

Kigali, on 10..... /10/2023
Nº: 3808 /REB/04/2023

Mayor of District (All)
District Executive Administrator (All)

Dear Sir/Madam,

RE: Transmission of guidelines for effective management and use of teaching and learning materials (TLMs)

Rwanda Basic Education Board (REB) distributed Teaching and Learning Materials (TLMs) to schools in order to enhance teaching and learning process in schools. These materials serve the intended purpose when they are well managed and effectively used. In order to ensure their easy access and use by teachers and learners, REB has developed the **“Guidelines for effective management and use of teaching and learning materials (TLMs).”**

It is in this context that I hereby write to transmit to you the above noted guidelines and kindly request your office to share them with all Head teachers and decentralized Educational Officials of the District.

Yours sincerely,


Dr. MBARUSHIMANA Nelson
Director General



Cc:

- Hon. Minister of Education
- Hon. State Minister for Education
- Permanent Secretary/MINEDUC

For the Decentralized Level Education Actors:
Guidelines for Effective Management and Use of Teaching and Learning
Materials (TLMs) and CPD resources

This document is intended to help ensure that decentralized and school-level actors are all working together to effectively use the teaching and learning materials they have at their disposal. It contains specific advice for:

- District-level education officials
- Sector-level education officials
- School-level:
 - Head Teachers and Directors of Studies
 - SBMs & SSLs, ECE mentors and ICT focal teachers
 - School librarians and Laboratory technicians
 - Teachers
 - Students

Please take time to review this document, share it with your colleagues, and decide on specific action steps each of you will take to improve student learning throughout the year.

District level: DDEs, DEOs, NESA Inspectors

- Consistently track and collect data on the availability and usage of TLMs in schools including textbooks, teacher guides, story books, pupil activity books, ICT devices and internet, CPD and CoP materials, laboratory equipment, science and Maths kits, etc;
- Inform SEIs and school leaders of new TLMs to be distributed in schools (quantity, type and schedule);
- Depending on TLMs availability, advise schools on how to effectively use the available materials, and ensure that guidelines issued are followed and implemented;
- Use all possible fora to mobilize parents, community, learners and other stakeholders on effective resource management, to ensure that the available TLMs are properly handled and utilized;
- Support schools to establish mechanisms that involve parents in TLMs management, use and monitoring;
- In collaboration with different education partners, support school leaders to plan CPD and CoP sessions for teachers on effective use of books, Science and Maths materials available at school level;
- Advocate for schools to have a room for library and a room reserved for Science and Maths materials especially for secondary schools;
- Advocate for community libraries to have Maths and science materials for all levels including pre-primary.

Sector level: SEIs

- Monitor the distribution and status of TLMs in schools and ensure that related data are regularly collected and updated (End term and end year TLMs inventory) - Refer to Annex 3;
- Use all possible fora to mobilize parents, community, learners and other stakeholders on effective use and management of teaching and learning materials in schools and communities, to ensure that the available TLMs are properly handled and utilized;
- Conduct regular assessments to identify schools facing severe TLM shortages, report them and prioritize support accordingly;
- Conduct physical checks of the utilization of the existing TLMs at the school level;
- Strengthen collaboration between schools and community libraries;
- Work closely with HTs to identify and document TLMs needs and submit requests to districts (Eg: Damaged TLMs due to unforeseen situations, the school has expanded, new combinations that require new equipment, etc.)
- Advocate for non functional community libraries to be functional and encourage the community to use them.

Note: Ensure school leaders have access to these guidelines, that they share them with their staff and oversee their implementation (Refer to personal plans to track implementation).

At School:

A. HTs and DoS:

- Make a plan to manage available TLMs using the guidelines together with school staff. Seek further support from REB, district education officials, SEIs and SEC as needed;
- Work with teachers to develop strategies for sharing and rotating books and other resources within classrooms to ensure all students have access to them. It may be possible to adapt the school timetable. For example, if your school has a class P2 A and class P2 B and they are scheduled to have Kinyarwanda at 9am and Math at 10am. Instead, change the schedule so P2 A has Kinyarwanda at 9am and utilize all the P2 Kinyarwanda textbooks, while P2B has math at 9am and utilizes all the P2 math textbooks. They could then switch classrooms (students go to the materials), or move the sets of textbooks, to allow the opposite class to use the whole set;
- If a certain subject in one grade has multiple classes of students, consider adapting the timetable so that they are not taught at the same time. This would allow different classrooms to share the same set of textbooks;
- Encourage and support book and other resources exchange between education levels, i.e. from pre-primary to lower primary, or from lower primary to pre-primary. For example, read-aloud books in pre-primary can be used for independent reading in lower primary and lower primary stories may be used as read-alouds in pre-primary;
- Monitor the effective TLMs utilization during lessons in the classroom by teachers;
- Track the number and condition of TLMs by making end term inventory and end year inventory using the provided format in Annex 3 and keep records; Ensure they stay in good condition (e.g.: covering and repairing the damaged books, protecting equipment);
- Work with the School Executive Committee (SEC), school library committee, SEI, and community to:
 - Find out where there may be books your school could borrow – like a community library. Keep a list of such books and have a plan to return them;
 - Make time for students to read the availed books in the presence of a responsible adult who will ensure books go back where they are stored at the end of the reading;
 - Contribute to making local materials (improvisation) by teachers to use in classrooms;
- Explore other partnerships with local libraries, or community organizations to acquire additional books or establish book exchange programs;

- Encourage teachers to visit REB Elearning portal (<https://elearning.reb.rw/course/>) to get the soft copies of books for different subjects and other supplementary materials;
- Support the use of free online books using computers (administration or computer lab), or teacher's smartphones. Where applicable, download them to be used offline on computers or via Content Access Point (CAP devices).
- If possible, avail some of the school capitation grant budget to make printed copies of some pages from the textbooks or teacher guides to use during a given lesson and keep them to be shared by teachers of the same grade.
- If possible/if they can, urge parents to buy or borrow at least one storybook or reference book per child every term;
- Host events to create awareness on book usage to parents/communities e.g., Book reading workshop to parents;
- Encourage parents to allow their children to visit and borrow books from a community library nearby your home regularly;
- Facilitate access to smart classrooms by all teachers and students by establishing a timetable for their use;
- Avail a room for library and a room reserved for Science and Maths materials equipped with shelves or cupboards and nominate specific teachers to support in their management in case there is no school librarian or lab technician.

Note:

- Organize a meeting with the school staff to discuss and own these guidelines and encourage everyone to make a personal plan to implement them. Consider having immediate goals and long term goals (This can also be added in the teachers' performance contracts). Refer to Annex 1 for the implementation plan template.
- Review the staff implementation plans and support them to implement it

B. SBMs & SSLs, ECE mentors and ICT focal teachers

- Work with the HT, DoS or the librarian to carefully manage the TLMs they have, and as feasible, plan for sharing available materials between schools;
- Identify excellent teachers with creative and engaging teaching methods that make the most of the available TLMs. Share those with other teachers and schools;
- Ensure soft copies of books and CPD materials are downloaded and well saved in school computers for access by teachers and students (This can include sharing with teachers who have their own smartphones);
- When books or other learning materials for a particular subject and grade are limited, keep them in a single core set so each class can benefit from using them;
- Ensure instructional videos are saved in one place and they are available to every teacher. Eg: They can be stored on computers in smart classrooms, they can be stored on another device that teachers share (tablets or smartphones), you can also help teachers have them on their own smartphones
- Additional suggestions related to books and reading:
 - Encourage teachers to establish reading clubs or book-sharing programs;
 - Organize monthly reading challenges (for example, take like 5 minutes for children to share about a book they read and loved, recognize children who read at least one book in that month, ...);
 - For literacy, consider designating a ‘literacy classroom’ that has all the TLMs, and the students go there for literacy class each day;
 - If TLMs need to be moved between classrooms, place them in a dedicated box or container;
 - If it is not possible to collect enough textbooks for 1 book per 2 students in each literacy class when they are in a core set, then consider if there are older literacy books or library books that can be used for independent reading practice. Collaborate with parents to cover books and repair the damaged resources;
 - If you believe some textbooks are at students’ homes, set up a date for parents to bring them in with no penalties or questions asked;
 - Through demonstrations, show learners how to turn pages carefully, and keep books in a safe, dry place. Repeat the value of a book and remind students that to damage a book is a taboo.

C. School librarians, Laboratory technicians, and IT teachers

- Ensure the available books and other resources are displayed at students' level in the library;
- Display clear guidelines on book management in libraries and regularly remind children to respect them;
- Support students in selecting appropriate books when in the library;
- Maintain a TLM checkout record and develop a mechanism for follow up those who haven't returned the materials borrowed;
- Guide the students on how to access online books from REB eLearning platform (<https://elearning.reb.rw>) in the smart classroom, when they are not available physically in the library;
- Set the rules and regulations of using science and math kits for students, and assist learners in the use of science and maths materials.

D. Teachers

- Work with your HT/DoS and School Subject Leader to create a plan for sharing the available TLMs between classrooms. This could include creating a room that students can visit to access particular materials, or storing materials in boxes that can be easily moved between classrooms;
- Work with your HT/DoS and School Subject Leader to create a plan for sharing CPD materials, including ICT tools, and ensure the plan is respected to avoid conflicts;
- Make an inventory of LTM for your subject(s) at the end of every term and year (see Annex 3);
- For science/math teachers,
 - Arrange science/math materials in shelves/cupboards with labels depending on their use; separate and report the expired chemicals from other materials;
 - Regularly use the developed science and maths experiments user guides in conducting or performing science/math experiments and or games;
- Goals for book reading (manage books in a way that gets as close as possible to this scenario)
 - Follow guidelines for the classroom library management to ensure access by all learners in your class. Guide the students on how to access online books from REB eLearning platform (<https://elearning.reb.rw>) using the smart classroom, when they are not available physically in the library or classroom.
 - Maximize students' daily independent reading practice time with books at an appropriate difficulty level, at their own reading pace, with teacher feedback;
 - Children who can read, even slowly, should be matched with a book of the right difficulty level. This can be any book (not just a textbook). Use simple methods to determine book difficulty.
 - Five-finger method¹ (children can learn to do this from the teacher, then do it on their own without the teacher's help): Turn to a page with writing, without a lot of extra white space. Students read through the page and hold up one finger for each word they do not know, or are not sure they can read. If they raise 5 or more fingers by the end of the page the book is too hard. Try finding a simpler book, or reading with a buddy.
 - Once students can read words and paragraphs – they should read independently for about 15-20 minutes for first grade, 20-30 minutes for second and third grade.

¹ For more information, see <https://www.readingrockets.org/topics/childrens-books/articles/selecting-books-your-child-finding-just-right-books>

- If there are few or no books for students to read, teachers may use other strategies to teach reading skills.
 - One good strategy to teach decoding is “Elkonin boxes” (see Annex 2). The Kinyarwanda teachers guide has daily lessons on reading new words (decoding) which can be used for this activity.
 - Create a reading friendly space in the classroom and encourage children to use it.
 - Teach learners how to fix torn books.
 - Protect and value books by engaging students in book management. Teach them how to clean, dust and arrange books in the bookshelves or wherever they are kept.
 - Visit, download and use books and other resources from REB Elearning portal (<https://elearning.reb.rw/course/>)
 - Teachers, parents, and community members can make homemade books with stories and pictures to read in the classrooms

Specific guidance for creating and using available or locally-made materials

Even when distribution starts, it may take several years to have enough books for all students. We know there are additional TLMs that have been provided to schools (Eg: flash cards, story books) but these are not always enough for all learners especially in large classes.

One way to deal with large classes, and limited books, is to use the materials you have in new ways, or make additional resources using locally available materials. Teachers may make the materials, or it can be done in a material-creation workshop with staff or community members (through SEC).

Use available material in new ways. For example, have students play word games. One such game is to write 10 different syllables on the chalkboard. Students then make as many words as they can by combining syllables in different ways, then writing the words they make in their notebooks.

There are so many materials in our community that can be used freely to make teaching and learning materials. Those include (but not limited to): stones, sticks, maize cobs, seeds, sticks, clay soil, plastic bottles, jars, tins, bottle tops, milk or juice bags, plastic containers, milk and juice cartons, scrap paper, card boxes (E.g.: chalk, pens), cardboard boxes, tissue wrapping (Eg: around toilet rolls), scrap plastic, flipchart covers, toilet roll tubes, toothpaste tubes, empty rolls (Eg: tape), finished markers, pen lids, old cables, old inner tubes, scrap wood, old bags, etc.

Examples:

- Books: hand-copy stories onto printer paper, and illustrations if possible, then staple, glue, or sew them to bind them;
- Letter sound practice: create flashcards and flip through them quickly;
- Decoding practice: syllable flashcards to demonstrate how they are combined into words;
- Vocabulary and new concept learning: draw big pictures and discuss;
- Letter sound display: glue them using seeds, manilla cards which can be hung on the walls;
- Vocabulary word display: Choose useful or school-related words;
- Pre-primary play: develop learning corner materials such as dolls, a house for pretend play.

The SEC can share their work with other schools through WhatsApp groups or through visiting nearby schools for learning exchanges and motivation.

Managing the learning environment when using manipulatives/locally made materials:

- **Store all materials well:** They take time and effort to make but if they are stored properly, they can last for years.
- **Choose a representative in each group to collect the resources from the teacher at the beginning of the activity** (this saves time – teachers should not be distributing materials to each group - Learners are also responsible for returning them to the correct place at the end of the lesson).
- **Encourage all learners to look after the materials:** They will enjoy using them, but you should explain the materials take time to make and that they must be careful with them.
- When doing group work, **turn the desks around** so that there is a larger surface for the pupil to handle the materials.
- **Establish ground rules about the use of materials:** The learners should not touch them until they are instructed to do so. They should work together and not grab materials.
- **Store materials in the classroom:** They will be close to hand and learners can access them when needed. Sometimes you may not plan to use a particular resource but when learners seem not to be understanding you can use an additional alternative resource.
- **Any visual posters and wall charts should be permanently on display in the classroom:** While they may be moved to the front when they are being used directly as a teaching aid, they should be on display to create a positive learning environment at other times.
- **Check the materials regularly and replace missing or broken materials:** The learners can be asked to do this. If some materials are lacking (e.g., bottle tops with letters on), temporary ones can be made using paper.
- **Prepare a new list of materials to be developed or replaced by SEC members.**

Share your experience and examples of your locally made materials with other schools so you can learn from each other (This can be done during exchange visits, sector level exhibition initiatives or open days, or online through whats app group)

E. Students

- Protect your book from bad weather and from animals, and anything else that can damage it;
- Do not eat or drink when you are reading a book;
- If the book is torn, give it to the teacher or librarian to fix;
- Keep the book in the middle between you and the person you are sharing with. Don't pull it between you;
- Use available resources in the community (at home or community libraries);
- Return to school or library the book you borrowed in good condition;
- Encourage your parents to buy you books;
- Try accessing online books using laptops/XOs laptops connected to the internet;
- Respect science laboratory rules while performing science experiments;
- Keep math and science kits equipment carefully to avoid accidents;

Done at Kigali, on...../10/2023


Dr. MBARUSHIMANA Nelson

Director General





ANNEX 1: PERSONAL/PROFESSIONAL ACTION PLAN TO IMPROVE MANAGEMENT OF TLMS

Name: _____

Role: _____

Consult the section of this document that is most related to your role and decide which guidelines you intend to put into action immediately, and which you will do later during the school year.

Immediate Actions Planned

No.	Action	Responsible Person	Due Date

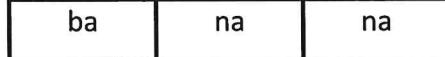
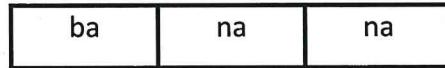
Actions Planned for Later in the School Year

No.	Action	Responsible Person	Due Date

Signature: _____ Date: _____

ANNEX 2: GUIDANCE ON USING ELKONIN BOXES TO TEACH READING USING THE BLACKBOARD

Note that for Kinyarwanda literacy we often break words into syllables, and English we often break words into sounds, beginnings-endings, and common letter patterns, among others

Step	Instructions	Example
1	Say a word two times	(say) banana, banana
2	Students say word syllable by syllable	(say) ba na na
3	Students count syllables	(do) ba [everyone holds up 1 finger], na [everyone holds up 2 fingers], na [everyone holds up 3 fingers]
4	Teacher draws the empty boxes on the chalkboard to match the number of syllables counted (Elkonin boxes)	
5	Teacher (or student) writes each syllable in an empty box	
6	Students copy boxes and syllables into notebook	[students copy boxes and syllables into notebook]
7	Students write the whole word below the boxes in their notebook. They say the syllables then the whole word.	[students write whole word below it]  banana
8	Looking at their notebook, students say the syllables then the whole word	[students look at notebook, say syllables, say the whole word]

For more information:

- see (University of Florida Literacy Institute) at
<https://www.readingrockets.org/classroom/classroom-strategies/elkonin-boxes>
- A resource for English words and patterns can be found here. The “steps for intervention” may be ignored, and the steps above used.
<https://www.readingrockets.org/sites/default/files/migrated/Phonics-Sound-Elkonin-Boxes.pdf>



ANNEX 3: FORMATS FOR INVENTORY OF BOOKS, SCIENCE AND MATHEMATICS MATERIALS DISTRIBUTED IN SCHOOLS BY REB AND OTHER PARTNERS

3.1. INVENTORY OF TEXTBOOKS AND READING MATERIALS

(Note: The inventory of school materials must be done at the end of every term, mostly at the end of academic year. This simple form can be used to assess the current stock and condition of books, or you may consult the more complete set of tools available in the full School Library Guidelines that have been distributed to schools.)

Province: District: Sector:

School name: Phone Contact for HT:

Year or Term of inventory:(Ex: Term 2, or End of school year 2022/23)

No	Name of items (as per delivery notes)	Quantity of items received (as per delivery notes)	Available quantity during inventory	Comments or Observations (Example: Status of material, Causes of damage if any, etc).
1				
2				
3				
4				
5				
Etc				

General Observations

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Done on/...../20.....

Teacher responsible for books (Names, Title and signature)

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Head Teacher (Names, signature and school stamp)

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3.2. INVENTORY OF MATERIALS IN SCIENCE KITS FOR PRIMARY SCHOOLS

(Note: The inventory of school materials must be done at the end of every term, mostly at the end of academic year)

Province: District: Sector:

School name: Phone Contact for HT:

Year or Term of inventory: (Ex: Term 2, or End of school year 2022/2023)

No	Name of items (as per delivery notes)	Quantity of items received (as per delivery notes)	Available quantity during inventory	Comments or Observations (Example: Status of material, Causes of damage if any, etc).
1				
2				
3				
4				
5				
Etc				

General Observations

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Done on/...../20.....

Teacher responsible for science kit (Names, Title and signature)

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Head Teacher (Names, signature and school stamp)

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3.3. INVENTORY OF MATERIALS IN MATHEMATICS KITS FOR PRIMARY SCHOOLS

(Note: The inventory of school materials must be done at the end of every term, mostly at the end of academic year)

Province: District: Sector:

School name: Phone Contact for HT:

Year or Term of inventory:(Ex: Term 2, or End of school year 2022/2023)

No	Name of items (as per delivery notes)	Quantity of items received (as per delivery notes)	Available quantity during inventory	Comments or Observations (Example: Status of material, Causes of damage if any, etc).
1				
2				
3				
4				
5				
Etc				

General Observations

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Done on/...../20.....

Teacher responsible for math kit (Names, Title and signature)

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Head Teacher (Names, signature and school stamp)

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3.4. INVENTORY OF MATERIALS IN LABORATORIES OR SCIENCE KITS FOR SECONDARY SCHOOLS

(Note: The inventory of school materials must be done at the end of every term, mostly at the end of academic year)

Province: District: Sector:

School name: Phone Contact for HT:

Year or Term of inventory: (Ex: Term 2, or End of school year 2022/2023)

No	Name of items (as per delivery notes)	Quantity of items received (as per delivery notes)	Available quantity during inventory	Comments or Observations (Example: Status of material, Causes of damage if any, expiration date for chemicals, etc).
A. PHYSICS LAB APPARATUSES				
1				
2				
3				
Etc				
B. BIOLOGY LAB APPARATUSES				
1				
2				
3				
Etc				
C. CHEMISTRY LAB APPARATUSES				
1				



2				
3				
Etc				

General Observations

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Done on/...../20....

Teacher responsible for science kit (Names, Title and signature)

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Head Teacher (Names, signature and school stamp)

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3.5. INVENTORY AND DAILY MANAGEMENT SHEET FOR CHEMICALS AND OTHER CONSUMABLES

(Note: The inventory of school materials must be done at the end of every term, mostly at the end of academic year)

Province: District: Sector:

School name: Phone Contact for HT:

Year or Term of inventory: (Ex: Term 2, or End of school year 2022/2023)

Note: After doing inventory, this sheet must be filled by Chemistry and Biology teachers or by Lab assistant after every lab activity.

No	Name of chemical/ Reagent (as per delivery notes)	Quantity available at the beginning of year (g, ml, etc)	Expiration date	Date of Lab activity:/...../20....		Date of Lab activity:/...../20....		Date of Lab activity:/...../20....	
				Used quantity (g, ml, etc)	Remaining quantity (g, ml, etc)	Used quantity (g, ml, etc)	Remaining quantity (g, ml, etc)	Used quantity (g, ml, etc)	Remaining quantity (g, ml, etc)
1									
2									
3									
5									
...									
...									

General Observations

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Done on/...../20....

Teacher responsible for science kit (Names, Title and signature)

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Head Teacher (Names, signature and school stamp)

3.6. INVENTORY OF MATERIALS IN MATHEMATICS KITS FOR SECONDARY SCHOOLS

(Note: The inventory of school materials must be done at the end of every term, mostly at the end of academic year)

Province: District: Sector:

School name: Phone Contact for HT:

Year or Term of inventory:(Ex: Term 2, or End of school year 2022/2023)

No	Name of items (as per delivery notes)	Quantity of items received (as per delivery notes)	Available quantity during inventory	Comments or Observations (Example: Status of material, Causes of damage if any, etc).
1				
2				
3				
4				
5				
Etc				

General observations

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Done on/...../20.....

Teacher responsible for maths kit (Names, Title and signature)

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Head Teacher (Names, signature and school stamp)

3.7. INVENTORY OF ICT MATERIALS

(Note: The inventory of school materials must be done at the end of every term, mostly at the end of the academic year. For ICT materials, it is also necessary to report issues using the online system at ict.e.reb.rw)

Province: District: Sector:

School name: Phone Contact for HT:

Year or Term of inventory: (Ex: Term 2, or End of school year 2022/23)

No	Name of items (as per delivery notes)	Quantity of items received (as per delivery notes)	Available quantity during inventory	Comments or Observations (Example: Status of material, Causes of damage if any, etc.)
1				
2				
3				
4				
5				
Etc				

General Observations

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.....

Done on/...../20.....

Teacher responsible for ICT materials (Names, Title and signature)

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Head Teacher (Names, signature and school stamp)

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Reminder: For ICT materials, it is also necessary to report issues using the online system at ict.e.reb.rw)

Curriculum, Materials, and Assessment Technical Working Group - Task Force on TLM
Guidance to Schools
September 28, 2023

Memo: Suggestions to REB for promoting the effective management and utilization of TLMs

Challenges & Potential Solutions

REB has been working diligently to increase the supply of TLMs in schools. However, at least for term one of the 2023-2024 school year, schools are still facing significant TLM shortages—including up to 30% of schools that do not have any Kinyarwanda textbooks at all,¹ as well as different degrees of availability for textbooks in other subjects and other forms of teaching and learning materials (math materials, science kits, computers, etc). To avoid learning losses during this period, REB can provide clear guidance to Districts, Sectors, and Schools for effective use of the available TLMs.

Immediate actions that REB can take for the 2023-2024 school year:

1. Recommend that each District work with schools to know the available TLMs. As done in the past, consider possibilities for sharing available materials/redistribution between schools to achieve at least:
 - a. 1 teacher guide per 2 teachers;
 - b. One core set of textbooks per subject and grade level, to share between teachers of that subject
 - i. For literacy, 1 textbook per 2 students for the largest classroom should be the minimum in the core set;
 - ii. For other subjects by grade, consider a core set of 60 textbooks per school as well as core sets for other types of TLMs.
2. Announce that schools are allowed to make local adaptations to their timetable so that different classrooms can share the limited available textbooks and other TLMs. Let's take an example, one big school has a class P2 A and class P2B and they are scheduled to have Kinyarwanda at 9am and Math at 10am. Instead, change the schedule so P2A has Kinyarwanda at 9am and utilize all the P2 Kinyarwanda textbooks, while P2B has math at 9am and utilizes all the P2 math textbooks. They could then switch classrooms

¹ According to an inventory inspection exercise conducted by Sector Education Inspectors under Tunoze Gusoma

(students go to the materials), or move the sets of textbooks, to allow the opposite class to use the whole set.

3. Share the “Tips for Effective Management and Utilization of TLMs and CPD resources” guide (see annex) with District, Sector, and School level education leaders.

Medium-term priorities:

- Strengthen the TLM Management Information System, in partnership with USAID Ibitabo Kuri Twese, to be used by all schools to record, manage, and use data related to TLMs and CPD materials. The system can also be used by other levels (NESA, District, sector, and DPs) to track the use of resources.
- Map the availability of TLMs across the country regularly (at least annually). Guide the Districts and Sectors to build on the capacity of District Training Teams and Head Teacher Professional Learning Communities (PLC) structures strengthened through the BLF program to coordinate the TLM inventory exercise and build on the skills Sector Education Inspectors have developed through conducting USAID Tunoze Gusoma school census exercises.
- Consistently utilize the appropriated TLM budget to replenish TLMs and support management capacity building at central and decentralized levels to ensure continuous presence of quality TLMs in the classrooms.
- Review book costs, and seek the most cost-effective procurement, printing and distribution methods with a view to maximize the number of quality books that can be provided with available budgets. Review and revise policies and practices accordingly.
- To support children to learn foundational literacy, which requires daily practice reading new words and texts, seek to maintain a minimum of 1 book per 2 students for each grade and language (although 1 book per pupil is a better ratio, enabling each student to read at their own pace).
- Upload digital learning resources and share them using existing online platforms.
- Coordinate the DPs who are supporting the development and distribution of TLM resources.

See attached the suggested letter and annex that could be sent to the decentralized level education leaders before schools start.

This memo and the attached documents were approved by a task force of the Curriculum, Materials, and Assessment Technical Working Group (composed of representatives of REB-CTLR, USAID, JICA, and Rwanda Equip) on September 28, 2023