

Leading, Teaching and Learning Together

Report on the early impact of the programme

March 2020



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List of abbreviations and acronyms

CoP	Community of Practice
CPD	Continuous Professional Development
DDE	District Director of Education
DEO	District Education Officer
DHT	Deputy Head Teacher
FGD	Focus Group Discussion
HT	Head Teacher
KAP survey	Knowledge, Attitudes and Practices survey
LTLT	Leading, Teaching and Learning Together
NT	New Teacher
PLC	Professional Learning Communities
REB	Rwanda Education Board
SBM	School Based Mentor
SEI	Sector Education Inspector
SL	School Leadership
SSL	School Subject Leader
STEM	Science Technology Engineering Mathematics
ToC	Theory of Change
TTC	Teacher Training College
UR-CE	University of Rwanda-College of Education
VVOB	Flemish Association for Development Cooperation and Technical Assistance

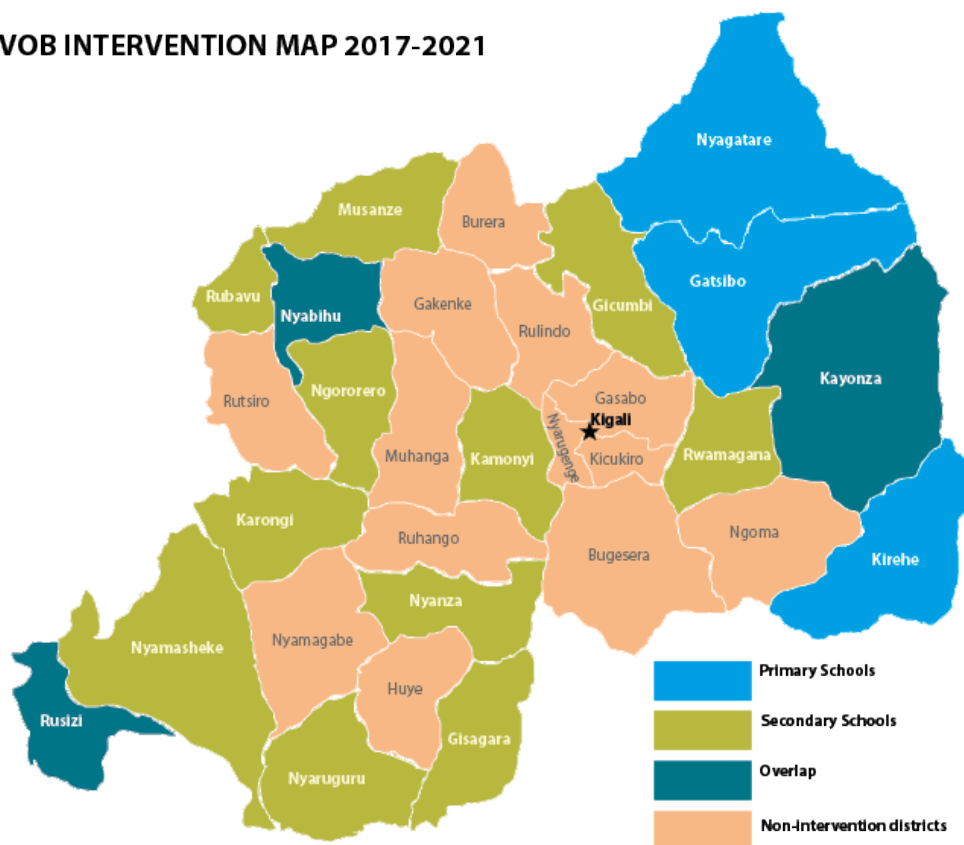
Background

This report presents findings on the early impact of the Leading, Teaching and Learning Together (LTLT) programme. The LTLT programme runs from 2017 until 2021 and is rolled out in 17 districts in Rwanda (see figure 1. below) targeting a total of 1157 primary and secondary schools. The main objective of the programme is to improve the quality of basic education in Rwanda by strengthening the competences of key education actors through improved Continuous Professional Development (CPD) services and support systems for these actors.

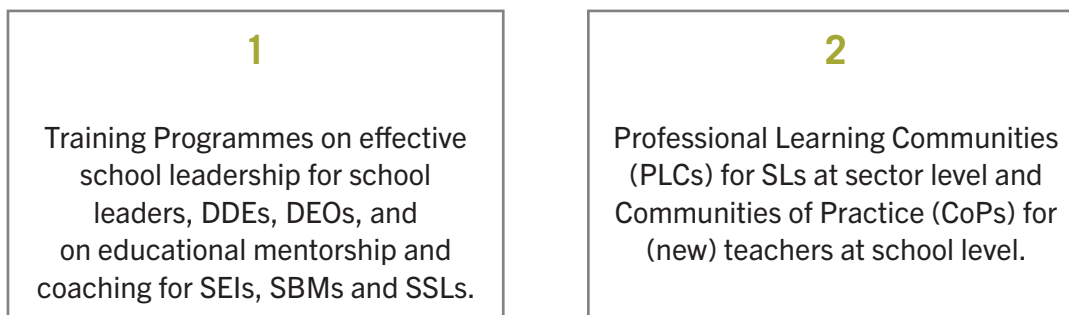
Actors that are directly targeted by the programme are: Sector Education Inspectors (SEIs), District Directors of Education (DDEs), District Education Officers (DEOs), School Leaders (SLs), including both Head Teachers (HTs) and Deputy Head Teachers (DHTs), School Based Mentors (SBMs) and School Subject Leaders (SSLs) in Science, Technology, Engineering and Mathematics (STEM). Actors that are indirectly targeted include teachers, including New Teachers (NTs) and students.

Figure 1. Implementation districts of the Leading, Teaching and Learning Together programme in primary and secondary education

VVOB INTERVENTION MAP 2017-2021



To establish improved CPD services and support systems for key education actors, the LTLT programme develops the capacity of our operational partners - REB and UR-CE - to strengthen CPD support through two CPD modalities:



To reach all 1157 schools and optimize the delivery of the CPD training programmes, the different beneficiary groups are randomly assigned to one of three training cohorts as depicted in the table below. A great majority of the SEIs was planned to be trained in the first cohort so that the PLCs could already start in 2017 (primary education) and 2018 (secondary education).

Table 1. Overview of planned number of trainees to be reached

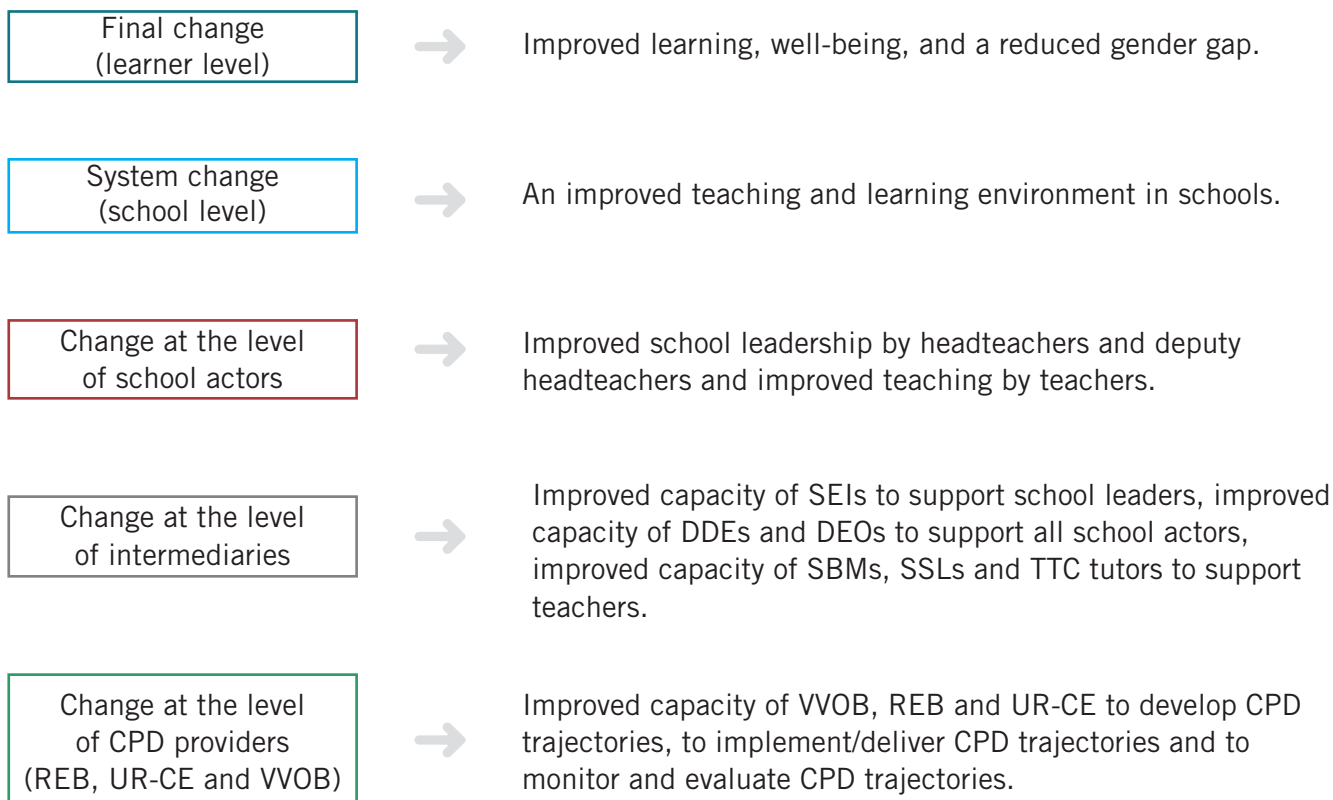
Actors	First cohort 2018 ¹	Second cohort 2019 ¹	Third cohort 2020 ¹	2021 ²	Total
HT	319	335	335	N.A.	989
DHT	229	226	225	N.A.	680
SEI	167	67	N.A. ²	N.A.	234
SBM	258	450	449	N.A.	1427
STEM SSL	479	513	512	N.A.	1504 ³
DDEs	N.A.	7	10	N.A.	17
DEOs	N.A.	9	23	N.A.	34

1 Random selection from total pool of trainees except for SEIs

2 Cohort will consist of trainees that were unable to complete/enrol for the course in an earlier cohort

3 Two subject leaders per school are selected

The programme's Theory of Change (ToC) which can be found on the next page provides an overview of the programme's building blocks and the levels of intervention. Working from the top to the bottom, the intended changes of the LTLT programme are:

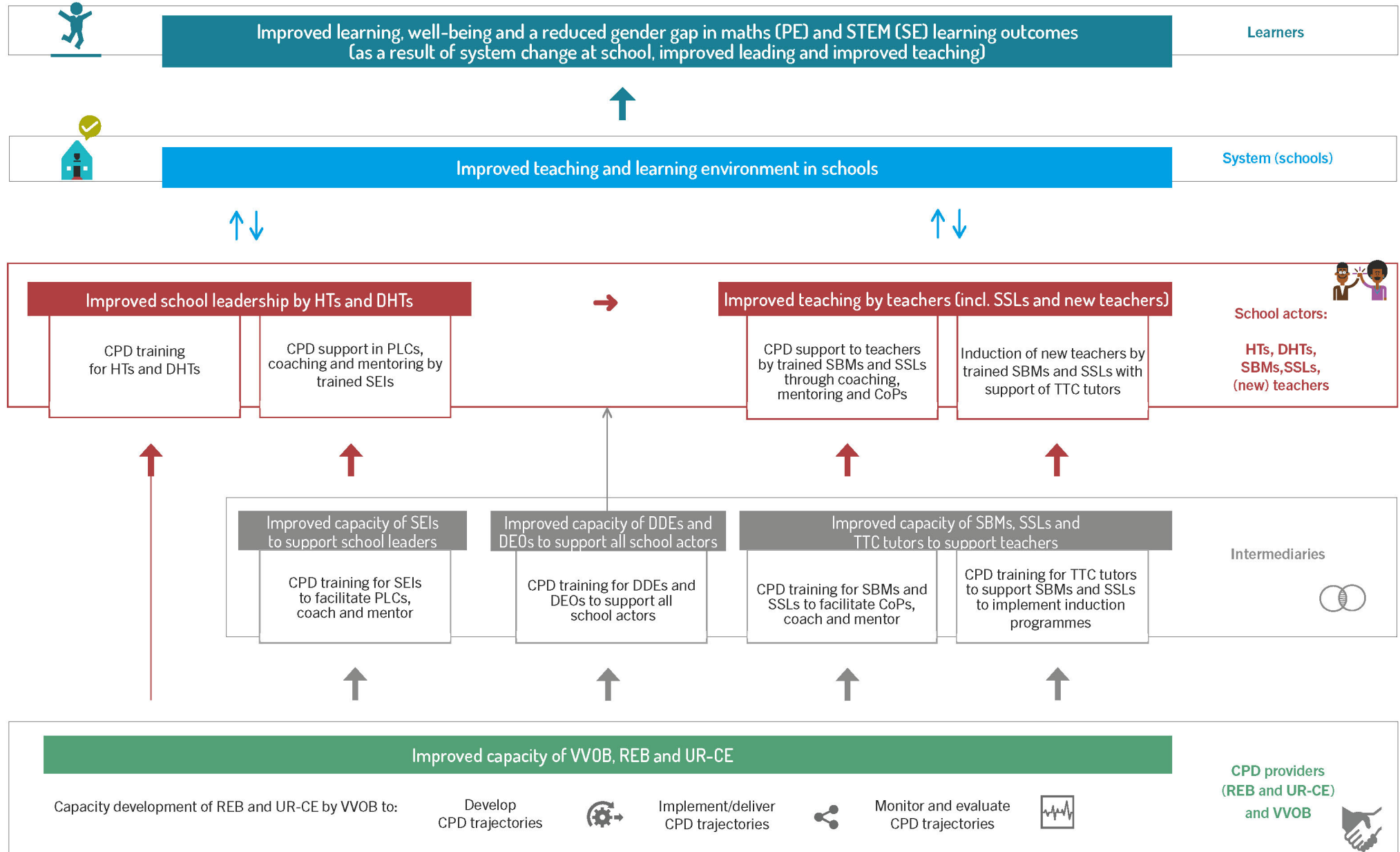


At school and sector level the main strategies applied are: CPD training for school leaders and intermediaries (SEIs, DEOs/DDEs, SBMs, SSLs and TTC tutors), PLCs for school leaders, CoPs and mentoring and coaching sessions for teachers. At national level, VVOB develops the capacity of the UR-CE and REB to 1. Develop CPD trajectories; 2. Implement/deliver CPD trajectories and 3. Monitor and evaluate CPD trajectories.

Further information on the strategies and building blocks of the LTLT programme can be found in our concept notes.¹

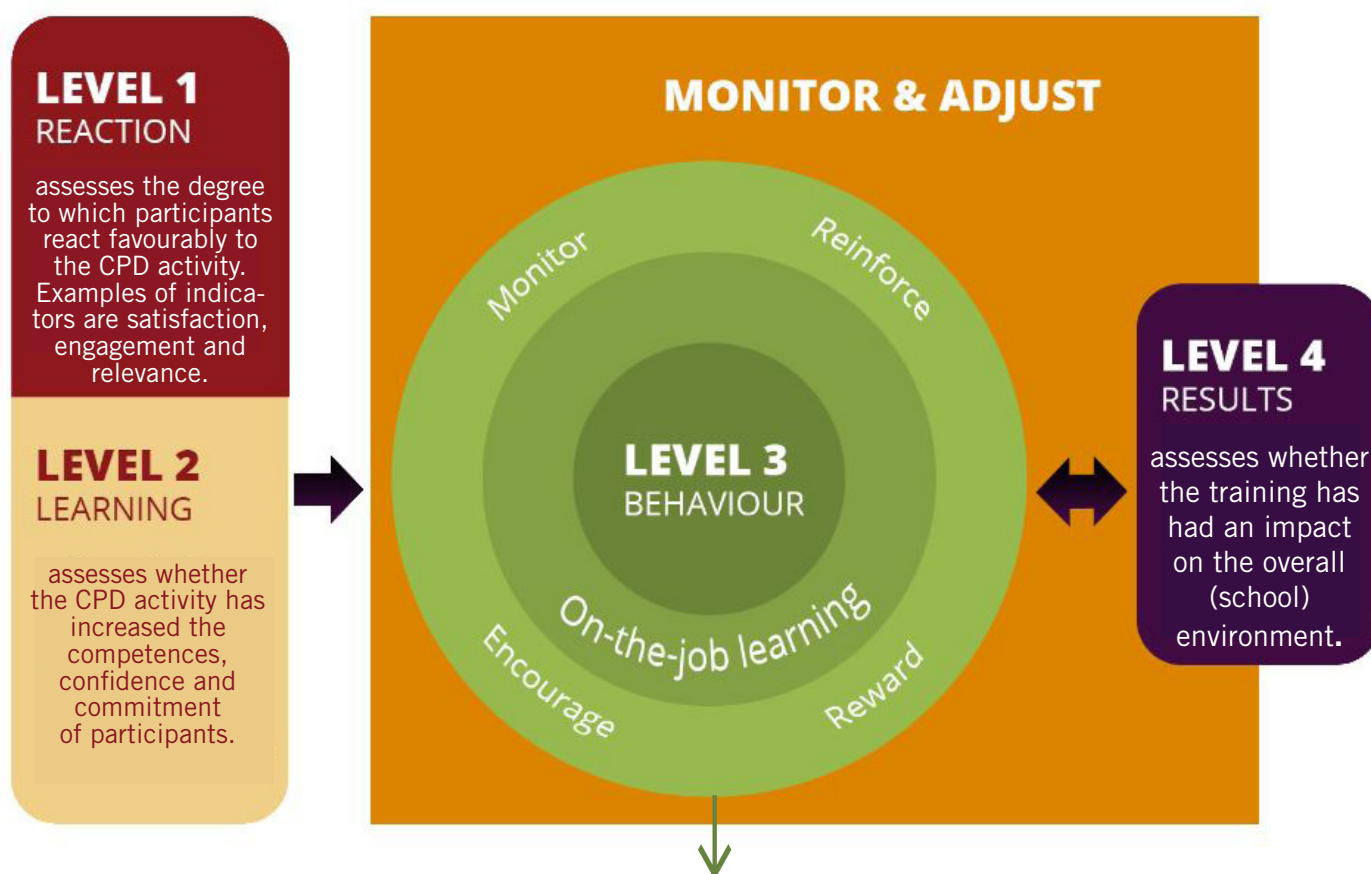
¹ VVOB, 2019: Concept notes on School Leadership, Communities of practice framework and Professional Learning Community framework, Teacher Support and Integrating ICT in CPD of school leaders and teachers. Available from: <https://rwanda.vvob.org/>

Figure 2. Theory of Change for the Leading, Teaching and Learning Together programme



Methodology

To assess the impact of the CPD modalities in an effective and systematic matter, VVOB and its operational partners use the New World Kirkpatrick evaluation of trainings framework¹ as a base. This framework postulates that a sound evaluation of a CPD activity should focus on four levels:



The behaviour level assesses the degree to which participants apply what they have learned during the training on the job.

Based on this framework different methods and tools were developed to assess the four levels (see table on the next page). The results described in this report include an overview of the results to date for each of the Kirkpatrick levels.

¹ Kirkpatrick & Kirkpatrick, 2015. An introduction to the new world Kirkpatrick model. Kirkpatrick Partners, LCC.

Table 2. Overview of evaluation methods, focus, timing and sample

Level	Method	Main focus	Timing and sample
Reaction level	Telephone interviews	Satisfaction and relevance	Halfway the training programmes, random sample
	Participatory evaluation		After each training session, all participants
	Focus Group Discussions (FGDs)		Towards the last training session, purposive sample of 8-10 participants in 4 selected centres
Learning level	Knowledge, Attitudes and Practices surveys	Competences, confidence and commitment regarding roles and responsibilities	First training session (pre), exam (post), all participants from primary education
	Focus Group Discussions (FGDs)		Towards the last training session, purposive sample of 8-10 participants in 4 selected centres
Behaviour level	Knowledge, Attitudes and Practices surveys	School Leadership practices	First training session (pre), exam (post), all participants from primary education
	Surveys	Mentoring and Coaching practices	Baseline and endline measurement in all secondary education baseline schools and all schools where school leaders started in cohort one
	In-depth interviews		
	Focus Group Discussions (FGDs)	Effective Teaching practices (in STEM)	
E-monitoring of PLC sessions		All sectors	
Results levels	Most Significant Change Stories	School level changes in four domains: <ul style="list-style-type: none"> • Effective teaching • Positive learning environment • Internal collaboration • External collaboration 	All participants from cohort one, selection of most significant stories through pre-defined criteria

Results

Reaction to CPD programmes

Telephone surveys were conducted with a sample of participants halfway the training programmes. During these surveys, data was collected on the following topics: Effectiveness of facilitation methods, satisfaction with training material, satisfaction with training facilities/logistics, level of ease, appropriateness of time/length, course usefulness and general course appreciation. For each of these topics the participants of the training programmes were asked to rate the topic on a scale of 1 (not at all satisfied) to 10 (very satisfied). The sample sizes for each participant group were as follows: School leaders N=30, SEIs N=30, SBMs N=30 and STEM SSLs N=56.

As can also be seen in the graph in [Annex 1, Figure 3](#): Average satisfaction scores for different CPD training programmes according to the programme participants, all participants gave very high satisfaction scores (average scores above 8) for the effectiveness of the facilitation methods, course usefulness and the general appreciation. Scores are a bit lower or more mixed when it comes to the training material (school leaders give an average score of 7.2/10 which is the lowest score), level of ease (STEM SSLs find the course the most difficult and give a score of 7.5/10), appropriateness of the time/length (lowest score is given by STEM SSLs: 5.6/10), and the satisfaction with the training facilities (lowest score is given by STEM SSLs: 7.8/10). Overall, we can conclude that STEM SSLs are slightly less satisfied with the CPD training programme than participants of the other training programmes and that the length of the training programmes (considered too short) receives the lowest score from all participants. However, we should keep in mind that even the lowest scores can still be considered as satisfactory.

In addition to the telephone surveys, qualitative data on satisfaction was collected through a participatory evaluation at the end of each training weekend and a FGD at the end of the training programme. The qualitative findings mostly reflect the quantitative findings and show that the participants are satisfied with the training programmes but that they find the time available for the training programmes too short for the amount of content to be covered. Another recurring theme in the FGDs, is that the training programmes are at times rather theoretical and that participants would like to learn more from real life cases, practice more experiments themselves (STEM SSLs) or learn more from videos/role models. Also, most participants expressed their wish to receive more follow-up from trainers when back on the job.

Learning from the CPD programmes

To assess whether the CPD programmes have increased participants' competences and motivation, pre- and post-test Knowledge, Attitudes and Practices (KAP) surveys were administered among cohort one participants from primary education. Additionally, FGDs were conducted with cohort two participants during the last training session. Sample sizes for the KAP surveys were as follows: SLs N=151, SEIs N=69, SBMs N=38, SSLs N=39.

KAP survey results

Results of the surveys show consistent improvements among beneficiaries in competences and confidence as well as more commitment to roles and tasks after completing the training programmes.

For SLs, more favourable attitudes about shared and transformational leadership were observed after the training compared to before the training (see [Figure 4: Attitudes about HT roles and responsibilities before and after the training programme](#)). SLs also reported to receive more support from the sector and teachers at their school and reported a better professional climate at school (see [Figure 5: Level of support according to headteacher before and after the training programme](#)). For SEIs, positive changes were perceived in self-reported knowledge about SEI roles and responsibilities (see [Figure 7: Level of understanding about SEI roles and responsibilities before and after the training programme](#)) and in attitudes about shared leadership within PLCs for head teachers (see [Figure 8: Attitudes about relationship with headteachers according to SEIs before and after the training programme](#)). SEIs also feel more competent and motivated in their work after the training with an increase observed in Work Related Basic Needs Satisfaction¹ (see [Figure 10: Work-related basic need satisfaction of SEI before and after the training programme](#)). The latter includes improvements in perceived autonomy, relatedness and competence at work. For SBMs, improvements were observed in self-reported knowledge about mentoring and coaching especially activities for new teachers (see [Figure 11: Self-reported level of understanding of SBMs before and after the training programme](#)). For math SSLs, improvements were observed in self-reported knowledge about SSL tasks such as inducting new mathematics teachers (see [Figure 14: Skills/confidence SSL tasks according to SSLs before and after the training programme](#)). Among SSLs an improvement was also found in Work Related Basic Needs Satisfaction, especially for the subscale on competence (see [Figure 16: Work-related basic need satisfaction of SSL before and after the training programme](#)).

Focus Group Discussion results

The FGD findings have confirmed findings from the KAP surveys but have also highlighted some new and unexpected learnings. The FGD with SBMs for instance showed that the following skills were acquired during the training programme: Conducting CoPs, conducting a coaching conversation, planning skills (e.g. making a CPD plan), conducting lesson observations, dealing with resistance to change, school management and leadership, reporting and induction of new teachers. Though most of these learning areas are in line with the modules of the training programme, some of the more cross-cutting skills which were not specifically covered in a module like planning, reporting and leadership came out quite strongly during the FGDs.



Before the training, if a teacher was having difficulties, I would just tell him/her how to solve the problem. But today, I am helping them to find the right way to the solution through coaching and mentoring.

SBM, Rusizi

FGDs further show that the programme has boosted the SBMs' confidence when it comes to their role as SBMs. As a result, teachers trust them more and there is more respect for the SBM.

¹ Van den Broeck, A., Vansteenkiste, M., De Witte, H., Soenens, B., & Lens, W. (2010). Capturing autonomy, competence, and relatedness at work: Construction and initial validation of the Work-related Basic Need Satisfaction scale. *Journal of Occupational and Organizational Psychology*.

FGDs with STEM SSLs revealed that improved teaching skills was the most important competence that has been acquired through the training programme. STEM SSLs indicate that the programme has helped them create more structure in their classes through the use of specific methodologies that they were exposed to during the programme. Also, they feel more able to develop clear lesson plans and instruction techniques and evaluate learners in a more systematic manner. Another finding revealed by the FGDs is that STEM SSLs also feel more confident looking for their own teaching resources and aids. Coaching and mentoring skills and knowledge on how to conduct a CoP have also been mentioned by most of the STEM SSLs as gained competences.



The changes are so many for me. Before I didn't use any strategies for teaching the learners and I didn't use for instance the Bloom's taxonomy when assessing the learners. I also understand better how to be a professional in my teaching.

STEM SSL, Gisagara

I used to only do things after receiving instructions from my school leaders but today it is not the case, I am not doing things just to satisfy the leaders but I fulfil my responsibilities because I know what to do in my daily work.

STEM SSL, Nyamasheke

FGDs with school leaders were conducted after session three which made it more difficult to assess the early impact of the programme as school leaders had only received three out of eight sessions. Nevertheless, school leaders already mentioned some important newly acquired skills and learnings. One of these is that the programme has provided school leaders with more clarity on their tasks and how to juggle these different tasks in an effective manner. To do this, many of them mention that they have started collaborating a lot more with their staff members (teachers, deputy headteachers) as well as with parents and the community. School leaders also appreciate the focus of the programme on gathering evidence and using such evidence to implement school-level policies (e.g. on teacher absenteeism).

We can use this course to show them (teachers) evidence. Teachers don't think about absenteeism, coming late, etc. They say this is an issue for students and headmasters only. But now I will train on the values and responsibilities of a teacher. I think from such training they will be able to uplift their experience

Head teacher, Nyagatare

Early impact at the level of behaviour

To assess the early impact at the behavioural level, we have so far used three different approaches: (1) KAP surveys with beneficiaries before and after the training programme focusing specifically on practices, (2) surveys with different school stakeholders in schools where the headteacher had been partially trained under cohort 1 (N=152) and in baseline schools where no one had been trained yet at the time of the survey (N=95), and (2) quarterly PLC monitoring reports. As the programme progresses further, we will also explore other approaches to assess changes at this level (e.g. school observations).

In KAP surveys, SEIs report to conduct more frequent field visits to schools after having been trained (see [Figure 13: Practices of SEIs before and after the training programme](#)). SBMs indicated to more frequently organize coaching and mentoring activities for teachers (both new and experienced) at their schools after having been trained (see [Figure 14: Frequency of mentoring and coaching activities for \(new\) teachers according to SBM before and after the training programme before and after the training programme](#)). We further observed that SBMs devoted more time to organizing induction activities for new teachers. Furthermore, SSLs indicated to more frequently conduct coaching conversations with new teachers (see [Figure 15: Coaching and mentoring activities organised for new teachers by SSLs before and after the training programme](#)).

Within schools, surveys with new teachers, show that in the schools where school leaders have been partially trained, new teachers report to receive more CPD, especially CPD on content and behaviour & class management, than in baseline schools (see [Figure 16: Comparison between baseline and school leadership schools \(partially trained schools\) on new teacher participation in CPD](#)). In addition, these same new teachers give their school leaders higher ratings when it comes to effective leadership. We also note that training SEIs has had a positive impact on the establishment of PLCs with trained SEIs being more likely to establish a PLC in their sector. The monitoring reports of PLC sessions show that participation rates in PLC sessions are high with 95% of the SLs having participated in session two. On average around 5 school leaders participate in each PLC session and the session lasts about 105 minutes. During the first session, school leaders chose a joint priority to work on the coming year. The priority topic chosen most often was 'school drop-out' (see [Figure 17: Selected PLC priorities during session one](#)).

Early impact at the level of results

To assess whether any changes took place at the results level, Most Significant Changes stories¹ were collected from all the beneficiaries that took part in the first training cohort (2018/2019). Beneficiaries could choose to write a significant change story for their school.

Among the submitted stories, SEIs and DDE's selected one most significant story using predefined criteria. In addition, SEIs were asked to submit a story to their DDE. The selected change stories were presented during a return day event at district level which was held in October 2019.

The two boxes below, present two most significant stories. The first by a headteacher from Karongi district and the second by a SEI from Musanze district. The stories reflect the important contribution that the programme has made to increasing collaboration among teaching staff through CoPs and creating a culture of sharing. The SEI story shows how the training programme has professionalized the work of SEIs and how the training has made the SEI aware of the importance of contextualizing support and empowering school leaders to become more effective leaders.

1 Davies and Jart, 2004. The Most Significant Change (MSC) technique; a guide to its use.

MOST SIGNIFICANT CHANGE STORIES

By a headteacher from Karongi district

The significant change was **the improvement of collaborative learning among teaching staff of our school**. It is up to fourth module that I noticed that our Teaching staff was divided into two parts: one of newly hired teachers (4) who were qualified in Education (University degrees) and a group of older and experienced teachers but without a higher degree. Each group was considering themselves to be perfect and none of them believed to gather knowledge from the counterpart.

After learning about **promoting collaborative learning** in the training programme on Effective School Leadership, I organized a staff meeting and encouraged the organisation of communities of practice (CoPs). The University degree holder teachers who considered themselves knowledgeable found themselves in loss. They noticed that they needed more from their colleagues even if they are less qualified than them. From then on, we set a timetable for CoPs, and everybody is eager to attend. They share experiences and help one another to boost teaching and learning activities. Lesson observation is also being carried out, school mentors are helping new teachers and there is frank collaboration among staff.





By a Sector Education Inspector from Musanze district

Recently, I was one of the luckiest 190 SEIs who were trained by VVOB/UR-CE in the programme of CPD Certificate Programme in Educational Mentorship and Coaching. The programme was so helpful that I am not the same SEI as before. The difference I am talking about is a professional one.

First of all, before getting the trainings from VVOB, I used to focus on how the head teachers are managing the schools within Musanze sector because I thought that being a manager was better than being a leader. After getting the training from VVOB/UR-CE, I have professionalized, and my way of supporting head teachers has also changed. For instance, I always encourage and help the head teachers to be educational leaders rather than educational managers.

In addition to this, before the training from VVOB/UR-CE I use to treat all head teachers in the same way as if their schools are alike but through the VVOB/UR-CE training I have learnt to help/support every head teacher basing on the context of his/ her school in order to promote teaching and learning.

Moreover, through the training, my professional practices have improved. For example, we have organized coaching sessions between school head teachers where head teachers visit other schools with the aim of observing good practices at that school and integrating them in their own schools. This was done 10 times to different schools. Apart from that, I have also helped head teacher in identifying their school's improvement needs and I helped them in setting goals for their schools.

To conclude, I was selected by the District Educational Committee as the best performing SEI. I feel that this is due to the training because it improved my professional practices which in return have brought a change in educational outcomes. Without the skills and knowledge from VVOB/UR-CE I could have remained in my routines and no change could be observed.

Main conclusions

This report presented the early impact of the Leading, Teaching and Learning Together programme. To conduct this evaluation, we used the New World Kirkpatrick evaluation of trainings framework. In general we can conclude that participants of the training programmes are highly satisfied with and show great appreciation for the training programmes, that they learn a lot from the training programme, that they change their behaviour when back on the job and that change at school level is beginning to evolve.

In terms of changes at the learning level, we see consistent improvements in competences and confidence for all four beneficiary groups. The main improvements that we observed at the level of learning were: More favourable attitudes about shared and transformational leadership among SLs, more favourable attitudes among SEIs about shared leadership between SEIs and SLs in PLCs, and more knowledge about roles and responsibilities as SEIs, SBMs and SSLs.

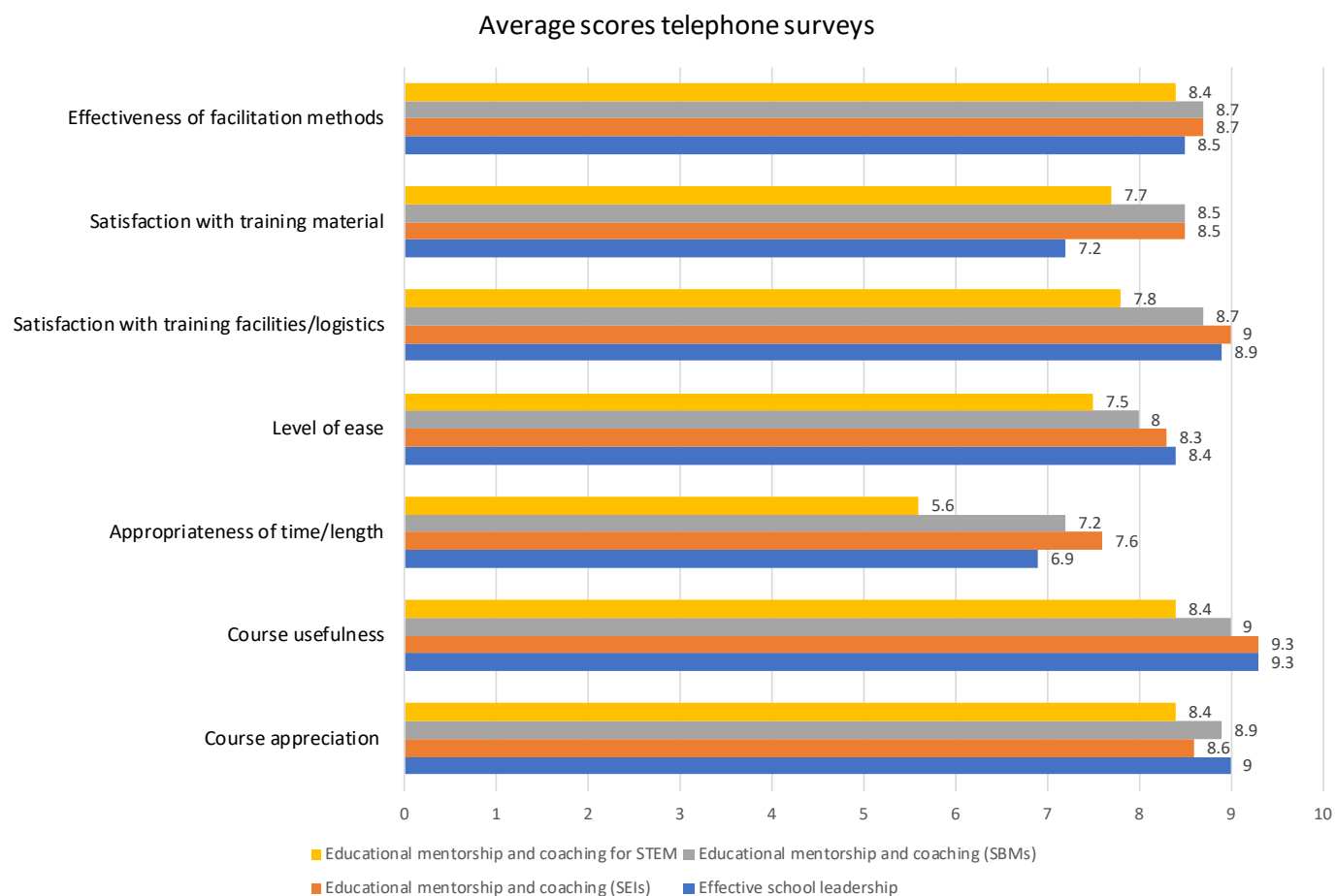
At the behaviour level we note high participation rates of SLs in PLCs, more frequent visits to schools by SEIs and more coaching and mentoring by SBMs, SSLs for (new) teachers. We further see that new teachers indicate to receive more CPD on content, behaviour & class management when their SL has been trained. New teachers also give their trained SL higher ratings when it comes to effective leadership.

At the school/results level, we gathered significant change stories which show improvements in collaborative learning among teaching staff, more collaboration between school and parents/local community through joint projects (e.g. building of girls' rooms) and better budgeting/financing.

Annexes

Annex 1: Graphs and figures at reaction level

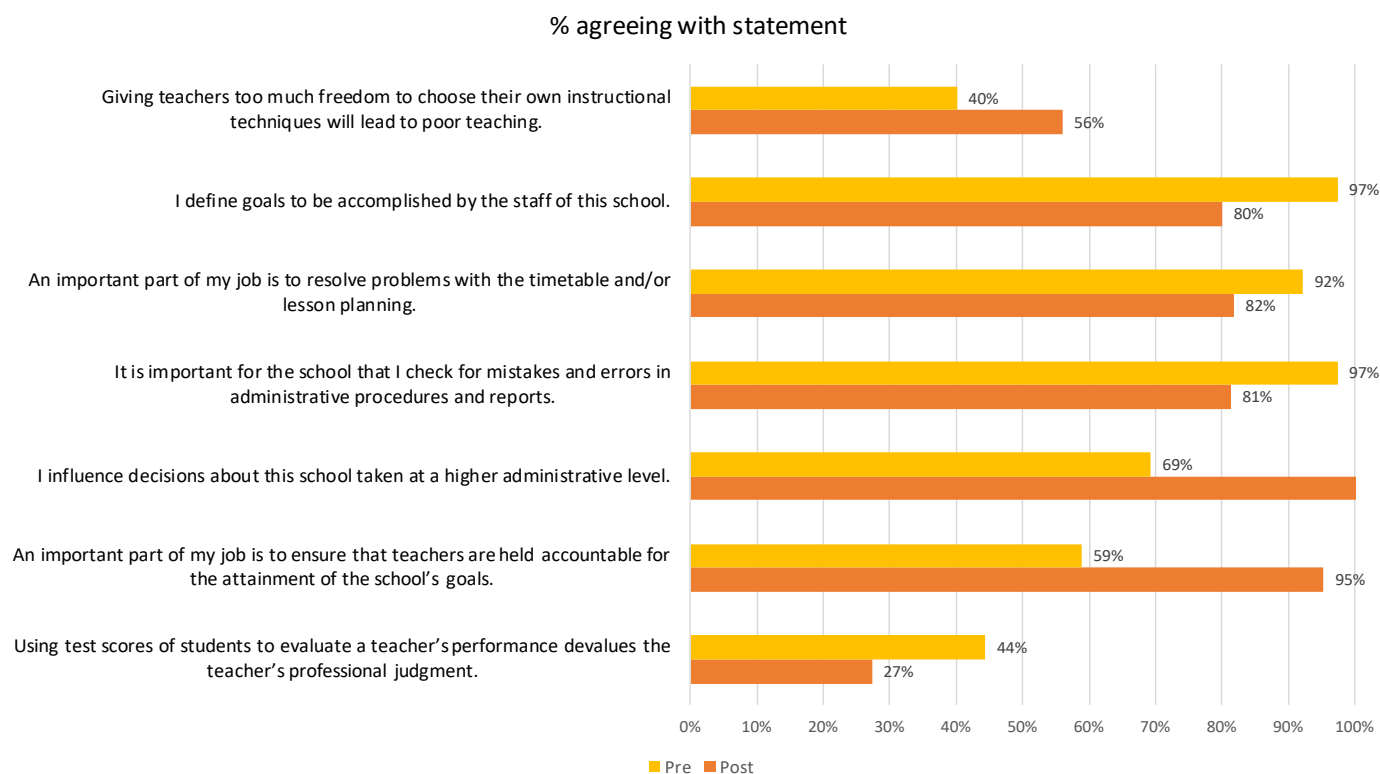
Figure 3. Average satisfaction scores for different CPD training programmes according to the programme participants¹



¹ A higher score indicates higher satisfaction

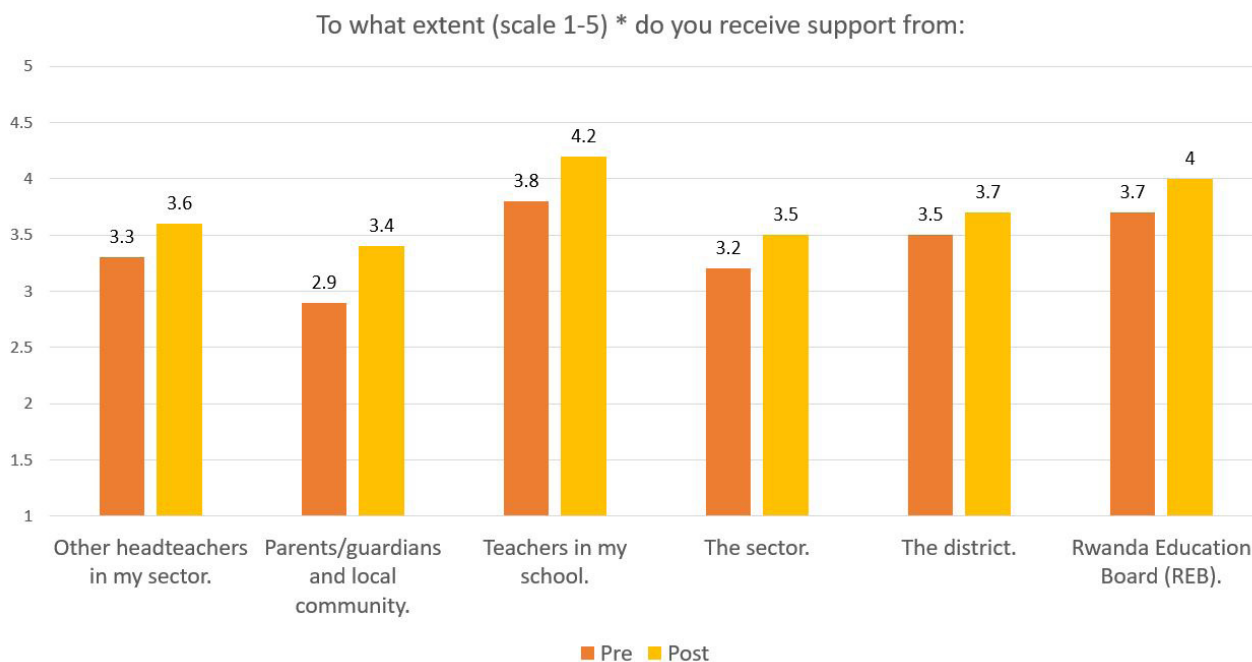
Annex 2: Graphs and figures at learning level

Figure 4. Attitudes about HT roles and responsibilities before and after the training programme¹



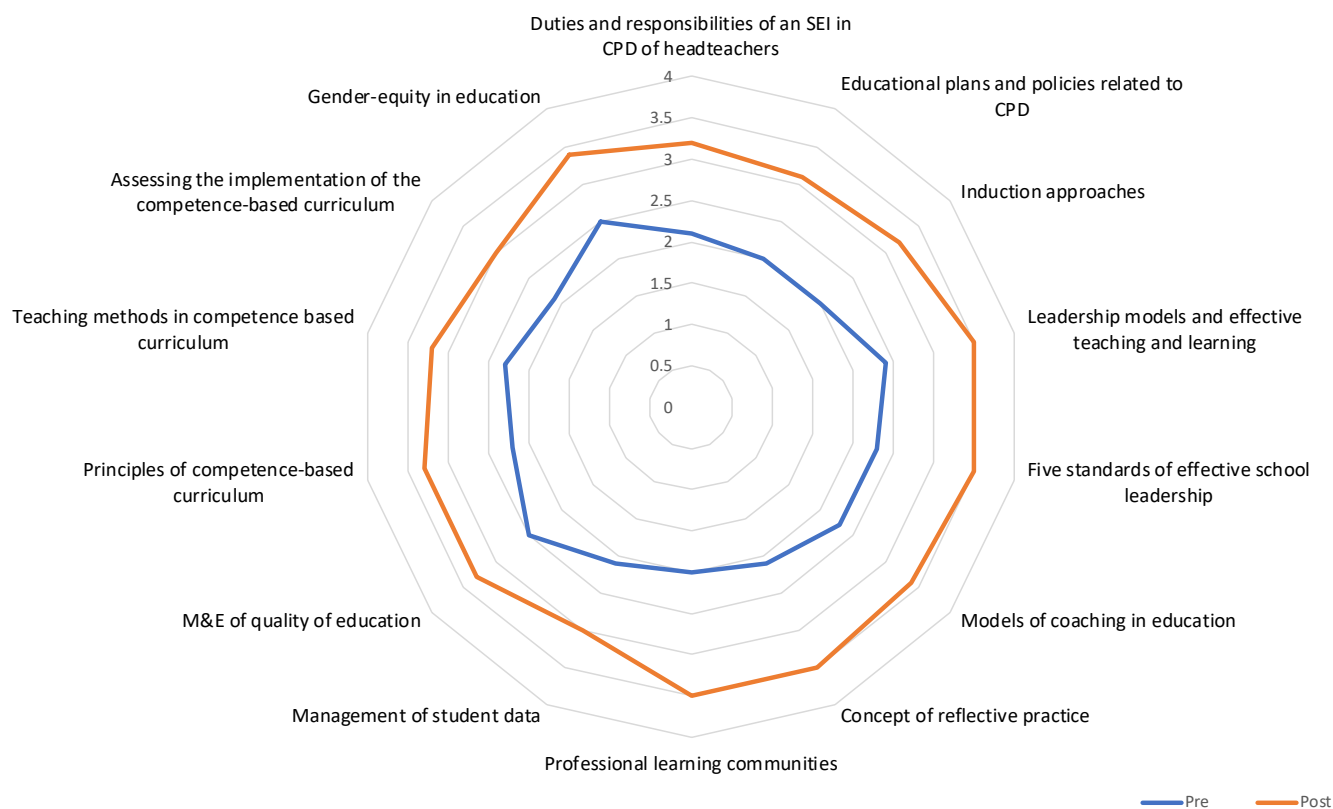
¹ Differences between the pre- and post-test for all presented statements are statistically significant ($p < 0.05$)

Figure 5. Level of support according to headteacher before and after the training programme



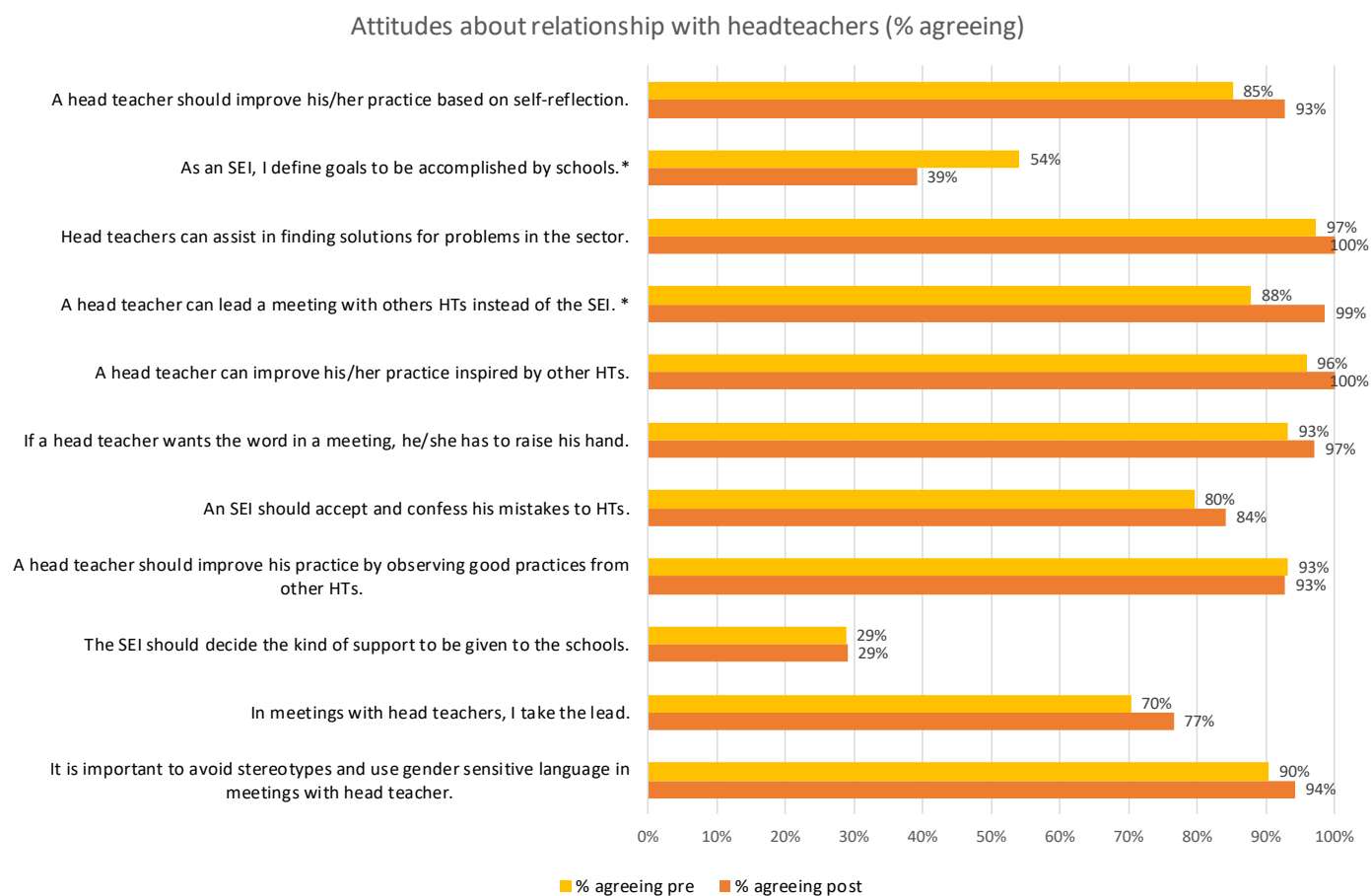
* All differences between the pre- and post-test are statistically significant ($p < 0.05$)

Figure 6. Level of understanding about SEI roles and responsibilities before and after the training programme^{1 2}



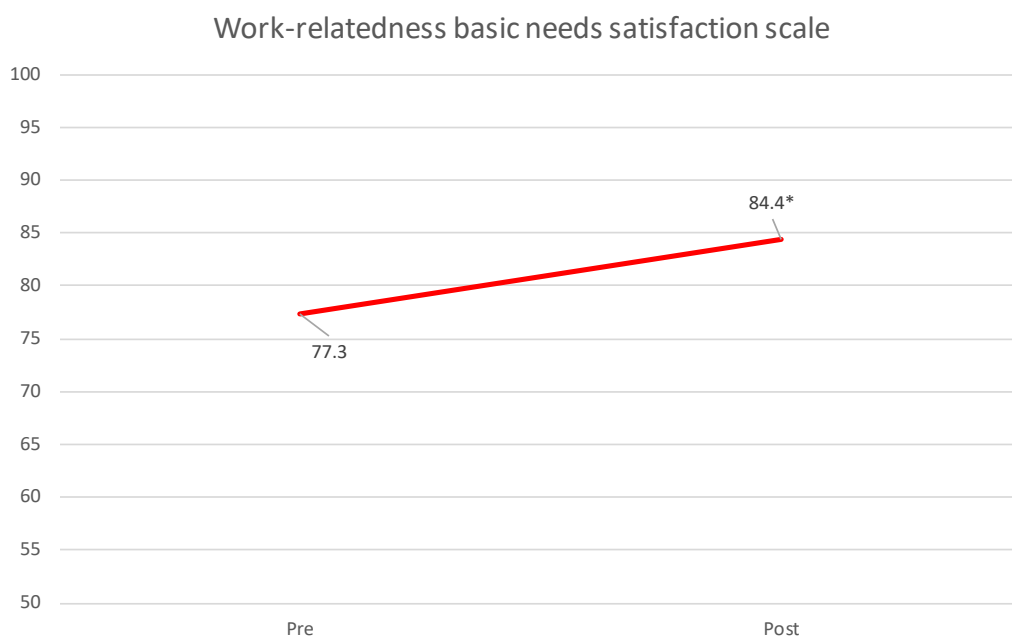
1 The following scale was used to rate the level of understanding: 1: I don't know this; 2: I need more information about this; 3: I know this; 4: I master this fully
 2 All differences between the pre- and post-test are statistically significant ($p < 0.001$)

Figure 7. Attitudes about relationship with headteachers according to SEIs before and after the training programme



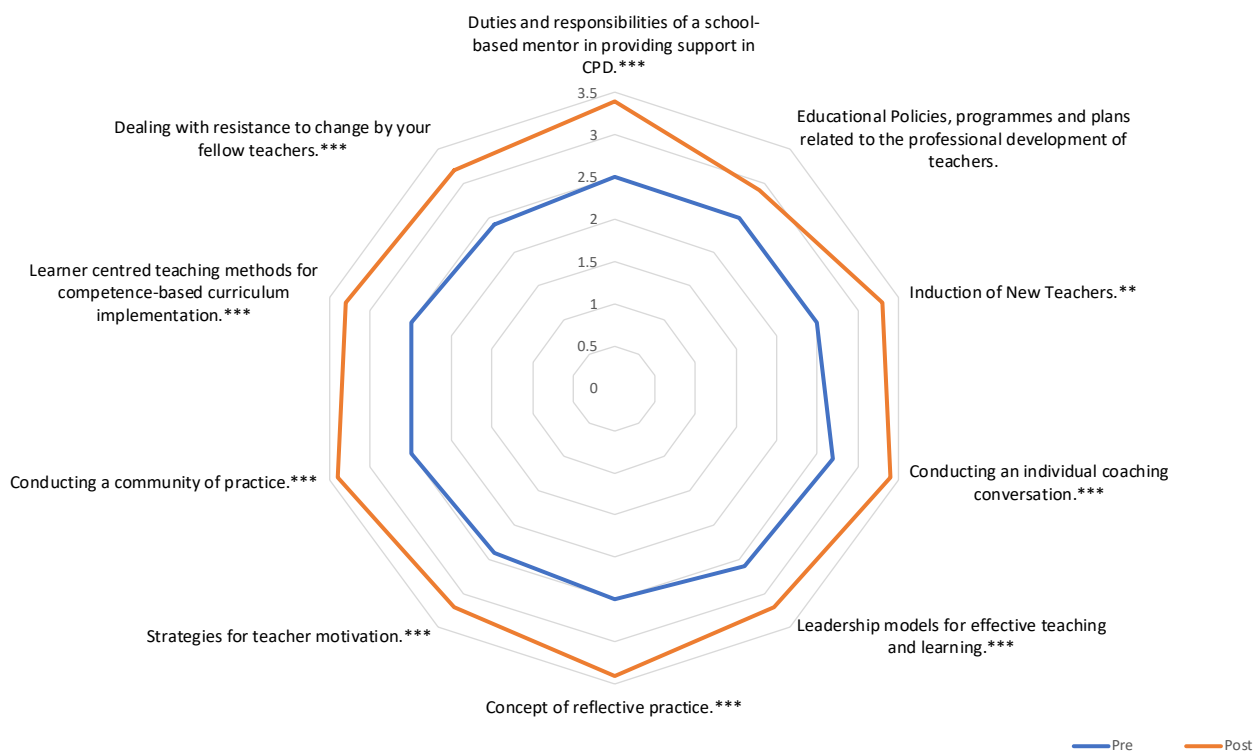
* P<0.05

Figure 8. Work-related basic need satisfaction of SEI before and after the training programme¹



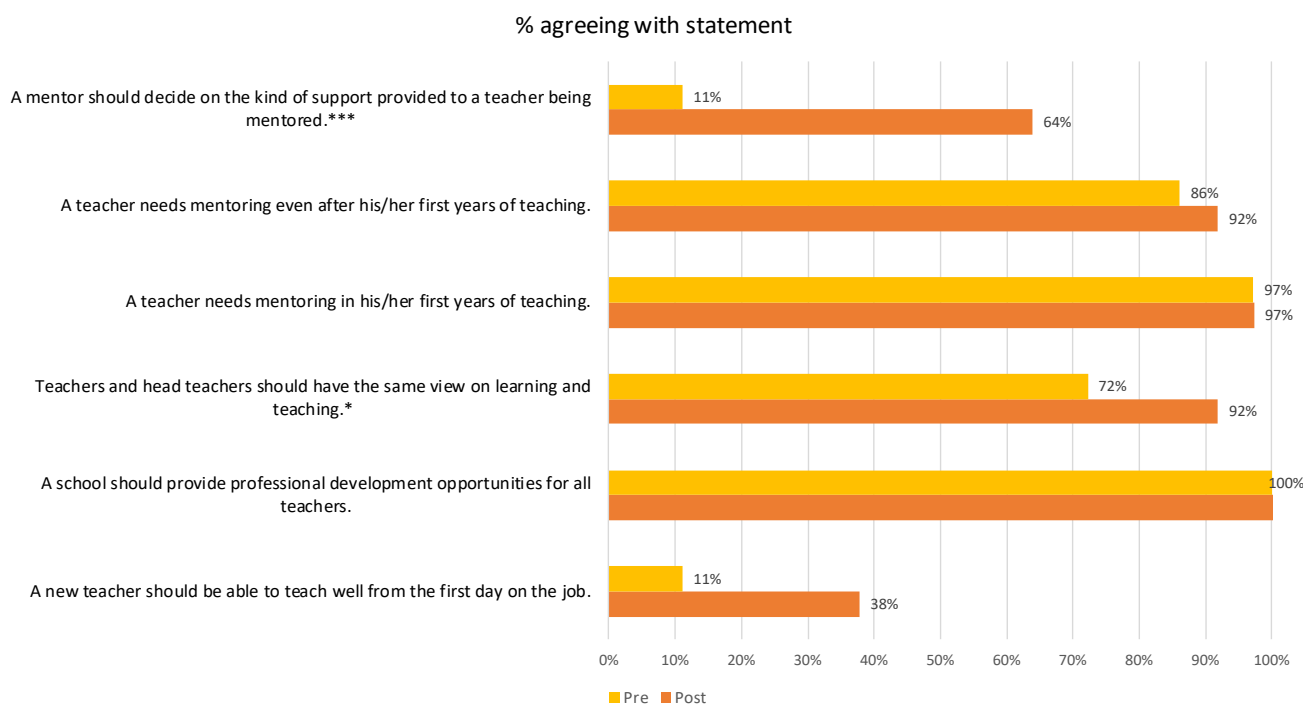
¹ A higher mean score indicates greater satisfaction
 * Difference between pre- and post-test is significant (P<0.001)

Figure 9. Self-reported level of understanding of SBMs before and after the training programme¹



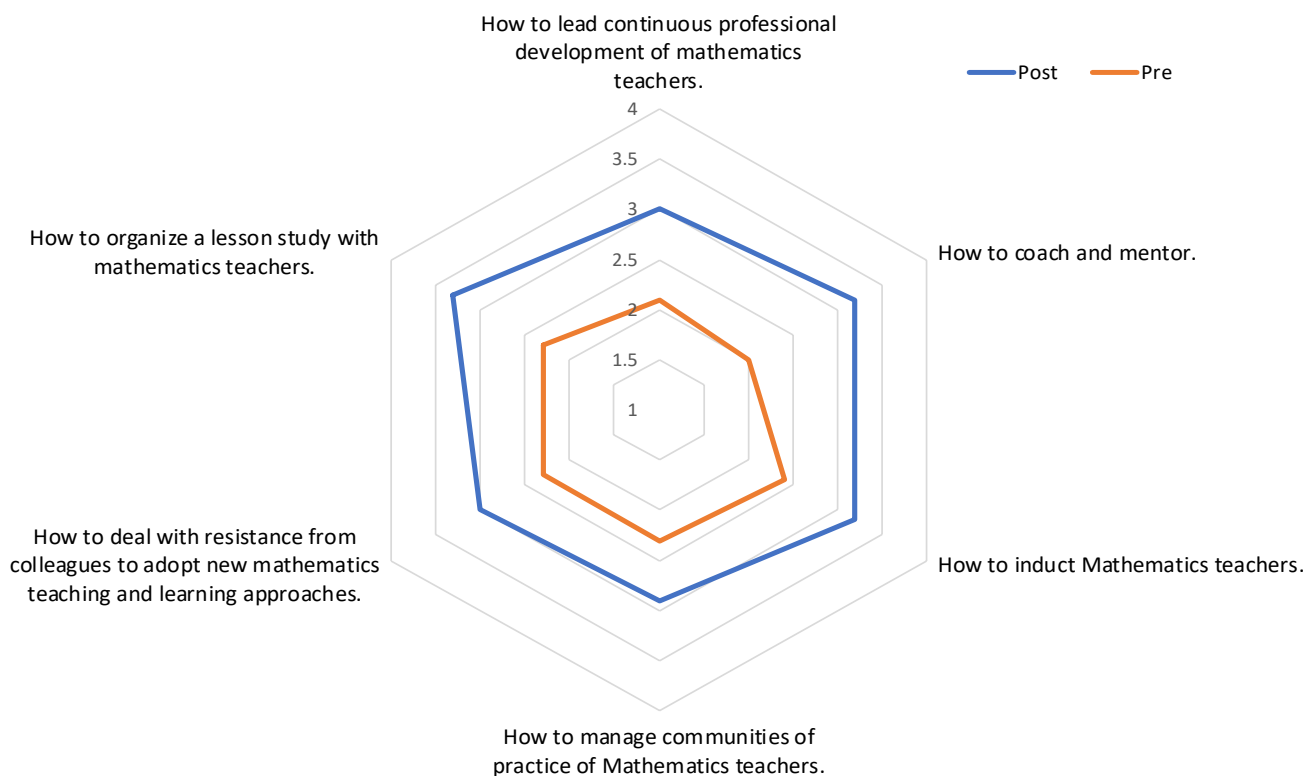
1 The following scale was used to rate the level of understanding: 1: I don't know this; 2: I need more information about this; 3: I know this; 4: I master this fully
 * P<0.05
 ** P<0.005
 *** <0.001

Figure 10. Attitudes about mentoring and new teachers according to SBMs before and after the training programme



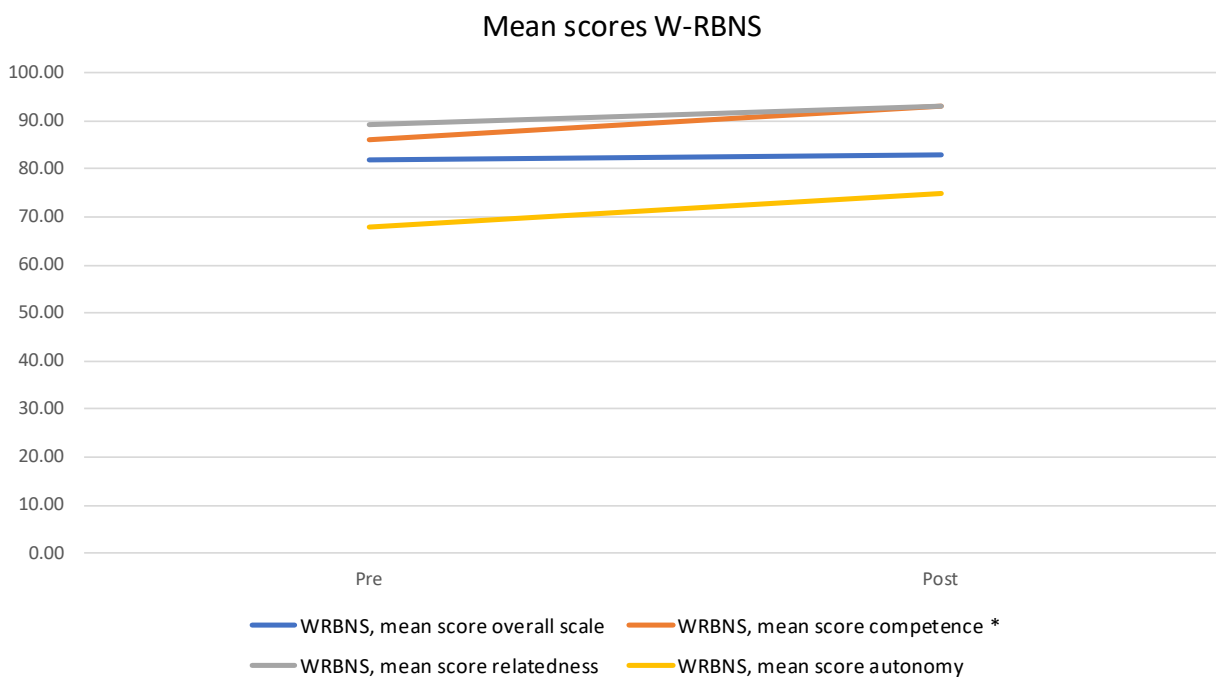
* P<0.05
 ** P<0.005
 *** <0.001

Figure 11. Skills/confidence SSL tasks according to SSLs before and after the training programme^{1 2}



1 The following scale was used to rate the level of understanding: 1: I don't know this; 2: I need more information about this; 3: I know this; 4: I master this fully
 2 All differences between the pre- and post-test are statistically significant ($p < 0.001$)

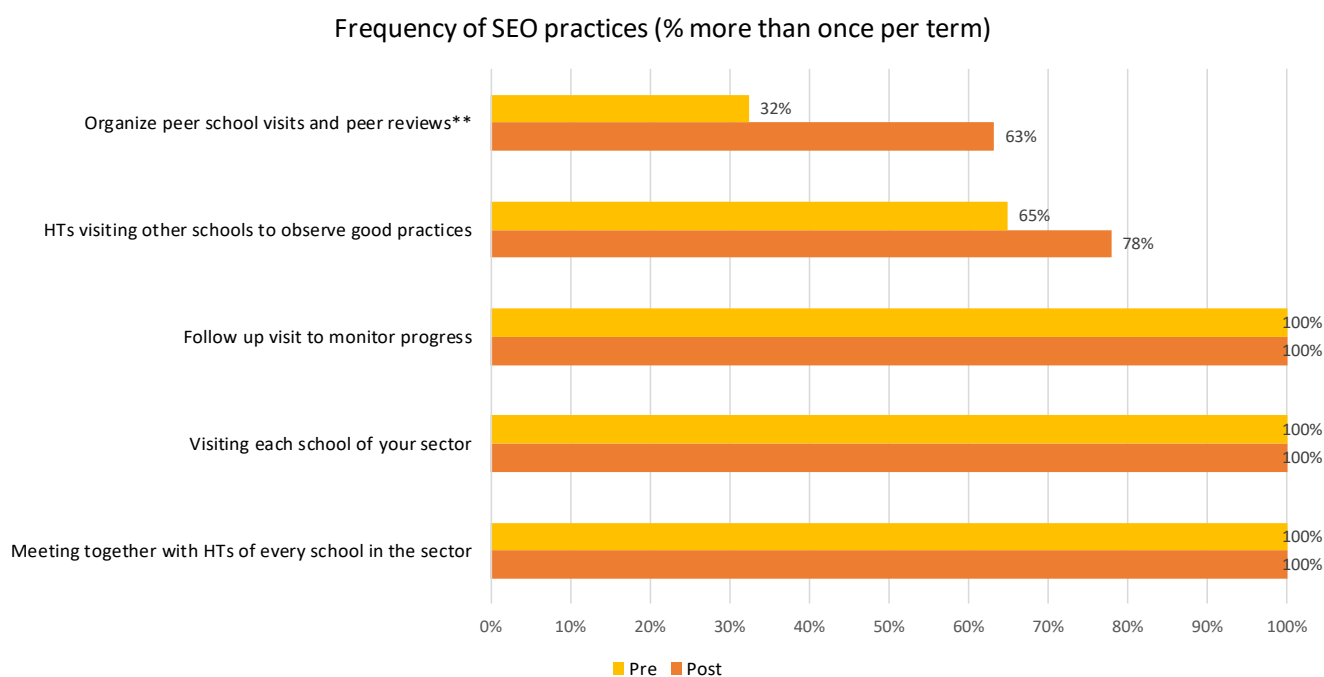
Figure 12. Work-related basic need satisfaction of SSL before and after the training programme



* $P < 0.05$

Annex 3: Graphs and figures at behaviour level

Figure 13. Practices of SEIs before and after the training programme



** P<0.005

Figure 14. Frequency of mentoring and coaching activities for (new) teachers according to SBM before and after the training programme

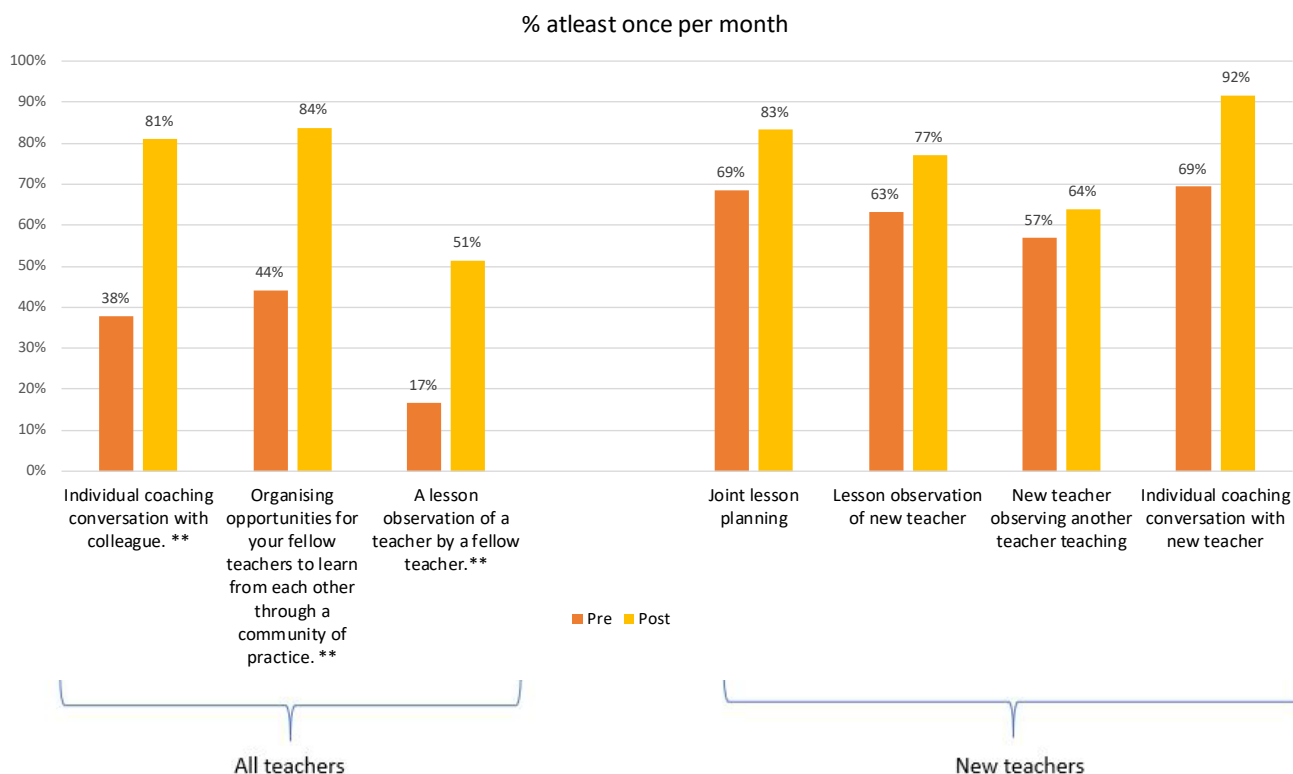
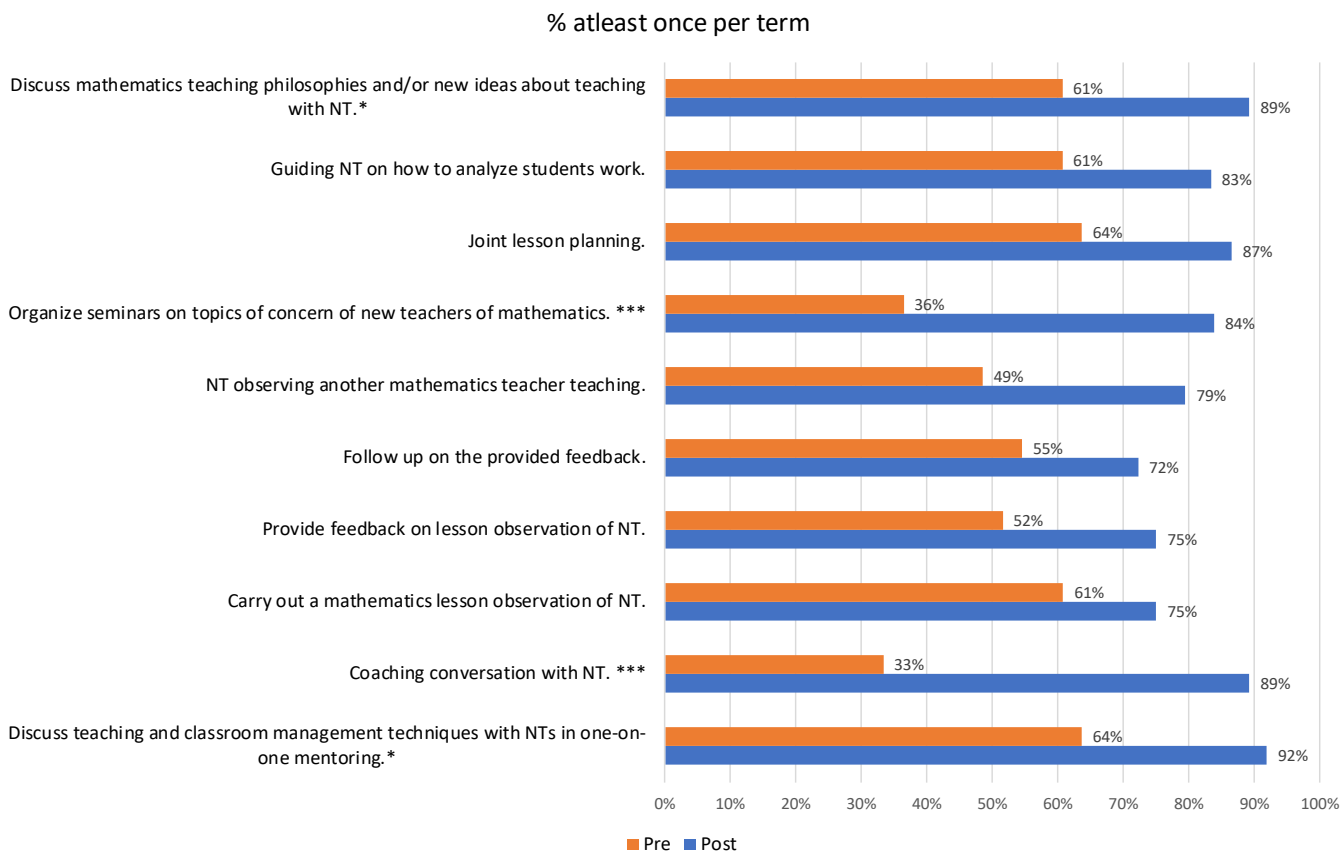
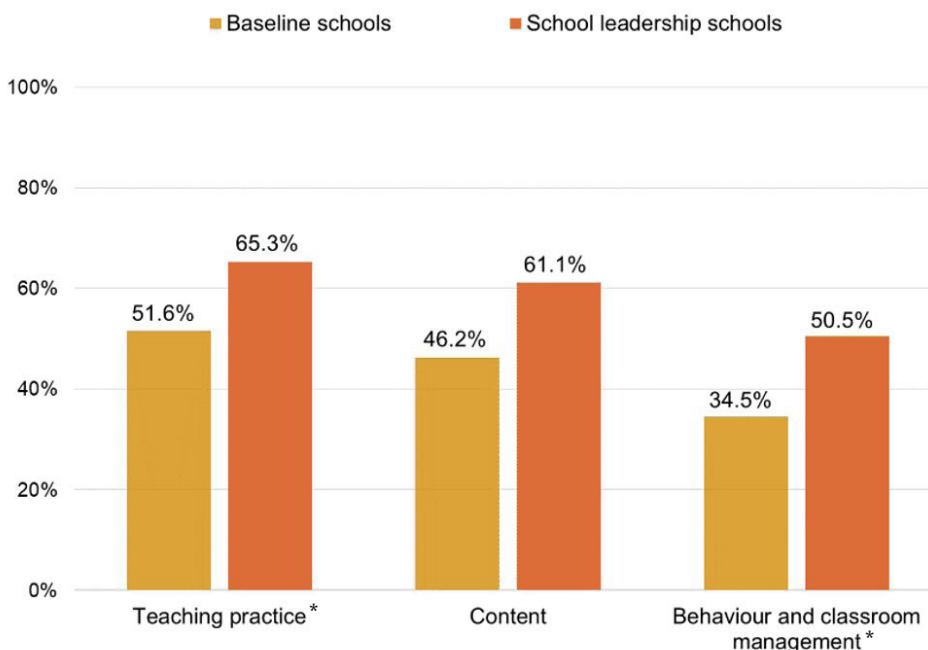


Figure 15. Coaching and mentoring activities organised for new teachers by SSLs before and after the training programme



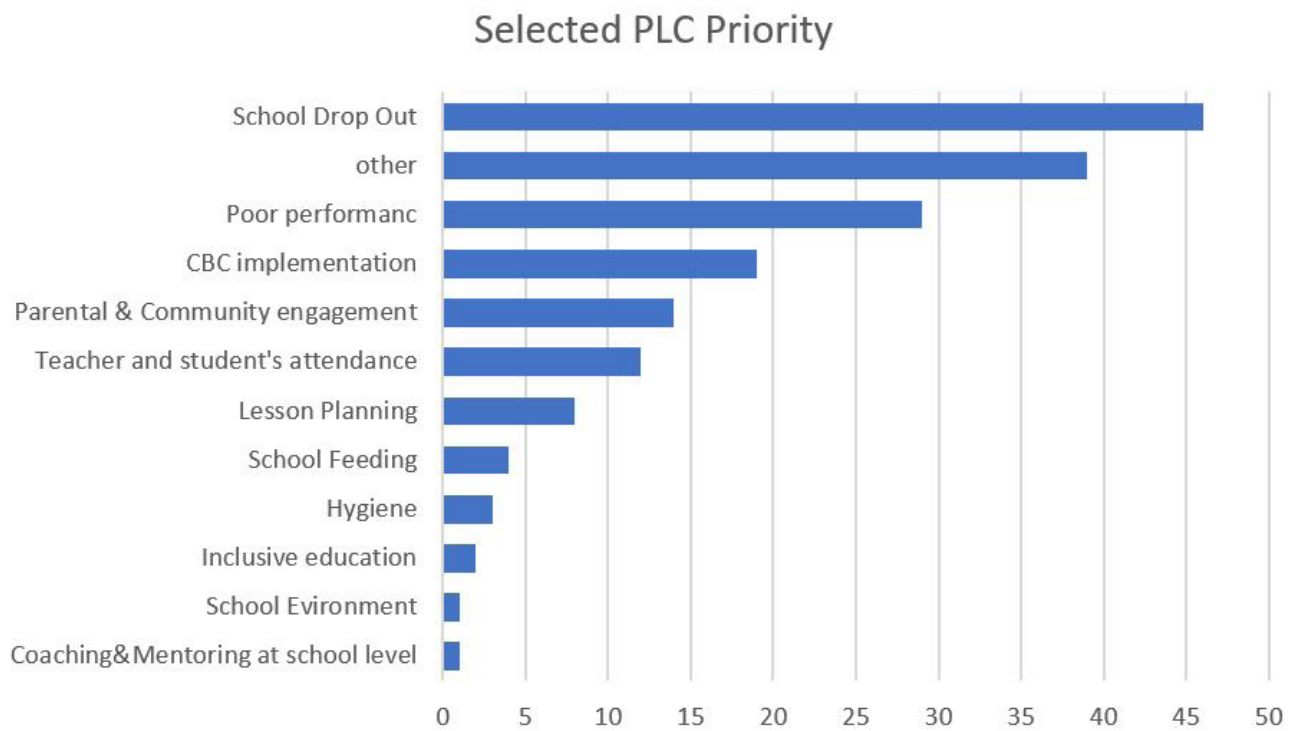
* P<0.05
 ** P<0.005
 *** <0.001

Figure 16. Comparison between baseline and school leadership schools (partially trained schools) on new teacher participation in CPD (% at least yearly training)



* Difference between baseline and school leadership schools significant (p<0.05) for new teachers that have been at the school one year or longer

Figure 17. Selected PLC priorities during session one (%)



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