training)</td>
</tr>
<tr>
<td>- Receive direction/support from SCOPE staff on implementation of SCOPE activities (facilitation of SLM self-study modules with HTs / SGAC presidents/vice presidents, etc.)</td>
</tr>
<tr>
<td>- Is exposed to other SBCC messaging on radio, TV or other channels</td>
</tr>
<tr>
<td>- May be recognized via social media or other channel if high performing or showing best practice</td>
</tr>
<tr>
<td>- Facilitate face-to-face training at sector level for HTs and SGAC presidents and vice presidents on the first module of the Parent-School Partnerships for Education</td>
</tr>
<tr>
<td>- Follow up on HTs’ and SGACs’ progress towards completing and applying learning from the self-study modules</td>
</tr>
<tr>
<td>- Visit reading clubs in school communities and provide feedback</td>
</tr>
<tr>
<td>- Sensitize community members on the importance of literacy through Umuganda meetings and other sector level meetings</td>
</tr>
<tr>
<td>- Coordinate literacy promotion activities in the sector</td>
</tr>
<tr>
<td>- Support the coordination of the selection of Literacy Champion selection</td>
</tr>
<tr>
<td>- Organize reading festivals, competitions and events</td>
</tr>
<tr>
<td>- Support schools in the sector on the allocation of community literacy funds</td>
</tr>
<tr>
<td>- Include in their annual plans children’s literacy promotion activities</td>
</tr>
<tr>
<td><strong>Leading to:</strong></td>
</tr>
<tr>
<td>- Effective Literacy Champions selected and mobilized</td>
</tr>
<tr>
<td>- Literacy in the sector is prioritized and integrated into SEO’s annual action plans</td>
</tr>
<tr>
<td>- Meetings with HTs &amp; SGACs to review progress on literacy promotion held regularly</td>
</tr>
<tr>
<td>- At least one reading event held per year</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Head Teacher</strong></th>
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</thead>
<tbody>
<tr>
<td>- Collaborates with SGAC president &amp; vice president to complete the 6 SLM study</td>
</tr>
<tr>
<td>- Communities mobilized to support children’s reading activities</td>
</tr>
<tr>
<td>SCOPE Quarterly Report for the Period October-December 2016</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>modules: Parent-School Partnerships for Education</td>
</tr>
<tr>
<td>- Receives a monitoring visit from SEO</td>
</tr>
<tr>
<td>- Attends 2 face-to-face meetings with SEO and peers</td>
</tr>
<tr>
<td>- Helps to select and support community volunteer Literacy Champion</td>
</tr>
<tr>
<td>- Oversees and supports community reading activities</td>
</tr>
<tr>
<td>- Is exposed to other SBCC messaging on radio, TV or other channels</td>
</tr>
<tr>
<td>• Parents engaged in the life of the school with established channels for communication</td>
</tr>
<tr>
<td>• Communities and parents provide support for children’s reading development</td>
</tr>
<tr>
<td>• Children of all ages use books in class and take them home</td>
</tr>
<tr>
<td>• Strengthened relationships with SGAC and parent leaders</td>
</tr>
<tr>
<td>SGAC president/vice president</td>
</tr>
<tr>
<td>• Supports village leaders in the selection of Literacy Champions</td>
</tr>
<tr>
<td>• Attends training at sector level to complete the first module for Parent-School Partnerships for Education</td>
</tr>
<tr>
<td>• In collaboration with Head Teachers, completes the remaining five SLM modules on Parent-School Partnerships for Education</td>
</tr>
<tr>
<td>• Is exposed to other SBCC messaging on radio, TV or other channels</td>
</tr>
<tr>
<td>• Effective Literacy Champions selected and mobilized</td>
</tr>
<tr>
<td>• Works with Literacy Champions and Head Teachers to apply for Community Literacy Funds</td>
</tr>
<tr>
<td>• Works with Head Teacher to organize reading festivals in the school community</td>
</tr>
<tr>
<td>• Visits reading clubs and provides feedback to LCs</td>
</tr>
<tr>
<td>• Sensitizes community members on the importance of literacy through SGA and SGAC meetings</td>
</tr>
<tr>
<td>• At least one reading festival held per year</td>
</tr>
<tr>
<td>Leading to:</td>
</tr>
<tr>
<td>• Vibrant reading clubs and community libraries</td>
</tr>
<tr>
<td>Literacy Champion</td>
</tr>
<tr>
<td>• Selected by HT, SGAC, and village leaders</td>
</tr>
<tr>
<td>• Trained for a minimum of two days by Umuhuza</td>
</tr>
<tr>
<td>• Receives a copy of the Literacy Champion Toolkit</td>
</tr>
<tr>
<td>• Receives support from HT, SGAC, village leaders, and SEO</td>
</tr>
<tr>
<td>• Manages the book collections</td>
</tr>
<tr>
<td>• May receive monitoring or coaching from other LCs, Umuhuza, Peace Corps volunteers or Save the Children staff</td>
</tr>
<tr>
<td>• Leads reading initiatives (reading clubs, parent sessions, Umuganda literacy, etc) for P1-P3 children</td>
</tr>
<tr>
<td>• Manages book collections for use in reading clubs and other reading activities</td>
</tr>
<tr>
<td>• Works with Urugerero youth to promote literacy in the community</td>
</tr>
<tr>
<td>• Sensitizes community members on the importance of literacy</td>
</tr>
<tr>
<td>• Works with School Leadership and SGACs in the application of Community Literacy Funds;</td>
</tr>
<tr>
<td>• Collaborates with school leadership and SGAC to organize reading festivals in the school community</td>
</tr>
</tbody>
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9
### A phased approach to implementation:

The School-Community Partnerships for Education (SCOPE) project was launched in Rwanda in 2016. Burera and Gicumbi Districts were chosen as implementation locations in year one in order to build on operational and program activities already in place by Save the Children and Umuhuza in these areas. This selection was made to enable immediate start-up of program activities under SCOPE, capitalizing on program experience, existing infrastructure and community/government relationships. Commencing October 2016, SCOPE phased operations into 10 new districts of Gasabo, Nyarugenge, Rwamagana, Kirehe, Ngororero, Nyabihu, Rubavu, Muhanga, Ruhango and Musanze.

Going forward, Save the Children is committed to the expansion of SCOPE into additional districts in partnership with REB. The anticipated plan for further district expansion is outlined below:

- In Year 3 (FY 2018, commencing October 2017), the 18 remaining districts will be phased-in to reach national scale.
- In Year 4, SCOPE will consolidate its model at scale, making adjustments to various approaches as necessary, documenting experiences, best practices and lessons learnt.

### Relation of SCOPE to USAID/Rwanda’s Country Development and Cooperation Strategy

SCOPE was designed to address USAID/Rwanda’s Country Development and Cooperation Strategy (CDCS) Intermediate Result 4.1 of **improved literacy outcomes for children in primary grades** in the overall
goal of attaining USAID/Rwanda’s CDCS Development Objective 4 of increased opportunities for Rwanda children and youth to succeed in schooling and the modern workplace.

**SCOPE RESULTS FRAMEWORK**

The primary purpose of the SCOPE initiative is to improve literacy outcomes for children in primary grades. The SCOPE results framework has three intermediate Results (IRs): (1) strengthened capacity of school leadership for leading literacy focused school-community partnerships, (2) improved parental and community engagement in providing literacy support, and (3) improved culture of reading.

In order to achieve a strengthened capacity of school leadership to promote literacy-focused school-community partnerships (IR 1), the enabling policy environment must be improved so that school leaders are supported and held accountable via national standards for school community partnerships (Sub-IR 1.1). Once standards have been agreed upon, training materials will need to be developed that can guide school leaders in how to uphold these school-community partnership standards (Sub-IR 1.2). Finally, once the materials have been developed, piloted, and revised, they will need to be scaled up at the national level so that all school leaders are supported to uphold the literacy-focused school-community partnership standards (Sub-IR 1.3).

For achieving improved parental and community engagement in providing literacy support (IR 2), parents and community members first need to be convinced that providing time and support for literacy learning outside the classroom is essential. To this end, SCOPE will conduct a SBCC campaign to influence attitudes towards reading (Sub-IR 2.1). As children, parents and community members are being exposed to the SBCC campaign, community reading events and supports need to be available to try out in order to confirm budding ideas about the importance of literacy learning outside of schools. Accordingly, Sub-IR 2.2 selects and trains community Literacy Champions to organize community reading activities and mobilize parents and community members to support their children’s literacy learning. However, on their own Sub-IRs 2.1 and 2.2 may not be enough to drive sustainable changes around literacy in the 4 years of project implementation, especially where many communities are starting out with few to no appropriate children’s books and considering that the community literacy activities are largely dependent on volunteers. Consequently, SCOPE is also incentivizing communities to normalize and institutionalize these community reading activities via a Community Literacy Fund that communities can apply to in order to receive books and receive public recognition on radio, social media, and other popular forums in Rwanda; additionally, SCOPE is engaging with private institutions to popularize public-private-partnership models for literacy in Rwanda (Sub-IR 2.3). Moreover, SCOPE is working towards institutionalization of community-led reading activities for children by (1) advocating within the national youth service body (Itorero) to have community reading activities be accepted as an option for this national youth service requirement and (2) advocating for literacy activities for children during monthly Umuganda days; this will ensure that SCOPE’s community reading activities continue after the life of the project (Sub-IR 2.4).

Both IR 1 and IR 2 are dependent on and influence the culture of reading in Rwanda. In order to ensure that the culture of reading is fostered and sustained (IR 3), SCOPE will work to revitalize MINEDUC/REB’s Rwanda Reads networking platform, which strives to foster synergies among stakeholders via information sharing, networking, and promotion of literacy activities and initiatives. SCOPE will re-energize dormant Rwanda Reads members, bringing on new members and supporting members to organize literacy events all year round and especially during the Literacy Month in September; SCOPE will be the technical lead to revitalize the Rwanda Reads website with important advocacy and implementation resources (Sub-IR 3.1). Simultaneously, SCOPE will seek to improve the enabling policy environment related to literacy promotion to ensure the culture of reading is supported at the national level and cascaded down to local levels by supporting the drafting and approval process
of a National Policy for Literacy Promotion; SCOPE will also support its dissemination through its various project activities and forums. Additionally, via advocacy for districts to incorporate literacy, and school-community partnerships specifically, into their Imihigo and District Development Plans, SCOPE will work with districts to improve the enabling environment at the district and sector levels by building literacy-related objectives into their plans (Sub-IR 3.2).

As the enabling environment is promoted at the policy level, SCOPE will cultivate improved supply and demand for children’s Kinyarwanda-language reading materials through its whole-system approach, which intervenes at every stage of the local book chain. Stakeholders in the publishing industry will benefit from trainings, the continuation and expansion of the Abana writer’s café, book purchasing consortiums, and meetings of the Rwanda Children’s Book Forum; research on market preferences and other demand-related questions will be conducted and shared with publishers and the Rwanda Reads community (Sub-IR 3.3). In the interim while literacy momentum is being built, SCOPE will ensure communities have an initial supply of 100 books so that Literacy Champions and communities can begin organizing reading activities, will reward selected champion districts with an initial district-level library, and will work with Kigali Public Library to help communities make better use of the books already in community libraries (Sub-IR 3.4).

These Intermediate Results and Sub-Intermediate Results are shown in Table 2 below:

**Table 2: SCOPE Results Framework**

<table>
<thead>
<tr>
<th>Project Purpose: Improved literacy outcomes for children in primary grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IR 1: Capacity of school leadership to improve student literacy through school-community partnerships strengthened</strong></td>
</tr>
<tr>
<td><strong>IR 2: Effective community and parental involvement to improve literacy skills increased</strong></td>
</tr>
<tr>
<td><strong>IR 3: Culture of reading improved</strong></td>
</tr>
<tr>
<td>Sub-IR 1.1: Nationally appropriate vision of effective literacy school-community partnerships through evidence-based standards developed</td>
</tr>
<tr>
<td>Sub-IR 2.1: Social behavior change communications campaign for literacy developed and implemented</td>
</tr>
<tr>
<td>Sub-IR 3.1: Capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders enhanced</td>
</tr>
<tr>
<td>Sub-IR 1.2: Training and instructional materials for guiding standards implementation at sector and school levels developed</td>
</tr>
<tr>
<td>Sub-IR 2.2: Parents and community mobilized to improve student literacy</td>
</tr>
<tr>
<td>Sub-IR 3.2: Literacy-promoting advocacy agenda through Rwanda Reads advanced</td>
</tr>
<tr>
<td>Sub-IR 1.3: Scalable training approach for building school leadership capacity implemented</td>
</tr>
<tr>
<td>Sub-IR 2.3: Local initiatives for community literacy activities promoted and incentivized</td>
</tr>
<tr>
<td>Sub-IR 3.3: Supply and demand within children’s literature industry increased</td>
</tr>
<tr>
<td>Sub-IR 2.4: Existing civic service models leveraged to support community literacy activities</td>
</tr>
<tr>
<td>Sub-IR 3.4: Communities’ access to age-appropriate, relevant reading materials increased</td>
</tr>
</tbody>
</table>

The framework will serve as one of the primary SCOPE management tools, enabling the management team to define and organize its annual work plan around the desired end results, to gauge progress toward the achievement of results and to make appropriate adjustments to relevant programs and activities. The framework will also function as an effective communication tool, enabling the SCOPE
team to succinctly capture and communicate the key elements of its strategy to increase time students spend reading outside of school.

SCOPE was renamed “Mureke Dusome” through a contractual modification in the third quarter of FY2016. With the exception of project plans and reports, the project will be referred to as Mureke Dusome for all other purposes for the life of the project.
II. Overall Progress of the Activity: January 1, 2017 to March 31, 2017

In Quarter 2, SCOPE finalized the Rwanda National Parent-School Partnerships Standards as well as six training modules to implement the standards, which resulted from a workshop organized with REB and other partners to finalize the standards. The workshop was followed by the Training of Trainers (TOT) for the National Training Team that will support further trainings of DEOs and SEOs. This team was consulted and provided inputs in the six training modules developed. The final document now includes gender-specific inputs from RWAMREC.

In addition, SCOPE scaled up trainings on Parent-School Partnerships for Education in five out of ten new Districts of Ngororero, Muhanga, Ruhango, Musanze and Nyabihu. The trainings for DEOs and SEOs were conducted in the above mentioned districts whereas the trainings of HTs and SGACs were conducted in three Districts of Ngororero, Ruhango and Musanze.

The process of engaging the Rwanda Broadcasting Agency (RBA) which includes TVR, Radio Rwanda and affiliated community radios, as a SCOPE partner commenced in this quarter. Meetings between SCOPE and RBA have been held to agree on partnership objectives and procedures for collaboration. Early in quarter 3, SCOPE will submit a formal request to USAID to approve this single-sourced partnership. Once approved, the partnership will pave the way for RBA’s support to the dissemination of social and behavior change messages anchored on the SBCC strategy that has been finalized and is ready for implementation.

With the aim of fostering a love of reading and to introduce children to books of literary excellence, the RCBF in collaboration with SCOPE and MINISPOC, organized a second conference that took place on March 31st, 2017. This conference not only honored the best author, illustrator and designer, but also included a panel discussion and practitioner-based presentations.

This reporting period ended with 3 district-level introductory meetings held in Musanze, Muhanga and Kirehe, 64 Sector awareness raising meetings conducted in 5 districts, and training of 342 Literacy Champions in Ngororero and Ruhango Districts. Additionally, the first ever Rwanda Reads Provincial Learning Event was organized in Musanze District. Lastly, Umuganda literacy events were organized benefitting 779 children in 8 sites of Gicumbi and Burera Districts.
III. Progress by SCOPE Activity Components

Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy

Activity 1.1 Create nationally appropriate vision of effective literacy school-community partnerships and improve student literacy

1.1.1 Synthesize existing knowledge of reading approaches in Rwanda

1.1.2 Conduct formative research with URCE on interests, attitudes, and needs of stakeholders & disseminate results of research
During the quarter, a meeting was held with the Dean of the School of Education at URCE to lay the groundwork for the implementation of the MOU between URCE and Save the Children. Following this, a more formal meeting to include the Save the Children’s education team, the Principal of URCE, the Dean of the School of Education, and the Dean of Inclusive and Special Needs Education has been arranged for the second week of April 2017 (Q3).

1.1.3 National Parent-School Partnerships Standards Development and Dissemination

1.1.3.1 Finalizing National Parent-School Partnerships Standards
On January 26, 2017, SCOPE, in collaboration with partners from Soma Umenye/Chemonics, VVOB, VSO, IEE and RWAMREC, conducted the final workshop with REB-SLM Team to finalize the review of the Rwanda National Parent-School Partnerships Standards. In the workshop attended by 18 participants (11 men and 7 women), SCOPE presented the revised standards and two supplementary standards documents, namely a beneficiary self-evaluation tool and a quality benchmark document to support the standards. During the workshop, participants were divided into groups to revise each standard; thereafter, each group made a presentation on the issues discussed. In general, they appreciated the way the standards were developed and revised to include the feedback from the previous workshop. Participants also agreed on other changes that should be made including skills, values, attitudes, knowledge and practices of school leaders and parents. Key feedback was given on standard five where the outcome was revised to reflect gender and social inclusion on the part of parents. By the end of the workshop, all standards documentation had been finalized, ready to be submitted to REB for approval.

1.1.3.2 Strategy development meetings for incorporating National Parent-school Partnerships Standards into accountability systems within SLMU & MINALOC
This activity is planned for Q4 FY2017.

Activity 1.2 Develop training and instructional materials for guiding standards implementation at sector and school levels

1.2.1 Mapping of existing resources (as part of 1.1.1 above)

1.2.2 Develop Literacy Champion Toolkit

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2 The numbering of activities has been aligned with the FY2017 Annual Plan; please see the FY2017 Annual Plan for any questions about alignment with the illustrative life-of-the-project Annual Plan, created in early 2016.
This quarter 342 Literacy Champions from Ruhango and Ngororero Districts received LC toolkits during their trainings which will guide them in the establishment and implementation of reading clubs. The LCs that will be selected in the remaining eight districts will receive their toolkits during their trainings in Q3 and Q4 FY2017.

1.2.3 Revise and finalize SLM (HTs & SGAC heads) modules based on the Parent-school Partnerships standards
In this quarter, SCOPE finalized six modules for SEOs and HTs/SGACs. At a Training of Trainers’ (TOT) workshop convened between January 30th and 31st, 2017, the modules were presented to REB and other stakeholders to ensure that they were aligned with the needs of beneficiaries. During this training, participants provided input on the modules (including the annex on Roles and Responsibilities of SGACs), which they thought to be important in strengthening the knowledge of those studying the modules. Following are some recommendations made by participants for improving the quality of the modules:

- Replace certain pictures in the modules
- Add an annex of the law governing primary and secondary schools
  - In order to keep the module from becoming too big, module editors should make bubbles for the existing documents to orient participants where to get the necessary supplementary documents in case they wanted to refer to them.
- In regards to Kinyarwanda language, changes were made to simplify the terminologies where required to make the content clearer for all beneficiaries.

Participants confirmed that the self-study modules were well aligned with the developed Rwanda National Parent-School Partnerships standards and that they would support school leaders and parents to meet those standards.

It is important to highlight that the earlier mentioned SEO modules (available both in Kinyarwanda and English languages) are composed of SLM modules for HTs/SGACs with an addition of a guide for the SEOs, who conduct monitoring and mentorship visits to Head Teachers and SGACs to ensure their completion of the self-study modules.

1.2.4 Collaborate with RWAMREC and inclusion of organizations in charge of people living with disability (National Council of People with Disabilities) to revise and finalize training material on social and gender inclusion
In January, RWAMREC reviewed and made revisions to the Rwanda National Parent-School Partnerships Standards as well as to the SLM modules, including the SEOs’ version of the modules, to ensure that the gender dimensions of school leadership and management are adequately captured in this material. RWAMREC confirmed that the standards as well as the SEO and SLM modules were gender responsive. In their review, they pointed out that some male parents do not prioritize support to their children’s education, leaving this role to the female parents. Following this observation, the modules were modified to highlight the significance of male parents’ involvement in their children’s education.

During this quarter, Save the Children team and VSO negotiated a non-formal arrangement leading to collaboration in areas of mutual interest but focusing primarily on inclusive education. Following this development, VSO inclusion specialists provided invaluable feedback to both the National Parent-School Partnerships Standards and the SLM modules. The social inclusion and disability elements of community and school leadership and management are now reflected in the modules.

1.2.5 Conduct initial piloting of SLM Modules and Literacy Champion Toolkits
During the SLM training on module one, SCOPE distributed 75 SEO modules to SEOs, DDEs and DEOs in Ngororero, Nyabihu, Muhanga, Ruhango and Musanze districts. SCOPE also distributed 681 SLM modules to Head Teachers and SGACs of Ngororero, Ruhango and Musanze districts during their training...
SCOPE Quarterly Report for the Period October-December 2016

on module one. In Q3 FY2017, the DDEs, DEOs, SEOs, HTs and SGACs in the remaining districts (Musanze, Nyabihu, Rubavu, Muhanga, Gasabo, Kirehe, Nyarugenge and Rwamagana) will get their modules. Review from the piloting of the SLM Modules and LC Toolkits in phase 2 districts will begin in Q4 FY2017 (Activity 1.2.6) and continue into Q1 of FY2018.

1.2.6 Review all Self-Study Modules with stakeholders as part of National Scale-up in Year 3
This activity commences in Q4 FY2017 and continues into Q1 FY2018.

Activity 1.3 Implement scalable training approach for building school leadership capacity

1.3.1 Dissemination at the district level of research findings
SCOPE continued introductory meetings in Musanze, Muhanga and Kirehe districts during the quarter. These introductory meetings like the previous ones were opportunities to engage and share with different district authorities about what research reveals about literacy in Rwanda, the importance of involving parents in education and what SCOPE will do to address challenges to literacy and promote a culture of reading in the districts. The remaining introductory meetings for the Nyarugenge and Rwamagana districts will be held in Q3 FY2017 (see details on the introductory meetings conducted in activity 2.2).

1.3.2 Pilot peer learning meetings conducted by national training team for SEOs and DEOs in 10 new Districts

1.3.2.1 Conduct TOT to National Training Team (who will train the 10 districts)

1.3.2.1.1 Identify the team that will train SEOs in 10 Districts
SCOPE worked with REB to select a national training team. On January 10th, 2017, SCOPE staff held a meeting with REB SLM staff to identify suitable members of the national training team as well as to agree on their roles and responsibilities. The meeting also agreed on dates when the team would be trained according to already existing plans. The outcome of this meeting included identification of eight people: four staff from REB’s SLM unit, the three DDEs of Burera, Ngororero and Musanze Districts and one SEO from Gatebe Sector in Burera District. This selection was based on the candidates’ proven effectiveness in implementing SCOPE and REB initiatives that promote children’s education.

SCOPE sent invitation letters to participants for a TOT workshop. To ensure good turn-up, a follow up was done resulting in all participants’ confirmation to attend the training.

1.3.2.1.2 Conduct TOT and make a plan for the SEO training in 10 Districts
SCOPE conducted a two-day TOT of the selected national training team comprised of eight people and four SCOPE staff. The training took place on January 30th–31st, 2017 at Aberdeen Hotel in Gasabo District, Kigali City. The training team included SCOPE SLM staff and the Save the Children Education advisor based in UK. This training aimed at equipping trainees with knowledge regarding content of the Parent-School Partnerships modules as well as approaches and techniques of the training. An additional objective was to develop joint plans for the training of DEOs and SEOs in the ten new districts.

Content-wise, the training covered all six modules of the Parent-School Partnerships for Education toolkit. In the discussions about training approaches, participants appreciated the idea of self-study modules as a cost effective method and emphasized that SEOs should regularly follow up with Head Teachers and SGACs. During the training, participants provided feedback on which areas of the modules should be improved before final printing and distribution to beneficiaries. At the end
of the training, a draft plan of the training was developed with the training team committing to support its implementation.

**Attendance in the TOT of the national training team**

<table>
<thead>
<tr>
<th>Attendees</th>
<th>Day one: 30/01/2017</th>
<th>Day two: 31/01/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Staff from REB, SLM unit</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>District Directors of Education</td>
<td>3</td>
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<tr>
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<tr>
<td>SCOPE internal staff</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

**1.3.2.2 DEOs and SEOs Training for 10 districts:**

SCOPE together with two members of the national training team, conducted training of DEOs and SEOs in five out of the ten phase 2 districts: Ngororero, Ruhango, Musanze, Muhanga and Nyabihu. These trainings were carried out in the following order: on February 28th in Ngororero and Musanze, on March 2nd in Muhanga and Ruhango, and on March 21st in Nyabihu. The first step of the training was to equip the DDEs, DEOs and SEOs with general knowledge regarding SCOPE activities as well as their roles in the implementation process. The next step was training them on the Parent-School Partnerships Module I: “Sharing responsibilities”, through group activities. The last step was to develop joint plans for the training of HTs and two SGAC members of each school including the selection of the president and the vice-president.

As observed generally, participants’ attendance in the above mentioned trainings was 98%. Participants were very engaged and motivated; they exchanged ideas, provided suggestions, opinions, and practical solutions to leadership challenges in their school communities. They underscored that effective collaboration between schools and the community is a very powerful approach to improving children’s literacy. For instance, The SEO of Ruhango Sector, Ruhango District said: “It is high time we mobilized parents to support learning, as they are not fully assuming their responsibilities, yet they are the ones staying with children for a long time outside school. We need to discuss strategies of involving them more effectively.” Participants also expressed how grateful they were to have such a project implemented in their districts, promising to own it. The DEO in charge of pre-primary schools, primary schools and adult literacy in Nyabihu District said: “We are lucky to have such a project that will support us in our normal duties. I looked through the whole toolkit and realized that these are the things we normally tell the Head Teachers but we didn’t have a written document to refer to. So we will ensure that they complete all the self-study modules and follow up the application of all modules’ assignments.”

According to the participants’ feedback, one aspect that should be explored next time is the number of days allocated to this training. All participants indicated that conducting a training for one day was inadequate if beneficiaries were to gain a thorough understanding of SCOPE objectives and approaches as well as have time to discuss their roles, learn how to use the modules, and prepare for the HTs and SGACs trainings.

As a response to the participant’s feedback, SCOPE will make the following changes to the introductory meetings (both district and sector levels) and the school leadership trainings:

- With respect to the introductory meetings of the project, the SCOPE communications function will improve the quality of presentations (including more use of graphics) to district and sector officials which clarify precisely the objectives and activities of the project;
- Reduce the time spent introducing the SCOPE project during the school leadership trainings both at district and sector levels as this will already have been covered during the introductory meetings; presentation of the modules will also be much more focused;
• Include all head teachers in introductory meetings at Sector level so that they gain a basic understanding of the project prior to the training; the current practice is that only one head teacher (the head teacher Sector representative) is the one who is invited for the introductory meeting;
• Employ strategies to encourage all participants to arrive on time in order to maximize training hours.

The training of DEOs and SEOs in the remaining five Districts will be completed in Q3 FY2017.

Attendance of DEOs and SEOs training on Parent-School Partnerships for Education Module1-Q2 FY2017

<table>
<thead>
<tr>
<th>Date</th>
<th>District</th>
<th>DDEs &amp; DEOs</th>
<th>SEOs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
</tr>
<tr>
<td>28/02/2017</td>
<td>Ngororero</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>28/02/2017</td>
<td>Musanze</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>02/03/2017</td>
<td>Ruhango</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>02/03/2017</td>
<td>Muhanga</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>21/03/2017</td>
<td>Nyabihu</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

1.3.3 Target SEOs’ support of HTs and SGACs to complete training modules – this activity is linked with activity 1.2.5: Conduct initial piloting of SLM Modules and Literacy Champion Toolkits

1.3.3.1 Target SEOs’ support of Head Teachers to complete modules for Gicumbi and Burera

SCOPE conducted monitoring visits during the quarter in Burera and Gicumbi Districts to track the progress made in self-study modules and in the implementation of the modules’ assignments. The visits were carried out in the following order: on March 23rd, 2017 in Gicumbi and on March 29th, 2017 in Burera.

The Head Teachers visited confirmed that the visits by SEOs reminded them to study the modules, encouraged them to do the assignments and to collaborate with Literacy Champions. The HT of a school in Rubaya Sector, Gicumbi District said: “When we started the first term, we were very busy with reporting students’ numbers and the placement of teachers but afterwards, the SEO visited the school, [which] reminded me that we should study the Parent-School Partnerships modules and that we should work closely with the Literacy Champions.” They also testified to the changes they see as a result of the training they have attended and the modules they are studying. The Head Teacher of a school in Rukomo Sector, Gicumbi tells a story: “After learning Module One, we understood what we had to do to increase the participation of parents in the School General Assembly meetings. I discussed with the two members of the committee who were trained and decided to engage the Pastor of the church that owned the school as a strategy of increasing the attendance of parents in the School General Assembly meetings. The Pastor agreed to always talk about parents’ responsibilities in attending the SGA meetings and to support their children’s learning. We also talked to the Cell Executive Secretary who is now helping in mobilizing parents to attend the meetings at school. Since being trained
by SCOPE staff, we have had two SGA meetings: one on September 16th, 2016 and the second one on March 3rd, 2017. In the last meeting, the attendance of parents increased because we involved the church and the local authorities. We used this opportunity to sensitize parents on supporting their children in and out of school including doing homework, helping children read at home and sending them to the reading clubs.”

According to the testimonies of SGAC members in Cyanika Sector, Burera District, a parent volunteer program has started and is functional in the school. The Vice President of the SGAC said: “After studying the Parent-School Partnerships Module Two, we started the Parent volunteer program at school. Through this program, we mobilized parents to support their schools and children in various ways including repairing of books at school, planting of flower gardens and supporting teachers in pre-primary classes. We are very proud to contribute to our school's development.”

Monitoring of SEOS’ support to HTs and SGACs to complete modules will go on in Q3 FY2017.

1.3.3.2 Target SEOS to complete modules and support Head Teachers to complete training modules in 10 districts

This quarter, SCOPE SLM staff supported SEOs in training of HTs and SGACs on Parent-School Partnerships for Education Module I in their respective sectors across the three districts of Ngororero, Ruhango and Musanze. These trainings were replicated in all the Sectors of Ngororero and Ruhango districts and in 10 out of 15 Sectors of Musanze. During the study of Module I, participants were happy to discuss the issues related to sharing responsibilities. In general, the main problem they pointed out was the small number of parents attending SGA meetings. The president of the SGAC at a school in Bigogwe Sector, Nyabihu District remarked: “The attendance of parents in the SGA is a big issue in our school. Very often we postpone planned meetings due to very few parents turning up. How can we take shared decisions with parents we don’t meet? I wish to learn from others what they do to increase attendance as required.” During discussions, the potential of involving local leaders and church leaders to mobilize parents was emphasized. The strategy of using other community-based communication channels like Umuganda to raise awareness on the benefits accruing from parents attending SGA meetings was also explored. SGACs and HTs also agreed to improve the agenda of the SGA meetings by making it consultative and hence more attractive to parents. For example, adding onto the agenda sessions about how parents can support their children to read at home, inviting external presenters to talk about the role of parents in children’s education, providing space for testimonies from children supported by their parents to read at home and giving an opportunity to parents to share with others how they support children learning at home.

Similar trainings will continue in the remaining sectors of Musanze and in other seven phase 2 districts in Q3 FY2017.

### Attendance of Head Teachers and SGACs training on Parent-School Partnerships for Education Module I-Q2 FY2017

<table>
<thead>
<tr>
<th>District</th>
<th>Date</th>
<th>Sector</th>
<th>Number of SGAC presidents and vice presidents</th>
<th>Number of HTs</th>
<th>General total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
</tr>
<tr>
<td>Ngororero</td>
<td>7/03/2017</td>
<td>Nyange</td>
<td>13</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ndaro</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bwira</td>
<td>10</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gatumba</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>8/03/2017</td>
<td>Muhanda</td>
<td>11</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kabaya</td>
<td>16</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sovu</td>
<td>15</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
These events will be used as a platform for disseminating literacy messages and key messages as well as encouraging literacy. SCOPE staff explained to beneficiaries (including local authorities, education officials at District and Sector levels and HTs) that the calendars will be used in the dissemination of literacy messages and in the promotion of literacy activities. Furthermore, the calendars will help in teaching parents about their roles in supporting children’s learning. District officials promised to organize regular literacy events and to use other avenues for disseminating literacy messages.

In Q3 FY2017, SCOPE will continue to mobilize local leaders, SEOs and HTs to organize literacy events. These events will be used as a platform for disseminating key messages as well as encouraging literacy.
practices through different community-based forums like Umuganda, SGA meetings and other possible opportunities in which many people meet.

1.3.5 Engage REB, VVOB, and URCE to explore the possibility of including reading programs in the Head Teacher certification program

Following a meeting with officials of URCE in the latter part of Q2, SCOPE will meet with URCE, VVOB and REB in Q3 FY2017 to concretize discussions on the embedding of School Community Partnerships principles and children’s literacy promotion in the curriculum of the Head Teacher certification program. This curriculum is under review thus paving the way for the integration of literacy. Officials at URCE appreciate the idea and confirm that schools alone cannot be responsible for the development of children’s literacy; it is critical that parents and the wider community also play their part.

Result 2: Increase effective community and parental involvement to improve literacy skills

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

In this quarter, the SBCC strategy was finalized. Its overall objective is to popularize reading and/or promote a culture of reading in Rwanda by creating an environment in which parents, communities, local leaders, civil society actors, government and businesses are supportive of reading among children. Based in Social Cognitive Theory3 and a blend of the theory of reason action and the theory of planned behavior4, the SBCC strategy also draws from the recent media barometer published by the Rwanda Governance Board in October 2016 that lists radio, community meetings, and mobile telephone as the main channels used most widely by Rwandans.

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3 Social Cognitive Theory explains behavior in terms of the continual interaction between individual factors, environmental influences, and behavior. Key constructs include observational learning, reinforcement, self-control and self-efficacy, as well as the notion that a person can be both an agent of change and a responder to change (reciprocal determinism). In this model, behavior, personal factors and environmental factors influence one another. Behavior modification based on Social Cognitive Theory often includes a process of modeling, rehearsal, and feedback on performance, as well as cues to action, goal-setting, behavioral contracting, and self-monitoring.

4 These theories focus on an individual's basic motivation to perform an action, under the assumption that intention to perform a certain behavior precedes the actual behavior and comes as a result of a belief that performing the behavior will lead to a specific outcome. These theories suggest that stronger intentions lead to increased effort to perform the behavior, which increases the likelihood for the behavior to be performed.
The above mentioned models will be implemented through the following blends of communication interventions:

- **Administrative mobilization/public relations/advocacy**
  - Mainly implemented through Rwanda Reads platform

- **Community mobilization**
  - Implemented through partnerships with Umuhuza, Urunana, local media stations and celebrities

- **Advertising and promotion**
  - Implemented through production and dissemination of promotional materials

- **Point of service promotion**
  - Implemented through private sector engagement to support literacy efforts

- **Personal advocacy**
  - Recognition of communities, parents, SGACs that demonstrate the desired behavior via community events/initiatives

Given the baseline result of only 34% of KAP survey respondents having been exposed to literacy messaging, the strategy will focus on exposure to literacy messaging in the first two years (2016-2017). In Districts where SCOPE has had interventions in the first year (Gicumbi and Burera), more focus will be put on incentivizing the desired behaviour through a variety of approaches. It is important to note that Gicumbi and Burera have benefited from numerous literacy projects implemented by Save the Children, which differentiate them from other Districts where no Save the Children or Umuhuza implemented literacy projects have been implemented. The full SBCC strategy document can be found in the annex to this report.

The evaluation of the SBCC strategy implementation will be conducted in phases as it is in sync with the overall SCOPE monitoring and evaluation plan. The next evaluation will be conducted at midline (in 2018) with the final one in FY2019.

2.1.1 Incorporate key literacy messaging into all partner and SCOPE capacity building and development communications materials and training events

In this reporting period, Urunana continued producing and airing the soap opera series focusing on promoting literacy. In March, World Read Aloud Day was celebrated through a series of episodes whereby a read aloud competition was organized in Nyarurembo Community (a fictional place used by Urunana actors in the drama). Below are highlights of activities conducted by Urunana DC during the production process:
i. **Script meeting:** During the reporting period, three script meetings were conducted in order to review the content of previously aired episodes. Participants subsequently discussed and determined the quality, flow and messaging for the upcoming episodes. RWAMREC actively participated in one of the meetings to make sure all the messages and plots were gender inclusive.

ii. **Writing and airing of Urunana Soap Opera episodes:** A total of 18 Urunana episodes were produced and aired on Radio 10 and Radio Rwanda. To mark World Read Aloud Day, a series of episodes was aired about a reading competition at school in which teachers emphasized the need for parent and community involvement to support children to perfect their reading. The episodes were able to challenge cultural beliefs that limit the advancement of literacy efforts at the community level. For example, in the episodes, a guardian, who does not know how to read, refuses to support her granddaughter to read a book when asked by the teacher, but then the teacher explains that even parents/guardians who are illiterate can support children’s reading through various ways. In addition, later in the episodes, another teacher addresses the challenge of not having enough reading materials or a lot of time to support reading by explaining that there are less time consuming activities that can be carried out at home to support literacy like singing together with children, asking them to count and tell you the colours of tomatoes/carrots during cooking, etc.

Feedback from the audience was collected using mobile telephone voice calls, short messages and Facebook posts/messages. Below is a summary of feedback received with a focus on literacy in Q2 FY2017:

<table>
<thead>
<tr>
<th>Feedback from female listeners</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback from male listeners</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total feedback collected</strong></td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Date of feedback</th>
<th>Feedback translated from Kinyarwanda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>6/1/2017</td>
<td>I am a teacher in a private nursery school called Malaika; the reason I support that a child should learn to read Kinyarwanda at an early age is that it allows a child to know what and whom he is and this leads to knowing other languages but what is needed before is knowing Kinyarwanda. This allows you to know whether a child will know something, so this is very important and I thank you so much.</td>
</tr>
<tr>
<td>Facebook</td>
<td>6/1/2017</td>
<td>I believe a child that cannot learn the mother tongue at school alone. That is why parents should train their children in the mother tongue when children are in holidays instead of burdening them with house chores and letting them travel different unnecessary journeys. I sympathize with Annonciata and Ruremesha for the hard time they are passing through as they are trying to help children to grow into clever adults/people.</td>
</tr>
<tr>
<td>Facebook</td>
<td>15/1/2017</td>
<td>How are you beloved teachers, we should remember that before teaching children you first have to chat with them, reading for them stories and telling them traditional tales. Parents who are good at singing can do it so that children can feel at ease and feel attached to their parents and this will make children develop the reading culture.</td>
</tr>
<tr>
<td>Facebook</td>
<td>17/1/2017</td>
<td>Personally I feel that teaching children to read Kinyarwanda at a young age should reach all places and be there forever, thank you so much, we love you!</td>
</tr>
</tbody>
</table>
**SCOPE Quarterly Report for the Period October-December 2016**

<table>
<thead>
<tr>
<th>Date</th>
<th>Source</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>24/1/2017</td>
<td>On Ruremesha’s story, I suggest that if he wanted bottle tops, the best option would be using children to collect them for him with a promise to reward them but not fighting for them with children which degrades him among other men. Otherwise I support the idea of playing with children but a man like Ruremesha shouldn’t fight for bottle tops.</td>
</tr>
<tr>
<td>Facebook</td>
<td>27/1/2017</td>
<td>Bottle tops can’t help in teaching children to read and write Kinyarwanda</td>
</tr>
<tr>
<td>Facebook</td>
<td>28/1/2017</td>
<td>I support Ruremesha’s idea because I am a living example, I used to like playing with toys of vehicles, cars and I was very good in reading my mother tongue, I didn’t fail at school in reading. Ruremesha should go on sensitizing others about that.</td>
</tr>
<tr>
<td>Facebook</td>
<td>28/1/2017</td>
<td>I appreciate very much Ruremesha’s plan of using bottle tops to develop children’s playing materials. Using these materials makes children clever including reading in mother tongue</td>
</tr>
<tr>
<td>Facebook</td>
<td>28/1/2017</td>
<td>I think bottle tops bear Rwanda companies’ messages; they can therefore make a child like reading.</td>
</tr>
<tr>
<td>Facebook</td>
<td>28/1/2017</td>
<td>Bottle tops can be helpful in making a child grow knowing how to read Kinyarwanda very well. You can use bottle tops at the same time singing for the child and telling him traditional tales, this makes a child grow happily and clever.</td>
</tr>
<tr>
<td>Caller</td>
<td>4/2/2017</td>
<td>I am made happy by Ruremesha’s care for his child’s education, if all men would learn from him quickly they would eventually even eradicate malnutrition.</td>
</tr>
<tr>
<td>Caller</td>
<td>5/2/2017</td>
<td>I thank Ruremesha for his efforts in stimulating the knowledge of their child.</td>
</tr>
<tr>
<td>Caller</td>
<td>6/2/2017</td>
<td>What I can tell people like Stefano, they should change and support their spouses to care about the education of their children.</td>
</tr>
<tr>
<td>Caller</td>
<td>22/2/2017</td>
<td>Ruremesha, continue caring for your child.</td>
</tr>
<tr>
<td>Caller</td>
<td>23/2/2017</td>
<td>What I want to tell Agnes is that the role of a teacher ends at school and it’s where the parent’s role starts from by helping him to do his/her homework. Agnes, do you want a teacher to come and teach Lopez from home? Think about this.</td>
</tr>
<tr>
<td>Caller</td>
<td>24/2/2017</td>
<td>Agnes has done well to help her child to improve her Kinyarwanda reading abilities.</td>
</tr>
<tr>
<td>Caller</td>
<td>24/2/2017</td>
<td>To Agnes, if she doesn’t have time to help her child to do her homework who else does she think can do it? Her grandmother cannot even manage to do it because she doesn’t know how to read. Agnes if you want Lopez to be clever to your level please help her to do her homework.</td>
</tr>
<tr>
<td>Caller</td>
<td>25/2/2017</td>
<td>I request all parents to give enough time to their children in doing their homework instead of getting them involved in house chores. It deprives them of time to do their homework. Stefano should also know that the child has a right to go to school and should give Kagabo all he needs to go to school.</td>
</tr>
<tr>
<td>Caller</td>
<td>26/2/2017</td>
<td>We wish Lopez to win in the reading competitions, it will show that even people with disabilities are able.</td>
</tr>
<tr>
<td>Caller</td>
<td>28/2/2017</td>
<td>Bugingo’s brain was never stimulated because her mother faced different problems after conceiving and they continued after birth. He was affected and the results have started showing, what Nyiramariza thinks that it is caused by his parents being related is not true, it’s caused by lack of good early childhood development. Another thing, ensuring that the child reads well should be a joint role of a teacher and a parent.</td>
</tr>
<tr>
<td>Facebook</td>
<td>22/2/2017</td>
<td>Agnes should help her child in reading so that she wins the competition</td>
</tr>
<tr>
<td>Caller</td>
<td>3/3/2017</td>
<td>I greet you, I am in Rulindo District. I wanted to thank Agnes because she helped her daughter Lopez to read a story book in Kinyarwanda which resulted in her improving her reading abilities and reading aloud for Nyarurembo community. She even won the reading</td>
</tr>
</tbody>
</table>
Due to the large proportion of male feedback, Mureke Dusome staff plan to work with Urunana to develop strategies for increasing female feedback in Q3.

iii. **Audience Surveillance:**

In this reporting period, one audience survey was conducted in Nyaruguru District from February 8-10, 2017. During the audience surveillance, the team assessed the level of listenership to Urunana soap opera and found that messages memorized by the majority of listeners were: why parents should visit their children at school, how locally available materials can be used to support children’s literacy skills, factors that affect children’s performance in reading and how Lopez, a girl with disability, won the read aloud competition. A total of 29 community members participated in three focus group discussions 8 of them were males and 21 females.

Below are key findings from the audience surveillance sessions conducted in Nyaruguru District:

- 21 participants out of 29 (72.4%) reported listening to Urunana every week and 5 of them (17.2 %) reported listening to Urunana sometimes and 3 of them (10.3%) don’t listen to Urunana at all.
- In terms of how respondents remembered stories focusing on literacy, most recalled the subplots of Ruremesha trying to find locally available materials to make playing materials for children aimed at stimulating their Kinyarwanda reading skills.
- On parents visiting their children at school, it was reported that parents rarely visit their children at school. They only visit their children when they are called for general parents' meeting or when a particular parent is summoned by the school authorities in case his/her child has an issue to settle.
- On factors that affect children’s performance in reading, participants reported the following: Poverty of the family that may force children to go to school without meals. One teacher gave the following testimony: “Yesterday, I had a problem at school, a child came to school around 3:00 pm complaining about stomachache and said “I came without eating”. Other factors mentioned include: peer pressure, involving children in a lot of home chores, children arriving late at school and conflicts between parents.

The above mentioned findings will guide the Urunana production team in writing the upcoming messages that promote literacy about reading Kinyarwanda with a focus on benefits of parents partnering with teachers and school authorities in general to improve their reading outcomes.

Generally, all the planned activities were successfully implemented. The feedback and testimonies from the listeners indicated that the effect of the messages among the target population is quite positive. This positive effect will ultimately contribute to increased knowledge, positive attitudes, behaviors, and increased positive practices towards improving literacy outcomes for children in lower primary grades.

2.1.2 Civil society partners including RWAMREC and disability-leaning organizations review all SBCC strategies and messages for inclusion and play an active role in promoting literacy programs RWAMREC did a final review of all of SCOPE key messages contained in the SBCC. Numerous activities that support gender inclusion are reflected in activity 1.2.4, 2.1.2.3, 3.3.1.3, and 3.3.7.
2.1.2.1 Engagement with civil society partners
See activity 1.2.4, 2.1.2.3, 3.3.1.3, and 3.3.7 for details

2.1.2.2 Engagement with community based organizations
In Q1 FY2017, Save the Children signed an MOU with the Catholic Church with the objective of using the vast Catholic Church spread and influence in the country to promote literacy messaging. During this quarter, a plan outlining how SCOPE will use that opportunity through all of its result areas (School leadership and management, SBCC and Book Development) was developed. A meeting with the focal person of the MOU from the Catholic Church side is scheduled in the next quarter. Below is the plan detailing potential areas of collaboration per result area:

<table>
<thead>
<tr>
<th>School Leadership and Management</th>
<th>SBCC component</th>
<th>Book Development Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Head Teachers</td>
<td>- Parents</td>
<td>- Head Teachers</td>
</tr>
<tr>
<td>- SGACs presidents and Members</td>
<td>- Children</td>
<td>- Sunday school teachers</td>
</tr>
<tr>
<td>- Priests in charge of education at diocesan and parish levels</td>
<td>- Youths</td>
<td>- Management of Bookshop component under the church</td>
</tr>
<tr>
<td></td>
<td>- School leaders</td>
<td>- School library management</td>
</tr>
<tr>
<td></td>
<td>- Local leaders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Opinion leaders</td>
<td></td>
</tr>
<tr>
<td>What</td>
<td>- Mobilization and awareness raising</td>
<td>- Use of school capitation grant to purchase reading materials for children</td>
</tr>
<tr>
<td>- Implementation of self-study modules (HTs, SGACs &amp; relevant priests in charge of education)</td>
<td>- Organizing/supporting organizing of literacy events/activities at different levels</td>
<td>- Best read-aloud/child friendly story telling practices</td>
</tr>
<tr>
<td>- Relevant priests in charge of education monitor and support implementation of the above</td>
<td>- Follow up on literacy resources management</td>
<td>- Stock Rwandan/Kinyarwand reading materials</td>
</tr>
<tr>
<td></td>
<td>- Support/encourage communities to go for opportunities e.g. CLF</td>
<td>- Increase access to books/libraries</td>
</tr>
<tr>
<td></td>
<td>- Mobilization and awareness raising e.g. listening to Ururnana</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Organizing/supporting literacy activities/events at different levels</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td>- Orientation/training for the National Secretariat for Catholic Education (SNEC)5 national level leadership and relevant priests in charge of education at diocesan level on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Same as on the SLM component</td>
<td>- Same as on the SLM component</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Secretariat National pour l'Education Catholique (SNEC)
2.1.2.3 Piloting engagement with men around literacy

In collaboration with RWAMREC, SCOPE held a meeting with community opinion leaders - religious, cultural and government on the importance of positive male role models in supporting foundational literacy skills for boys and girls with much emphasis on girls’ education in general. This activity took place on March 28, 2017 in Rugarama Sector, Burera District, targeting 25 people (21 men, 4 women). Discussions from the meeting helped to inform SCOPE community engagement approaches in a manner that seeks to increase the participation of men in literacy promotion activities. Below are details of the event participants:

Local leaders:
- 2 at sector level (Executive Secretary and SEO)
- 6 at cell level (in 2 cells) Executive Secretary and SEDO,
- 4 at village level (in 2 villages) chairman, education, development and social affairs

Religious leaders:
- 4 religious leaders from different denominations in one cell (Adventists, ADEPR, Protestants and Muslims)

Others:
- 2 other influential people in the area
- 3 literacy champions
- 4 Head Teachers

The meeting used the following format: presentations, interactive sessions and focus group discussions. Below are the subjects that were explored:
- Gender norms/MenEngage approach (cultural beliefs that hinder men's participation in community based programming)
- Manifestation and negative effects of gender norms in their daily lives, their families, communities and country as a whole
- The status/role of men’s participation in advancing literacy (SCOPE project in particular)
• Improving men’s participation? (FGDs)

In the meeting, participants explored masculinity issues that lead to the power imbalance between men and women and its negative effects on children, the family, the society and the country and even how this affects the advancement of early literacy in general. From the discussions, participants said that Rwandan culture has placed men in a position of dominion whereby a woman is expected to be submissive. The culture also positions women as the ones mainly in charge of the welfare of children whilst men are mainly breadwinners. Thought participants demonstrated understanding of the power relations between men and women, the brainstorming session was eye opening for them as they testified that they have never thought about the effects negative masculinities can have on them, their children, their families, communities and the country at large.

Participants felt that one of the findings that hinders male support to the advancement of early literacy is that frequent interaction with children is perceived as demeaning on the man’s side. It was thought it might lead to him being perceived as weak or dominated. Throughout the discussions, it was also found that if a family is well taken care of the man is praised in the community and he will feel a sense of pride. In addition, participants said that children often grow up to be like their fathers, even if their interactions are limited. Considering that the man’s influence on children is evident and that men take pride in the welfare of their families and that peer pressure is a key factor in adopting the desired behavior, we will approach male engagement with the following two considerations:

1. Male engagement sessions to build understanding in gender (with a focus on masculinities/femininities, power balance between men and women, their positive/negative manifestations and consequences on their children, families, communities and the country at large).

2. Craft our messages in a way that focuses on supporting children to read as a key to the family welfare which will contribute to a father’s pride as the family head. Here we will focus on how supporting a child to read will result in greater skill acquisition, greater confidence and self-esteem, a better father-child relationship, and increased engagement with learning.

Participants also indicated that the best channel for SCOPE to reach men are radio, community meetings, and community outreach activities like football matches.

At the end of the session, participants were asked to support literacy efforts following the stages outlined below:

Personal Change  ➔  Role Model for family and friends  ➔

Speak out in Community  ➔  Advocate for social change

As per the event recommendations, next sessions will focus more on the issue of power between men and women as this was the main issue that was identified by participants. In addition, each session will be customized to the particular context of the area in order to ensure that it is as relevant to the audience as possible.

2.1.3 Develop radio/TV program content based on Literacy Boost (LB) reading awareness workshops for local TV programming and other radio timeslots

2.1.3.1 Conduct content development workshops for literacy messaging for Urunana radio soap opera in conjunction with other stakeholders & 2.1.3.2 Broadcast literacy messages through Urunana radio soap opera

Activities described under 2.1.1 above.
2.1.3.3 Provide strategic messages for inclusion and gender and focus on Rwanda TV

A meeting was held with the Rwanda Broadcasting Agency (RBA) management (RTV Program Manager and Radio Rwanda Director) to finalize discussions on programs and broadcasts that SCOPE can leverage to support its literacy efforts. The list of programs and broadcasts was subsequently agreed upon. An agreement detailing roles and responsibilities of both parties was drafted and will be submitted to USAID for approval early in Q3 FY2017. SCOPE and RBA will sign and commence the implementation of the agreement once it has been approved during the next quarter.

In line with the above negotiations, Terms of Reference for public service announcements (PSAs) that are going to be aired through Radio Rwanda, Community Radios and RTV were finalized. SCOPE intends to produce 8 public service announcements that will be used for various purposes targeting the advancement of literacy and the culture of reading in general. These will be aired through Radio Rwanda, its affiliated community radios and other independent community radios that SCOPE will work with in 2017 as part of its media campaign. PSAs will be mainly used as follows:

- Aired on radio stations that have working agreements with SCOPE
- Used during community outreach activities
- Used as discussion material in community meetings

Public Service Announcements will target parents, children, local leaders, School General Assembly Committees and the general public. The process to hire a company that will produce the PSAs has started.

**Specifications**

- Audio materials should be engaging and creative
- Audio materials should be in Kinyarwanda
- Should send out a clear message
- Should have the highest audio quality
- Should be between 30-45 seconds

Additionally, an audio story, "Kanyange na Nyiramurobyi", from a local publisher (Mudacumura Publishing House) was submitted by SCOPE to Radio Rwanda and this was used during Itetero children’s program; the audio material, which is quite scarce in Rwanda, is particularly beneficial for children with visual impairments. The foundation of this initiative was laid in a meeting between SCOPE and the Director of Radio Rwanda back in September 2016.

2.1.4 Train community radio station workers (local media) on key SCOPE literacy messages and themes

2.1.4.1 Establish agreements between identified local media houses

To ensure the smooth implementation of this activity, a FY2017 media campaign plan for SCOPE was finalized. The core objective of this plan is to leverage local media support to disseminate SCOPE literacy messages widely through broadcasts, public service announcements (PSAs), live shows, and radio programs that are aligned with literacy promotion.

**Campaign methodology/approaches**

The media campaign will take into consideration a wide range of approaches for increased and sustainable impact throughout 2017. These include but are not limited to:

- Production and airing of Public Service Announcements (PSAs)
- Signing Letters of Understanding (LoUs) with community radios, Radio Rwanda and Rwanda TV
• Sending literacy content (monthly literacy speaking points and PSAs) to media houses every month
• Training media houses (chief editors and journalists all together)
• Pitching stories to media houses
• Create an interactive platform for all journalists/editors trained by SCOPE
• Organize a literacy story writing competition
• Invite media houses to events
• Organize media field visits
• Hold consultative quarterly meetings with contracted media houses
• Partner with the Media High Council to cover the capacity building section of the campaign

**Expected outcomes**

• Trained journalists and chief editors become familiar with the SCOPE project and with SCOPE key literacy messages
• In partnership with the Media High Council, 25 journalists and chief editors are trained
• An interactive platform (e-mail group) of all journalists and editors trained on literacy messaging formed/created.
• The public demonstrates increased exposure to literacy messages through community radios, TV and Radio Rwanda
• 8 stories published in the media
• 8 PSAs aired on 3 radio stations
• Literacy story writing competition organized and winners awarded (first 3 journalists)
• LoUs signed between SCOPE and 2 radio stations and I TV station
• 3 quarterly meetings held with contacted Radio stations and TV station

Identified media houses that SCOPE will work with in 2017 are highlighted in below map:
Initial meetings were held between SCOPE, RTV, Radio Rwanda and its affiliated community radios and Radio Izuba located in the Eastern Province. Agreements have been drafted and are still under review. These will be signed and implemented in the next quarter.

2.1.4.2 Train local media houses on SCOPE literacy messages
In partnership with the Rwanda Media High Council, on February 3, 2017, SCOPE organized a one-day workshop for 27 Editors-in-Chief and Program Managers from prominent media houses across the country. This activity was implemented as a recommendation from journalists trained by SCOPE in FY2016. The event aimed at sensitizing media practitioners and key managers of media houses about the primacy and foundational significance of literacy in education; in this way, the media could champion the cause of SCOPE thereby becoming leading advocates in fostering a reading culture in Rwanda.

The Media High Council Executive Secretary applauded this initiative and pledged close support from the Council to ensure that the media appropriately reports and designs programs focusing on children’s literacy and education in general. “We are committed to join efforts to equip media practitioners with knowledge and skills to ensure the Government of Rwanda achieves its goal in Child Rights and Protection. We shall be honored to implement recommendations from this workshop, I pledge our full support,” he concluded.

As a result of this workshop, a group email for the trained editors was created whereby materials about the official launch of the USAID Early Grade Reading Project, which included SCOPE, were shared widely within the group with 4 media houses airing/broadcasting the material on the EGR launch event. The SCOPE team believes the Media High Council event was a great achievement in securing the buy-in of media practitioners in Rwanda.
In Q3 FY2017, SCOPE will conduct a workshop of journalists/editors from media houses that will have signed working agreements with the project.

2.1.5 Foster relationships with notable figures and celebrities to become national literacy champions and leverage their popularity to promote literacy messages and opportunities. This quarter, SCOPE recruited another national literacy champion, Miss Peace Kwizera. She was the first runner up of 2016 Miss Rwanda beauty contest and crowned Miss Africa Naiades. She is passionate about reading and advancing the culture of reading as she has authored and launched her book titled “Oh Rwandan Child” in October 2016. She volunteered to be one of the judges that scored the RCBF award competition contestants in the “Best Author” category (see activity 3.3.6 for details). SCOPE intends to engage her more in community activities and through social media next quarter.

Activity 2.2 Mobilize parents and the community to improve student literacy

The Community Engagement Team conducted introductory meetings at district level during this quarter: Musanze (February 9th), Muhanga (February 15th) and Kirehe (March 10th). During these meetings, Umuhuza along with Save the Children staff shared the SCOPE project overview and implementation plan with potential beneficiaries, local authorities and stakeholders. Staff also gathered ideas from stakeholders, ensuring their full involvement and ownership in SCOPE’s implementation, and agreed on their contributions. District authorities largely welcomed the project’s entry into their respective Districts. The Mayor of Muhanga District commended the project and appreciated its support in improving the quality of education; she asked each and every one in attendance to fully support SCOPE implementation. Likewise, the District Director of Education in Musanze District, committed to making Musanze the lead district in terms of literacy promotion where people from different parts of the country will go to see and emulate the District’s exemplary practices. “They will come here to learn from us as they come to see gorillas”, he emphasized. On his part, the Vice Mayor in charge of Finance, Economy and Development in Kirehe District, pledged the district’s full support towards the project given that the project’s areas of intervention offer value-add to the District’s performance plan. He also urged fellow officials to support the project as their own since literacy is key to the development of the District. All three Districts demonstrated their tremendous support by availing conference/meeting venues at no cost.

The table below indicates the attendances in the districts’ introduction meetings:

<table>
<thead>
<tr>
<th>District</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSANZE</td>
<td>33</td>
<td>14</td>
<td>47</td>
</tr>
<tr>
<td>MUHANGA</td>
<td>34</td>
<td>18</td>
<td>52</td>
</tr>
<tr>
<td>KIREHE</td>
<td>40</td>
<td>11</td>
<td>51</td>
</tr>
<tr>
<td>TOTAL</td>
<td>107</td>
<td>43</td>
<td>150</td>
</tr>
<tr>
<td>PERCENTAGES</td>
<td>71%</td>
<td>29%</td>
<td>100%</td>
</tr>
</tbody>
</table>

On March 23rd, SCOPE attended the JADF meeting in Nyabihu, which served as an opportunity for the mutual sharing of key achievements and action plans for the coming years.

2.2.1 With REB/SLMU, create guidelines for the selection criteria and process for use by SEOs in choosing Literacy Champions, as part of the Literacy Champion toolkit.

Guidelines for selection criteria and process of Literacy Champions were developed in FY2016. This strategy of using selection criteria for choosing Literacy Champions was a huge success in both Burera and Gicumbi Districts. In FY2017, SLM team will therefore, employ a similar approach in the scale up of the activity in the ten new Districts. In addition, during the training of HTs and SGCs as well as during sector awareness meetings, the SLM/CE teams will encourage these officials to involve persons with disability in literacy promotion.
2.2.2 Village-led recruitment of Literacy Champions through the SGACs and SEOs

2.2.2.1 Sector level sensitization meetings to ensure buy-in at the village level
SCOPE Community Engagement team also organised sensitization meetings at sector level in Rubavu, Musanze, Muhanga, Kirehe Districts in addition to 13 out of 15 sectors of Gasabo District in order to introduce local leaders from sector down to village level to literacy messaging and SCOPE programming and objectives.

- Participants included: Sector Executive Secretaries, Sector Education Officers, Sector Social Affairs Officers, Cell Leaders, Village Chiefs, School General Assembly Committee Representatives, Faith-Based Organization leaders, & law enforcement authorities based at sector level.
- As a result of these meetings sector and village officials committed to promoting SCOPE during community engagement activities organized in schools. They also promised ownership, partnership and collaboration throughout the implementation and monitoring of SCOPE planned activities. “We are lucky to have the SCOPE Project supporting children’s learning in our sector. If our children start switching story books instead of television channels, our efforts to improve their reading habits will have greatly succeeded.”- Kimihurura Sector Education Officer, Gasabo District during the sector introduction meeting in Gasabo. The sector Executive Secretary from Rubavu District, Nyundo Sector committed to include SCOPE activities in his sector’s performance contracts (Imihigo).
- The majority of the invited people from Rubavu, Musanze, Muhanga and Kirehe Districts attended the meetings.
- In general, District and Sector officials played a big role in preparing sector awareness meetings by inviting participants.
- Participants demonstrated increased understanding of the importance of promoting the culture of reading and they promised to start supporting their children’s literacy skills development.
- Participants committed to raise awareness among people whom they are representing.
- All the meetings held in those sectors were hosted in the conference rooms at no cost to SCOPE.

2.2.2.2 Recruitment of LCs
346 Literacy champions were recruited in Ruhango and Ngororero Districts. Recruitments will continue in other districts in Q3 FY2017.

2.2.3 Initial Community Literacy Champions training provided
SCOPE organized and conducted trainings for Training 342 Literacy champions (including 168 males and 174 females) in Ruhango and Ngororero Districts. Trainings will continue next quarter.

2.2.4 Literacy Champions facilitate reading activities, as selected from the Literacy Champion Toolkit
Drawing from the guidance in the Literacy Champion Toolkit and the received trainings, Literacy Champions in Gicumbi and Burera Districts conducted reading events in their respective villages (including reading clubs, Umuganda literacy for children and other village related activities, Umugoroba w’ababyeyi, Inteko Rusange y’abaturage, and SGAC meetings).

Literacy Champions continued the parents’ awareness meetings to disseminate key literacy messages through village based programs (Umuganda literacy for children and other village related activities, Umugoroba w’ababyeyi, Inteko Rusange y’abaturage, and SGA meetings). Key messages focused on sensitizing parents to send their children (girls and boys as well as children with disabilities) to reading clubs. All messages emphasized the importance of reading at home and the role parents should play. Literacy Champions also assumed the responsibility of managing school-community libraries to ensure that they are accessed by children. In addition, Literacy Champions actively encouraged women and girls to participate in reading programs and other literacy events.
The above information was gathered during monitoring visits to Literacy Champions (see 2.2.5); more quantifiable data on Literacy Champion activities will be routinely generated through Mureke Dusome SMS and Web-based reporting system once it is fully functional.

2.2.5 Follow up Literacy Champions trained

In order to improve the performance and effectiveness of the Literacy Champions, SCOPE, in collaboration with the cadre of facilitators trained in Q1 FY2017, conducted monitoring and mentoring support to LCs in both Burera and Gicumbi Districts. During monitoring activity in Q2, the CE team and the cadre of facilitators jointly reached a total of 68 reading clubs out of the 191 clubs in Burera and Gicumbi, including 129 LCs (65 males and 64 females), and mentored them on how they should improve the implementation of reading interventions in their villages.

The table below shows children reached through monitoring and support by the CE team and cadre facilitators in the last quarter:

<table>
<thead>
<tr>
<th>AGE RANGE</th>
<th>M</th>
<th>F</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 7</td>
<td>371</td>
<td>512</td>
<td>883</td>
</tr>
<tr>
<td>7 to 9</td>
<td>728</td>
<td>1028</td>
<td>1756</td>
</tr>
<tr>
<td>10 to 14</td>
<td>641</td>
<td>817</td>
<td>1458</td>
</tr>
<tr>
<td>15 to 18</td>
<td>20</td>
<td>23</td>
<td>43</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1760</td>
<td>2380</td>
<td>4140</td>
</tr>
</tbody>
</table>

The observations from the monitoring were as follow:
- There is a need of replacing LCs who have dropped out
- Head Teachers need to be reminded about their roles in supporting LCs activities
- New P1 children need to be sensitized and encouraged to attend reading clubs
- LCs benefit from more support to understand the importance of respecting time allocated to different reading club sessions.
- LCs are pleased by the monitoring visits and appreciate support from SCOPE team
- LCs are collaborating with local leaders and school leaders in their work
- Children from remote areas are also enjoying reading club activities
- LC volunteers visited are fully committed in leading literacy activities and were facilitating reading club activities in pairs
- Monitoring reading activities and supporting LCs is very important as it helps us to know the progress of the project implementation, identify challenges met by LCs and to help them improve their work

Monitoring plans for upcoming quarters have been discussed between the MEAL team, the CE team and the Peace Corps volunteer in order to identify strategies to support as many LCs as possible with the limited staff available. The team plans to pilot alternative coaching models, such as peer learning circles between LCs from the neighboring clusters that would allow additional LCs to be reached.

2.2.6 Master Literacy Champions identified at district level

This activity will commence in Q3 FY2017.

2.2.7 Master Literacy Champions participate as trainers in national scale up (as part of the National Training Team)

This activity will commence in Q4 FY2017.
Activity 2.3 Promote and Incentivize Local Initiatives for Community Literacy Activities

2.3.1 Community Literacy Fund

2.3.1.1 Develop guidelines for selecting and awarding Community Literacy Funds with REB

2.3.1.2 Include application instructions in SLM Self-Study Modules

2.3.1.3 School-communities prepare and submit applications through their respective districts
This activity will commence in Q4 FY2017.

2.3.1.4 Applications reviewed and awardees selected by Rwanda Reads sub-committee
This activity will commence in Q4 FY2017.

2.3.1.5 Procurement and delivery of materials (book boxes containing ~200 books) as part of the awards
This activity will commence in Q4 FY2017.

2.3.1.6 Monitoring of award recipients
This activity will commence in Q1 FY2018.

2.3.2 Highlight examples of best practice on literacy promotion from around the country, or through partnerships with community radio and Rwanda Reads website and social media
During Q2 FY2017, SCOPE:

- Produced one case study that was shared on the Save the Children website & Facebook pages, with Rwanda Reads members and staff. The case study focused on the Editors in Chief workshop organised in partnership with the Rwanda Media High Council.
- Publicized SCOPE's objectives and key messages using community radio, Facebook, Twitter and Save the Children website. In addition, 3 Facebook posts went out with reach rate of 1668 followers for the most viewed, shared and commented on. 11 tweets were recorded, with the tweet about the Readership Preferences study dissemination event being the most popular.

2.3.3 Reward top performing districts through recognition strategies on radio, website, and social media
Activity to begin in Q4 FY2017.

2.3.4 Work with radio and other media partners to promote literacy events and reading competition winners, particularly at local level on radio, in print, and through relevant websites and social media
During Q2 FY2017, SCOPE:

- Invited several media outlets to SCOPE events: this resulted in 26 stories broadcasted and/or published through various media outlets.
- The tracker to monitor radio broadcasts, print and digital media publications on literacy events was updated with links to newly covered stories; this full media coverage summary for Rwanda Reads and SCOPE is annexed to this report.
- See also activity 2.1.4.1 for information on a media campaign plan that was developed for FY2017.

2.3.5 Identify PPPs that can provide support for reading activities held at sector, district, and national levels
SCOPE established contacts with Airtel beginning in Q3 FY2016 and continued discussions in Q4 FY2016. Airtel had indicated that it was willing to provide support to SCOPE's reading interventions as
early as Q1 FY2017; unfortunately, the project is still waiting for this support. Conversations with Ecobank began in Q1 FY2017 in regards to the company’s support to SCOPE’s reading programs. SCOPE also approached Urwibutso Enterprise based in Rulindo District. The Director/proprietor has built many schools in his local community. He appreciated SCOPE’s efforts in promoting literacy and promised to provide relevant support once SCOPE has started the implementation of its activities in Rulindo District in FY2018.

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

2.4.1 **During National Literacy Month, work with MINALOC to have literacy messages raised during Umuganda days**

There has been no feedback from MINALOC in regards to the formal inclusion of literacy in the national Umuganda initiative. However, in Q3, it is planned for the combined team of USAID, MINEDUC/REB and Save the Children to formally present the SCOPE project to the DG MINALOC. The objective of this meeting will be to push for MINALOC to a) consider including SCOPE’s key literacy activities and messages in the Ministry’s plans and b) implement a directive in which early grade literacy is formally recognized as an integral part of the national Umuganda initiative.

In Q2, message cards were shared with LCs through the community engagement team. Messages focused on the importance of early literacy and the role of parents (literate and illiterate) in advancing and supporting early literacy. They were disseminated during Urugerero youth trainings, Umugoroba w’ababyeyi and other community gatherings.

2.4.2 **Encourage children reading during Umuganda days**

Umuganda literacy for children is one of the SCOPE project key activities. Its main purpose is to enhance the culture of reading among children. Literacy champions are implementing this activity as they were trained to facilitate in their respective communities.

The Community Engagement team supported 15 Literacy Champions (7 women, 8 men) to facilitate Umuganda children’s literacy events in 8 sites of Gicumbi and Burera districts during the quarter. A total of 779 children (416 girls, 363 boys) participated in the reading events. While Literacy Champions facilitated children’s Umuganda literacy, Community Engagement staff observed to identify and understand challenges encountered and provide practical solutions on the spot.

After the visits, the Community Engagement team observed that LCs need follow-up mentoring support on different topics including effectively leading the Umuganda Literacy for children, effective use and management of reading materials, creativity in conducting sessions and so on. Head Teachers were also reminded to sensitize children to participate in reading clubs activities and to also sensitize parents to send their children to the reading clubs as well as to the Umuganda literacy events.

2.4.3 **Mobilize Rwanda Reads (RR) members to support training of Urugerero**

Umuhuza is taking the lead on this activity. Progress for this activity has been put on hold while Umuhuza investigates the sensitivity and potential impact of RR members’ support of this initiative.

2.4.4 **Collaborate with government stakeholders (to include potential work with URCE) to incorporate reading promotion into national Urugerero training content**

No progress has been made on this activity in this quarter due to difficulties in securing a meeting time with REB, URCE, and VVOB. However, a meeting has been planned for Q3 FY2017; during the meeting with REB, URCE and VVOB, SCOPE will present the question of incorporating reading promotion in the national Urugerero training content. Progress on this will be reported accordingly.
2.4.5 HTs/SGACs elect one Urugerero (‘community literacy volunteer’) per village
In each school catchment area in Gicumbi and Burera, SEOs in collaboration with HTs, local leaders including Cell Executive Secretaries and village chiefs, selected 1 Urugerero youth to support LCs in promoting children’s literacy skills development (facilitating Children’s Reading Clubs and Children’s Umuganda literacy). These Urugerero youth will in subsequent quarters play a significant role in raising parents’ awareness on children’s literacy skills development.

2.4.6 Urugerero youth support LC in the facilitation of reading activities
This activity is planned to begin in Q3 FY2017. During Q3, Urugerero youth trained in both Gicumbi and Burera will facilitate four parenting sessions drawn from the Reading Awareness Workshop (RAW) for parents from Burera and Gicumbi Districts. These youth volunteers (162 (80F, 82M)) have made a commitment to implement these activities as volunteers over a six-month period (as per the contract they have signed with the Government of Rwanda through National Itorero Commission).

2.4.7 Advocate with Peace Corps to increase volunteers’ support of community literacy activities
SCOPE engaged a Peace Corps volunteer in January 2017 to support the project’s literacy efforts in both the Northern and Western Provinces of the country. The volunteer has been formally introduced to the district authorities in Musanze (where he is based) and in the neighboring districts. The Peace Corps volunteer’s induction process included being assigned initially to the SLM team and later to the Community Engagement team. It was necessary that he become acquainted with all the steps leading to the establishment and running of the reading clubs. The main purpose of the volunteer is to coach and mentor Literacy Champions in the Northern and Western provinces of Rwanda beginning in Q3.

Result 3: Foster a culture of reading

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

3.1.1 Map existing actors (refreshing an existing survey) and identify potential new members and collaborators for Rwanda Reads platform
The database of Rwanda Reads members was updated. The new members who expressed interest in joining Rwanda Reads were given application forms for completion. The new members include: Center for Editing and Literature promotion (CEL) based in Huye District, Southern Province; Brothers Initiated for Reading Rwanda (BIR) based in Musanze, Northern Province; and Christian Communication Rwanda based in Kigali.

3.1.2 Support Rwanda Reads to continue the International Literacy Day celebration and to organize additional events at regional levels, by improving coordination and publicity
During the quarter, Rwanda Reads was invited to be part of the key panelists during the official launch and screening of a film named “The State of Reading in Rwanda” produced by Mr Iragena Rodriguez. Represented by Fiston Mudacumura, Founder of Mudacumura Publishing House, the panel discussed the role of different actors in the book industry in promoting the culture of reading and the positive impact this will have on the country’s development as a whole.

The 23-minute film explores in-depth the current state of the culture of reading in Rwanda and the contribution of several actors namely Government Ministries, INGOs, publishers, authors, booksellers and platforms that seek to advance the culture of reading (i.e. Rwanda Reads, etc). The producer was also invited in the Rwanda Reads Provincial Learning Event in Musanze and has given Rwanda Reads the official permission to use his film during the Learning Event (see 3.1.5 for details).
In terms of publicity, Rwanda Reads was mentioned 4 times in one of the leading daily newspapers in Rwanda, The New Times. Four more articles/stories talking about Rwanda Reads were published in Imvaho Nshya newspaper, Akoma.net website, Huguka Radio and Musanze Community Radio. Rwanda Reads was also mentioned by one of Miss Rwanda 2017 contestants as she was presenting her literacy promotion project to the judges. She emphasized the role of Rwanda Reads in promoting a culture of reading and said she would work closely with the platform to execute her countrywide literacy promotion project.

3.1.3 Compile and make public a set of resources on statistics, evidence and best practice for mobilizing community support for reading on RR website

3.1.3.1 Consultancy for designing and maintaining RR website so it becomes a one-stop resource for reading programs in Rwanda
REB is waiting for approval from the Rwanda Development Board (RDB) to disable the current Rwanda Reads website link hosted under its main portal. The newly constructed website will be officially launched once RDB disables the current RR website link. In addition, the web designer trained the SCOPE communications team on how to use Drupal as the content management system.

3.1.3.2 Create and maintain training resource page on Rwanda Reads website, including access to all Literacy Toolkit resources and training modules
A tool to gather updates from members was circulated among selected members. The content was used to revamp the current website in the final stage.

3.1.4 Maintain calendar of events, including learning events hosted by SCOPE and other Rwanda Reads members
SCOPE designed an electronic interactive calendar of key literacy events and shared it widely with all Rwanda Reads members. To ensure easy accessibility, it was uploaded onto MCOP website. In addition, the SCOPE project oversaw the production and distribution of 4,796 Rwanda Reads wall calendars of key literacy events. These calendars were distributed to all Rwanda Reads members, partners and supporters during this quarter.

In Q2, SCOPE organized a read aloud refresher training that was planned as a celebration of World Read Aloud Day (which took place on February 16th). Unfortunately, the training was postponed to March 3, 2017; it ended up being held in Burera district in areas that the CE team had identified as needing a refresher on reading books aloud. 17 LC representatives from all 17 sectors in Burera district participated (4F, 13M).

The main objectives were:
- To review the current read aloud approach and its effectiveness
- To identify areas in need of improvement
- To refresh read aloud guidelines and tips
- To practice reading storybooks aloud and provide feedback to peers

At the end of the read aloud training, LCs conducted self-evaluations. The areas which LCs improved the most were:
- Selecting books to read to the children
- How to make the read aloud session animated
- How to hold the book while reading to children
- Asking and answering questions asked by children while reading
- How to manage children of different ages by encouraging reading buddies (stronger readers reading together with younger/weaker readers) and other free reading activities highlighted in the LC toolkit

The training was officially opened by the District Director of Education of Burera District who encouraged the LC representatives from different sectors to pass on the skills and the knowledge gained from this training to the other LCs who facilitate the Reading Clubs in their respective sectors and also become ambassadors for encouraging parents and caregivers to support children to master reading skills.

3.1.5 Host learning events on a half-yearly basis for all Rwanda Reads members

Under the theme “Increasing availability of books for local communities”, SCOPE organized the first ever Provincial Learning Event for Rwanda Reads Book Sector Working Group on March 23, 2017 in Musanze District. The event brought together more than 87 participants from the book sector industry (booksellers, publishers, illustrators amongst others), local leaders, educationalists, INGOs, NGOs, children and religious leaders to share best practices on how better books can reach the most remote areas of Rwanda and on the role of every stakeholder in ensuring this.

Participants explored in depth the importance of books for rural communities (the case of Burera District), the current state of children publishing in Rwanda (by RCBF) and how writers and illustrators from the Northern Province are contributing to the advancement of the reading culture with the access to books at the forefront.

Some challenges discussed included:
- The high cost of storybooks compared to the income of community members and the need for publishers to improvise and produce different qualities of storybooks to enable parents of different income levels to afford buying books for their children;
- The scarcity of bookshops and community libraries;
- The low culture of reading in Rwanda and the need for sensitization of parents and children on the value of books;
- The quality of published storybooks still needs to be improved to allow children to have books with stories and characters they can identify with. There is a need for the publishing sector to publish as many children’ books as possible so that children can be exposed to a variety of storybooks. Publishers are also urged to share their books with children prior to publication to ensure they get proper feedback for improved quality.

In her closing remarks, the Musanze District Vice-Mayor in charge of Social Affairs advised all participants to constantly talk to children to find out their reading preferences. She emphasized that publishers could not do their work on their own, that the promotion of a reading culture is the work of many. “This struggle to motivate children to love books will help to reduce the dropout rate, reduce idleness among children, as well as increase partnership between Musanze District and other districts,” she concluded.

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

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

In discussions with MINEDUC/REB during the quarter, the Ministry clearly indicated the need for a people-driven process in the development and finalization of the National Literacy Policy. They would like inputs from the districts as well as the provinces, a process which should culminate in a national conference to deliberate and agree on the content of the policy. In Q3 FY2017, SCOPE will engage
MINEDUC/REB to discuss the finer details of the proposed approach related to timing, participation and cost-effectiveness.

3.2.2 Advocate with districts and sectors to include literacy related goals in their Imihigo and District/Sector Development Plans
During the introductory meetings in Musanze, Muhanga and Kirehe districts, the Community Engagement team facilitated discussions with district officials on integrating SCOPE’s literacy plans in District Development Plans as well as the Imihigo of district officials (both education and local government). Nyabihu, Ruhango and Kirehe are among districts that have openly expressed a desire to integrate SCOPE’s literacy plans and messages into the District Development Plans. The CE team will be monitoring and reporting on progress on this commitment.

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

Q2 FY2017 was characterized by partnership milestones that were achieved between SCOPE and the Government. Save the Children signed an MOU with the Ministry of Sports and Culture (MINISPOC). This partnership will allow for the resumption of the National Book Development Policy which has been updated and is currently with MINISPOC for final revisions and approval. The partnership will also strengthen the relationships the local publishing industry has with MINISPOC leading to the strengthening of and promotion of the reading culture in Rwanda.

Additionally, during the quarter, the Rwanda Education Board (REB) made significant contributions in working with local publishers by approving more than eighty new locally-published titles. REB also made amendments to the current REB tender for supplementary materials, a change that was heavily and jointly influenced by SCOPE and local publishers.

3.3.1 Provide training to local publishers, illustrators, authors, booksellers & other book sector actors to improve publishing outputs of Kinyarwanda children’s books

3.3.1.1 Establish a basic database on the publishing sector actors
SCOPE Book Development Unit (BDU) started recording details of participants who attend book development and use activities. The list is regularly updated.

3.3.1.2 Support Rwandan publishers in building professional networks

Progress on the partnership with the Ministry of Sports and Culture and the local publishing industry
During Q2 FY2017, Save the Children signed a MOU with Ministry of Sports and Culture (MINISPOC). This new partnership will enable the resumption of the National Book Development and Distribution Policy and the growth of the local publishing sector. Since the MOU was signed, SCOPE attended a meeting with the Personal Advisor of the Minister for MINISPOC and developed a first draft joint plan for collaborative activities between the two partners. SCOPE will ensure publishers collaborate more with the MINISPOC, making their books true tools of cultural heritage preservation and for the promotion of Rwandan culture. To achieve this objective, different methods are being considered: retelling traditional tales, writing about Rwanda, and promoting the Kinyarwanda language in all forms possible such as poetry. SCOPE has been working closely with the Personal Adviser of the MINISPOC Minister, the Rwandan Archives and Library Services Authority (RALSA) and the Rwanda Academy of Languages and Culture (RALC). Other planned activities include:

- starting a book media campaign that will cover all public activities for books as joint efforts of SCOPE and MINISPOC;
- the active participation of RALC and RALSA in organizing the Rwandan Children’s Book Forum (RCBF);
- Conferencing and the issuance of the RCBF Awards (discussed in details in 3.3.6);
- the engagement of SCOPE in the Organizing Committee of the National Book Exhibition that will take place in May 2017 and will be organized by MINISPOC and RALSA; and
- the creation of an Annual and National Author Award that is under development.

During this quarter, MINISPOC also supported publishers in unprecedented ways by sending three RCBF representatives to the “Salon International du Livre de Marrakech”, an international book fair held in Marrakech, Morocco. Two Rwandan publishers and one bookseller who work with SCOPE (Excel Education Partners, Kibondo Editions and Arise Education) participated in the fair in February 2017. MINISPOC confirmed its support as a result of Save the Children’s consistent support and advocacy for the local publishers and the promising future of the RCBF itself. When in Marrakech, Rwandan publishers made a notable impression as they were able to sell many children’s books, mainly the baby books made with fabric and the titles that were translated in French. Book deals made in Marrakech will allow these Rwandan publishers to sell copyrights of some of their titles and publish them in Morocco and Northern African countries where possible. This was a remarkable achievement for Rwandan publishers as they proved that their books could open markets in countries more developed than Rwanda. Moreover, the Marrakech-based newspapers also took notice of the Rwandan publishers.

Additionally, with the endorsement of the MINISPOC, a young publishing house, Mudacumura Publishing, participated in this year’s Bologna Children’s Book International Fair. This publishing house was the second Rwandan publisher to attend this event after Editions Bakame - both publishers represented Rwanda this year. Following these successful experiences, MINISPOC promised to send RCBF representatives to the International Book Fair of Libreville in Gabon which will take place in May 2017.

On the same note and with MINISPOC endorsement, the Rwandan publishers in attendance were invited to become members of an African Book Trust that unites national indigenous book publishers’ associations. If the RCBF succeeds in extending its publications to other genres and age ranges, it will be able to participate in all African and international book events.

**Rwanda Education Board (REB) approves new titles produced by local publishers**

In Q2 FY2017, REB partially approved more than eighty titles of twelve local publishers. This is the first time REB has approved such a high number of Kinyarwanda children’s books in a non-tender process, an activity which SCOPE has long advocated for since it recognizes publishers’ efforts and officially endorses them. It is also the first time all local publishers have books that are approved by REB. All publishers involved will re-submit final copies of the partially approved books by mid-April 2017, and then REB will issue approval letters of those books. This marks the success of multiple, prolonged advocacy efforts conducted by both Save the Children and local publishers themselves. Even though this was an outcome to celebrate, some suggested changes REB recommended to publishers were not relevant and if applied would undermine the quality of the books supplied; as things stand, publishers are unlikely to heed REB’s directive. Given this situation, SCOPE and the RCBF will request a meeting with REB to discuss better methods of reviewing children’s books. This includes areas like layout and design, an area that is still underdeveloped and misunderstood. Editions Bakame have in particular questioned the feedback on their children’s books, “Uruhimbi rwa Nyanka” and “Akajangwe Buroho.” Bakame subsequently withdrew these books from the approval process. SCOPE will continue to advocate for REB to support creatively produced high quality children’s books.
Another remarkable action taken by REB this quarter was the amendment it made to the current REB tender procedure of pre-primary read aloud books. When REB issued the technical specifications for this tender in September 2016, publishers did not submit their books saying the specifications were not realistic. Due to the failure of the first tender, REB reissued the specifications in January 2017 and asked Save the Children to intervene with publishers so that they participate in the tender. REB complained to Save the Children that local publishers refused to submit their good books; Save the Children thereafter sought to establish the validity of the publishers’ complaints as well as REB’s perspective on this matter. After a meeting with UNICEF’s Early Childhood Education team, Save the Children decided to meet REB staff in charge of the tender to explain why publishers were not submitting books, namely that the specifications were not appropriate for the local context. The specifications were as follows:

**Lot 12.1 Story books, Teacher read aloud for pre-primary in Kinyarwanda**

**Technical specifications:** A4/A3 format, 300/400g hard cover and 200/300g pages  
**Content specifications:** Short (no more than 48 pages and 500 words), child-friendly stories in Kinyarwanda with illustrations, using comprehensible and age appropriate vocabulary, with a limited number of (readable) words per page. The content has to be all of the following: colorful, positive, inspiring, enjoyable stories, recognizable/relevant, adapted to local context, gender sensitive, inclusive and based on themes proposed in competence-based pre-primary syllabus- G1-3. The purpose of the story books is for teachers to read aloud and for children to explore books, stories and vocabulary. Children will gain an interest in books and develop listening and reading skills.

After meeting the REB team that leads the tender process, SCOPE recommended that specifications should be modified to be more cost-effective; some of the specifications were simply impossible to follow in Africa (for example: the paper grammage was too heavy for a read aloud A4 book) and even when possible REB could not afford such expensive books (SCOPE estimated such books would cost around 70,000 Rwandan francs (frw) per copy). Publishers themselves met with REB and expressed the same concerns. Two months later, by the end of March 2017, REB informed publishers that it had extended its submission deadline and made an amendment to the tender lot specifications. The new specifications are now as follows:

**Lot 12.1 Story books, Teacher read aloud for pre-primary in Kinyarwanda**

**Technical specifications:** A4/A3 format, 300g hard cover and 150g pages  
**Content specifications:** Short (between 16 and 38 pages; and between 250 and 500 words), child-friendly stories in Kinyarwanda with illustrations, using comprehensible and age appropriate vocabulary, with simple sentences (maximum 3 sentences per page). Font size not less than 16, recognizable/relevant, adapted to local context, gender sensitive, inclusive and based on themes proposed in competence-based pre-primary syllabus- G1-3. The purpose of the story books is for teachers to read aloud and for children to explore books, stories and vocabulary. Children will gain an interest in books and develop listening and reading skills. End of clarification.

All publishers, both local and international, were satisfied with this amendment and they are now preparing for the final submission. This action will set the stage for the beginning of a positive relationship between REB and the publishers. It was a great lesson learnt on the importance of constructive communications and negotiations between different parties. SCOPE and Save the Children in general will capitalize on this opportunity to increase its engagement with REB in regards to supporting the local publishers given that they (publishers) have proved their capacity and willingness to be partners of excellence in advancing quality education in Rwanda.
**Other opportunities**

A number of international organizations have expressed an interest in working with local publishers. These include World Vision, UNICEF, KOICA and Chemonics (*Soma Umenye*). The interests from these organizations are diverse and of different weight. Some will work with local publishers on children’s books that are levelled, others on books about different subjects such as health and agriculture, still others on children’s books for the pre-primary curriculum. SCOPE facilitates these partnerships, offering technical support and collaboration wherever there is a need.

3.3.1.3 & 3.3.1.4 *Strengthen the capacity of the publishing sector through trainings*

In Q2 FY2017, SCOPE organized a training for publishers and authors on February 27-28, 2017 in collaboration with RWAMREC. RWAMREC facilitated half of the sessions pro bono while SCOPE facilitated the other half. The objectives of the training were:

1. To identify five common gender stereotypes presented in children’s books
2. To analyze the representation of gender in Kinyarwanda children’s books published in Rwanda and how it affects book quality
3. To discuss how to evaluate gender inclusion in Kinyarwanda children’s books
4. To review the gender analysis report on Kinyarwanda children’s books published in Rwanda.

This training was an opportunity to examine the current situation with the gender inclusion lens on children’s books. Since this was a unique training, SCOPE wrote a full training report that can be found in the annex (Gender Inclusion in Children’s Books Training Report). The training closed with publishers agreeing to improve the quality of their publications by addressing the question of gender inclusion in children’s books and in working with authors, illustrators, editors and designers on these issues. Thirty-five participants attended the training (17M, 18F).

3.3.1.5 *Offer coaching and mentoring opportunities to the publishing sector*

In Q2 FY2017, SCOPE offered intense support to all twelve local publishers on developing quality, diverse books for the upcoming opportunities, including: getting ready to start developing levelled books; honing their marketing strategies; actively engaging with governmental institutions; and preparing for the REB tender for supplementary materials.

3.3.1.6 *Update RCBI catalogue*

In Q2, SCOPE continued to finalize the new format of the children’s book catalogue which will be more user-friendly. SCOPE will share in the annex a screenshot of the new format, but the catalogue will be published in Q3 FY2017.

3.3.2 *Facilitate a book review committee to provide guidance to publishers*

SCOPE organized multiple book review meetings in March 2017: 6 participants attended (all female). Publishers submitted 23 books for review; the reviewing team approved 13 and rejected 10. The 10 were judged to not meet minimum quality standards. Most of the books rejected were for the following reasons:

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To ease budgeting for this activity, which requires slightly different resources for training illustrators as compared to other publishing sector actors, we have given two activity numbers for this activity.
a) Lack of originality or authenticity. Examples include books where publishers took photos from the internet, and used them in the book without even creating a story. There were several instances like that, mainly concept books developed by new publishers.

b) Books that do not have well-structured plots, without a clear beginning, no plot development, or thought-through ending.

c) Books that have illustrations and design of an unacceptable quality. In some cases, the design was of poor quality while in other cases the illustrations were not connected or did not support the storyline.

d) Books that contain violent messages, unacceptable gender biases, and discriminative plots.

Following feedback from publishers about the lengthy book review process with long time gaps with each review, SCOPE has now planned to undertake the book review meetings on a bi-weekly basis. In the past, SCOPE would give a date once a quarter for all publishers to submit in time, but since there is a bigger children’s book market than before, publishers need to publish more frequently to be able to respond to the increasing demand. Now, SCOPE calls the Book review meetings as soon as publishers submit books, regardless of the quantity. This strategy will speed up the review and approval process.

Of the endorsed books, nine were fiction and four were non-fiction, two stories feature main characters that are gender-neutral animals, two feature a girl and a boy being the main characters, two feature a girl as the main character, and three feature a boy as the main character.

3.3.3 Extend literacy groups like Abana Writers’ Café to communities beyond Kigali

3.3.3.1 Design a guide for starting Abana Writers’ Café for aspiring writers in communities outside of Kigali
After the development of the Abana Writers Café guidelines and after receiving support from MINISPOC, SCOPE identified four groups of writers that are based in different districts: the first group is of teachers, Head Teachers and SEOs who write stories in Burera District; the second is led by a Literacy Champion who is based in Gicumbi district and works mainly with children and is renown to be a role model for local Urugerero youth; the third group is also made of teachers and Head Teachers based in Ngororero District; and the fourth group is based in Muhanga District. SCOPE is planning an introductory training in Q3 FY2017 on how to organize an effective Abana Writers Café. SCOPE is also considering ways of collecting stories from districts outside Kigali City through mini-writing festivals.

3.3.3.2 Enhance the culture of reading and writing through Abana Writers’ Café in Kigali
In Q2 FY2017, SCOPE BDU organized two sessions of Abana Writers’ Café in Kigali. The stories presented featured first-time participants and outstandingly creative stories which are uncommon in the local publishing industry. Girls are increasingly being highlighted and there are more fantasy stories and poems. In total, 64 participants attended both sessions (25F, 39M).

3.3.4 Conduct research on children’s reading preferences and market demand for reading materials for emergent readers
During this quarter, SCOPE shared the children’s reading preferences study with different stakeholders including REB. SCOPE also mentioned the study findings in different meetings with RCBF, Save the Children UK, Save the Children’s Book Initiative members and publishers and authors. Feedback obtained during the dissemination event as well as from USAID and Save the Children staff in the UK and US has been used to finalize the study, which will be disseminated widely to education stakeholders in Rwanda and internationally.

3.3.5 Promote purchasing consortium events through Rwanda Reads
In Q2 FY2017, RCBF in collaboration with SCOPE organized a book purchasing consortium in March 2017. This event was organized in parallel with the RCBF Conference (mentioned in 3.3.6) that took place on March 31, 2017. The event was widely covered by the media. World Vision and Soma Umenye expressed the need to collaborate with Save the Children and other organizations in purchasing books. SCOPE will facilitate the process, working closely with organizations and reconciling timelines in buying books.

3.3.6 Collaborate with book sector actors to support meetings of a Children’s Book Forum to support quality children’s literature creation and promotion in Rwanda

RCBF in collaboration with SCOPE and MINISPOC organized its second conference on March 31, 2017. The main objectives of the conference were to foster a love of reading and to introduce children to books of literary excellence. This conference not only honored the best author, illustrator and designer, but also included a panel discussion and practitioner-based presentations.

This conference discussed the strengths, weaknesses, opportunities and threats involved in the growth of the local publishing industry. It served as a forum for new ideas and examined the different dimensions of successful approaches to ensure quality children’s books are available, accessible and affordable to every child. Today, given the competition in the publishing sector globally and the relative scarcity of demand nationally, local publishers in Rwanda must be able to innovate effectively and efficiently in order to ensure their long term success, thereby contributing to a sustainable cycle of supply and demand for high quality children’s books in Rwanda.

Presentations were made by a children’s book author, a Sector Education Officer from Burera District, and a RCBF representative. The panelists were from SCOPE, RALC, Soma Umenye, and RCBF. The conference also issued the first awards of their kind in the local publishing industry, giving award certificates to the Children’s Choice Award for the Favorite Book, Best Author, the Best Illustrator and the Best Designer.

RCBF wished to give these awards in order to:

a) recognize and reward efforts of excellent work/validate achievements
b) raise awareness about brands or businesses/increase visibility
c) attract testimonials.

Judges included representatives from Government offices (RALSA, RALC), artists (Kwitonda Art studios), publishers (Huza Press, YouLI), librarians (Kigali Public Library), Children and Youth Centre (Club Rafiki), teachers (School of Creative Arts, TEACH Rwanda), authors and poets, arts managers (Ishyo Arts Centre, Chameleon Resources), graphic designers (Girl Effect, RBA), and arts and culture scholars.

The following criteria were used by both SCOPE and the RCBF committee to select the judges:

a) Independent from the local children’s book publishing industry
b) Renown reading culture champions
c) Kinyarwanda champions
d) Exposure to children’s books from different parts of the world
e) Have knowledge and skills to judge a text or artwork

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7 The first RCBF conference was held in July 2016. In the Q4 FY2016 report, this first conference was called a General Assembly.
Three-hundred sixty-one (210F, 151M) children from four districts (Kayonza, Gasabo, Burera and Gicumbi) also acted as judges for the favorite book selection through a survey SCOPE conducted during the following activities or at the following sites: the December 2016 Kigali Christmas book fair, the March 2017 Reading Weekend in Musanze, schools and reading clubs in Gicumbi and Burera from January to February 2017, the Rwinkwavu Community Library, and the Kigali Public Library. The objective of the survey was to identify the top three favorite Kinyarwanda children’s books for children ages 7 to 12.

The following guidelines were used in the selection of the 2016 RCBF Best Author, Best Illustrator and Best Designer:

a) RCBF will award three categories which are: Best Author, Best Illustrator and Best Designer.
b) For each category, each local publisher will select a maximum of three titles. The stories they think are the best will be submitted to the Best Author category; the book they think is the most attractive and has high-quality illustrations will be submitted to the Best Illustrator category; and the book they think has the best layout, design and best use of colors will be submitted in the Best Designer category. Publishers are free to select the books they think are their best for each category. It can be the same book for all categories or different books for different categories.
c) Each publisher will put the selected books in envelopes that are tagged with the corresponding categories.
d) Every publisher will submit the envelopes to SC by March 17, 2017.
e) The jury members will be nominated according to the criteria (mentioned above)
f) Both RCBF and SC will contact the nominated jury members, and if they agree to review the books, RCBF and SC will give them the guidelines and a timeline.
g) After receiving all the envelopes, SC will contact the jury members. The jury will use criteria previously developed and agreed on by both RCBF and SC. Each jury member will put their results in a sealed envelope tagged with the name of the correspond category.
h) All sealed envelopes will be collected by SC staff before March 28, 2017.
i) All envelopes will be opened in the presence of RCBF committee members and SC staff.
j) Once the envelopes are opened, the present participants will record the results of the best author, best illustrator and best designer.
k) The names of the winners will be kept secret until the day of the awards presentation. Winnie or Esther will keep the certificates.
l) All three winners will receive a certificate of excellence and their profiles will be featured in the RCBF Catalogue.

The selection criteria and marking sheet for all categories can be found in the annex of this report.

The RCBF Awards winners were:

**BEST AUTHOR**

<table>
<thead>
<tr>
<th>Place</th>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Sinzakwibagirwa nshuti nziza*</td>
<td>Jean de Dieu Munyurangabo</td>
<td>Kibondo Editions</td>
</tr>
<tr>
<td>2nd</td>
<td>Bwoba n’imbogo</td>
<td>Augustin Gasake</td>
<td>SBD Publishers</td>
</tr>
<tr>
<td>3rd</td>
<td>Yifuje ubwiza</td>
<td>Team Bakame</td>
<td>Editions Bakame</td>
</tr>
</tbody>
</table>

**BEST ILLUSTRATOR**

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8 Mureke Dusome worked with the Literacy Boost program in order to collect data from schools where book collections had been placed between 2015-2016.

9 *Sinzakwibagirwa nshuti nziza* is a story of a young child living with a physical impairment and her process of re-enrolling in school after having dropped out at an early age.
The RCBF Awards was an initiative that was widely acclaimed by both development partners and the media. There is, however, a need to improve the organization and criteria for the next editions, particularly for the children’s favorite book selection.

At the conference, there was a wide range of industry leaders, senior executives, government policy makers, and key decision makers all of whom were able to understand the market gaps in the key sectors and to investigate new opportunities. Seventy-five participants (28F, 47M) attended the conference and the book purchasing consortium. Most participants were drawn from the following organizations: UNESCO, UNICEF, Chemonics (Soma Umenye), World Vision, MINISPOC, RALC, RALSA, and other partners.

During this quarter, SCOPE worked in partnership with Arise Education in organizing a Reading Weekend in Musanze which included the Rwanda Reads Book Sector Learning Event (see details of the event in 3.1), a book exhibition, and a reading tent for children. The Reading Weekend also served as a platform to share the messages of the Chocolate Book Campaign. Eighty-six children (59F, 27M) attended this event; they came to read books in the reading tent.

3.3.7 Liaise with RWAMREC and disability inclusion organizations (such as the National Council of People with Disabilities) to generate positive messages around gender, disabilities and inclusion to share with the book industry
In Q2 FY2017, SCOPE in collaboration with RWAMREC organized a training on gender inclusion in children’s books that took place on February 2017 (see details in 3.3.1.3).

3.3.8 Connect organizations for the visually impaired with publishers
In Q2, SCOPE learnt that UNESCO offers grants to any organization that invests in supporting the visually impaired in Rwanda. SCOPE will encourage RCBF to connect with UNESCO for a possible grant in 2018.

10 *Amateka ya Ndabaga* is a traditional story of a war heroine from the ancient Rwanda. The story encourages girls to be courageous and strong.
Activity 3.4 Increase communities’ access to age-appropriate, relevant reading materials

3.4.1 Provide an initial supply of 100 books per school-community library, reading mat, and storage unit

3.4.1.1 Develop a set of criteria that will be used in choosing the titles that will be purchased for communities’ libraries

3.4.1.2 Select and provide an initial supply of 100 books per community library, reading mat, and storage unit
SCOPE purchased 80,000 books, 739 mats and 739 book boxes to be distributed in the ten phase 2 districts. A team of two SCOPE officers and five temporary employees received the books and began the process of sorting and packing them. The distribution will start in the third week of April 2017 to Ngororero and Ruhango districts. Thereafter, the distribution will happen simultaneously with the LC trainings to ensure LCs have all the materials they need for the community libraries and to implement reading clubs immediately after the trainings.

SCOPE with the support of the Lawson project distributed 2,500 books to community libraries in Burera. The distribution is still ongoing for 6,200 books to Gicumbi community libraries.

3.4.2 Literacy Champions, in collaboration with SGACs, assume management of these school-community libraries in order to ensure they are accessed by children
This activity is described under activity 2.2.4.

3.4.3 Collaborate with Kigali Public Library to conduct mapping of existing inventory of books and libraries across the country
The project collected information about community libraries supported by the Kigali Public Library, which consist of 27 community libraries, located in 18 districts and managed at district level. The information included in this database will be uploaded onto Rwanda Reads website in Q3 FY2017.
### Table 3: Progress against planned activities

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<tbody>
<tr>
<td>Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy</td>
<td>Activity 1.1 Create nationally appropriate vision of effective literacy school-community partnerships through evidence-based standards.</td>
<td>1.1.1 Synthesize existing knowledge of reading approaches in Rwanda</td>
<td>Planned for FY2016</td>
<td>Study finalized and results will be disseminated with KAP survey findings.</td>
<td>Study reviewed by USAID; key findings from study presented at Comparative and International Education Society conference</td>
<td>Share a summarized version of KAP study with Directors of Education, DEOs, Mayors and Vice Mayors in charge of Social Affairs for 12 districts. Make formal presentation of study to REB SMT and the EGR consultative group on research.</td>
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<tr>
<td></td>
<td>Activity 1.1</td>
<td>1.1.2 Conduct formative research with URCE on interests, attitudes and needs of stakeholders</td>
<td>Planned for FY2016-2019</td>
<td>MOU signed between Save the Children and URCE to facilitate collaborative research and evaluation efforts</td>
<td>Plans made for a preliminary meeting held with the Dean of the School of Education of URCE to prepare for formal meetings to actualize the MOU (took place in early in Q3 FY2017)</td>
<td>SC/SCOPE in planning meetings with URCE research team to agree specific research agenda and commence plans, preparations for the research beginning August 2017 once the presidential elections have concluded.</td>
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<td></td>
<td></td>
<td>1.1.3 National Parent-School Partnerships standards development and dissemination</td>
<td>Planned FY2016-2018</td>
<td>Revision of the 6 SGACs standards; supplementary documents were developed: one for beneficiary self-evaluation and another for the standards</td>
<td>Workshop with REB-SLM Team and partners from Chemonics, VVOB, VSO, IEE, RWAMREC conducted to finalize the review of the Rwanda National Parent-School Partnerships Standards. SCOPE presented the</td>
<td>Share the final standards documents with REB for approval.</td>
</tr>
</tbody>
</table>
1.2 Develop training and instructional materials for guiding standards implementation at sector and school levels

<table>
<thead>
<tr>
<th>Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1.2 Develop training and instructional materials for guiding standards implementation at sector and school levels</td>
</tr>
<tr>
<td>1.2.1 Mapping of existing resources</td>
</tr>
<tr>
<td>1.2.2 Develop Literacy Toolkit (for LC)</td>
</tr>
<tr>
<td>1.2.3 Revise and finalize SLM (HTs &amp; SGAC heads) and SEO modules based on the Parent-School Partnership standards</td>
</tr>
</tbody>
</table>

- Provide modules to the DDEs, DEOs, SEOs, HTs and SGACs in the remaining Districts. Continue with the implementation of the self-study modules; track SEO monitoring of self-study process by HTs and SGACs.
SGACs from Ngororero, Ruhango and Musanze Districts during their trainings on module one. Both versions are finalized.

RWAMREC revised Rwanda National Parent School Partnerships Standards as well as SEOs and SLM modules to ensure that they reflect gender and RWAMREC confirmed that the standards as well as the SEOs and SLM modules are gender responsive. RWAMREC emphasized to add some points that highlight the involvement of male parents in children’s education and it was considered in the final review of the standards.

Programme update:

1.2.4 Collaborate with NUDOR and RWAMREC to revise and finalize training material on social and gender inclusion

Planned for Q3 FY2016-FY2019

An MOU was signed between RWAMREC and Save the Children in December 2016. Save the Children HQ staff with inclusion expertise have given feedback to module 5 on inclusion and equity.

Activity completed in Q2 FY2017

1.2.5 Conduct initial piloting of SLM Modules and Literacy Champion Toolkits

Planned for Q3 FY2016 - FY2018

In November, SCOPE received feedback from one SGAC (which included the Head Teacher), teachers, parents and children on Module 5 (Ensuring Equity and Inclusion). They provided feedback on how SCOPE can improve the content of the module; they talked about the challenges faced in including children with disabilities; also had a focused Phase 1 districts pilot completed in Q1 FY2017; Phase 2 districts pilot on-going as the SLM modules and LC toolkits are rolled out in each of the ten new districts. Phase 2 districts pilot on-going as the SLM modules and LC toolkits are rolled out in each of the ten new districts. Revision from the Phase 2 districts pilot will begin in Q4.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Status</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.6</td>
<td>Review all Self-Study Modules with stakeholders as part of National Scale-up in year 3</td>
<td>Planned for Q1 FY2018</td>
<td>Group discussion with sector committee in charge of disability – they provided some guidelines for improving Module 5</td>
</tr>
<tr>
<td>1.3.1</td>
<td>Dissemination at the District level of research findings</td>
<td>SLM and CE teams conducted introductory meetings at district level as a starting point to joint future planning of literacy activities and events; The meetings were held in 5 out of 10 new districts: Ngororero, Gasabo, Ruhango, Nyabihu and Rubavu.</td>
<td>SCOPE continued the introductory meetings in the three new districts which are Musanze, Kirehe and Muhanga.</td>
</tr>
<tr>
<td>1.3.2</td>
<td>Pilot peer learning meetings conducted by national training team for targeted SEOs</td>
<td>Meeting for 10 new districts scheduled to begin Q2 FY2017.</td>
<td>SCOPE collaborated with REB to select a National training team. Eight people including four staff from the SLM unit of REB, three DDEs of Burera, Ngororero and Musanze districts and one SEO of Gatebe Sector in Burera District were selected. SCOPE and REB have agreed on roles and Responsibilities of the National training</td>
</tr>
</tbody>
</table>

Continue the training of DEOs and SEOs in the remaining five districts.
## Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy

| Activity 1.3 | Implement scalable training approach for building school leadership capacity | Review meetings were conducted with SEOs in Gicumbi and Burera to discuss measures to ensure that HTs and SGACs complete the remaining modules. Collaboration with TCOP to train SEOs and DEOs to share information via their website and a forum from TCOP website was created for SEOs, DEO and DDE in Burera and Gicumbi Districts. | SCOPE SLM staff supported SEOs to train HTs and SGACs on Parent-School Partnership for Education Module one in their respective sectors across three Districts (Ngororero, Ruhango and Musanze) and conducted monitoring visits in Burera and Gicumbi. | Continue the trainings in the remaining sectors of Musanze and in other seven districts. Continue the monitoring of how SEOs support HTs and SGACs to complete modules |

| 1.3.3 Target SEOs’ support of HTs and SGACs to complete training modules | Planned for Q4 FY2016-FY2018 |  |  |

<p>| 1.3.4 Support HTs, SEOs, and other MINALOC leaders (Mayors and Executive Secretaries) to develop a calendar of literacy | Planned for Q4 2016-FY2019 | REB approved a calendar of literacy days along with key activities, events and messages. The calendars (to be distributed to HTs, SEOs and other MINALOC and MINEDUC) | SCOPE distributed calendars of literacy events in Burera, Gicumbi and in the ten new Districts. They promised to organize regular literacy events and use other meetings to send the messages. | SCOPE will continue to mobilize local leaders, SEOs and HTs to organize literacy events and voice the key messages, encouraging literacy practices through different opportunities like Umuganda, SGA |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Planned for</th>
<th>1.3.5 Engage REB, VVOB, and URCE to explore the possibility of including reading programs in the Head Teacher certification program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Incorporate key literacy messaging into all partner and SCOPE capacity building and development communications materials and training events</td>
<td>Q2 FY2016-FY2019</td>
<td>Further consultations were held with VVOB on the inclusion of early literacy content in the Head Teacher certification program</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Civil society partners including RWAMREC and a disability-inclusion organization review all BCC strategies and messages</td>
<td>FY2016-FY2019</td>
<td>SCOPE met URCE Dean of Education and discussed possibilities of embedding school community partnerships and children’s literacy promotion in HTs curriculum currently under review.</td>
</tr>
</tbody>
</table>

**SCOPE Quarterly Report for the Period October-December 2016**
| Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills |
|-----------------|---------------------------------|-------------------------------------------------|
| Activity 2.1: Develop and implement a social behavior change communications | Planned for Q3 FY2016-FY2019 | Audio stories were aired on the Itetero program (from episode 39 up to the latest episode 50) |

2.1.3 Develop radio/TV program content based on Literacy Boost (LB) reading awareness workshops for local TV programming and/or MINEDUC or other radio timeslots

A meeting held with the Rwanda Broadcasting Agency (RBA) management to finalize discussions on programs and shows that SCOPE can leverage to support its literacy efforts. The list was finalized and agreed upon. An agreement detailing responsibilities of both parties was drafted and is still under review. An audio story from a local publisher (Mudacumura Publishing House) was submitted by SCOPE to Radio Rwanda and this was used during Itetero children program. TOR of public service announcement to be aired on Radio Rwanda, community radios and RTV was finalized.

| Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills |
|-----------------|---------------------------------|-------------------------------------------------|
| Activity 2.1.4 Train community radio station workers (local media) on key SCOPE literacy messages and themes | Planned for Q2 FY2016-FY2019 | Activity to resume in Q2 FY2017 |

27 Chief Editors and program managers trained in partnership with Rwanda Media High Council

Train journalists, chief editors and program managers of the radio stations that will be selected for partnership with SCOPE.
<table>
<thead>
<tr>
<th>Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills</th>
<th>Activity 2.1.5 Foster relationships with notable figures and celebrities to become national literacy champions and leverage their popularity to promote literacy messages and opportunities</th>
<th>Planned for Q4 FY2016-FY2018</th>
<th>One celebrity ambassador has been recruited and one field visit undertaken to one of Burera’s reading clubs.</th>
<th>Another celebrity was recruited and she volunteered to be one of the judges that scored the RCBF award contestants in the “Best Author” category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2.2 Mobilize parents and the community to improve student literacy</td>
<td>2.2.1 With REB/SLMU, create guidance on selection criteria and process for use by SEOs in choosing Literacy Champions, as part of Literacy Toolkit</td>
<td>Planned for Q3-Q4 FY2016</td>
<td>Completed in Q4 FY 2016</td>
<td>Completed</td>
</tr>
<tr>
<td>Activity 2.2 Mobilize parents and the community to improve student literacy</td>
<td>2.2.2 Village-led recruitment of Literacy Champions through the SGACs and SEOs</td>
<td>Planned for Q4 FY2016-FY2018</td>
<td>Developed a schedule of sector sensitization meetings in 10 new districts; 5 introductory meetings at district level were held in Ngororero, Ruhango, Nyabihu, Rubavu and Gasabo. Sector level awareness meetings held in 34 sectors of Ngororero, Ruhango and Nyabihu districts.</td>
<td>346 Literacy Champions were recruited in Ruhango and Ngororero Districts.</td>
</tr>
<tr>
<td>2.2.3 Initial Community Literacy Champions training provided</td>
<td>Planned for Q4 FY2016-FY2018</td>
<td>83 clubs were monitored out of 191 and 119 LCs (62 female, 57 male) were coached and mentored during a monitoring visit.</td>
<td>SCOPE organized and conducted trainings for 342 Literacy champions (including 168 males and 174 females) in Ruhango and Ngororero Districts</td>
<td>Train the recruited Literacy Champions from new districts</td>
</tr>
<tr>
<td>2.2.4 Literacy Champions facilitate reading activities, as selected from the Literacy Champion Toolkit</td>
<td>Planned for FY2017-FY2019</td>
<td>Literacy Champions organized parent awareness meetings to disseminate key literacy messages through village based programs; LCs led reading club sessions on a weekly basis. LCs led reading buddy activities and parent sensitzation meetings, along with Umuganda literacy events. LCs are managing community libraries and addressing gender stereotypes and paying attention to children with disabilities.</td>
<td>As observed during monitoring/coaching visits (see 2.2.5), Literacy Champions in Gicumbi and Burera Districts conducted reading events in their villages (including reading clubs, Umuganda literacy for children and parents sensitzation meetings). Literacy Champions continued the parents’ awareness meetings to disseminate key literacy messages through village based programs (Umuganda, Umugoroba w’ababyeyi, Inteko Rusange y’abaturage, and SGA meetings. Data will be collected through Mureke Dusome SMS and Web based reporting system once it is fully functional.</td>
<td>Literacy Champions will continue the reading activities and parents sensitization meetings.</td>
</tr>
<tr>
<td>2.2.5 Follow up Literacy Champions trained</td>
<td>Planned for FY2017-FY2019</td>
<td>Monitoring visits in collaboration with MEAL Team and Umuhuza facilitators. Provision of coaching and monitoring support for 43% of reading clubs.</td>
<td>SCOPE in collaboration with the trained cadre of facilitators conducted monitoring and mentoring support to 129 LCs from 68 Reading Clubs in both Burera and Gicumbi Districts</td>
<td>Continue monitoring visits and coaching</td>
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<tr>
<td>Activity</td>
<td>Description</td>
<td>Planned Period</td>
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<tr>
<td>2.2.6 Master Literacy Champions identified at district level</td>
<td>Planned for Q3 and/or Q4 FY2017</td>
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<tr>
<td>2.2.7 Master Literacy Champions participate as trainers in national scale up</td>
<td>Planned for Q4 FY2017-FY2018</td>
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<tr>
<td>2.3.1 Community Literacy Fund</td>
<td>Through SLM modules, school communities received information on the application guidelines for the Community Literacy Fund</td>
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<tr>
<td>2.3.2 Highlight examples of best practice on literacy promotion from around the country, or through partnerships with community radio and Rwanda Reads website and social media</td>
<td>Success stories were shared through media and social media: 6 Facebook posts and 77 tweets</td>
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<tr>
<td>2.3.3 Reward top performing districts through recognition strategies on radio, website, and social media</td>
<td>Continued to engage media in publishing and publicizing SCOPE activities</td>
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<tr>
<td>Result 2.4</td>
<td>Leverage existing civic service models to support community literacy activities</td>
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<tr>
<td>Activity 2.4.1</td>
<td>During National Literacy Month, work with MINALOC to have literacy messages raised during Umuganda days</td>
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<tr>
<td>Planned for Q4 FY2016 – FY2019</td>
<td>USAID and REB were engaged in the follow up to include key messages in Umuganda activity of October and November; but there has been no feedback</td>
<td></td>
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<tr>
<td>Umuganda Literacy events held in 8 sites in both of Burera and Gicumbi Districts. A total of 779 children (416 F, 363 M) attended. Activity supported by 15 Literacy Champions with the support of Community Engagement staff</td>
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<tr>
<td>LCs to continue supporting Umuganda Literacy events in each month of the quarter. CE team will continue to conduct monitoring and coaching visits of LCs while undertaking Umuganda Literacy activities for children</td>
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<thead>
<tr>
<th>Result 2.3</th>
<th>Promote and incentivize local initiatives for community literacy activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2.3.4</td>
<td>Work with radio and other media partners to promote literacy events and reading competition winners, particularly at local level on radio, in print, and through relevant websites and social media</td>
</tr>
<tr>
<td>Planned for FY2017-FY2019</td>
<td>Key messages were shared through media and social media.</td>
</tr>
<tr>
<td>26 stories broadcasted through various media outlets; TV, radio, print and online. Draft agreement with RBA and affiliated community radios under review</td>
<td>Continue to engage media to publicize and publish SCOPE activities; sign agreements with media houses once these have been approved by USAID.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Result 2.5</th>
<th>Identify PPPs that can provide support for reading activities held at sector, district, and national levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2.5.1</td>
<td>During National Literacy Month, work with MINALOC to have literacy messages raised during Umuganda days</td>
</tr>
<tr>
<td>Planned for Q3 FY2016-FY2019</td>
<td>Airtel was contacted; feedback expected in Q2 FY2017; Ecobank was also contacted.</td>
</tr>
<tr>
<td>Urwibutso were contacted and promised to support the project once SCOPE starts its implementation in Rulindo District</td>
<td>Continue follow up of organizations such as Urwibutso, Ecobank and others in a position to support the SCOPE project</td>
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<thead>
<tr>
<th>Result 2.6</th>
<th>Increase Effective Community and Parental Involvement to Improve Literacy Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2.6.1</td>
<td>Encourage children reading during Umuganda days</td>
</tr>
<tr>
<td>Planned for Q3 FY2016-FY2019</td>
<td>Message cards were sent to LCs to distribute in Umuganda or other community events through community engagement team.</td>
</tr>
<tr>
<td>Three Umuganda literacy events held in villages in Burera District and three Umuganda literacy events in Gicumbi.</td>
<td>Continue to send message cards to LCs through the community engagement team.</td>
</tr>
<tr>
<td>2.4.3 Mobilize Rwanda Reads (RR) members to support training of Urugero to support reading</td>
<td>Planned from Q3 FY2016-FY2019</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.4.4 Collaborate with government stakeholders (to include potential work with URCE) to incorporate reading promotion into national Urugero training content</td>
<td>Planned for Q4 FY2016-FY2019</td>
</tr>
<tr>
<td>Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills</td>
<td>Activity 2.4 Leverage existing civic service models to support HTs/SGACs elect one Urugero (‘community literacy volunteer’) per village</td>
</tr>
</tbody>
</table>

A meeting has been planned for Q3 FY2017 during which meeting SCOPE will present to REB, URCE and VVOB, the question of incorporating reading promotion in the national Urugero training content. Rwanda Reads members will be mobilized to support Urugero literacy interventions.

Meeting planned between SC and URCE in Q3 FY2017 to focus on: qualitative studies building on KAP survey; literacy promotion within Urugero training content; and incorporating a literacy component in HT certification program run by URCE on behalf of REB and VVOB.
### Result 3: Foster a culture of reading

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

<table>
<thead>
<tr>
<th>Sub-activity</th>
<th>Plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 Map existing actors (refreshing an existing survey) and identify potential new members and collaborators for Rwanda Reads platform</td>
<td>Planned for Q3 FY2016-FY2019</td>
<td>The database was updated and 2 new membership applications were received. Continue identifying new potential RR members</td>
</tr>
</tbody>
</table>

#### Activity 3.2 Support Rwanda Reads to continue the International Literacy Day

<table>
<thead>
<tr>
<th>Sub-activity</th>
<th>Plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.2 Support Rwanda Reads to continue the International Literacy Day</td>
<td>Planned for Q4 FY2016-FY2019</td>
<td>Supported the closing ceremony of literacy month; Publicized members’ events</td>
</tr>
</tbody>
</table>

### 2.4.6 Urugerero youth support LC in the facilitation of reading activities

<table>
<thead>
<tr>
<th>Activity planned</th>
<th>Planned for FY2017-FY2019</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>168 Urugerero youth from Gicumbi and Burera were trained on LC toolkits and Reading Awareness Workshops for parents/caregivers and were deployed to support LCs and focus on parent sensitization.</td>
<td>Activity planned to begin in Q2FY2017 and continues through the fiscal year</td>
<td>Monitor and support Urugerero youth while supporting LCs in the facilitation of reading activities (reading clubs, reading awareness meetings for parents and Umuganda Literacy for children)</td>
</tr>
</tbody>
</table>

### 2.4.7 Advocate with Peace Corps to have volunteers support community literacy activities

<table>
<thead>
<tr>
<th>Activity planned</th>
<th>Planned for Q3 FY2016-FY2019</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two volunteers were recruited in Q1 FY2017.</td>
<td>Volunteers commenced work in Q2 FY2017. One volunteer is working with Umuhuza to mentor and coach Literacy Champions in the Northern Province. Another volunteer is supporting SCOPE’s Communications functions in the Kigali office.</td>
<td>Peace Corps volunteers continue supporting project efforts as per the areas assigned to them in Q3</td>
</tr>
</tbody>
</table>

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**SCOPE Quarterly Report for the Period October-December 2016**
<table>
<thead>
<tr>
<th>Result 3: Foster a culture of reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 3.1:</strong> Enhance the capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders</td>
</tr>
<tr>
<td><strong>3.1.3</strong> Compile and make public a set of resources on statistics, evidence and best practice for mobilizing community support for reading on RR website</td>
</tr>
<tr>
<td>Planned for FY2017-FY2019</td>
</tr>
<tr>
<td>Draft of the website was availed and the content gathering tool was shared to get fresh content for the website.</td>
</tr>
<tr>
<td>The website was finalized and the communication staff were trained on how to use and update it. REB has written to RDB requesting to disable the current RR website link</td>
</tr>
<tr>
<td>Launch the website and keep updating it with fresh content.</td>
</tr>
<tr>
<td><strong>3.1.4</strong> Maintain a calendar of events, including learning events hosted by SCOPE and other Rwanda Reads members</td>
</tr>
<tr>
<td>Planned for FY2017-FY2019</td>
</tr>
<tr>
<td>Updated calendar of literacy events shared with RR members and uploaded onto MCOP website. 2017 calendar containing all learning events was designed and approved by REB</td>
</tr>
<tr>
<td>Calendars were distributed to all RR members</td>
</tr>
<tr>
<td>Update the interactive calendar of events and share with all RR members.</td>
</tr>
<tr>
<td><strong>3.1.5</strong> Host learning events on a half-yearly basis for all Rwanda Reads members</td>
</tr>
<tr>
<td>Planned for Q4 FY2016-FY2019</td>
</tr>
<tr>
<td>SCOPE organized the first ever Provincial Learning Event for Rwanda Reads Book Sector Working Group in Musanze District. The event brought together more than 87 participants from the book sector industry (booksellers, publishers, illustrators, etc), local leaders, educationalists, INGOs,</td>
</tr>
<tr>
<td>Activity to resume in Q4 FY2017</td>
</tr>
<tr>
<td>Activity 3.2 Advance a literacy-promoting advocacy agenda through Rwanda Reads</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>3.2.1 Provide technical assistance on the drafting of a revised Literacy Policy</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Result 3: Foster a culture of reading**

<table>
<thead>
<tr>
<th>Activity 3.2 Advance a literacy-promoting advocacy agenda through Rwanda Reads</th>
<th>Planned for FY2017-FY2019</th>
<th>NGOs, children and religious organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.2 Advocate with districts and sectors to include literacy related goals in their Imihigo and District/ Sector Development Plans</td>
<td>SCOPE conducted sector level sensitization meetings in Ngororero, Ruhango and Nyabihu districts. The letter of collaboration and action plan developed and submitted by SCOPE to district authorities specified the need for the district to incorporate reading in their DDPs as well as in their performance objectives (Imihigo); One district (Ruhango) indicates that it will commit funds to the promotion of literacy</td>
<td>The CE team conducted introductory meetings at district level in Musanze, Muhanga and Kirehe. The team held also meetings at sector level in all the sectors of Rubavu, Musanze, Muhanga, Kirehe and 13 out of 15 sectors of Gasabo District in order to increase awareness to the local leaders from sector levels down to the village levels and understand the challenges in literacy in Rwanda and why it needs to be improved. The Executive Secretary from Rubavu District, Nyundo sector committed to include SCOPE activities in his sector’s Imihigo.</td>
</tr>
<tr>
<td></td>
<td>Conduct Nyarugenge and Rwamagana District level introductory meetings; Conduct Sector level sensitization meetings in the remaining sectors of Gasabo, Nyarugenge, Rwamagana</td>
<td></td>
</tr>
</tbody>
</table>
### Activity 3.3 Strategically strengthen supply and demand within children’s literature industry

<table>
<thead>
<tr>
<th>3.3.1 Provide training to local publishers, illustrators, authors, &amp; other book sector actors to improve publishing outputs of Kinyarwanda children’s books</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned for:</strong> Q3 FY2016-FY2019</td>
</tr>
<tr>
<td>Training were conducted in collaboration with Editions Bakame, Rwandan Academy of Languages and Culture (RALC) to 25 people including editors and publishers including editors and publishers</td>
</tr>
<tr>
<td><strong>SCOPE organized a training for publishers and authors in collaboration with RWAMREC. RWAMREC facilitated half of the sessions pro bono, and SCOPE facilitated the other half. The training was an opportunity to look at the current situation with the gender inclusion in children’s books.</strong></td>
</tr>
<tr>
<td>Thirty-five participants attended the training (17M, 18F).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.3.2 Facilitate a book review committee to provide guidance to publishers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned once per quarter, starting Q2 FY2016-FY2019</strong></td>
</tr>
<tr>
<td>1 book review meeting held in November and 18 books were approved</td>
</tr>
<tr>
<td><strong>SCOPE organized four book review meetings in this quarter; 6 participants attended (6 females). Publishers submitted 23 books; the reviewing team approved 13 and rejected 10.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.3.3 Extend literacy groups like Abana Writers’ Café to communities beyond Kigali</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Q2 FY2016-FY2019</strong></td>
</tr>
<tr>
<td>Abana Writers Café guide was re-designed; Two Abana Writers’ Café sessions were organized in Kigali.</td>
</tr>
<tr>
<td><strong>SCOPE identified four groups of writers that are based in different districts: the first group is of teachers, Head Teachers and SEOs who write stories in Burera district; the second is led by a Literacy Champion who is based in Gicumbi district and works mainly with children and is renown to be a role model for local urugerero youth; the third group is also teachers and Head Teachers that is based in Ngororero district; and the fourth group is</strong></td>
</tr>
<tr>
<td><strong>Conduct an introductory training on how to organize effective Abana Writers Café. Collect stories from districts outside of Kigali Province through small-scale writing festivals.</strong></td>
</tr>
<tr>
<td>Activity 3.3</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>3.3.4 Conduct research on children's reading preferences and market demand for reading materials for emergent readers</td>
</tr>
<tr>
<td>3.3.5 Promote purchasing consortium events through Rwanda Reads</td>
</tr>
<tr>
<td>3.3.6 Collaborate with book sector actors to support</td>
</tr>
<tr>
<td>Activity 3.3 Strategically strengthen supply and demand within children's literature industry</td>
</tr>
<tr>
<td>Activity 3.3.8 Connect organizations for the visually impaired with publishers</td>
</tr>
<tr>
<td>Activity 3.4 Increase communities’ access to age-appropriate, relevant reading materials</td>
</tr>
<tr>
<td>Activity 3.4.1 Provide an initial supply of 100 books per school</td>
</tr>
<tr>
<td>Result 3: Foster a culture of reading</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>3.4.2 Literacy Champions, in cooperation with SGACs, assume management of these school-community libraries in order to ensure they are accessed by children</td>
</tr>
<tr>
<td>Planned for Q4 FY2016-FY2019</td>
</tr>
</tbody>
</table>

3.4.3 Collaborate with Kigali Public Library to conduct mapping of existing inventory of books and libraries across the country.
This activity was updated to ensure GoR ownership of work with community libraries. This is especially important as ownership status of Kigali Public Library may revert to a public body.
IV. Monitoring and Evaluation

Quality Monitoring visits

In Q2 FY2017, the MEAL team in collaboration with the Community Engagement team conducted quality monitoring visits in 68 (17.8%, that is out of 382 LCs trained) reading clubs in Burera and Gicumbi Districts in which 129 Literacy Champions were coached on how to conduct reading activities. Additionally, 15 sites were visited during Umuganda literacy events. In all monitoring visits conducted, the lessons and best practices learnt were shared with the management and concerned teams.

The following points were observed from the monitoring visits conducted:

- There was varying range of abilities of Literacy Champions. In the visited sites, Literacy Champions displayed improved ability to apply what they learnt on how to conduct the children's reading activity. However, there is a need to consistently support Literacy Champions in recording and reporting monitoring data from their respective reading clubs.
- In some sites, Literacy Champions adjust the reading clubs schedule to accommodate children from both morning and evening school shifts.
- Some Literacy champions have pointed out the challenge of the insufficient number of books in relation to the number of children borrowing books in reading clubs. This issue is most observable during book borrowing sessions.
- Some local authorities were highly committed to SCOPE. This resulted in a high participation of children in reading clubs and other literacy events in these areas.

Based on observations in different sites in both Burera and Gicumbi districts, there is an improving ability to implement and facilitate reading activities. The MEAL team therefore recommends that the SCOPE Community Engagement team closely follow up on all trained Literacy Champions and all reading clubs to ensure consistency and quality of implementation.

SCOPE M&E Plan

In preparations for updating the SCOPE Monitoring and Evaluation Plan, the MEAL team has reviewed the existing MEAL plan to identify sections of the document that need to be adjusted to the project’s current implementation. The MEAL team has reviewed the existing indicators and has revised the targets of one indicator, the number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access. Additionally, the MEAL team has added a new indicator in the MEAL plan, the total number of person hours of administrators and officials successfully trained. By the end of this quarter, the MEAL had identified sections of the MEAL plan that need adjustment. The final revised MEAL plan is expected within Q4 FY2017.

SMS Data Reporting

The SMS reporting system which is expected to go fully online in June 2017 will be used primarily by Literacy Champion Representatives and will facilitate the collection of relevant data for SCOPE project. Since MINEDUC/REB requires district education officials to report back using internet services, the SCOPE project modified its data reporting effort for SEOs who will now use a web-based reporting system.

The MEAL team has supported HOSTHOLIK, the company contracted to build the SMS reporting system by purchasing the internet security certificate to secure the online system and a Short Message Peer to Peer Account from a local mobile operator (MTN) to enable the SMS reporting system to retrieve data from the traditional short message service.
The MEAL team is working with MTN Rwanda in regards to finalizing configurations aimed at synchronizing SCOPE’s SMS reporting System and relevant MTN server. In effect, the SMS and web-based platforms have been established. At the close of the quarter, the system was still being piloted.

The MEAL team has also inducted the SCOPE Community Engagement team on the SMS reporting system. 4 Community Engagement staff out of 5 (80%) were trained on how Literacy Champions should report the reading clubs’ data through the system. During this session, participants discussed ways of supporting the MEAL team in order to insure a smooth data flow from Literacy Champions Representatives all the way up to the SCOPE database.

**MEAL Review Meetings with the Program staff**
In an effort to strengthen the collaboration between the MEAL team and other SCOPE departments, the MEAL team has conducted a series of program review meetings with project units including the Book Development and Use team and the Community Engagement team.

The MEAL team jointly with the BDU team has developed an action plan to improve systems of tracking the implementation of BDU activities and of assessing its impact on different stakeholders including authors, illustrators and publishers. Both teams have agreed to work together to improve existing data collection tools and to develop new tools where needed. As part of the action plan, Focus Group Discussions were suggested to examine how BDU has built the capacity of publishers, authors and illustrators in regards to Kinyarwanda children’s books development. In addition, more players will be included in the FGDs to capture the impact that BDU has had on the broader books sector.

In an effort to improve SCOPE reporting process, the MEAL team has conducted a review meeting with the Community Engagement team to identify gaps and provide innovative solutions to the most pressing challenges in regards to data reporting. The following points were observed during the session.

- Literacy Champions Representatives have improved in their ability to report SCOPE data through the SMS reporting system but they need to be consistently provided with technical support and communication.
- Once fully functional, the SMS reporting system will feed into a database that will be accessed by the Community Engagement team in real time. This will allow the team to monitor the implementation of reading activities and identify sites where more attention is needed.

**Evaluation**

**SCOPE Impact Evaluation**
In Q2, the MEAL team conducted a baseline survey to estimate the impact of SCOPE on children’s and parents’ knowledge attitudes and practices surrounding literacy. 74 villages in total were sampled across Rwanda including 37 villages in a treatment group and 37 villages in a control group. By the end of this quarter, the MEAL team had completed data collection for all households in the sample. The final report of this survey is expected in Q4 FY2017. After finalization, the report will be reviewed and validated by relevant bodies of government including REB and NISR. The report will then be ready for dissemination at local, national and international levels.
KAP survey reporting
Most of the Q2 period was spent reviewing the KAP survey report. A draft report was shared with USAID and REB for review. In addition and based on preliminary findings, SCUS/SCOPE made a presentation at the Comparative and International Education Society (CIES) conference in March 2017. The final report is expected in Q3 FY2017. After finalization, the report will be reviewed and validated by relevant bodies of government including REB and NISR. The report will then be ready for dissemination at local, national and international levels.

V. Progress toward Targets

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Actual as of end of Year 1</th>
<th>Year 2 Target (FY 2017)</th>
<th>Quarter 2 Target (January-March 2017)</th>
<th>Actual as of end of Q2</th>
<th>Explanation for Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2: Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (F Indicator 3.2.1-33)</td>
<td>10,400</td>
<td>101,771</td>
<td>3757</td>
<td>3757</td>
<td>This includes 2500 story books distributed in Burera, 679 SLM modules given to SGACs, 74 modules to SEOs and 504 LCs toolkits.</td>
</tr>
<tr>
<td>3: Number of local publishers, illustrators, authors, &amp; other book sector actors trained to improve publishing outputs of Kinyarwanda children’s books</td>
<td>75</td>
<td>66</td>
<td>17</td>
<td>35</td>
<td>There were new people in the industry where one publishing house could bring more than 3 people but SCOPE had invited 2 people per industry house.</td>
</tr>
<tr>
<td>5: Number of administrators and officials successfully trained with USG support (F Indicator 3.2.1-3)</td>
<td>8</td>
<td>1073</td>
<td>0</td>
<td>0</td>
<td>This is an annual target: 71 DDEs, DEOs and SEOs were trained on the first module only for 8 hours 225 HTs were trained for 3 hours.</td>
</tr>
<tr>
<td>10: Number of PTAs or similar ‘school’ governance structures supported (F Indicator 3.2.1-18)</td>
<td>4</td>
<td>903</td>
<td>0</td>
<td>0</td>
<td>This is an annual target: 438 SGAC presidents/vice-presidents were trained for 3 hours only.</td>
</tr>
</tbody>
</table>
VI. Management Issues
The main management issue for SCOPE relates to the departure of the Director of Education. The SCC SMT is currently working on a new management structure for the Rwanda Country Office: the position of Director of Education will not be replaced; instead, Caroline Dusabe has been promoted and appointed as Head of Education. The SCOPE team will work closely with the new Head of Education to ensure better alignment between SCOPE and the wider ARR program.

Given declining global trends in official development assistance (ODA), the senior leadership of the Country Office has now instituted measures aimed at improving fund-raising strategies. Within the education sector, for example, discussions are on-going in regards to how to leverage resources from local communities, local government authorities (at district and sector levels) and line ministries in Kigali in furtherance of program objectives. This effort includes how to work more strategically and effectively with key government counterparts, getting such line ministries as MINEDUC/REB, MINISPOC and MINALOC to embed some of our key activities into their own plans and thus take these to scale, embedding project plans into DDPs and the Imihigo of key education officials and using community spaces (at no cost) to conduct various training programs. The aim is to “do more with less.”

Finally, SCOPE’s MEAL Specialist reported on January 4th, 2017. He’s still undergoing induction and is well supported by the CO MEAL team.

VII. Coordination
Launch of USAID’s Early-Grade Reading Project
USAID Rwanda facilitated the launch of its Early Grade Reading (EGR) Project in Rwanda on February 16, 2017. The national launch event, convened in one of the project schools in Gasabo District, was presided over by the Minister for Education State in charge of Primary and Secondary Education and the US Ambassador to Rwanda. Also in attendance were government officials from the Ministries of Education (MINEDUC) and Rwanda Education Board (REB), Local Government (MINALOC), Gender & Family Planning (MIGEPROF), Sports & Culture (MINISPOC), representatives of Development Partners in Rwanda, representatives from the private sector (including the book industry), media representatives, students, teachers, head teachers, parents, community members, SGACs, SEOs and DDEs/DEOs.

The objectives of this event were:
• To convey the priority of EGR and prompt action by all stakeholders to achieve all children reading
• To advance GOR sense of partnership and ownership in USAID’s Early Grade Reading Project and prioritization of EGR goals, especially by emphasizing how the EGR Project contributes to Rwanda’s development goals
• To understand USAID’s EGR Project and how the different activities fit together (Mureke Dusome, Soma Umenye, and the Teacher Community of Practice, which address school + community with the common goal of all children reading)

The key messages communicated during this event included:
• TAGLINE: Dusome Dutere Imbere ~ Reading Together, Growing Together
• Literacy is the foundation of all learning.
• Kinyarwanda literacy is the gateway to Rwanda’s development goals.
• Parents, schools, and communities all play a role in helping a child to learn to read and write.
SCOPE coordinated the Urunana skit performance to ensure that all key messages were in line with the event’s objectives. Both the Minister of State and the US Ambassador deemed this event a great success.

**Early-Grade Reading Project Coordination Meeting**
On February 28th, SCOPE convened a meeting of all USAID EGR projects (TCOP, Soma Umenye and Mureke Dusome), which was attended by the Chiefs of Party of both Soma Umenye and Mureke Dusome. The primary aim of this meeting was to share project plans, experiences, lessons learnt and establish areas of mutual convergence and collaboration. The half-day meeting started with Soma Umenye and Mureke Dusome presenting overviews of their program interventions and sharing challenges. Discussion progressed to agree on areas of collaboration, which include the following:

- Development of a coordinated approach to working with district officials, including how Mureke Dusome can draw on Soma Umenye-funded Provincial and District Advisors embedded in respective government offices, to strengthen collaboration with government counterparts.
- Harmonization of approaches to book sector development, SBCC (including working through the Rwanda Reads platform), research and Monitoring and Evaluation.

Follow-up on these areas of coordination and collaboration will be scheduled quarterly.

**Early-Grade Reading Project Management Committee Meeting**
On March 30, 2017, USAID and the Director General of REB convened implementers of its Early-Grade Reading Project (Soma Umenye, Mureke Dusome, and Mentorship Community of Practice) together with REB and MINALOC officials. The main purpose of the meeting was to increase the effectiveness of USAID-funded activities - implemented with REB’s direction - to improve the reading skills of children in the early grades and to achieve ESSP/national goals. The theme of the meeting was Teaching and Learning Materials.

The existing and potential future synergies between the various activities of the Early-Grade Reading Project were recognized. DG REB suggested increased use of TCOP platform to communicate and share messages and project initiatives. Engagement of Vice-Mayors of Social Affairs is critical, in addition to DEOs and SEOs. Partners should meet regularly to share information and synchronize activities.

In his closing remarks, the DG REB enthused: “The collaboration and support by the Early-Grade Reading Project to increase quality of the basic education sector is appreciated. We have a common goal to make the education sector successful and enable Rwandan children to achieve their dreams. Chiefs of Parties are advised to consider themselves as part of the Rwanda Education Board.”

**IX. ICT**
The most significant ICT experience of the project during Q2 FY2017 was the collaborative work with TCOP. The latter organization has drawn on SCOPE material in developing the leadership dimension of its school leadership online material for teachers. SCOPE and TCOP have also collaborated on SMS and web-based reporting by SEOs and Literacy Champions reported under Monitoring and Evaluation.

**X. Gender & Disability Inclusion**
As part of SCOPE’s monitoring activities in Burera District, SCOPE visited the Coordinator of people with disabilities (PWDs) in Gahunga Sector, Burera District to discuss the involvement of PWDs in SCOPE activities. He said that after meeting with coordinators of PWDs at Cell level, he noticed that the main challenge they faced was the access to the reading club meeting areas as these are far from their homes. As a result, he advocated having reading clubs in easily accessible places. He said, “I met the coordinators of PWDs at Cell levels to mobilize them to support reading activities in the community and to sensitize parents who have children with disabilities to let them attend reading clubs.” As a SGAC member, he
pledged to keep advocating for the involvement and engagement of children with disabilities; he will keep
on advocating for their rights on behalf of their parents.

This quarter, SCOPE partnered with RWAMREC in the implementation of numerous activities to ensure
gender is an integral part of the project activities. RWAMREC played a key role in reviewing and adjusting
the SBCC strategy key messages as well as the February and March 2017 Urunana scripts. RWAMREC
also reviewed both SLM modules and the National Parent School Partnership Standards. In addition,
RWAMREC trained publishers on gender inclusion in children’s books for 2 days and led the male opinion
leaders’ engagement training in Burera District.

During a School Leadership and Taskforce meeting on March 31st, the Technical Advisor advocated for
REB to adopt strategies to achieve greater gender balance in school leadership. As a result, the Director
of REB’s School Leadership and Management Unit agreed to share the current Head Teacher Recruitment
Policy for SCOPE to input on how it might be adjusted to better recruit female head teachers. This
opportunity will be followed up on in Q3.

XI. Local Capacity Building
The SCOPE Director of Finance successfully trained SCOPE’s local partner, UMUHUZA, on USAID’s
compliance rules and regulations. Urunana was not available for this training and will receive theirs in Q3
FY2017. Internally, the SCOPE Communications Specialist and BDU Officer completed an accelerated
training on graphic design together with the Country Office communications team. Two Peace Corps
volunteers joined SCOPE. The first one reported in December 2016 while the second one joined in
January 2017. The first volunteer is based in the project’s Kigali office providing support to the Rwanda
Reads initiative. In the last three months, his understanding of the project’s objectives and priorities have
improved significantly, therefore, enabling him to support the project more effectively. The second
volunteer is based in Musanze town providing coaching and mentoring support to Literacy Champions in
the Northern and Western Provinces of Rwanda. Working under the auspices of UMUHUZA, the
volunteer’s knowledge of Kinyarwanda is remarkable, an attribute that enables him engage easily with both
local communities and officials. Additional support has been provided to this volunteer through exposure
opportunities to other programs of the SCOPE project in an effort to enhance his capacity.

XII. Challenges and Lessons Learned

Challenges
Drop out of some LCs in different areas has been one of the biggest challenges. This is mainly due to the
mobility of young people in rural areas and unavailability of incentives to sustain their interest and
motivation. SCOPE is considering a recognition strategy of the volunteers to ensure their retention.

The availability of books remains a challenge as the number of children who participate in Umuganda
literacy exceeds the number of available books. It will be necessary to increase the quantity of books
supplied to reading clubs as well as the variety of titles to sustain children’s interest in reading. SCOPE
will reach out to corporates, FBOs and other organizations in a position to support reading clubs.

On school leadership and management, some of the beneficiaries trained changed their positions before
completing their self-study modules and before they could begin implementing what they learnt from the
modules. Therefore, there are new beneficiaries like SEOs, DEOs, HTs and the newly elected SGACs
who are not conversant with SCOPE interventions. SCOPE will do follow up to ensure that those new
beneficiaries catch up to learn the self-study modules as well as about other SCOPE activities.
Constant changes to field schedules of program staff is another major challenge. This results from the ever changing schedules of key government staff within local government and Ministries. For example, the visit by Senators stopped trainings in five sectors of Musanze District during the quarter. Those trainings have now been rescheduled to resume in Q3 FY2017. With these changing dates, some National Trainers who committed to support the project were not able to do so. SCOPE will now have to negotiate a new schedule of working with them.

**Lessons Learned**

In order to promote school-community partnerships, SCOPE learnt that it is valuable to involve the owners of schools (with a focus on church leaders) to improve sustainability of SCOPE activities. SCOPE will seek to reinforce this through the existing MoU between Save the Children and the Catholic Church in the next quarter. SCOPE will explore possibilities of collaborating with other churches that own schools.

In addition to this, engaging male opinion leaders proved to be more efficient if they are trained together with women in leadership positions as this ensures the balance of the information they receive and the discussions become richer and more productive when both genders are involved.

There is a need of sensitizing new P1 pupils about the out-of-school reading activities to ensure continuity and sustainability. Urugero youth might be the best asset in supporting LCs in children’s literacy.
XIII. Priorities for programming for Quarter 3: April-June, 2017

**Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy**

- **Activity 1.1** Create nationally appropriate vision of effective literacy school-community partnerships through existing SLM standards and development of evidence-based standards for SGACs
  - Follow up with REB for the endorsement of the Rwanda National Parent-School Partnership Standards
  - Conduct introductory meetings in the remaining two new Districts
- **Activity 1.2** Develop training and instructional materials for guiding standards implementation at sector and school levels
  - Distribute modules and toolkits to SGACs, HTs, SEOs, DEOs and LCs in the remaining Districts during their trainings
  - Distribute part two of SEOs and SLM modules to Burera and Gicumbi beneficiaries
- **Activity 1.3** Implement scalable training approach for building school leadership capacity
  - Continue training of SEOs in seven remaining Districts
  - Continue HTs & SGACs training in seven remaining Districts and five remaining sectors of Musanze District
  - Follow up with SEOs, HTs and SGACs in Twelve Districts to complete their self-study modules

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

- **Activity 2.1** Develop and implement a social behavior change communications campaign for literacy
  - Collect views of audiences through audience surveillance surveys aimed at assessing audience’s perceptions towards program key messaging through Focus Group Discussions and Key Informant Interviews conducted at school, cell, sector or district level depending on the issue being investigated
  - Ensure that key messages continue to be well incorporated into Urunana radio drama
  - Urunana and SCOPE MEAL teams continue to monitor the broadcasts for quality and timelines
  - Collect feedback from listeners through SMS, phone calls, Facebook, website and shared with SCOPE project Focal person (Communications Specialist) and CoP on a quarterly basis
  - Provide strategic messages for inclusion and gender and focus on Rwanda TV and Radio Rwanda
    - Sign agreement with RBA and community radios in SCOPE implementation area
    - Start the production and broadcasting of SCOPE public service announcements
- **Activity 2.2** Mobilize parents and the community to improve student literacy, including:
  - Conduct Nyarugenge and Rwamagana District level introductory meetings to ensure buy-in at the district level
  - Conduct Sector level sensitization meetings in the remaining sectors of Gasabo, Nyarugenge and Rwamagana District to ensure buy-in at the village level
  - Conduct trainings for Literacy Champions in the remaining 8 new districts
  - Organize training to replace Literacy Champions who drop out of the program
CE team in collaboration with trained facilitators conduct monitoring and coaching visits of LCs while carrying over the reading activities (reading clubs, parents sensitization meetings and Umuganda Literacy for children)

- Develop benchmarks for the performance of Literacy Champions
- Create criteria for the selection of Master Literacy Champions who will be selected from among the Literacy Champions in collaboration with SEOs, SGACs, and HTs
- Monitor and support Urugero youth while supporting LCs in the facilitation of reading activities (reading clubs, Reading awareness meetings for parents and Umuganda Literacy for children)
- Conduct district level consultative meetings
- Document successful experiences / success stories
- Recruitment and training of the new cadres of facilitators who will support the CE team
- Refresher training for existing cadre facilitators who are supporting the CE team
- Recruitment of the new CE officer

☐ Activity 2.3 Promote and Incentivize Local Initiatives for Community Literacy Activities
- Work with radio and other media partners to promote literacy events and reading competition winners, particularly at local level on radio, in print, and through relevant websites and social media
- Engage PPPs in providing support for reading activities held at sector, district, and national levels

☐ Activity 2.4 Leverage existing civic service models to support community literacy activities
- Document successful experiences of literacy messaging/campaigns
- Advocate for MINALOC to integrate SCOPE’s key literacy activities/messages in the Ministry’s plans and to direct the inclusion of early grade literacy in the national Umuganda initiative.

Result 3: Foster a Culture of Reading

☐ Activity 3.1 Enhance the capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders
  - Launch the Rwanda Reads website
  - Organize and hold the Rwanda Reads General Assembly

☐ Activity 3.2 Advance a literacy-promoting advocacy agenda through Rwanda Reads
  - Support MINEDUC/REB to formulate a people-centred Literacy Promotion Policy with the participation of district and provincial education officials

☐ Activity 3.3 Strategically strengthen supply and demand within the children’s book industry
  - Book review meeting of 49 books
  - Support MINISPOC to organize the National Book Exhibition that will take place in May 2017
  - Organize a writers’ training on creating imaginative stories (science-fiction, fantasy, retelling traditional tales) in May 2017
  - Organize a publishers’ training on business development in publishing in June 2017

☐ Activity 3.4 Increase communities’ access to age-appropriate, relevant reading materials
  - Sort, pack and distribute books, mats and book boxes to community libraries in the FY2017 ten districts from April to June 2017

Monitoring and Evaluation:

☐ Data analysis and report writing for SCOPE impact evaluation
☐ Training Literacy Champions representatives on SCOPE SMS and web based reporting system
☐ Train SCOPE program staff on MEAL
XIV. Annexes

Success Stories

**SCOPE Monitoring Tool, including a list of documents uploaded to DEC**

**SCOPE content monitoring tool**

**Checklist of documents uploaded onto DEC**