*Photo Source: VVOB*

# Qualitative Midline Evaluation of the "Leading, Teaching and Learning Together in Secondary Education in Rwanda" (2018-2021)

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# Acronyms

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| **9 YBE** | 9 Year Basic Education |
| **12 YBE** | 12 Year Basic Education |
| **AIMS** | African Institute for Mathematical Sciences |
| **CBC** | Competence Based Curriculum |
| **CoP** | Community of Practice |
| **COVID19** | Coronavirus Disease 2019 |
| **CPD** | Continuous Professional Development |
| **DDE** | District Director of Education |
| **DEO** | District Education Officer |
| **DHT** | Deputy Head Teacher |
| **DFID** | UK Department for International Development |
| **ESSP** | Education Sector Strategic Plan |
| **FGD** | Focus Group Discussion |
| **GoR** | Government of Rwanda |
| **HT** | Head Teacher |
| **ICT** | Information and Communication Technology |
| **IDI** | In-Depth Interview |
| **JICA** | Japan International Cooperation Agency |
| **KII** | Key Informant Interview |
| **LTLT** | Leading, Teaching and Learning Together |
| **MCF** | Mastercard Foundation |
| **MERL** | Monitoring, Evaluation, Research and Learning |
| **MINALOC** | Ministry of Local Government |
| **MINECOFIN** | Ministry of Finance and Economic Planning |
| **MINEDUC** | Ministry of Education |
| **NQT** | Newly Qualified Teacher |
| **NST1** | National Strategy for Transformation |
| **OECD** | Organization for Economic Coordination and Development |
| **PLC** | Professional Learning Communities |
| **REB** | Rwanda Education Board |
| **RWF** | Rwanda Francs |
| **SBM** | School Based Mentor |
| **SEI** | School Education Inspector |
| **SEIP** | Sector Education Improvement Plan |
| **SIP** | School Improvement Plan |
| **SSL** | School Subject Leader |
| **STEM** | Science Technology Engineering Mathematics |
| **TDMCGC** | Teacher Development, Management and Career Guidance and Counselling Department |
| **ToC** | Theory of Change |
| **TTC** | Teacher Training College |
| **TVET** | Technical and Vocational Education and Training |
| **UNICEF** | United Nations International Children's Fund |
| **UR-CE** | University of Rwanda-College of Education |
| **USAID** | United States Agency for International Development |
| **VVOB** | Flemish Association for Development Cooperation and Technical Assistance |

# Definition of Key Terms

**5Es Instructional Model:** An instructional model developed in the mid-1980s by the Biological Sciences Curriculum Study that stimulates observation, questioning and thinking of learners. The model has five phases: engage, explore, explain, elaborate and evaluate. The model is taught in the Certificate Program in Educational Mentorship and Coaching for STEM Teachers.

**Building Learning Foundations:** BLF is a program of the MINEDUC and REB, funded by DFID as part of its Learning for all Programme in Rwanda. The program is working to improve learning outcomes in English and Mathematics at P1 to P3 in all public and government aided primary schools in Rwanda.

**Community of Practice:** CoPs are defined by REB as a group of colleagues who meet regularly to discuss their work, think of solutions to challenges and share good practices. As a component of the Certificate Program in Educational Mentorship and Coaching, SBMs and SSLs are supported to organize and facilitate CoPs for teachers in their respective schools as a component of teacher professional development.

**Five Standards of School Leadership:** REB, with the support of VVOB, has developed and piloted professional standards for school leaders that describe the main competences for head teachers and deputy head teachers. The standards are: creating a strategic direction for the school, leading learning, leading teaching and training, managing the school as an organizaiton and working with parents, schools and the wider community.

**Leading Teaching and Learning Together:** For 2017—2021, VVOB Rwanda formulated its goal as 'Leading, Teaching and Learning Together – Umusemburo w'Ireme ry'Uburezi' (LTLT), with three projects serving the goal including: the Belgium supported Girls on MARS program, Belgium and ELMA Foundation supported Induction of New Teachers program, and the Mastercard Foundation supported Leaders in Teaching program. The projects are implemented in partnership with MINEDUC through REB and UR-CE, benefiting primary and secondary schools in 17 districts.

**Mastercard Foundation:** Mastercard Foundation was created in 2006 by Mastercard International with the mission to advance learning and promote financial inclusion for people living in poverty. MCF funds the Leaders in Teaching initiative to improve quality secondary education in Africa through supporting teachers throughout their careers in order to prepare them to deliver high-quality education. Under this initiative, MCF funds VVOB-Rwanda to implement the Leading Teaching and Learning Together Program in Secondary Education.

**Outcome Mapping:** Outcome mapping is a program monitoring and evaluation methodology that focuses on assessing the targeted behaviors, actions and relationships within the program's sphere of influence. The methodology recognizes that these incremental or subtle changes in behavior are necessary for larger-scale, sustainable impact.

**Professional Learning Communities:** PLCs are a platform at the sector level where school leaders meet face to face with the objective of learning with and from each other through solving challenges and sharing good practices. During PLC sessions, members focus on finding solutions to challenges regarding the quality of teaching and learning in their schools. As a component of the Certificate Program in Educational Mentorship and Coaching, SEIs are supported to develop and maintain PLCs for school leaders in their sectors.

**Rwanda Education Board:** The mission of REB is to fast-track education development in Rwanda by enabling education sector growth. The scope of its work includes all aspects related to the development of the education sector, including improving the quality of basic education through curriculum development, development and management of teachers, assessment, and promoting the use of ICT in education. REB is an implementing partner of the LTLT program.

**Soma Umenye:** A USAID funded project implemented by Chemonics, Soma Umenye supports children in the first years of primary school to develop basic Kinyarwanda reading skills.

**University of Rwanda College of Education:** UR-CE is one of the six Colleges of the University of Rwanda. UR-CE is a specialized insitution in teacher education with academic, assessment and certification of all teachers at the secondary school level. UR-CE is an implementing partner of the LTLT program.

**VVOB:** The Flemish Association for Development Cooperation and Technical Assistance was founded in 1982 as a non-profit organizaiton. In general, VVOB focusses on sustainably improving the quality of education systems the professional development of teachers and on effective school leadership. Active in Rwanda since 2003, VVOB support programs under the goal of 'Leading, Teaching and Learning Together'.

# Executive Summary

This report presents the midterm findings of a qualitative outcome evaluation of the Leading, Teaching and Learning Together (LTLT) in secondary education program carried out between March and May, 2020, by Three Stones International. VVOB, with the support of the Mastercard Foundation and in collaboration with the Rwanda Education Board (REB) and the University of Rwanda College of Education (UR-CE), is implementing the LTLT program targeting 680 secondary schools in 14 districts in Rwanda from 2018-2021. The main objective of the program is to improve the quality of secondary education in Rwanda by strengthening competencies of key actors through Continuous Professional Development (CPD) support systems. Key education actors targeted include school leaders (Head Teachers and Deputy Head Teachers), School Based Mentors (SBMs), School Subject Leaders (SSLs) in Science, Technology, Engineering and Mathematics (STEM), Sector Education Inspectors (SEIs), District Directors of Education (DDEs) and District Education Officers (DEOs). Through targeting these actors, the program expects to indirectly support teachers (including newly qualified and newly assigned teachers) and students in order to provide young Rwandans with the skills and competences to succeed in the 21st century.

In order to establish improved CPD support systems, the LTLT program consists of two pillars of support in line with the program's Theory of Change (ToC):

- **Pillar 1: School Leadership (LEAD)**: Improved school leadership by HTs and DHTs through improved school leadership support systems.
- **Pillar 2: Teacher Support (TEACH)**: Improved teaching by teachers, including SSLs and new teachers, through improved teacher support systems.

The evaluation was designed to specifically address the following objectives, with gender and inclusion as a cross-cutting theme:

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**Objectives of the Midterm Evaluation**

1. Assess the intended and unintended outcomes of the LTLT program to date, specifically:
   - Program outcomes for school leaders and teachers related to the CPD support systems,
   - Program outcomes related to the competences and motivation of key educational actors at the school and sector level, and
   - School-level changes as a result of the program.

2. Assess the pathways and processes that have led to the outcome and the extent to which the LTLT program has contributed to the outcomes.

3. Assess gaps in terms of the original intent of the program and the program's approaches and interventions as applied in practice.

4. Assess the extent to which implementing partners, REB and UR-CE, have the capacity to roll-out the program without support from VVOB.

5. Reflect on the following learning questions:
   - How do school leaders build a supportive environment for the professional development of teaching staff and how has the program contributed to this?
   - Through which mechanisms can/does the program impact teacher motivation and retention?

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## Methodology

In order to assess the quality and effectiveness of program implementation to date and make recommendations for the remainder of program implementation as well as unravel the pathways and process to change, the evaluation was designed using Outcome Mapping as a participatory qualitative approach. Outcome Mapping is a program monitoring and evaluation methodology that focuses on assessing the targeted behaviors, actions and relationships within the program's sphere of influence. The methodology recognizes that these incremental or subtle changes in behavior are necessary for larger-scale, sustainable impact. As Outcome Mapping was not incorporated into the project from the outset, the methodology was adapted to meet the needs of the evaluation. As a component of the evaluation using the Outcome Mapping approach, outcome statements and markers to assess progress towards outcome achievement, were developed for each key educational actor. The findings were then assessed against these progress markers.

The evaluation methodology included in-depth interview (IDIs) with 100 key education actors and school staff.  Seven out of the 14 program districts were selected for inclusion, with two schools per district identified where the HT, SBM and STEM SSL completed either the Diploma Course in School Leadership or the Certificate Program in Educational Mentorship and Coaching in the first training cohort. In addition, a STEM teacher and newly qualified or assigned teacher was interviewed at each school to triangulate and verify findings. If the HT at a school was unavailable, the DHT was interviewed if also trained. At the sector level, the SEI for each school was identified to participate in an interview if they had completed the Certificate Program, and, at the district level, the DDE and DEO were interviewed. In total, 13 HTs, 6 DHTs, 14 SBMs, 14 STEM SSLs, 14 STEM teachers, 13 newly qualified teachers, 14 SEIs, 6 DDEs and 6 DEOs participated in IDIs. During the analysis interview participant responses were triangulated with staff from the same school to ensure validity of findings. Semi-structured interviews also took place with VVOB, partners and MCF. Due to the Covid-19 pandemic and subsequent preventative measures adopted by the Government of Rwanda; data collection shifted from in-person interviews to phone-based interviews, which was not found to negatively affect the quality of the data that was collected. In total, one-third of interviews were conducted in person and two-thirds by phone.

## Key Findings

Findings from the midterm evaluation highlight that in schools where school leadership, SBMs and STEM SSLs completed the LTLT program courses, there are changes in leadership style, quality of CPD activities and increased communication and collaboration between school leaders and teachers and amongst teachers themselves. Evaluation findings show that there is a synergetic effect at schools where key staff are trained. Changes in school leadership have increased collaboration between teachers, creating an environment of mutual respect that motivates teachers to improve the quality of teaching. By creating the space and time for CPD to take place as well as by motivating staff to actively participate in CoPs, school leaders confirm their commitment to improving teaching quality. In addition, changes in the capacity of SBMs and SSLs have improved the quality of and access to CPD. Where teachers report often struggling on their own out of fear of sharing their challenges and appearing incompetent, participation in CoPs, in particular, has improved teacher confidence, motivation and teaching practices by facilitating a space where teachers are free to share challenges and support the identification of solutions.

### Outcomes for Key Educational Actors

The LTLT program expects to see that school leaders and staff build CPD support systems at the school and sector level. As a result of participation in the Diploma Program in School Leadership and Certificate Program in Educational Mentorship and Coaching, key actors better understand their roles as school leaders and as providers of CPD.

*School Leaders* Findings from in-depth interviews highlight changes in the perception of the role of school leaders as a direct result of their participation in the Diploma program. These include changes in their understanding of their role in managing the school in the context of the five standards of school

leadership[1] as set forth by REB, as well as changes in their perceived capacity to effectively lead their school. Of the five standards, there have been significant changes in school leader's ability to create a strategic direction for their schools, lead teaching by supporting CPD programs and improving induction programs for new teachers, managing the school as an organization and working with parents and the wider community. While changes in competences under the standard of leading learning are reported, including supporting attendance, classroom assessments and developing student clubs and recreation activities, leaders also recognize that there are significant gaps, particularly in capacity to support inclusive education.

**SBMs** Interviews with SBMs highlight many changes to both the school environment and self-efficacy. Findings correspond with similar qualitative studies undertaken by VVOB and partners, including increased collaboration and trust amongst school staff, openness to discuss issues related to quality of education and participation in CoPs. Many SBMs report that prior to participating in the Certificate Program in Educational Mentorship and Coaching, they were primarily focused on supporting teachers in English only and that they did not fully understand the role of the SBM, but simply found themselves nominated to the position without any training or support. As a result of their participation, nearly all SBMs report increased confidence in their role as a mentor.

**STEM SSLs** All STEM SSLs report changes in their capacity to support STEM teachers as well as increased confidence in their abilities to lead their departments. STEM SSLs report changes in their skills, specifically on coaching and mentoring in STEM. However, the extent to which STEM SSLs are able to adopt new teaching practices is limited by the lack of facilities and large class sizes.

**SEIs** Similar to interviews with school leaders, SEIs were more likely to report changes in communication and leadership style as a result of their participation in the Certificate course, reflecting the course's focus on communication through coaching and mentoring.

**DDEs and DEOs** At the time of the interviews, DDEs and DEOs had not yet finished the course, including the coaching and mentoring module, which was reflected in the findings. As DDEs and DEOs are responsible for monitoring schools, the main outcomes reported were related to improvements in this function. Specifically, they report increased capacity to monitor a school's strategic direction, including vision, mission, core values and SIP, and follow up on monitoring visits to evaluate changes at the school level.

*School Level Outcomes*
Findings from interviews with school, sector and district respondents indicate that there are tangible changes at schools. These changes include a shift in leadership style from authoritarian to distributive; improved coaching and mentoring practices by school leaders, SBMs and STEM SSLs; improvements in induction programs for new teachers; adoption of CoPs; development of school strategic direction, including mission, values, SIPs and yearly action plans; improved school resource management; increased engagement with parents and communities; improved teaching practices; and increased student and teacher attendance.

Findings from the evaluation show that the successful transfer of learning from the course to practical implementation at the school level is dependent upon a trained HT and that HTs should be trained prior to or concurrently with other key school level actors. The LTLT program design intentionally adopted a random assignment of participants to training cohorts and this design choice allowed for the program to confirm that training order does impact implementation of skills learned and outcomes at the school level. However, even in schools where the HT has been trained prior to or concurrently with other school staff, high turnover of HTs has the potential to stall or reverse changes, particularly with regards to support for CPD of teachers.

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[1] The five standards include: creating a strategic direction for the school, leading learning, leading teaching and training, managing the school as an organizaiton and working with parents, schools and the wider community.

*Capacity of REB and UR-CE*
Both REB and UR-CE have the technical capacity to plan, design and organize delivery of CPD courses as confirmed by respondents and stakeholders, including trainees. However, both institutions have limitations in financial capacity to independently implement and evaluate CPDs including the LTLT courses.

## Conclusions

Findings from the qualitative midterm evaluation highlight that in schools where school leadership, SBMs and STEM SSLs completed the LTLT program courses, there are changes in leadership style, quality of CPD activities and increased communication and collaboration between school leaders and teachers and amongst teachers themselves. The use of Outcome Mapping and the development of outcome statements and progress markers for each boundary partner (school actor), contributes to a better understanding of expectations for LTLT program course participants and how they apply learning from CPD courses in order to improve the quality of education at secondary schools. Progress markers also provide a basis for monitoring and evaluating outcomes and competences for HTs, DHTs, SBMs, STEM SSLs, SEIs, DDEs and DEOs during follow-up visits with participants and at endline.

*How School Leaders Build a Supportive Environment for Professional Development of Teachers*
Within schools where school leaders have been trained, there is increased support for professional development of teachers through CPD. Evaluation findings highlight that there are three key behaviors of school leaders who are able to build supportive environments for the professional development of teaching staff at their schools. These factors are:
- Creating the space and time for professional development activities to take place by incorporating them into the school timetable and ensuring that other competing activities do not take precedence over CPD activities;
- Participating in activities to lend credibility to and encourage participation in CPD activities organized by SBMs and STEM SSLs, particularly those who are resistant to change; and
- Providing effective feedback to teachers during CPD activities including classroom observations.

*Teacher Motivation and Retention*
The LTLT program ToC expects that improving the capacity of key educational actors will impact competences in CPD, including coaching and mentoring, and ability of school leaders to effectively lead their schools. In turn, it is expected that these improvements in CPD and leadership will improve motivation and retention of school staff. While midterm findings show that there is minimal impact on retention of teachers, as retention is mediated by salary, access to housing and being close to one's family, there is a positive correlation between changes in CPD and leadership with motivation of school based staff.

Findings show that increased collaboration and supportive leadership are key motivating factors and there are indications that this also has positive impact on retention of teachers. Teachers are motivated when they feel that they are respected and valued by their leadership. In addition, both improved collaboration between leadership and teachers as well as increased collaboration amongst teachers, primarily through peer problem solving within CoPs, is associated with increased motivation of teaching staff. Respondents highlighted a new sense of openness to address both personal and systemic problems in teaching with the ultimate goal of improving the quality of education, as compared to before where staff did not know where to address their problems or feared repercussions for speaking out. Self-confidence is also a motivator, and participation in the LTLT program courses was associated with increased self-confidence in perceived capacity of key education actors to perform their jobs. Similarly, teachers report increased confidence in capacity to teach as a result of participation in CoPs. Additional factors that motivate staff include adoption of holistic induction programs for new teachers as well as new formal and informal opportunities for staff to take on leadership roles within the school through organizing and participating in CPD activities.

## Recommendations

In order to improve the implementation of the LTLT program during the last half of program implementation as well as support maintenance of outcomes for key school actors, several recommendations can be made:

The biggest barrier to schools implementing quality CPD and induction programs is the time available for SBMs and STEM SSLs due to the expectations that they must teach a full course load in addition to supporting teachers. While there is recognition by MINEDUC that SBMs can and should increase time allocated to mentoring and coaching and reduce their teaching commitments, this is not translating into changes at the school level. SBMs and STEM SSLs are committed to improving the quality of teaching in their schools and credit the course for increasing their skills in doing so, but, without sufficient time allocated for these actors to organize and evaluate CPD, this current momentum may be lost. Therefore, there is a need to continue to advocate for reducing the teaching responsibilities for SBMs and STEM SSLs in order to focus on CPD.

In addition, while schools recognize the importance of and report an increase in parent and community engagement in supporting education, the program expectation that increased efforts by school leadership is sufficient to engage parents and communities in schools, is not supported. School leaders can and are creating the conditions for greater engagement, however parents and community members need to understand their rights and roles and be motivated to exercise them.

The most cited request for further support was for increased monitoring by VVOB staff to follow-up on how learning is implemented at schools. With the inclusion of SEIs and district level staff in LTLT program courses, there is an opportunity to concentrate support to these actors, rather than at the school level, to provide schools with the support that they need. Schools and trainers also recognized the need for standardized monitoring and assessment tools for CPD to ensure that individual teacher's needs are addressed and CPD outcomes are evaluated.

Finally, while the evaluation intended to look at gender as a cross-cutting issue, the main challenge when discussing gender in the context of a program aimed at training school leaders is the lack of female representation in leadership positions, particularly at the secondary level. In addition to lack of representation, analysis of VVOB training databases show that female participants are more likely to drop out or fail the course as compared to their male counterparts. There is a need to review training data to understand why female participant are more likely to have poor training outcomes. With the shift to increased content offered via blended learning, and subsequent reduction in in-person contact to identify those who may be struggling in the course, it is critical that factors contributing to dropouts and failures are fully understood and addressed and that a gender and equity perspective is incorporated in such an evaluation.

# Introduction and Background

## Introduction

Vision 2050 aspires to take Rwanda to high living standards by the middle of the 21st century. The implementation instrument for the remainder of Vision 2020 and for the first four years of Vision 2050 is the National Strategy for Transformation 2017 – 2024 (NST1). Of the three pillars of transformation of NST1, the Social Transformation pillar entails strategic interventions for Improved Access to Quality Education through strategic investments in all levels of education (pre-primary, basic and tertiary), and through improved teachers' welfare and increasing the number of qualified teachers. These strategic interventions will be geared towards laying a strong foundation for quality education for Rwandan children. Science, Technology, Engineering and Mathematics (STEM) will be promoted at all levels of education and it is projected that STEM students enrolling in higher education and Technical and Vocational Education and Training (TVET) courses will increase from 44% in 2016 to 80% by 2024.[2]

Rwanda has made significant progress in developing the education system over the past decade; however, challenges still remain. According to Ministry of Education (MINEDUC) figures, the percent of qualified teachers in secondary schools is 69.2% and many teachers in Rwanda lack the necessary content knowledge and skills, particularly in the field of STEM, to provide quality teaching for all.[3] Research has shown that effective school leadership is also critical for improving student academic achievement[4] and those teachers selected as Head Teachers do not necessarily have the leadership training or administrative skill necessary to perform their jobs. In recognition of these challenges, Rwanda's Education Sector Strategic Plan 2018/19-2023/24 (ESSP) has identified continuous professional development and management of teachers as a top strategic priority.

VVOB, with the support of Mastercard Foundation (MCF), is implementing the "Leading, Teaching and Learning Together (LTLT) *Umusemburo w'Ireme ry'Uburezi* program" (2018-2021) in all secondary schools in 14 districts (approximately 680 schools) in Rwanda. The program aims to provide young Rwandans with the skills and competences to succeed in the 21st century, including improved learning, well-being and a reduced gender gap, by improving the teaching and learning environment in secondary schools in Rwanda through strengthening the competences of key education actors. The program provides and institutionalizes Continuous Professional Development (CPD) support systems and is training school leaders to facilitate coaching and mentoring of teaching staff in order to enhance teaching competences, skills and motivation. The trainings are co-organized and certified by the College of Education of the University of Rwanda (UR-CE) and the Rwanda Education Board (REB), key partners of VVOB. The program specifically targets Sector Education Inspectors (SEIs), and school leaders including Head Teachers (HTs) and Deputy Head Teachers (DHTs), School Based Mentors (SBMs) and STEM School Subject Leaders (SSLs). Participants take part in CPD courses on effective school leadership, coaching and mentoring and engage in Professional Learning Communities (PLC) or Communities of Practice (CoP) at the level of the administrative sector (for PLCs) and in schools (for CoPs).

In order to assess the quality and effectiveness of program implementation to date and make recommendations for the remainder of program implementation as well as unravel the pathways and process to change, the evaluation was designed using a participatory qualitative approach. The evaluation was designed to specifically respond to the following questions, with gender and inclusions as a cross-cutting theme:

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[2] GoR (2017*) 7 Years Government Programme: National Strategy for Transformation (NST 1) 2017-2024.*
[3] MINEDUC (2018) *Education Sector Strategic Plan (2018/19-2023/24).*
[4] Robinson, V.M., Lloyd, C.A., Rowe, K.J. (2008) *The impact of leadership on student outcomes. An analysis of the differential effects of leadership types*. Education Administration Quarterly.

## Study Context

### Secondary Education System in Rwanda

Rwanda has made significant progress in developing the education system over the past decade, more than doubling enrollment in secondary schools from 288,036 in 2008 to 658,285 in 2018 and increasing the proportion of female students at the secondary level from 47.8% in 2008 to 53.2% in 2018, primarily as a result of the 2008 policy to provide 9 years free basic education (9YBE) and subsequent policy providing for 12 years free basic education (12YBE) in 2012. The increase in students has been accompanied by an increase in school facilities. In 2008, there were only 689 secondary schools whereas there are now 1,728 secondary schools in the country, the majority of which are government aided (892) as compared to public (522) and private schools (250).[5] With the success of increased access, the current focus is on improved quality of education. This is evidenced by the adoption of English as the language of instruction from upper primary onwards, the implementation of the new competence based curriculum (CBC) (MINEDUC and REB 2015) and the integration of ICT in the classroom (MINEDUC 2013).

Despite this progress, challenges to ensuring that the education systems can provide Rwandans with sufficient and appropriate skills, competences, knowledge and attitudes to drive the social and economic transformation of the country still exist as evidenced by dropout and repetition rates. In the 2017/2018 school year, 5% of students repeated the grade level and 5.8% of students (6.1% of girls) dropped out. Whereas dropout rates in upper secondary have reduced from 2.5% in 2015/16 to 1.7% in 2017/18, most dramatically for female students (from 3% to 1.6% during the same time period), the dropout rates for lower secondary have increased from 6.5% in 2015/16 to 7.1% in 2017/18, with a greater increase observed for female students (6.7% to 7.7% over the same time period). While dropout rates are generally higher for female students as compared to their male peers, repetition rates are higher for male students.[6] A study conducted by MINEDUC and UNICEF[7] reported higher repetition rates in schools with lower performance metrics, such as pupil teacher ratios and teacher absenteeism, attributed partially to poor teaching resources and practices. The study also found a statistically significant

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[5] MINEDUC (2018) *2018 Education Statistics*, MINEDUC (2013) *2012 Education Statistic Yearbook.*
[6] MINEDUC (2018) *2018 Education Statistics.*
[7] MINEDUC and UNICEF (2017) Understanding Dropout and Repetition in Rwanda.

correlation between teacher absenteeism and repetition rates and a strong link between punishment by teachers and repetition rates, signaling that school-level factors, including teacher professionalism contribute to student achievement.

A key challenge, as identified in the ESSP, is the insufficient teacher competencies in subject content, pedagogy and English which jeopardize curriculum delivery and inclusion and negatively impact student learning outcomes.[8] The ESSP highlights that ensuring teachers, trainers and lecturers have the knowledge and skills to implement the CBC will be the biggest success factor in relation to providing quality education. Currently, 76.5% of secondary school teachers meet the minimum academic qualifications to teach[9] and only 59.7% of secondary school teachers have met the minimum teacher training requirements to teach[10]. While the pupil to teacher ratio is 22 to 1, the proportion of students to trained teachers is only 36 to 1 (which is higher than the 35 to 1 ESSP target for the 2017/18 school year).[11] The Ministry of Education's target for trained teacher to student ratio is 30 to 1 by the 2023/24 school year.  In order to achieve this target and to ensure that 98% of secondary school teachers have the skills necessary to teach the CBC, the ESSP highlights the need for CPD, including school-based mentoring for new teachers.[12]

## School Leadership in Secondary Schools

School leaders, including HTs and DHTs, play an important role in creating the conditions for effective teaching and learning. The literature shows that the quality of school leadership has a significant impact on the quality of education.[13] School leaders who develop, support and evaluate the quality of teaching influence student learning outcomes and that effective leadership is critical for student achievement, particularly in poor performing schools. However, appointed school leaders are often former teachers and do not necessarily have the competences to become an effective school leader. With support of VVOB, REB developed **National School Leadership Standards** that form the basis of VVOB's support to school leaders since 2014:

1. Creating strategic direction for the school
2. Leading learning
3. Leading teaching and training
4. Managing the school as an organization
5. Involving parents and the local community in the school

*Figure 1: Five Standards of School Leadership*
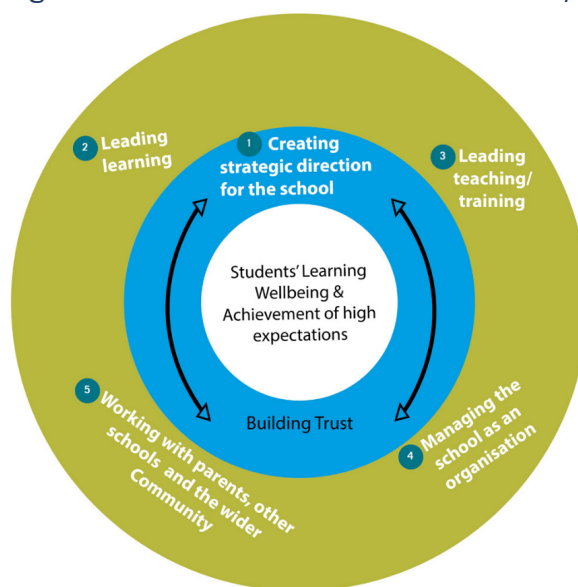


In 2019, the LTLT Baseline Assessment  found that
when looking at individual standards for school leadership, school leaders gave themselves a medium to high rating on the application of the standards, only one-third of the school leaders reported competence in all five standards simultaneously.[14]

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[8] MINEDUC (2018) *Education Sector Strategic Plan (2018/19–2023/24).*

[9] MINEDUC defines teachers who have the minimum academic qualifications
necessary to teach at a specific level of education as "qualified".

[10] MINEDUC defines teachers who have met the minimum organized teacher-training requirements (pre-service or in-service) to teach at a specific level of education as "trained". In the other words a trained teacher is a qualified teacher with a qualification in pedagogical skills.

[11] MINEDUC (2018) *2018 Education Statistics.*

[12] MINEDUC (2018) *Education Sector Strategic Plan (2018/19–2023/24).*

[13] Robinson, V.M., Lloyd, C.A., Rowe, K.J. (2008) *The impact of leadership on student outcomes. An analysis of the differential effects of leadership types.* Education Administration Quarterly.

[14] VVOB (2019). Leading, Teaching and Learning Together: A baseline report of the secondary education programme in 14 districts in Rwanda, VVOB, Rwanda, Kigali.

## Continuing Professional Development in Secondary Schools

CPD is still a relatively new concept in Rwandan education, with the Teacher Development and Management Policy in Rwanda (TDM) initially drafted in 2007, setting the stage for the development of the CPD framework. With the adoption of the new CBC curriculum, the focus of CPD is currently centered on enhancing the professional competencies of teachers in order to deliver the new curriculum and develop proficiency in ICT, English and promotion of active learning and inclusion strategies. Under this new CPD initiative, teachers are expected to assume the responsibility for their own professional growth and District Directors of Education (DDEs), District Education Officers (DEOs), SEIs, and HTs need to be empowered to monitor learning. In addition, there is a recognition that newly appointed teachers participate in two years of school-based coaching and mentoring.[15]

The LTLT Baseline Assessment found that those schools that reported having CPD, activities were primarily formal timetabled meetings where staff members from departments come together to discuss a case study. These were noted to be primarily knowledge focused and left little opportunity for personalized or needs-based support. In other schools, CPD was not timetabled and occurred on an ad hoc basis or not at all. The biggest barrier mentioned was the limited time available to SBM and SSLs due to concurrent teaching responsibilities.[16]

In order for effective CPD and teaching to take place, there needs to be a conducive environment. According to a report by OECD (2013), "A teachers' self-efficacy is strongly correlated with their ability to engage in reflective practices, having a shared sense of purpose and a collective focus on student learning, which, in turn, is strongly predictive of a positive learning climate for students."[17] Evidence shows that teacher development improves teaching and learning, and that effective school leadership is required for the professional development of teachers. The same OECD report highlights that leaders who are able to combine both distributed and instructional leadership styles are more likely to be associated with schools with a strong professional learning community where teachers are able to engage in reflective practices, collaborate, have a shared sense of purpose and focus on student achievement.

## The Leading, Teaching and Learning Together Program

In response to challenges in teaching quality in secondary education, VVOB in partnership with REB and UR-CE and with funding from MCF, created the Leading, Teaching and Learning Together in Secondary Education Program. The program has been rolled out in 14 districts in Rwanda targeting 680 schools between 2018 and 2021 (see Figure 2[18]). The program's long-term objective is to provide young Rwandans with the skills and competences to succeed in the 21st century. Professional development of school leaders throughout their careers is one of the



*Figure 2: Map of VVOB Intervention Districts*

linchpins of VVOB's approach to school leadership and the immediate objective of the program is to

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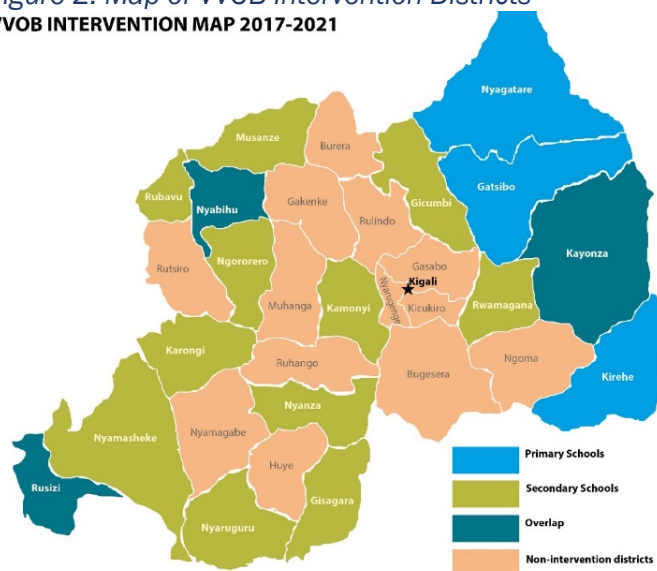
[15] MINEDUC (2018) *Education Sector Strategic Plan (2018/19–2023/24).*

[16] VVOB (2019). Leading, Teaching and Learning Together: A baseline report of the secondary education programme in 14 districts in Rwanda, VVOB, Rwanda, Kigali.

[17] OECD (2013) TALIS 2013 School Leadership for Learning. Insights from TALIS 2013 https://read.oecd-ilibrary.org/education/school-leadership-for-learning_9789264258341-en#page39

[18] Map of VVOB programming, including the LTLT program in secondary schools and the complementary Girls on MARS and Induction System for Mentoring and Monitoring of Newly Qualified Teachers programs in primary schools.

strengthen the competences of key actors in education through improved CPD support systems including HTs, DHTs, SBMs, STEM SSLs, SEIs, DDEs and DEOs. Although teachers are not directly targeted, the program aims to reach them indirectly through these key education actors. To this end, key actors are expected to apply interventions for teachers (including Communities of Practice (CoPs), formal induction programs for new teachers, coaching and mentoring, etc.) and promote a practice of lifelong learning in their schools.

In line with VVOB Programs ToC (see Figure 3), the program is divided into two pillars. The first pillar, LEAD, is designed to improve school leadership support systems while the second pillar, TEACH, improves teacher support systems. Both pillars are further detailed below.

**Pillar 1: School Leadership (LEAD):** Improved school leadership by Head Teachers and Deputy Head Teachers through improved school leadership support systems.
> **Output 1:** A CPD Diploma course on School Leadership for Head Teachers and Deputy Head Teachers in charge of studies;
> **Output 2:** A General CPD Certificate course on Coaching, Mentoring and PLCs for Sector Education Inspectors and engagement of District Directors of Education;
> **Output 3:** CPD support in PLCs of School Leaders at sector level, with coaching by trained Sector Education Inspectors and supervision by District Directors of Education.

**Pillar 2: Teacher Support (TEACH):** Improved teaching by teachers, including School Subject Leaders and new teachers, through improved teacher support systems.
> **Output 4:** A General CPD Certificate course on Coaching, Mentoring and PLCs for School Based Mentors;
> **Output 5:** A STEM CPD Certificate course on Coaching, Mentoring and PLCs for STEM Heads of Department or School Subject Leaders;
> **Output 6:** CPD support in PLCs for teachers in schools, with coaching by School Based Mentors and STEM School Subject Leaders, and supervision by Deputy Head Teachers.

*Figure 3: VVOB Programs Theory of Change (Including LTLT Program)[19]*

| | |
|---|---|
| **Improved learning, well-being and a reduced gender gap in maths (PE) and STEM (SE) learning outcomes** (as a result of system change at school, improved leading and improved teaching) | **Learners** |

| | |
|---|---|
| **Improved teaching and learning environment in schools** | **System (schools)** |

**Improved school leadership by HTs and DHTs**

CPD training for HTs and DHTs

CPD support in PLCs, coaching and mentoring by trained SEIs

**Improved teaching by teachers (incl. SSLs and new teachers)**

CPD support to teachers by trained SBMs and SSLs through coaching, mentoring and CoPs

Induction of new teachers by trained SBMs and SSLs with support of TTC tutors

**School actors:**

**HTs, DHTs, SBMs, SSLs, (new) teachers**

**Improved capacity of SEIs to support school leaders**

CPD training for SEIs to facilitate PLCs, coach and mentor

**Improved capacity of DDEs and DEOs to support all school actors**

CPD training for DDEs and DEOs to support all school actors

**Improved capacity of SBMs, SSLs and TTC tutors to support teachers**

CPD training for SBMs and SSLs to facilitate CoPs, coach and mentor

CPD training for TTC tutors to support SBMs and SSLs to implement induction programmes

**Intermediaries**

**Improved capacity of VVOB, REB and UR-CE**

Capacity development of REB and UR-CE by VVOB to:

Develop CPD trajectories

Implement/deliver CPD trajectories

Monitor and evaluate CPD trajectories

**CPD providers (REB and UR-CE) and VVOB**

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[19] The Theory of Change is not LTLT Program specific. The ToC includes LTLT Program as well as VVOB programs supporting primary education.

The following is a brief overview of LTLT outputs:

## CPD Training Programs
All trainings are co-organized and certified by the REB and UR-CE, key partners of VVOB.

**CPD Diploma Program in Effective School Leadership:** Collaboration between VVOB and UR-CE led to the introduction of a CPD Diploma in Effective School Leadership recognized by REB with the first trainees completing training in 2016. The course was subsequently revised in 2017 and 2018. As of 2019, the course is offered via a blended learning format, with face-to-face class time supplemented with online discussions, activities and readings. The purpose of the program is to equip school leaders with knowledge, competences and values to implement the five standards of effective school leadership and contribute to school development that results in enhancing student achievement, including creating strategic direction for the school, leading learning, leading teaching and training, managing the school as an organization and involving parents and the local community in the school. As of 2019, 7 DDEs and 9 DEOs enrolled in the Diploma Program across 17 districts.

*Table 1: Number of Participants trained in the CPD Diploma Program in Effective School Leadership through the LTLT Program in secondary education as of January 2020*

| Cohort | Number of Head Teachers | Number of Deputy Head Teachers | Number of District Directors of Education | Number of District Education Officers | Total |
|---|---|---|---|---|---|
| Cohort 1 | 171 (33 female) | 240 (60 female) | Not trained | Not trained | 441 (93 female) |
| Cohort 2 | 115 (14 female) | 163 (37 female) | 7 (0 female) | 9 (1 female) | 294 (52 female) |

**Certificate Program in Educational Mentorship and Coaching:** This certificate program is delivered by UR-CE with the aim of equipping SEIs with skills for coaching school leaders in leading their schools effectively based on their oversight role for quality education in their respective sectors. The certificate program also equips SBMs with skills to support teachers and school leaders through guiding and organizing school-based CPD primarily through CoPs, coaching and mentoring and promoting reflective practice in their respective schools to advance the implementation of the CBC. It focuses on teacher development as an ongoing process in a teacher's career.

*Table 2: Number of Participants trained in the CPD Certificate Program in Educational Mentorship and Coaching in secondary education as of January 2020*

| Cohort | Number of School Based Mentors | Number of Sector Education Inspectors | Total |
|---|---|---|---|
| Cohort 1 | 227 (40 female) | 139 (28 female) | 366 (68 female) |
| Cohort 2 | 168 (24 female) | 8 (3 female) | 176 (27 female) |

**Certificate Program in Educational Mentorship and Coaching for Mathematics and STEM:** The CPD certificate builds on the CPD certificate for SEIs and SBMs, but with a specific focus on STEM. SSLs and Heads of Department in STEM are introduced to a variety of aspects of pedagogical content knowledge for STEM and STEM leadership, in order to mentor and coach STEM teachers. Two STEM teachers, one in Biology/Chemistry and other in Math/Physics, in each secondary school (including 9YBE and 12YBE schools) within the 14 project districts are intended to participate in the CPD certificate program.

*Table 3: Number of Participants trained in the CPD Certificate Program in Educational Mentorship and Coaching for Mathematics and STEM in secondary education as of January 2020*

| Cohort | Number of STEM School Subject Leaders |
|---|---|
| Cohort 1 | 254 (78 female) |
| Cohort 2 | 404 (100 female) |

## Professional Learning Communities[20]

Recognizing that trainings are insufficient on their own and that school leaders need continuous support; PLCs create a forum for school leaders to learn from each other through solving challenges and sharing good practices. SEIs, as a component of the Certificate Program in Educational Mentorship and Coaching are trained in skills to initiate and sustain PLCs of school leaders. A full cycle takes one year, with one PLC session organized per quarter. Each session is a part of an action-oriented cycle designed to identify school and sector challenges, develop school improvement plans (SIPs) that are aligned with the Sector Education Improvement Plan (SEIP), engage school leaders in sharing best practices and reflecting on and disseminating best practices in school leadership.

## Communities of Practice[21]

Similar to PLCs, CoPs are a peer learning platform at the school level where teachers can meet and learn from each other. As a component of the Certificate Program in Educational Mentorship and Coaching, SBMs and STEM SSLs are trained in initiating and facilitating CoPs in order to support teachers to find solutions to challenges. SBMs are responsible for initiating and facilitating CoPs for all teachers and sessions are usually organized by grade, while STEM SSLs are subject specific. One CoP cycle consists of three sessions but can take as many sessions as necessary to find effective solutions for the identified challenge.

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[20] https://rwanda.vvob.org/download/professional-learning-community-framework
[21] https://rwanda.vvob.org/download/communities-practice-framework

# Methodology

## Study Design

The midline evaluation report is a part of an outcome evaluation that applies a longitudinal mixed methods approach, that includes both a baseline study, conducted in 2019, and an endline study, planned for 2021. The LTLT midline evaluation used a participatory qualitative outcome mapping[22] approach as a framework for assessing the intended and unintended outcomes of the LTLT program, the pathways and processes that have led to these outcomes, respond to the pre-defined learning questions and contribute to identifying gaps in the program's approaches or interventions as applied in practice and opportunities for improvement.

Outcome mapping as a methodology focuses on assessing the targeted behaviors, actions and relationships within the program's sphere of influence. The methodology recognizes that these incremental or subtle changes in behavior are necessary for larger-scale, sustainable impact. Outcome mapping logically links outcomes, or behavior changes, to the program's activities by focusing on those actors within the program's sphere of influence. These actors, or boundary partners, are those individuals, groups and organizations with whom the program interacts directly and anticipates opportunities for influence.

*Figure 4: LTLT Program Sphere of Influence*
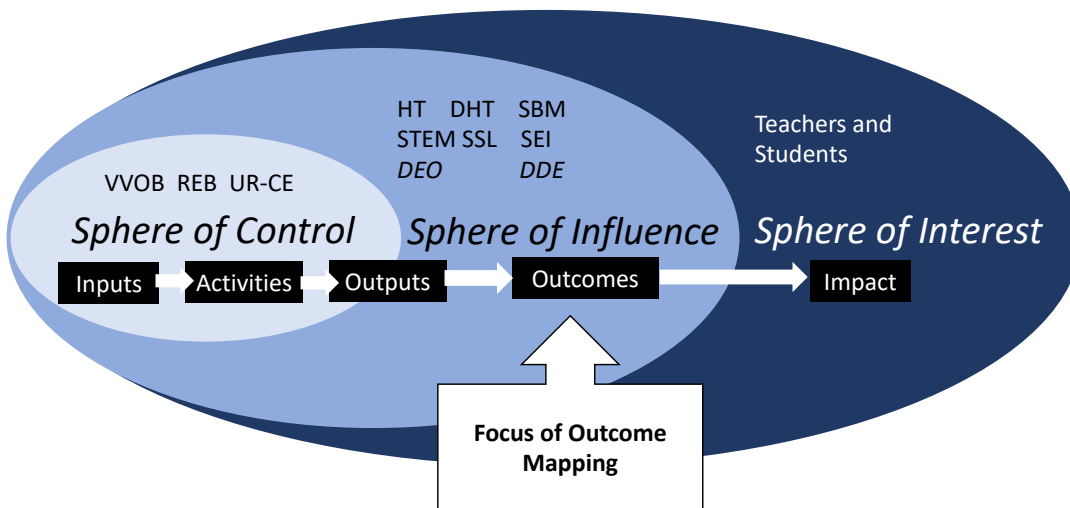


Boundary partners are the direct recipients of program outputs and this is where one would expect desired behavior changes to occur. A key component of outcome mapping is to develop an "outcome challenge", or description of the desired ideal behavioral changes, relationships or actions necessary for the program to achieve its vision, for each boundary partner. Recognizing that change happens in stages, a graduated set of statements describing a progression of changed behavior towards the most ambitious outcomes envisioned in the strategy are then formulated. These "progress markers" are categorized into behaviors that the program "expects to see", would "like to see" and would "love to see":

- **Expect to see** progress markers are those outcomes that are relatively easy to achieve,
- **Like to see** progress markers indicate more active learning or engagement and
- **Love to see** progress markers represent profound change that may or may not be achievable by the end of the program.

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[22] For further information on outcome mapping, please see:
Earl, S., Carden, F., Smutylo, T. (2001). Outcome Mapping. Building learning and reflection into development programs, Ottawa, IDRC. Available at: http://www.idrc.ca/EN/Resources/Publications/Pages/IDRCBookDetails.aspx?PublicationID=121.

The identification of boundary partners (see Figure 4), outcome challenges and progress markers were developed in consultation with VVOB staff and verified with a selection of REB and UR-CE partner staff as a component of the evaluation (see Annex 1).

The assessment consisted of in-depth interviews (IDI) with a purposive sample of each of the LTLT program boundary partners as well as semi-structured key informant interviews (KII) with VVOB program staff, REB, UR-CE and MasterCard Foundation in order to assess both intended and unintended outcomes to date. In order to triangulate findings from the IDIs with boundary partners, a sample of STEM teachers and newly qualified or assigned teachers (NQT) were also selected for interviews. The findings were then analyzed against the "outcome challenge" statement and pre-defined "progress markers".

## Sampling Framework

The LTLT program covers all secondary schools, including 9 YBE, 12 YBE and secondary schools in 14 districts in all four provinces of Rwanda (See Figure 4). Out of the 14 districts, seven districts were purposively selected for sampling. Districts were selected to ensure that each province is proportionally represented in the sample. In addition, districts were analyzed to ensure representation of both high-poverty and peri-urban districts.

*Figure 5: Map of LTLT Program Districts and Districts Selected for Sampling[23]*
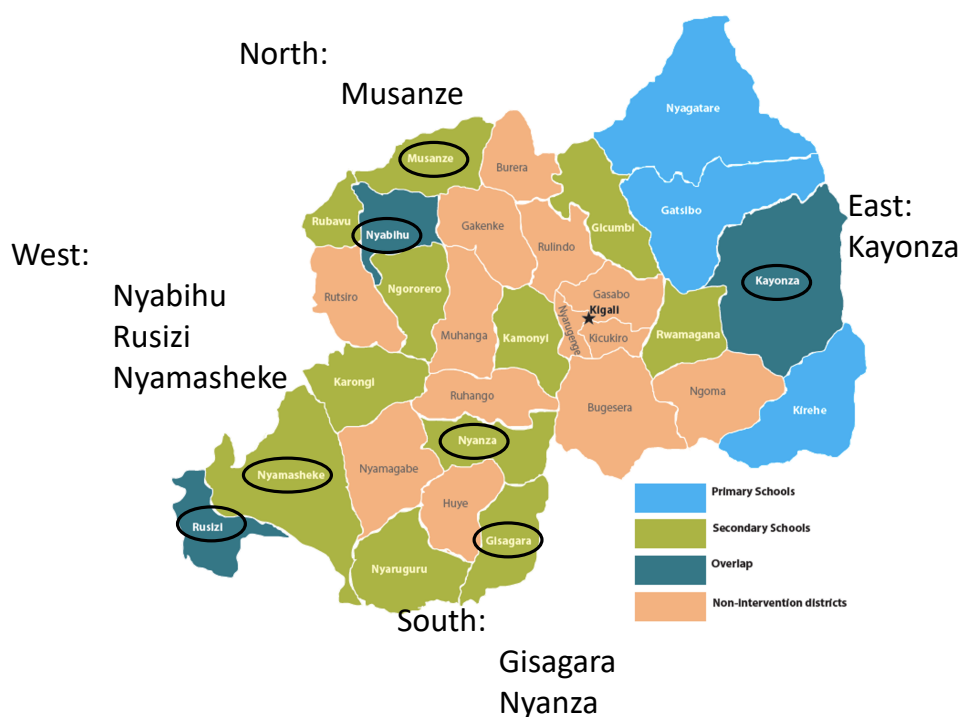


Within each district, two schools were selected for inclusion in the evaluation. As the evaluation sought to understand progress towards achieving outcomes and unravel the pathways and processes to change, the sampling framework was designed to include schools where we would expect to observe these outcomes at this stage of program implementation. VVOB staff observed that at schools in which the Head Teacher had not yet been trained, or was trained after the DHT, SBM or STEM SSL, they were less likely to see the desired program outcomes. Therefore, in order for the school to be included in the sample, it must have a HT who completed the diploma in leadership during the first cohort (completed training in June 2019) and an SBM and at least one STEM SSL who participated in the first cohort or

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[23] Map of VVOB programming, including the LTLT program in secondary schools and the complementary Girls on MARS and Induction System for Mentoring and Monitoring of Newly Qualified Teachers programs in primary schools.

second cohort[24] of the coaching and mentorship certificate course. In addition, as private schools have additional access to resources, only public and schools receiving government aid were included in the sample. Similarly, as secondary only schools are likely to have additional resources not available at 12YBE schools, 12YBE and 9YBE were prioritized for inclusion over secondary only schools. However, as few schools meet all criteria, the schools meeting all or most were purposively selected. An effort was made to include schools with a trained DHT and those with female leadership.

At the sector level, the SEI for each school included in the sampling was identified for an in-depth interview as a project boundary partner. As the DDE and DEO were not initially considered a program beneficiary and were included in trainings during Cohort 2, the DDE and DEO for each district were also selected for interviews, but not included as a boundary partner during the design of the evaluation.

*Table 4: LTLT Midterm Evaluation Respondents by School[25]*

| # | District | School Status | Type of School | HT | DHT | SBM | SSL | STEM | NQT | SEI | DDE | DEO |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Public | 12 YBE | M | | M | M | M | M | M | M | M |
| 2 | | Public | Sec | M | | M | M | M | M | F | | |
| 3 | 2 | Public | 12 YBE | new | F | M | M | M | M | M | M | M |
| 4 | | Public | 9 YBE | M | M | M | M | F | M | F | | |
| 5 | 3 | Gov Aided | 12 YBE | new | F | M | M | M | F | n/t | M | refused |
| 6 | | Public | 9 YBE | M | M | n/t | M | M | M | M | | |
| 7 | 4 | Gov Aided | Sec | M | | F | M | M | M | F | M | M |
| 8 | | Gov Aided | Sec | new | M | M | M | M | M | M | | |
| 9 | 5 | Gov Aided | 12 YBE | M | | refused | M | M | F | M | M | M |
| 10 | | Gov Aided | 9 YBE | new | M | F | M | M | M | M | | |
| 11[26] | 6 | Gov Aided | 9 YBE | M | | F | M | M | M | M | left | M |
| 12 | | Gov Aided | 9 YBE | M | | left | M | F | n/a | n/t | | |
| 13 | 7 | Gov Aided | 9 YBE | M | | n/t | M | M | F | M | M | M |
| 14 | | Gov Aided | 9 YBE | M | | M | M | M | F | M | | |
| *Female Replacements* | | | | *1* | *0* | *0* | *0* | *0* | *0* | *0* | *0* | *0* |
| *Male Replacements* | | | | *2* | *0* | *4* | *0* | *0* | *0* | *2* | *0* | *0* |
| **Total Female** | | | | **1** | **2** | **3** | **0** | **2** | **4** | **3** | **0** | **0** |
| **Total Male** | | | | **12** | **4** | **11** | **14** | **12** | **9** | **11** | **6** | **6** |
| **Total** | | | | **13** | **6** | **14** | **14** | **14** | **13** | **14** | **6** | **6** |

Relevant VVOB and partner staff were also contacted to participate in both structured and semi-structured interviews in order to better understand success and challenges to date, issues related to sustainability of the program and support formulation of outcome challenges and progress markers for the program's boundary partners. A list of VVOB and partner staff interviews can be found in Annex 2.

## Survey Tools

Interview guides were designed in coordination with VVOB for each respondent category. An evaluation question matrix can be found in Annex 3 and interview guides can be found in Annex 4. All interview guides were translated into Kinyarwanda and field tested prior to use. The following is an overview of the purpose of each survey tool:

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[24] The first cohort participants have been selected as the second cohort have not yet completed their trainings. However, not all school staff may have been trained in the first cohort, therefore, the priority will be ensuring at least the head teacher and/or deputy head teacher were trained in the first cohort.

[25] Definition of terms: "M" is male and "F" is female, "new" trained HTs had been replaced with an un-trained HT, "n/t" were not yet trained, "n/a" were not available to participate, "left" had left their position and had not yet been replaced, and "refused" refused to participate in an interview.

[26] School 11 is a replacement school. Those who participated in the courses at the school originally selected have since left.

*Table 5: Survey Tools*

| Respondent | Purpose of Questions |
|---|---|
| Head Teacher and Deputy Head Teachers | 1. Outcomes for school leaders, including perceived changes in capacity<br>2. Changes in leadership as per the five standards of school leadership<br>3. School-wide changes in CPD<br>4. Changes in school culture<br>5. Motivation and retention of teachers |
| School Based Mentor | 1. Outcomes for SBMs, including perceived changes in capacity<br>2. Changes in school leadership<br>3. School-wide changes in CPD<br>4. Changes in school culture<br>5. Motivation and retention of teachers |
| STEM School Subject Leader | 1. Outcomes for STEM SSLs, including perceived changes in capacity<br>2. Changes in school leadership<br>3. School-wide changes in CPD<br>4. Changes in STEM teaching practices<br>5. Changes in school culture<br>6. Motivation and retention of teachers |
| Sector Education Inspector | 1. Outcomes for SEIs, including perceived changes in capacity<br>2. Changes in school leadership practices<br>3. School-wide changes in CPD practices<br>4. Motivation and retention of teachers |
| District Director of Education and District Education Officer | 1. Changes in school leadership practices<br>2. School-wide changes in CPD<br>3. Changes in sector-level support for schools |
| STEM Teacher | 1. Changes in school leadership practices<br>2. Access to CPD<br>3. Changes in STEM teaching practices<br>4. Changes in school culture<br>5. Motivation and retention of teachers |
| Newly Qualified/Assigned Teacher | 1. Induction practices<br>2. Access to CPD<br>3. Changes in school culture<br>4. Motivation and retention of teachers |

## Data Collection

Data collection was carried out between March and April 2020. Due to the world-wide Covid-19 pandemic and subsequent lockdown measures put in place in Rwanda, after one week of field based data collection, the data collection methodology was re-designed to take place by phone. Phone-based interviews were recorded, transcribed and translated into English.

*Substitutions*

In order to meet the proposed sampling framework, substitutions were necessary due to staffing changes at schools where trained staff had been transferred or retired, absence on the day of visit or refusal to participate in the interview. Substitutes were identified from schools within the same district that met the sampling criteria.

During field visits, unavailable or untrained HTs were substituted with DHTs, if trained. When data collection shifted to phone-based interviews, those HTs unavailable during the school visit were contacted to participate in an interview. In total, 33%, or 8 out of 24, HTs contacted for interviews had either been transferred to a different school or had since retired. Of those transferred and retired HTs, 5 were from the 14 schools included in the initial sample. Therefore, 36% of the schools initially identified for inclusion, did not have a trained head teacher at the time of data collection. In addition, one school had to be substituted due to significant turnover leading to no remaining trained staff available.

The majority of participants contacted were willing to participate in the interview. Of the 113 total people contacted to participate in an interview, 3 refused to participate[27], all of whom were female (or 17% of all females contacted). Where feasible, substitutions were identified.

*Table 6: Planned and Actual Interviews Conducted*

| Position | Planned | Actual | | | Interview Type | | Substitutions | | | Refusals |
| | | Female | Male | Total | In-Person | Phone | Female | Male | Total | Female |
|---|---|---|---|---|---|---|---|---|---|---|
| HT | 14 | 1 | 12 | 13 | 2 | 11 | 1 | 3 | 4 | 1 |
| DHT | 0 | 2 | 4 | 6 | 3 | 3 | 0 | 0 | 0 | 0 |
| SBM | 14 | 3 | 11 | 14 | 4 | 10 | 1 | 3 | 4 | 1 |
| STEM SSL | 14 | 0 | 14 | 14 | 5 | 9 | 0 | 1 | 1 | 0 |
| STEM Teacher | 14 | 2 | 12 | 14 | 5 | 9 | 0 | 1 | 1 | 0 |
| NQT | 14 | 4 | 9 | 13 | 5 | 8 | 0 | 1 | 1 | 0 |
| SEI | 14 | 3 | 11 | 14 | 4 | 10 | 0 | 3 | 3 | 0 |
| DDE | 7 | 0 | 6 | 6 | 2 | 4 | 0 | 0 | 0 | 1 |
| DEO | 7 | 0 | 6 | 6 | 2 | 4 | 0 | 0 | 0 | 0 |
| Total | 98 | 15 | 85 | 100 | 32 | 68 | 2 | 12 | 14 | 3 |

## Data Analysis

Interview content was first analyzed by respondent group to determine level of achievement against the pre-identified progress markers and to identify major themes. The interviews were then coded by major themes and outcomes and analyzed in Excel for each boundary partner. Individuals within each boundary partner category were analyzed by gender and location to determine the common factors that have contributed to achievement or non-achievement of outcomes as proposed within the outcome mapping framework and identify any unexpected outcomes. Findings from interviews with school leadership and teachers were also analyzed to form a narrative about individual schools. Schools were then compared to determine what common factors have contributed to achievement or non-achievement of the proposed outcomes.

## Ethical Considerations

To minimize risk and ensure participant safety, all enumerators were previously trained in research ethics. Prior to initiating field work, enumerators were trained in the data collection tools, including an overview of research ethics, specifically with regards to obtaining informed consent using the VVOB informed consent form developed in accordance with rules and regulations for conducting research activities in Rwanda from Rwanda's National Ethics Committee. During data collection, the purpose of the interview was explained to respondents and all were given the VVOB informed consent form to review and sign. When data collection shifted to phone-based interviews due to the Covid-19 pandemic, interview participants were contacted in advance to arrange an interview and were provided with an electronic copy of the informed consent form via email or WhatsApp. At the time of the interview, the enumerator reviewed the informed consent form with the participant and asked the participant to verbally confirm his/her consent to participate in the interview.

## Limitations of the Findings

The sampling framework was designed to include schools with the greatest number of trained staff, or those schools where we would expect to observe changes as a result of the LTLT program. Therefore, findings may not be representative of all schools in the LTLT program coverage area. In addition, all changes described during interviews are self-reported and some respondents may mis-represent the level of change. In order to minimize false reporting, the sampling design included multiple respondents from all schools in order to triangulate and verify findings from any one school. Finally, while respondents attribute changes to the LTLT program, there are other influencing factors that may mediate reported

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[27] The reason for refusal was only known for one participant who reported lack of time to participate.

changes, including participation in the DFID funded Building Learning Foundations (BLF) and/or the USAID funded Soma Umenye that have similar or complementary objectives to the LTLT program.

With the shift to phone-based interviews due to Government of Rwanda (GoR) restrictions put in place to prevent the spread of Covid-19, there was concern that the quality of interviews would decrease. Therefore, after one week of phone-based interviews, the translated interview transcripts were reviewed. Comparison with interview transcripts conducted via in-person interviews showed that the quality of phone-based interviews were equal to or better than those conducted in person. During school-based interviews, interviews were conducted during school hours when school leaders and teachers have many competing commitments. In contrast, phone-based interviews were conducted during a national lockdown when schools were closed. Therefore, school leaders and teachers were not constricted by school commitments during the interview and were able to provide thorough responses to all interview questions. However, phone-based interviews may have limited the number of female respondents as phone numbers for teaching staff were provided by the school leaders and, in the case of STEM SSLs, only phone numbers for male SSLs were provided.

## Presentation of the Findings

Due to the qualitative nature of the assessment and small sample sizes, qualitative figures are not presented in the findings. However, the following symbols are used based upon the extent to which the findings suggests progress towards achieving the pre-defined progress markers:

| | Evidence of Progress Towards Achieving the 'Progress Markers' |
|---|---|
| ○ | Findings suggests no progress has been made towards achieving the progress marker. |
| ◔ | Findings suggests that the progress marker has been achieved in less than half of the schools included in the qualitative research. |
| ◐ | Findings suggests that the progress marker has been achieved in at least half of the schools included in the qualitative research. |
| ◕ | Findings suggests that the progress marker has been achieved made in more than half of the schools included in the qualitative research. |
| ● | Findings suggests that the progress marker has been achieved in all the schools included in the qualitative research. |
| ? | Findings are inconclusive or insufficient to make a statement on progress. |

# Evaluation Findings

## Section 1: Program Outcomes for Boundary Partners

### 1.1 Head and Deputy Head Teachers (School Leaders)

#### 1.1.1 Characteristics of Head Teachers and Deputy Head Teachers Interviewed

Head Teachers and Deputy Head Teachers interviewed all report participating in Cohort 1 of the training. Of those HTs interviewed, 7.7% are female and 33.3% of DHT are female. The average time in the current position is 6 years for HTs and 5 years for DHTs.

*Table 7: Head Teacher and Deputy Head Teacher Characteristics[28]*

| Interview # | District | School Status | Type of School | Gender | Age Range |
|---|---|---|---|---|---|
| Head Teachers | | | | | |
| 1 | 1 | Public | 12 YBE | Male | 30-40 |
| 2 | | Public | Sec | Male | 40-50 |
| Sub 3 | 2 | Public | Sec | Female | 40-50 |
| 4 | | Public | 9 YBE | Male | 40-50 |
| Sub 5 | 3 | Public | 9 YBE | Male | 30-40 |
| 6 | | Public | 9 YBE | Male | 40-50 |
| 7 | 4 | Gov Aided | Sec | Male | 30-40 |
| Sub 8 | | Gov Aided | 9 YBE | Male | 40-50 |
| 9 | 5 | Gov Aided | 12 YBE | Male | 40-50 |
| 11 | 6 | Gov Aided | 9 YBE | Male | 40-50 |
| 12 | | Gov Aided | 9 YBE | Male | 40-50 |
| 13 | 7 | Gov Aided | 9 YBE | Male | 40-50 |
| 14 | | Gov Aided | 9 YBE | Male | 30-40 |
| Deputy Head Teachers | | | | | |
| 3 | 2 | Public | 12 YBE | Female | 30-40 |
| 4 | | Public | 9 YBE | Male | 30-40 |
| 5 | 3 | Gov Aided | 12 YBE | Female | 40-50 |
| 6 | | Public | 9 YBE | Male | 30-40 |
| 8 | 4 | Gov Aided | Sec | Male | 50+ |
| 10 | 5 | Gov Aided | 9 YBE | Male | 40-50 |

**Additional Trainings for School Leaders**
In addition to the Diploma Program in Effective School Leadership, HTs and DHTs report receiving trainings from MINEDUC in various topics including ICT, entrepreneurship, English, and school management (31.6%), BLF (26.3%) and Soma Umenye (21.1%).

**Professional Learning Communities**
All HTs report participating in VVOB supported PLCs. However, 36.8% of HTs and DHTs also report participating in BLF supported PLCs in addition to VVOB PLCs, while 1 concurrently reports participating in a PLC supported by Soma Umenye.

**School Leadership Support:** While most school leaders report receiving some support to understand the role of a school leader, primarily from other school leaders, most found that this support was not sufficient. Some school leaders interviewed report actively seeking out additional information and training opportunities prior to their participation in the Leadership Diploma Program. All HTs and DHTs interviewed recommend that the Diploma Course in Effective School Leadership be required for all new HTs and DHTs and report that the content was very relevant to their work.

*"I needed this training before, but I did not know where to get it from. I was using the basic knowledge that I got from my studies which was insufficient to perform my work effectively."* **DHT Interview 8**

*"If the new status of teachers states that someone should be a head teacher only if he or she has such period of experience [as a teacher] and having experience in teaching is totally different from leading a school. . . Being competent in teaching is different from being competent in leading a school."* **HT Interview 4**

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[28] Substitute interviews are denoted by "Sub".

## 1.1.2 Outcome Challenge and Progress Markers

At the baseline, VVOB measured the competences of school leaders to effectively lead their schools using a head teacher efficacy scale that was then analyzed using a competence index score, which found that only 32% of school leaders scored high across all five leadership standards set forth by REB, namely creating a strategic direction, leading teaching, leading learning, managing the school as an organization and working with parents, other schools and the wider community.[29] Findings from in-depth interviews with HTs and DHTs, or school leaders, highlight changes in their role as a school leader as a direct result of their participation in the diploma program and indicate significant progress towards achieving the Outcome Challenge statement. This includes changes in their understanding of their role in managing the school in the context of the five standards of school leadership as set forth by REB, as well as changes in their perceived capacity to effectively lead. Analysis of interviews indicate that of the five standards, there have been significant changes in school leader's ability to create a strategic direction for their schools, lead teaching by supporting CPD programs and improving induction programs

> **Outcome Challenge:** The LTLT program intends to see Head Teachers who create conditions for effective teaching and learning in their schools. Head Teachers are able to perform up to the professional standards for school leaders as set forth by REB, including creating strategic direction for their school, leading learning, leading teaching and training, managing the school as an organization and working with parents, other schools and the wider community. Head Teachers are able to clearly articulate their vision and strategic direction for their school. Head Teachers facilitate a conducive and inclusive environment for all learners. Head Teachers create a school environment that is conducive to professional development and provides a culture of lifelong learning for all. A place where teachers positively thrive on collaborating with and learning from each other.

for new teachers, managing the school as an organization and working with parents and the wider community. While changes in competences under the standard of leading learning are reported, including supporting attendance, classroom assessments and developing student clubs and recreation activities, leaders also highlight lack of capacity to support inclusive education, sexual and reproductive health and drug use amongst students.

*"I also had to be aware of what is going on in the whole school, I had to be aware of it. Even though it is a lot of work, I have to keep track of them, I cannot leave anything behind. Students, teachers, resources and building, all of those, I have to know. Now in a week I talk to 3 teachers, and even reach out to them, visiting them in the class where they teach. But before training, I was doing that in a month. It gave me a lot of follow-up."* **HT Interview 12**

Specific findings related to the 'Expect to See', 'Like to See' and 'Love to See' progress markers are described below:

> **Progress Towards 'Expect to See' Progress Markers**
>
> - Developing a strategic direction for the school, including mission, vision and school improvement plan
> - Actively participating in PLCs
> - Supporting CoPs in the school
> - Making time for CPD and mentoring activities on the school timetable
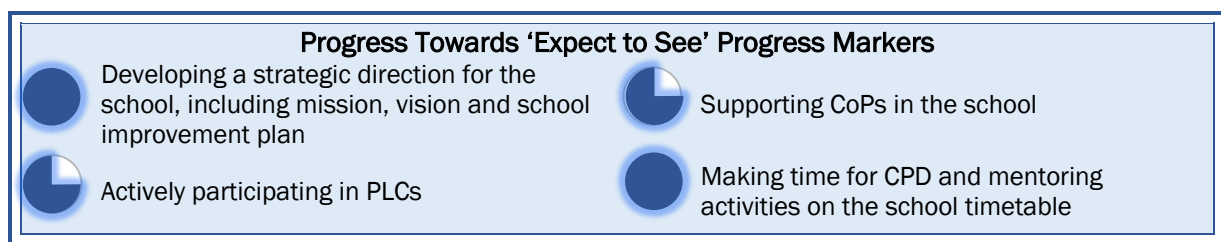
The first expect to see progress marker is for school leaders to **develop a strategic direction for the school, including mission, vision and school improvement plan.** Development of the strategic direction was an assignment for all participants in the diploma program and, as a result, all schools report having a mission and vision statement, developing their core values and School Improvement Plans (SIPs). Half of those interviewed report having had these in place prior to participating in the course, however nearly all note that they did not understand how to go about developing and using them prior to the course and that they made significant improvements as a result.

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[29] VVOB (2019). Leading, Teaching and Learning Together: A baseline report of the secondary education programme in 14 districts in Rwanda, VVOB, Rwanda, Kigali.

The second progress marker in the Expect to See category is for school leaders to **actively participate in PLCS**. All HTs and SEIs interviewed report that there is active participation in PLCs, including in sectors without trained SEIs. DHTs also report attending on occasion either along with the HT, or in place of the HT. All note that they found participation in PLCs a useful opportunity for peer learning. Many of those interviewed also report attending BLF PLCs in addition to those supported by VVOB. BLF PLCs are different as the focus is on primary Math and English and each monthly PLC session tackles a different topic that is led by BLF staff and supported by a lead HT. Another PLC organized by Soma Umenye was also mentioned. The Soma Umenye PLC focuses on Kinyarwanda at the primary level. Those who participate in VVOB and BLF PLCs recognize that they both complement each other, while some cite preference for one over the other. In one sector, a HT noted that she was the only one attending the VVOB PLC as hers was the only secondary school in the sector. SEIs report that even those HTs who have not yet taken the leadership course are benefiting from peer learning through participation in the PLCs. All HTs interviewed plan to continue to attend PLCs beyond VVOB's support for incentives, however some did express concerns about transportation costs.

Findings from interviews indicate that for HT, **support for CoPs in schools** and generally **making time for CPD and mentoring activities on the school timetable** are both key determinants of wider changes at the school level as a result of the LTLT program. The majority of HTs note allocating time for CPD activities on the school timetable, and specifically CoPs as a CPD activity and encouraging teachers to participate.

*"Another important thing that I do, these activities for mentoring and coaching, I put them in the academic calendar among the school activities we have within a term. These changed since completing the training because that is when I understood that I have to collaborate with those who trained to implement what they learnt. . . . hopefully very soon we will start seeing the changes because we have already put their activities on the academic calendar." DHT Interview 8*

Interviews with school staff revealed that only one HT was not supporting CPD and CoPs, despite having completed the diploma program. When asked about CoPs, the HT said he supported them, but when further questioned he was unable to provide a response as to when they took place. Interviews with other staff confirmed that the HT was not supporting CoPs, or CPD in general noting that while time was set aside, the HT did not allow the time to be used for these activities. The lack of support for CPD at this school was felt by all respondents from the DHT to the STEM and new teacher and staff were more likely to report dissatisfaction with their leadership as a direct result. While DHTs were more likely to be involved in the development of CPD plans and supporting SBMs to organize CoPs, without HT support, activities were less likely to take place.

*I do not feel supported by my HT because he always postpones my plans. Some teachers support me by listening to what I tell them and try to put this into action, but there are others who are resistant to changes." SBM Interview 7*

*"About CoPs, SSLs and SBMs plan and organize them but when they approach school leaders to help teachers to get free time to participate in CoPs, you find that some [teachers] still have lessons to teach and leaders do not provide that time, so that will not make CoPs effective. School administration has that weakness, and it prevents teachers from attending CoPs." NQT Interview 7*

*"Now, we are no longer participating in CoPs due to school time management where every time, they say there is no time for it, the lessons' schedule is very tight." STEM Teacher Interview 7*

*We are waiting for when the Head Teacher will be convinced to allow us the time to meet as teachers and discuss during CoPs, as the value we give it is much higher compared to how the Head Teacher values it." STEM SSL Interview 7*

**Progress Towards 'Like to See' Progress Markers**

- Strengthen induction practices for newly qualified teachers
- Disseminating school mission and vision to all stakeholders
- Identifying goals for school learning and identifying what competencies teachers need in order to achieve these goals
- Working together with the SBM, teachers and DHTs to develop a CPD plan for the school
- Monitoring SBM and CPD activities and reporting to SEI each term
- Monitoring and evaluation CoPs as a form of CPD
- Motivating teachers to improve the quality of education at school
- Regularly sharing monitoring data on progress towards completing the SIP with all stakeholders

The program would like to see that school leaders **strengthen induction practices for newly qualified teachers**. All school leaders report that induction practices have improved as a direct result of their participation in the program. The LTLT Baseline study found that 53.7% of school leaders indicated that there was a formal induction program in place at their school[30]. However, the majority of school leaders interviewed report that prior to their participation in the leadership program, the induction consisted of giving the teacher the timetable and introducing him or her to their class. After the training, however, school leaders adopted a more holistic approach to induction that includes introducing the new teacher to the school community, providing on-going mentoring and supporting adjustment to a new school and living environment. While some school leaders report that they still do not have a formal program, they still report making significant improvements to how they induct new teachers at their school.

*"Actually, before we didn't pay attention to new teachers or consider special care for them. It means that after giving a new teacher their books, journals and pens, we thought that it was enough, that he or she will make arrangements for him or herself. But this year, the new teachers that we received, before giving them teaching documents we first discussed with them about the school, where it is located and its structure. We also had time to hear from them about what can help them so that their life can go well, where we entered in their social life in order to help them to be integrated in the society . . . and then after we gave them teaching documents, we showed them the whole school, we introduced them to the SBM, where we gave him the task of following up with them with their professional and non-professional life. We introduced them also to their SSLs and other teachers and the students in general. After welcoming them, we also visited them in class during lessons, but not for inspection, where we told them that we wanted to see how things are going and give them some advice after the lesson. We collaborate well with them and they collaborate well with us and when you compare them with others, you can't recognize whether they are new teachers." HT Interview 9*

The second like to see marker is that school leaders are **disseminating school mission and vision to all stakeholders**. School leaders report that they have or are in the process of disseminating the school mission and vision with stakeholders. This primarily takes place during general assembly meetings and by publicly posting them on the school grounds. One school developed a curriculum on the school mission and vision that was then placed on school computers for students to study. Many school leaders report active participation of stakeholders, including teachers, parents and students, in the development of the mission, vision and SIP. However, it is less clear the extent to which school leaders are **regularly sharing monitoring data on progress towards completing the SIP with all stakeholders**. There are meetings where SIPs are discussed and reported on, however, school leaders did not indicate that they are actively reporting on progress with stakeholders. Internally, school staff note stronger communication with school leaders and external engagement with communities and parents have been strengthened, however findings indicate that involvement of stakeholders appears to be limited to the design of the SIP or in implementation when there are issues requiring support. One challenge highlighted in interviews with VVOB partners is the lack of structured monitoring tools that would facilitate school leaders to report on progress. Trainers and partners report that head teachers are not given the necessary monitoring

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[30] VVOB (2019). Leading, Teaching and Learning Together: A baseline report of the secondary education programme in 14 districts in Rwanda, VVOB, Rwanda, Kigali.

tools to assess regularity of coaching and mentoring. Although head teachers maintain checklists for classroom observations, feedback to teachers and post observation support to improve teaching practices is not recorded and no tools are in place to recommend or plan for additional support to teachers.

*"Yes, they [the Mission and Vision] are posted at school, we have it on our computers and we have a small syllabus for it."* **HT Interview 12**

DHTs are more likely to report **identifying goals for school learning and identifying what competencies teachers need in order to achieve these goals** as compared to HTs. Similarly, when it comes to **working together with the SBM and teachers to develop a CPD plan for the school**, less than half of HTs interviewed report working together to develop CPD plans noting that this was the responsibility of the DHT and SBM. However, the HTs did report receiving and reviewing CPD plans. In this vein, while the majority of HTs report involvement in **monitoring the SBM and CPD activities at their school** to a degree, they note that this is primarily the responsibility of the DHT. It is even less clear the extent to which the HT is **reporting to the SEI each term** on the CPD activities. Some SEIs note that they receive reports on CPD activities from schools, however CPD related reports were primarily from the DHT, SBMs and SSLs. Overall, evaluation findings indicate that while HTs support CPD at their schools and monitor teaching in their schools through classroom observations, they are less actively involved in the formulation of and direct monitoring of the CPDs plans within the school, relying on the DHT, SBM and SSLs to carry out this role.

*"We work as a team to develop professional teachers, Head teachers, Deputy, SBM and SSLs, all of us work together. We all collaborate to plan a schedule for CPD. Head teacher and the Deputy because they are the ones that inspect and evaluate teacher's work and when they find a problem, they make it a priority and tell us to add it into the schedule of CPD so that we may train about it."* **SBM Interview 10**

The majority of HTs interviewed are **monitoring CoPs,** either through direct participation or by receiving reports on what was discussed. However, actual monitoring of CoP outcomes is primarily reported by SBMs and SSLs and there is little evidence that HTs are **evaluating CoPs as a form of CPD**. HTs are, however, **motivating teachers to improve the quality of education at school** through encouraging participation in CPD, particularly in CoPs. HTs note that their participation is often necessary to motivate reluctant teachers to participate. However, some report that their presence can stifle free speech and, therefore, do not stay for the duration of the activity.

*"Before being trained, I did not understand the importance of professional development activities and I used to not participate in them, even the teachers missed it."* **HT Interview Sub 3**

*We are supported by the HT and also the DHT . . . you find that they want to know what we discussed in the meetings and this motivates the teachers because they say that 'if the head teacher can attend a meeting who am I to miss it?' Now the moment I organize a meeting the whole staff and administration attends it."* **SBM Interview 8**

*We do have CoP activities in our school; they take place every Friday in the last hour of class lessons where the SBM and Deputy Head Teachers normally organizes the whole meeting and me, as the Head Teacher, I often attend them to give support or to discuss together how we can take our school to a better level."* **HT Interview 11**

In addition to motivating teachers through encouraging participation in CPD, school leaders also report improving how they themselves conduct classroom observations, focusing on supporting teachers to identify and resolve their own challenges, rather than "policing" and "blaming" teachers when they do something incorrectly.

*"But now we first discuss, if something goes wrong, we talk about it and we show him how to do it. Where he did well, we thanked him and encouraged him to continue on that way. That makes him feel that we are together, unlike before when he used to feel that he always does the wrong thing in front of leaders. . . Now the next time he calls us and says 'come and see the lesson'."* **HT Interview 12**

*"There are leaders who thought that to evaluate a teacher means focusing on what he or she is doing wrong and punishing him or her. But, after the training, they have understood that evaluating teacher means to advise and guide him or her, not threatening them. And all them have changed."* **SBM Interview 10**

*"I also do lesson observations and then afterwards discuss with the teacher about his/her strong points and areas to improve and give him/her advice. This is different from before where I used to enter in a class and the teacher became fearful, but now it increases their confidence and skills and it motivates them in their work."* **HT Interview 9**

*"It means that before, when Head Teachers used to attend classes while teachers are teaching, they used to immediately get mad at teachers once a teacher made a mistake, but it is different now where they have leadership skills, thanks to the VVOB trainings, that help them to know how to behave towards teachers, how to manage and lead teachers. When they attend a class, afterwards they talk to teachers and tell them where it went well and where to improve. So, for now, teachers see Head Teachers as leaders not commanders or instructors. And this is a foundation of good leadership, because being afraid of your superior prevents you from doing your job well."* **SEI Interview 4**

*"It means that the quality has changed because before the Head Teacher or Deputy used to come and attend my class and then tell me what I did wrong or good, and then go. But they didn't give me advice on how to improve and move forward. Now it has changed because he tells me what to do in order to improve in the form of advice."* **STEM Teacher Interview**

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**Progress Towards 'Love to See' Progress Markers**

Ensuring school has a formal induction program in place for newly qualified teachers

Integrating ICT in CPD activities

Close working relationship with parents and community members

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While love to see progress markers are often not attainable by the end of the project, there is evidence of progress being made as well as clear challenges to be addressed by the project. Some **schools already have formal induction programs in place for newly qualified teachers**, the most comprehensive of which includes one year of mentoring. And, while all school leaders report significant improvements in induction programs, they also cite lack of time due to other responsibilities as the main challenge to implementing their induction programs and providing the level of support required for new teachers.

School leaders also report that **working relationships with parents and communities** have improved, primarily due to an acknowledgment of the importance of their contributions to education and the benefits of their buy-in, particularly related to school infrastructure and student attendance. School leaders report changing how and how often they engage with communities and parents as a result of their participation in the diploma program.

*"Before, we used to exclude them, we didn't have partnership or collaboration with parents but thanks to the VVOB trainings, we found that we were mistaken. For example we used to ask students to tell their parents to bring money and parents used to resist. But now we found that we really need to work with them, engage them and now we organize meetings with them and they happen on time and the ideas they share with us are the ones we build on when implementing our activities."* **DHT Interview 4**

However, significant challenges still remain and there was a recommendation across all respondents for support and trainings for parents and community members. In addition, boarding schools note a specific challenge as their communities are less likely to have their children attending the school and, therefore, less likely to take an active interest in the school management.

*"VVOB provided us with a best theory, knowledge and skills but the community within which we are working, it is very difficult to implement them as I said recently. In short, the content was good, but the implementation requires a supportive community such as involving parents and local leaders who are also willing to help the school but, in our area, local authorities are also always busy."* **HT Interview Sub 8**

Finally, there is some indication that school leaders are **integrating ICT in CPD activities**, although accessing information online was mostly reported by SBMs, SSLs and teachers in order to access specific information. As reported in the LTLT Needs Assessment Study Report, significant challenges to accessing ICT exist in schools, ranging from capacity where 7.8% of those surveyed were able to use the internet to identify CPD opportunities and 13.2% were able to carry out an online assignment of infrastructure, including intermittent electricity and internet access and poorly maintained computers and software.[31] While some schools do have 'smart classrooms' with ICT facilities, access for teachers is limited due to student use. Other schools report limited access to computers, internet access and electricity. A common request across all respondent groups is for additional support in ICT, both for improved infrastructure and capacity.

*"The only challenge I ever met was when I wanted to conduct trainings using the laptop and projector. I was not familiar with them and I completely failed to project what I wanted to share. I just read from my documents. It would be better if also VVOB would have trained us on ICT."* **SBM Interview 8**

*"Another challenge is not having a computer that could help me to do research or to do reports. Actually, there are 5 computers for teachers that were added to computers used by students, but we are not allowed to bring them home and over 30 teachers have to share those 5 computers."* **SBM Interview Sub 9**

### 1.1.3 Challenges
There are additional challenges not yet mentioned, that have the potential to limit or stall progress towards achieving the desired outcomes for school leaders. While literature shows that a school's leadership is more likely to have a positive impact on student achievement and well-being when it is able to focus on the quality of learning and teaching at their schools,[32] interviews highlight that HTs often have external responsibilities that take them away from their schools. As one HT reported:

*"Another challenge are the unexpected meetings at the sector or district, which you mostly find are not relevant to education, and this can happen continuously to a point you find that a head teacher has not set foot in school for 1 or 2 weeks."* **HT Interview 11**

In addition to external meetings, there are often requests for urgent information from the sector and district that interrupts CPD plans.

*"The main challenge was to be invited in many meetings sometimes which are not related to education and be asked for many reports where it greatly disturbs the planned activities and you find that you do what they tell you, not what you plan. What I did to overcome this, was to postpone my activity plan and sometimes to work overtime."* **HT Interview 13**

A second challenge is the high transfer rate of HTs. Of the 24 trained HTs contacted to participate in an interview, 33.3%, or 8 Head Teachers, had since been transferred or retired. The transferring of the HT has the potential to disrupt progress made by the school leadership team.

*"The Deputy and the Head Teacher don't join us but last year our former Head Teacher used to join us and give us advice when he was still here but now he was transferred to another school, which means that we don't receive any support through CoPs from school leaders apart from allowing us the time to meet."* **STEM SSL Interview 7**

*"It means we are waiting as we keep working hard following the SIP, but there is also a challenge that when Head Teachers are transferred to schools and help them to improve . . . and begin the process again."* **HT Interview Sub 8**

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[31] VVOB (2018) Needs Assessment Study Report: Leading, Teaching and Learning Together in Secondary Education (2018-2021).
[32] Robinson, V.M., Lloyd, C.A., Rowe, K.J. (2008) *The impact of leadership on student outcomes. An analysis of the differential effects of leadership types*. Education Administration Quarterly.

## 1.2 School Based Mentors

### 1.2.1 Characteristics of SBMs interviewed

Traditionally, SBMs are English teachers as the position was originally developed to support teachers during the transition to English as the language of instruction after Rwanda switched from French to English as the language of instruction in all public schools in 2008. The majority of SBMs interviewed are English teachers with one SBM reporting teaching Chemistry and Biology. Of those interviewed, 21.4% are female and on average 5.1 years in their current position. One SBM was previously a national CPD trainer. All but one SBM completed the Certificate Program in Educational Mentorship and Coaching in the first cohort (2019), while one is currently participating in the program via on-line learning.

*Table 8: School Based Mentor Characteristics*

| Interview # | District | School Status | Type of School | Gender | Age Range |
|---|---|---|---|---|---|
| 1 | 1 | Public | 12 YBE | Male | 30-40 |
| 2 | | Public | Sec | Male | 30-40 |
| 3 | 2 | Public | 12 YBE | Male | 30-40 |
| 4 | | Public | 9 YBE | Male | 30-40 |
| 5 | 3 | Gov Aided | 12 YBE | Male | 30-40 |
| Sub 6 | | Gov Aided | 12 YBE | Male | 20-30 |
| | | | | | |
| 7 | 4 | Gov Aided | Sec | Female | 50 + |
| 8 | | Gov Aided | Sec | Male | 50 + |
| Sub 9 | 5 | Gov Aided | 9YBE | Male | 40-50 |
| 10 | | Gov Aided | 9 YBE | Female | 20-30 |
| 11 | 6 | Gov Aided | 9 YBE | Female | 30-40 |
| Sub 12 | | Gov Aided | 9 YBE | Male | 30-40 |
| Sub 13 | 7 | Gov Aided | 9 YBE | Male | 30-40 |
| 14 | | Gov Aided | 9 YBE | Male | 30-40 |

**Additional Trainings for SBMs**
The majority of SBMs (64.3%) report participation in MINEDUC trainings, primarily on the CBC curriculum and one SBM reports participating in a BLF training.

### 1.2.2 Outcome Challenge and Progress Markers

Interviews with SBMs highlight many changes to both the school environment and self-efficacy. Findings correspond with similar qualitative studies undertaken by VVOB and partners through the M&E and research subtask team, including focus group discussions (FGDs) with SBMs in August 2019.[33] These findings include increased collaboration and trust amongst school staff, openness to discuss issues related to quality of education and participation in CoPs. Many SBMs report that prior to participating in the Certificate Program in Educational Mentorship and Coaching, they were primarily focused on supporting teachers in English only. In addition, many did not understand the role of the SBM, but simply found themselves nominated to the position without any training or support to understand their new role. As a result of their participation, nearly all SBMs report increased confidence in their role as a mentor.

**Outcome Challenge:** The LTLT program intends to see School Based Mentors who create conditions for effective teaching and learning in their schools. School Based Mentors show personal leadership in professional development at their schools and are role models for all teachers in CPD. School Based Mentors are able to perform up to the professional standards for school leaders as set forth by REB, including promoting the development of teachers in order to improve students' learning and improve the school as a learning organization, organize CPD activities in the school and set up learning communities (CoPs) to promote best practices, facilitate new teacher transition into the school community and connect them with mentors, stimulate reflection and facilitate feedback of on the quality of teaching and learning at the school and encourage teachers to reflect on their own teaching.

*"Teachers are sleepy, they just find themselves nominated without knowing anything of how to mentor and coach others and do not even know the responsibility of an SBM . . . before I was like others who did not know the responsibility of an SBM, I was just an SBM without having an idea how to fulfill the position appropriately . . . I was used to thinking that I am just an SBM by the name and I was mentoring and coaching only English language but after the training, we realized that my responsibility is not only on English language." **SBM Interview 10***

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[33] VVOB (2019) Compiled Report Focus Group Discussions with SBMs.

*"There are changes because when a teacher comes to you to look for advice, it's because he/she sees some potential in you. So, it means from the trainings, I not only benefited from new skills but also increased my confidence and people trust me more than before."* **SBM Interview 2**

*"I have built my confidence which helps me to stand in front of teachers and support them, as I am confident in what I am telling them. Before it wasn't easy to ask for help from school leaders because they couldn't listen to our concerns but after being trained too, everything changed now we work together to support other teachers."* **SBM Interview Sub 13**

Specific findings related to the 'Expect to See', 'Like to See' and 'Love to See' progress markers are described below:

> **Progress Towards 'Expect to See' Progress Markers**
>
> ● Initiate and organize one CoP cycle (three CoP sessions) per school year at their schools
>
> ● Practice coaching and mentoring activities at their schools
>
> ◔ Setting and organizing induction programs for new teachers (newly qualified as well as newly appointed teachers)
>
> ● Practice and support reflection at their schools
>
> ● Detect teachers' professional development needs and develop a school CPD plan
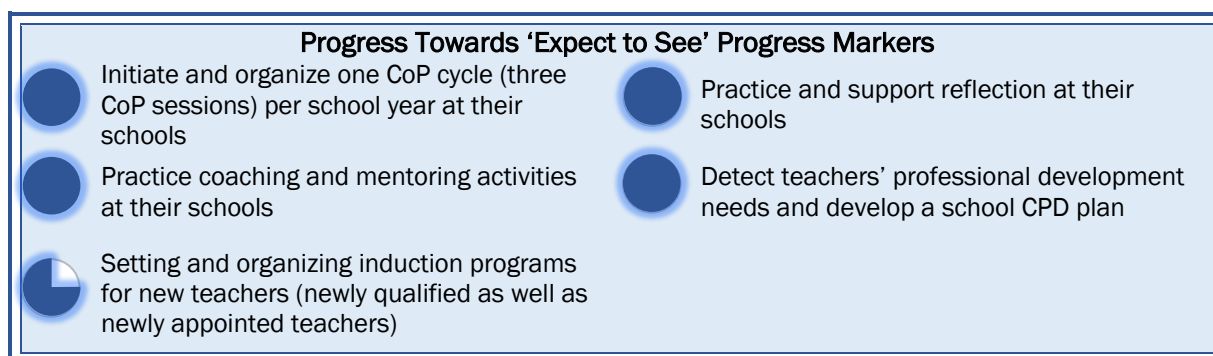
The progress markers for the SBMs highlight the expectations of SBMs to be able to be a leader of teachers within their schools, including **detecting teacher's professional development needs and develop a school CPD plan**. Findings show that SBMs are responsible for developing the school CPD plan in collaboration with the DHT and, in some schools, the SSL. So, to this extent, the SBM is involved in identifying professional development needs. This is also seen in that SBMs help teachers to select topics for CoPs.

*"Most of the time, the responsible person for the professional development of teachers is an SBM, he is the one who helps teachers to develop their profession and work with head of section and subject leaders, . . . if it is general problem to learn together like lesson planning or scheme of work, we sit together and learn from each other. . . There are changes in professional development goals for teachers, because in our regular trainings we have a topic of setting up goals. For every teacher, according to their subject they teach, they set goals that will help them to accomplish their goals for themselves and their students."* **SBM Interview 1**

The program expects to see that SBMs are able to **initiate and organize one CoP cycle (three CoP sessions) per school year at their schools**. All but one school interviewed report active CoPs. However, a couple of schools do note that delays at the start of the school year prevented them from holding CoPs prior to school closures due to Covid-19 pandemic. At a minimum, CoPs are taking place once per term, but most reported 1 to 2 times per month. While CoPs are initiated by SBMs, some report that they are now being led by teachers or school subject leaders.

*"Those who attend CoP are the teachers and they meet once per month. At the start, I was responsible for facilitating the CoP but for now its school subject leaders. The topics we discuss are the challenges at school in our profession; the general problems we face. We look at the drop-outs, evaluation of national exams for different years. We discuss why people had results and take decisions. You can see we evolve every time here."* **SBM Interview 3**

Participation in CoPs and other CPD activities also provides the opportunity to **practice and support reflection at schools**. SBMs note that as a component of the CoP cycle, they reflect on and evaluate changes adopted through the CoPs. In addition, SBMs note supporting teachers to evaluate and reflect through lesson planning.

*"Teachers used to go to teach without first making a lesson plan, objectives and teaching pedagogy so it was hard for them to make an evaluation. But now this has changed where teachers have to make plans and set the goals [for their lessons] and, at the end, evaluate and reflect if the goal has been achieved. And, if not . . . he will plan for the future for how to meet these goals."* **SBM Interview 11**

All trained SBMs also report **practicing coaching and mentoring at their schools**. The majority of SBMs commented that the coaching and mentoring component of the course was the most relevant. They particularly highlighted that prior to the course they did not understand the difference between coaching and mentoring and that this knowledge alone is a significant change.

*"Before I couldn't differentiate between mentoring and coaching. I found out that I was only mentoring, but never did coaching."* **SBM Interview 14**

*"The course was relevant to my work as an SBM, especially the coaching conversation component was really important because there are things that we used to do and thought that we did them well and yet it's not the way they were supposed to be done."* **SBM Interview 2**

*"When someone came to me seeking advice, I used to tell them, like I am giving orders. But what I learned is that when a teacher comes to me, we talk until the answer come from that teacher and not me. I have some techniques of asking him, based on what I learned, until he finds out that he has an answer in himself."* **SBM Interview 3**

*"My participation in the Certificate Program in Education Mentorship and Coaching has changed the way I coach, because before I didn't know what is coaching or mentoring. . . we all used to think that only an expert teacher can mentor but [we learned that] even new ones can share something with the other teachers."* **SBM Interview Sub 12**

While SBMs actively participate in induction programs, many report that it is the HT and DHT, not the SBM, **to set and organize induction programs for new teachers**. However, SBMs report significant improvements to induction programs and note that they did not previously participate in new teacher inductions. Now SBMs report playing an active role in the induction process including supporting new teachers with their adjustment to the teaching profession and new school as well as supporting their adjustment to a new living environment.

*"There is a formal induction program for new teachers. When a new teacher comes here, the school leader presents him/her to other teachers and school staff by introducing the new teachers' name as well as the subjects he/she will be teaching. Then he gives him/her a timetable and the curriculum and then I, as a mentor, guide him/her, because during trainings we have been also trained on how to help and guide a new teacher. It changed compared to before, for now, with the support a new teacher gets from the school, it helps him/her to feel welcome in the society."* **SBM Interview 2**

*"Now, I help new teachers in many ways: to help him/her to get accommodation, to show him/her where he/she can go for shopping, to introduce him/her to other teachers, school leaders and students, to show him/her the library where he/she can get the books or other teaching materials, to show him/her how to do lesson preparation if she/he does not know how. After all that, I tell him/her that once he/she has a problem or a challenge, he/she has to feel free to come to see me. Before the training, I was not concerned with induction and new teachers were not supported by anyone. But now, it is my responsibility and I do it well."* **SBM Interview 7**

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### Progress Towards 'Like to See' Progress Markers

- Great collaboration between all school leaders: SBM, SSL and (D)HT (shared leadership)
- Continuous learning and teaching from a growth mindset (through school-based CPD activities)
- Culture of reflection and continuous improvement
- Committed to lead from the middle
- Motivating teachers to participate in CPD activities
- Monitor the implementation of the school CPD plan and report to the (D)HT on progress

There is significant evidence that there is an increase in **collaboration amongst leadership, including the SBM, SSL and Head and Deputy Head Teachers** as a result of participation in the course. Many note that after being trained, there are significant changes in the level of collaboration and teamwork between the SBM, SSL and school leadership.

*"But now, as we also have SSLs who were also trained, they help me especially when they are in departments and share when we are all together so that we may learn from each other. It means that those activities help us in improving skills for teachers and help them to do their jobs well." SBM Interview Sub 9*

However, the level of collaboration is dependent upon the HT also being trained and schools with a trained HT were more likely to report greater collaboration. In addition, one SBM commented that because the HT was trained first, that he already began teaching the SBM and supporting him to make changes prior to his own enrollment in the course.

*"The team has been working together and closely after the training because those school leaders have also been trained and they understand very well the importance of teamwork in professional development of teachers. So there is big change brought by the training." SBM Interview 10*

*"Because I was trained after my leaders were trained, they had already started telling me about it before I even got trained. After they saw that I am going to be trained, more efforts were put in, they could tell me that teachers need to do CoPs every week, teachers have to chat in their departments, so things changed for the better when I started training." SBM Interview 3*

In contrast, SBMs note that at schools where the school leaders are not yet trained, it is difficult to implement changes.

*"I do not work alone to develop other teachers, it was hard for me before because when school leaders are not aware of what you are doing, they do not empower you, but the former Head teacher was empowering us." SBM Interview 5 (at a school where the HT is not yet trained)*

*"It would be helpful if all school leaders receive this course. Because there are other fellow SBMs that told me that it is very difficult for them to implement what they learnt at their schools because their school leaders do not understand its importance." SBM Interview 10*

All SBMs are exhibiting greater awareness of the importance of **continuous learning and teaching** and demonstrate doing so **from a growth mindset**, even those where their leadership does not support CPD. This is a result of greater understanding of their roles and responsibilities as an SBM, which, for many, had never extended beyond supporting teachers in English. This is also evident in the frustration exhibited by SBMs in dealing with those who are resistant to change and their continued efforts to work and encourage these teachers to participate in CPD activities despite this resistance. One SBM reported coaching resistant teachers to identify the underlying reason for their resistance to CPD. However, all SBMs report **motivating teachers to participate in CPD**, as there are many, particularly older teachers or those who desire incentives, who are resistant to participate. This commitment by SBMs to support continuous learning and teaching in their schools is helping to develop a **culture of reflection and continuous improvement** at schools, which can be seen in high levels of participation in CoPs.

*"People are complicated to lead and, before, many teachers had resistance, they did not want to attend any training organized by their fellow teacher . . . but after learning different ways of coaching . . . if we meet with a teacher who wants to oppose what you are doing, instead of reporting him or her, I first advise them to know the reason that caused them to do so. There is a change because now I know how to manage them and I also have confidence and there is a lot of trust, because what I am doing is bringing an impact within the school." SBM Interview 5*

As a result of the improved understanding of the role of an SBM in leading teaching, many SBMs are demonstrating that they are **committed to lead from the middle**. However, findings indicate that this leadership role is dependent upon school leader support, otherwise their role as a leader of teaching is not supported. Many SBMs also report that teachers now see them as a resource at their school and actively seek out their support. This is in contrast to findings from qualitative research conducted by

VVOB in August 2019[34] where SBMs report that a major challenge is that teachers are unaware that there is a coach at their school or what the role of the coach is and, as a result, teachers are not approaching the SBMs with their challenges.

*"The component that was most relevant to my work was the one that was training us on how to be a leader. To be honest, I have participated in different trainings but VVOB was the only one that trained us on how to be a leader, may this be a leader mentor or a leader coach." SBM Interview Sub 6*

The extent to which SBMs are **monitoring the implementation of the school CPD plan and reporting to the (D)HT** was not clearly stated in the findings. However, there is significant evidence that monitoring and reporting on CoPs is taking place at schools and that monitoring is the responsibility of SBMs, school leaders and teachers. However, there does not appear to be a systematic reporting of information to school leaders.

*"I plan CoPs and approach my leaders and discuss the activities in order to be approved and, after we put them in action, we then evaluate and monitor. We look at the resolutions from previous CoPs, if they are being implemented as they should be and if there is an impact with help from school leaders." SBM Interview 11*

*"Monitoring of its [CoP] activities is not easy because teachers are overloaded, but to monitor them we use changes that have happened. For planning, we nominated a CoP committee that is responsible for planning all activities of the CoP, to share the responsibilities with other teachers. The CoP committee consists of other teachers not the SSLs or SBM or any other school leader." SBM Interview 10*

*"School based mentors and subject leaders did not give the reports of the activities they conducted in their schools. But, after the mentorship and coaching program, they report all the CPD activities including the professional development for teachers, with the help of directors of studies at their school, as their responsibility." SEI Interview 1*

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**Progress Towards 'Love to See' Progress Markers**

Embed the practice of CoPs into the school CPD culture (maintaining multiple CoPs each school year)

Culture of collaboration in school through lesson observation, coaching, mentoring and general peer learning

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There is a lot of evidence supporting SBM progress towards achieving the Love to See progress markers. All SBMs highlight the importance of CoPs and their commitment to continuing them, as long as school leadership continued to support CoP inclusion on the timetable. There is evidence that the practice of **CoPs will be embedded into the school CPD culture**. However, the main challenge reported by teachers is that they take a lot of time in an already tight timetable and the time allocated is often insufficient to cover all the topics raised.

*"CoPs have brought a spirit of togetherness and cooperation of teachers in our school" STEM Teacher Interview 4*

*"In fact, I liked how, during CoPs, we meet and discuss on a raised issue and share ideas about how to resolve it and then make decisions together on how to resolve it, through implementing what we shared as proposed solutions which are coming from us. . . Yes, it helped me also to learn new skills regarding teaching methodologies and it increased my confidence. That's why I will continue to participate." STEM Teacher Interview 6*

*"This was different before VVOB's trainings. Before teachers couldn't help each other, everyone looked at their problems and how to solve them on their own, and some couldn't find solutions for their problems. But, now, teachers collaborate." STEM Teacher Interview 8*

There is also a noticeable change in school culture of collaboration in schools through **lesson observation, coaching, mentoring and general peer learning** as a result of SBM participation in the certificate course. Overall, there is greater collaboration amongst leadership for implementing CPD as

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[34] VVOB (2019) Compiled Report Focus Group Discussions with SBMs.

well as greater collaboration amongst teachers through CoPs. In addition, staff report that changes in communication styles during lesson observations, coaching and mentoring, have engendered greater collaboration through supporting problem solving rather than focusing on mistakes and placing blame. However, again, the extent to which this culture is supported at a school is dependent upon a school leadership that is supportive of and allocates time for CPD activities to take place during school hours.

*"It was my first time to teach in a class and the mentor from this school is always there for me. He asks me how things are going in teaching and learning, asks me how I do a lesson plan and asks me to show him my teaching documents and we go through it. He encourages me to feel free at any time that I have questions to ask him. And, surely, when I have questions, I go to him and he helps me"* **NQT Interview 5**

### 1.2.3 Challenges
In addition to leadership support, the other challenge is that SBMs are still expected to teach full course loads in addition to supporting teachers. This limits their time to organize and conduct CPD at their schools and all SBMs cite the need to reduce their teaching load in order to fulfill their role as an SBM.

*"REB had asked schools to reduce our working hours by 6 hours a week for mentors due to the hard work we do, but this never happened, the effect of this is that we are not performing our duties as well as it should be due to too many tasks that we have on top of teaching a lot of hours."* **SBM Interview 14**

However, a HT at one school included in the evaluation, noting that the SBM's teaching workload did not allow sufficient time to also support teachers, reduced the SBMs teaching hours. The HT and other staff interviewed at the school highly value the role of the SBM and the support she provides to the teachers. As a result of reducing the SBMs hours, the HT reported that the SBM feels that her job at the school is no longer secure. Because the SBM at this school refused to participate in an interview, it is not possible to further assess how the SBM perceived the reduction in teaching hours.

*"Another big challenge for the SBM is that she is not recognized as an administrative staff. Because when we reduced her teaching hours, she thought that we are going to fire her because before she was more a teacher than an SBM . . . and she feels insecure in her job because she is not part of administration nor a normal teacher because she teaches only a few hours."* **HT Interview 9**

## 1.3 STEM School Subject Leaders
### 1.3.1 Characteristics of STEM School Subject Leaders Interviewed
All the STEM School Subject Leaders interviewed were male and have been a SSL at their school for an average of 4 years. The majority, 62.4%, of STEM SSLs interviewed teach mathematics, nearly half of whom also teach another STEM subject concurrently (44.4%). All STEM SSLs interviewed completed the Certificate Program in Educational Coaching and Mentorship in 2019.

*Table 9: STEM School Subject Leader Characteristics*

| Interview # | District | School Status | Type of School | Gender | Age Range | Subject |
|---|---|---|---|---|---|---|
| 1 | 1 | Public | 12 YBE | Male | 30-40 | Math |
| 2 | | Public | Sec | Male | 30-40 | Math |
| 3 | 2 | Public | 12 YBE | Male | 30-40 | Chemistry |
| 4 | | Public | 9 YBE | Male | 30-40 | Biology |
| 5 | 3 | Gov Aided | 12 YBE | Male | 20-30 | Math/Physics |
| 6 | | Public | 9 YBE | Male | 30-40 | Physics |
| 7 | 4 | Gov Aided | Sec | Male | 30-40 | Chemistry |
| 8 | | Gov Aided | Sec | Male | 30-40 | Not provided |
| 9 | 5 | Gov Aided | 12 YBE | Male | 30-40 | Math |
| 10 | | Gov Aided | 9 YBE | Male | 40-50 | Math/Physics |
| 11 | 6 | Gov Aided | 9 YBE | Male | 20-30 | Math/Chemistry |
| 12 | | Gov Aided | 9 YBE | Male | 30-40 | Math |
| 13 | 7 | Gov Aided | 9 YBE | Male | 30-40 | Math/Physics |
| 14 | | Gov Aided | 9 YBE | Male | 40-50 | Math |

**Additional Trainings for STEM SSLs**
Few STEM SSLs reported participation in external trainings (35.7%), with two participating in a STEM training supported by JICA and three reporting participation in a STEM training by AIMS. In addition, two of those report participating in the AIMS training also participated in a MINEDUC CBC training.

## 1.3.2 Outcome Challenge and Progress Markers

All STEM SSLs report changes in their capacity to support STEM teachers as well as increased confidence in their abilities to lead their departments. Similar to findings from FGDs with participants carried out in September 2019, by the LTLT M&E and Research Subtask Team[35], STEM SSLs report changes in skills, specifically on coaching and mentoring as evidenced by support provided during school induction and CoPs.

*"Previously I used to think that the trainer was the one who had the answer to the problems raised. So, sometimes I felt concerned because I thought that if I am leading a training and someone in the public asked a question and I failed to answer it, what would happen? But after being trained, I understood that I had to give the participants a chance to show their knowledge on the subject that we are going to study and that we can find a solution together and this boosted my confidence."* **STEM SSL Interview 13**

> **Outcome Challenge:** The LTLT program intends to see STEM School Subject Leaders who create conditions for effective teaching and learning of STEM content in schools. STEM School Subject Leaders are able to perform up to the professional standards as set forth by REB, including providing STEM and Mathematic subject CPD Action Plans for each term, reporting CPD activities to the DHT, working with the SBM to assess STEM subject specific needs for teachers and facilitating CPD sessions, support teachers to access STEM specific teaching and learning materials and conduct model lessons.

Specific findings related to the 'Expect to See', 'Like to See' and 'Love to See' progress markers are described below:

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### Progress Towards 'Expect to See' Progress Markers

- Initiate and organize three CoP sessions at their schools
- Practice coaching and mentoring activities at their schools
- Set and organize induction program for new STEM teachers
- Applying a variety of techniques and approaches to develop learners' competences in STEM
- Use 5E's instructional model[36] when planning and delivering a STEM lesson

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The program expects to see that STEM SSLs are **initiating and organizing three CoP sessions at their schools**. However, findings indicate that at the majority of schools, it is the SBM and DHT who are responsible for planning CoPs, often in collaboration with the SSL, and that CoPs are initiated by the SBM. However, half of the schools interviewed report also having STEM specific CoPs either in addition to or in the place of general CoPs, for which the STEM SSL is responsible.

Similar to findings of the SBM, STEM SSLs note that prior to their participation in the certificate program, they did not understand the role of the SSL and report not being confident in their abilities to support STEM teachers. However, since completing the program, STEM SSLs report **actively practicing coaching and mentoring activities at their schools**. In interviews, STEM SSLs highlight peer learning and problem solving a new approach to coaching and mentoring activities.

*"As a STEM SSL, the coaching and mentorship component was relevant to my work because it helped me to know how to coach a teacher who has a problem, help him/her to understand the problem and to analyze it so that he/she can answer it him/herself. It means he/she already has the answer, but it is somehow hidden. What I do is to help him/her to find them out, to explore them."* **STEM SSL Interview 1**

*"There is a difference between the way we now do it after the training and the way we did it before, because before we could support a teacher in his/her problem, yet he/she can't find the solution for the problem or you give him the wrong answer. But now we first make an analysis of the problem together and help the teacher to sort it out for themselves, in a sustainable way."* **STEM SSL Interview 6**

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[35] VVOB (2019) Compiled report Focus Group Discussions with STEM SSLs.
[36] The 5E's model has five phases: engage, explore, explain, elaborate and evaluate.

*"How I led others was changed because before I thought that without my contribution nothing can be done effectively. But, after the training, I learned how to listen to their ideas and let them lead and for me to just coordinate their ideas. And if one has a question, I let him/her find a solution by helping him/her. It is not me to find the solution for them."* **STEM SSL Interview 12**

STEM SSLs do appear to have a greater role in **setting and organizing induction programs** for new STEM teachers, as compared to SBMs. While they note that the HT and DHT are responsible for induction of new teachers, STEM SSLs report responsibility for supporting new STEM teachers to adjust to the school and their position, including understanding the culture of the STEM department, lesson planning, teaching the new CBC curriculum and classroom discipline in addition to providing support on adjusting to a new living environment. STEM teachers participated in inductions previously, however they report doing so with limited skills to support a new teacher. Many STEM SSLs report low turnover in their department, so not all have had the opportunity to support the induction of a new teacher. However, they now feel able to provide a formal induction for new teachers should a new teacher arrive. Unlike support for general CPD, support for new teacher inductions does not appear to be dependent upon support from trained school leadership.

*"As a STEM SSL, I help him/her how to use those teaching documents and aids, I explain to him/her also how to engage students and how to manage them as they don't have the same capacity or same level of understanding, and, when he/she has a question, he/she asks me, for example, about teaching methodologies, and I explain him/her how to do it. And I work with the school leaders to help him/her and integrate him/her into the society. There are changes because before I used to only make a conversation with a new teacher and tell him/her what I know with limited skills."* **STEM SSL Interview 10**

*"Before, when a new STEM teacher came to this school, the head teacher used to show them the timetable and what they will be teaching and then send them to me as a STEM SSL and I would welcome them and show them their classes, it was done in an informal way. . . now we have a formal induction program where we welcome new teachers, including STEM teachers, and then the Head Teacher sends the new STEM teacher to me as a head of science department where I explain and help them to fulfill their tasks. Because most of the time the new teachers are those who come directly from school, they know the content, but they are not experienced, so I help them in lesson planning and scheming and how to teach using the new curriculum."* **STEM SSL Interview 1**

Despite limited resources, including laboratory equipment, and crowded classrooms, there is evidence that SSLs are **applying a variety of techniques and approaches to develop learners' competences in STEM**. Examples include incorporating ICT into lessons, conducting experiments using locally procured resources, organizing field trips and initiating STEM clubs. One SSL reported developing a series of videos of experiments to show in classes. In addition, possibly as a result of support received related to the adoption of CBC curriculum, teachers report incorporating assessments into lessons and pairing slower learners with more advanced learners.

*"I prepared a video teaching system in a way that helps to explain experiments to the student using prepared videos. I prepared that and every teacher liked it now they use video when the teach experiments."* **STEM SSL Interview 11**

*"Another lesson that we learned that I found relevant to my work is the integration of ICT . . . because sometimes I make a lesson plan and find out that I don't have materials to use when teaching, so I download a document or an experimental activity which is related to that lesson and project it so that students may learn it and helps them to understand. And sometimes we go to visit a factory that produces banana beer and it helps them to learn, especially in chemistry."* **STEM SSL Interview 3**

*"I now encourage teachers to teach theory while doing also practice in order to help students to understand well what they are learning. For example in biology, teachers now have experimental gardens."* **STEM SSL Interview 4**

The majority of SSLs also report using the **5Es instructional model when planning and delivering STEM lessons**. Many report that they previously used components of the 5Es model in their work unknowingly. However SSLs report varying levels of confidence in using the model and all report challenges to incorporating it into their lessons including lack of time in a lesson to use all 5Es, lack of or inadequate

laboratories and equipment and large class sizes. These challenges were also noted in the LTLT Needs Assessment.[37] Due to the requirements of the new CBC curriculum, STEM SSLs report that they are unable to complete the curriculum as it is, and that adding additional activities to follow the 5Es model is not feasible for each lesson. In addition, very few STEM SSLs report having access to a laboratory or equipment to carry out experiments. Finally, STEM SSLs report that large class sizes make it difficult to use the model in a forty minute class. STEM SSLs do want to use the model to support learning of STEM in their schools but need additional support and examples of how to adapt or apply the model given their existing constraints.
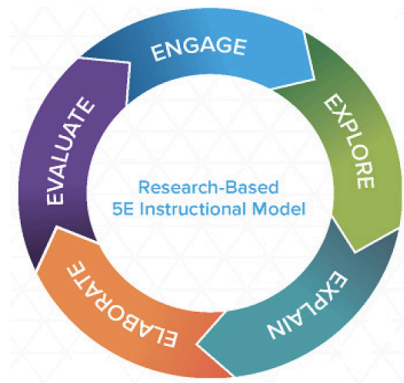


*Figure 6: The 5 E Model*

*"We try our best to use 5E models for teaching STEM, we do not use it frequently . . . the reasons why we do not like to use 5E model are; when we use this model the lesson will take a long time. Secondly, we have a language barrier because the students we teach do not understand English so when you try to let them discover, they end up speaking in their local language. Third reason is, there is a very long curriculum that we must cover before the end of academic year, and each and every day the Head Teacher and Dean of Studies will ask how far you are with curriculum, they will not care about the lesson plan you prepared or the way you delivered a lesson, for them they care about how far you have reached with the curriculum. Last, but not least, there are overcrowded classes where you find one class has 80 students, so to manage them and that model is a huge task for a teacher in 40 minutes lesson. . . Apart from these challenges or reasons, this 5E model is very good and useful to be used in our lessons because it gives the students opportunities to discover something which helps them to understand."* **STEM SSL Interview 6**

*"Another challenge is about the Engage model, in some lesson you may lack what to use in the lesson in order to engage the students, again because of the nature of the lesson for example you may have a topic in chemistry where it requires you to use chemical products and yet you don't have them and that's when we use that method of projecting videos of experimental activities."* **STEM SSL Interview 3**

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**Progress Towards 'Like to See' Progress Markers**

Using a range of teaching methodologies, including inquiry based learning, to make STEM lesson enjoyable to learners

Confidence with delivering a STEM lesson

Collaboration with SBM to develop CPD action plan for improving teaching and learning STEM lessons in their schools

Motivating teachers to participate in CPD activities

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As noted under "Expect to See," many STEM SSLs report **using a range of teaching methodologies to make STEM lesson enjoyable to learners**. The extent to which these methodologies are used, however, is unknown as STEM SSLs note significant challenges ranging from inadequate equipment to lack of time available to teach outside of the new CBC curriculum. To address this, two STEM SSLs report forming clubs after school.

*"I even created science clubs (in Math, Chemistry, Biology and Physics) so that students can participate in these clubs and learn from each other. All STEM teachers needed to make an improvement for the students and these clubs have helped them to where they are now doing science competitions . . . All teachers were interested in these clubs, but the problem is that . . . clubs always take place after classes and many teachers stay far from school. That's why after classes they need to go home immediately, and you find that teachers don't get time to help students in those clubs."* **STEM SSL Interview 8**

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[37] VVOB (2018) Needs Assessment Study Report: Leading, Teaching and Learning Together in Secondary Education (2018-2021).

*"So we tried to find another way that teachers could help these students improve. We created a STEM club which allows students to discuss specific science topics. It is successful because the number of students attending the STEM club is increasing"* **STEM SSL Interview 13**

While the interviews highlighted STEM SSL confidence in supporting STEM teachers through CPD activities, only one STEM SSL specifically mentions increased **confidence in delivering STEM lessons**. However, given that they note increased teaching skills and confidence in general, it is very likely that this confidence extends to their role as a teacher.

*"Due to my participation in the training, I'm now confident as I teach what I know, and I am able to answer any questions asked to me."* **STEM SSL Interview 9**

As a result of support from the STEM SSLs and participation in CoPs, some STEM teachers report increased confidence in their teaching abilities.

*[Support from the school] increased, especially the support I receive from the STEM SSL as he was trained, and we are in the same field of teaching . . .That's why when I have a question, I go to him and it motivates me when I am able to teach what I understand.* **STEM Teacher Interview 6**

*"Furthermore, CoPs changed my confidence because, as I said above, If you are new at any profession that means you don't have enough knowledge, so CoP has made me feel free with other teachers and to work with students which let me know more about my profession."* **STEM Teacher Interview 1**

The majority of STEM SSLs note that they do have CPD action plans, however the extent to which they **collaborate with SBM to develop their CPD action plan for improving teaching and learning STEM lessons in their schools** is less clear. SBMs are more likely to note coordination with the DHT when developing their plans as compared to the SSL. However, in many schools, the SBM is responsible for CPD and planning and, therefore, the coordination is likely high.

STEM SSLs are **motivating teachers to participate in CPD activities**, including CoPs. However, many report resistance from a subset of teachers who often cite the fact that the STEM SSL received incentives to participate, while they do not, as a reason for their resistance. As compared to the SBMs, who report similar challenges of resistance, STEM SSLs were more likely to report seeking the support of school leaders to encourage participation of resistant teachers.

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**Progress Towards 'Love to See' Progress Markers**

Demonstrated ability and confidence when using inquiry-based learning strategies to teach STEM lessons

Culture of collaboration in school through lesson observation, coaching, mentoring to learn from each other

Maintaining 3 CoP sessions related to STEM needs and ensure follow-up and implementation of CoP resolutions

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The program would love to see that STEM SSLs are **using inquiry based learning strategies to teach STEM lessons**. While SSLs expressed desire and interest as well as skills in using these methods, significant challenges exist as previously mentioned, including lack of facilities and equipment and large class sizes. Some report that they are identifying and using local materials, however, they note that local materials cannot be used for all subjects or lessons.

*"There is need of using experiments. When the school has a laboratory, it's easy. But when it doesn't have one, there is a way of using improvisation where a teacher uses science kits or local materials even if it might not be the same as it is done in a laboratory, but it may help students to understand the lesson"* **STEM SSL Interview 10**

*"Yes, the school encourages us to use local materials when teaching STEM subjects and we try our best even if it's not easy for us, for example those local materials we use, especially in Chemistry, when I am teaching a topic of separation of mixture, using a method called evaporation, I make fire and boil water and show students how it is*

*evaporating. It means that it depends on the topic you are teaching, that's when you may find local materials to use." STEM Teacher Interview 6*

In those schools that already have STEM specific CoPs, the SSL is very **likely to maintain STEM specific CoPs**. STEM SSLs and teachers report high levels of satisfaction with the CoP activities. However, it is unlikely that those schools that do not currently have STEM specific CoPs will adopt STEM specific SSLs without external support or encouragement to do so.

*My participation in CoPs help me to learn new teaching pedagogies or methodologies and because I have learned new strategies of teaching from other teachers, and it even helps me to better teach the STEM curriculum. I have changed in my confidence before I was afraid of making mistakes while I am sharing ideas with others, but now I know that I may learn from my mistakes.  STEM Teacher Interview 11*

Finally, interview findings indicate that there are changes in the **school culture of collaboration** with many STEM teachers reporting that there is now collaboration between SSLs, SBMs and school leaders for implementing CPD as well as great collaboration and problem solving amongst teachers. Respondents generally report significant, positive changes in the school environment since school leadership participated in the LTLT courses as a result of the synergetic effect of teamwork, community building and self-confidence developed through participation in CoPs and changes in school leadership style that is receptive to teacher feedback. Most report that teachers are no longer afraid to share their ideas or challenges with others as the school environment is more supportive.

*"I'm now in agreement with the statement and there is much improvement after staff received the training. Before no one had the right to give his or her opinion or ideas during meetings, to talk was to create enemies, there was no freedom. Now, we have CoPs where we are free to talk and even during meetings the Head Teacher asks if there is someone who has a question." STEM Teacher Interview 5*

*"In the past, there were things we were scared to talk about. If I talk about it, they will stare at me. . . but, nowadays, everyone takes a risk to share everything he/she has done. Secondly, collaboration has improved compared with before because, if a teacher feels free enough to say that he/she has failed to teach a topic because they do not understand it, this shows that there is good collaboration between teachers because they will help him, and they will learn from each other. They are open to say what is going on." STEM SSL Interview 6*

*"I now agree with the statement, but in past two years I did not agree with it because there was no freedom of expressing your opinion while now, we have CoPs where everyone is free to talk." DHT Interview 3*

### 1.3.3 Challenges

The primary challenge for STEM SSLs is the lack of school facilities for teaching the sciences. A report by MINEDUC and AIMS (2018) found that only 23.4% of schools have a dedicated science lab, which drops to 17% for rural schools. In the majority of schools, the science lab must support chemistry, physics and biology classes. The report also found that while 74% of schools have science kits, many have not been updated in more than five years during which materials run out or can be damaged and that, with the introduction of the CBC, kits may not be well suited for the curriculum.[38] While STEM teachers report that the SSLs, through the CoPs, support teachers to identify locally sourced materials and develop creative ways to overcome these challenges, it is not sufficient to fully meet the requirements of the curriculum. In addition, while many STEM teachers report that the needs of the STEM program are incorporated into the SIP at their schools, they did not report that any changes at the school had taken place as a result.

*"STEM teachers have challenges in implementing what they learned in teaching and learning because they don't have science kits and laboratories." SEI Interview 3*

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[38] MINEDUC and AIMS (2018) A Situation Analysis of STEM and ICT in General Secondary Education in Rwanda.

## 1.4 Sector Education Inspectors

### 1.4.1 Characteristics of Sector Education Inspectors Interviewed

All but one of the SEIs interviewed participated in the Certificate Program in Educational Mentorship and Coaching. Of the SEIs interviewed, 21.4% are female and, on average, SEIs report being in their position for 5.3 years.

*Table 10: Sector Education Inspector Characteristics*

| Interview # | District | Gender | Age Range | Interview # | District | Gender | Age Range |
|---|---|---|---|---|---|---|---|
| 1 | 1 | Male | 30-40 | 9 | 5 | Male | 40-50 |
| 2 | | Female | 30-40 | 10 | | Male | 40-50 |
| 3 | 2 | Male | 30-40 | 11 | 6 | Male | 30-40 |
| 4 | | Female | 30-40 | Sub 12 | | Male | 50+ |
| Sub 5 | 3 | Male | 30-40 | 13 | 7 | Male | 30-40 |
| 6 | | Male | 40-50 | 14 | | Male | 50+ |
| 7 | 4 | Female | 50+ | | | | |
| 8 | | Male | 40-50 | | | | |

### 1.4.2 Outcome Challenge and Progress Markers

SEIs report that their participation in the Certificate Program in Education al Mentorship and Coaching helped them to better understand their role as an SEI as well as support teachers at the schools in their sector. Similar to interviews with school leaders, SEIs were more likely to report changes in communication and leadership style. However, as SEIs are currently only offered the Certificate Course in Educational Mentorship and Coaching, and, therefore, do not receive the same training as school leaders, they are less able to support school leaders to implement leadership specific content.

> **Outcome Challenge:** The LTLT program intends to see Sector Education Inspectors who effectively coordinate CPD activities across all schools in their sector. Sector Education Inspectors are able to perform up to the professional standards for school leaders as set forth by REB, including communicating CPD information from the district to the school and vice versa, regularly collaborate with head teachers to monitor the work of School Based Mentors, report on CPD activities and coordinate and implement CPD activities at the sector level (PLCs).

*"It was relevant because when a person studied and gets a job . . . the reality of that job is totally different from what you learned . . . after our position changed to SEI we got VVOB training. That training helped us to understand our responsibilities. . .the part of this course that stuck with me the most was the leadership part, because without leadership skills there is nothing you can do. When you have [leadership skills] you listen to other's views. The training changed my level of understanding and the way I support schools that are within my sector"* **SEI Interview 7**

*"We were taught about leadership, how to train teachers, how to improve education, how a leader should behave, how a leader conducts inspections. There really was a difference from what we were doing before the training."* **SEI Interview 14**

Specific findings related to the 'Expect to See', 'Like to See' and 'Love to See' progress markers are described below:

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**Progress Towards 'Expect to See' Progress Markers**

- Initiating, facilitating and supporting PLCs
- Coaching and mentoring (D)HTs
- Supporting all school-based CPD
- Detect (D)HTs' professional development needs
- Support the development of SIPs together with the (D)HTs

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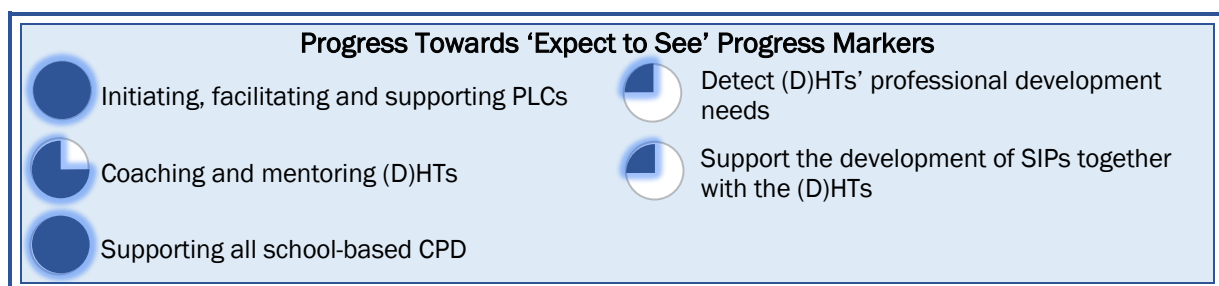
The program expects to see SEIs that are **initiating, facilitating and supporting PLCs**. All SEIs interviewed report active PLCs in their sectors, with most sectors reporting PLCs supported by both VVOB and BLF. All but one SEI notes that PLCs take place once per term, while one reports that they take place monthly, however the SEI may have been referring to all PLCs, including the BLF PLCs. As a result of HT participation in PLCs, SEIs report changes at schools including improved quality of education and school performance, reduced absenteeism, increased sharing of information and problem solving.

*"Changes brought by PLCs include improvements in school performance and reduction in student absenteeism. All Head Teachers benefit from PLCs. Head Teachers like PLCs and, in our sector, we decided to make them at schools where one week we do it at one school, and then next week we shift to other school and so on"* **SEI Interview 1**

*"It means when we meet and have a PLC, we raise issues and propose solutions. The next time we meet again, we start by looking at previous activities, if what we proposed as a solution has been implemented or see if there is need to change strategies that were used and, so far, we realized that it's progressing well, and it brought improvement and every HT is involved and participates."* **SEI  Interview 3**

There is significant evidence that SEIs are **coaching and mentoring school leadership.** The biggest change, according to the SEIs, is in how they themselves communicate with school staff, similar to changes at the school level, including listening to school leaders and supporting problem solving.

*"Before we used to visit schools and instruct Head Teachers in what they have to do without even hearing from them in order to understand the problems or challenges that they have. These trainings showed us how we can help the Head Teachers so that they may discover the answers on their own. It became much more advisory and conversational rather than being instructional or a command."* **SEI Interview 3**

*"Due to the training, I changed my behavior. Before people did not feel free to talk to me. I also changed the way I give recommendations. Before I would focus on what was wrong, but now I have changed."* **SEI Interview 2**

*"During those trainings, we focused also on how to help teachers so that they may help themselves, it means to help them to discover on their own the solutions of the problems they have."* **SEI Interview 6**

*"My participation in the Certificate Program in Educational Mentorship and Coaching changed how I support schools, because I used to look on what is not going well in schools, but now I have noticed that it's better to look on both what they did well and even what they didn't do well. Now I look at what the school did well and appreciate them for it, then look on what they didn't do well and find a way to correct it."* **SEI Interview Sub 12**

SEIs also report that they are monitoring and providing feedback on teacher performance through conducting lesson observations and observing CoPs. They acknowledge that the course provided them with a better understanding of their role which has contributed to this increased **support for school-based CPD** activities.

*"After receiving trainings there were changes because, for example, when I am doing an inspection, I monitor how the teacher is teaching the lesson and which steps he/she follows and where to support him/her according to how he/she is teaching and how I learned during the trainings and that's my daily responsibilities to visit schools and attend classes."* **SEI Interview 4**

*"My role was to collaborate with them and inspect them frequently and see how Head teachers are leading and even in classrooms how teachers are delivering the lessons and give them advice where necessary. And, also, before leaving the school, I first need to conduct a meeting with them and have an open discussion."* **SEI Interview 7**

*"It is different from how we used to do it before, where we would just go to those schools and inspect, then we give out the reports. But now we go there, inspect, and afterwards we give them feedback, we provide advice or train them how to improve."* **SEI Interview 11**

*"Actually, there are activities called CPDs that take place in schools, they choose a day, and every school has its day where they invite me, and I attend when I have time. We also meet once per month with mentors at the sector level where we learn from each other and I am the one who leads it." SEI Interview 4*

In addition to direct participation in CPD activities, SEIs report receiving reports from SBMs in order to monitor school-based CPD activities.

*"School based mentors and subject leaders did not give reports of the activities they conducted in their schools, but after mentorship and coaching program, they report all the CPD activities including the professional development for teachers." SEI Interview 1*

*"In our sector we ask SBMs, to work for us on their calendar and report it to the school leader and me. As for the calendar to be followed, each Mentor tells us when he/she is counseling, training or coaching." SEI Interview 14*

While the program also expects to see SEIs that are able to **detect HT and DHT's professional development needs**, the findings did not specifically express the role of SEIs in identifying the needs of school leaders. SEIs noted that their role was to help leadership implement what they learned during the training. In addition, SEIs were more likely to report supporting SBMs and teachers as compared to school leadership, however they note supporting HTs if needed.

*"Head teachers are helping teachers more than before, for now they prepare different meetings with teachers so that they can know the issues they are facing. Head teachers also train teachers on what they have learned. When head teachers have issues/challenges they ask for help from us." SEI Interview Sub 12*

There is also evidence that some SEIs are **supporting the development of SIPs in collaboration with school leaders**, though findings generally suggest that the schools prepare the SIPs and SEIs monitor that the school actually has them in place. SEIs did report that the training helped them to understand the process for developing and monitoring a SIP. This is also a topic covered by BLF and may have contributed to improved understand of and development of SIPs. However, even those SEIs not supported under the BLF program, report supporting schools to develop SIPs.

> **Progress Towards 'Like to See' Progress Markers**
>
> ◖ Great collaboration between all key actors at sector level in education
>
> ◔ Culture of reflection and continuous improvement
>
> ？ Embedded SIPs at school and sector level
>
> ○ Establish an active link between CoPs and PLCs to work towards the same goals
>
> ● Motivating (D)HTs to actively participate in PLCs
>
> ◐ Monitor the progress of the PLC and CoP resolutions

The program would like to see SEIs that engender **great collaboration between all actors at the sector level and a culture of reflection and continuous improvement**. Findings show progress towards both. Improved collaboration at the sector level has come down to a shared understanding of roles and responsibilities and improved communication through PLCs and school visits. Due to the structure of PLCs, where school leaders identify challenges and solutions, then reflect on the extent to which they have resolved the identified challenges over multiple sessions, school leadership and SEI participation in PLCs contribute to a culture of reflection and improvement. In addition, SEI descriptions of the support they provide to schools during monitoring visits indicates that they are incorporating opportunities for reflection.

*There is also an activity that I do with the HTs, when we go in schools to do the school inspection and attend classes and monitor all the teachers the whole day, where everyone has to evaluate one teacher until all finish and then everyone shares with us his comments about where it went well or where to improve and we give them (teachers) comments while sitting there with us so that they may learn from each other." SEI Interview 4*

As previously noted, SEIs monitor SIPs and encourage schools to develop them if they don't yet have one. In addition, SEIs report that SIP development was an important component of the course that helps them to fulfill their job function. However, it is less clear if or how **SIPs are embedded at the sector level** and if there are any linkages with SIPs and sector level priorities, as this was not mentioned in the interviews with school leaders or SEIs. As neither HTs nor SEIs report SEI participation as a stakeholder during the SIP development process, it is likely that they were not active participants.

The findings also do not show that there is **an active link between CoPs and PLCs to work towards the same goal**. This is likely due to the design of PLCs and CoPs. PLCs address problems identified and selected by HTs to address common school-wide issues, such as student attendance or working with communities. Whereas CoPs address specific issues related to teaching and student learning with topics selected by teachers, including lesson planning and the new CBC curriculum to more subject specific concerns such as identifying local resources to use during STEM lessons. However, there is overlap in content at times, for example student attendance, though it is unlikely that this is a result of a deliberate linkage between the PLC.

It is also unclear the extent to which **SEIs are motivating (D)HTs to actively participate in PLCs** or if the participants are primarily self-motivated to participate as they recognize the benefit of PLCs and appreciate the opportunity to meet with their peers. However, SEIs are almost all enthusiastic about the role of PLCs in as a mechanism to engage and support school leadership to resolve challenges and intend to continue to support PLCs to take place at least once per term.

With SEI involvement in coordinating the VVOB PLCs**, there is direct monitoring of the progress of PLC resolutions** as head teachers report back during subsequent sessions on progress. It is less clear, however, the extent to which SEIs monitor CoP resolutions. SEIs are involved in in CoPs, both in attending and in monitoring the activities through receiving reports by SBMs and SLLs, though the findings do not indicate that SEIs are actively following up on the progress of CoP resolutions. Each school may have multiple CoPs in a month, or more if they are also taking place by subject, and, in the absence of a structured monitoring system, it would likely be difficult for a SEI to be able to track CoP resolutions at this level.

| | Progress Towards 'Love to See' Progress Markers | |
|---|---|---|
| ? | Embed the practice of PLCs into the sector plans (maintaining multiple PLCs each school year) | Culture of collaboration at sector level through PLCs and other peer learning activities |

The program would love to see that SEIs **embed the PLCs at the sector level**. SEIs appreciate the role of VVOB PLCs in addressing school challenges and reported a high likelihood of continuing PLCs in the future. However, one challenge will be to ensure participation without providing incentives for transport and SEIs will need to be encouraged to include PLCs in their yearly plans and budgets. However, if BLF continues to support PLCs at the sector level, beyond VVOB support for PLCs, it is likely that they will replace VVOB PLCs as they provide a similar opportunity for peer learning. However, BLF PLCs only focus on primary school, which includes 9 YBE and 12 YBE schools, but would exclude secondary only schools.

Finally, there appears to be a change in the **culture of collaboration at the sector level through the PLCs and other peer learning activities**. As already noted, SEIs report changes in their communication style and interactions with school leadership and teachers as a result of their participation in the certificate program, to support open engagement and learning during school monitoring. SEIs also report increased collaboration resulting from regular engagement with school leaders during PLCs.

*"School leaders are now collaborating with SEIs more than before, and many people have benefited from this like teachers, students and the school environment, because when school leaders are collaborating with SEIs they will easily know the issues teachers, students and school environment are facing and how it can be solved. When they can't solve them on their own, they ask for help from us." **DEO Interview 7***

### 1.4.3 Challenges

However, challenges still exist in that SEIs have many schools to cover, very few resources to do so, and are often pulled into non-education activities by their supervisors.

*"SEIs have a lot of responsibilities which are sometimes not related to education but as they are under MINALOC [Ministry of Local Government] rules, they have to help and perform all the activities that they [the sector level] want them to do and this prevents them from helping schools as they should. It's up to MINEDUC, REB and VVOB to work on this so that SEIs can focus on their responsibility of helping schools in order to ensure their development, the inspection should come from the national level, then to the district level, to the sector level and then to the school, without any other interruption and should be done with those in charge of education only and should work together."* **DEO Interview 4**

*"What can help SEIs to accomplish their responsibilities is to move from MINALOC and be under MINEDUC supervision."* **DDE Interview 2**

*"SEIs are considered as people who have nothing to do and to be assigned many responsibilities that are not related to education. For me, the additional support that is needed for them is to be based in education activities only."* **DDE Interview 7**

## 1.5 District Director of Education and District Education Officer

### 1.5.1 Characteristics of District Directors of Education and District Education Officers  Interviewed

All DDEs and DEOs interviewed were male and over the age of 40. While DDEs have been in their current position for an average of 3.9 years, as many have been promoted to the position from DEO at the time the DDE position was developed and, overall, had greater insights into the status of schools as compared to DEOs; DEOs report being in their position for an average of 12.5 years, and all but one, who recently moved to the position from a position of DDE in a different district, has been in their current role for more than 10 years. As DDEs and DEOs were only included in the Diploma Program in School Leadership during Cohort 2, four DDEs and five DEOs report participating in the training at the time of their interview.

*Table 11: District Director of Education and District Education Officer Characteristics*

| District Director of Education | | | | District Education Officer | | | |
|---|---|---|---|---|---|---|---|
| Interview # | District | Gender | Age Range | Interview # | District | Gender | Age Range |
| 1 | 1 | Male | 40-50 | 1 | 1 | Male | 30-40 |
| 2 | 2 | Male | 50+ | 2 | 2 | Male | 50+ |
| 3 | 3 | Male | 40-50 | 4 | 4 | Male | 50+ |
| 4 | 4 | Male | 40-50 | 5 | 5 | Male | 40-50 |
| 5 | 5 | Male | 40-50 | 6 | 6 | Male | 40-50 |
| 7 | 7 | Male | 50+ | 7 | 7 | Male | 50+ |

### 1.4.2 Outcome Challenge and Progress Markers

As DDEs and DEOs were added to the program in Cohort 2 after findings that DDEs and DEOs also needed to develop and understand school leadership skills, an outcome challenge and progress markers were not defined at the outset of the midterm evaluation. Rather, their participation in the midterm was to understand outcomes at school and sector levels. However, the midterm evaluation can also be used as opportunity to better understand immediate outcomes for DDEs and DEOs in order to better define future outcome expectations. Suggested outcome challenge and progress markers can be found in Annex 3.

### 1.4.2.1 Relevance of Course Content

All DDEs and DEOs interviewed report that the course is relevant to their positions. Whereas DDEs are supervisors of the DEOs, both report similar job responsibilities, including monitoring and evaluating teaching and learning at schools, monitoring education plans and SIPs and capacity building.

*"It is very relevant to our work because it focuses on school leadership, it focuses on monitoring and evaluating learning and teaching, which are our main responsibilities."* **DEO Interview 5**

*"What I learned can help me to understand school operations, what can I focus on when I arrive at school and where can I give advice in order to improve. . . For example, for capitation grants, as a DDE, I have to know how that money given to the school from the district was used. For the parent committee, if it exists, I have to know if the Head Teacher works together with them or if she/he encourages them to take decision for the school's improvement. For the Head Teacher who lives day to day with teachers, does he/she supervise them, know their problems and is able to give feedback? As a DDE, I am concerned with all of this."* **DDE Interview**

*"The component of school leadership has been good and helpful for me as it reminded me how to help schools, because it's been realized that leading a school well requires much effort and not everybody can do it. . . even for us, when we were in school, we didn't learn about school leadership, we studied education, school inspection and pedagogy but we didn't study school leadership."* **DDE Interview 5**

*"In fact, my responsibilities are to do capacity building of schools, leading schools, doing inspection which is done in two parts: inspection done to evaluate how the school is led and the inspection done to evaluate the teaching and learning."* **DDE  Interview 3**

### 1.4.2.2 Reported Outcomes as a Result of Participation

As DDEs and DEOs are responsible for monitoring schools, the main outcomes reported were related to improvements in this function. These include monitoring if schools have a strategic direction, including vision, mission, core values and SIPs and following up on monitoring visits to evaluate changes at the school level.

*"The component of creating strategic direction for the school stuck the most with me. [It] encouraged or taught me to know that there are important things that are needed to be found in the school such as vision, mission, values and School Improvement Plan that were not considered before but now, when I go to do inspection in schools, I focus on it. We tried our best so that even those (HTs) who were not trained may have them (SIP). We did our best so that all schools may have them. It is an important document that is needed by every school as it shows the vision of the school and its goals especially from where they started up to where they want to be/reach."* **DDE Interview 3**

*"What we learned most, even if we have already been doing it, is leadership in general. Before we did not do it professionally, there are documents that a school should have like an action plan, school vision and so on. Those documents are necessary, but we did not have skills to evaluate them. But, after starting the school leadership program, we have a package of skills to follow up, ensure accountability and evaluate those documents at every school so that we can improve the quality of education . . . The way we supported schools has changed since we started training because now all schools have all needed documents which is easier for us to support them and evaluate their activities."* **DEO Interview 2**

*"The way the trainings helped me to help schools is that they encouraged me to be focused. For example when I visit a school for a purpose of doing evaluation and monitoring of how the school is led, I go with only that purpose where I sit with the Head Teacher and we discuss deeply on how the school is led, the challenges that the school mostly faces and give him advice on how to improve it, in order to change it for the better. And time comes when I go back to that school to do the monitoring to see if the Head Teacher implemented what we agreed on together because that's what the trainings also taught us to do a follow up of activities in schools. It means that we learned to focus on one thing and to do a follow up on how it is proceeding."* **DDE Interview 5**

As DDEs and DEOs were participating in the course at the time of the interview, they had not yet covered the coaching and mentorship module, which is reflected in the focus on strategic direction and monitoring in responses.

## Section 2: School-Level Changes

Findings from interviews with school, sector and district respondents indicate that there are tangible changes within schools where leadership and staff have attended the LTLT program courses. Reported changes include a shift in leadership style; improved coaching and mentoring practices; improvements in induction programs for new teachers; adoption of CoPs; development of school strategic direction, including mission, values, SIPs and yearly action plans; improved school resource management; increased engagement with parents and communities; improved teaching practices; and increased student and teacher attendance.

*Figure 7: Reported School Level Changes*
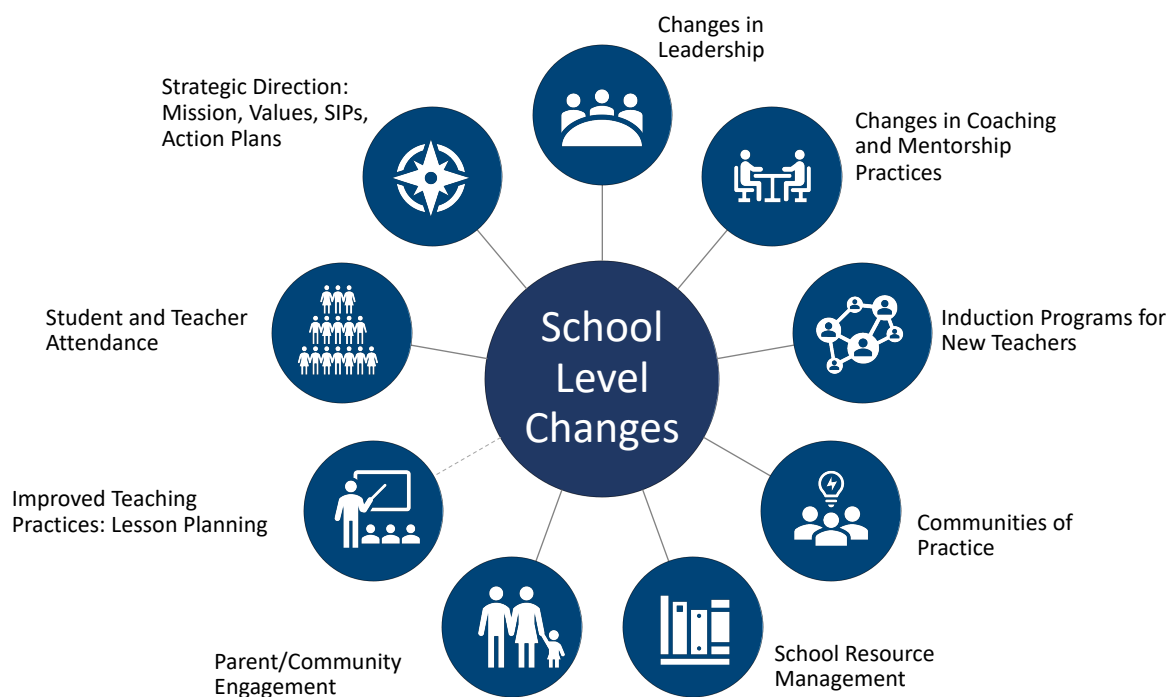


## 2.1 Changes in Leadership Practices

The majority of respondents report that the most significant change brought about as a result of HT participation in the Diploma Program in Effective School Leadership was in leadership style. Prior to the training, school leadership employed an authoritarian approach to leading the school. HTs report that they felt fully responsible for all decision making and staff reported inability to openly share ideas with their school leaders. However, as a result of the course content as well as opportunities provided through the implementation of learning throughout the course duration such as development of school SIPs, HTs recognize the importance of teacher, student and parent and community contributions to decision making. This recognition in turn leads to a tangible increase in opportunities for engagement to take place in the form of meetings between leadership and staff, school general assembly committee meetings as well as greater involvement of the Head Teacher in CPD activities. As a result, school staff report feeling valued and motivated by their inclusion in decision making processes. In addition, school staff report an environment that is favorable for them to approach their school leaders without fear of rejection or reprisal.

*"I am the one in charge as a leader of the school. But I cannot say that I am the only one because I work with the DoS, teachers, student representatives and also the parent committee. This means that even when we want to make a decision I don't decide on my own. I first have to consult the other staff members and we also ask the parent committee for advice and inform students representatives so that they can help us to mobilize the information to our students. Of course this changed after I attended the trainings because before I would decide many things on my own or do them on my own. When I needed support, I only consulted the DoS -- and students, teachers or parents would not be involved." **HT Interview 11**

*"My role as a school leader changed after the trainings, especially on how I engage with my workers. I used to do many things without their participation . . . in short, I can say that I understood more about my responsibilities and gained skills on how to talk to our stakeholders . . . this building of the relationship between the teachers and I made me enjoy my job a lot."* **HT Interview Sub 5**

*"I used to think that I am the center of everything in the school but after studying about sharing responsibilities, I learned that everyone is responsible for every activity in school. If something is not right, everyone in school has the right to comment about it or come to me and say 'this is wrong let us change it' . . . I have become more friendly with the teachers due to this collaboration and working together."* **HT Interview Sub 1**

Analysis of the findings on changes in school leadership style indicate that there has been a shift from an authoritarian leadership style toward a distributive leadership style within some domains of school management. This was particularly noted by the DHTs who were more likely to report that after participating in the course, the HT included them in decision making processes.

*"His leadership style has changed a lot because before [the training], he used to think and act immediately without sharing with us what he thinks. But now, as a result of trainings, he thinks of an innovation and shares it with us and we discuss together about how to implement it. He calls upon a school general assembly with parents and teachers and discusses and then takes decisions of how to implement those innovations to improve the school. . . Before the DHT was not considered a school leader . . . but now we discuss everything together. There is nothing he [the Head Teacher] can do without consulting me as he knows that anytime, I can be questioned about school information. Now, as the DHT I'm concerned with all school information."* **DHT Interview 3**

STEM SSLs and SBMs also comment on the changes in leadership style, however rather than inclusion in decision making processes, they report an environment of teamwork and leadership support for CPD.

*"Now school leaders are in touch with teachers and work together to increase the quality of education while before the Head Teacher was not considered as educator, but instructor."* **STEM SSL Interview 4**

*"The team has been working together and closely after the training because those school leaders were also trained, they understand very well the importance of teamwork in professional development of teachers. So there is big change brought by the training."* **SBM Interview 10**

*"There is a complementarity among SBM, Head Teacher (when available), DHT and STEM SSL where you find that everyone takes a topic to teach or he/she gives support to others. This is how we work together. This teamwork has changed since completing the training. Before there was no support given to teachers for their professional development."* **SBM Interview Sub 13**

*"When I have questions, I go to the DHT for help as she was also trained. She clearly understands me and helps me and if it requires the budget, she addresses it to the Head Teacher."* **STEM SSL Interview 3**

*"The truth is that is has increased compared to the way people [used to] express their opinions. In previous years it was not good because of leadership. Like when a leader gave an idea, it was taken as a requirement and when you oppose him, he could not accept it even when in reality he knew the truth. But, after being trained, he became open and whenever you give an opinion, you could see that he is listening. I testify that he has changed."* **SBM Interview 3**

## 2.2 Communities of Practice

One of the most significant school-wide changes, as a result of SBM participation in the Certificate Program in Educational Mentorship and Coaching is the adoption of CoPs. These findings were triangulated for each school to verify the frequency of and participation in CoPs. All but one school reports that CoPs are taking place on a regular basis. While some schools note holding meetings similar to CoPs previously, their participation in the course formalized and provided structure to these meetings.

*"We started it in 2016 . . .  but even though they were being done, you saw that they were not being done effectively. We were just conducting them as an activity you heard about that can be helpful. VVOB training showed us the book to fill of what we have covered, people attended, what has been successful, challenges we met with and recommendations. VVOB improved and empowered our CoPs greatly, now are being done in well-organized way compared to before receiving the VVOB training."* **SBM Interview 5**

Schools report varying schedules and management of CoPs. Most schools conduct CoPs at least once per month, however there is a range between once per term to two or more times per month. HTs often differed in their response as to how often CoPs take place as compared to the DHT, SBM and SSL and teachers, which may reflect a lack of regular participation in these activities. However, nearly all HTs report that a schedule for CoPs has been developed and that a specific time has been set aside on the school timetable for these to take place.

The majority of respondents that report participating in CoPs also attribute positive changes in personal capacity and confidence, relationships with other teachers and school performance to their participation. Responses from both STEM teachers and NQTs show that both equally participate in and value the role of CoPs. Both respondent groups report learning new, improved teaching techniques.

*"CoPs are very useful because we share everything that improves teaching and that has an impact on the quality of education. What I liked most is that you learn new things from others. We also get information on teaching aids, where we learn how to use local materials when we cannot buy the expensive ones. Participating in CoPs increased my confidence because you are always learning new things. This resulted in increased student performance which makes teachers happy."* **STEM Teacher Interview 2**

*"CoPs have brought a spirit of togetherness and cooperation of teachers in our school."* **STEM Teacher Interview 4**

*"The most important thing that I got from the CoP is how to help slow learners where we usually mix them with quick learners in group works to improve their knowledge level and reduce dropouts, even though it is difficult due to overcrowding of students. In addition we learn better teaching methodologies and pedagogies and also the best way to conduct a lesson in order to make an evaluation. This improved our way of teaching because before we used to teach lessons without having an objective, which was leading nowhere."* **NQT Interview 7**

*"This CoP helped me also to learn new teaching methodologies and to teach STEM curriculum . . . Furthermore, I have been here for nine years and we started CoPs no more than two years ago and there is a big difference since we started them. I feel motivated and satisfied."* **STEM Teacher Interview 10**

*"Participating in CoPs helped me to learn new teaching pedagogies and better teach the curriculum by using learner-centered methods. My confidence also increased as I am now sure of what I teach."* **NQT Interview 10**

*"From CoPs, I learned a lot but mostly, I learned how to engage students. As you know that [this] is a very sunny region, so, students are usually sleepy in afternoon hours. I learned what to do in order to motivate my students so that they can still follow the lesson."* **NQT Interview 14**

## 2.3 Improved Teaching Practices

Many respondents cite improved teaching practices as a direct result of their participation in a course or as a result of their participation in CoPs and other CPD activities. Those interviewed note improvements in teaching practices, specifically around lesson planning, student assessments and peer learning, specifically to increase support for slower learners, in addition to improvements in teaching the curriculum and teaching pedagogies. While some of the reported changes are likely influenced by adoption of the CBC curriculum and accompanying trainings and support as well as trainings on inclusive education, however the method of sharing through CoPs and CPD can be attributed to the LTLT program.

*"Yes, there are changes after the trainings. For example, . . . teachers are now getting familiar with teaching students through making groups and give them group work. They now use appropriate guides. They give students time to also share what they know or gained from the lesson learned . . . Participation of the SBM in trainings has increased the professionalism of teachers through the skills they acquired from trainings by the SBM."* **HT Interview Sub 8**

*"As I said it before, to participate in CoPs helped me to learn new teaching pedagogies and better teach the STEM curriculum. Now I use learner-centered methods. My confidence has increased as now, I teach what I know. Any question which can be asked to me, I'm able to answer it."* **STEM Teacher Interview 13**

### 2.3.1 Lesson Planning

The topic of lesson planning is covered in Section 3 of the student manual for Module 2 for CPD Certificate in Educational Mentoring and Coaching for STEM teachers[39] and is mentioned throughout interviews by all respondent levels as a common topic for CoPs, a training topic in CPD activities, as something that is monitored during classroom observations and as a component of new induction programs.

*"About coaching, teachers receive it well because they realize that it's a way of helping themselves to improve their teaching, as I am there to only guide them how to find the solutions of the problems they have about teaching. Especially in lesson planning and scheme of work, where I work with them and help them."* **STEM SSL Interview 7**

*"Those who were trained, taught us how we have to learn from each other where one teacher does a model lesson and others follow. They also taught us about how to do a lesson plan, how to help students to be creative, how to use the new curriculum and how to help students with different disabilities (either physical or learning)."* **NQT Interview 10**

*"We do have an SBM who helps us through CoPs in our department of social studies. He helps us by teaching us how to do lesson plans, learn teaching methodologies and how to engage students in class. The Head Teacher also helps us when we have problems about teaching as well as the Dean of Studies."* **NQT Interview 14**

*"There is change since starting CoPs because currently every teacher understands well the importance of lesson planning, they have understood that going into class without a lesson plan, class diary or scheme of work, is strictly prohibited for all teachers."* **DHT Interview 8**

### 2.3.2 Student Assessments

The Educational Mentoring and Coaching program dedicated an entire training unit to student assessments[40] and a section of the Leading Learning Unit in the Effective School Leadership program.[41] Assessments were mentioned across respondent groups; however, they were primarily noted as a significant change at schools in interviews with SEIs, HTs and DHTs. As one HT notes, the interest in student assessments is new and reflects a change in the role of HT in leading learning.

*"Before trainings, we didn't used to care about learning on the side of students. We used to follow up with teachers to see whether they taught students, whether they did what they are supposed to do. But, during trainings, we learned how to improve both teaching and learning and encouraged teachers to emphasize also on learning where they are responsible to engage students happily, to know if they understand well the lessons they are taught, to know if the students are following in class, if they are coming on time or late, if they have school materials or not and analyze their performance and identify the problems that cause students to fail, to resolve them together with the school and parents so that they can help them to improve their learning."* **HT Interview 9**

*"...the biggest change happened . . . was to provide assessments for the students. Teachers were encouraged and taught to increase assessments in order to improve performance of the students. Before they did not provide assessments, especially 12 YBE schools due to overcrowded classes, but as the result of the mentoring and coaching, there is a big change."* **SEI Interview 1**

*"I mostly focus on formative assessment to be used by teachers because before they used summative assessment at the end of term where you find that the quizzes are almost given before the end of term exams. While now, they are given at the beginning or at the end of the lesson, which gave a change in students' learning. Then after those trainings we encouraged teachers to use formative assessment."* **DHT Interview 10**

*"The part of the course which struck me the most. . . [was] the one about assessment of students, before we knew that it has to be done at the end of term. But during the training, we saw that it can be done at the beginning, at*

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[39] URCE (2019) Continuous Professional Development Certificate in Educational Mentoring and Coaching for STEM Teachers, Student Manual, Module 2: Technological, Pedagogical Content Knowledge and Gender in STEM Education (PMD1142), Second Edition, Kigali.

[40] Unit 5 in URCE (2019) Continuous Professional Development Certificate in Educational Mentoring and Coaching for STEM Teachers, Student Manual, Module 2: Technological, Pedagogical Content Knowledge and Gender in STEM Education (PMD1142), Second Edition, Kigali.

[41] UR-CE (2019) Continuous Professional Development Diploma in Effective School Leadership, Student Manual, Volume 4, 2nd Edition, Kigali.

*the middle or at the end of the lesson. After being trained, I applied it and as a result, I saw that students followed me and paid attention in my lesson as they knew that at any time they can be quizzed.”* **SBM Interview Sub 13**

### 2.3.3 Peer Learning

While not specifically included in the training manuals for either the Certificate or Diploma programs, HT, DHT and STEM teachers were likely to report changes in how schools provide support for slower learners. Specifically, schools reported pairing slower learners with more advanced learners. While teachers report learning this method in CoPs, it is unclear if this was included informally in the LTLT supported courses or if this is a component in CBC or inclusive education trainings.

*“I can say that my teaching has been changed at a good level because school administration is trying to help teachers through trainings and to solve their problems. I teach mathematics, so when I see students who don't understand it, I try to divide them into groups and take students who are strong in that subject and then I mix them with the weak ones and I saw that it helped me a lot because the students practice and explain it themselves instead of me spending a lot of time explaining it, which makes them understand more.”* **STEM Teacher Interview 12**

*“After the training, students' environment has changed, like working in groups according to CBC. We usually liked to tell students that when you come to school in the morning, those who are more advanced than others should help those slow learners to improve their knowledge levels. So after the training, we created groups which were mixed with quick learners and slow learners in order to help each other. We did not use this system before.”* **HT Interview 7**

*“For slow learners, we decide during CoPs that teachers can prepare activities in order to help them to increase their learning capacity . . . and now teachers report that the capacity of slow learners is increasing as they have understood that it's not about proceeding with quick learners only but also to help slow learners so that they can all move forward together.”* **HT Interview 9**

*“About using teaching methods appropriate for different types of learners, it means that according to the level of understanding of every student, I have capacity to group them according to each and every speed in order to help all students to remain with something at the end of the lesson.”* **STEM Teacher Interview 6**

One SBM reports organizing CoPs for students to develop peer learning support systems.

*“I have created an activity for students that works as a CoP. This CoP for students helps students to learn from each other, and even learn new strategies on how they can succeed in class where students are now helping each other so that they can all succeed. I have organized this for students, but it also helps teachers because when students learn their courses well and succeed, teachers will also benefit. Teachers need to see his/her students succeeding in class, so this CoPs for students will help them to succeed in class.”* **SBM Interview Sub 6**

### 2.4 Strategic Direction

While half of the schools interviewed had a mission statement, vision and SIP prior to their participation in the Diploma Program, they report that they did not understand how to develop them or that they developed them incorrectly. And all schools that did not have a formal Strategic Direction in place prior to leadership participation in the course report having already developed or that they are currently in the process of developing and disseminating their mission, vision, core values and SIP. These changes are also observed by the SEIs and district level education staff who report monitoring SIPs and annual plans.

*“Frankly speaking, every Head Teacher needs to understand the education policies very well and the direction of educational policy, after understanding these, school leaders are now able to set the priorities of what they are going to do . . . for Head Teachers who were not trained it is difficult to have a school policy, to have well prepared school documents. Even to evaluate them is difficult.”* **DEO Interview 2**

*“There are changes so far, because for example when I go in schools and ask the HTs for the SIP, they immediately show it to me which is different from before when we used to visit them and ask them for the action plan, which is only for one year, and found that they didn't have them. They also know by now how to make an annual budget even if it may not be well planned but they have one.”* **DDE Interview 5**

*"Now when you go in a school, you find that there is a SIP, especially for those [HTs that] are currently participating in trainings. But, at the district level, we tried our best so that even those who were not trained may have them, we did our best so that all schools may have them." DDE Interview 3*

*"Before we used to visit them at their school and when we asked them about the school improvement plan, or mission, vision and core values, we found nothing. They knew about them but now they are aware of them, and they are already posted in their schools." SEI Interview 1*

In one school, where the HT was not yet trained, the DHT developed the school mission, vision and SIP in coordination with school stakeholders. However, without the participation of the HT in the process, the DHT notes challenges in achieving the planned activities due to resistance of the HT to fund the activities.

*"We have them, but we did not have them before training. After the training I organized and called a meeting and we sat together with some teachers, parent representatives and student leaders and developed them. But our Head Teacher, we told you, he did not contribute anything while we were developing them, he did not even understand them or want to be involved. . . [the] challenge we have now, is that there are some activities that need a budget . . . yet the Head Teacher and Accountant, as the ones in charge of giving out money, do not want to support you. Then you end up failing to implement some activities due to lack of collaboration in school . . . However, we never fail totally to implement." DHT Interview 5*

In addition, many STEM teachers also report that STEM needs are incorporated into the SIPs. Although, STEM teachers were unlikely to report that their needs were included in the SIP if they also report poor school leadership.

*"I cannot say that STEM needs were incorporated in the SIP because we did not have the opportunity to give our ideas and suggestions. As I said before, there is no unity between school leaders and teachers. You find that teachers are told what to do, that is all." STEM Teacher Interview 7*

Schools with supportive leadership, report improvements in school management and the quality of education, primarily as a result of developing a SIP. Developing a mission and vision were not associated with specific outcomes, aside from reports that developing and sharing the school vision with all stakeholders ensures that all responsible for education are working towards the same objectives.

*"Before the training, our school's mission, vision and core values were all kept in files and I cannot lie that even I did not know one statement from them. But, after the trainings, we now painted them on the wall so that everyone can read them, especially our students because the core values are there to motivate them." DHT Interview 6*

*"After being trained, school leaders, teachers, students and parents worked together to develop the school mission, vision and core values. Having a mission, vision and core values is very important because now everything we do has to be figured either in mission, vision or core values. Again, it helps you to know where to go, what to do, efforts to be put in in order to achieve to something. It means without them you work in disorder. With no direction, you cannot know where you come from and where to go." HT Interview Sub 8*

*"We no longer do things without planning them, only the SIP allows us to implement school activities that we have planned and helps us to know how to choose and favor priorities, the monitoring and evaluation of school activities and know who is in charge of it . . . We plan the budget, which is very different from before where we used money in the wrong way, without planning for it." DHT Interview 4*

*"The SIP is where all the activities we do at our school are included. We developed and communicated it to stakeholders as we did for the vision, mission and core values. The SIP helps to know how our activities are planned, how far we are, where we need to go, the challenges we are facing and how to resolve them. It is really helpful as we are using it and realizing changes." HT Interview 4*

*"One of our core values is to promote girl's education and to make sure we support their dreams and vision. I cannot say that we started this after the trainings but after the trainings much efforts were put and new strategies." SBM Interview 8*

## 2.5 School Resource Management

Prior to their participation in the Diploma program, many HTs report that they did not realize the importance of managing school resources or, in the case of the school's physical resources, that it was their responsibility to do so. Many HTs report changing how they manage resources at their schools, including improving access for all through reducing waste and inappropriate use.

*"I would say it is the  second biggest change, the first is being with teachers more often. . . We used to keep it as the accountant's responsibility, but now I take the time to sit down with them and look at the resources of the school."* **HT Interview 12**

*"Changes are there, starting from school resources. How we manage them has changed. Every school material has a number, so we have numbered all school materials to minimize those stolen, lost or damaged. For example, all chairs of the school have numbers that help us to count them and know the total number that we have. And we have applied this in the library for all books, where every book has number which helps us to prevent them from being lost. That system was not used before to manage school recourses."* **HT Interview 8**

*"I tried to evaluate myself and see where I have weaknesses and correct them. For example, we had 120 computers, but we were missing one of them. We remained with 119 and we realized that it was because we didn't take care of them. We don't have a smart classroom, so after that, we used a cupboard in my office and kept them in there and coded them and cared about their use. Now we always know where they are, if a teacher signed it out, we know all of that."* **HT Interview Sub 8**

*"About managing school properties and materials, we elected 2 groups, one which is the reception team and the other one is the tender committee. We also hired a storekeeper because before the accountant used to do it all. It means that they work together and collaborate as much as possible, record, justify everything and report it. . . It means that when a teacher wants to use some products or materials, he/she goes to the DHT and tells me and I send him/her to the accountant and the storekeeper, and the storekeeper gets a signature from the teacher to approve that he/she took something from the store. . . It means that we inform each other about every single property of the school and report how it was used."* **HT Interview 14**

Some also noted changes in management of financial resources at their schools, both as a result of better understanding of responsibility to manage resources as well as improved planning and coordination with stakeholders. One HT also reported participating in a training on financial reporting offered by the Ministry of Finance and Economic Planning (MINECOFIN) along with the school accountant, noting that both trainings contributed to improvement management. While all school leaders were asked about other trainings received, only one self-reported attending a training on financial reporting.

*"Another challenge was about lack of means where you plan to do something, and that challenge becomes an obstacle . . . I tried to do things step by step, by starting with priorities and communicated to everyone concerned the reason why we chose to start with this activity. We are also thinking of initiating small projects that can supplement school's means."* **HT Interview Sub 3**

*"Before, the accountant and I would sit together and prepare the budget, without intervention of anyone else and presented it to the parent committee as written in our internal regulations for approval. But now every stakeholder contributes to it and the Head Teacher controls the financial reports and does the follow-up. As a result, because all stakeholders know that they have contributed to it, the target is achieved."* **HT Interview 13**

*"Another change was the way we filled the books. Before, the accountant filled them in at the end of the quarter, but now we have asked him that for every operation done in school, he has to fill those books every day. This allows him to manage our resources effectively. There is money that the government allocates to us and money that comes from the production of what we do. Some of the money that came from production we would immediately use before they were put into the school's account. But now they go through our account first."* **HT Interview 12**

School leaders reported sharing learning with their administrative staff, with some also sharing training materials. School leaders report a need to formally train administrative staff as a member of the school leadership, in order to support the continued management of school financial and physical resources.

*"First of all, I talked to our accountant about how we should change the way we manage school property, but it was not easy for him to understand it. As I had the books that we used during trainings, I showed him and explained to him with a book as evidence. And because MINEDUC was written on the cover of the book, he was convinced and accepted to use the book. It means that he now understands, and when we are training teachers, he comes and attends. It means that I share with him what I learned during trainings, as someone who is responsible to manage the school finance, and there are changes in that he also uses what we learned during trainings."* **HT Interview 14**

*"Other people who can benefit from this course is the school accountant because planning and school budgeting components can be helpful to her/him. And even you, as a school leader, can increase their skills through prioritization of these activities."* **HT Interview 2**

*"I would like to suggest to VVOB that, when they find the means, they would help us to also train all the administrative staff, including the Deputy Head Teacher, the accountant and the [person] in charge of discipline so that we can help each other in leading the school."* **HT Interview 9**

*"About the accountant, we work well together but it would be great if he is also trained as I said, so that he can be updated on the new system, like coding school properties, arranging financial files, documents and recording them. We can also, and we do share it with him, but it would be better if he is trained on his own."* **HT Interview Sub 8**

## 2.6 Induction Programs

While many respondents report having induction programs prior to their participation in the LTLT courses, these inductions primarily consisted of the HT or DHT providing the new teacher with a timetable and showing them to their classroom to begin teaching. Since their participation in the course nearly all respondents report significant changes to their induction programs. While not all schools report having a formal system in place, they do report that their inductions are more holistic in their approach, including supporting new teachers, both newly qualified as well as newly assigned, to adapt to the school as well as social environment. As noted previously in this report, HTs and DHTs are primarily responsible for welcoming and introducing new teachers to the school, with some reporting also supporting new teachers in their adjustment to the community. The new teacher is then handed over to the SLL to continue their induction into the teaching environment, including support on developing teaching documents and on-going mentorship, and, often, social environment. SBMs also report responsibility for induction programs, however their role varies widely, from one reporting that he, himself, is responsible for the induction to those who support components of the induction program. The following are examples from two schools that report changes to their induction programs:

> **School 10**
>
> "New teachers at our school receive what we call induction, material for work and some coaching in order to help him feel confident. We have an induction program, but not formal one, although we need one. The Deputy is the one who is responsible for supporting new teachers but sometimes the Head Teacher also does it." **DHT**
>
> "There are big changes in the way new teachers are supported since completing the training because before, when a new teacher came, it seemed like he/she was not like a human being, other teachers did not treat him/her like a teacher. . . But, now, when a new teacher comes, the Head and Deputy Head Teacher, because they received training, know how to welcome him and, me as an SBM, I know how to support him/her." **SBM**
>
> "Arriving at school, the Deputy showed me the school, gave me teaching materials and showed me how to prepare teachers documents. The Head Teacher, along with senior teachers, showed me how to behave in a classroom and how to live together with other teachers. The Head Teacher and the Deputy are the ones who performed my induction. The support given was sufficient and the induction was necessary as I gained a lot." **NQT**

> **School 14**
>
> "Before, when I used to receive a new teacher, I used to explain him/her about the school, the system in which we work and present him/her to teachers and school staff, but now there is a change because I request and connect the new teacher to other teachers to coach them. It means that when a new teacher comes, I start the induction with him/her immediately and give him/her the general view of the school. I present to him/her other teachers/staffs such as the DOS, the accountant, the Dean of Teachers, the SSL of his/her department, and present to them the new teacher as well and tell them to support him/her as he/she will need the support. I also tell the new teacher to feel free to come to me when he/she needs support. But also there is time when I call upon all new teachers once after two weeks and discuss with them about how their job is going and suggest others to help those new teachers so that they can improve in their teaching. So, I give them the task of coaching new teachers." **HT**
>
> "When I reached the school, I didn't find the Head Teacher, but I was received by the Deputy Head Teacher. I gave him the letter from the district, and he took me to the teachers' room were we introduced ourselves and he oriented me to the Dean of Teachers who showed me the timetable that I will be using and explained it to me. The Dean of Teachers welcomed me also, and encouraged me to work, showed me all the classrooms and helped me to know the school in general and to get familiar with the working system. I was very happy with the support I got when I came here because when a teacher is new, he/she doesn't know how things are done. It helped me to be familiar and feel welcomed in the society. It means that I reached there when they really needed a teacher of entrepreneurship and the day after they provided to me the time to prepare the lesson and I talked to students and then after the HT saw me, greeted me, and told me that he knows that I am new. He showed me the classrooms and introduced me to students, and after that I started to teach. Two weeks later, the Head Teachers called me and talked to me, he asked me how I see things are going and the challenges I've met so far. I am happy with how [the school] received me and how they supported me with the induction through showing me the school's view and the status of the students I teach. Everything. I was happy with it and I didn't face any challenges. Another support I received, is that after the Head Teacher talked to me, he assigned the Dean of Teachers to coach me and help me so that I can tell him the challenges I have so that he can also help me to be very familiar with my work and perform better." **NQT**

## 2.7 Coaching and Mentoring

The majority of HT, DHT, SBM, STEM SSL and SEIs interviewed report a significant change in the quality of CPD at their schools, specifically in the quality of coaching and mentoring, as a direct result of the training. Many report that they did not understand that there was a difference between coaching and mentoring prior to the training and they highlight changes in communication from "policing" and "blaming" to working together to understand problems and identify solutions.

*"The component that stuck the most with me is the coaching because it helped me to know in depth how I should help teachers in daily tasks. Sometimes a teacher could come to me and ask me questions, for example, on lesson planning and, before, I could tell him/her it's very easy, how come he/she doesn't know how to do a lesson plan? Or I would explain things to him/her in a wrong way because I had no skills about how to do it. But, after trainings, I learned that coaching is helping a teacher and guiding him/her on how to answer the questions on his/her own without blaming him/her that he/she doesn't know how to do it. And I also do a follow up with him/her to see if he/she was able to implement and get an answer to the question he/she had."* **SBM Interview Sub 9**

Findings indicate that changes in communication style are extending beyond support for teachers to include students as well.

*"During the coaching and mentorship course, we did not only focus on teachers, but we also helped students. Because we have students who fail, it doesn't mean that they are weak-minded. When you analyze it, you find that they have family issues. So, we learned how to guide that child and help him/her to succeed."* **SBM Interview 2**

*"Before the training, if a student made a mistake, immediately, without calling a parent, I asked him/her to come back with a parent. But now, we communicate about students' discipline and learning. It is still important to engage with parents and community as you exchange information about their child's learning."* **HT Interview 13**

In addition, some report that by having trained staff, teachers now have a focal person to go to in order to receive support, where as previously, they did not know to whom they could address their problems.

Previously, the majority of SBMs report only supporting teachers in English and STEM SSLs had STEM content knowledge, but not necessarily the skills to support the professional development of teachers. Respondents link changes in coaching and mentoring with improved quality of teaching at schools.

*"Yes, there is a big change because before participating, teachers used to get confused where they didn't know to whom they can address their problems but now, because we know that there is someone who was trained, when we have issues we call upon the mentor and he helps us and it helps to resolve a lot of problems."* **STEM SSL Interview 1**

*"When there is a challenge/issue, we have coaching conversations between us in order to resolve that issue together. Yes, there are changes in teachers because, before teachers used to give only what they know. For example, when a teacher used to teach and find math in a chemistry lesson, he/she used to skip it. But now we discuss about it . . . the teacher feels free to approach her/his fellow teacher to ask for a help and advice about how he/she can handle it."* **STEM SSL Interview 2**

## 2.8 Parent and Community Engagement

School leadership attributes their participation in the Diploma Program Leadership to changes in levels of parent and community engagement with the school, noting that they gained greater recognition of the role of parents and communities in supporting the school.

*"Another thing is that nowadays school leaders interact and discuss with students and their parents, which was not possible before because school leaders used to set instructions and command students to follow them without any other discussion between them. But now when we visit them we find that they adopted new changes and implement their action plans and partner with parents. When we ask them to show us the written decisions of meetings with parents and they show them to us, we find that there is, so far, an improvement"* **DDE Interview 1**

*"Parents are now involved in their children's education which we see during the school's general assembly. This differs from before when they didn't participate in those meetings, but now they participate and share ideas."* **SEI Interview 4**

This was further bolstered when new opportunities for engagement of stakeholders in decision making processes resulted in increased support for school initiatives.

*"Parents started to feel it, they didn't help us before, but now when we call them for a meeting, they attend even if they all don't come, most attend. We use a parent committee consisting of the president, vice president and advisors, all of which we use to encourage parents to participate. The community helps us at the village level, those who understand it help others who have not understood. There is a change compared to before. . . The parents we work with, like when we have children who have dropped out of school, the parents and the village leaders help us find those children and they come back to school. They also help us with the construction work, they get involved in it, like a broken toilet, they make contributions to support the school and they help us feed the children."* **HT Interview 12**

*"We have parent representatives in the school committee, before having school general assembly, we usually have a pre-meeting with parent representatives and school leaders and set the priorities and then we bring them into school general assembly. Another thing is that school feeding is somehow difficult here in rural areas, but we had a meeting with parents on how important being engaged is, and encouraged them that their support is beneficial to the education of their children. They now started changing their mindsets and it is not like before."* **HT Interview 6**

*"Now we work very closely and, as I said, there is no decision that can be taken within the school without consulting the parent committee. So parents are engaged in school activities. For example, recently the parent committee claimed that sports are not enforced within the school and intervened by proposing how sports should be promoted."* **DHT Interview 8**

*"For example, there are two schools [that] have shown greater changes than the others with regards to school leadership and the reason behind is the change in the behavior of Head Teachers in implementing their action plans and working hand in hand with parents. For example, when the school raised the issue that the school is too close to the road but does not have a closed compound, the parents decide to contribute so that they may build a school fence, that's a great improvement."* **DDE Interview 1**

However, despite improved recognition and increasing the opportunities for engagement to take place through consultations in development of the school strategic direction and planning, school leaders report that significant challenges remain. They highlight that parents and community members do not necessarily understand their role in supporting their child's education and find it challenging to engage them in school issues.

*"We learned about how to involve parents in the learning of their children but I think that VVOB should focus on this trainings to help Head Teachers understand how to effectively engage, encourage and integrate parents in the learning of their children because we have an issue that even if the Head Teachers have meetings with parents, parents are still not willing to contribute to their children's learning."* **SEI Interview 8**

*"On the side of parents and communities, the majority of parents are not at that level of caring about their child's education and they do not provide school materials for their children or encourage [children] to review their lessons, because of their [parent's] mindsets. They do not yet value the partnership of parents, communities and school in their child's education, even if we encourage them through the meetings."* **HT Interview 6**

*"Another challenge is the parent's mindset, like not paying fees for school feeding, not participating in school meetings or not providing students with what they need. All of these cause failure to us in one way or another. Through community activities, announcements are given with the help of local leaders, to encourage parents to be engaged in the education of their children."* **HT Interview 7**

*"VVOB should also involve if possible, parents in the trainings they provide so that they may also have some skills on how they can help to develop schools."* **HT Interview 14**

One school that reports successful engagement with communities also offers an example of how the school and students came together to increase community engagement:

*"About the community, the people around the school are the ones that we give jobs to at the school. We also have a club at school called Youth Impact Mission and this club does different activities to support the poor. Members of the club mostly go out to work with the community to promote and help poor people around the school, which is very important, so that is how the school collaborates with the community."* **DHT Interview 8**

## 2.9 Student and Teacher Attendance

Interviews across various respondent groups note some changes in both student and teacher attendance since school leadership participated in the LTLT courses. However, the underlying reasons for these changes differ. SEIs and HTs note that student attendance was one of the main issues raised in the PLCs with changes in student attendance ultimately attributed to school level changes brought about to motivate students as well as greater engagement with community members to keep students in school. For example, one school reported that during the development of their school's core values it was decided that requiring students to pay for lunch contradicted their values and began providing free school lunches to all students, regardless of their financial ability.

*"The changes in the student learning environment since completing the Diploma Program in Effective School Leadership is that we noticed among our core values we have one which is to prepare a capable Rwandan. Therefore, the school committee decided that we shall be feeding all our students for free in order to avoid discrimination of rich or poor among our students. This was done as a form of motivation and again to avoid students missing class or teaching students with an empty stomach. This really motivated the students because, so far, the attendance is good and the feedback from the teachers is positive."* **HT Interview 11**

*"My engagement with parents and the community changed since completing the VVOB trainings. . . since we started engaging a lot with parents, they now understand the value of education and that is why this term, as I have said, the attendance was consistent."* **HT Interview 6**

*"Class attendance has increased, as we motivate them and encourage them to study, but also we work with parents where we go with them to villages to encourage other parents to let their children come to school and when they see that we are with parents like them and teachers, they accept and bring their children to school. That's the methodology we use to reduce drop-out cases and do the monitoring of learners."* **HT Interview 4**

*"Since developing the SIP, there is a change as students are now encouraged to study sciences. Before you could find 5 students out of 50 in a classroom during mathematics classes which meant they became bored and went out, but now they all attend the class."* **STEM SSL Interview 9**

Changes in teacher attendance, on the other hand, appear to be influenced by changes in human resource management by school leaders.

*"So, the main challenge that I have is to manage all these people. The good thing is that we have been provided with those trainings that help us to manage the situation and to set a plan. Otherwise, it wouldn't be easy for us. So, in the way of resolving this, especially about teaching, we place a lot of importance on the attendance and punctuality of teachers and we decided to use a fingerprint in order to help us to have accurate data on attendance and punctuality of teachers at school."* **HT Interview 9**

*"About teachers, we have an attendance register where they record their attendance if they came to school or not and we interact with them to know how they work . . . and all this increased after the VVOB trainings as we learned how to improve everything in schools."* **HT Interview 4**

*"About managing people, like teaching staff, we have an attendance list to be filled in the morning by teachers to confirm their presence. In addition I have a personal attendance list for teachers that helps me to make my own evaluation and follow up if he/she is present or absent or he/she asks for permission [to be absent]. . . Also, some policies have changed, like the internal rules. We are now developing the rules for all school workers, before we did not have them."* **HT Interview 8**

However, SSLs and SBMs are more likely to report increased motivation due to participation in CPD, such as CoPs, some schools have changed how they engage with teachers or note motivating teachers to increase their attendance.

*"There is a change in teacher motivation. Before, due to poor collaboration between teachers and school leaders, a teacher could have a problem that requires him/her to not come to school and you find that she/he is absent without informing any authority. This behavior impacted student learning. Even on the student's side, they used to miss the class as their teachers were not motivated. But now, due to [changes from teachers] participating in CoPs, all students arrive to school on time and every morning we have a supervised study period."* **STEM SSL Interview 9**

*"Now every teacher is happy and has learned a lot from us and everyone is free to share whatever he/she has with others and to ask support where they are weak. This resulted in all feeling motivated and loving what they do. Most of our homes are away from school, but you find that at 7:00 am all of them are at school yet the work starts at 8:00 am, this shows how they love what they do. This changed since the training because even the Head Teacher motivates them."* **SBM Interview 11**

*"During trainings, we were encouraged to motivate them in their job as they know also that a good teacher is the one who fulfills his/her responsibilities of teaching well, including attendance and being at school on time as we always discuss it during CoPs."* **SBM Interview Sub 9**

## Section 3: Gender
### 3.1 Gender and School Leadership

The evaluation looked at gender as a cross-cutting issue, however, the main challenge when discussing gender in the context of a program aimed at training school leaders is the lack of female representation in leadership positions, particularly at the secondary level. An analysis of VVOB's training database listing participants assigned to each of the three raining cohorts, where gender information was available, highlight the poor representation of females in school leadership:

- 16.8% of Head Teachers,
- 25.8% of Deputy Head Teachers,
- 12.5% of School Based Mentors and
- 20.1% of STEM School Subject Leaders are females.

Similarly, during data collection, despite actively seeking schools to obtain female participants, ultimately only 15 out of the 100 in-depth interviews were conducted with women (15%).
Of the 113 contacted for participation, three refused, all of whom were female (or 17% of all females contacted).

Teaching staff at the secondary level is also predominantly male (71.9%), with females making up less than one-third of all staff (28.1%).[42] The evaluation included questions about differential impact of the training for male and female teachers, however responses were superficial, which may indicate a lack of personal reflection while others noted the lack of female teachers as preventing them from responding to the questions.

*"Motivations are not the same for both female and male teachers. Like female teachers, some have babies and other responsibilities." SBM Interview 10 (Female)*

*"About the female and male teachers, according to how this sector is, there are not many female teachers in the schools. Like in that school there are only two female teachers out of 19 teachers, so I cannot recognize the impact on the female teachers." SEI Interview 7 (Female)*

*"Both female and male teachers have the same changes because they work as a team, there is no discrimination. Fortunately, that school has an SBM who is more active than the others, she works harder to lift other teachers up." SEI Interview 10 (Male)*

*"The changes are different for both men and women because men change easily while women do not. The reason is that naturally, women are weaker due to the language barrier." SBM Interview Sub 12 (Male)*

### 3.2 Gender in Schools

Responses about differential changes in learning for students, particularly in STEM subjects, illustrated that many school leaders and teachers are thinking about gender, reflecting an increased emphasis on addressing gender in schools in line with the ESSP 2018-2024 priority and the 2017 Girls Education Policy. However, while there is a recognition of gender differences in education, with teachers commenting on the likelihood of students to excel in specific subjects based on gender, there is a lack of deeper reflection on why these differences exist or how to address them. School leaders were more likely than teachers to provide examples that show they are actively addressing gender in their schools, including engaging and encouraging female students in the sciences.

*"Changes have happened for both girls and boys, as we put much attention on encouraging girls to improve their confidence by assigning them some roles in class, telling them that they can do it and that they can perform well in science subjects. This brought change where last year in 2019 the first students at primary and ordinary [level] in national exams were girls." DHT Interview 5 (Female)*

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[42] MINEDUC (2018) *2018 Education Statistics.*

*"For female students there was a mindset that education is for males, for they thought that they are not capable, and they cannot do it. But now we helped them to improve and increase their confidence which has resulted in increased performance of female students, even more than male students, so that is a good change."* **HT Interview 6 (Male)**

*"In the classroom female students are still somehow behind male students in confidence. It has changed in the past year because I am like their role model. This has pushed me to always encourage female students to increase their confidence, like male students, especially in joining the science competitions."* **STEM Teacher Interview 4 (Female)**

*"There is no difference at ordinary level for both female and male students in STEM, the difference may be seen at the advanced level. Boys mostly perform well in mathematics because they work hard with a lot of energy. With regards to girls, I did not research it, but looking at student scores, girls mostly perform well in English which may be because they like languages more than science subjects."* **STEM Teacher Interview 2 (Male)**

*"Yes male and female students learn STEM subjects differently because, generally, girls don't like science, they say it's a difficult subject. But because I learned [science], I try to show them how it is easy and the benefits of learning science."* **STEM Teacher Interview 12 (Female)**

*"In fact, what I realized is that girls need supplementary time, because at their homes, they have a lot to do, there is need to encourage and motivate them and tell them that even if boys are getting better results than them, they will succeed too."* **HT Interview 14 (Male)**

## 3.3 Gender and CPD Courses

An analysis of the VVOB training database maintained by VVOB for Cohort 1 trainees shows that there is a difference in pass, fail and dropout rates for both male and female participants. While the number of male participants outnumbered female participants, 9.9% of female Cohort 1 trainees either dropped out or failed the course, as compared to 6.6% of male trainees. Dropout rates are more than double for female participants (3.1%) as compared to male participants (1.3%). By training participant category, dropout rates are highest for female HTs at 15.4% (compared to 3.8% for male HTs) and fail rates are highest for female STEM SSLs at 14.3% (compared to 8.9% for male STEM SSLs).

*Table 12: Cohort 1 Training Outcome by Gender*

| Category | Female % | Female Total | Male % | Male Total | Total % | Total |
|---|---|---|---|---|---|---|
| Dropout | 3.1% | 5 | 1.3% | 9 | 1.7% | 14 |
| Fail | 6.8% | 11 | 5.2% | 35 | 5.5% | 46 |
| Pass | 90.1% | 146 | 93.4% | 624 | 92.8% | 770 |

*Table 13: Cohort 1 Training Outcome by Position and Gender*

| Category | Female HT | Male HT | Female DHT | Male DHT | Female SBM | Male SBM | Female SSL | Male SSL |
|---|---|---|---|---|---|---|---|---|
| Dropout | 15.4% | 3.8% | 1.9% | 2.0% | 0.0% | 0.0% | 0.0% | 0.8% |
| Fail | 0.0% | 4.8% | 1.9% | 1.4% | 4.8% | 3.1% | 14.3% | 8.9% |
| Pass | 84.6% | 91.3% | 96.2% | 96.6% | 95.2% | 96.9% | 85.7% | 90.3% |

Interestingly, final average scores on training Modules 1 and 2 for passing participants are similar for both male and female participants across all participant types. This indicates that males and females that ultimately pass the course, perform similarly within the modules and that more understanding is needed on other participant factors that may contribute to dropouts and failures.

*Table 14: Average Final Module 1 and 2 Scores for Participants Passing in Cohort 1 by Position and Gender*

| Category | HT Module 1 | DHT Module 1 | SBM Module 1 | SSL Module 1 | HT Module 2 | DHT Module 2 | SBM Module 2 | SSL Module 2 |
|---|---|---|---|---|---|---|---|---|
| Female | 67.5 | 72.2 | 74.1 | 69.2 | 68.2 | 69.0 | 77.6 | 72.9 |
| Male | 68.6 | 71.2 | 72.9 | 69.8 | 69.7 | 69.1 | 73.7 | 73.2 |
| **Total** | **68.3** | **71.4** | **73.1** | **69.7** | **69.3** | **69.1** | **74.2** | **73.1** |

While interviews did not include questions regarding gender considerations during the course itself, trainers noted challenges for both trainers and attendees with accompanying babies and caregivers. Trainers report that while the cost of meals were covered for the child, accompanying caregivers had to cover food and transportation costs themselves.

## Section 4: Sustainability of CPD Courses

When looking at sustainability of the CPD Diploma Program in School Leadership and the Certificate Program in Educational Mentorship and Coaching, it is necessary to look at both the capacity of current partners to continue providing high quality CPD courses, including the ability to revise and refine course materials, implement the course and evaluate the course, and the GoR's level of interest, ability to coordinate, and financial capacity to maintain the courses. In order to inform the evaluation, interviews were conducted with a selection of officials and trainers from UR-CE and REB.

*Table 15: Education Partners Interviewed*

| Institution | Gender | Role |
|---|---|---|
| UR-CE | Male | Senior Official |
| UR-CE | Male | ESL Trainer |
| UR-CE | Male | ESL Trainer |
| UR-CE | Female | EMC Trainer |
| UR-CE | Male | STEM Trainer |
| UR-CE | Female | STEM Trainer |
| REB | Male | Senior Official |
| REB | Male | Official |
| REB | Female | Official |

### 4.1 Capacity of Implementing Partners to Continue CPD Courses

#### 4.1.1 Planning and organizing CPD Courses

The CPD Framework[43] is underlined by Rwanda's Education Sector Priorities in the ESSP. The role of CPD is recognized as essential for improving education to produce knowledgeable citizens with skills and attitudes that would enable them to be entrepreneurs in their own learning, thinking and doing and is underpinned by MINEDUC's goal to improve quality of education and training. REB, as the implementing agency, aims to improve teacher CPD, specifically the impact that teacher CPD has on teaching and learning in Rwandan schools and the wider education system. The national teacher CPD framework was developed under the leadership of REB's Teacher Development and Management and Career Guidance and Counselling (TDMCGC) Department, with the support of sector working groups in consultation with stakeholders at central, district, sector, and school levels. These stakeholders included teachers, head teachers, and parents; sector and district education officers from all districts in the country; and representatives from the REB, MINEDUC, and development partners. This was a result of a situational analysis in 2016, conducted to identify strengths and weaknesses of the teacher CPD system. The teacher training colleges and UR-CE were part of this review and provided advice and inputs at several stages of the process.

CPD courses are developed and led by UR-CE. UR-CE is mandated to design and deliver accredited, modular, workplace-based CPD courses including the Diploma and Certificate Programs, oversee monitoring and evaluation for courses, deliver certificates, produce and distribute training materials for teachers, coordinate and plan training of SBMs through SEIs, support and collaborate with schools in monitoring of the School Based Monitoring Plan, collect and analyze monitoring reports from districts and provide training to district, sector, and school education leaders to enable them to take up their roles and responsibilities.

Both REB and UR-CE have the technical capacity to plan, design and organize delivery of CPD courses as confirmed by respondents and stakeholders, including trainees. However, the analysis and revision of training materials and identification participants, has been the domain of VVOB throughout program implementation. While the effectiveness of VVOB in these processes is appreciated by partners and is a model that allows both REB and UR-CE to appropriately plan, it is unclear if the planning and organizational process will be as efficient without VVOB support.

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[43] REB (2019) The National Teacher CPD Framework.

*"VVOB staff provide hands-on support and ensure modules are appropriately responding to trainees needs. Tests are administered and are very appropriate." **Trainer Interview***

*"For example, at the beginning of each year, all the four training calendars are shared. This gives us flexibility to plan out the schedule. We are consulted on availability with advance notice prior to commencing each training and most especially for part-time trainers, this offers them flexibility to do their other work." **Trainer Interview***

### 4.1.2 Implementing CPD Courses

REB and UR-CE have the technical capacity to implement CPD courses, however most respondents are uncertain of their capacity to deliver programs independently, given the financial resources needed. From a technical standpoint, UR-CE continues to deliver the courses with little or no support from REB. However, logistical planning activities are largely managed by VVOB.

*"Upscaling from 14 to 30 districts requires significant financing and I am not sure if this would be possible without VVOB's support." **Trainer Interview***

UR-CE trainers are very knowledgeable and have all the necessary technical competencies needed to deliver face to face training as most trainers are senior lecturers at the National University. However, given that they have other teaching and consultancy roles, they continue to need logistical support to plan and deliver on administrative tasks that are integral to CPD training. In addition, with the shift to on-line delivery, it is unclear if UR-CE has the current capacity to administer high quality on-line courses in light of the outstanding ICT literacy and infrastructural challenges within schools.

*"It's best to have a blended approach of face to face with online learning. But, in my opinion, this could have been prepared with sufficient time to understand level of trainees and provide the necessary literacy." **Trainer Interview***

*"The online option would be the less costly choice. However, a number of constraints would have to be resolved first. Infrastructure for ICT such as electricity and internet are lacking in some schools, teachers don't have ICT literacy skills, there are limited/no portable computers for self-learning in some remote schools." **Trainer Interview***

### 4.1.3 Evaluating CPD Courses

There's a general consensus that evaluations are done during and immediately after training. However, evaluation is centered on improving the courses and most respondents believe that evaluation to understand the impact of training is one of the weakest areas of the LTLT program. Field visits are conducted only once a year, though partners believe more are required in order to evaluate the impact of training at school level to ensure that theories are translated into practice. There is also an expectation that DDEs, DEOs and SEIs follow-up with HTs and school staff, however their time and capacity is limited. Trainers report that they do not see evidence that SEIs are following-up with training participants and there is a strong belief that SEIs are too busy (or perhaps not incentivized sufficiently) to effectively follow up with schools.

*"For instance, SEIs don't quite have clear understanding of what's expected in a school improvement plan." **Government Official Interview***

During the courses, participants identify challenges and solutions they are expected to work on, however, outside of formal research and evaluations, there is limited evidence as how they are working on addressing those challenges and how they are supporting other teachers to address challenges within their schools and classrooms.

*"They don't know how to mobilize fellow teachers as they are afraid of their leaders (in some cases this comes down to individual personalities) but in some cases it's the general fear out of the hierarchical bureaucracies." **Trainer Interview***

## 4.2 Government Interest and Support for LTLT CPD Courses

The GoR continues to depend upon support from multilateral organizations, bilateral donors and international NGOs to support CPD and teacher trainings. Current investments by GoR and its partners

are aimed at improving learning and increasing advancement beyond primary education. In addition to the LTLT program, additional programs include the DFID funded BLF and the USAID funded Soma Umenye programs, both of which focus on improving learning outcomes in primary schools. The GoR heavily relies on foreign aid to support school learning initiatives and, as such, the allocation of domestic revenue to the sector has remained low. In 2019/20, UNICEF Budget Brief states that external financing as a share of the education budget continued increase to almost threefold, from 6.1% in 2018/19 to 16.8% in 2019/20. This dependence is expected to continue to rise over the medium term with signing of credit-financing agreement with the World Bank to support the education sector[44]. Ongoing initiatives to improve learning outcomes, are mainly supported by development partners and NGOs.

### 4.1.1 Continued UR-CE and REB Partnership for Course Delivery

The CPD framework is new, and teacher trainings have remained fragmented and are primarily driven by development partner projects which are largely picking up gaps in English as a language of instruction, the new CBC, pedagogical practices and technical and vocational skills. As UR-CE's mandate is pre-service teacher training while REB's mandate is in-service teacher training, the LTLT program has brought together the three stakeholders to develop and implement the two CPD courses where UR-CE, REB and VVOB work collaboratively.

*"Although content has been mainstreamed into government materials, undergraduate teaching needs to be adapted and leadership mainstreamed into preservice."* **Trainer Interview**

There's an expectation that perhaps LTLT courses could be scaled-up through online-digital platforms and through self-learning and peer learning among teachers and head teachers. This might be an affordable option for government but there is need to gradually rollout the courses through a blended approach given that most teachers, especially teachers in primary schools are not ICT literate and rural schools do not have the necessary infrastructure to support online learning. Most trainers (UR-CE lecturers) expressed the same concerns. They also fear that this modality was developed and rolled-out in a rushed manner. The LTLT program relies on and encourages peer learning through PLC and CoPs, however, the online modules lack interactive mechanisms. Despite the challenges, trainers recommend phased roll-out and recognize the benefits of the platform. These benefits include instant feedback on tests, whereas previously trainees could wait two to three weeks to receive results and the ability of platforms to break down geographical barriers to participation.

Most respondents believe that LTLT courses are highly recommended due to the high quality of the course itself. Stakeholders report that this quality is influenced by the adaptive nature and significant consultations with all stakeholders, including schools in the design of the course. The language in the materials is appropriate and modules have illustrative examples with questions for reflection and numerous case studies that are relevant to the contexts though which trainees operate in and the continued adaptation to incorporate feedback from REB, VVOB staff, UR-CE Trainers, and trainees continues to ensure the high quality and relevance of the courses. Stakeholders believe that this process would take a prohibitively long time if government was responsible, due to institutional bureaucracies and technical gaps. For example, lessons and challenges from Cohort 1 were analyzed in sufficient time to be used to improve training for Cohort 2.

*"I was involved in the 1st and 2nd Cohort trainings, what is unique about this training is that Cohort 1 challenges were analyzed and used to improve training succeeding cohorts."* **Trainer Interview**

### 4.1.2 Joint Partnerships with Districts for Course Delivery

Districts do not have sufficient capacity to implement teacher training programs on their own. Through joint partnerships with respective non-government stakeholders, districts should enable teacher training to happen, however this approach risks duplication and an un-harmonized approach. Through joint partnerships with REB, MINEDUC and UR-CE, non-governmental organizations could implement CPD programs to scale, driven by the CPD Framework, district budgets and performance contracts. UR-CE

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[44]UNICEF (2019) Education Budget Brief: Investing in child education in Rwanda 2019/2020
https://www.unicef.org/esa/media/5901/file/UNICEF_Rwanda-Education_Budget_brief-2019.pdf.

could continue to provide the course materials as an authorized academic institution, however phasing in the CPD training into districts is not currently covered by the LTLT program and may be too expensive for districts to take on without external support. Blended approaches with both online and face to face training would be the most cost-effective option, however this would depend on improvements to ensure there is an enabling environment including infrastructure and capacity.

*"The likelihood for handover is 100% but buy-in might be a challenge without the incentives that are currently given. This training also takes a lot of logistical support in order to run a face-to-face training."* **Trainer Interview**

*"Phasing the training into other unreached districts is a likely option, but an expensive one, too."* **Government Official Interview**

Respondents believe that where CPD trainings are organized by districts, using district budgets, there is need for capacity building at the district level with guidance from UR-CE and REB. The UNICEF Budget Brief 2019/20 states that over 55% of the education budget is decentralized. However, most resources transferred to districts are for teacher salaries and other incentives, as well as exam costs, capitation grants and non-formal education. The decentralized budget for education is quite evenly distributed, averaging 5.4 billion RWF per district. However, for the most part, this budget is unlikely to be spent on improving the quality of education. For example, in 2019/20, the government allocated 32.9 billion RWF towards these quality improvements, up from FRW 22.9 billion in 2018/19. However, the ICT promotion in education was the main driver of the increase and was allocated 15.6 billion RWF in 2019/20 up from 3.9 billion RWF in 2018/19, with a slightly reduced budget allocated to education quality standard and teacher development.[45] Unless the GoR allocates resources to education quality standard and teacher development, delivery of courses at the decentralized level might not occur. Moreover, local government leaders must ensure continuity and unless they have the budget allocated to education quality or integrate CPD into performance contracts, CPD courses will likely not continue.

*"Given that this is a heavy cost, I am not sure that the government has the potential to shoulder it."* **Trainer Interview**

*"Without VVOB, it is not easy to continue the program as it is. The REB training budget is heavily constrained. Though there is scope to increase it, but alone, REB would not run the courses."* **Government Official Interview**

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[45] UNICEF (2019) Education Budget Brief: Investing in child education in Rwanda 2019/2020
https://www.unicef.org/esa/media/5901/file/UNICEF_Rwanda-Education_Budget_brief-2019.pdf.

# Conclusions and Reflections

Findings from the qualitative midterm evaluation highlight that in schools where school leadership, SBMs and STEM SSLs completed the LTLT program courses, there are changes in leadership style, quality of CPD activities and increased communication and collaboration between school leaders and teachers and amongst teachers themselves. The use of Outcome Mapping and the development of outcome statements and progress markers for each boundary partner (school actor), contributes to a better understanding of expectations for LTLT program course participants and how they apply learning from CPD courses in order to improve the quality of education at secondary schools. Progress markers also provide a basis for monitoring and evaluating outcomes and competences for HTs, DHTs, SBMs, STEM SSLs, SEIs, DDEs and DEOs during follow-up visits with participants and at endline.

The following is a reflection on the midterm findings as compared to the baseline findings as well as a reflection on the learning questions:

Evaluation findings show that there is a synergetic effect at schools where key staff are trained. Changes in school leadership has increased collaboration amongst leadership and teachers creating an environment of mutual respect that motivates teachers to improve the quality of teaching, particularly in schools where HTs are trained prior to or concurrently with other school staff. By creating the space and time for CPD to take place as well as by motivating staff to actively participate in CoPs, school leaders confirm their commitment to improving teaching quality. In addition, changes in the capacity of SBMs and SSLs, has improved the quality of and access to CPD. Where teachers report often struggling on their own out of fear of sharing their challenges and appearing incompetent, participation in CoPs, in particular, has improved teacher confidence, motivation and teaching practices by facilitating a space where teachers are free to share challenges and support the identification of solutions.

## Competences of Key Educational Actors

*School Leaders:* Findings from in-depth interviews highlight perceived changes in the role of school leaders as a direct result of their participation in the Diploma program. These include changes in their understanding of their role in managing the school in the context of the five standards of school leadership as set forth by REB, as well as changes in their perceived capacity to effectively lead their school. Baseline findings on the competences of school leaders to lead their schools effectively found that while leaders rated themselves highly on all five standards, few school leaders rated themselves highly on all five standards combined. Of the five standards, findings show that there have been significant reported changes in school leader's ability to create a strategic direction for their schools, lead teaching by supporting CPD programs and improving induction programs for new teachers, managing the school as an organization and working with parents and the wider community. While changes in competences under the standard of leading learning are reported, including supporting attendance, classroom assessments and developing student clubs and recreation activities, leaders also recognize that there are significant gaps, particularly in capacity to support inclusive education.

*SBMs and STEM SSLs:* At baseline, a little more than half of the SBMs and STEM SSLs surveyed reported high competences in coaching and mentoring teachers and highlighted the need for supporting those without competences to gain skills and empower those with existing competences to grow in their roles. Many SBMs report that prior to participating in the Certificate Program in Educational Mentorship and Coaching, they were primarily focused on supporting teachers in English only and that they did not fully understand the role of the SBM, but simply found themselves nominated to the position without any training or support. As a result of their participation in the Certificate program, nearly all SBMs report increased confidence in their role as a mentor. STEM SSLs also report changes in their capacity to support STEM teachers as well as increased confidence in their abilities to lead their departments. STEM SSLs report changes in their skills, specifically on coaching and mentoring in STEM. However, the extent to which STEM SSLs are able to adopt new teaching practices is limited by the lack of facilities and large class sizes.

Interviews with SBMs also highlight many changes to both the school environment. Findings correspond with similar qualitative studies undertaken by VVOB and partners, including increased collaboration and

trust amongst school staff, openness to discuss issues related to quality of education and participation in CoPs.

*SEIs:* Baseline findings on the competences of SEIs show that there was a strong improvement in the perceived confidence of SEIs to coach and mentor school leaders immediately after participation in the course. Similar to interviews with school leaders, SEIs at the midterm were more likely to report changes in communication and leadership style as a result of their participation in the Certificate course, reflecting the course's focus on communication through coaching and mentoring. However, the majority of school leaders were unlikely to report seeking support from SEIs when they had challenges regarding school leadership and were more likely to seek support from their peers. This may reflect challenges of the role of the SEI as they often many schools to cover, very few resources to do so, and are often pulled into non-education activities by their supervisors as well as the fact that SEIs do not participate in a the Diploma program on school leadership.

*DDEs and DEOs:* At the time of the interviews, DDEs and DEOs had not yet finished the course, including the coaching and mentoring module, which was reflected in the findings. As DDEs and DEOs are responsible for monitoring schools, the main outcomes reported were related to improvements in this function. Specifically, they report increased capacity to monitor a school's strategic direction, including vision, mission, core values and SIP, and follow up on monitoring visits to evaluate changes at the school level.

## School Level Outcomes

Findings from interviews with school, sector and district respondents indicate that there are tangible changes at schools. These changes include a shift in leadership style from authoritarian to distributive; improved coaching and mentoring practices by school leaders, SBMs and STEM SSLs; improvements in induction programs for new teachers; adoption of CoPs; development of school strategic direction, including mission, values, SIPs and yearly action plans; improved school resource management; increased engagement with parents and communities; improved teaching practices; and increased student and teacher attendance.

At baseline, CPD activities were taking place in most schools, however they were primarily formal timetabled meetings where staff members discussed a case study. At other schools, there were no timetabled CPD meetings and CPD were either not conducted or conducted on an *ad hoc* basis. However, midterm findings highlight significant changes in the organization and type of CPD activities offered at schools. The majority of schools included in the evaluation report that they have a schedule for CPD activities. In addition, the majority of STEM teachers and NQTs interviewed report participating in CPD activities at their school, primarily in the form of CoPs.

Similar to baseline findings, school leaders and SBMs report having participated in more formal training opportunities as compared to STEM SSLs, STEM teachers and NQTs, and there was a concern expressed that trainings received by SBMs are not cascaded down to other staff members. At midterm, however, interviews with STEM Teachers and NQTs indicate that there is a transfer of learning as a result of SBM and STEM SSL participation in the Certificate course, particularly highlighted by STEM teacher knowledge of the 5Es. However, school leaders and teachers note that there is a subset of teachers who remain resistant to attending CPD activities and trainings provided by the SBM or STEM SSL. These teachers are often described as older teachers or teachers who refuse to participate without incentives.

While at baseline, a little more than half of school leaders reported that they had an induction program at their school, upon closer inspection, the support provided was primarily instrumental, including introducing the teacher to the school and providing pedagogical documents. Induction programs lacked support to help a new teacher grow in their profession and lacked personal or emotional support. However, at the midterm, findings show that while more than half of the schools interviewed report having a formal induction program, all schools note substantive changes to how they support new teachers. The type of support varies across schools, however it generally includes support to help a teacher grown in their profession through mentoring and lesson observations, as well as personal

support as the teacher adjusts to a new work and living environment. However, despite the intention of induction programs to provide support throughout the first year, there is indication that this is rarely taking place due to heavy teaching workloads for SBMs and SSLs. Many report regretting that the lack of time does not allow them to provide the level of support to NQTs as they would like.

## How School Leaders Build Supportive Environments for Professional Development

Evaluation findings also highlight three key behaviors of school leaders who build supportive environments for the professional development of teaching staff at their schools. These factors are:

- creating the space and time for professional development activities to take place by incorporating them into the school timetable and ensuring that other activities do not take precedence over CPD activities;
- participating in activities to lend credibility to and encourage participation in CPD activities organized by SBMs and STEM SSLs; and by
- providing effective feedback to teachers during CPD activities including classroom observations.

*Creating Space and Time for Professional Development to Take Place*: Literature shows that the aspect of leadership that is most strongly associated with positive student outcomes is that of promoting and participating in teacher learning and development.[46] However, findings from the midterm evaluation show that time is the biggest challenge to effective CPD at schools. There are many competing activities that often limit or take the place of CPD, including the curriculum length that exceeds the time available, external meetings or requests for information or data and additional jobs or responsibilities that many teachers take on outside of school hours. If CPD is not formally included on the school timetable and if school leaders do not ensure that this time remains solely for CPD, the many competing factors for teacher's time prevents their participation. In schools where the HTs do not support allocating or maintaining time for CPD on the school timetable, SBMs, SSLs and teachers are more likely to report overall dissatisfaction with their leadership.

*Leadership Participation in CPD activities:* Leadership participation in CPD activities is important to encourage active participation of teachers, particularly those who are resistant. Depending on the CPD activity, the school leader does not need to play an active role, but rather a supportive role to those leading the activity. The midterm findings show that the mere presence of a HT at a CPD activity encourages greater participation. This is supported in the literature where co-participation of school leaders in CPD influences teacher growth. Teachers were more likely to feel supported, encouraged to experiment and place greater value on professional learning when their leaders also participated in activities. In turn, leaders were also noted to exhibit greater professional growth as well.[47]

*Effective Feedback During CPD Activities*: The final finding on how leadership builds a supportive environment for CPD is in how school leaders provide feedback. The findings of the evaluation show that previously teachers did not feel free to speak or ask questions for fear of being judged or persecuted by school leadership and their peers. In addition, many school leaders and teachers alike report that classroom observations and other interactions with school leaders took place in a model of "looking for what is wrong" in order to police or place blame on the teacher. Teachers are unlikely to meaningfully participate in CPD activities unless they feel safe, trusted and respected by their colleagues.[48] With changes in mentoring and coaching as presented in the LTLT courses, school leaders and teachers report changes in how feedback is shared. Rather than placing blame, school leaders work with teachers to problem solve the issues flagged during classroom observations in order to identify solutions. In addition, school leaders report recognizing what a teacher has done well, where as previously, they only

[46] Robinson, V.M., Lloyd, C.A., Rowe, K.J. (2008) *The impact of leadership on student outcomes. An analysis of the differential effects of leadership types*. Education Administration Quarterly.

[47] Hilton, A., Hilton, G., Dole, S., & Goos, M. (2015). School Leaders as Participants in Teachers' Professional Development: The Impact on Teachers' and School Leaders' Professional Growth. Australian Journal of Teacher Education, 40(12). http://dx.doi.org/10.14221/ajte.2015v40n12.8

[48] Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. Journal of Educational Change, 7, 221- 258.

focused on the problems. The change in feedback has helped to develop a culture where problems can be addressed and resolved.

## How the Program Impacts Teacher Motivation and Retention

The LTLT Needs Assessment found that there is a lack of motivation strategies at schools and that teachers are generally demotivated and the LTLT Baseline report recommended that the program should develop a better understanding of what motivates new teachers to stay or leave the teaching profession and how the LTLT programme can contribute to this decision in a positive way.[49,50]

Evaluation findings show that the key factors for retention of teachers are salary, housing and location of a school. Those interviewed report that they would leave their current school if they could receive more money, have free housing or be closer to their families at a different school. Some teachers feel that the perception of teaching as a profession in society is negative due to the poor salary of teachers and, combined with the pressure of supporting their families, male teachers in particular note this to be a demotivating factor that has implications for their continued career in the teaching profession. While the LTLT program does not currently have a significant impact on teacher retention (as the career path development scheme is not yet operational), the assessment findings show that the LTLT Program can and does impact teacher motivation through:

- changing how school leaders support teachers,
- developing a culture of collaboration,
- formalizing induction programs,
- building the self-confidence of school staff and
- providing new leadership opportunities.

*Collaborative and Supportive Leadership*: While respondents report that a good salary is a key factor for the retention of teachers, a collaborative and supportive leadership was mentioned more than salary when asked about teacher motivation and was also associated with teacher retention. Teachers report that salary and location remaining equal, they are more likely to stay at a school where they feel that they are valued and respected. As noted elsewhere in this report, respondents highlight changes in how school leadership engages with and encourages participation of stakeholders at their schools as a result of their participation in the Diploma Program. These include participatory development of the school Strategic Direction and increased engagement of leadership in CPD.

*Culture of Collaboration*: As noted in the findings, respondents report both improved collaboration between leadership and teachers as well as increased collaboration amongst teachers, primarily through peer problem solving within CoPs. In interviews, teachers report increased motivation as a result of the culture of collaboration with peers and leaders. Respondents highlight a sense of openness to address both personal and systemic problems in teaching with the ultimate goal of improving the quality of education. This is in contrast to the previous school culture in which teachers report fear that raising problems will only draw negative attention to their personal capacity as a teacher.

*Holistic Induction Programs*: Studies show that induction and mentoring programs for new teachers have a positive impact on teacher satisfaction, commitment and retention.[51] Findings from the LTLT midterm evaluation also highlight the positive impact that adoption of induction programs has on newly qualified and newly assigned teacher motivation. Holistic induction programs that not only support a new teacher's adjustment to the teaching profession and school, but also looks at how a teacher is adjusting to a new living environment helps to develop a support network for a new teacher. As a result, new teachers report feeling motivated as they are valued both personally and professionally by their school leaders.

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[49] VVOB (2018) Needs Assessment Study Report: Leading Teaching and Learning Together in Secondary Education (2018-2021).

[50] VVOB (2019). Leading, Teaching and Learning Together: A baseline report of the secondary education programme in 14 districts in Rwanda, VVOB, Rwanda, Kigali.

[51] Ingersoll, R., & Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. Retrieved from https://repository.upenn.edu/gse_pubs/127.

*Self-Confidence*: Self-confidence was identified in the findings as a key motivator for all respondent levels. The majority of respondents participating in LTLT program courses report a better understanding of their job functions and more confidence in their ability to perform their duties, with many citing this as a motivating factor. In addition, SBM and STEM SSLs were more likely to report that this confidence and motivation is reinforced when school staff recognize their capacity to support teachers and actively seek out their help and advice. Teachers also noted increased self-confidence in teaching through pro-actively addressing challenges through peer problem-solving within CoPs.

*New Leadership Opportunities*: Many schools report greater recognition of the position of SBMs and STEM SSLs at schools and/or supporting SBMs and SSLs to take on more leadership responsibilities within their schools through organizing and delivery CPD. In addition, there is evidence that teachers are also given leadership roles through their participation in CoPs, where teachers are asked to lead sessions for their peers. As Harris and Jones (2019) found, the key dimensions of teacher leadership that are supported in in the literature are the importance of teacher leadership as influence, as compared to a formal responsibly, going beyond the classroom to share practices and supporting others to improve their own teaching practices.[52] All three key dimensions of teacher leadership are supported within CoPs.

Findings from the midterm evaluation show that teachers are motivated by factors associated with self-efficacy. Teachers report feeling motivated when their students perform well on national exams and when they, themselves, feel that they are able to properly teach the curriculum, including having the appropriate teaching materials. They also feel motivated by external factors, including recognition of their achievements by school leadership and financial or material incentives. While the findings indicate that the LTLT program has an impact on these motivation factors, more research is needed to verify these findings.

## Reflection on Program Theory of Change

Analysis of the findings from the midterm evaluation indicate that the program ToC adequately represents the process of change seen as a result of the interventions as applied. The only exception being with regards to the role of parents and community members. The current program ToC assumes that training of school leaders in parent and community engagement will ensure greater involvement of parents and teachers in schools. However, this model does not take into account that, while school leaders can create conditions for parent and community involvement, parents and community members need to understand their rights and responsibilities when it comes to their child's education and be motivated to exercise these rights. Respondents recognize the importance of parent and community involvement in the success of their schools, but express frustration that their efforts to engage the community are successful only to a point and request additional support to engage communities and trainings for parents and communities on their rights and responsibilities.

Evaluation findings also suggest that student achievement is a strong motivator for teachers to improve teaching quality. In the ToC, improved teaching and learning environments in schools should lead to the ultimate objective of the program to improve learning, well-being and reduced gender gap in math and STEM learning outcomes (as a result of system change at school, improved leading and improved teaching). While this is represented as one-directional, there may be a feedback look whereby improved learning encourages schools to continually improve the teaching and learning environments.

## Reflection on Sustainability

In the past, MINEDUC has depended heavily upon development partners to deliver teacher trainings to schools. There is currently little evidence and no precedence to support that an independent approach will yield impactful gains at this stage, given that the financial capacity to scale-up implementation and

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[52] Alma Harris & Michelle Jones (2019) Teacher leadership and educational change, School Leadership & Management, 39:2, 123-126, DOI: 10.1080/13632434.2019.1574964

retain existing gains are lacking. There are currently no plans for REB or UR-CE to extend LTLT trainings into the districts not currently covered by the program. One option to reduce the cost of running courses is through online learning platforms. While rural electrification and smart classroom programs are increasing access to electricity and computers, the available infrastructure and equipment as well as the ICT literacy necessary for online leaning is still limited in many schools.

REB and UR-CE staff, as university lecturers, have the skills to design and conduct high quality trainings. However, implementation of CPD courses by UR-CE, REB and districts requires significant technical and financial support in order to maintain the highly rated adaptive approach undertaken by VVOB and provide the necessary post-training follow-up. As such, the GoR continues to require financial support from donors, such as MCF and technical assistance from organizations such as VVOB in order to build their internal capacity to plan, implement and evaluate the impact of teacher training and other CPD initiatives across the country.

# Recommendations

The evaluation findings highlight challenges both for the implementation of the LTLT program and for the long term sustainability of outcomes. In order to improve the implementation of the LTLT program as well as support maintenance of outcomes for key school actors, several recommendations can be made.

## Parent and Community Involvement

As noted in the report, the current program ToC assumes that training of school leaders in parent and community engagement will ensure greater involvement of parents and teachers in schools. However, this model does not take into account that, while school leaders can create conditions for parent and community involvement, parents and community members need to understand their rights and responsibilities when it comes to their child's education and be motivated to exercise these rights.

*Recommendations*: The LTLT program recognizes the importance of parent and community involvement to the success of secondary school students in Rwanda. Therefore, the program should consider including parents and communities in the program ToC, either as a separate 'boundary partner' or in the sphere of interest at the impact level. There is also evidence that some schools have been more successful than others in engaging with parents and communities. While not within the scope of this evaluation, a follow-up study could identify those schools that have successfully increased engagement with parents and communities to develop a guide of best practices for engaging parents and communities to include within the CPD course manuals and/or to be shared with SEIs and HTs through PLCs. Similarly, a training manual could be developed and shared with the appropriate sector or district level trainer or official (SEI, DDE, DEO) to carry out modules at community level or identify other organizations already working with parents and communities to link with the project. In addition, the final evaluation should seek feedback from parents and communities to determine perceived changes in school engagement.

## Selection of Training Participants

The LTLT program design intentionally adopted a random assignment of participants to training cohorts. This design choice allowed for the program to confirm that training order does impact implementation of skills learned and outcomes at the school level. Findings from the evaluation confirm feedback from VVOB staff that show that the successful transfer of learning from the course to practical implementation at the school level is dependent upon a trained HT. Specifically, findings show that the training of the HT should occur prior to or concurrently with the SBM, SSL and DHT. However, even in schools where the HT has been trained prior to or concurrently with other school staff, high turnover of HTs has the potential to stall or reverse changes, particularly with regards to support for CPD of teachers.

*Recommendations*: As the final cohorts have already been selected for training, it is not possible to change participant selection process at this time. However, future projects should look to randomize schools or sectors rather than participants to ensure that entire schools receive the training package rather than individuals. In addition, the program should build flexibility into the design to ensure new staff at schools that have received training packages are able to access trainings, prioritizing newly assigned HTs.

## Follow-Up of Training Participants

One of the most common requests by interview respondents, including those STEM teachers that did not participate in the LTLT Program courses, was for VVOB and trainers to conduct follow-up visits at schools to ensure and confirm that learning is being implemented as intended by the course. In addition, schools are proud of the changes that they have made and are motivated by recognition of these achievements. The project design currently includes one monitoring visit per school, per year, which is deemed insufficient by both the trainees and LTLT trainers. In addition, not all SEIs, DDEs and DEOs have been trained and are unable to provide school leaders support to follow-up on training and, of those who are trained, competing priorities can prevent regular monitoring of schools.

*Recommendations*: Similar projects, such as BLF, have field staff located in districts to provide continuous support to schools, however this is unsustainable beyond the life of the project. As monitoring of school leadership, teaching and CPD is the responsibility of the SEIs, DDEs and DEOs, the program should ensure that sector and district level education staff are trained and supported to provide the necessary school-based follow-up and support integration of CPD as a priority for improving education quality and performance into district performance contracts. As such, rather than increasing visits to individual schools, the program could concentrate in-person support to SEIs and district staff to ensure that they have the practical skills and tools to appropriately support schools. However, as SEIs are currently only offered the Certificate Course in Educational Mentorship and Coaching, and, therefore, do not receive the same training as school leaders, they are less able to support school leaders to implement leadership specific content. Future programs should consider including SEIs in the Diploma Program in School Leadership to determine which course results in the greatest outcomes for SEIs.

## Standardized Resources for Monitoring and Assessment of CPD

Respondents, primarily those familiar with BLF trainings, report the need for standardized reporting formats for use by school staff to document and monitor activities, assess changes or document follow-up. While SBMs and SSLs report on CPD activities and there is evidence that they are assessing CoP outcomes, there was less evidence that they assess the outcomes from other CPD activities, including coaching and mentoring, nor was it evident how this information is shared between all actors responsible for CPD. The Certificate Program in Educational Coaching and Mentorship includes a section on monitoring and evaluating CPD plans for teachers, however trainers report the lack of standardized assessment tools, specifically noting that SSLs and SBMs do not have tools to monitor CPD activities and are not taught how to use or generate tools to assess the regularity of coaching and mentorships provided to fellow teachers. While HTs maintain checklists for classroom observation, there is no clear audit trail to record feedback and document subsequent support to teachers.

*Recommendations*: In order to support the process of monitoring and evaluation of CPD to take place and ensure use of this information in informing the design of individualized CPD for teachers, there is a need for those responsible for CPD to have the necessary tools. Therefore, the recommendation is to review the existing assessment, mentoring and reporting formats to determine the extent to which schools are using them and the formal and informal mechanisms in which information is shared across CPD providers within the school. With an increasing shift to online learning and emphasis on ICT in the classroom, monitoring formats using tablets, similar to the tools provided to SEIs to monitor CoPs, could be considered to ensure that data is centralized and accessible to all CPD providers.

## Reduction in Teaching Hours for SBMs and SSLs

The main challenge highlighted by all respondents is the expectations that SBMs and STEM SSLs teach full course loads while concurrently organizing, conducting and evaluating CPD for school staff and conducting inductions for new teachers. While there is a recommendation for schools to reduce SBM teaching hours in order to dedicate more time to CPD, this has not been carried out in the majority of schools due to lack of teachers to fill this gap. In addition, in the one school surveyed where the teaching hours were reduced for the SBM to focus on CPD, the HT reported that the SBM feared her job was in jeopardy as a result of the reduction in teaching hours. SBMs and STEM SSLs are committed to improving the quality of teaching in their schools and credit the course in increasing their skills in order to do so, but, without sufficient time allocated for these actors to organize and evaluate CPD, this current momentum may be lost.

*Recommendations*: In order for SBMs and SSLs to have sufficient time to organize, conduct and evaluate CPD at their schools, there is a need to reduce their teaching hours. Therefore, VVOB should develop advocacy messages in order to encourage schools to reduce teaching hours for SBMs and SSLs. However, the implementation of this should be monitored closely to ensure that a reduction in teaching hours has no implications on the percieved job security of SBMs and SSLs.

## Gender

Evaluation findings show that school leaders and teachers are thinking about gender within their schools, however findings also indicate that the extent to which teachers are addressing gender in the classroom varies. In addition, the overall proportion of females compared to males in both leadership roles and as teachers in secondary schools is low, which may limit the extent to which gender is addressed within the classroom.

There is also evidence that there is a difference in successful completion of LTLT program courses by gender, particularly for female HTs and STEM SSLs. With the push to link successful completion of CPD courses with job performance metrics and retention, it is important to ensure that all participants are given the necessary support to succeed.

*Recommendations*: As the midterm evaluation did not include a gender analysis but looked at gender as a cross-cutting issue by including questions on differential impact of training and on student achievement in STEM subjects, it may be of use to conduct a gender analysis at a sample of schools to further understand teacher competencies. In addition, while gender is integrated in the classroom observation checklists, gender should also be integrated into all CPD monitoring forms to encourage school leaders and teaches to further reflect on personal biases and actively address gender in the classroom.

There is also a need to further analyze LTLT course dropouts and those who did not pass the course to understand contributing factors. Dropouts should be contacted to understand what contributed to the decision and trainers should be encouraged to provide information on those who fail the course. Finally, in order to ensure the active participation of female trainers and trainees in CPD trainings, the LTLT program should review policies that encourage females, particularly those with small children to participate in and complete the course.

## ICT/Blended Learning

On-line learning is the future of education, particularly in light of the Covid-19 pandemic, and the LTLT Program is in the forefront of developing internet based CPD programming in Rwanda. Indeed, the majority of respondents support the blended learning approach that was introduced to integrate online learning with face to face learning, although some challenges remain. Program partners and trainers report that preparedness of trainees to participate in blended or fully on-line learning needs to be addressed as many trainees lack the sufficient ICT capacity, both in terms of ICT literacy and access, to successfully participate. In addition, while the support and planning by VVOB in adopting the on-line course is commended by partners, there is concern that the online modules will be unable to support the needs of slower learners and, if the issues are not identified and addressed swiftly, the learner may drop out of the program. Finally, there is a concern that on-line approaches are less interactive and that trainees miss out on the face-to-face interactions with their peers.

*Recommendations*: VVOB has undertaken various feasibility assessments that have informed the development of the blended-learning program and are aware of the limitations. As the program continues to increase content offered via online platforms[53], it will be necessary to regularly engage with participants to ensure that ICT literacy and technical capacity do not negatively impact learning, particularly for female participants. In addition, the program should increase opportunities for trainees to engage with fellow participants at the sector or district level through assignments or training specific PLCs.

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[53] Due to Covid-19, the entire course is provided via digital platform at time of writing.

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# Annexes

## Annex 1: Boundary Partner Outcome Challenge and Progress Markers

### Head Teacher/Deputy Head Teacher

| Outcome Challenge |
|---|
| The LTLT program intends to see Head Teachers who create conditions for effective teaching and learning in their schools. Head Teachers are able to perform up to the professional standards for school leaders as set forth by REB, including creating strategic direction for their school, leading learning, leading teaching and training, managing the school as an organization and working with parents, other schools and the wider community. Head Teachers are able to clearly articulate their vision and strategic direction for their school. Head Teachers facilitate a conducive and inclusive environment for all learners. Head Teachers create a school environment that is conducive to professional development and provides a culture of lifelong learning for all. A place where teachers positively thrive on collaborating with and learning from each other. |

| | | Progress Markers |
|---|---|---|
| **Expect to See** | 1 | Developing a strategic direction for the school, including mission, vision and school improvement plan |
| | 2 | Actively participating in PLCs |
| | 3 | Supporting CoPs in the school |
| | 4 | Making time for CPD and mentoring activities on the school timetable |
| **Like to See** | 1 | Strengthen induction practices for newly qualified teachers |
| | 2 | Disseminating school mission and vision to all stakeholders |
| | 3 | Identifying goals for school learning and identifying what competencies teachers need in order to achieve these goals |
| | 4 | Working together with the SBM, teachers and DHTs to develop a CPD plan for the school |
| | 5 | Monitoring SBM and CPD activities and reporting to SEI each term |
| | 6 | Monitoring and evaluation CoPs as a form of CPD |
| | 7 | Motivating teachers to improve the quality of education at school |
| | 8 | Regularly sharing monitoring data on progress towards completing the SIP with all stakeholders |
| **Love to See** | 1 | Ensuring school has a formal induction program in place for newly qualified teachers |
| | 2 | Close working relationship with parents and community members |
| | 3 | Integrating ICT in CPD activities |

School Based Mentor

| Outcome Challenge |
|---|
| The LTLT program intends to see School Based Mentors who create conditions for effective teaching and learning in their schools. School Based Mentors show personal leadership in professional development at their schools and are role models for all teachers in CPD. School Based Mentors are able to perform up to the professional standards for school leaders as set forth by REB, including promoting the development of teachers in order to improve students' learning and improve the school as a learning organization, organize CPD activities in the school and set up learning communities (CoPs) to promote best practices, facilitate new teacher transition into the school community and connect them with mentors, stimulate reflection and facilitate feedback of on the quality of teaching and learning at the school and encourage teachers to reflect on their own teaching. |

| Progress Markers | | |
|---|---|---|
| **Expect to See** | 1 | Initiate and organize one CoP cycle (three CoP sessions) per school year at their schools |
| | 2 | Practice coaching and mentoring activities at their schools |
| | 3 | Setting and organizing induction programs for new teachers (newly qualified as well as newly appointed teachers) |
| | 4 | Practice and support reflection at their schools |
| | 5 | Detect teachers' professional development needs and develop a school CPD plan |
| **Like to See** | 1 | Great collaboration between all school leaders: SBM, SSL and (D)HT (shared leadership) |
| | 2 | Continuous learning and teaching from a growth mindset (through school-based CPD activities) |
| | 3 | Culture of reflection and continuous improvement |
| | 4 | Committed to lead from the middle |
| | 5 | Motivating teachers to participate in CPD activities |
| | 6 | Monitor the implementation of the school CPD plan and report to the (D)HT on progress |
| **Love to See** | 1 | Embed the practice of CoPs into the school CPD culture (maintaining multiple CoPs each school year) |
| | 2 | Culture of collaboration in school through lesson observation, coaching, mentoring and general peer learning |

STEM School Subject Leader

| Outcome Challenge |
|---|
| The LTLT program intends to see STEM School Subject Leaders who create conditions for effective teaching and learning of STEM content in schools. STEM School Subject Leaders are able to perform up to the professional standards as set forth by REB, including providing STEM and Mathematic subject CPD Action Plans for each term, reporting CPD activities to the DHT, working with the SBM to assess STEM subject specific needs for teachers and facilitating CPD sessions, support teachers to access STEM specific teaching and learning materials and conduct model lessons. |

| Progress Markers | | |
|---|---|---|
| Expect to See | 1 | Initiate and organize three CoP sessions at their schools |
| | 2 | Practice coaching and mentoring activities at their schools |
| | 3 | Set and organize induction program for new STEM teachers |
| | 4 | Applying a variety of techniques and approaches to develop learners' competences in STEM |
| | 5 | Use 5E's instructional model when planning and delivering a STEM lesson |
| Like to See | 1 | Using a range of teaching methodologies, including inquiry based learning, to make STEM lesson enjoyable to learners |
| | 2 | Confidence with delivering a STEM lesson |
| | 3 | Collaboration with SBM to develop CPD action plan for improving teaching and learning STEM lessons in their schools |
| | 4 | Motivating teachers to participate in CPD activities |
| Love to See | 1 | Demonstrated ability and confidence when using inquiry-based learning strategies to teach STEM lessons |
| | 2 | Maintaining 3 CoP sessions related to STEM needs and ensure follow-up and implementation of CoP resolutions |
| | 3 | Culture of collaboration in school through lesson observation, coaching, mentoring to learn from each other |

## Sector Education Inspector

| Outcome Challenge | |
|---|---|---|
| The LTLT program intends to see Sector Education Inspectors who effectively coordinate CPD activities across all schools in their sector. Sector Education Inspectors are able to perform up to the professional standards for school leaders as set forth by REB, including communicating CPD information from the district to the school and vice versa, regularly collaborate with head teachers to monitor the work of School Based Mentors, report on CPD activities and coordinate and implement CPD activities at the sector level (PLCs). | |

| | | Progress Markers |
|---|---|---|
| **Expect to See** | 1 | Initiating, facilitating and supporting PLCs |
| | 2 | Coaching and mentoring (D)HTs |
| | 3 | Supporting all school-based CPD |
| | 4 | Detect (D)HTs' professional development needs |
| | 5 | Support the development of SIPs together with the (D)HTs |
| **Like to See** | 1 | Great collaboration between all key actors at sector level in education |
| | 2 | Culture of reflection and continuous improvement |
| | 3 | Embedded SIPs at school and sector level |
| | 4 | Establish an active link between CoPs and PLCs to work towards the same goals |
| | 5 | Motivating (D)HTs to actively participate in PLCs |
| | 6 | Monitor the progress of the PLC and CoP resolutions |
| **Love to See** | 1 | Embed the practice of PLCs into the sector plans (maintaining multiple PLCs each school year) |
| | 2 | Culture of collaboration at sector level through PLCs and other peer learning activities |

# District Director of Education/District Education Officer

*Proposed Outcome Challenge and Progress Markers

| Outcome Challenge |
|---|
| The program expects to see District Directors of Education and District Education Officers who are leaders of education in their districts. Including monitoring and evaluating teaching and learning in schools, supporting schools to adopt and adhere to MINEDUC regulations and policies, including CPD, integration of gender and inclusive education, supporting schools to develop SIPs and action plans that are in line with district priorities and coordinating CPD at the district level to avoid duplication of activities. |

| Progress Markers | | |
|---|---|---|
| **Expect to See** | 1 | Using school SIP and action plans during monitoring visits |
| | 2 | Using a school CPD plan during school monitoring visits |
| | 3 | Supporting engagement of schools with their communities |
| **Like to See** | 1 | Great collaboration between all stakeholders in education at district, sector and school levels |
| | 2 | Coaching school leaders and SEIs in effective leadership |
| | 3 | Ensuring SIPs and action plans are in line with district priorities and that district priorities take into account needs identified within SIPs |
| **Love to See** | 1 | Organizing and supporting CPD for school leaders and teachers at the district level based on CPD priorities identified through school based CPD plans. |

## Annex 2: Schedule of VVOB and Partner Interviews

| Organization | Name | Position |
|---|---|---|
| VVOB | Clementine U. Gafiligi | Education Advisor/Coordinator Newly Qualified Teacher Monitoring |
| | Joanita Mwiza | Gender Equity Advisor |
| | Julius Sebuhalala | Coordinator/Education Advisor Teacher Support |
| | Nathalie Aziza | Education Advisor |
| | Dr. Jef Peeraer | Program Manager |
| | Solange | Education Manager |
| | Henriette Umulisa | Partnership Manager |
| | Sandrine Ishimwe | Education Advisor STEM |
| | Dr. Ilse Flink | Researcher |
| | Vincent Habumugisha | Monitoring, Evaluation, Learning and Accountability Advisor |
| | Regine Muramutse | Education Advisor, School Leadership |
| | Chantal Kabanda Dusabe | Education Advisor/Coordinator School Leadership-Diploma Course |
| UR-CE | Dr. Alphonse Uworwabayeho | Coordinator of the programme |
| | Asterie Nyirahabimana | UR-CE EMC Trainer |
| | Dr. Michael Tusiime Rwibasira | UR-CE ESL Trainer |
| | Dr. Florien Nsanganwimana | UR-CE STEM Trainer |
| | Ruth Ntihabose | UR-CE STEM Trainer |
| | Dr. Dan Imaniriho | UR-CE ESL Trainer |
| REB | James Ngoga | Head of TDMCGC |
| | Mr. Gerard Murasira | REB Head of Teacher Training Unit |
| | Genevieve Ayinkamiye | School Leadership Unit |
| Mastercard Foundation | Ruth Mukakimenyi | Program Partner, Leaders in Teaching |
| Building Learning Foundations | Jean Pierre Mugiraneza | BLF |

# Annex 3: Evaluation Question Matrix

| # | Evaluation Question | Data Source | | | Key Boundary Partners | | | | | | | |
| | | Desk Review | VVOB Staff Interviews | UR-CE/ REB Interviews | SEI In-depth Interviews | HT/DHT In-depth Interviews | SBM In-depth Interviews | STEM SSL In-depth Interviews | STEM Teacher Interviews | NQT Interviews | DDE Interviews | DEO Interviews |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | What are the intended and unintended outcomes of the LTLT program to date? Specifically: | Review of project monitoring documents where applicable | Intended outcomes will be determined in consultation with VVOB, Interviews with VVOB staff on observed outcomes will complement findings from interviews with boundary partners | Interviews with UR-CE and REB will contribute to understanding of intended outcomes, as these may differ from VVOB | Primary data source | Primary data source | Primary data source | Primary data source | Supporting data source | Supporting data source | Supporting data source | Supporting data source |
| 1.2 | What are the program outcomes for school leaders and teachers related to the CPD support systems? | Review of project monitoring documents where applicable | Intended outcomes will be determined in consultation with VVOB, Interviews with VVOB staff on observed outcomes will complement findings from interviews with boundary partners | Interviews with UR-CE and REB will contribute to understanding of intended outcomes, as these may differ from VVOB | Primary data source | Primary data source | Primary data source | Primary data source | Supporting data source | Supporting data source | Supporting data source | Supporting data source |
| 1.1.1 | *Learning Question 1* : Do school leaders build a supportive environment for the professional development of teaching staff? How? How has the program contributed to this? | Review of relevant research on school leadership and professional development | Interviews with VVOB staff on observed outcomes will complement findings | Interviews with UR-CE and REB will contribute to understanding how school leaders are expected to build supportive environments | Primary data source | Primary data source | Primary data source | Primary data source | Supporting data source | Supporting data source | Supporting data source | Supporting data source |
| 1.2 | What are the program outcomes related to the competences and motivation of key educational actors at the school and sector level? | Review of project monitoring documents where applicable | Intended outcomes will be determined in consultation with VVOB, Interviews with VVOB staff on observed outcomes will complement findings from interviews with boundary partners | Interviews with UR-CE and REB will contribute to understanding intended outcomes | Primary data source | Primary data source | Primary data source | Primary data source | | | Primary data source | Primary data source |
| 1.2.1 | *Learning Question 2* : Through which mechanisms can/does the program impact teacher motivation and retention? | Review of relevant research on teacher motivation and retention | Interviews with VVOB staff will contribute to understanding the intended mechanisms to support motivation and retention | Interviews with UR-CE and REB will contribute to understanding intended outcomes | Primary data source | Primary data source | Primary data source | Primary data source | Supporting data source | Supporting data source | Supporting data source | Supporting data source |
| 1.3 | What school-level changes have occurred as a result of the program? | | Interviews with VVOB monitoring staff will complement findings from interviews with boundary partners | | Primary data source | Primary data source | Primary data source | Primary data source | Supporting data source | Supporting data source | Supporting data source | Supporting data source |
| 2 | Which pathways and/or processes have led to these outcomes and to what extent has the LTLT program contributed to this? | Review of relative research on pathways and process of change related to continuous professional development and school leadership; Examination of support offered to district and schools in the program catchment area by other agencies | Interviews with VVOB staff will contribute to understanding the proposed/expected pathways and processes and verification of findings | | Primary data source | Primary data source | Primary data source | Primary data source | Supporting data source | Supporting data source | Supporting data source | Supporting data source |
| 3 | What are the gaps in terms of the original intent of the program and the program's approaches and interventions as applied in practice? | Review of program inception documents | Interviews with VVOB senior staff will include questions on gaps in intent vs. implementation | Interviews with REB/UR-CE will include questions on their percieved gaps in intent vs. implementation. | | | | | | | | |
| 4 | To what extent do implementing partners, REB and the UR-CE, currently have the capacity to roll-out the program (development, implementation/delivery and evaluation) without support from VVOB? | Review of policy documents | Interviews with VVOB senior staff will help define what sustainability looks like and include questions on capacity of partners and regulatory environment | Interviews with REB/UR-CE will help define what sustainability looks like and include questions on capacity and regulatory environment | | | | | | | | |

# Annex 4: Interview Guides

## Head Teacher Interview Guide
### Section 1: Introduction

1.1 How long have you been a Head Teacher at this school? What motivated you to become a Head Teacher?

1.2 What professional development support did you get when you became a Head Teacher at this school?

*Probes:*
- Who instructed you on how to be a Head Teacher?
- Was this support sufficient?

### Section 2: CPD Diploma Program in Effective School Leadership

2.1 When did you complete the Continuous Professional Development Diploma Program in Effective School Leadership?

2.2 Who else at your school, if anyone, completed or is currently enrolled in the Continuous Professional Development Diploma Program in Effective School Leadership?

2.3 How relevant was the course to your work as a Head Teacher? Which components of the course did you feel were most relevant to your work?

*Probes:*
- What part of the course sticks with you the most? Why?
- Who else would benefit from this course?

2.4 Were there any topics that were not included in the course that you feel should be included in the future?

2.5 Should the Continuous Professional Development Diploma Program in Effective School Leadership be required for all Head Teachers? Why or Why not?

*Probes:*
- Did you feel that you needed to take a course in how to be a Head Teacher?
- Who else would benefit from this course?

### Section 3: School Leadership (Five Standards of School Leadership)[54]

3.1 How did your role as a school leader change, if at all, since completing the Diploma Program in Effective School Leadership? What do you think the biggest change has been?

*Probes:*
- How has your understanding of the role of a Head Teacher changed?
- Have you experienced any changes in your confidence in performing your school leadership responsibilities? Why?
- Have you experienced any changes in job satisfaction? Why?
- Have you seen any changes in how you interact with teachers? Please explain.

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[54] See *Table 3: Roles and Responsibilities of school leaders per standard on Page 50 of the* CPD Diploma Program in Effective School Leadership Manual, Module 1: Overview of School Leadership/Working with Parents and the Local Community. UR-CE

3.2 Who at your school is responsible for leading the school? Has this changed since you completed the Diploma Program in Effective School Leadership?

*Probes:*
- If more than one person is identified: How do you work together to lead the school?

3.3 Does your school have a mission, vision and core values? If so, what changes have you seen at the school as a result?[55]

*Probes:*
- Do you see any benefit of having a mission, vision and core values?
- Did you have these before completing the Diploma Program in Effective School Leadership, if so, how has it changed if at all?
- How were these communicated to stakeholders (teachers, students and the community)?
- Are they posted somewhere? If so, can you show me after the interview?

3.4 Does your school have a school improvement plan (SIP)? If so, did you have one before completing the Diploma Program in Effective School Leadership?[56]

*Probes:*
- If you had a SIP prior to completing the Diploma Program in Effective School Leadership, how did it change, if at all?
- What changes have you seen since developing a SIP?
- Did you develop an action plan or operational plan this year?
- How is the SIP and operational plan communicated to stakeholders (teachers, students, community)?

3.5 Are you still using or adding to your Portfolio of Evidence? Can you show it to me?

*Probes:*
- If you are not still using your Portfolio of Evidence, why?
- For interviewer: note the last date of entry into the portfolio (ensure that this is the VVOB portfolio, not the BLF portfolio. If they are combined, please note this).

3.6 Have you seen any changes in the student learning environment since completing the Diploma Program in Effective School Leadership? If so, please explain what changes have taken place.[57]

*Probes:*
- Have you seen changes for female students or male students? Explain.
- Have you seen changes for students with learning disabilities? Explain.
- Have you seen changes for students with physical disabilities? Explain.
- Have you seen changes in student motivation? Explain.

3.7 How has your ability to manage school resources, people and policies changed since completing the Diploma Program in Effective School Leadership?[58]

*Probes:*
- Have you seen changes in your ability to manage the school's finances?
- Have you seen changes in your ability to manage school staff?

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[55] Standard 1: Creating a Strategic Direction for the School
[56] Standard 1: Creating a Strategic Direction for the School
[57] Standard 2: Leading Learning
[58] Standard 4: Managing the School as an Organization

3.8 How has engagement with parents and communities changed since completing the Diploma Program in Effective School Leadership?[59]

*Probes:*
- What have you done to improve parent and community engagement?
- Do you think it is still important to engage with parents and community members?

3.9 What have been the major challenges, if any, to implementing what you have learned during the course? What have you done to address these challenges?

*Probes:*
- Do you feel supported by your supervisors? Why?
- Do you feel supported by the other teachers at the school? Why?

3.10 When you have questions or challenges related to school leadership, where do you go?

*Probes:*
- Is the support provided sufficient?
- Do you feel that you can get the support that you need from your sector?
- Do you feel that you can get the support that you need from your district?
- What additional support do you need?

3.11 Do you participate in any Professional Learning Communities (PLCs)? If so, how useful are they?

*Probes:*
- If you participate in more than one PLC, can you describe the difference between the PLCs?
- How useful is the support provided in the VVOB Professional Learning Communities compared to the other PLC?
- How likely is it that you will still be participating in PLCs next year? Why?
- What can be done to improve the PLC?
- If you did not receive any support to attend a PLC, do you think you would still attend?
- If you do not participate in any PLCs, why?

### Section 4: School Mentorship/Coaching

4.1 Has anyone at your school participated in the Certificate Program in Education Mentorship and Coaching? If so, who?

*Probes:*
- Do you think that these were the appropriate people to attend the training? If not, why?

4.2 Who is responsible for mentoring and coaching teachers at your school? How do you work together, if at all, to identify and support the needs of teachers at your school?

*Probes:*
- Has this changed since you completed the Diploma Program in Effective School Leadership? If so, how?
- Has this changed since staff completed the Certificate Program in Education Mentorship and Coaching? If so, how?

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[59] Standard 5: Working with Parents, Other Schools and the wider Community

4.3 How has the participation of the School Based Mentor and/or STEM Subject Leaders in the Certificate Program in Education Mentorship and Coaching changed access to and quality of professional development opportunities for teachers, if at all?

*Probes:*
- Who has access to professional development opportunities that did not previously?
- Have you seen any changes in teacher motivation as a result?
- What gaps, if any, still exist?

4.4 Can you describe the support that new teachers at your school receive?

*Probes:*
- Do you have a formal induction program or is there a need for a formal induction program for new teachers?
- Who is responsible for supporting new teachers?
- What changes have you seen in how new teachers are supported as a result of changes in school leadership, mentorship and/or coaching practices, if any?
- What gaps, if any, still exist?

4.5 Does your school have any active Communities of Practice (CoPs)? Have you seen any changes in teacher motivation as a result of their participation in CoPs?

*Probes:*
- If yes:
  - When were CoPs started at your school?
  - Who participates in CoPs?
  - How often do they meet?
  - Who is responsible for facilitating these groups?
  - Do CoPs benefit all teachers, or do some benefit more than others?
  - Have you ever observed a CoP?
  - Do you have a schedule of CoPs that you can show me?
  - Do you think that you will still have active CoPs at your school next year?
- If no:
  - Did you have CoPs previously? If so, is there a reason why they are no longer active?
  - Is there a reason why you do not have any CoPs at this time?

## Section 5: Teacher Retention

5.1 What do you think can be done to keep qualified teachers from leaving your school?

- How would you describe the teacher turnover rate at your school?
- Why do you think teachers leave?
- What changes have you seen in teacher turnover in the past year a result of changes in school leadership, mentorship and/or coaching practices, if any?
- Why do you think changes have/have not occurred?

## Section 6: School Culture

6.1 How true is this statement about your school: *"My school environment is conducive to professional development and provides a culture of lifelong learning for all"*?

*Probes:*
- How true were these statements two years ago?

- Has this changed the past year a result of changes in school leadership, mentorship and/or coaching practices? How has the school environment changed?
- What gaps still exist?

6.2 How true is this statement about your school: *"My school is a place where teachers take risks, seek out and try new ideas and strategies, and discuss their work openly; a school where teachers positively thrive on collaborating with and learning from each other"[60]*?

### Probes:
- How true were these statements two years ago?
- Has this changed the past year a result of changes in school leadership, mentorship and/or coaching practices? How has the school environment changed?
- What gaps still exist?

## Section 7: Closing

7.1 Thank you for your participation today. Do you have any questions or anything else that you would like to share?

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[60] From page 22 of the Certificate Program in Educational Mentorship and Coaching: Coaching and Mentoring for Professional Development of Head Teachers and Teachers Manual; Module 1

## School Based Mentor Interview Guide

### Section 1: Introduction

1.1 How long have you been a School Based Mentor at this school? What motivated you to become a School Based Mentor?

1.2 What professional development support did you get when you became a School Based Mentor at this school?

*Probes:*
- Who instructed you on how to be a School Based Mentor?
- Was this support sufficient?

### Section 2: Certificate Program in Educational Mentorship and Coaching

2.6 When did you complete the Certificate Program in Educational Mentorship and Coaching?

2.7 How relevant was the course to your work as a School Based Mentor? Which components of the course did you feel were most relevant to your work?

*Probes:*
- What part of the course sticks with you the most? Why?
- Who else would benefit from this course?

2.8 Were there any topics that were not included in the course that you feel should be included in the future?

2.9 Should the Certificate Program in Educational Mentorship and Coaching be required for all new School Based Mentors? Why or Why not?

*Probes:*
- Did you feel that you needed to take a course in how to be a SBM?
- Who else would benefit from this course?

### Section 3: School Mentorship/Coaching

3.1 Who is responsible for the professional development of teachers at your school? How do you work together, if at all, to identify and support the needs of teachers at your school?

*Probes:*
- Has this changed since you completed the Certificate Program in Education Mentorship and Coaching? If so, how?

3.2 Did your participation in the Certificate Program in Education Mentorship and Coaching change how you coach and mentor teachers at your school? What do you do differently now?

*Probes:*
- Have you experienced any changes in your confidence in performing your school coaching and mentorship responsibilities? Why?
- Who has access to professional development opportunities that did not previously?
- Have you seen any change in teacher motivation and/or job satisfaction? Is this different for male and female teachers?
- What gaps, if any, still exist?

3.3 Did your participation in the Certificate Program in Educational Mentorship and Coaching change how you support teachers to identify their professional development goals? If so, how?

*Probes:*
- Is there any additional support that you need to be able to identify teacher's professional development goals?

3.4 Did your participation in the Certificate Program in Educational Mentorship and Coaching change the types of professional development activities offered at your school? If so, how?

*Probes:*
- Are there any new professional development activities that you have organized for teachers as a result of the training?
- How effective were these activities in meeting the needs of the teachers?
- How did teachers respond to these new activities?
- Is there any additional support that you need to be able to provide professional development opportunities at your school?

3.5 Can you describe the support that new teachers at your school receive?
*Probes:*
- Do you have a formal induction program or is there a need for a formal induction program for new teachers?
- Who is responsible for supporting new teachers?
- What changes have you seen in how new teachers are supported as a result of changes in school leadership, mentorship and/or coaching practices, if any?
- What gaps, if any, still exist?

3.6 Does your school have any active Communities of Practice (CoPs)?

*Probes:*
- If yes:
  - When were CoPs started at your school?
  - Who participates in CoPs?
  - How often do they meet?
  - Who is responsible for facilitating these groups?
  - What are the topics that were covered in the CoPs?
- If no:
  - Did you have CoPs previously? If so, is there a reason why they are no longer active?
  - Is there a reason why you do not have any CoPs at this time?

3.7 How do you plan and monitor the CoP activities that take place at the school?

*Probes:*
- How is ICT incorporated in the CoPs, if at all? Have you seen any benefits or challenges to using ICT in planning, conducting or monitoring CoPs?
- Do you have a schedule of CoPs that you can show me?

3.8 Have you seen any changes in teacher motivation as a result of their participation in CoPs? Explain.

*Probes:*
- Do CoPs benefit all teachers, or do some benefit more than others?
- Do you think that you will still have active CoPs at your school next year?

3.9 What have been the major challenges, if any, to implementing what you have learned during the course? What have you done to address these challenges?

*Probes:*
- Do you feel supported by your headteacher and deputy headteacher? Why?
- Do you feel supported by the other teachers at the school? Why?

3.10    When you have questions or challenges with your role as a School Based Mentor, where do you go for help?

*Probes:*
- Is this support provided sufficient?

## Section 4: Teacher Motivation and Retention

4.1 What do you think motivates teachers at your school?

*Probes:*
- What demotivates teachers at your school?
- Is teacher motivation or demotivation the same for male and female teachers?
- Is teacher motivation or demotivation the same for new teachers?

4.2 What changes have you seen in teacher motivation during the past year as a result of changes in school leadership, mentorship and/or coaching practices, if any?

*Probes:*
- Why do you think changes have/have not taken place?
- Has motivation changed for male and female teachers?
- Has motivation changed for new teachers?

4.3 What do you think can be done to keep qualified teachers from leaving your school?

- How would you describe the teacher turnover rate at your school?
- Why do you think teachers leave?
- What changes have you seen in teacher turnover in the past year a result of changes in school leadership, mentorship and/or coaching practices, if any?
- Why do you think changes have/have not occurred?

## Section 5: School Culture

5.1 How true is this statement about your school: *"My school environment is conducive to professional development and provides a culture of lifelong learning for all"*?

*Probes:*
- How true were these statements two years ago?
- Has this changed the past year a result of changes in school leadership, mentorship and/or coaching practices? How has the school environment changed?
- What gaps still exist?

*5.2* How true is this statement about your school: *"My school is a place where teachers take risks, seek out and try new ideas and strategies, and discuss their work openly; a school where teachers positively thrive on collaborating with and learning from each other"*[61]?

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[61] From page 22 of the Certificate Program in Educational Mentorship and Coaching: Coaching and Mentoring for Professional Development of Head Teachers and Teachers Manual; Module 1

*Probes:*
- How true were these statements two years ago?
- Has this changed the past year a result of changes in school leadership, mentorship and/or coaching practices? How has the school environment changed?
- What gaps still exist?

**Section 6: Closing**

6.1 Thank you for your participation today. Do you have any questions or anything else that you would like to share?

## STEM SSL Interview Guide

### Section 1: Introduction

1.1 How long have you been a STEM School Subject Leader at this school? What motivated you to become a School Subject Leader?

1.2 What professional development support did you get when you became a STEM School Subject Leader at this school?

*Probes:*
- Who instructed you on how to be a School Subject Leader?
- Was this support sufficient?

### Section 2: Certificate Program in Educational Mentorship and Coaching

2.1 When did you complete the Certificate Program in Educational Mentorship and Coaching in STEM?

2.2 How relevant was the course to your work as a STEM School Subject Leader? Which components of the course did you feel were most relevant to your work?

*Probes:*
- What part of the course sticks with you the most? Why?
- Who else would benefit from this course?

2.3 Were there any topics that were not included in the course that you feel should be included in the future?

2.4 Should the Certificate Program in Educational Mentorship and Coaching be required for all new STEM School Subject Leaders? Why or Why not?

*Probes:*
- Did you feel that you needed to take a course in how to be a School Subject Leader?
- Who else would benefit from this course?

### Section 3: School Mentorship/Coaching

3.1 Who is responsible for mentoring and coaching teachers at your school? How do you work together, if at all, to identify and support the needs of teachers at your school?

*Probes:*
- Has this changed since you completed the Certificate Program in Education Mentorship and Coaching? If so, how?

3.2 Did your participation in the Certificate Program in Education Mentorship and Coaching change how you coach and mentor STEM teachers at your school? What do you do differently now?

*Probes:*
- Have you experienced any changes in your confidence in performing your school coaching and mentorship responsibilities? Why?
- Who has access to professional development opportunities that did not previously?
- Have you seen any change in teacher motivation and/or job satisfaction? Is this different for male and female teachers?
- What gaps, if any, still exist?

3.3 Do you have an action plan for improving teaching and learning STEM at your school? How is this used?

*Probes:*
- Can I see the action plan?
- Are you still working on or have you already completed the action plan?
- Do you feel that the action plan is useful?
- What changes have you seen since developing this action plan?
- If it is not being used or was never developed, why?

3.4 Did your participation in the Certificate Program in Educational Mentorship and Coaching change the types of professional development activities offered to STEM teachers at your school? If so, how?

*Probes:*
- Are there any new professional development activities that you have organized for teachers as a result of the training?
- How effective were these activities in meeting the needs of STEM teachers?
- How did teachers respond to these new activities?
- Is there any additional support that you need to be able to provide professional development opportunities at your school?

3.5  Are you familiar with the 5E Model for teaching STEM? If so, how are you supporting the use of the 5E Model in the classroom, if at all?

*Probes:*
- 5Es stands for Engage, Explore, Explain, Elaborate, Evaluate.
- Do you think that this is an appropriate model for teaching STEM at your school?
- Do you have any challenges in using this model?
- Are teachers using the 5E Model in the classroom?
- What additional support do you need?

3.6 Can you describe the support that new STEM teachers at your school receive?

*Probes:*
- Do you have a formal induction program or is there a need for a formal induction program for new teachers?
- Who is responsible for supporting new STEM teachers?
- What changes have you seen in how new STEM teachers are supported as a result of changes in school leadership, mentorship and/or coaching practices, if any?
- What gaps, if any, still exist?

3.7 Does your school have any active Communities of Practice (CoPs)?

*Probes:*
- If yes:
  - When were CoPs started at your school?
  - Who participates in CoPs?
  - How often do they meet?
  - Who is responsible for facilitating these groups?
  - Is there a separate CoP for STEM teachers?
- If no:
  - Did you have CoPs previously? If so, is there a reason why they are no longer active?
  - Is there a reason why you do not have any CoPs at this time?

3.8 How do you plan and monitor the CoP activities that take place at the school?

*Probes:*
- Do you have a schedule of CoPs that you can show me?
- Which topics did you address during the CoPs that took place this year?

3.9 Have you seen any changes in teacher motivation as a result of their participation in CoPs? Explain.

*Probes:*
- Do CoPs benefit all teachers, or do some benefit more than others?
- Do you think that you will still have active CoPs at your school next year?

3.10    When you have questions or challenges with your role as a STEM School Subject Leader, where do you go for help?

*Probes:*
- Is this support provided sufficient?
- What additional support is necessary?

3.11    What have been the major challenges, if any, to implementing what you have learned during the course? What have you done to address these challenges?

*Probes:*
- Do you feel supported by your headteacher and deputy headteacher? Why?
- Do you feel supported by the other teachers at the school? Why?

## Section 4: Teacher Motivation and Retention

4.1 What do you think motivates teachers at your school?

*Probes:*
- What demotivates STEM teachers at your school?
- Is teacher motivation or demotivation the same for male and female STEM teachers?
- Is teacher motivation or demotivation the same for new STEM teachers?
- Are you worried about STEM teachers leaving the school? If so, why?

4.2 What changes have you seen in teacher motivation during the past year as a result of changes in school leadership, mentorship and/or coaching practices, if any?

*Probes:*
- Why do you think changes have/have not taken place?
- Has motivation changed for male and female teachers?
- Has motivation changed for new teachers?

4.3 What do you think can be done to keep qualified teachers from leaving your school?

- How would you describe the teacher turnover rate at your school?
- Why do you think teachers leave?
- What changes have you seen in teacher turnover in the past year a result of changes in school leadership, mentorship and/or coaching practices, if any?
- Why do you think changes have/have not occurred?

## Section 5: School Culture

5.1 How true is this statement about your school: *"My school environment is conducive to professional development and provides a culture of lifelong learning for all"*?

> ***Probes:***
> - How true were these statements two years ago?
> - Has this changed the past year a result of changes in school leadership, mentorship and/or coaching practices? How has the school environment changed?
> - What gaps still exist?

5.2 How true is this statement about your school: *"My school is a place where teachers take risks, seek out and try new ideas and strategies, and discuss their work openly; a school where teachers positively thrive on collaborating with and learning from each other"*[62]?

> ***Probes:***
> - How true were these statements two years ago?
> - Has this changed the past year a result of changes in school leadership, mentorship and/or coaching practices? How has the school environment changed?
> - What gaps still exist?

## Section 6: Closing

6.2 Thank you for your participation today. Do you have any questions or anything else that you would like to share?

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[62] From Page 22 of the Certificate Program in Educational Mentorship and Coaching: Coaching and Mentoring for Professional Development of Head Teachers and Teachers Manual; Module 1

# Sector Education Inspector Interview Guide

## Section 1: Introduction

1.1 How long have you been a Sector Education Inspector in this Sector? What motivated you to become a SEI?

## Section 2: Certificate Program in Educational Mentorship and Coaching

2.1 When did you complete the Certificate Program in Educational Mentorship and Coaching?

2.2 How relevant was the course to your work as a Sector Education Inspector? Which components of the course did you feel were most relevant to your work?

*Probes:*
- What part of the course sticks with you the most? Why?
- Who else would benefit from this course?
- How has your participation in the Certificate Program in Educational Mentorship and Coaching changed how you support schools? Please explain.

2.3 Were there any topics that were not included in the course that you feel should be included in the future?

2.4 Should the Certificate Program in Educational Mentorship and Coaching be required for all new Sector Education Inspectors? Why or Why not?

*Probes:*
- Who else would benefit from this course?

## Section 3: School Leadership

3.1 Have you seen any changes in school leadership since Head Teachers (and Deputy Head Teachers) completed the Continuous Professional Development Diploma Program in Effective School Leadership?

*Probes:*
- What have been the biggest changes?
- Are these changes different for each school?
- Why do you think some school leaders have made bigger changes than others? Any examples?
- Why do you think some school leaders have been more successful than others?
- Why do you think some school leaders have been less successful than others?
- What has been your role in improving school leadership?
- If you have not seen any changes, why?

3.2 Are there any changes that you've seen at _____(enumerator enter school name here) since school leaders participated in or completed the Continuous Professional Development Diploma Program in Effective School Leadership?

*Probes:*
- Are there any changes in the student learning environment?
- Are there any changes in parent or community involvement in the school?
- Are there any changes in how the school is managed?
- Are there any changes in teacher learning environment?

## Section 4: Coaching and Mentorship

4.1 Have you seen changes in how schools provide professional development, coach and or mentor teachers since school subject leaders and school based mentors participated in or completed the Certificate Program in Educational Mentorship and Coaching?

*Probes:*
- What have been the biggest changes?
- Are these changes different for each school?
- Why do you think some schools have made bigger changes than others? Any examples?
- Why do you think some school have been more successful than others?
- If you have not seen any changes, why?

4.2 Are there any changes that you've seen at _____(enumerator, enter school name here)  since school leaders participated in or completed the Certificate Program in Educational Mentorship and Coaching?

*Probes:*
- Are these changes the same for male and female teachers? Why?
- Are these changes the same for new teachers? Why?
- Are these changes the same for STEM teachers? Why?

4.3 Do schools in your sector have active Communities of Practice (CoP) groups for teachers?

*Probes:*
- Do all schools have them, or only some? Why?
- Who participates in CoPs?
- Who is responsible for facilitating these groups?
- What changes, if any, have you seen at schools after initiating CoPs? Do CoPs benefit all teachers, or do some benefit more than others?
- How are CoPs monitored?
- What is your involvement in CoPs?
- What is the likelihood that these schools will still have CoPs a year from now? Why/why not?
- If there are no CoPs, Is there a reason why CoPs are not active at schools in your sector at this time? Please explain.

## Section 5: Professional Learning Communities

5.1 Are there any VVOB supported Professional Learning Communities in your sector?

*Probes:*
- When did these start?
- Who sets the agenda for the PLCs?
- Who is responsible for facilitating these groups?
- Do you have any PLCs supported by another organization? How do the VVOB PLCs compare to other PLCs?
- If there are no PLCS, Is there a reason why PLCs are not active in your sector at this time? Please explain.

5.1 What changes, if any, have you seen in school leaders after initiating/participating in PLCs?

*Probes:*
- Do PLCs benefit all participants, or do some benefit more than others?
- How are PLCs monitored?

- What is the likelihood that you will still have active PLCs in your sector one year from now? Why/why not?

## Section 6: Teacher Motivation and Retention

6.1 What do you think are the main motivators of the school leaders/teachers at schools in this sector?

*Probes:*
- What changes have you seen in school leader and teacher motivation during the past year as a result of changes in school leadership, mentorship and/or coaching practices, if any?
- Why do you think changes have/have not taken place?

6.2 What do you think can be done to keep qualified teachers from leaving schools in your sector?

*Probes:*
- How would you describe the teacher turnover rates at schools in your sector?
- Why do you think teachers leave?
- What changes have you seen in teacher turnover in the past year a result of changes in school leadership, mentorship and/or coaching practices, if any?
- Why do you think changes have/have not occurred?

## Section 7: Coordination

7.1 How do you collaborate with the DDE and DEOs to support teacher professional development, if at all? Have you seen any changes in coordination in the past year?

*Probes:*
- Do you feel that the level of coordination is appropriate?
- What additional support do you need, if any?

## Section 8: Closing

8.1 Thank you for your participation today. Do you have any questions or anything else that you would like to share?

## District Director of Education Interview Guide

### Section 1: Introduction

1.1 How long have you been the DDE in this district?

### Section 2: CPD Diploma Program in Effective School Leadership

2.1 Are you currently participating in the Diploma Program in Effective School Leadership?

**→If respondent is not participating in the program, skip to Section 3, question 3.1**

2.2 How relevant is the course to your work as a District Director of Education? Which components of the course do you feel were most relevant to your work?

*Probes:*
- What part of the course sticks with you the most? Why?
- Who else would benefit from this course?
- How has your participation in the Diploma Program in Effective School Leadership changed how you support schools? Please explain.

2.3 Are there any topics that were not included in the course that you feel should be included in the future?

### Section 3: School Leadership

3.1 Have you seen any changes in school leadership in your district since Head Teachers (and Deputy Head Teachers) completed the Continuous Professional Development Diploma Program in Effective School Leadership?

*Probes:*
- What have been the biggest changes?
- Are these changes different for each school in your district?
- Why do you think some schools have made bigger changes than others? Any examples?
- Why do you think some school have been more successful than others?
- If you have not seen any changes, why?

3.2 Should the Diploma Program in Effective School Leadership be required for all new Head Teachers? Why or Why not?

*Probes:*
- Who else would benefit from this course?

3.3 What additional support do Head Teachers and Deputy Head Teachers need in order to be effective school leaders?

### Section 4: Coaching and Mentorship

4.1 Have you seen changes in how schools provide professional development, coach and or mentor teachers since school subject leaders and school based mentors participated in or completed the Certificate Program in Educational Mentorship and Coaching?

*Probes:*
- What have been the biggest changes?

- Are these changes different for each school?
- Why do you think some schools have made bigger changes than others? Any examples?
- Why do you think some school have been  more successful than others?
- If you have not seen any changes, why?

4.2 Should the Certificate Program in Educational Mentorship and Coaching be required for all School Based Mentors, School Subject Leaders and School Education Inspectors? Why or Why not?

*Probes:*
- Who else would benefit from this course?

4.3 What additional support do STEM School Subject Leaders and School Based Mentors  need in order to be effective school leaders, coaches and mentors?

4.4 Have you seen any changes in how SEIs support Head Teachers since the SEIs completed the Certificate Program in Educational Mentorship and Coaching?

*Probes:*
- What do SEIs do differently now?
- What have been the biggest changes?
- If you have not seen any changes, why?

## Section 5: Teacher Motivation and Retention

5.1 What do you think are the main motivators of the school leaders/teachers at schools in this district?

*Probes:*
- What changes have you seen in teacher motivation during the past year as a result of changes in school leadership, mentorship and/or coaching practices, if any?
- Why do you think changes have/have not taken place?

5.2 What do you think can be done to keep qualified teachers from leaving schools in your district?

*Probes:*
- How would you describe the teacher turnover rates at schools in your sector?
- Why do you think teachers leave?
- What changes have you seen in teacher turnover in the past year a result of changes in school leadership, mentorship and/or coaching practices, if any?
- Why do you think changes have/have not occurred?

## Section 6: Closing

6.1 Thank you for your participation today. Do you have any questions or anything else that you would like to share?

## District Education Officer Interview Guide

### Section 1: Introduction

1.1 How long have you been a District Education Officer in this district?

### Section 2: CPD Diploma Program in Effective School Leadership

2.1 Are you currently participating in the Diploma Program in Effective School Leadership?

➔If respondent is not participating in the program, skip to Section 3, question 3.1

2.2 How relevant is the course to your work as a District Education Officer? Which components of the course do you feel were most relevant to your work?

*Probes:*
- What part of the course sticks with you the most? Why?
- Who else would benefit from this course?
- How has your participation in the Diploma Program in Effective School Leadership changed how you support schools? Please explain.

2.3 Are there any topics that were not included in the course that you feel should be included in the future?

### Section 3: School Leadership

3.1 Have you seen any changes in school leadership in your district since Head Teachers (and Deputy Head Teachers) completed the Continuous Professional Development Diploma Program in Effective School Leadership?

*Probes:*
- What have been the biggest changes?
- Are these changes different for each school in your district?
- Why do you think some schools have made bigger changes than others? Any examples?
- Why do you think some school have been more successful than others?
- If you have not seen any changes, why?

3.2 Should the Diploma Program in Effective School Leadership be required for all new Head Teachers? Why or Why not?

*Probes:*
- Who else would benefit from this course?

3.3 What additional support do Head Teachers and Deputy Head Teachers need in order to be effective school leaders?

### Section 4: Coaching and Mentorship

4.1 Have you seen changes in how schools provide professional development, coach and or mentor teachers since school subject leaders and school based mentors participated in or completed the Certificate Program in Educational Mentorship and Coaching?

*Probes:*
- What have been the biggest changes?
- Are these changes different for each school?

- Why do you think some schools have made bigger changes than others? Any examples?
- Why do you think some school have been more successful than others?
- If you have not seen any changes, why?

4.2 Should the Certificate Program in Educational Mentorship and Coaching be required for all School Based Mentors, School Subject Leaders and School Education Inspectors? Why or Why not?

*Probes:*
- Who else would benefit from this course?

4.3 What additional support do STEM School Subject Leaders and School Based Mentors need in order to be effective school leaders, coaches and mentors?

4.4 Have you seen any changes in how SEIs support Head Teachers since the SEIs completed the Certificate Program in Educational Mentorship and Coaching?

*Probes:*
- What do SEIs do differently now?
- What have been the biggest changes?
- If you have not seen any changes, why?

4.5 What additional support to School Education Inspectors need in order to support schools in your district?

## Section 5: Teacher Motivation and Retention

5.3 What do you think are the main motivators of the school leaders/teachers at schools in this district?

*Probes:*
- What changes have you seen in teacher motivation during the past year as a result of changes in school leadership, mentorship and/or coaching practices, if any?
- Why do you think changes have/have not taken place?

5.4 What do you think can be done to keep qualified teachers from leaving schools in your district?

*Probes:*
- How would you describe the teacher turnover rates at schools in your sector?
- Why do you think teachers leave?
- What changes have you seen in teacher turnover in the past year a result of changes in school leadership, mentorship and/or coaching practices, if any?
- Why do you think changes have/have not occurred?

## Section 6: Closing

6.1 Thank you for your participation today. Do you have any questions or anything else that you would like to share?

## STEM Teacher Interview Guide

### Section 1: Introduction

1.1 How long have you been a teacher at this school? What motivated you to become a teacher?

### Section 2: CPD, Coaching and Mentoring

2.1 What types of professional development opportunities have you participated in since becoming a teacher at this school?

*Probes:*
- Did you participate in any introduction program at this school when you started as a teacher?
- Have you participated in any formal trainings?
- Do you receive coaching and/or mentoring?
- Do you participate in Communities of Practice (CoPs)?

2.2 Who is/are responsible for organizing professional development for teachers at your school? Has this changed in the past year? If so, how?

2.3 If you have a question about teaching pedagogy, where do you go for help?

2.4 How would you rate the quality of support that you receive from your school on teaching pedagogy? Has this changed in the past year? If so, how?

*Probes:*
- Do you think that the support is sufficient? Why/why not?
- Do you feel able to use teaching methods appropriate for different types of learners?
- Have you seen any changes in your motivation or job satisfaction as a result of this support?

2.5 If you have a question about STEM curriculum content, where do you go for help?

*Probes:*
- Do you ever access online support? Why/why not?

2.6 How would you rate the quality of support that you receive from your school on teaching the STEM curriculum? Has this changed in the past year? If so, how?

*Probes:*
- Do you think that the support is sufficient? Why/why not?
- Have you seen any changes in your motivation or job satisfaction as a result of this support?

2.7 Do you participate in any Communities of Practice (CoPs) at your school? If so, how useful is this to your work?

*Probes:*
- How do you think you have benefited from your participation in CoPs, if at all?
- What do you like/dislike about CoPs?
- Does your participation in CoPs help you to learn new teaching pedagogies or methodologies?
- Does your participation in CoPs help you to better teach the STEM curriculum?
- How has your participation in CoPs changed your confidence in your role as a teacher, if at all?
- Have you seen any changes in your motivation or job satisfaction as a result from this support?
- Do you see yourself still participating in CoPs next year?
- If you are not participating in CoPs, why?

2.8 Do you feel that your learning needs as a teacher are supported by school leadership? How has this changed in the past year, if at all?

*Probes:*
- Have you seen any changes in your motivation or job satisfaction as a result of the support received?

## Section 3: STEM

3.1 Do you feel that your school has the resources necessary to teach your subject as per the curriculum?  How has this changed in the past year, if at all?

*Probes:*
- Do you feel able to identify local resources to use in your class?
- Are STEM needs incorporated into the School Improvement Plan (SIP)?
- How do parents and the community support STEM at your school, if at all?

3.2 Are you familiar with the 5E Model for teaching STEM? If so, how are you supporting the use of the 5E Model in the classroom, if at all?

*Probes:*
- 5Es stands for Engage, Explore, Explain, Elaborate, Evaluate.
- Do you think that this is an appropriate model for teaching STEM at your school?
- Do you have any challenges in using this model?
- What additional support do you need?

3.3 How do you rate your confidence in teaching both male and female students? How has this changed in the past year, if at all?

*Probes:*
- Do male and female students learn STEM subjects differently?
- In which subjects do boys excel? Why?
- In which subjects do girls excel? Why?
- What additional support do you feel you need?

## Section 4: School Culture

4.1 How true is this statement about your school: *"My school environment is conducive to professional development and provides a culture of lifelong learning for all"*?

*Probes:*
- How true were these statements one year ago?
- Has this changed the past year a result of changes in school leadership, mentorship and/or coaching practices? How has the school environment changed?
- What gaps still exist?

4.2 How true is this statement about your school: *"My school is a place where teachers take risks, seek out and try new ideas and strategies, and discuss their work openly; a school where teachers positively thrive on collaborating with and learning from each other"*[63]?

*Probes:*

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[63] From page 22 of the Certificate Program in Educational Mentorship and Coaching: Coaching and Mentoring for Professional Development of Head Teachers and Teachers Manual; Module 1

- How true were these statements one year ago?
- Has this changed the past year a result of changes in school leadership, mentorship and/or coaching practices? How has the school environment changed?
- What gaps still exist?

**Section 5: Closing**

5.1 Thank you for your participation today. Do you have any questions or anything else that you would like to share?

## Newly Qualified Teacher Interview Guide

**Section 1: Introduction**

1.1 How long have you been a teacher at this school? What motivated you to become a teacher?

**Section 2: CPD, Coaching and Mentoring**

2.1 What types of professional development opportunities have you participated in since becoming a teacher at this school?

*Probes:*
- Did you participate in a formal induction program?
- Have you participated in any formal trainings?
- Do you receive coaching and/or mentoring?
- Do you participate in Communities of Practice (CoPs)?

2.2 Who performed your induction into the school?

*Probes:*
- Did you feel that this was sufficient?
- If you participated in a formal induction program, did you feel that it was appropriate?
- How can induction for new teachers be improved?

2.3 Who is/are responsible for organizing professional development for teachers at your school?

2.4 If you have a question about teaching pedagogy, where do you go for help?

*Probes:*
- Do you ever access online support? Why/why not?

2.5 How would you rate the quality of support that you receive from your school on teaching pedagogy?

*Probes:*
- Do you think that the support is sufficient? Why/why not?
- Do you feel able to use teaching methods appropriate for different types of learners?
- Have you seen any changes in your motivation or job satisfaction as a result of this support?

2.6 If you have a question about curriculum content, lesson planning or assessment of learners where do you go for help?

*2.7* How would you rate the quality of support that you receive from your school on teaching the curriculum, lesson planning and assessment?

*Probes:*
- Do you think that the support is sufficient? Why/why not?
- Have you seen any changes in your motivation or job satisfaction as a result of this support?

2.8 Do you participate in any Communities of Practice (CoPs) at your school? If so, how useful is this to your work?

*Probes:*
- How do you think you have benefited from your participation in CoPs, if at all?
- What do you like/dislike about CoPs?

- Does your participation in CoPs help you to learn new teaching pedagogies or methodologies?
- Does your participation in CoPs help you to better teach the curriculum?
- How has your participation in CoPs changed your confidence in your role as a teacher, if at all?
- Have you seen any changes in your motivation or job satisfaction as a result from this support?
- Do you see yourself still participating in CoPs next year?
- If you are not participating in CoPs, why?

2.9 Do you feel that your learning needs as a teacher are supported by school leadership?

*Probes:*
- Have you seen any changes in your motivation or job satisfaction as a result of the support received?

## Section 3: School Culture

3.1 How true is this statement about your school: *"My school environment is conducive to professional development and provides a culture of lifelong learning for all"*?

*Probes:*
- What gaps still exist?

3.2 How true is this statement about your school: *"My school is a place where teachers take risks, seek out and try new ideas and strategies, and discuss their work openly; a school where teachers positively thrive on collaborating with and learning from each other"[64]*?

*Probes:*
- What gaps still exist?

## Section 4: Closing

4.1 Thank you for your participation today. Do you have any questions or anything else that you would like to share?

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[64] From Page 22 of the Certificate Program in Educational Mentorship and Coaching: Coaching and Mentoring for Professional Development of Head Teachers and Teachers Manual; Module 1