

End Evaluation of the programme

Mathematics Achievements in
Rwandan Schools – Girls on MARS
2017-2021
Rwanda

Three Stones International

Final Report

December 2021

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EXECUTIVE SUMMARY

Background

VVOB Rwanda, with the support of the Belgian Government (DGD), has been working with the Ministry of Education (MINEDUC), Rwanda Basic Education Board (REB) and the University of Rwanda College of Education (UR-CE) to implement the multi-year Mathematics Achievements in Rwandan Schools (Girls on MARS) project, from 2017-21. The Girls on MARS program supports professional development of Headteachers, mentor teachers and newly qualified teachers in primary schools to better implement the national competence-based curriculum, with a focus on improving learning outcomes in mathematics in a gender responsive environment. In order to ensure that 'Primary School Leaders, Newly Qualified Teacher (NQT) Mentor Teachers and NQTs have the competences to improve learning outcomes in mathematics in a gender-responsive environment, especially for girls, through effective implementation of the CBC in 6 Districts in Eastern and Western Province.' VVOB and partners have identified three intermediate results (1) Diploma course training on School Leadership for Headteachers advances the implementation of the competence-based curriculum, while improving learning outcomes in Mathematics in a gender-responsive environment, especially for girls. (2) Continuous Professional Development of Headteachers in Professional Learning Networks advances the implementation of the competence-based curriculum, while supporting the improvement of learning outcomes in Mathematics in a gender-responsive environment, especially for girls and (3) Mentoring of newly qualified teachers advances the implementation of the competence-based curriculum, while supporting the improvement of learning outcomes in Mathematics in a gender-responsive environment, especially for girls.

Objectives and Methodology

The final evaluation of the Girls on MARS program is aimed at generating insights and recommendations that are useful for VVOB's partners in the country and achieve the following: (1) To assess program achievements in terms of efficiency, effectiveness, relevance, potential sustainability, impact and mainstreaming of gender and environmental aspects envisaged by the program; (2) To identify key areas of success as well as critical factors that lead to or contributed to this success; (3) To identify critical areas for improvement in relation to the design, implementation or the M&E of the program; and (4) To generate conclusions and recommendations for VVOB and its partners that can inform future formulation and planning processes.

The final evaluation of the Girls on MARS programme combined a review of existing documentation with qualitative research. The evaluation included an inception phase, consisting of interviews with VVOB staff and partners conducted in April and May 2021. These were followed by the in-depth interviews with direct beneficiaries, including Head Teachers (N=24), Sector Education Inspectors (SEIs, N=11), School Based Mentors (SBMs, N=12), STEM School Subject Leaders (STEM SSLs, N=11), and Teacher Training College (TTC) Tutors (N=6) as well as indirect program beneficiaries at the district and school levels, including math NQTs (N=24) and District Director of Education (DDEs) and District Education Officers (DEOs) (N=6), in late September and early October 2021. School-based observations to determine the extent of changes in-line with the standards of school leadership and Focus Group Discussions (FGDs) with math teachers (N=24) were conducted in October 2021 to assess impact of the program on math instruction and learning. Respondents were selected from primary schools within two sectors within each of the six program districts. Interviews with partners from REB and UR-CE were conducted concurrently.

Findings

School Leadership

School leadership was supported through Headteacher participation in the Diploma Program on Effective School Leadership. Head teachers interviewed found that participation in the course was very relevant to their work as school leaders, particularly relevant is content on managing the school as an organization, setting the strategic direction of the school, leading teaching and learning and collaboration with staff, parents and the community. As a result, Headteachers are more involved in CPD, including supporting school-based mentors, participating in CoPs, and trainings. School based actors also report that their leadership is more supportive and engaged and that they help to create a good working environment for staff and that they provide them the time and resources for CPD activities. Participation in the course also changed how schools support new teachers and there is now recognition that new teachers need support during their first year of teaching and that all teachers require induction programs, not just those without a background in education. New teachers see that

their school leaders are putting in the effort to support them and view their leaders as approachable. However, there is a recognition that school leaders have too many responsibilities and that they do not have the time to effectively support teachers.

Ultimately, participation in the Diploma Program on Effective School Leadership has helped Headteachers develop a better understanding of their role as a school leader, including a shift from authoritative leadership towards distributed leadership with greater sharing of decision making and delegation of responsibilities. As a result, school actors report that there is better collaboration and engagement with school leadership and Headteachers report greater confidence and that their work is now easier.

CPD of Headteachers in Professional Learning Communities (PLCs)

PLCs are highly relevant to the work of both school leaders and SEIs as they provide an important platform for Headteachers to meet and discuss matters related to school leadership and work together to resolve challenges. PLCs provide the space for sharing of ideas, experiences and advice and findings indicate that Headteachers now rely on each other for counsel and support outside of the PLC setting. Officials also value PLCs as an opportunity to share important messages with school leaders, particularly related to sharing district education goals for inclusion within school improvement and action plans, and that they ultimately lead to better coordination. In addition, PLCs reduce reliance on officials to resolve problems and lead to quicker resolutions. Evidence also highlighted the relevance of PLCs for ensuring that schools were compliant with Covid-19 prevention guidelines and helped schools respond to changes and support the successful return of students to in-class learning. Due to their relevance, school leaders and officials report that they will continue to engage in PLCs beyond support from development partners, however, as there are currently multiple PLC models and a current lack of funding mechanisms, it is not clear what PLCs will look like in the future.

Support Systems for Newly Qualified Teachers

Certificate Program in Educational Mentorship and Coaching

SBMs and Math SSLs who participated in the Certificate Program in Educational Mentorship and Coaching reported that the course was very relevant to their work, particularly highlighting content on coaching and mentoring leading to improved capacity to help both teachers and students solve problems, CoPs and leading induction programs. Mentors report that they are now taking a leading role in facilitating CPD, including coaching and mentoring teachers, and credit the course with the confidence needed to fill this role. As a result of increased capacity and understanding of their role, mentors note increased satisfaction. Despite the increased capacity of trained SBMs and Math SSLs to support induction programs at their schools, qualitative findings showed that the assigned mentor is not always the SBM or Math SSL (ie-someone trained in coaching and mentoring) but could be any teacher at the school. It is ultimately not clear from the findings if this is in response to the influx of new teachers, or if this is a systemic practice.

Cascade System for TTC Tutors

In order to support school mentors, particularly to develop and implement induction programs for NQTs, TTC tutors participated in the Certificate Program in Educational Mentorship and Coaching and were then assigned to support schools within their district. Respondents highlight the relevance of TTC tutor engagement in the program as they are the ones responsible for educating teachers and are deemed to be best qualified to support new teachers and TTC tutors report increased skills and confidence to support teachers and a sense of greater responsibility for those whom they are responsible for training. In addition to that they have seen change in interaction with other teachers, as they gained trust from them and there has been improvement in communication between them and the teacher. While schools reported the TTC support useful, Covid-19 prevented in-person meetings and limited the effectiveness of their support. Additionally, findings from interviews with SBMs and Math SSLs highlight that they see their Headteachers as their primary source of support for questions related to coaching and mentoring.

Induction Programs

The adoption of induction programs in primary schools supported under Girls on MARS can be directly attributed to the program as induction programs were either developed or were strengthened following participation in the Diploma and Certificate programs. Induction programs are deemed to be very relevant for supporting new teachers as they are seen to create well-prepared, more confident teachers with better teaching skills. In addition, induction programs build relationships between new

teachers and school staff that allows new teachers feel comfortable to ask for help when they need it. In addition, the teaching skills that teachers develop through the induction helps to motivate them as teachers and inductions ultimately improve the quality of teaching. Findings evidence that induction programs are now embedded in school cultures however, re-allocation of trained staff and the hiring of untrained Headteachers, may threaten the continuation of induction programs in the future.

DAC Criteria	Summary of Findings
Effectiveness	<p><i>School Leader Support:</i> Has changed as a result of participation in the Diploma Programme as leaders are now actively supporting CPD in schools, including induction programs for NQTs.</p> <p><i>PLCs:</i> PLCs are very effective for supporting school leaders address common challenges and develops a peer support network.</p> <p><i>Support for NQTs:</i> Has changed as a result of participation in the Certificate Programme as schools now have formal induction programmes.</p> <p><i>TTC Tutor Support:</i> Is effective for supporting school mentors, however lack of in-person support due to Covid-19 may have limited the overall effectiveness.</p>
Efficiency	The programme placement within the Leading, Teaching and Learning Programme, helped ensure efficient programme delivery, cost efficiency, timeliness as well as efficiency of M&E and knowledge sharing structures.
Relevance	Both CPD programmes and structures are very relevant for school leaders and mentors, as they provide skills necessary for high performance, in addition, the alignment with REB priorities ensures that the programme is ultimately relevant for the education sector in Rwanda.
Potential Sustainability	CPD structures, such as PLCs and induction programs are deemed highly sustainable due to their relevance and effectiveness. However, while UR-CE has demonstrated ownership over the CPD training programmes, including the skills to revise and implement the course, there is less ownership by REB which is ultimately required for the continuation of the programmes.
Gender and Equity	Designed as a programme to improve leadership and CPD opportunities for (new) teachers, there was less emphasis on girls' achievement in mathematics. However, the programme did include content on gender responsiveness and implement gender and equity components, including the development of the Guide to Gender Mainstreaming in consultation with FAWA.
Environment	As a CPD program, environment was mainstreamed by creating a model "green" TTC for educators to learn from and implement in their own schools.
Impact	There is indication that the programme has had a positive impact on the quality of teaching in primary schools, primarily through induction programmes and CoPs, as well as on school leadership, with an observed shift from authoritative towards distributed leadership.

Conclusions and Recommendations

Given the evidence of positive changes in both school leadership and CPD support systems, particularly for NQTs, the Diploma and Certificate courses should continue to be offered as a mandatory in-service training for Headteachers and mentor teachers or incorporated into pre-service training for all educators. Therefore, findings from this and other studies should be consolidated into best practices and policy briefs for advocacy both within REB as well as at the ministerial level in MINEDUC to support the inclusion of the training programs and CPD components, such as induction programs, PLCs and CoPs, within the Education Sector Strategic Plans, REB Strategic Plan and annual budgets. In addition, further research is needed to better understand how primary schools assign mentors to teachers and consider offering the course to all teachers. SBMs and SSLs will always have teaching responsibilities and there will always be turnover of staff, therefore, the program should consider using TTC tutors to train all teachers in coaching and mentoring skills, as the content not only benefits fellow teachers, but evidence from this evaluation as well as the endline evaluation of the LTLT in Secondary Education show that these skills are also being used in the classroom with students. In addition, TTC tutors can be encouraged to incorporate content from the coaching and mentoring program into existing TTC classes and SBMs and Math SSLs can be given skills and content to build coaching and mentoring skills into CoPs and other school-based trainings. Finally, there is a recommendation to conduct a joint assessment of PLC models currently promoted in Rwanda, to identify a singular model that can be adopted by REB so that District and Sectors will be better able to include PLCs in their annual budgets.

ABBREVIATIONS AND ACRONYMS

9 YBE	9 Year Basic Education
12 YBE	12 Year Basic Education
CBC	Competence Based Curriculum
COVID-19	Coronavirus Disease 2019
CPD	Continuous Professional Development
DDE	District Director of Education
DEO	District Education Officer
DGD	Belgium Government
ESSP	Education Sector Strategic Plan
FAWE	Forum for African Women Educationalists
FGD	Focus Group Discussion
GoR	Government of Rwanda
HT	Headteacher
ICT	Information and Communication Technology
IDI	In-Depth Interview
KII	Key Informant Interview
LTLT	Leading, Teaching and Learning Together
MCF	Mastercard Foundation
MINEDUC	Ministry of Education
NQT	Newly Qualified Teacher
NST1	National Strategy for Transformation
PLC	Professional Learning Communities
PLN	Professional Learning Networks
REB	Rwanda Basic Education Board
REMA	Rwanda Environment Management Authority
SBM	School Based Mentor
SEI	Sector Education Inspector
SSL	School Subject Leader
ToC	Theory of Change
TSI	Three Stones International
TTC	Teacher Training College
UR-CE	University of Rwanda-College of Education

1. PROGRAMME BACKGROUND

1.1. Programme Context

Rwanda has made significant progress in developing the education system over the past decade, with results stemming from the implementation 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. Rwanda's commitment to free education for all children aged 7-18, has led to increased uptake and coverage of education at primary level, with enrolment rates rising steadily since the early 2000s, increasing numbers of schools, growing numbers of teachers, more computers in schools and better internet coverage.

With the rapid gains made towards easier access to and uptake of primary education, the current focus has shifted to improved quality of education. Despite high enrolment rates and infrastructural and human resource related improvements, many children in primary education are not attending classes within the expected age range, as a result of grade repetition and dropout¹. In 2019, the dropout rate was 7.8%, which falls short of the target dropout rate of 4.3% for the same year². In 2019, only 81.6% of pupils who took their end of primary exams passed. Since 2020, education across Rwanda has been severely disrupted due to the Covid-19 pandemic, with schools closed for significant periods in 2020 and early 2021. Partnership between telecommunication companies MTN Rwanda and Airtel Rwanda and the Ministry of Education (MINEDUC) has allowed support to students to study online through an e-learning platform with courses uploaded from the national curriculum.

Guided by the Education Sector Strategic Plan (ESSP), steps have been made by the Government of Rwanda (GoR) and education partners to improve education quality. This has included the adoption of English as the language of instruction from primary onwards, the implementation of the new competency-based curriculum (CBC) and the integration of ICT in the classroom. 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.³ The ESSP highlights that ensuring teachers, trainers and lecturers have the knowledge and skills to implement the CBC will be the biggest factor driving the provision of quality education.

1.2. Programme Summary

Title	Mathematics Achievements in Rwandan Schools – Girls on MARS
Location	6 Districts: four districts in Eastern Province and two districts in Western Province; Kayonza, Kirehe, Gatsibo, Nyabihu, Rusizi and Nyagatare
Period	2017 to 2021
Budget	EUR 4,151,500
Sub-sector	Primary Education
Focus:	Professional development of teachers (INSET) and school leaders; equity
Operational Partners	UR-CE and REB (REMA, FAWE)
Indirect Beneficiaries	Headteachers, SEIs, TTC Tutors, SBMs and Math SSLs, NQTs, Teachers
Final Beneficiaries	Students
Specific Objective	Primary School Leaders, NQT Mentor Teachers and Newly Qualified Teachers have the competences to improve learning outcomes in Mathematics in a gender-responsive environment, especially for girls, through effective implementation of the competence-based curriculum in 6 Districts in Eastern and Western Province
Results:	Intermediate Result (IR1): Diploma course training on School Leadership for Headteachers advances the implementation of the competence-based curriculum, while improving learning outcomes in Mathematics in a gender-responsive environment, especially for girls.

¹ VVOB (2020) *Evaluating a certificate programme on educational mentorship and coaching leading to induction activities for new teachers in Rwandan primary schools, Working Paper.*

² MINEDUC (2019) Rwanda Education Statistics, 2019.

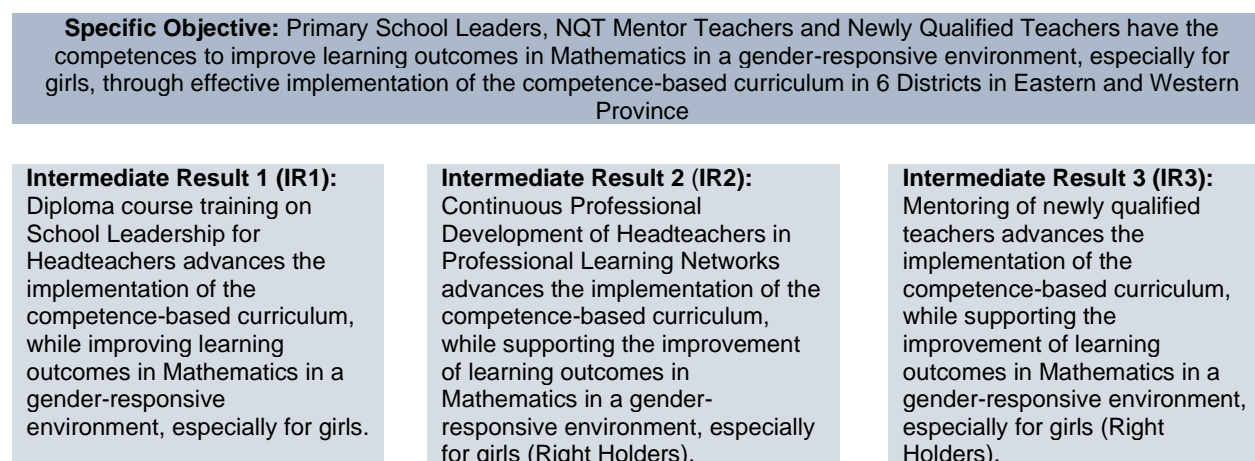
³ MINEDUC (2018) *Education Sector Strategic Plan (2018/19–2023/24).*

	<p>Intermediate Result 2 (IR2): Continuous Professional Development of Headteachers in Professional Learning Networks advances the implementation of the competence-based curriculum, while supporting the improvement of learning outcomes in Mathematics in a gender-responsive environment, especially for girls (Right Holders).</p> <p>Intermediate Result 3 (IR3): Mentoring of newly qualified teachers advances the implementation of the competence-based curriculum, while supporting the improvement of learning outcomes in Mathematics in a gender-responsive environment, especially for girls (Right Holders).</p>
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VVOB Rwanda, with the support of the Belgian Government (DGD), has been working with the MINEDUC, REB and UR-CE to implement the multi-year Mathematics Achievements in Rwandan Schools (Girls on MARS) project, from 2017-21. The Girls on MARS programme supports professional development of Headteachers, mentor teachers and newly qualified teachers in primary schools to better implement the national competence-based curriculum, with a focus on improving learning outcomes in mathematics in a gender responsive environment.

In order to ensure that 'Primary School Leaders, Newly Qualified Teacher (NQT) Mentor Teachers and NQTs have the competences to improve learning outcomes in mathematics in a gender-responsive environment, especially for girls, through effective implementation of the CBC in 6 Districts in Eastern and Western Province.' VVOB and partners have identified three intermediate results as summarized below (and can be found in the Program Logical Framework in Annex 7.1):

Figure 1: Girls on Mars Results Framework



Intermediate Result 1

Intermediate Result 1 (IR1): Diploma course training on School Leadership for Headteachers advances the implementation of the competence-based curriculum, while improving learning outcomes in Mathematics in a gender-responsive environment, especially for girls.

School leaders who develop, support and evaluate the quality of teaching will influence student learning outcomes. 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, and the British Council, REB developed the following National School Leadership Standards:

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

School leaders, including Headteachers, 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.⁴ Given the rapid changes observed in Rwanda's education system in the past ten years, including 9-year and 12-year basic education, ICT integration, school feeding and the introduction of the CBC, there is a need for strong educational leaders with the skills and motivation to design a strategy, navigate an unpredictable environment, develop and communicate a vision for how to deal with change to improve the quality of education and influence others to commit to this vision. School leaders' educational values, reflective strategies and leadership practices shape the processes and pedagogies that result in improved learning.⁵ The Diploma Programme, with ownership by UR-CE, was designed to equip school leaders with knowledge, competences, and values to contribute to the development of school environments that are conducive to enhancing student achievement. The programme comprises four modules:

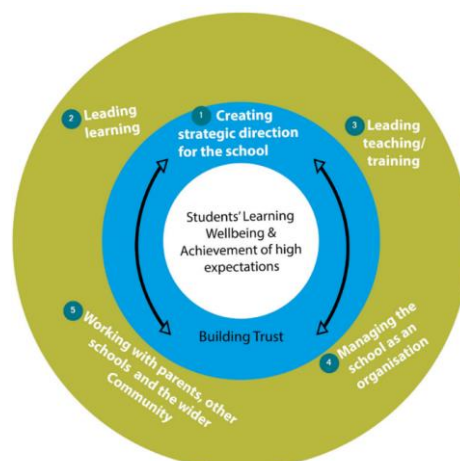


Figure 2: National Standards of School Leadership

1. Overview of school leadership and discuss parental and local community involvement in the management of the school.
2. Creating strategic direction for the school.
3. Managing the school as an organization.
4. The role of school leaders as leaders of teaching and learning.

Across four cohorts, a total of 384 Headteachers have been trained. In addition, one District Director of Education (DDE) and one District Education Officer (DEO) were trained under the Girls on MARS programme⁶.

Table 1: Headteachers Participating in Diploma Course on Effective School Leadership

Position	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Total
Headteacher	137	128	4	115	384

Intermediate Result 2

Intermediate Result 2 (IR2): Continuous Professional Development of Headteachers in Professional Learning Networks advances the implementation of the competence-based curriculum, while supporting the improvement of learning outcomes in Mathematics in a gender-responsive environment, especially for girls (Right Holders).

Sector Education Inspectors (SEIs) are supported to organize professional learning communities (PLCs) for Headteachers and deputies which provide a space for these leaders to share knowledge and experience, and to facilitate the change or adjustment of their approach to the leadership of their schools. By 2019, PLCs at sector level were undertaking an action-oriented learning cycle of four (4) sessions. The active participation of Headteachers in PLC sessions increased from 81% in the first cohort to 95% in the second cohort. In response to the Covid-19 pandemic, VVOB prepared a full online package to enable the CPD training programs and the PLCs to continue. This marked a shift from the original approach which was face-to-face or implemented as a 'blended' modality prior to the Covid-19 pandemic.

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.

⁵ UR-CE (2019) *Continuous Professional Development Diploma in Effective School Leadership, Student Manual*, Volume 1, 3rd Edition, Kigali.

⁶ The majority of DDEs and DEOs trained under the VVOB LTLT programme were trained through the McF funded LTLT in Secondary Education Programme.

Following school closures which began in March 2020, SEIs were encouraged to work with school leaders to set new themes for the PLC meetings, more related to Covid-19 and Covid-19 safety. These topics included disease prevention, water, sanitation and hygiene, addressing the challenges of disrupted and discontinued education through distance learning and online learning for students, monitoring and minimizing school dropout, crisis leadership and instituting adequate measures to ensure smooth reopening of schools after restrictions were lifted.

The approach included e-Facilitation by trainers, using the Moodle Learning Environment – to carry out workshops supporting SEIs prior to each PLC session. SEIs then eFaciliate PLC meetings with school leaders through an appropriate channel (WhatsApp, Skype, Zoom, etc.). eFollow up was then conducted by trainers, who were responsible for one District each. They would follow up with the SEIs by WhatsApp after each PLC session and provide tailored coaching. SEIs engage remotely in turn with the school leaders, to mentor and follow up on actions generated in the PLC meetings. In total, 81 SEIs participated in the Certificate Programme on Educational Mentorship and Coaching.

Table 2: SEI Participants in the Certificate Course on Educational Mentorship and Coaching

Position	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Total
SEI	75	3	3	0	81

Intermediate Result 3

Intermediate Result 3 (IR3): Mentoring of newly qualified teachers advances the implementation of the competence-based curriculum, while supporting the improvement of learning outcomes in Mathematics in a gender-responsive environment, especially for girls (Right Holders).

As pre-service education is unlikely sufficient to equip future school leaders fully for the demands of their responsibilities, the need for education to continue on the job is high, through strengthened continuous professional development (CPD). As outlined in a working paper produced by VVOB in 2020, MINEDUC prioritizes support to teachers in implementing the CBC through the appointment of School Based Mentors (SBM), who should play a key role in guiding and organizing school-based CPD (e.g. coaching and mentoring) and promoting reflective practice among colleagues). NQTs are of particular interest, as they have recently graduated and newly entering the teaching workforce. Without a structured induction program, NQTs do not receive the support necessary to adjust to their new profession and environment resulting in poor motivation and retention, both of which negatively affects the quality of education delivered.

A Certificate Programme on Educational Mentorship and Coaching was piloted in 2018, where 77 SBMs and math School Subject Leaders (SSLs) were trained. As of 2021, the Girls on MARS programme has reached 81 SBMs and 586 Math SSLs. Through this training, SBMs and Math SSLs are supported to develop and implement induction activities for NQTs in primary schools in order to equip NQTs to effectively teach the math CBC. Under the sister-project ELMA, 48 TTC tutors also received training to provide support to a selection of SBMs.

Table 3: School-based Participants in the Certificate Course on Educational Mentorship and Coaching

Position	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Total
SBM	75	3	3	0	81
Math SSL	38	231	103	214	586
TTC Tutor	19	19	10	0	48

The Certificate Programme on Educational Mentorship and Coaching focuses on developing the skills of mentors' to carry out induction activities in school, including mentorship and monitoring. Mentoring activities include an individual learning plan created by the NQT and their mentor. This learning plan consists of a 'bundle' of activities, including one-to-one mentorship (on pedagogy and on subject-specific knowledge, this may include lesson observation, reflection, coaching) and peer discussions through a community of practice where experiences can be shared and challenges discussed. A tutor from a TTC conducts observation sessions and provide feedback, three times per year.

A research report conducted by VVOB highlighted that the reported need among teachers for mentoring of this nature was comparatively high. The research compared a control with a mentoring only approach

and then a mentoring plus monitoring by the TTC tutor which was seen to be more effective. This approach is significantly more expensive, and it is a matter of discussion and judgement whether the added value afforded by the monitoring makes this worthwhile (see Figure 3 below)

Figure 3: NQT participation in mentoring activities at their school by treatment group⁷

Question	Pre	Post
I took part in a professional mentoring programme at my school – Overall	29%	41%
Answers by treatment group:		
Control Group	29%	36%
Mentoring Group	29%	52%
Mentoring & Monitoring Group	28%	67%

In addition to VVOB's work at the national level, the programme was also focused on six specific districts of Rwanda. Based on data from the 2014 Educational Statistical Yearbook which showed that dropout rates in primary education (for boys and girls) are considerably higher in Eastern Province than in other Provinces, potentially down to the increased likelihood of drought in this area, and the expectation that girls prioritize carrying water to supply their household over school. Pass rates (from examination results) in 2014 were lower for girls than for boys in both Provinces. Teacher absenteeism was identified as an issue, where teachers establish side businesses to supplement their income, which leads to their being absent from their teaching duties. VVOB compared dropout rates in primary education in 2013 and 2015 in combination with the highest gap in mathematics leaving examination results between boys and girls in 2015 which led to the targeting of four districts in Eastern Province and two districts in Western Province: Kayonza, Kirehe, Gatsibo, Nyabihu, Rusizi and Nyagatare.

Figure 4: Girls on MARS program districts



1.3. Theory of Change

The Girls on MARS' Theory of Change (ToC) has changed over the implementation period of the programme to be in line with the overall Leading, Teaching and Learning Together (LTLT) ToC. The LTLT Programme is an umbrella programme that includes the DGD funded Girls on MARS programme in primary schools as well as the Mastercard Foundation (MCF) funded Leading, Teaching and Learning Together in Secondary Education Programme. In alignment with the Girls on MARS programme, LTLT in Secondary Education builds capacity of secondary school leaders and mentors to lead schools in line with the five standards of school leadership and lead CPD by providing access to the Diploma Programme in Effective School Leadership and Certificate Programme in Educational Mentorship and Coaching and supporting the adoption of CoPs, PLCs and induction programs for NQTs. Under the LTLT programme, VVOB and their partners have reached 17 districts, 6 districts under Girls on MARS and 14 under LTLT in Secondary Education, with 3 overlapping districts.

Unlike the existing LTLT ToC narrative, this narrative focuses solely on the Girls on MARS placement within the LTLT Programme Theory of Change. The ToC narrative works backwards from the final expected change at the learner level to the expected change of operational partners. The narrative also recognizes that these changes are not linear "steps", but rather a continuous process where changes at various levels may be occurring simultaneously.

The intended changes of the Girls on MARS programme are:

⁷ VVOB (2020) Evaluating a Certificate Programme on Educational Mentorship and Coaching leading to Induction Activities for New Teachers in Rwandan Primary Schools.

1. Final change (Learner Level): Improved learning outcomes in mathematics and reduced gender gap;
2. System change (School Level): Improved teaching and learning environment;
3. Change at level of school actors: Improved primary school leadership by Headteachers and improved teaching of math subjects by SSLs and math NQTs;
4. Change at intermediary level: Improved capacity of SEIs to support school leaders through PLCs, improved capacity of primary school SBMs, Math SSLs and TTC tutors to support (new) math teachers;
5. Change at level of CPD provider (REB, UR-CE and VVOB): Improved capacity of VVOB, REB and UR-CE to develop CPD trajectories, to implement/deliver CPD trajectories and to monitor and evaluate CPD trajectories using a digital data ecosystem.

The following is a detailed description of each stage of the Girls on MARS ToC:

Change at Level of CPD Provider

The expected change at the level of CPD provider is the improved capacity of VVOB, REB and UR-CE to develop CPD trajectories, implement and deliver CPD trajectories and monitor and evaluate these trajectories. An added component as a response to the Covid resilience and response project included the use of a digital data ecosystem for monitoring and evaluation, however this was not a specific objective of the Girls on MARS programme. This improved capacity lies at the start of the pathway of change as REB and UR-CE, along with VVOB, are the key actors required to reach the intermediate and ultimate programme beneficiaries as well as play a key role in institutionalizing and sustaining the CPD trajectories. This includes ensuring continued availability of courses, course revisions and monitoring and evaluating outcomes and impact.

Capacity development of these partners falls completely within the sphere of control of the programme and started prior to the start of the Girls on MARS programme. It is a continuous and cyclical process while gradually giving more ownership to REB and UR-CE. Implementation of the CPD trajectory through multiple cohorts allows for continuous learning and improvement. By partnering with REB and URCE, VVOB also strengthens its own capacity to develop, implement/deliver, monitor and evaluation CPD trajectories for teachers and school leaders.

Change at Intermediary Level

The intermediary level focuses on those who are seen as necessary to support school level actors improve school leadership and teaching of mathematics or those who are expected to operate at the school level. Intermediaries directly benefit from the formal CPD support provided by UR-CE, including the CPD Diploma Programme in Effective School Leadership for SEIs and Certificate Programme on Educational Mentorship and Coaching SBMs, Math SSLs and TTC tutors. In addition to the formal courses, TTC tutors received additional support to monitor and support induction programmes for new teachers. While the umbrella LTLT programme also includes DDEs and DEOs, these were not included under Girls on MARS, however Girls on MARS programme schools likely benefited from training of DDEs and DEOs in Effective School Leadership. Additionally, SEIs are included as an intermediary, despite participating in the Certificate Programme on Education Mentorship and Coaching under a separate initiative, due to their specific training in facilitating PLCs for primary school Headteachers.

Change at Level of School Actors

School actors under the programme's sphere of influence include the primary school Headteacher, SBM and Math SSLs. At this level, the change focuses on improved school leadership by the primary school Headteacher and improved teaching of mathematics by Math SSLs and (new) math teachers. The key actors receive training and support in the form of the Diploma Programme in Effective School Leadership, for Headteachers, and Certificate Programme in Educational Mentorship and Coaching, for SBMs and SSLs. In addition, school leaders receive support from the SEI in the form of PLCs as well as individual coaching and mentoring while SBMs and Math SSLs receive support from TTC tutors to organize formal induction programmes for new teachers. However, actual change in leadership and teaching is beyond the control of the programme and may also be influenced by external factors including if the SBM has sufficient time to coach and mentor on top of existing responsibilities and turnover in school leadership and teaching staff. Additionally, extended school closures in 2020, due to Covid-19, may have shifted school priorities.

SBMs and Math SSLs both have a dual role and are seen as both intermediaries (as they receive direct training from the programme) as well as teachers, or those for whom a change in teaching practices is expected.

System Change

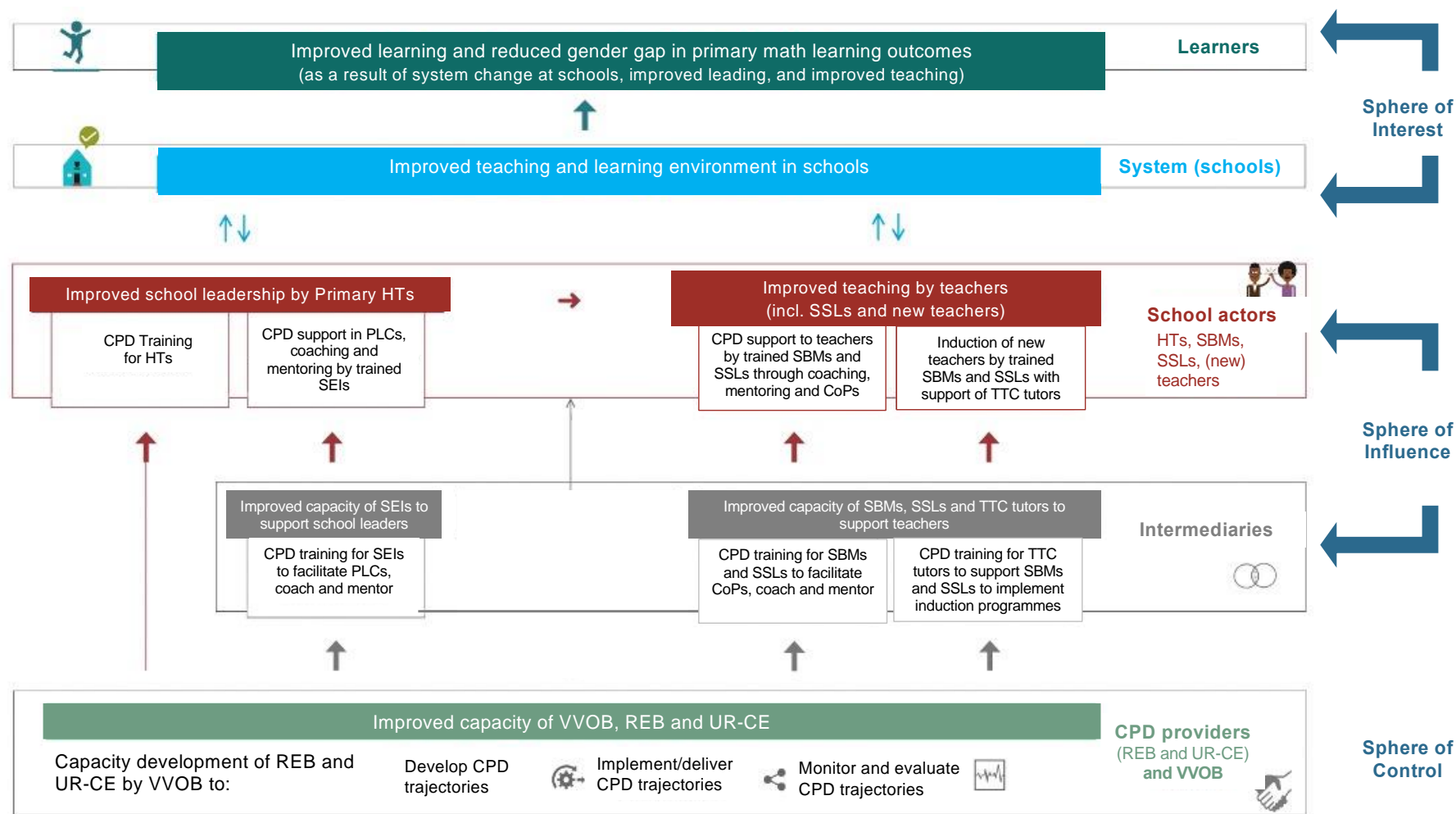
In order to improve learning outcomes, the ToC recognizes that the learning and teaching environment (or system) needs to be conducive for this change to take place. Through training of primary school Headteachers, SBMs and Math SSLs and with the support of TTC tutors, the ToC assumes that the systemic, or school level, changes will take place. These changes include improved school leadership and management that support teachers through access to CPD opportunities and formal induction programmes for new teachers; and create a conducive environment for learning to take place, including well managed staff and physical resources, a strategic direction for the school and greater engagement of parents and community members in the school. However, as these outcomes are not under direct control of the programme, they are subject to various external factors that may both support and prevent expected system level changes, including other government and INGO sponsored initiatives that provide school leadership and teacher trainings or turnover rates amongst school leadership and teachers. During implementation of the Girls on MARS programme, the biggest factor that may impact the expected systemic changes are those due to the Covid-19 pandemic, including extended school closures. One factor mentioned during preliminary interviews with VVOB staff include the lack of physical resources, including computers and internet connectivity, which are important for both providing access to CPD opportunities as well as maintaining a remote learning environment.

As presented schematically, there is a bi-directional flow between improved school leadership and teaching to the improved teaching and learning environment. The ToC assumes that once there is a conducive environment for teachers and school leaders that this will in-turn reinforce the effectiveness of teaching and school leadership.

Final Change

The overall objective of the Girls on MARS programme is to improve learning outcomes for girls in mathematics. While learners are not direct recipients of support, the programme is designed to positively impact learners with the intention of improving learning outcomes in mathematics in a gender responsive environment. However, like the system level change, the final change may take significantly more time than the project timeframe allows and is contingent upon many variables and assumptions. First, there are various government and development partner initiatives that also support primary learners as well as external factors such as Covid-19 and the shift from Kinyarwanda to English instruction at the primary level that may negatively affect learner outcomes.

Girls on MARS Theory of Change Schematic



2. EVALUATION BACKGROUND

2.1. Purpose and Objectives of the Evaluation

The purpose of the final evaluation of the Girls on MARS programme is to provide VVOB with an external perspective of the programme in relation to the five DAC criteria (efficiency, effectiveness, relevance, sustainability and impact) as well as the transversal themes of gender and the environment. The final evaluation also serves the purpose of accountability to the donor, partners and beneficiaries. The evaluation is also aimed at generating insights and recommendations that are useful for VVOB's partners in the country. As such, the evaluation was designed to achieve the following:

1. To assess programme achievements in terms of efficiency, effectiveness, relevance, potential sustainability, impact and mainstreaming of gender and environmental aspects envisaged by the programme.
2. To identify Key Areas of Success as well as the critical factors that lead to or contributed to this success.
3. To identify Critical Areas for Improvement in relation to the design, implementation, or the M&E of the programme.
4. To generate conclusions and recommendations for VVOB and its partners that can inform future formulation and planning processes.

The Evaluation Matrix in Annex 7.2 expands upon VVOB's evaluation criteria and key questions in order to achieve the objectives of the final evaluation. All evaluation tools were developed in line with the Evaluation Matrix.

2.2. Evaluation Methodology

The final evaluation of the Girls on MARS programme combined a review of existing documentation with qualitative research to assess the efficiency, effectiveness, relevance, sustainability as the transversal themes of gender and environment. Impact was also assessed qualitatively to understand the extent to which the interventions have or are likely to generate long-term changes in systems, norms, well-being, human rights, gender equality and the environment.

The schematic on the following page illustrates the final evaluation methodology and sampling strategy. The schematic presents the data collection events in the order in which they took place. The inception phase interviews were completed in April and May 2021. These were followed by the In-depth Interviews (IDIs) with direct and indirect program beneficiaries at the sector and school levels in late September and early October 2021. Key Informant Interviews (KIIs) with district and national level beneficiaries and partners were conducted at the same time. School-based observations to determine the extent of changes in-line with the standards of school leadership and Focus Group Discussions (FGDs) with math teachers were conducted in October to qualitatively assess impact of the programme on math instruction and learning. In order to assess the transversal theme of environment, the evaluation team conducted a site visit and interview with relevant stakeholders at the green TTC. Gender was assessed through questions incorporated across all qualitative tools.

2.2.1. Sampling Strategy

A total of 24 schools were included from the following districts: Kayonza, Kirehe, Gatsibo, Nyabihu, Rusizi and Nyagatare. Schools were selected based upon the following criteria:

- Schools with a Headteacher that completed the Diploma Course and SBM or Math SSL who completed Certificate Course.
- School type: government or government aided, lower primary (exclude 9-year and 12-year basic education schools as they will have also received support under the LTLT in secondary school programme)
- At least 50% of schools should have a female Headteacher if feasible.
- At least 25% schools that received support from a TTC tutor.

Figure 5 below outlines the final evaluation sampling strategy.

Figure 5: Girls on MARS Final Evaluation Sampling Strategy

Inception Phase Interviews (April/May 2021)	Phone-Based	VVOB 9 VVOB staff interviewed	UR-CE 1 interview	REMA 1 interview	FAWE 1 interview			
In-Depth Interviews (September/October 2021)		SEIs 12 (1 per sector * 2 sectors * 6 districts)	Head Teachers 24 (2 per sector * 2 sectors * 6 districts)	SBMs 12 (1 per sector * 2 sectors * 6 districts)	Math SSLs 12 (1 per sector * 2 sectors * 6 districts)	Math NQTs 24 (2 per sector * 2 sectors * 6 districts)	DDE/ DEO 6 (1 per district * 6 districts)	TTC Tutor 6 (1 per district * 6 districts)
Sector and school selection criteria: 2 sectors selected in each of the 6 programme districts. One sector selected is in the district center. 2 schools selected per sector where head teacher, SBM or SSL were trained prior to 2020.								
Key Informant Interviews (September/October 2021)		REB 4 REB staff who worked with the programme			UR-CE 4 UR-CE staff who worked with the programme (ex: lecturers)			
School Visits & Focus Group Discussions (October 2021)	In-Person	School Observations 24 (2 per sector * 2 sectors * 6 districts)		FGD with Math Teachers 24 (2 per sector * 2 sectors * 6 districts) 4-6 participants each		Green TTC 1 TTC, TTC Mururu		
Selection of schools: Schools selected for inclusion in in-depth interviews								

2.2.2. Study tools

Study tools have been developed for each category of respondent in line with the Evaluation Matrix. The Final Evaluation tools can be found in Annex 7.6

2.2.3. Data Collection

Data collection took place between April and May and September and October 2021. Initial interviews with VVOB and partners took place via-phone in April and May during the inception phase of the valuation. These were followed by IDIs and KIIs during late September and October. Interviews were conducted telephonically as previous evaluations have highlighted the effectiveness of phone-based interviews with teachers as it allows for interviews to take place at the convenience of the respondent and is thus less likely to be interrupted by other responsibilities. A trained team of enumerators conducted the phone-based interviews using the interview guides. Interviews were recorded, translated, and transcribed. Following the phone-based interviews, the team of enumerators conducted school observations, submitting observation data via tablet and Kobo Collect. FGDs with math teachers conducted at each school were recorded and later translated and transcribed.

Table 4: In-Depth Interviews

Gender/ District	Headteacher	SBM	Math SSL	Math NQT	SEI	DDE/ DEO	TTC Tutor	Total
Female	4	4	4	16	3	1	3	35
Male	20	8	7	8	8	5	3	59
Gatsibo	4	2	2	4	1	1	1	15
Kayanza	4	2	1	4	2	1	1	15
Kirehe	4	2	2	4	2	1	1	16
Nyabihu	4	2	2	4	2	1	1	16
Nyagatare	4	2	2	4	2	1	1	16
Rusizi	4	2	2	4	2	1	1	16
Total	24	12	11	24	11	6	6	94

Table 5: Observations and Focus Group Discussion with Math Teachers

District	Observations	FGDs	Female	Male	Total
Gatsibo	4	4	10	7	17
Kayanza	4	4	14	7	21
Kirehe	4	4	12	5	17
Nyabihu	4	4	12	6	18
Nyagatare	4	4	5	5	10
Rusizi	4	4	6	5	11
Total	24	24	59	35	94

Table 6: Key Informant Interviews

Organization	Respondent Name	Position
VVOB	Marianne Kiggundu	Country Programmes Manager
	Jef Peeraer	Country Programmes Manager (former)
	Chantal Kabanda Dusabe	Strategic Advisor-School Leadership
	Henriette Umulisa	Partnership Manager
	Stefaan Vande Walle	Strategic Education Advisor-Online Learning (former)
	Clementine U. Gafiligi	Education Advisor-Teacher Support
	Joanita Mwiza	Gender Equity Advisor
	Nathalie Aziza	Education Advisor
UR-CE	Dr. Alphonse Uworwabayeho	Lecturer
	Dr. Dan Imaniriho	Lecturer
	Dr. Leon Mugenzi	Lecturer
	Dr. Michael Tuite	Lecturer
REB	Claudien Nzitabakuze	Director Teacher Development and Training (former)
	Emeritha Kabatesi	Teacher Training Officer
	Eugene Rukeba	Head of School Leadership Management Unit (former)
	James Ngoga	Head of Teacher Development and Management (former)
	Nehemiah Bacumuwenda	Curriculum Specialist
REMA	Jean Luc Rukwaya	Environmental Education Officer
FAWE	Josephine Kobusingye	Programme Officer

2.2.4. Data Analysis

All interview and FGD data were entered into a customized Excel database for qualitative analysis. The data analysis team analyzed the findings thematically against the Evaluation Matrix (deductive analysis). All interviews and FGDs were labeled and coded according to the key objectives of the study. Observation data was analyzed in Excel.

2.3. Limitations

No challenges were encountered during the study, however there are some limitations to the findings. The first limitation is the lack of a baseline or midline to compare findings to, therefore, the interview questions required respondents to reflect upon changes that have taken place since the start of the project and may suffer from recall bias. In addition, without a baseline it is not possible to assess program impact, particularly the impact on student (girls) performance in mathematics. Qualitative findings are therefore used to identify potential impact or perceived impact. There is also the potential for social desirability bias in responses as questions asked respondents to discuss changes observed in school colleagues. However, phone-based interviews allow for increased privacy and, therefore, more freedom in responses as compared to conducting the interview in-person during school hours.

The main limitation in analysis is that there is significant overlap of interventions by other development partners. The FCDO funded Building Learning Foundations (BLF) program concurrently trains SBMs and Math SSLs to support teachers to better teach the Math CBC as well as supports school leaders in leading learning at their schools through trainings and PLCs. It is therefore difficult to assign level of attribution to VVOB interventions.

3. FINDINGS⁸

3.1. Effectiveness

Findings on the effectiveness of the Girls on MARS program intends to answer the following key questions:

- The extent to which the outputs have been achieved and are of good quality and
- The likelihood that the specific objective will be achieved given the progress made to date.

Effectiveness is about achieving the specific objective and is assessed at the level of the beneficiaries. Achievement of outputs (results) are considered a condition for achieving the outcome. It is about the completeness and quality of the outputs delivered, where quality refers to meeting the needs of the beneficiaries. Specifically, findings on effectiveness explore the extent to which beneficiaries have adopted changes envisioned by the program through participation in the Diploma and Certificate Programmes and other promoted CPD structures. In this context, outputs are defined as the courses and structures and the quality of outputs is assessed by the ability of beneficiaries to adopt changes expected. The findings are organized by expected result.

3.1.1. Effectiveness of Intermediate Result 1: School Leadership Support

3.1.1.1. *Effectiveness of School Leader Support on CPD Support Systems/Leading Teaching*

Findings show that **Headteacher involvement in leading teaching through CPD, such as CoPs, lesson observations and trainings changed as a direct result of their participation in the Diploma Programme**. Headteachers report greater support for mentor staff and CPD plans. School-based observations also show that most schools have prepared or are in the process of preparing the CPD plan for the school year and that the majority of plans include trainings, CoPs and coaching and mentoring activities. Plans were seen posted in the Headteachers' offices as well as in teachers' lounges. Additionally, the majority of schools also kept monitoring records of CPD activities, including decisions or resolutions made during CoPs and teacher training records and progress (see Annex 7.5.3).

We support SBM/SSLs to fulfill their responsibilities. For example, when they prepared CPD or CoPs at school, we attend them and provide support or facilitation when needed. In addition, we don't humiliate them about their plans; instead, we support their activities so that their teacher colleagues will also value their activities. Headteacher-Male-Gatsibo-DC-S2

My understanding of the role of a Headteacher has changed positively, because before the course we were having means without knowledge, which is different from today because now we have both. For example, the way we emphasize the implementation of the curriculum with new teachers. Before we would send a teacher to the classroom with only the teaching materials, without induction. These did not happen before, but today we know that a teacher should receive induction. Headteacher-Female-Gatsibo-DC-S1

My role as a school leader changed a lot because before I used to think that there are some tasks that didn't require my involvement. But now that I've been trained, it changed as I feel myself as a moderator, where I support teachers to improve their lessons, particularly through lesson observation. I now support new teachers and the SBM, who provides professional development activities using the skills he got from this program. Thanks to the training, I learned more about my responsibilities to be involved in these activities, which is different from before when I would allocate a task to someone and not provide them any support. Headteacher-Male-Rusizi-NDC-S-1

SEIs report that they feel **Headteachers are supporting teachers by motivating them and providing them with better teaching materials**. They note that school leaders have acquired these skills from trainings from both VVOB and BLF. However, some feel that school leaders still require additional training support to keep up to date.

I feel that they have the skills to support teachers. I believe they possess a lot of knowledge and skills because they took trainings aimed at increasing their capacity to help teachers, including the program by VVOB which was about managing school and managing schools includes working closely with teachers to improve learning outcomes. SEI-Male-Kayanza-NDC

⁸ Quotes from respondents are identified by position, gender, district, sector (noting if the sector is in the district center (DC) or not in the district center (NDC)), and school (each school in the sector are denoted by S1, S2, etc.).

The school leaders still need more training and school materials that can help the teachers to deliver education to the students.
SEI-Male-Gatsibo-DC

School staff also feel that their **school leaders are more supportive and engaging** than before. Staff particularly highlighted that school leaders provide them with the materials that they need to teach. In addition, staff report greater **engagement of the Headteacher in CPD activities** and inductions, including planning, facilitating, and evaluating activities.

At school level, the Headteacher supported me to put CoP schedule on lesson timetable, he also tries to provide teaching materials according to availability. The support given is effective as it helps me to perform my duties well and learning is a process. The support given has changed over time but is still insufficient. Before, there were some needs that were not addressed, not because of lack of means but because of not knowing that they are a need. But now there is improvement due to being trained. SBM-Male-Gatsibo-NDC-S1

School mentors also reported that, because of Covid-19, they have come to **rely more closely upon their Headteacher for support** as other sources of support were no longer available.

Math teachers also report that their Headteachers help to **create a good working environment** and participate in the preparation and facilitation of CPD activities such as CoPs. They see that their Headteachers are actively working to provide the necessary teaching materials and provide encouragement and motivation. They also highlight that the Headteacher does a good job **linking new teachers with the SBM and SSL** to ensure that they receive extra support.

I agree that the school leadership supports new teachers to a high extent because they try to provide them all the teaching aids that can help them in their work. I can say that the support is enough because the Headteacher tries to find teaching aids all over. He even goes to Kigali to see how other schools teach. The support has changed because this is not how I was helped when I was the new teacher. The teachers who have come after me were helped a lot. FGD-Math Teacher-Male-1-Rusizi-DC-S2

For me, school leadership does its best to support us. Our Headteacher supports us a lot because when CPD activities are prepared by the SBM and SSL, the Headteacher checks them first and gives inputs where necessary and then approves them. FGD-Math Teacher-Female-1-Rusizi-NDC-S2

However, some teachers feel that the support provided by school leadership is not sufficient, primarily as **school leaders have too many responsibilities and that they do not have the time to support teachers**. With a few noting that the school leader only enters the class on occasion to supervise.

The Headteacher does not provide any support. Even when they do the class visit, he comes and supervises, but doesn't give you any feedback. But, at the end he gives us grades. For example, last year I got 70%. [all participants in agreement that the support was not sufficient] FGD-Math Teacher-Female-2-Nyabihu-DC-S1

3.1.1.2. Effectiveness of School Leader Support for Induction Programmes

As a result of their participation in the Diploma Programme, Headteachers now have a **better understanding of the need for induction programs for new teachers**. In addition, there is also a recognition by Headteachers that **all teachers require induction**, not just those teachers who come from a non-education background. Even teachers who come with teaching qualifications or a degree from the TTC need to have induction to be an effective teacher at the school. However, Headteachers do agree that teachers with different backgrounds need varying levels of support and that **induction programs need to be flexible**.

Another thing, it was not understandable to see a teacher who is doing lesson observation of another teacher with the same level of education. Now the induction is not only for the new teacher entering the teaching profession, because what is learnt in school is different to what done in the field, but also to other teachers from other schools as they are new to our school, and we do it because schools have different ways of working. Headteacher-Male-Gatsibo-NDC-S-1

The support for new teachers changed, because before we thought that every teacher who finishes the classes of TTC was able to take on this role and teach, but it wasn't true. We learned that after their TTC courses they still needed some trainings so to be able to teach, which lead to our success. The person in charge is the SBM. What I can say is that he's not on the level we wanted, because he is still getting the trainings, but he's the one in our school whose potential to train is higher than others. Headteacher-Male-Kirehe-NDC-S2

I think the support for new teachers changed a little bit after attending the course, I learned about the induction program which made me improve how it was done before. For example, I did not pay much attention to the new teachers because we used to hire experienced ones, and I believed that they were enough qualified to start the job immediately. However, after the course, I learned that every new teacher needs to be inducted regardless of their experience. Headteacher-Male-Rusizi-DC-S2

The quality of teaching and learning has improved at our school because of induction program for new teachers. Teachers were recruited, but not inducted because of thinking that they have knowledge, and we had a lack of skilled people to induct them. Negatively, they could face different challenges like lesson plan preparation, filling the class diary, getting teaching documents, engaging with others, etc. However, because of the induction program, teachers prepare all of them effectively which improved the quality of teaching and learning outcomes for our students. Headteacher-Male-Nyabihu-DC-S2

SBMs and SSLs also noted that they see Headteachers as supportive of inductions. Headteachers engage in the induction through introducing the teacher, ensuring that they have the necessary teaching materials and by providing trainings and offering advice to the new teacher. One of the main challenges for SBMs and SSLs to carry out inductions is the timing required, however, some also highlighted that the Headteacher **supports inductions by providing them with the time** for these to take place.

Yes, I feel really that school leadership supports induction programs for new teachers at my school because they provide hours reserved for the induction practices. Besides, our Headteacher has been trained by VVOB and he understands the importance of induction program for new teachers. SBM-Male-Nyabihu-DC-S1

Yes, the school leader supports induction for the new teachers at the highest level because he is the one who approves all activities related to induction and avails himself to get involved in the induction process. SBM-Male-Gatsibo-DC-S2

Yes, the school leadership supports an induction program for new teachers at a high level. For example, they never miss CoPs when we are training new teachers; he provides support in terms of ideas and advice. Even to provide that time for our schedule, and his time, to train new teachers is a way of supporting the induction program. Also, when we are evaluating new teachers' performance, he joins us and provides feedback. Math SSL-Male-Gatsibo-DC-S1

In addition to the support provided within the school for induction, one Headteacher also noted that there is sector level support for new teachers:

In our sector there is a program to connect new teachers so that they can talk to each other. We have a certain person, like a facilitator, which helps them to get knowledge on how to behave at work. There is also a formal induction program in place at my school and this program started to be implemented after we received training in VVOB. Headteacher-Female-Rusizi-DC-S2

Headteachers believe that they **have the skills needed to support new teachers due to their participation in the Diploma Programme**:

We have received many teachers who did not study education. So, it is quite challenging to support them because it's like starting from zero. I have the knowledge and skills needed to support new teachers because I have been coached about induction programs when I attended the Effective School Leadership course from VVOB. Besides, we also have another trained teacher who is able for support new teachers. Headteacher-Male-Nyabihu-DC-S1

Interviews with new mathematics teachers show that the majority felt that their induction programs were supported by school leadership, citing that they see the **school leader putting in the effort** to support them and they feel that the school leader is available to help them.

Yes, the school leadership supports induction programs for new teachers. Firstly, school leadership provides enough time for talking to new teachers. Besides, they provide financial support for buying class materials like teaching aids and others. Newly Assigned Math Teacher, Male, Nyabihu-DC-S2

Yes, the school leadership supports induction programs for new teachers because the Headteacher is very concerned about new teachers and he regularly follows up with the SBM about the induction practices for newly qualified teachers. Moreover, the Headteacher has been trained by VVOB and he understands the importance of induction programs for newly qualified teacher. NQT-Female-Kayanza-DC-S1

Leaders help new teachers to as I said during the induction, they do all possible to help the new teachers in everything. And if you have a particular problem related to your work Deputy Headteacher can help you, teachers are the same and the Headteachers are also willing to help anytime. NQT-Female-Kirehe-DC-S1

And when you have a question, you are allowed to ask for further support. NQT-Male-Kirehe-DC-S3

According to how the school leader always monitors the progress of the teachers, evaluates learning and teaching improvement, and how they openly discuss with us to improve the school, I think the support from school leadership is at a high level. In addition, we have DOS, SBM, and SSL who provide support to us whenever we meet in CoPs once every week. NQT-Female-Gatsibo-DC-S2

The school leadership supports new teachers at a high level. For example, new girls' teachers are mentored and coached to be familiar with the school, get safe accommodation, and get used to the living condition of that area. This is because they are the ones who can be harmed easily, so we pay attention to support them as they are new in the area. Generally, we don't leave new teachers alone, we make them feel at home by approaching them, being open, supporting them in any challenge. NQT-Female-Gatsibo-DC-S1

The school supports induction programs, coaching and mentoring for new teachers at the highest level, because, as I told you, they give time to care for the new teacher, and the Dean of Studies is very involved in being close to the new teacher through class visit or observation and gives feedback. And they also ask us to feel free in terms of highlighting the challenges we face as we teach, and everyone at school feels that they are ready to listen and help each other. NQT-Female-Rusizi-NDC-S4

However, despite feeling supported by school leadership, NQTs report that there are still significant challenges that limit the capacity of the school to provide sufficient support, primarily **availability of time for both Headteachers and mentors**.

No, it is not very sufficient because Headteacher is often busy with other tasks, and he rarely has time to help new teachers. But when he gets time, he uses it to help new teachers. They could do more if they had the time. The problem is time, because even those helping us, they are teachers who also have a full timetable of courses and hours to teach. Their timetable doesn't include time for coaching and helping a new teacher. NQT-Male-Nyagatare-DC-S1

Yes, school leadership could do more to support new teachers. For instance, they need to spare some hours for the SBM to be able to induct, coach, and mentor new teachers. The SBM really has a tight schedule to teach students, plus inducting new teachers. So, he ultimately doesn't have enough time for induction practices because of limited time. If the school provide some time for the induction program, it will improve the support received by new teachers. NQT-Female-Kayanza-DC-S1

Yes, the school leadership can increase coaching activities to new teachers. School leaders are busy with other duties and teachers who support new teachers also have a full timetable. So, the time for supporting those new teachers is limited. It means that the school leadership should provide more training to new teachers by providing plenty of time to trainers. NQT-Female-Nyabihu-DC-S1

3.1.2. Effectiveness of Intermediate Result 2: Continuous Professional Development of Headteachers in PLCs

3.1.2.1. Effectiveness of PLC Support for Headteachers

VVOB PLCs are viewed as being very effective in supporting Headteachers and are credited with **supporting schools to address common challenges that threaten school achievement**. Through the problem-solving cycle, Headteachers identify common problems, prioritize, conduct a problem analysis to identify the root causes and identify solutions to implement. Headteachers then follow-up and support each other during implementation and analyse impact during subsequent PLCs.

Many respondents highlight the role of PLCs in **addressing common challenges such as student attendance**. As many schools face high dropout rates and poor attendance, school leaders work together during the PLC to identify solutions that encourage students to return to school. These actions taken by the schools to ensure attendance are ultimately seen as having a positive impact on student performance.

Students' performance has increased. Now in primary schools, we have achieved at 97% while before initiating PLCs in our sector it was at 87%. The issues that we addressed have impacted positively on the teaching and learning of students. SEI-Male-Rusizi-NDC

Yes, there is a positive outcome to have PLCs because for example, according to previous PLCs we did for increasing students' attendance in schools where we were at 65%, but at the start of the implementation of this decision, we have reached 97.2%. SEI-Male-Rusizi-DC

I do evaluate them [PLCs] from the monitoring that I do or from the reports from the SEI. The outcomes, for example, if our goal is to promote girls' education, and we discuss it in PLC, I later see that the number of girls in school has increased. District Official-Nyagatare

In addition to providing the opportunity to address common challenges of school management faced by Headteachers, the **PLCs have improved collaboration amongst Headteachers** within the sector and there is indication that Headteachers now rely on each other outside of the PLC setting.

Whenever I have a question or a problem, I ask for help because as we know everyone needs support. My fellow leaders can help me, other Headteachers. I call any Headteacher for explanations or any other help that I need. Headteacher-Male-Nyagatare-DC-S2

I communicate with my colleagues who are leaders. So, when the problem is complicated, I take it to a sector level. Headteacher-Male-Kayonza-DC-S1

3.1.2.2. Effectiveness of PLC Monitoring Systems

SEIs evaluate the effectiveness of the PLCs through regular field visits at the schools during which time they assess any changes and lessons learned based on how the school implemented practices discussed during the PLC. In addition, there is time for reflection on the previous PLC during subsequent PLC sessions to evaluate progress. As a result, the **SEI and Headteacher work together to find solutions which are tailored to the specific needs of teachers** within the sector which is aligned with the SEI's objective of **improving the quality of education**.

When we evaluate the impact of the PLCs, we visit school and see if they all put into practice what was discussed in the PLC. For example, if we set the strategy that we will give monthly tests to students to increase performance in the next PLC I request them to bring results of that month tests to see performance and when I visit the school, I remember to see if the tests are done, and the results acquired. SEI-Male-Kayonza-NDC.

Through the evaluation of the school, I used to visit teachers to see how they prepare lesson planning. So, through PLCs, we discuss with others about the lesson plan for teachers. They highlight the challenge they face and resolve it together. So, we do joint inspection with Headteachers to make sure that teachers are implementing what they learn from PLCs. SEI-Male-Nyabihu-DC

District officials also report that they monitor the PLCs, with the majority reporting that they conduct school visits or inspections to evaluate the implementation what was discussed during the PLC and school plans. Some district officials also report that they rely on the reports from the SEIs and schools to evaluate the PLCs while the majority also evaluate the impact of the PLC by analysing school performance including exam results as well as changes in school leadership as evidenced by school organization and infrastructure.

We start by attending PLCs know the resolutions taken in PLCs for challenges that exist in primary schools in our district and then later visit schools for inspection to evaluate whether the resolutions from PLCs solve challenges encountered at school and, if yes, we know that PLCs are effective and, if no, we know they are not . . . The evaluation of effectiveness of PLCs in my district is well done and it must be continued and reinforced. PLCs are good which is why we monitor them very much and we will continue as they help us in education. District Official-Nyabihu

Limitations to effective monitoring and evaluation of PLCs include **challenges of transport and evaluation skills**. Both SEIs and district officials noted the challenge of transportation for monitoring schools, citing lack of funds, poor roads, and great distances. In addition, to improve the effectiveness of PLCs, many respondents note the need for further training on ICT and evaluation skills, including data analysis as well as a standardized reporting mechanism.

The additional support we need so that we can effectively evaluate PLCs is transport facilities. We don't have means of transport to travel to the schools as some schools are located on the high slope of the hills or some roads are not well which cost us a lot of money. In addition, there is a need for training on technology which would help us analyze the data we got from different schools. District Official-Rusizi

I suggest that as an improvement, there can be a report form used by all Headteachers for reporting and showing if what they had planned to do are being done at their school and this report would be done and submitted monthly. District Official-Nyabihu

I need a deep training in monitoring and evaluation in order to evaluate PLCs in my sector. SEI-Male-NDC-Rusizi

3.1.3. Effectiveness of Intermediate Result 3: Mentoring of Newly Qualified Teachers

The evaluation assessed the effectiveness of Intermediate Result 3 looking at three main components: (1) SBM and Math SSL support for (new) teachers through coaching and mentoring (2) Induction programs for NQTs and (3) the effectiveness of the cascade methodology for TTC tutor support.

3.1.3.1. Effectiveness of the Certificate Programme for SBMs and Math SSLs on Coaching and Mentoring

Capacity to Coach and Mentor NQTs

As a result of their participation in the Certificate Programme, all SBMs and SSLs interviewed noted **improved capacity to support teachers at their schools**. SSLs report that they are now helping teachers through lesson observations, which was not done previously. SBMs and SSLs also reported that they are now taking a leading role and facilitating CPD, including CoPs, at their schools. However, the biggest change noted by all is that they are **now coaching and mentoring teachers** as a direct result of their participation as they now have increased confidence due to better understanding of how to fulfil this role. Some also cited increased confidence in public speaking as a result.

After taking this course, my role as a mentor, my mindset, my thoughts, my behaviors, and my performance in school and class has changed completely and visually to the extent everyone can see. For example, the biggest change that happened was innovation, creation, and teamwork. We discussed how to work together to draw teaching aids in every single class from P1 to P6. Since we had a limited time, we decided to do it in break time. We used to go in class, all teachers, to create those aids, and move to the next class. This changed the look of the school because this was new and innovative. It also increased teamwork and teacher motivation. Yes, my understanding of the role as a mentor was changed to the highest level because I learned that I need to take responsibility, to work closely with the teachers to improve the school without the Headteacher asking. Math SSL-Male-Gatsibo-DC-S1

My role as a Math SSL changed since attending this certificate program, When I was given the title of being a Math SSL, I received training on the Math CBC, but I didn't know my responsibilities as an SSL. I was trying to do my roles, but I was not doing it as I should do it or in the way it is supposed to be done. But after participating in the program, now I understand my roles and how perform my responsibilities well. For example, before when a teacher faced an issue and approached me, I immediately provided the solution, when-for effective coaching-when a teacher shares a challenge, you let the teacher lead the discussion. you start probing him/her, guide the teacher to the solution but you let the teacher find and come up with the solution him/herself. Math SSL-Male-Nyabihu-NDC-S1

Increased competence to support teachers through CPD has led to increased satisfaction, with many respondents noting that a **better understanding of their role has improved their satisfaction** at work. In addition, many report that they now have a **closer working relationship with their Headteacher** and other teachers at the school resulting from the confidence in their skill set gained through the training.

*My confidence has increased after participating in the trainings because I was quite shy and not sure about my role before attending the course. After participating, I was nominated as a leader, and I could lead other team members and share with them essential information about various topics that I have learned. So, my confidence increased. Before I attended the course, I could face a challenge in class and believe that I am the only one to find the answer. However, after attending the course, I feel free to interact with leaders, teachers, and parents of the students whenever I encounter the problem in class. So, my fixed mindset that I had before attending the course has changed to teamwork and flexibility because **I found that success is achieved when we work together**. SBM-Male-Kirehe-NDC-S4*

Yes, there is changes in how I interact with school leaders where, after attending the program, the Headteacher feels confident to assign me tasks and knows that I will do it perfectly. The Headteacher assigns me tasks like preparing induction programs and coordinating the program. And there is an improvement in my interaction with teachers; they now trust my skills and knowledge that they take initiatives for approaching me to request individual support and guidance. Math SSL-Male-Nyabihu-NDC-S1

Yes, there are a lot of changes because I now work directly with the Headteacher . . . The same for teachers I do interact with them a lot because I am always helping them, or they are consulting me asking me questions or to explain something that they don't understand during CoPs. We are always working together so the interaction has really increased. SBM-Female-Kirehe-DC-S1

Capacity to Support Teachers to Teach the Math CBC in a Gender Responsive Environment

Overall, the majority of respondents believe that the SBMs and Math SSLs are competent to support teachers to teach the math CBC in a gender responsive environment. SBMs were slightly less confident as many are not math teachers themselves, which was also identified as a challenge during

interviews with TTC tutors. However, as noted by one SBM, they now have the coaching and mentoring skills and can support teachers, even if they are less skilled in math.

For SSLs, the level is high because they are specialized in math, but for SBMs you find that they are specialized in social or languages, this is a barrier for them to support math teachers for using various teaching methods. TTC Tutor-Male-Nyagatare

I feel that all the SBMs and Math SSLs are very competent and able to support new teachers to teach Math CBC as they have required skills to coach and mentor other teachers from the program and training like on September 13th or 14th they had a training on how to support teachers, you understand they have the needed skills and they know the strategies to use when supporting teachers, especially regarding teaching Math CBC. SEI-Male-Kayonza-NDC

Nearly all respondents, both **SBMs and Math SSLs were also very confident in supporting teachers to be gender responsive**, however, this is mainly attributed to other trainings and initiatives by development partners and REB. Respondents noted that there is a lot of existing support provided on mainstreaming gender, particularly in mathematics and STEM subjects. The shift to the CBC was also highlighted as contributing to improved learning outcomes for both genders.

I feel that I am very competent in my ability to support new teachers to teach the Math CBC while applying gender in the class. For example, I have trained the teachers to do class management in terms of arranging the seats of boys and girls. Math SSL-Male-Gatsibo-DC-S1

I am very competent to support teachers to create a gender responsive environment for learners as I have been doing this for a long time where I mobilize and sensitize teachers to create equal opportunities for children and always treat them the same. Math SSL-Male-Kayonza-NDC-S1

Few respondents specifically mentioned the training of VVOB as supporting the mainstreaming of gender specifically. However, **CoPs were mentioned as an important mechanism for improving teaching of the math CBC in a gender responsive environment**. FGDs with math teachers also show that they feel that they receive high quality support from the SBMs and Math SSLs at their school to teach the CBC and that they gain a lot from the support of the SBMs and SSLs as they are the ones who have been trained and, as a result, have the skills and knowledge to share with teachers. They note that this support is provided through individual coaching session as well as through CoPs which they credit with helping them resolve challenges.

Yes, we attend CoPs every Friday and that is when we discuss the CBC and learn how we can apply it when teaching math. FGD-Math Teacher-Male-1-Rusizi-NDC-S2

The Math SSL trained me on how to teach the Math CBC. The training focused on teaching using materials. She always tells us that 'a lesson without materials is not a lesson'. She also shows us how to use those materials effectively and even create our own materials from things that we can find around the school. For example, when teaching children to count, use small stones. FGD-Math Teacher-Female-2-Rusizi-DC-S1

They shared important information with us on how to let students actively participate, more than the teacher. Before the CBC, a teacher used a method where they taught as if a preacher, but now the mentor has encouraged us to create a friendly environment in class. FGD-Math Teacher-Male-1-Kirehe-NDC-S4

CoPs brought good impact to the teachers' especially new ones, because that is where they were trained most of the time. In CoPs, we discussed the challenges the teachers face at school and shared ideas of possible solutions. Headteacher-Male-Gatsibo-DC-S2

The biggest changes have been in starting the program of inducting new teachers and doing CoPs. Before I attend the certificate program, we were not doing CoPs at our school, and we didn't even have an induction program and now we do CoPs, and we support new teachers. Math SSL-Male-Nyabihu-NDC-S1

Additionally, TTC tutors highlighted that **teachers now understand the importance of lesson preparation** prior to teaching, the importance of planning for teaching, the use of teaching aids to enhance learning and engaging students through practical activities.

The teachers have improved the way they were teaching because now they first make lesson plans, they learned how to use teaching aids and encourage the students to actively participate, which I see the good results in high quality of teaching in the future, I can't say now there is big impact, however there is hope in the future. TTC Tutor-Male-Kayonza

3.1.3.2. **Effectiveness of the Certificate Programme for SBMs and Math SSLs on Induction Programmes**

School leaders interviewed report that both **SBMs and Math SSLs have the capacity and competency to deliver induction programs for new teachers at their schools**. TTC Tutors are also confident that trained SBMs have the capacity and competence to deliver induction programs based on observations and follow-up with mentors. In addition, because of the close collaboration between SBMs and the tutors, tutors report that they are able to properly prepare for the inductions. However, even though they are confident of the performance of the SBMs, they note that there is still further training and awareness needed, particularly for those who have not yet participated in the trainings.

They still need more training as well related to mentorship and coaching. There are even other SBMs who did not receive this training before. Their Headteachers also need to be trained on coaching and mentorship. TTC Tutor-Female-Gatsibo

All Headteachers interviewed noted that **induction programs benefit both the new teacher as well as the school**. One of the most mentioned benefits was around **relationship building and familiarity** that inductions bring about between the new teacher and existing teachers and school and, as a result of this familiarity along with peer support, teachers feel **comfortable to ask for help** when they need it. Inductions are noted to also create more **confident teachers with better teaching skills**. Headteachers also noted that an induction program can motivate teachers by making them feel cared for or comfortable in their new environment. In addition, some noted that the actual teaching skills that teachers develop through the induction helps to motivate them as teachers. Headteachers also report that inductions improve the quality of teaching and that CPD, such as peer support, coaching and mentoring opportunities have increased the quality of education at their schools.

They do things on their own without being instructed. For example, there is a new teacher that we have, when it is time for entering into the classroom, she rings the bell without waiting for someone to give her that responsibility. This shows how the induction program helps them to take the initiative to take on responsibilities. For example, we have a new teacher who is responsible for ensuring that the school is clean. When I see the way she takes care of cleaning tools, I feel happy and I'm proud of her. Headteacher-Male-Gatsibo-NDC-S1

Evidently there are changes in the quality of teaching and learning at my school as a result, because when the new teacher has fully benefitted from the induction, he/she will be able to make induction for students in term of providing them with an overview of what will be learned and establish harmony between students and him/herself. This will lead to improved performance, as when students understand what they will learn and why, they feel motivated and engaged in learning. Briefly, we can say that there is a strong induction, a strong class and strong performance. Headteacher-Male-Kayonza-NDC-S1

The changes are most noticeable because the new teacher, after getting used to the school, including starting to teach with confidence, also gives feedback and helps other teachers with their own experience. In terms of teacher motivation there is also a lot of change because the induction program helps her/him find her/himself in the environment, because she/he gets help from school and other teachers help her/him feel like she/he likes what she/he is going to do. In terms of quality of teaching I have seen a lot of changes because he/she has gained knowledge about what he/she is going to teach, and because of other programs to monitor him/her he/she can go to a better level of teaching as there are classroom visits and sharing experience between teachers teaching in the same departments. Headteacher-Female-Rusizi-DC-S1

Of course, the person who studied in TTC can't produce the same result as the one who didn't study education. However, we support the new teacher who hasn't studied education in the TTC by training them about how to prepare the lesson plan, the pedagogical documents, filling the class diary and others. So, the quality of teaching and learning at my school has increased because of induction programs. Headteacher-Male-Nyabihu-DC-S1

Yes, I have seen changes in the quality of teaching and learning, because of the induction program for new teachers and also CPD and CoPs. These have encouraged all teachers to work with enthusiasm to improve the quality of teaching and learning because they are gaining more skills together. Headteacher-Male-Kayonza-NDC-S2

Yes, because of the induction program, our school is not likely to lose a teacher. Because there is enough support, training, good treatment and we create a good environment for the staff which also motivates them to stay at the school. Yes, when there is motivation, and enough skills development for teaching, there should be the changes in quality of teaching and learning. So, those changes are there because of the induction program for new teachers. Headteacher-Male-Rusizi-DC-S2

SEIs also note that induction programs influenced changes in the classroom for new teachers and **improvements in how new teachers prepare their pedagogical documents**. They also note that

new teachers are more **comfortable with the school environment** and are **eager to learn** more as they teach.

Yes, changes are there, for example, a teacher who has never had an induction, they might teach in an unusual way like giving the whole content to the students without care. But in the induction, we teach them how the course is given and the process in which it goes through. Another change is teachers who are inducted teach the CBC well. SEI-Male-Nyagatare-DC

They also see that new **teachers are more motivated** because they are helped to solve problems that are hindering them at their workplace. Teachers are more stable in their work environment, confident and proud of their work as teachers.

Yes, there is a big change, because the new teachers are stable and confident, which also motivates them to stay at the school. As they are welcomed warmly, they tend to be motivated. SEI-Male-Gatsibo-DC

TTC tutors also report **that induction programs are important for new teachers and result in well-prepared teachers** and that new teachers were able to adopt new teaching techniques. In addition, induction programs were seen to support those teachers who lacked confidence teaching in English.

As a result of the induction program, teachers are well prepared in terms of skills and teaching methods and have high self-confidence in teaching, which is not like before, this has contributed to the quality of teaching. I know that through lesson observations being done when visiting new teachers while they teach. TTC Tutor-Male-Nyagatare

Induction programs have really supported new math teachers a lot, because they are coached how to use teaching aids and the best teaching methodologies which increased their competencies in teaching mathematics. TTC Tutor-Male-Rusizi

When asked about how they see the benefit of induction programs, most **new teachers appreciated the support** provided by the school.

After presenting my documents to the Headteacher, I met a teacher who teaches mathematics and he showed me previous lesson plans and also the list which shows students' performance so that I can try to catch up on where the first teacher left off. Later, because I didn't go to TTC, I was given trainings. I don't know the support they normally give out because after me they haven't received a new teacher so am the only one who is new. NQT-Male-Nyagatare-NDC-S3

The journey starts with teaching us (the new teachers) how a teacher should teach children, meaning the methodology. It is followed by training us on lesson preparation; how to make lesson plan. Then, after these trainings we join the staff and start teaching, but we still have like a one-hour meeting with other teachers twice a week to sit and discuss with them about the challenges we are encountering, and they use that hour to guide and advise us according to challenges we shared. . . Yes, this is the same support I received and, as far as I was in this school, I saw that every new teacher is supported. But I heard that this was not the same for teachers who joined the school in previous years. NQT-Female-Kayanza-NDC-S2

The process at my school for when a newly qualified teacher joins the staff, first he is welcomed, presented to school staff, and works closely with other teachers to be familiar with the system and the school environment. New teachers that are not from the TTC receive support on lesson preparations and teaching methodology as part of introduction trainings. . . the induction is very intense for new teachers that are not graduates in TTC schools. NQT-Male-Nyagatare-NDC-S2

Nearly all new math teachers interviewed reported that they are highly motivated. While most are motivated by a love of teaching and mathematics as well as student achievement, some also cite the **support from the SBMs and SSLs is a motivating factor**. Additionally, nearly all report that they feel confident in their teaching abilities, with many attributing this to the support that they have received from their school leaders, mentors and fellow teachers.

As a Math teacher I am very motivated and proud as it's my preferred profession. I mostly attribute this motivation to the SBMs, SSLs, and my teacher colleagues who have supported me and helped me to improve in my professional field. NQT-Male-Kayanza-NDC-S1

3.1.3.3. **Effectiveness of Cascade Methodology for TTC Tutor Support**

The engagement of the TTC tutor in the program was intended to support school mentors to adopt induction programs for new teachers. As TTC tutor support did not cover all sectors in the program districts, only one third of SBM and Math SSLs interviewed, and half of the Headteachers reported receiving any support from TTC tutors. In addition, due to Covid-19 prevention measures, TTC Tutors were unable to hold in-person meetings with school-based actors and had to provide remote support by phone.

Overall, TTC tutors have been involved in supporting mentors in developing professional development plans including plans for CoPs, lesson preparation, practical activities using teaching aids, preparation of competencies template for monitoring and best communication practices. In addition to that they monitor the mentor through observation, where feasible.

REB and UR-CE officials both note that as TTC teachers are the ones responsible for training primary teachers, they are in the **best position to understand newly qualified teacher capacity and support their transition into teaching**. Therefore, they see that they are an appropriate choice to support school-based staff when developing and facilitating induction programs. In addition, they note that it also **further builds the capacity and experience of TTC tutors** to support in-service teachers.

Interviews with TTC tutors highlight that they themselves feel that their involvement in the program has been important and they believe that **they have made a positive impact on the mentors** through training and regular monitoring. In addition, as mentors are busy, TTC tutors noted that they themselves helped prepare the induction programs for new teachers which they found easy as they were already familiar with the teachers through the TTC.

Normally the TTC tutors are the ones that teach students who will be the teachers for primary students and are well prepared to provide teaching methods and developing professionals. TTC tutors are very experienced, so it is easier for them to support schools to develop programs that facilitating teachers. TTC Tutor-Male-Nyagatare

Half of the Headteachers interviewed report that their staff receives support from the TTC tutor and that their staff are comfortable to reach out to the tutor when they need support. While most felt that this support is very useful, a couple noted that the **support was too little to be helpful enough**.

Yes, they often get support from them, they meet them and those TTC tutors also come to our school to support mentors and SSL, and if they have any problem related to training and coaching, they can reach out to those TTC tutors, they even sometimes go for training with TTC tutors. Headteacher-Male-Kirehe-DC-S1

For TTC tutors, yes, they often visit mentors and the SSL in my school and give them advice. Otherwise, they also call those Tutors whenever they have a problem. Sometimes we have a problem when our teachers must go and find those tutors for a support because in that case teacher will need transportation or fares for transport and lunch and that will have to come from the school. Headteacher-Male-Nyagatare-DC-S1

Yes, SBMs and SSLs receive training from TTC tutors. The support has been effective because it helped them understand more about teaching methodology and to be resourceful to create teaching materials where they are. For example, they learned to use small stones to teach students to account for numbers. Headteacher-Male-Gatsibo-DC-S2

Yes, they receive the training from TTC tutors (TTC Matimba), their support is very effective because they have more skills to help them especially in mentoring other teachers at school. If mentors have any questions, the TTC tutors help them to solve those problems. Headteacher-Male-Nyagatare-NDC-S2

Not all SBM and Math SSLs interviewed reported receiving any support from a TTC tutor. However, **those that did receive support found that it was very useful**.

People from UR-CE and the TTC visited me once in order to see how I implemented what I learned, they observed how I facilitated a CoP. After their visit, we had a conversation, and their advice was helpful. SBM-Male-Gatsibo-NDC-S1

The additional support I receive is from a TTC tutor from TTC Gacuba, who calls me. We discuss about teaching at school and how I am performing my role. The support I receive from that TTC is in terms of advice, and it has been effective as it is an encouragement to me to see that there is follow-up and support that I still receive, even after completing the program. The support didn't change with time, the TTC tutor calls me occasionally, to do follow-up and see if I need support. Math SSL-Male-Nyabihu-NDC-S1

I was provided with a tutor, and he/she is the one who supports me where he/she visits me, and we discuss about how things are going and the challenges I am facing and provide me with advice. SBM-Female-Nyabihu-NDC-S3

TTC tutors, they visit us and when we have questions, we ask him, and he gives us help—he helps us with our work. Math SSL-Male-Rusizi-DC-S1

Despite the support of TTC tutors, SBMs and Math SSLs report that they see their **Headteachers as their primary source of support**. Findings show that when a mentor needs support for questions around coaching and mentoring, they are **most likely to seek support from their Headteacher**.

Math SSLs are also more likely to say that they seek support from the SBM. Other sources of support are the SEI and nearly one third of respondents also note support through follow-up visits by UR-CE and VVOB. Other teachers were also seen as a source of support, primarily through CoPs. Two SBMs and one Headteacher also report that mentors receive support through a sector level system developed to mentors.

The support they receive is the training and meetings that they have sometimes with the SEI and support from other mentors. Another help is to give them enough time to support teachers and that time is our responsibility to help them with. We don't have TTC tutors in our sector. Headteacher-Male-Kirehe-DC-S2

Once per month, I attend a joint training at the sector level of all SBMs in our sector where we learn from each other. The training is provided by the SBM team leaders as we have two and the SEI also attends. SBM-Male-Gatsibo-NDC-S1

3.1.3.4. Challenges to Effectiveness of NQT Support Systems

Availability of Time to Support CPD for Teachers and NQTs

While the Certificate Program is credited with improving capacity of school-based actors to support NQTs, many report that the lack of time available for the SBM and Math SSL to lead CPD in their schools limits the effectiveness of support. This was particularly highlighted by SBMs as they are responsible for supporting the entire school. All, including Headteachers and SEIs, recognize that there is a **need to reduce the amount of course work required of SBMs** for them to be able to support their fellow teachers. Mentors, primarily Math SSLs, also noted that their Headteachers were often too busy to provide the level of support necessary.

I feel that mentors are very much competent to support new teachers to teach the Math CBC, as SBMs and Math SSLs received trainings on how to better guide and support other teachers through coaching and mentorship and they even possess the required skills and experience in teaching which also makes them more capable. Yes, they can support new teachers as mentors and have good relationship with teachers, they are able to discuss more often and, as mentors, know how to create those gender responsive environment from trainings and short courses where they learned how to make schools inclusive, they are very able to support new teachers regarding gender. One, not all, school mentors received training and even some mentors that were trained are being transferred to other schools which leaves a gap in the school, I propose that for every school more than one mentor should be trained. Headteacher-Male-Nyabihu-NDC-S3

SBM and Math SSLs have average competences to support new teacher to teach Math CBC, they are still learning, they have not yet completed the mentorship and coaching course. About creating gender responsive environment, SBM and Math SSLs are able to support new teachers because we learned skills on gender responsive from different stakeholders, not only VVOB, but that is also why I say that they are capable. Headteacher-Male-Kayonza-NDC-S2

It is at a very low extent because these teachers are not motivated, they always complain that they have an overloaded timetable. . . For the SBM it has improved as they have reduced their teaching hours, but the SSL also needs their hours reduced, or they can get a little bonus so that they can be motivated. Headteacher-Male-Kayonza-DC-S2

The lack of time was specifically noted as a challenge for designing and implementing induction programmes for NQTs. As full-time teachers, SBMs must find time in their schedules to support new teachers that require a significant amount of support in addition to other teaching staff. They also report lack of resources and skills to effectively support and monitor new teachers, such as teaching materials and ICT resources and skills.

For the SBMs, they still have over loaded timetables, and it is very difficult to balance their [teaching] duties with helping new teachers. TTC Tutor-Female-Kirehe

One of the challenges we have is time, even if we are given time on the timetable, it is not enough, and we need more time because those new teachers need more attention and time. Another challenge we have is that new teachers are shy and not comfortable in the English language. SBM-Female-Kirehe-DC-S1

The only challenge, which is small, is about lack of sufficient time due to other responsibilities—but I try to manage it. Math SSL-Female-Gatsibo-NDC-S2

I am satisfied with the support I receive because she is more experienced than me. In addition, even if I studied at the TTC, I was not skilled enough to fill pedagogical documents and to do teach virtually. It would be better if new teachers receive training related to teaching because those teachers and SBM who provide support, are sometimes not available. And they might not have enough skills as what we would gain if we attended training. NQT-Female-Kayonza-DC-S2

It [induction] took approximately 3 weeks. It is quite challenging because of limited time. For instance, the SBM also has courses to teach. So, he doesn't get enough time for the induction program. NQT-Female-Kayonza-DC-S1

For the SBM and SSL, the support is not sufficient. This is because they have the same classes to teach like the other teachers. This limits the time they would coach and do mentoring to the new teachers. When it is required urgently, they use extra time which is also tiring for them. In few words, they are not given time to coach and to mentoring to the new teachers. NQT-Male-Rusizi-DC-S2

Neither the SBM or SSL provides specific support related to coaching and mentoring to the new teachers because they have a lot of responsibilities, including teaching their classes. Instead, when they see that there is a skill lacking for many teachers, they gather us to meet in CPD and train us all. For the school leadership, they provide coaching and mentoring by checking the progress of how new teachers are coping with the teaching methods, filling pedagogical documents, and dealing with the students. For me, I think it is not sufficient because they have little time to do personal coaching and mentoring for each new teacher. Even though they try to train us when we are in CPD, it seems to be general support. NQT-Female-Kayonza-DC-S2

Additionally, for some schools with both primary and secondary classes, the mentor supports teachers at both levels. TTC tutors note that this places **extra pressure on the SBM, due to different methodologies used in primary and secondary**.

The majority of FGD respondents also report **having a mentor who is not the SBM or the SSL** as they are often too busy to provide the level of support required. The mentor is generally a teacher that teaches the same subject who helps the teacher address challenges faced at work. However, as this was not mentioned during interviews with SBMs or Math SSLs, it is not clear who is ultimately responsible for assigning the mentor to the teacher or following up on support provided.

The person who I would call my mentor is my colleague who teaches math in the same level as me. I feel very confident when I approach her. Even though our Math SSL mentors us, you often find that he is overloaded and doesn't have the time to support us when we need him. FGD-Math Teacher-Female-4-Kayonza-NDC-S2

As I didn't study education, when I first reached the school this man, alongside me, is my colleague and the person who I would call my mentor. He supported me in various ways because I could always get a positive answer to any question or challenge that I brought to him. I trust his knowledge because he is much more experienced in education. FGD-Math Teacher-Male-3-Kayonza-NDC-S1

This was also observed in interviews with Headteachers and NQTs. Nearly half of new teachers interviewed reported that their **primary source of mentorship and support is someone other than the SBM or SSL**. While it would not be feasible for the SBM and Math SSL to mentor every teacher, it is not clear who is ultimately responsible for assigning mentors or monitoring support provided by the mentor. While some responses indicate that the Headteacher is responsible for assigning the mentor, other responses imply that it is the teacher who identifies their mentor.

First of all, we do the induction for a new teacher. The induction is for two months after that if we see that if the teacher is not well-equipped, I talk to the mentor and ask the mentor to regularly help that teacher. If the mentor is busy, I find a different teacher to become a mentor for that teacher. I call it personalized mentorship. I started the activity of inducing a new teacher for a long time maybe before was not very formal as it is today. Headteacher-Male-Nyagatare-DC-S2

Like I said before, we were trained when a new teacher comes into school Headteachers' office, I first speak to the new teacher to find out if he has all he needs to start the work and, if not, I help the new teacher to find his way around, find accommodation, or I assign the new teacher to another teacher that I think can help him. Headteacher-Male-Kirehe-DC-S2

Co-teachers are the ones who take responsibility for the new teachers' induction. For example, this year, many teachers have been recruited, including those whose educational backgrounds were not in education. We connected existing teacher and paired them with new ones, so that they can help the new teacher understand and fit in their role. In addition, we requested reports from the existing teachers to learn how new teachers are settling and later do our observation after learning that the new teacher has progressed very well. Headteacher-Male-Gatsibo-DC-S2

About induction in our school, it is more about those who didn't learn in the TTC. We gave them the opportunity to find the appropriate teacher who can help them in their challenges and work. Any teacher whom they are free to talk to and who can help them. The teachers who help others or our mentor, they are all capable in helping those new teachers and mostly they are allowed to be with those new teachers in their classrooms, so to have the interaction with them whenever they face a challenge. Headteacher-Male-Kayonza-DC-S1

Yes, there is one teacher, he teaches social sciences at my school. What I like about him is that he helps me to understand the school environment. Every time I have a question, I go to him, and he helps me out. I also have a SSL, but I wouldn't consider him as my mentor because he doesn't help me much—he is not very social. NQT-Male-Nyagatare-DC-S1

Teacher Resistance

SBMs and Math SSLs also reported that **new teachers are often resistant** to the induction support. Particularly those who are coming with a background in education or from a TTC. While mentors recognize that the new teacher may enter the school with the pedagogical knowledge, they still lack many practical skills and understanding of the school culture.

When you are a NQT you take what you learned in school as fact. So, to change that person and tell him/her that things are done in different way than what he/she knows, it requires a lot of energy and I think this is the reason why TTCs were put in place—to follow-up to see how their graduates behave in their work. Finally, for people who did not study education in school, to coach them takes a long time and a lot of energy. SBM-Male-Gatsibo-NDC-S1

The challenge is that some new teachers don't feel like they need support, they feel like they are fully competent because of their experience. This is a big challenge because we need to teach someone who doesn't want to learn. Another challenge is the limited time which doesn't allow us to provide enough support to the new teachers. In addition, other new teachers are not motivated by the school they are transferred to, and by the salary they are given. Math SSL-Male-Gatsibo-DC-S1

This finding was also seen during interviews with new teachers. Many **new teachers felt that their skills were superior to those of the mentors** that they found at their school or that the mentors were unable to fully meet their needs.

A new teacher is introduced to the school environment and teaching activities including preparing lesson plans, preparing pedagogical documents, and teaching aids. This was not the same support that I received because teachers that I found there were not fully informed about the CBC. For instance, when I started teaching at my school, I was fresh graduate from a CBC training, and I was really informed. So, I helped others instead of others helping me. Otherwise, I praise VVOB for training some teachers at school because they are equipped with advanced skills that help us to improve the quality of education. NQT-Female-Kirehe-NDC-S4

If I have any questions, I approach the SBM for support. No, I am not satisfied with the support given, I would like more support that is regular. If we were to receive some training from experts in education about challenges we are facing in teaching, that would be great. NQT-Female-Nyabihu-NDC-S2

I am not satisfied because sometimes they support me with old methodologies, yet I know updated methods to use as a person who has recently graduated, but they are still using the old methods. Teachers who graduated many years ago should be updated about teaching methodologies and not keep using old methods. We all need to have the same knowledge. NQT-Female-Kirehe-NDC-S3

This is not sufficient because new teachers need more training than what they receive. This is because we cannot provide enough support to them. After all, we have a limited time. But, if there is a deep training prepared for new teachers, it would be better as they can get enough time to cover every single topic. Yes, school leadership needs to provide enough time to support new teachers so that they can be more qualified. This is because they are new, they don't have enough experience related to teaching, and some of them did not even study in a TTC. Therefore, they will need much attention, to be taken care of in terms of support and training. NQT-Female-Gatsibo-DC-S1

Additionally, SBMs and SSLs report experiencing **resistance to change** from other teachers at their schools.

Now, I really understand my role as an SSL and what I need to do. But the big challenge that I remain with is time; we have limited time because we must teach different lessons and our timetables are tight so that getting time to coach and mentor other teachers is difficult. For example, you can plan that you will do a CoP with math teachers today and in 5 teachers, 2 of them are absent and 1 having class in that time instead of doing the CoP you go teach those teachers classes. With that being said, there is another challenge of some teachers that don't understand the importance of their collaboration, they think SSLs have hidden benefits in helping teachers and you see that they have limited engagement in coaching and mentorship activities. For those teachers we keep showing them the importance and following-up with them and with time they get more engaged. Math SSL-Male-Kayanza-NDC-S1

Challenges of Covid-19 on Induction Programs

In order for schools to ensure a safe return for students to classrooms, they needed to increase the number of teachers for social distancing to be possible. As reported by MINEDUC, nearly all classrooms in public primary schools (P-1 to P-3) in Eastern, Western and Southern Province operated in a double shift with class sizes exceeding 65 pupils and up to 100 in some classes.⁹ To address the inadequate availability of classrooms, the Government of Rwanda planned to build nearly

⁹ <https://www.mineduc.gov.rw/news-detail/towards-achieving-adequate-school-infrastructure-and-equipment>

17,500 additional primary classrooms, taking advantage of primary school closures due to the Covid-19 pandemic. This resulted in the need to increase in the number of new hires at schools across the country to staff the newly constructed classes. Both Nyagatare and Gatsibo were expected to have more than 1,000 new classrooms each.¹⁰ Combined with in-school social distancing practices which prevented meetings to take place, the ability of the schools to induct and carry out CPD practices was limited. However, aside from the increased workload, many school-based actors report that they were still able to carry out inductions for new teachers.

SEIs were more likely than other respondents to highlight the negative impact of Covid-19 on induction practices. They particularly highlighted the influx of new teachers into schools combined with inability to meet due to Covid prevention measures that have made it difficult for new teachers to get the support that they need.

There is a big impact in the induction practices due to Covid-19. Some schools have many new teachers. For example, there is a school which has 14 new teachers, and this was a barrier because meetings were not possible. SEI-Male-Nyabihu-DC

Normally primary schools have induction programs and new teachers, once they join the staff, they receive induction. But, in these past few years it was very hard for many schools because in our sector we received a lot of new teachers whose teaching capacities were low because they did not study education. So, induction programs were not provided effectively. Covid-19 changed the practices because we couldn't find enough time to do it and there was a lot of movement of teachers and leaders. Primary schools received many new leaders and teachers. SEI-Female-Kirehe-NDC

However, the majority of respondents still reported that **induction practices were able to continue** despite these challenges:

Covid -19 changed the induction practices, as meetings of many people are not allowed, but schools can put new teachers in groups and do induction in small groups separately. SEI-Male-Kayanza-NDC

Starting from myself, when I reached here at this school, the Headteacher helped me to find accommodation and then connected me with the Math SSL who helped me with lesson planning and pedagogical documents and also supported me to adapt easily. In addition, he asked me to visit him in the class and see how he teaches which helped me a lot. Then afterwards, they visited me in class and shared with me some feedback of what I did well and the areas of improvement. That is what they do for new teachers. There is no big change because the way they used to do it was very helpful and it is still the same. However, the number of new teachers has increased, all of them might not get time to be supported equally. NQT-Female-Kirehe-NDC-S3

SBM and SSL commitment to supporting new teachers despite the challenges posed by Covid-19 illustrates the extent to which they view the importance of induction practices. Many noted shifting how they provided support to teachers to be in-line with Covid prevention measures, such as reducing meeting sizes and carrying out some activities remotely.

With Covid-19, we did not train or coach a teacher, but I used to use the telephone and call a new teacher to talk about work as part of mentoring her. Yes, I used my own airtime, because I knew if I didn't do it, school would open, and she would not be able to remember everything. So, I was keeping her mind awake. SBM-Female-Kirehe-DC-S1

While most reported that Covid minimally impacted their ability to carry out inductions, few noted that they found that it made their work challenging.

Covid-19 has impacted the induction program. Due to Covid-19, we lost many teachers who quit. So, during the opening of school, we also recruited many teachers. For instance, we received six new teachers and the current teachers were only two. So, it was quite challenging for two teachers to support six teachers. SBM-Male-Kirehe-NDC-S4

Due to Covid-19, it was not possible to gather many people together. So, we had to meet each person alone and teachers had to be inducted online, which was not at all feasible. Math SSL-Male-Nyabihu-DC-S3

Yes. The biggest change observed is in terms of time as time was limited since there were too many lessons to conduct and we couldn't find ample time to do our induction. Therefore, we had to improvise and take break times to approach new teachers and ask if there are experiencing any challenges and how we may be of help. It is also difficult to gauge a person's body gesture when carrying out phone interviews as it is an option introduced due to Covid-19. SBM-Male-Nyagatare-NDC-S2

¹⁰ <https://www.newtimes.co.rw/news/over-22500-classrooms-be-completed-september-says-mineduc>

TTC tutors also noted that the move to remote support for inductions was challenge and they were unsure of the effectiveness of the support and monitoring that they themselves were able to provide to mentors.

We did not support mentors to help new Math teachers through induction as we wanted to due to Covid-19. TTC Tutor-Female-Gatsibo

3.2. Efficiency

Efficiency of the programme was assessed by the extent to which the resources of the intervention (funds, expertise, time, etc.) have been converted into outputs in an efficient manner and within the set timeframe. This intends to respond to the following:

- The extent to which inputs managed in a cost-efficient way
- The extent to which intended processes and all types of activities implemented within the time envisaged.

3.2.1. Programme Delivery

The Girls on MARS as a component of the Leading Teach and Learning Together (LTLT) umbrella programme has benefited from other VVOB programmes, such as the MCF funded LTLT in Secondary Education. This **alignment in programming increases the overall efficiency of programme delivery**. As the programmes are designed using the same overall Theory of Change, all projects work together to build the capacity of REB and UR-CE and implement training programmes for school leadership and coaching and mentoring. This resulted in well-developed training materials, which are continually adapted as needed, and skilled UR-CE instructors.

3.2.2. Cost Efficiency

With the objective building in sustainability of the expected results to ensure feasibility of REB and UR-CE ownership, **cost efficiency was addressed at program design**. In order to explore options for cost-effective implementation of the Diploma and Certificate courses, the program was designed to gradually **shift implementation from an in-person delivery to a blended-learning trajectory** meaning that the program would be offered primarily in person, with some content offered online. However, with lockdown measures implemented throughout the country in March 2020 in response to the Covid-19 pandemic, the program moved to fully online implementation. The switch to online programming also allowed for greater affordability and cost effectiveness. Girls on MARS particularly **benefited from the program alignment with the MCF funded LTLT in Secondary Education Programme** as VVOB, with additional donor support, was able to **quickly transition to fully online delivery**. The online learning forum has also allowed some continuity of mentorship and training, as Covid-19 movement restrictions and primary school closures made in person training and mentorship impossible for much of 2020 and into 2021.

While a key strength of the program was the ability to quickly shift to online learning in response to the Covid-19 pandemic, the shift to a full online model was not as well received by training participants as the blended model. Primary schools are less resourced as compared to secondary schools, particularly with regards to computers and internet, and primary school staff have less experience with online course work. While not asked specifically about on-line learning, one Headteacher noted that the online course was less effective:

However, we did not complete it very well because of Covid-19 which meant that we did not complete all the modules as planned, and I failed one module. Headteacher-Male-Kayanza-NDC-S2

VVOB is currently conducting a cost effectiveness study, which will provide an evidence base for policy and programming decisions for both UR-CE and VVOB, however the cost effectiveness study is related to the LTLT in Secondary Education Programme, and not focused on programmes supporting primary education.

3.2.3. Timeliness

Due to the placement of Girls on MARS within the umbrella LTLT program, VVOB faced minimal programmatic delays due to Covid-19. Existing digitized training content, including digital literacy trainings, combined with funding under MCF, VVOB was able to quickly transition to fully online course delivery. In addition, many of the required elements for online learning were already available, including a Learning Management System (Moodle) and technical expertise.

3.2.4. Efficiency of M&E and Knowledge Sharing Structures

Finally, one key strength is VVOB's commitment to learning and dedicated MEAL team. This commitment to learning is demonstrated by randomized control trials (RCTs) conducted, the broad variety of learning papers produced and documentation of best practices that are used by both VVOB and partners to continually improve the programme. In addition, both dissemination events and public posting of research on the VVOB website contributing to a culture of knowledge sharing and dissemination of learnings.

3.3. Relevance

Relevance was assessed by the extent to which the programme was aligned with the priorities of key education actors and partners. Relevance of the program specifically assessed:

- The relevance of the outcome, taking into account any changes that have occurred over the past years in the external context (country/partner/etc.) or within the organisation (global and/or at country level, in terms of HR, institutional and/or financial) and
- The extent to which these changes have an impact on the relevance of the intervention, and how was this handled.

Findings are presented by relevance of each intermediate result. However, overall, interviews with REB highlight that the Girls on MARS program is highly relevant to REB and that it addresses key challenges in education, particularly the promotion of mathematics achievement for girls.

3.3.1. Intermediate Result 1: School Leadership Support

3.3.1.1. Relevance of Diploma Programme in Effective School Leadership

The Diploma Programme in Effective School Leadership is deemed highly relevant by Headteachers (the intended target) as well those responsible for overseeing education at the sector and district levels. Headteachers found that **training contents were aligned with their role as a school leader and official five standards of school leadership** as adopted by REB in 2021, including managing the school as an organization, setting strategic direction through strategic planning and development of SIPs, leading teaching and learning, including supporting the implementation of CPD activities, and collaboration with school staff, parents and community.

I can say that that course is the life of the school. In our daily life we use each module at work, like developing the school improvement plan and giving school direction by developing a mission vision, and core values, leading the school as an organization and engaging parents and community. All these components were very relevant to our work because they create a conducive environment within the school and spirit of teamwork amongst school workers. Headteacher-Male-Nyagatare-NDC-S2

The part [of the course] that stuck with me was leadership style. Because I was leading in a mechanic way. When I changed, it helped me to work better with the teachers in a way that brought success in student performance and where the teachers started liking their work. Headteacher-Male-Kirehe-NDC-S2

I realized that the course is very relevant to my work and helps me in different areas such as knowing how to develop the action plan, school improvement plan and even the school strategic plan and align them with the five standards of school leadership. . . There is also a component of leading teaching, leading learning, which I used to do before, but not properly as I do it today, thanks to the training. It helps me to know what to focus on when helping teachers in teaching as well as learners. Before the training, I didn't know that it is important that I support the teacher in lesson planning, I thought that it's his/her task, but I learned that there is a role I should play in supporting the teacher in lesson planning using the teaching guides . . . to support him/her to observe how she/he is delivering the lesson and provide some feedback to improve. In addition, I also learned about

how to lead the school without being authoritative or a rigid Headteacher, in short, I learned the appropriate and effective ways of leading the school. Headteacher-Male-Rusizi-NDC-S1

As Headteachers are often promoted from the role of teacher to a leadership position, many **previously lacked the leadership skills required to effectively manage their schools**. In addition to the concrete management skills, Headteachers also report that participation in the Diploma Programme has **increased their confidence in their own skills as a leader and their satisfaction**.

My confidence as a school leader was boosted because I felt that I gained enough leadership skills, including problem-solving, providing constructive feedback without harming a person, and good strategies I can use to lead the school effectively. Headteacher-Male-Rusizi-DC-S2

My confidence increased, because, before, I did not have the real knowledge to lead a school. At first, I was a pastor and when I became a Headteacher to that school of a church, I didn't have knowledge to evaluate the workers. So, the things were complex, sometimes you defend your weakness. And because of this knowledge and meeting with other leaders, it helped me. Whenever I forget, they remind me and give me some advice, it really helped to lead well the school and do things well. Headteacher-Male-Kirehe-NDC-S2

My confidence also changed, because, before taking this course, I thought that I had to sit in the office and perform my duties on my own. For example, I could do an action plan alone without communicating with the staff or parents. But for now, we share the ideas, we sit together to prepare an action plan with staff. Headteacher-Male-Gatsibo-DC-S2

Now I understand the importance of sharing responsibilities as you get to benefit from other staff and stakeholders' idea for taking the best decisions and leading the school in the right direction. . . I have experienced changes in job satisfaction because everyone is involved and committed to the smooth running of the school, I see great result in school performance and there is increased teamwork spirit between school leaders, teachers, school committee and students which makes me more satisfied. Headteacher-Male-Kayanza-NDC-S1

Yes, I am more satisfied by my job now than before making changes. Due to the program I learnt to delegate which reduced my work and some of the responsibilities not achieved as primary school Headteachers we have many responsibilities. Yes, we are still overloaded by work as most responsibilities are important and you cannot delegate everything, which is a big challenge but delegating and prioritizing helped us and increased our job satisfaction. Headteacher-Male-Nyabihu-NDC-S3

Respondents from REB also noted that the training in school leadership is **highly relevant and necessary in order to improve school leadership as identified as a key priority within the ESSP**. REB also notes that the training is relevant as they, themselves, contributed to the design in coordination with VVOB and UR-CE.

School leadership was one of the identified priority programs in ESSP and good school leadership has shown great contribution to quality education. REB Official

Yes, we participated in the design of the program through discussions with VVOB and developed the training materials. UR-CE Lecturer

3.3.2. Intermediate Result 2: Continuous Professional Development of Headteachers in PLCs

3.3.2.1. Relevance of Professional Development of Headteachers in PLCs

Interviews with Headteachers, SEIs and district officials highlight that **Professional Learning Communities (PLCs) are very relevant for school leaders** as they provide an important platform for Headteachers to meet and discuss matters related to school leadership and work together to resolve challenges.

Yes, I participate in them. They are very useful, as Headteachers, we meet and learn from each other and share experience, like there are some problems that repeat frequently to certain schools, we share the ideas of how we can solve them by analyzing the root causes. Headteacher-Male-Nyagatare-NDC-S2

There was a PLC we attended, the topic was to discuss to establish the culture of hygiene at school including flowers plantation, fruits trees plantation, and making good gardens at the school. At that time, we also emphasized constructing a hand washing center because hygiene of hand washing was one of the measures of preventing Covid. In the other PLC, we discussed the cooperation between the school and parents whereby we wanted to build a good and strong relationship with the parents to reduce missed classes and dropout rates for the students. Headteacher-Male-Rusizi-DC-S2

There is a positive outcome of PLCs for primary school Headteachers. It helps them to exchange ideas of how to improve their schools and education in general. It also helps to learn how they can address a specific challenge they gave at their school. For

example, when there is a Headteacher who solved the same challenge as the other one is facing, they learn from him, about the steps he used, and strategies applied to solve that challenge. Thus, the other Headteachers can be able to solve it through peer learning. SEI-Male-Gatsibo-DC

District officials also value the role of PLCs as it helps all school actors through **better coordination** as the district can share important information or messaging through the meetings. In addition, **PLCs help school leaders to have a platform for sharing ideas, experiences, and advice.** They observe that school leaders actively strive to make changes based on the information shared during PLCs. PLCs are also credited with **reducing reliance on the district to resolve problems**, decreasing the amount of time schools may struggle with a problem while waiting for support from the district.

Since we have started practicing them [PLCs] many problems are being solved from sharing ideas instead of waiting for the district to do something. Now the Headteachers are the ones who sit and set how things can be done and where we see bigger gaps that's when the district jumps in . . . Yes, there are a lot of positive outcomes. As I mentioned Headteachers work together and share ideas. This means those who have good strategies will share them with those who have problems at their schools. This also helps many of them who don't often do school visits because they get a picture of how other schools are operating and this helps them improve in one way or another. District Official-Nyagatare

Both SEIs and district officials report that **PLCs support achievement of sector and district level objectives.** SEIs report that PLCs help them to achieve sector objectives primarily through identifying problems and helping school leaders identify solutions.

PLCs helps us to achieve our objectives to a good extent because with PLCs, that is where we know what problems we have in education and how we can handle them together as team. SEI-Male-Nyagatare-DC

PLCs are a very important component of my work because it allows a channel for Headteachers and the SEI to discuss challenges in education and work together in freedom to solve it. PLCs are very important in helping me to accomplish my responsibilities at the sector level. SEI-Male-Rusizi-NDC

PLCs also **help achieve district educational goals** as the format provides the opportunity to share district objectives with school leaders for inclusion in action plans and SIPs. In addition, district officials use the PLCs to monitor the implementation of school plans to ensure that they are on track to achieve educational goals.

PLCs are a great help for the coordination and management of the schools, which leads to achievement of our objectives. . . because they share their reports with us, we have found that those schools that did not have School Improvement Plans before, now have them; and engagement of the parents and community in the schools' activities has improved because they shared their experiences. District Official-Kirehe

PLCs help us to share the challenges that the Headteachers face as well as to figure out the possible solutions to those challenges. After that, we get time to monitor each school and see if they are implementing the decisions undertaken during PLCs. This facilitates me to achieve district educational priorities because we discuss the educational objectives we have, and the school leaders do the action plans base on them. Therefore, when they achieve what they planned, we also achieve our objectives. Moreover, it helps us to have good grades, because when the schools have high students' results it leads the district to have good improvement in education and good reputation. District Official-Rusizi

VVOB vs. BLF PLCs

In addition to the PLCs supported by VVOB, Headteachers also participate in PLCs under the FCDO funded Building Learning Foundations (BLF) program. Headteachers that participate in BLF PLCs note that the main differences are that BLF PLCs take place monthly and have a set agenda with an external facilitator. These PLCs rotate between the schools and Headteachers have an opportunity to see and learn from the school being visited. In contrast, VVOB PLCs take place once per term and are led by the SEI with topics selected based on problems identified and analysed by the Headteachers. **Headteachers do not generally show any preference for one type of PLC over another but found that both served different purposes.**

I participate in VVOB PLCs and BLF PLCs. . . They both focus on improving teaching and learning. The difference is that VVOB PLCs take place once per term while those for BLF it is once per month, and they have a known calendar. Another thing, for VVOB PLCs, we sit together, every Headteacher shared the problems they face in his/her school and after raising all problems we select the common ones. From the common, we again sort the priority where we analyze it from the root cause, what can be done to handle it and measures to be taken. After taking the decision, everyone implements it in his/her school where for the next time of meeting, is to check how it was implemented, the challenges and successes. For these PLCs, there is involvement of all school's stakeholders. For BLF PLCs, they focus on having common understanding where we visit teachers while teaching, see how they give lesson, discuss with them about challenges faced and see how they can get help to

overcome it. We also focus on increasing the use of English while teaching because many teachers still using Kinyarwanda. We also check about the school's hygiene, and we advise each other about leadership. For VVOB PLCs, we work with the community while for BLF, it is with teachers only. Headteacher-Male-Gatsibo-NDC-S1

Yes, I attend the PLCs of BLF. When we attend the PLCs of BLF the difference is that when we do PLCs of our own it is only Headteachers learning from each other. The one where we have professional experts from BLF it is different, and the benefits are different. With the BLF one we learn a lot from those experts while with our own we only exchange ideas of how we do things and sometimes we don't learn as much. Headteacher-Male-Nyagatare-DC-S1

PLCs and Covid-19

PLCs continued during the Covid-19 pandemic. While some sectors did not resume sessions until after in-person meetings were allowed, other schools **utilized both phone based and on-line forums to continue meeting with their peers**. While the PLC sessions were still considered useful, there were many challenges relating to connectivity and ICT skills that prevented full, active participation. However, as a result, Headteachers gained further skills in and adopted the use of remote meeting services such as WhatsApp and Zoom. Once in-person sessions resumed, respecting Covid-19 prevention measures including masks, handwashing, and social distancing during each meeting, those sectors with small numbers of Headteachers were able to continue meeting as usual whereas larger sectors divided Headteachers into smaller groups.

We didn't have means to meet online, we had to keep meeting face to face, but also while keeping prevention measure in mind. However, we did have to use telephone conference as a solution one day when we had to meet. SEI-Male-Kirehe-DC

During lockdown, we attended PLCs by using online Zoom meetings. The format was not effective at the beginning, because some Headteachers were not aware of how to register or to join using zoom, and others did not have enough internet connection. Headteacher-Male-Rusizi-DC-S2

One took place online and another one was in-person by respecting social distancing and other preventive measure like wearing masks and washing hands. Both formats were effective; the online one we used WebEx and the majority of Headteachers attended and engaged in the discussions at the maximum, and the one we did in-person as we are seven Headteachers in our sector it is not complicated to do a PLC in a hall with one other person leading the PLC by respecting the distance and all preventive measures as it is easy to control us and listening to each other even with the distance. Headteacher-Male-Nyabihu-NDC-S3

Because we are a small number in our sector, social distancing was possible, and we did it [PLC] in person where all people attended got tested before and the money be reimbursed. This format is very effective. I do not know if it is because I'm familiar with it, but you find that everyone feels free to talk while online. Although sometimes it is not effective due to not being familiar of it, poor connection, and it is very costly. Same as by phone, people are not as focused, you may think that they are listening to you while they have gone. Headteacher-Male-Gatsibo-NDC-S1

They are not as effective as before as it takes a long time to solve something. Something that would be solved in one PLC you now find that it takes like two months because now we can only meet in small groups. Yet, if they would meet as they used to meet before, many issues would be solved at once. District Official-Kayonza

Sometimes, it is done using technology which is still challenging for some Headteachers who are not familiar with digital tools. It is not as successful, yet we are still doing our best to adapt and do PLCs effectively as before. District Official-Nyabihu

Despite the challenges of meeting, PLCs were considered very relevant by Headteachers, SEIs and district officials during the long-term closure of schools in 2020 as the **forum provided support for Headteachers during the period remote learning and the transition to in-person learning, ensuring that schools were compliant with Covid-19 prevention guidelines**. Schools struggled to ensure that they could comply with prevention measures and ensure the safe return of students and that PLCs provided the forum for teachers to learn from and support each other to adopt best practices.

When there are PLCs, the Headteachers expand their mindsets. For example, if there is a new assignment requested from the government, there are some Headteachers who tend to resist and feel like it is impossible to implement it. However, when we meet and discuss, we find that other Headteachers can accomplish the assignment. Currently, the ones who resist change their mindsets immediately and learn from those who were able to do it. Here, I can give an example; the government said that it is a must for every single student to wash their hands before entering class. Given the high number of students, some of the leaders felt like it will be impossible. But, after realizing that the other leaders recommended that every teacher be responsible for washing the hands of their students, it became possible for everyone. Headteacher-Male-Gatsibo-DC-S2

Yes, we participated before lockdown when the schools were closed, and during lockdown, we continued to participate in PLCs until now. The PLCs we attended were useful because they helped us discuss how we were going to handle the challenge of school closures from Covid by helping students to continue learning from home. Headteacher-Male-Rusizi-DC-S2

PLCs also support Headteachers to **mount coordinated back-to-school campaigns** in their sectors, identifying and addressing key barriers to a successful return to in-person learning.

During school closures there was a PLC, I guess it was in August 2020, to see how we could cope with the problem of Covid in schools and set a strategy to deal with it. Among the issues that we were expecting it was student drop-out, and, after the opening of the school, we found it is the reality where there were several children who did not return to school. The reasons for the non-returns were varied, some were affected by Covid by becoming orphans due to losing their parents and they lacked motivation to return to school, others faced poverty and there were also children who tested positive for Covid, and, even if they were recovered, they felt that other students would be afraid of them if they went back to school. Some of the strategies adopted resulted from the PLCs included: 1) Before school reopening, we did 'back to school' campaign just to make parents aware that schools are going to re-open and that teachers are ready to take care of their children. We also encouraged them to send their children to school again by wearing face masks and respecting all preventions measures put in place; 2) After schools re-opened there were some children who dropped out, so we went to their families supported by local leaders in order to know the reason why and encouraged them to return to school. For those who were not able to have materials (notes books, pens, face masks) due to the consequences of Covid mentioned above, their school took care of them; 3) Before school re-opening, we had a meeting with teachers just to inform them that they are going to work in different environment as the one before Covid where now, apart from teaching, they have to respect preventions measures and provide psychological support (as Covid is a pandemic that has frightened people, it has shocked them but it is important that the child has to understand that this pandemic exists, and that instructions to fight it against have to be obeyed and that life must continue as usual). All those measures taken were highly successful. SEI-Male-Rusizi-NDC

PLCs are as effective now as prior to Covid-19 because it now takes place as usual since meetings are allowed and I think it is now most needed, because during Covid-19 some student changed their attitudes which affects education as they stayed home for a long time. PLCs are among the ways to obtain strategies to use for solving the issue and deal with effects of the pandemic. District Official-Nyabihu

Yes, they are very effective now because many students, after reopening the schools, were not coming back to school. So, through PLCs Headteachers were sharing the ideas and strategies to reduce students' absenteeism post Covid-19. District Official-Kirehe

3.3.3. Intermediate Result 3: Mentoring of Newly Qualified Teachers

3.3.3.1. **Relevance of Certificate Programme in Educational Mentorship and Coaching for SBMs and Math SSLs**

Interviews with school-based actors reinforce that the Certificate Programme in Educational Mentorship and Coaching is **relevant to the work of SBMs and Math SSLs in primary schools**. Training content on content on coaching and mentoring was credited with **improving capacity of school-based mentors to help both teachers and students solve problems, adopt CoPs and formalize induction programs**.

Generally, we learned more about Continuous Professional Development in mentoring and coaching. These include very important topics that we use while supporting teachers through CPD activities, including CoPs. We also learned about the assessment and inclusiveness in effective teaching. Moreover, we learned about the preparation of the lesson plan, which we use while supporting (coaching and mentoring) teachers. So, the course was relevant to my work. SBM-Female-Kayanza-DC-S1

The course was very relevant to my work because it made me feel confident to train others and visit them in classrooms and talk. Plus, I had the skills to bring people together and lead in general. The components of the course that I feel were most relevant to my work was CoPs because that's where we all meet and help each other, if there is teacher without enough knowledge, we help each other there [CoP]. Math SSL-Male-Rusizi-NDC-S2

The course was very relevant to my work as an SSL because we also needed people to coach us and train us on how to better perform our roles as SSL. There are times when you teach other teachers and find that they are areas that you don't understand, but when we got training our capacity to teach, guide, and mentor other teachers improved and now we can excel in our roles and responsibilities. Math SSL-Male-Kayanza-NDC-S1

Training content on the CBC combined with coaching and mentoring gave SBMs and SSLs the **skills needed to support teachers teach the math CBC**.

The course was relevant to my work because it is the SSL's responsibility to help other teachers with teaching methodology and coaching new teachers by showing them how they should use the curriculum together with the tangible teaching materials. The component that was relevant to my job was to teach using teaching materials as it helps students to fully understand the lesson. Math SSL-Female-Kirehe-DC-S2

The course was very relevant to my work as it was related to my responsibilities as a Math SSL. They taught me how to teach math better and how to provide support to other math teachers. The course was not only relevant to teaching math, but also relevant for other subjects because we learned about teaching methodologies by looking on guidelines for the CBC with the aim of improving our career. Math SSL-Female-Gatsibo-NDC-S2

The course was also noted to provide benefits for trainees beyond the classroom as **coaching and mentoring skills also help resolve personal conflicts.**

The part of the course which really stuck with me was coaching because it is applied not only in education but also in life. Normally, when you are talking with someone with the intention of giving him/her a support or you want to share ideas, but there is a way you must behave yourself in front of him/her to reach your objective. Again, this course can help you to know how to respond when you have a conflict with someone. SBM-Male-Nyagatare-DC-S3

In addition to school-based mentors, as leaders of teaching and learning and those responsible for ensuring that CPD systems such as induction programs are formalized, the **training would also be very relevant for Headteachers.**

Like the schools I visited, all Headteachers, SBMs and SSLs are new at those schools, no one received the training, so their capacities are low and TTC tutors are the ones that support mentors and new teachers. They are not yet highly capable of supporting new teachers to create gender responsive environment. TTC Tutor-Male-Rusizi

3.3.3.2. **Relevance of Certificate Programme in Educational Mentorship and Coaching for TTC Tutors**

TTC tutors interviewed highlight that the training by VVOB and subsequent follow-up support from VVOB and UR-CE was very relevant for them and that **they have gained the skills need to not only support teachers but to support each other.**

It was relevant because I am a teacher who trains the students that will become primary teachers in the future. What I gained from the school is almost relevant with our objectives as a TTC to prepare qualified teachers for primary schools who are competent. From the experience I got in the primary schools I visited, it showed me how skills I gained supported teachers and improved them as professionals. TTC Tutor-Male-Kayonza

Usually, we meet with different challenges when we teach the students, so we learned how to support students in their learning and even ourselves as TTC tutors. We learned how to support each other and support primary teachers to perform their job as a teacher. Additionally, we learned different techniques and methods of teaching. TTC Tutor-Female-Gatsibo

The most relevant component was coaching and mentoring, but they also learned effective teaching methodologies and methods for engaging with students. Induction programs and CoPs were highlighted as the components from the training that stuck with them the most because they involved collaboration and support for one another.

Lesson observation and Communities of Practices were the most relevant components that I remember. The part of induction programs was the one that stick with me because we learned how to support and motivate new teachers and I do really like to support them. TTC Tutor-Male-Nyagatare

TTC tutors also report that their **behaviour towards other teachers has changed, and they feel more responsible for the mentors that they train** and feel confident to perform their duties as a result of the training. In addition to that they have seen a change in interaction with other teachers, as they gained trust from them and there has been improvement in communication between them and the teacher.

Before I used to think that I am not concerned with the teachers in primary schools, I thought that my role was just to teach students who will be the primary teachers. But now I focus on preparing quality future teachers by using all the skills that I gained from the training. Because I know that I might go back to coach them in the primary schools, I make sure that they will be well equipped with enough skills. Additionally, I have responsibility to support my fellow tutors through planning CoP which increases our interaction. TTC Tutor-Male-Kayonza

3.3.3.3. **Relevance of Induction Programmes for Newly Qualified Teachers**

The adoption of induction programs in primary schools supported under Girls on MARS can be directly attributed to the program. All schools noted that they had induction programs at their schools that either started or were strengthened as a result of their participation in the Diploma/Certificate programs.

Most of the school actors interviewed report that the Headteachers, SBMs and SSLs are responsible for the induction programs at their school. Responses show general consistency in the content of induction programs, with all reporting that induction programs introduce the teacher to the school environment and other teachers. In addition, inductions include trainings for the new teacher on filling out teaching documents, including lesson plans, and supporting them through CoPs and other coaching/mentoring activities.

As a result of the participation of SBMs, Math SSLs and Headteachers in the Certificate and Diploma programs, **school actors report significant changes in how their school supports new teachers.** Previously, new teachers were welcomed by the Headteacher, given their teaching resources, and sent to the classroom to start teaching. There was little involvement of other school actors to support the new teacher.

The support has changed. Before it was given only by the Headteacher, and she would not have enough time for it due to having other responsibilities to accomplish. But now, we work as a team. SBM-SBM-Nyagatare-DC-S3

However, after being trained, school actors report that they have **formal induction programs and that these were either improved or formalized after they participated in the Diploma/Certificate Programmes.** Inductions are now viewed as **comprehensive** and, in addition to introducing the new teacher to the school and other teachers and providing them with the teaching materials, Headteachers report supporting new teachers to adapt to the new teaching environment, involving them in CPD such as CoPs and assigning them a mentor.

Once the newly qualified teacher joins our school, I firstly welcome him/her and take time to introduce him/her to other teachers. After that, I give him/her the teaching materials, directing him/her to SBM and SSL of his/her department. I also show him/her all the school infrastructure and support him/her to find accommodation. In addition to that, I provide training to him/her related to teaching methodology where sometimes, I do model lessons and invite him/her to participate. There is a change in support given to new teachers since I completed the course as I now know what an induction is and the importance of it. Headteacher-Female-Gatsibo-NDC-S2

The support given to new teachers has changed over time. Before participating in the VVOB course, the induction was done in disorder and the support given was not enough. The new teacher might come and immediately start teaching, and she/he did according to how she/he understood it. The support was only given if she/he asked for it . . . [now] the SBM is the one who is responsible for inducting new teachers. He can do it because he was trained on mentoring and coaching at the sector level, and he is attending the VVOB [Certificate] course. In addition to that, he is accountable, he has A0 in education. Headteacher-Male-Gatsibo-NDC-S1

It changed because before we didn't take the time to introduce a teacher to the school environment or have an induction. Before, the same day a teacher joined the school we gave him/her books to use when preparing lessons to start preparing lessons. Then, the next day, start teaching. No support was provided. But now, it is different. We don't assume that they know everything; we help them and teach them the methodology to use before they start teaching and help them to get adapted to the school environment. Headteacher-Male-Nyabihu-NDC-S3

Like Headteacher responses, SBMs and Math SSLs report that they did not previously have induction programs at their schools or that they were not involved. However, they now describe **inductions that are holistic in nature, supporting not only the new teacher's adjustment to the school and teaching requirements, but also to the community.**

Before I didn't know it was my responsibility to help a new teacher, I thought it was the work of the Headteacher, DOS and mentor. Math SSL-Male-Nyagatare-DC-S1

When the newly qualified teacher joins the staff, we give them a warm welcome, introduce them to the other teachers and school leaders. After that, if she/he is not familiar with the community, we help him/her to find accommodation. We also show him/her the classrooms and where she/he can get teaching materials and documents. We take one hour per week where we sit together with him/her just to know what problems, he/she has and try to give support. There are many changes, because before we had no induction program and the new teacher struggled on their own. Because I was not inducted, I faced many challenges

but after being trained and realized how induction is important and helpful, I decided that no new teacher will face the same problems as I did. SBM-Male-Nyagatare-DC-S3

When a new teacher joins our school, we welcome the teacher, show him/her the classes she/he will teach, give him/her tools that she/he will need or use when teaching. We also take time to give the new teacher an orientation; looking at their previous experience, we give them advice, we review the lesson plan together, the program, the timetable. We share with them best practices in teaching that we practice at our school . . . Yes, the support in our school changed because before we only introduced the teacher to the school environment. But now we are receiving teachers that didn't study education. As a result, our induction program became more intense, and we need to teach them more things like lesson preparation. Math SSL-Male-Kayonza-NDC-S1

SEIs and district officials also reported that there is a significant change in the support that schools provide to new teachers and that this change is attributed to the adoption of induction programs as a result of the participation of the Headteachers, SBMs and Math SSLs in the Diploma and Certificate Programmes. They note that **school staff take responsibility for ensuring that new teachers participate in an induction program.**

The support given to new teachers has changed over time. Now, people understand what an induction is, and they know its importance. Before being trained on mentorship and having PLCs, when the new teacher joined the school, she/he was introduced to other teachers, was given the necessary teaching documents and materials, and then struggled on her/his own. SEI-Male-NDC-Rusizi

The support changed remarkably as before they were welcomed and sent directly to class. But now, they first receive trainings on important aspects of teaching and continue to receive support through CoPs and CPDs. These changes happened because, before, the induction program was neglected as the Headteacher and other school staff, did not see this as their responsibility. But now everyone feels involved. Before, the Headteacher didn't care if the induction program was given to the new teacher, but now the Headteacher follows-up and the SBM and SSLs give them reports on induction program activities. SEI-Male-NDC-Kayonza

When the newly qualified teachers join the staff of a school in our district, we support them by introducing them to the school; we provide the required teaching materials like pedagogy documents, books, and teaching kits. We also provide short-term courses, whereby we train them to use teaching materials, completing pedagogy documents, teach the CBC, and train them on inclusive education. This support has changed over time because in past years there was no induction program. The change started when we attended the professional courses by VVOB. District Official, Rusizi

The support for new primary teachers has changed over time because before there was no induction for new teachers and now all most all schools have induction program for a new teacher. District Official, Nyabihu

3.4. Potential Sustainability

Potential sustainability of the Girls on MARS programme was assessed by looking at the probability of sustaining the benefits of the intervention in the long term, beyond support of VVOB. The evaluation specifically looked at the following:

- potential financial viability of the intervention
- conditions for local ownership
- the extent to which the programme results and approach are embedded in the local structures, processes, procedures and budget
- capacity of partners to continue implementing the program.

Findings are presented by sustainability of CPD structures promoted by the Girls on MARS Programme, including (1) PLCs and (2) Induction Programmes and the capacity of partners to continue to implement the program.

3.4.1. Sustainability of CPD Structures

Sustainability of PLCs

Headteachers and SEIs agreed that they **will continue to participate in PLCs** because they find them very useful as they learn new skills, even if the PLCs are no longer supported by VVOB.

I will still be participating in PLCs next year because it improves our skills and knowledge of education through collaborative study, expertise exchange, and professional dialogue. Moreover, PLCs improve the educational aspirations, achievement, and attainment of students through stronger leadership. Headteacher-Male-Nyabihu-DC-S1

I highly believe that PLCs will continue to take place in my sector because we have gained strong foundation from VVOB from where to start. I don't believe that VVOB will continue to support us because they are organization which can move on, however, we will make sure to maintain what we have gained and keep on having PLCs because we have already grasped the importance of PLCs in the education improvement in our sector. SEI-Male-Nyabihu-DC

District officials also believe that PLCs will continue, however responses do not offer insight into how PLCs will continue beyond support from development partners.

They will continue because the Headteachers like them a lot even us the authorities, we shall continue to support them. District Official-Gatsibo

Basing on PLCs benefits; how they assist Headteachers in school leadership and encourage the quality of education, PLCs will continue in our district even if we still face the challenge of limited time. District Official-Nyabihu

Therefore, the **lack of funds for transportation** will remain without further support for inclusion of PLCs in education budgets. While experiences during Covid-19 show that PLCs can be conducted remotely, lack of ICT skills and connectivity currently limits the effectiveness and sustainability of remotely facilitated PLCs.

PLCs will continue in my sector no matter what. Even if we don't have any support, we are willing to continue having PLCs. We could even use other financial means to keep PLC running. And I take it as my responsibility to lead them so I will make sure they are happening. SEI-Male-Kirehe-DC

Sustainability of Induction Programmes

All school actors interviewed reported that they **plan to continue offering induction programs at their schools as they see the value in supporting new teachers.**

The induction program will continue to happen in the future at 100% because we have decided to continue it even without support from VVOB. SEI-Male-Nyabihu-NDC

Yes, I think supporting new teachers will continue at our school because you can see that it helps us (new teachers) to be comfortable in the new environment we are entering, which makes us feel at ease and do our job well. Because we learn more about teaching and building good relationship with students, the program is very important in improving teaching at the school which is why I think the program will continue. NQT-Female-Kayanza-NDC-S2

Yes, induction program will continue at my school because we have seen various positive impact of these program. Not only induction program, but also CoPs will also continue to improve the quality of teaching. So, I think that this induction program will continue at our school because it helps new teachers in their transition. Newly Assigned Math Teacher, Male, Nyabihu-DC-S2

This is also noted in responses from TTC Tutors who report that, as long as school staff are trained, that they will continue to provide induction support for new teachers. However, **re-allocation of trained staff and the hiring of staff, particularly untrained Headteachers, may threaten the continuation of induction programs in the future.**

For those school leaders who received training, they provide a lot of support. But, for those who did not receive training, they do not care in supporting school mentors. TTC Tutor-Male-Kayanza

As long as trained SBMs are still at their schools and receive enough support, schools will continue to provide them because induction programs are very important in supporting new teachers and results in high quality education. The schools whose Headteachers were trained, they really support induction program, but other Headteachers who did not receive training, their support much less. Unfortunately, many schools do not have trained Headteachers. TTC Tutor-Female-Gatsibo

TTC Tutors also suggest that REB should consider **requiring all schools to have formal induction procedures** for new teachers and conduct regular monitoring in order to ensure sustainability.

Those schools that have teachers or leaders who received the training, they will continue inductions. But those whose leaders do not understand it or where no one has been trained, it is hard to believe that they will continue it because it is not mandatory to provide it. . . It would be better if REB makes it as an obligation and put it in education policy. TTC Tutor-Male-Rusizi

What is needed now, REB should put induction programs under their consideration, they must do inspections frequently . . . and inform all schools to have it as mandatory. TTC Tutor-Male-Nyagatare

District officials also feel that induction programs will continue at the schools in their districts due to the positive changes seen. One district official also noted that REB is further supporting inductions.

The future of the induction program is good because it will sustain. REB also established an update of the induction program that will be applied to the newly recruited teachers. District Official-Rusizi

Another district official recognizes that it has been challenging for schools to offer induction programs due to the influx of teachers in the past year, but that the **training of school leaders and staff will ensure that positive impacts are sustained over time.**

In the future it will be much easier because, I think now it is difficult because we now have a big number of teachers who didn't study education, and this makes it difficult to help them. But, in the future as our tutors will be more experienced, together with the support of the Headteacher and SBM, I hope we shall see more positive impacts. District Official-Gatsibo

3.4.2. Ownership by REB and UR-CE

Sustainability of the program has been the focus of VVOB and the Girls on MARS program since inception. Key components of this include REB and UR-CE ownership over the Diploma and Certificate Courses as well as embedded school leadership support systems (PLCs) and induction programs for NQTs. Interviews with VVOB staff and partners note that REB has exhibited less ownership over the program as compared to UR-CE. This is partially attributed to high staff turnover within REB as well as competing priorities. **There may also be overlap between Girls on MARS and other projects such as BLF and Soma Umenye, particularly around school leadership and PLCs, which may both duplicate efforts and lead to lack of ownership by REB.** However, the **uptake of CPD modalities across programmes and development actors may also contribute to increased capacity amongst REB and UR-CE partners.** In addition, to better align development partner initiatives, VVOB together with REB is leading the taskforce on School Leadership.

UR-CE and REB note that the Girls on MARS program has made REB and partners **aware of the need for deliberate efforts of school leadership to address student achievement.** In addition, they cite that the **VVOB projects have helped change views on school leadership, PLCs and coaching and mentoring.** However, overall sustainability will depend on various factors that they note are beyond their control, including continuity of staff within REB and availability of financial resources. While VVOB is a member and co-chair of the School Leadership Task Force along with REB, the task force is currently not very active due to on-going personnel transitions within REB. The task force serves as a coordinating body for those development partners working in the school leadership sector to align programming and advocate for adoption of best practices by MINEDUC.

One major strength of the Girls on MARS programme is the **deep engagement that VVOB has developed with UR-CE. UR-CE's ownership of the course is clear,** and interviews and MEAL documentation indicates that they can **develop, implement and monitor the diploma course.** Ownership is also evidenced through UR-CE lectures incorporating content from the trainings into their own courses and request for additional lectures to engage with the project. As one VVOB staff noted, "The most significant outcome, for me, is building the capacity of the beneficiaries, UR-CE in particular . . . even if VVOB pulled out now, they have enough capacity to sustain the programme." UR-CE also highlights that VVOB has adequately prepared them to lead the courses and those senior lecturers are experienced and have the capacity to train their colleagues, as they are the ones who developed and conducted the trainings. **However, one area in which both REB and UR-CE highlight for further support is on project monitoring and the establishment of the digital data ecosystem to monitor and evaluate the implementation, which is currently under development.**

One of the problems has been on close follow up and monitoring of how what the training beneficiaries received are effectively put in practice in classroom teaching, this needs special attention. REB Official

The **biggest threat to the sustainability of the program is the access to financing models.** While VVOB and UR-CE have shown that the cost to carry out the course can be reduced through blended or fully online learning, there is still the need for funding to conduct the course, monitor schools and conduct PLCs in the sectors. To date, there has been limited analysis of potential financing models for sustainability, which would be threatened without financial support from VVOB or other non-governmental partners to UR-CE and advocacy initiatives to encourage potential financing from the government have not been a particular focus of this program.

As noted in interviews with sector and district officials, there is strong support for PLCs. However, there is a cost associated with bringing school staff together. In addition, while there is a recognition that the TTC tutor cascade model for supporting NQTs is effective, the continued engagement of tutors at the school level requires, at a minimum, cost for transportation.

Financial viability can only be ensured once the Diploma and Certificate courses are adopted as a part of the mandated in-service training for school leaders and support for school leadership (including PLCs) and educational mentorship and coaching (including induction programs) are fully integrated into REBs strategic and annual plans and performance contracts.

3.5. Gender and Equity

The implementation of the gender and equity components were assessed by the extent to which:

- the gender-related or other equity-related measures were implemented as planned and
- the extent to which these measures had the desired effect.

As the focus of the program was primarily on the development, roll out and monitoring of the diploma course with UR-CE, one critique of the Girls on MARS program is the **lack of emphasis on girls in mathematics as a core outcome of the program**. However, **gender remained cross-cutting throughout the design and implementation of the program**. This included content within the training materials as well as the development of the VVOB and UR-CE **Guide to Gender Mainstreaming** (May 2020), in consultation with the Forum for African Women Educationalists (FAWE), which is intended to support the (re) development phase of curriculum planning, implementation phase and monitoring, evaluation and research phase of the Leading Teaching and Learning Together umbrella program. In addition, VVOB has developed guiding principals on inclusive and equitable education to support mainstreaming across all programming. UR-CE also notes that the gender officer actively followed up on all trainings to ensure gender considerations were accounted for and that all monitoring reports included content on gender mainstreaming.

A survey on digital literacy attitudes conducted in May 2020 showed that female school leaders had lower skills in ICT than their male counterparts. Combined with limited access to ICT devices, lack of electricity and internet connectivity, female participants were less likely to participate in the fully online or blended learning formats during 2020/21. Similarly, older participants were noted to struggle with the online platform. While VVOB did procure laptop computers and provided internet connectivity for online participation, the lack of confidence with online platforms likely limited engagement in the course. VVOB addressed this by providing close follow up and greater allocation of time to trainees who were less confident in using ICT and providing synchronous sessions to give participants more chances to ask questions.

Overall, however, activities under the Girls on MARS program benefited all primary age students in mathematics, with the impact on girls (specifically) in mathematics was not monitored or assessed. While specific impact on female students was not monitored or assessed, findings from all interviews indicate that there is awareness on gender and gender mainstreaming as this is a transversal theme across all programs implemented through development partners as well as REB through the Girls Education Policy 2008¹¹. Improving academic achievement for girls in STEM subjects, including mathematics, is a primary objective for development partners and REB. Additionally, interviews with education actors indicate that, while gaps between girls and boys are decreasing, remaining gaps are generally blamed on cultural factors that make it more difficult for girls to excel in mathematics, with few noting a gendered difference in aptitude. **Many credit the CBC itself with improving learning outcomes for both genders as it is more engaging for all learners.**

In education, one of the main challenges is a lack of females in leadership positions, including district officials, SEIs, Headteachers and SBMs. However, during data collection, nearly three quarters of newly qualified math teachers interviewed were females. As female teachers in a traditionally male dominated field, they note that they are modelling and reinforcing the message that girls can succeed in mathematics.

¹¹ MINEDUC. Girls Education Policy. 2008

3.6. Environment

Findings related to the environment component of the program were assessed looking at the

- extent to which the environment-related measures were implemented as planned and
- the extent to which these measures have the desired effect.

The transversal theme of environment was incorporated on a small-scale, focused on support to develop a model “Green” TTC at TTC Mururu in Rusizi in coordination with the Rwanda Environment Management Authority (REMA). Interviews with TTC staff highlight that the TTC was selected based on previous engagement with VVOB and the TTC’s interest in environmental protection and existing environmental clubs. REMA also reports providing support to the environmental clubs, including visits while VVOB provided interns to strengthen the clubs.

With the **intention of creating a model school to both inspire current students and schools in the district**, TTC officials, the student environment club and VVOB worked together to identify needs. These included beautification of the campus through planting trees and flowers, the cost of which were beyond the school’s capacity. Additionally, VVOB purchased a rainwater catchment tank for the school to help with irrigation and school cleanliness.



Image 1: Water tank purchased by VVOB for TTC Mururu

In addition to an improved learning environment, the TTC reports that they **have changed the mindsets of students** as, by beautifying the campus, students are no longer littering. Additionally, they believe that **TTC students will carry the learning to their future schools**.

The environment as a transversal theme, was incorporated on a limited scale, however inputs were costly, which **would be difficult to roll out to more schools under this program** due to budgetary constraints.

3.7. Impact

In order to assess the impact of the Girls on MARS Programme, the evaluation explored the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects and looks at the ultimate significance and potentially transformative effects of the intervention. the effects of the intervention that are longer term or broader in scope than those already captured under the effectiveness criterion. Findings specifically assess (1) perceived impact on quality of teaching and learning and (2) perceived impact on school leadership.

3.7.1. Impact on Quality of Teaching and Learning

Due to overlapping interventions in the program districts, particularly that of BLF which support teachers, SBMs and SSLs to teach the Math CBC in primary schools through trainings and provision of teaching materials, and the adoption of the CBC by REB it is not possible to determine the extent to which the Girls on MARS program has influenced teaching quality or learning.

The majority of Headteachers interviewed feel that the quality of instruction in mathematics has changed over the past four years, with the majority attributing this to government efforts and the shift from the Knowledge-Based Curriculum to the CBC along with the support from VVOB and BLF to train teachers and provide instructional materials.

The quality of instruction in Mathematics in the past four years has increased. Before CBC, we used to teach in a way that was not effective. However, in this new curriculum, teachers are more confident, and they are more skilled than before. Besides, students' performance in scores and their competencies has developed because they employ much effort in their studies than before. Yes, Math teachers are very well confident in teaching the CBC for Math because of the training that are provided to

them. Teachers receive training from BLF and VVOB which increase their skills in teaching Mathematics. Headteacher-Male-Nyabihu-DC-S2

SEIs and TTC tutors also **credit induction programs with improving the quality of instruction in the CBC**. As new teachers are often young graduates, they have already studied the CBC in school. However, they do still recognize that participation in school based CPD is improving performance.

Yes, as I mentioned above, students' performance increased due to the different strategies we used such as induction programs and teacher participation in CoPs. SEI-Male-Rusizi-DC

As a result of induction programs, teachers are well prepared in terms of skills and teaching methods, and have high confidence in teaching, which was not there before, and has contributed to higher quality of teaching. I know this through lesson observations when I visit new teachers. TTC Tutor-Male-Kayonza

TTC tutors also observed that **teachers have made changes in their teaching practices, recognizing the importance of planning and preparing lessons in advance**. In addition, they report that teachers have adopted the use of teaching aids and are actively engaging students with emphasis on gender inclusion when teaching mathematics. Tutors **attribute some of these changes to CPD opportunities including CoPs that provide teachers with the opportunity to working together and practice new skills**. Most of TTC tutors believe teacher are confident in teaching mathematics because they understand how to teach the CBC.

What I have seen as a change is an easy adaptation of new teaching methods in mathematics, like before teachers used to come in class and teach math as history, just in theory without even checking if students have understood it, Teachers were the ones providing the exercises and correcting them, but now students participate actively and teachers use teaching aids in order to support students to really understand math. TTC Tutor-Male-Nyagatare

The teachers have improved the way that they were teaching because now they first make a lesson plan. They have learned how to use teaching aids and encourage active student participation. I can see that this will have a good impact on teaching in the future. TTC Tutor-Male-Kayonza

While many feel that teachers are qualified, many also report that new teachers are coming from the TTC or other fields and have not been trained in the CBC. Respondents highlight that **induction programs are important for new teachers to acquire the necessary skills, along with ongoing CPD activities such as trainings and CoPs**.

Yes, there are changes in the quality because they were trained, and before we knew that a student should memorize that 1 plus 1 equals 2, which was teacher-centered. Whereas today we are learning-centered, where a student learns through group work, where they learn something at the same time by doing it or "learn by doing", which improves academic performance compared to before. They [new teachers] are of average quality because most of the new teachers haven't studied education. So, through the induction program, we carry them from zero to 70%. Headteacher-Female-Gatsibo-DC-S1

[Laughter] My friend, to be honest with you, I don't see much change in the instruction of mathematics in the past four years. Math is still behind in my school. I have been trying to do my best. I keep changing teachers to see if I can math moving forward or change the image of mathematics in my school, but I have failed. Even this coming academic year I am changing a teacher just to try. Headteacher-Male-Nyagatare-DC-S1

New teachers are not confident enough where if I was to rate them, I would say their confidence is at 40%. Their confidence is very low as sometimes teachers that are graduates in languages may be asked to teach mathematics in lower classes like Primary 2, math for primary 2 is very easy. But new teachers find it difficult as they are not confident in teaching the math CBC. New teachers need guidance, and more trainings in teaching CBC. Headteacher-Female-Nyabihu-NDC-S3

The extent level of competencies for new teachers to teach CBC is still low. This is because we have the problem of retention at school which hinders to increase in the number of trained teachers. For example, when we recruit new teachers, we provide enough packages of training. But, after one year, they request transfer to the other school which leads us to keep recruiting new teachers and keep training them. Also, this affects us to maintain with enough skilled teachers who might support us to train newcomers. Headteacher-Gatsibo-DC-S-2

New teachers have low competences to teach the CBC. I think I would advise the TTC to put more efforts in their students because you find that when they reach here, you realize they have low competence, and others did not study education. We are supposed to induct them and help them through CPD so that they can increase their level to teach CBC. Headteacher-Male-Nyagatare-NDC-S-2

I would say that new teachers have the competences to teach the math CBC at a low extent because they have skills, but they don't have education background, they are not qualified in education, they are not able to deliver lessons as required and I think that once they receive training, it can increase their performance. SBM-Female-Kayanza-NDC-S2

However, TTC tutors feel that new graduates from the TTCs are more skilled than those who graduated prior to the shift to the new CBC curriculum.

Yes, fresh graduates are very confident in teaching using the CBC, but for those who graduated before 2015, it is difficult for them to cope with a new system, but I try to help them as much as I can. TTC Tutor-Female-Nyabihu

The majority of Headteachers have seen improved learning outcomes, with those located in non-district centre sectors more likely to report improvements as compared to those located in the district centre. **The changes are primarily attributed to improved teaching skills and better access to teaching materials.** A few also note that the training from VVOB, CoPs and improved Headteacher engagement have positively contributed to academic performance.

There is a change in learning outcomes, and I see those changes through the improvement in student's academic performance and achievements. You can tell from their achievements that they understand what they are learning as expected by teachers as now teachers teach with objectives of the skills students should have gained after the course, which is different from before when they were teaching just to complete the program. The changes are the same for boys and girls, as before girls were behind, where no girl was getting more than 20 out of 100 in mathematics. But now, girls are performing as well as boys, there is no difference. I attribute the changes to the CBC and the training teachers received as support from SBMs and SSLs on how to approach teaching. Headteacher-Female-Nyabihu-NDC-S3

Yes, the scores of students have increased generally because of those changes. And that is the only aim of strengthening the quality of teaching by providing support and training to the teachers. Headteacher-Male-Rusizi-DC-S2

SBMs and Math SSLs also noted that they feel that there has been a change in student performance in recent years, citing changes in national exam scores as evidence, while some partially attribute these changes to improved teaching practices resulting from CPD activities such as CoPs.

As I said, performance of learners in mathematics has increased tremendously compared to years past. Specifically, girls have improved in math compared to boys. Girls increased their self-confidence because teachers had also encouraged them in class and gave them time to present, like the boys, which helped them to be more active. I feel that it is very possible for them to make it better. Math SSL-Male-Kirehe-NDC-S3

These changes came because all teachers now understand how to make their lessons more engaging, and it is due to how teachers are collaborating and working together in CoPs, assisting each other, and learning new teaching methods that are very effective. No, there is no difference in learning between male and female, I see that they both learn and engage in lessons the same and have equal chance to participate. Math SSL-Male- Kayanza-NDC-S1

Generally, we have trained teachers to apply gender balance and to focus on both females and males while teaching. All those trainings mentioned above attributed to these changes, like training in CBC, individual CPD plans to work on new teachers' weaknesses, etc. Math SSL-Male-Gatsibo-DC-S1

Most Headteachers report that there are no differences in learning outcomes for boys and girls, although many also note that females have improved because of changes in teaching quality through implementation of the CBC. Of those that say there is a difference in performance, all but one report that boys perform better than girls, generally citing subject preference or cultural issues.

When it comes to upper classes, boys excel more than girls because boys like subjects which are more practical while girls like theories, or subjects to be memorized like biology. But, in lower classes, there is no difference. Headteacher-Male-Gatsibo-NDC-S1

Those who report that they have **seen little to no change in performance, cite that the reason is because teachers transfer out of the school once they are trained.**

Generally, there is no change in math because of the problem of retention at work. For example, we receive a new teacher who studied physics, math, and chemistry who doesn't have a clue about teaching. We train them and provide all required support for them to become a qualified teacher. After like one year, they leave the school and get transferred to another school. This has been a challenge for us, and it seems like we don't have control over it. For the changes in learning outcomes in math for female and male students, I can say that there is a small change. We have noticed that the girls in the lower level tend to excel in math while boys excel in the upper level. This is attributed to BLF training of lower primary math teachers with gender responsiveness. Headteacher-Male-Gatsibo-DC-S2

As I said before, when teachers are starting to have high competence, they are transferred to other schools and then you start over again to train the new ones, this decreases quality of teaching and affects the quality of education in general. You can't get positive changes in learning outcomes when we are still facing with this issue. Headteacher-Male-Nyagatare-NDC-S2

No, I haven't seen changes because of the challenges we faced, especially those of teachers' retention or transfer which prevented us from experiencing those changes. SBM-Female-Kayonza-NDC-S2

3.7.2. Impact on School Leadership

When asked how the course has changed their role as a school leader, Headteachers report that they now have a much **better understanding of the role of a school leader** or that the course changed their perception of what a Headteacher should be. Participation in the course has led to a recognition that Headteachers do not need to be responsible for each task required to manage the school, but that they can delegate responsibilities and share decision making. As a result of this new approach of delegation and increased collaboration with staff, many report that their work has become easier and that this has increased their overall satisfaction. **Headteachers also report that this change in leadership style has resulted in a better relationship with staff and that staff are more comfortable seeking the support of the Headteacher.**

A lot has changed for me about the way I understand my role as Headteacher. Before I didn't understand my role as a manager but, today, I lead the school as an organization where everyone including teachers and students participate in decision making or are consulted before a decision is made. Headteacher-Female-Kirehe-DC-S1

Yes, my role as a school leader has been changed after completing the course. The biggest change I can say was to approach the staff and how to collaborate with them. Before attending the course, I felt like I just needed to supervise both primary and secondary Headteachers, but after the course, I learned that I need to create a deep relationship with the staff so that we can join strengths to improve the school. My understanding of the role of Headteacher was changed from being imposer to becoming a facilitator. I minimized commands and instructions, and increased collaboration and exchanging ideas. Headteacher-Male-Rusizi-DC-S2

As a leader there was a big change which is in three ways. The first is the cooperation with teachers because we used to lose teachers without knowing the reason but after getting the lesson of leadership style we knew where the problem was and now the teacher are happy for the leadership. Headteacher-Male-Kirehe-NDC-S2

In line with Standard 5, another change highlighted by Headteachers is greater engagement with stakeholders including students, parents and community members. The most significant change was in **understanding the role that stakeholders could play in school management and that their contributions can improve school performance.** With this knowledge, Headteachers now involve others, including teachers and parents in the development of the school mission, vision and core values as well as in planning.

The example I would give of the biggest change that has taken place: Let's talk about student achievement, I look at people who will help me achieve it, I look at teachers for their role, students, I also look at parents for their role. What I do is approach them and discuss what role they should have and how to put it into action. By approaching them and talking to them they already understand that they had to be involved. So that's a big change that has happened and it helps me achieve school goals. My understanding has changed because I used to feel that I was the real leader and the people I led had no say in the decisions I made, but now they are all involved in the decisions that are being made. Headteacher-Female-Rusizi-NDC-S2

Before I used to think that parents are not capable to sharing ideas that could help me, I thought that they were like investigators. But, after the program I learned that if we work together with teachers and parents would be best way to improve our school. Headteacher-Male-Nyagatare-NDC-S2

Parents had a very little participation in the school leadership. However, after attending the course, we have found that participation of parents and school environment in school leadership, they help to improve and attain the goals and mission. So, the interaction with teachers and parents has increase because I found that the effective interaction with those sectors assist me to deliver my duties successfully. Headteacher-Male-Nyabihu-DC-S1

Findings from school observations show that 75% of schools had a schedule of meetings with parents and that many also included local community members on the meeting schedule and the majority report having a meeting with parents and community members within the previous month.

District officials also recognize that Headteacher participation in the Diploma Course has improved the management of the schools. Specifically, they report that **schools now have strategic plans,**

including SIPs and action plans as well as mission, vision and core values. In line with the interviews with Headteachers, district officials also recognize that school leaders are now leading their schools as an organization where staff members, teachers and other stakeholders are more directly involved in decision making. District officials attribute these **changes in leadership to a reduction in conflict within the schools as school staff are now able to resolve problems internally.** Improved collaboration amongst education stakeholders, including increased engagement with parents, particularly around student attendance and that changes, are partially credited for improved student performance.

The school leadership has changed greatly especially in school resources and staff management, this has changed so much, before Headteachers had poor coordination and were unable to motivate staff which usually caused some conflicts. Now, there are no more conflicts. District Official-Kirehe

Yes, the biggest change I have seen is that the Headteachers have now gained more skills in school management where they involve both teachers and parents to work together for the development of school. Now they are even able to lead the CPDs together with SEI. District Official-Gatsibo

There is also a change in how schools collaborate with the parents because there is now a parents committee that works hand in hand with the school leadership to make the action plans and make necessary decisions. In addition, we have realized that the more the schools work closely with the parents, the more the students' scores increase. District Official-Rusizi

In addition to the training of school leaders, officials also attribute these changes to improved inspections by the SEI and district as they now provide feedback from the visits to support changes at the school. Findings from this and other evaluations of VVOB support for school leadership find that **SEIs and district officials that participated in the UR-CE courses report improved coaching and mentoring skills and capacity to support school leaders.**

I attribute these changes on the inspection as from inspections they are reminded about what they learnt in school leadership programs, advised, given feedback and trainings that help them to keep making improvements. District Official-Nyabihu

4. ANALYSIS OF KEY SUCCESSES AND CRITICAL IMPROVEMENTS

4.1. Key Areas of Success

Key Area of Success 1	The development and delivery of the Certificate and Diploma Programmes and the ability to adapt the programs in response to Covid-19 is a key area of success of the Girls on MARS programme.
Critical Success Factors	<p>Close working relationship with UR-CE and REB in the design of the training programmes.</p> <p>Design of programs in alignment with identified needs of REB.</p> <p>Continued support and guidance for UR-CE to facilitate, monitor, evaluate and revise the training programmes.</p> <p>Alignment with the wider LTLT programme allowed for quick transition to online learning in response to Covid as well as adoption of best practices from the rigorous programme monitoring, evaluation and research.</p>

Key Area of Success 2	Improved school leadership leading to more collaboration and communication amongst school actors
Critical Success Factors	<p>Participation in the Diploma Program in Effective School Leadership</p> <p>Design of the Diploma Program in line with the five standards of school leadership</p> <p>PLCs providing a forum for Headteachers and SEIs to work together to reinforce school leadership skills including alignment of school plans (SIPs and action plans) with sector and district priorities, develop a professional learning network for on-going peer support and instil problem solving skills to address common challenges to effective school leadership.</p>

Key Area of Success 3	Adoption of induction programmes for NQTs
Critical Success Factors	<p>Wide-spread participation in Diploma Program and Certificate Programs made school actors aware of the needs of new teachers and the benefits that induction programs can have on teaching quality. The expectation that teachers should not be expected to teach well from the first day on the job.</p> <p>To a lesser extent, engagement of TTC tutors in the design and support of induction programs at schools. There is significant evidence that induction programs are still adopted in schools that did not receive tutor support. However, as noted in the VVOB report "Evaluating a Certificate Programme on Educational Mentorship and Coaching leading to Induction Activities for New Teachers in Rwandan Primary Schools" (2020), TTC tutor monitoring of NQTs was more likely to result in NQTs reporting participation in an induction program.</p>

4.2. Critical Areas for Improvement

Critical Area for Improvement 1	Relates to:	Design <input checked="" type="checkbox"/>	Implementation <input checked="" type="checkbox"/>	M&E <input type="checkbox"/>
	Increased advocacy with and ownership by REB and MINEDUC			
Why this is critical?	Interviews with REB and UR-CE actors highlight the relevance of the Girls on MARS programme for improving school leadership and school-based CPD, in line with the ESSP. They attribute this alignment to the close working relationship between VVOB and REB/UR-CE in the design of the programme. However, in order for the program to continue under REB, either as in-service or a component of pre-service training for school leaders and mentors, all note the necessity of data on the impact of the program on student performance. While improved student performance is the ultimate objective of the program, changes in performance are difficult to attribute to the program due to other influencing factors (such as adoption of the CBC or shift to English as the language of instruction). Therefore, there is need for further advocacy to REB and MINEDUC to share the best practices of both Girls on MARS and the wider LTLT programme on school leadership and CPD support systems as well as continued effort to identify impact on student performance. In addition, advocacy should focus on supporting the mainstreaming of activities within the ESSP, Strategic Plan, and, ultimately, budget to ensure the sustainability of programmes.			

Critical Area for Improvement 2	Relates to:	Design <input checked="" type="checkbox"/>	Implementation <input checked="" type="checkbox"/>	M&E <input type="checkbox"/>
	Ensure alignment and coordination with other development partners working in school leadership and coaching and mentorship.			
Why this is critical?	Where multiple development actors are implementing similar programs, REB will be less likely to endorse one program over another and continue to rely on development partners for implementation. In addition, overlap of programming makes attribution to any individual intervention more challenging for identification of best practices and schools may be put in a position where they are asked to adopt parallel systems that may ultimately contradict each other. Ultimately, better alignment of programming will ensure that all programs benefit from each other, rather than competing for REB endorsement.			

Critical Area for Improvement 3	Relates to:	Design <input checked="" type="checkbox"/>	Implementation <input type="checkbox"/>	M&E <input checked="" type="checkbox"/>
	Develop a better understanding of the identification and role of mentors in primary schools.			
Why this is critical?	As many respondents report that school assigned mentors, such as SBMs and Math SSLs, are ultimately not responsible for supporting teachers, it is important to understand the type of support offered by those mentors assigned or selected to support teachers and the extent to which mentors receive training or support from SBMs and SSLs on coaching and mentoring skills. Without this understanding informing the programme design, the training programme may be targeting only a fraction of those who are ultimately responsible for CPD in the school environment.			

5. CONCLUSIONS

Conclusions are presented with links to the evaluation criteria. Additionally, the conclusions are assessed using following scale:

Excellent	Good	Sufficient	Insufficient	Poor
N°	Criteria	Conclusion		
C1	Efficiency	The Girls on MARS benefited significantly from the program alignment with the MCF funded LTLT in Secondary Education Programme. This includes access to wider research and learning that was used to continually improve program implementation and alignment with best practices to ensure continued relevancy and effectiveness of the program. In addition, the programme was able to quickly transition to an on-line learning format, which allowed for the program to continue despite country wide lockdowns in response to the Covid-19 pandemic. However, despite provision of laptops to schools, the shift to online was not as well received by training participants as primary schools are less resourced than secondary schools and have limited ICT access and skills to complete online work.		
C2	Relevance	The Diploma Programme in Effective School Leadership is a very relevant training as it simultaneously meets the priorities of REB as per the Education Sector Strategic Plan, but also addresses a clear gap in existing skills of Headteachers. Headteachers generally lack management experience, and thus, struggle to effectively lead their schools. The Diploma Programme has given them the skill set to better lead their schools. This includes a better understanding of delegation of responsibilities and stakeholder engagement, including teachers and parents, thus improving collaboration and coordination.		
C3	Relevance	Findings from the final evaluation highlight the relevance of the PLC as a mechanism to increase Headteacher support systems and address educational quality. PLCs proved to be particularly relevant in response to the Covid-19 pandemic as it provided a forum for Headteachers to discuss and plan for the return of students once schools re-opened. In addition, PLCs are very relevant for sector and district officials as they are seen to help to achieve district priorities as they provide the opportunity for sharing of information as well as monitoring of SIPs.		
C4	Relevance	The inclusion of TTC Tutors was also very relevant, however, the relevance appears to also be significant for the TTC Tutor themselves as they report benefiting from the increased engagement with teachers, as it helps them better prepare future teachers while still in training at the TTC.		
C5	Relevance	The introduction of induction programmes was extremely relevant for schools, particularly highlighted by the need to absorb an influx of new teachers as a result of expansion of classrooms. As schools reported receiving many new, often unskilled, teachers, induction programmes were very important for ensuring new teachers had the support needed to be effective teachers. However, there were significant challenges noted, particularly the lack of time available to carry out induction programs for all new teachers.		
C6	Effectiveness	School actors report a change in the leadership of Headteachers after participation in the Diploma Program, particularly in engagement of Headteachers in CPD, including induction programs and CoPs. However, as BLF is also supporting school leadership, particularly in the role of leading teaching and learning, it is difficult to assign level of attribution to VVOB.		
C7	Effectiveness	Both district and sector officials report monitoring PLCs, but that they need systematic monitoring and evaluation procedures and skills to ensure that data is standardized in order to be useful for reporting and decision making.		

N°	Criteria	Conclusion
C8	Effectiveness	<p>TTC Tutor support is seen as effective by those schools reporting having received support. Findings from the final evaluation also correspond to findings from the VVOB randomised control study (2020) on the implications of mentoring and mentoring plus monitoring by the TTC tutor on induction programmes. The study found an increase in participation in induction programmes in both treatment groups, with greater effect sizes for the mentoring and monitoring group. In addition, the study found that newly qualified teachers that participated in induction programmes during the study period that were organised by SBMs and Math SSLs with or without support from a TTC tutor, scored significantly better on non-cognitive outcomes such as emotional exhaustion, teacher efficacy and work-related basic needs satisfaction (needs for competence, autonomy and relatedness) than those that received no induction programme.</p> <p>However, as Covid-19 prevention measures did not allow for in-person meetings, much of the TTC Tutor support was provided remotely by phone. Therefore, it is difficult to fully assess the effectiveness of the cascade methodology. In addition, as one TTC Tutor noted, the SBM did not have the time to develop induction programs, therefore the TTC Tutor noted developing the induction program for the school, rather than supporting the SBM to do so.</p>
C9	Effectiveness	<p>While SBMs and Math SSLs report greater capacity to lead CPD within their schools, there appears to be a challenge related to the perceived capacity of the mentors to effectively support new teachers. While mentors note that new teachers, particularly those who have graduated from the TTC, resist support; newly qualified teachers also feel that the mentors do not have the skills needed to effectively support them. This is attributed both to a lack of time available as SBMs, in particular, have full teaching schedules and some support both primary and secondary school teachers, as well as outdated teaching methodologies. Therefore, many (new) teachers report having fellow teachers serve as their mentor, who have not attended the Certificate Programme in Educational Mentorship and Coaching.</p>
C10	Sustainability	<p>Schools have adopted induction programs and they appear to be embedded in the school culture as all staff see benefits and understand that even those teachers coming from a TTC require an induction to understand the school culture and excel as a teacher. However, findings show that the quality of inductions are varied, particularly due to the lack of time available for those required to design and facilitate the induction.</p>
C11	Sustainability	<p>PLCs are both relevant and effective, and, therefore, there is an interest and will to continue supporting Headteachers through PLCs. However, PLCs require funding to ensure that Headteachers and SEIs are able to come together to meet as many require transportation. There is currently little indication that funding for PLCs are included in sector or district education budgets. Additionally, as Headteachers concurrently participate in PLCs supported by BLF, it is unclear what model Headteachers will continue to use once support from development partners ceases.</p>
C12	Sustainability	<p>While UR-CE has the capacity to effectively lead and revise the training programs and REB recognizes the relevance of the Diploma Programme in Effective School Leadership and Certificate Program for Educational Mentorship and Coaching as addressing key educational priorities, the programmes have not yet been adopted as required pre- or in-service training for school leaders and mentors. Both REB and UR-CE respondents note that adopting of these programs would be dependent upon evidence that the training programs attribute to improved educational outcomes for students.</p>

N°	Criteria	Conclusion
C13	Gender and Equity	Despite the title of the program focusing on girls' achievements in mathematics, there was no deliberate emphasis on addressing girls' achievement in mathematics. Rather, the programme assumes that improved school leadership and CPD systems will ultimately improve mathematics instruction and learning for girls. However, qualitative findings highlight that the shift to the CBC has likely had the greatest impact on engaging girls in mathematics as it encourages active participation in the subject.
C14	Gender and Equity	While the transition to online and blended formats may increase overall access to cost-efficient formal CPD, there is a risk of leaving behind those who are less confident in their ICT skills, particularly females and older leaders. While VVOB provided a digital literacy course to registered participants in preparation for the online/blended learning courses, those who are not confident in their skills may be less likely to register.
C15	Environment	The environment is a transversal theme is challenging to incorporate into a programme focused on school leadership and CPD. Therefore, in order to address the theme, the program developed a model "green" TTC. While the model "green" TTC may influence new graduates from the TTC to carry practices into their careers as teachers, the high cost associated with the adopted interventions may ultimately make them unattainable for poorly resources schools.
C16	Impact	It is ultimately difficult to assess the impact of the program on teaching and learning in primary schools without a baseline or availability of quantitative data. However, findings do indicate that there are changes in teaching practices that have come about through teacher participation in CoPs. CoPs improve teaching practices as they provide teachers with the opportunity to work together, address challenges and practice skills.
C17	Impact	There is indication from this evaluation as well as data from other research of the LTLT Programmes that participation in the Diploma Programme for Effective School Leadership has changed how Headteachers lead their schools. Findings show that Headteachers are more confident in their ability to lead as per the five standards of school leadership and that there is a shift in leadership style from authoritative towards distributed leadership. These changes in school leadership ultimately improve the school environment for all educators.

6. RECOMMENDATIONS

Recommendation 1			
Linked to conclusion	Actor in charge	Importance	Feasibility
Effectiveness (C7)	VVOB (with REB)	Medium	Low
Engage with MINEDUC to standardized reporting formats and support training of district officials and SEIs on monitoring and evaluation to ensure that sector and district officials have the skills and resources to institutionalize monitoring and evaluation of school performance, including academic achievement, progress on school improvement and action plans, and CPD support systems.			
Recommendation 2			
Linked to conclusion	Actor in charge	Importance	Feasibility
C1 (Efficiency)	VVOB and UR-CE	Medium	Medium
Provide additional support to those school-based actors who participated in the fully online course. This support could be in the form of a one-day refresher training focusing on the content that participants struggled with or content with high non-pass rates.			
Recommendation 3			
Linked to conclusion	Actor in charge	Importance	Feasibility
Effectiveness (C6) and Sustainability (C11)	MINEDUC (with VVOB, REB, BLF and other Development Partners)	High	High
Conduct an assessment of the VVOB and BLF PLCs and CPD support to determine the strengths and weakness of both methodologies and develop a suggested methodology for REB to formalize. This can take place through on-going coordination meetings between BLF and VVOB as well as through the School Leadership Task Force to ensure REB involvement in developing the final methodology. By ensuring a singular methodology that can be adopted by REB, District and Sectors will be better able to include PLCs in their annual budgets.			
Recommendation 4			
Linked to conclusion	Actor in charge	Importance	Feasibility
Relevance (C4) and Effectiveness (C9)	VVOB	Medium	Medium
Further explore how primary schools assign mentors to teachers and consider offering the course to all teachers. SBMs and SSLs will always have teaching responsibilities and there will always be turnover of staff, therefore, the programme should consider using TTC tutors to train all teachers in coaching and mentoring skills, as the content not only benefits fellow teachers, but evidence from this evaluation as well as the endline evaluation of the LTLT in Secondary Education show that these skills are also being used in the classroom with students. In addition, TTC tutors can be encouraged to incorporate content from the coaching and mentoring program into existing TTC classes and SBMs and Math SSLs can be given skills and content to build coaching and mentoring skills into CoPs and other school-based trainings.			
Recommendation 5			
Linked to conclusion	Actor in charge	Importance	Feasibility
Sustainability (C12)	VVOB	High	High
Continue to advocate for the inclusion of the Diploma and Certificate course as a mandatory component of in-service training for Headteachers and mentors and incorporated into pre-service trainings. While REB and UR-CE report that they need proof that the program changes student learning outcomes, this is challenging to attribute to any one program. However, one strength of VVOB is the commitment to documenting and evidencing their programmes in Rwanda. Therefore, there is a recommendation to consolidate findings and best practices into policy briefs for advocacy both within REB as well as at the ministerial level in MINEDUC to support the inclusion of the training programmes and CPD components, such as induction programs, PLCs and CoPs, within the ESSP, REB Strategic Plan and annual budgets.			

Recommendation 6			
Linked to conclusion	Actor in charge	Importance	Feasibility
Sustainability (C12), Impact (C16, C17)	MINEDUC (REB and UR-CE)	High	Medium
<p>There is indication both from the qualitative findings of this evaluation as well as data from other studies undertaken assessing the impact of the LTLT programmes that training of school leadership in Effective School Leadership and Educational Mentorship and Coaching improves competences of key educational actors, improves CPD and positively impacts the overall school environment. There is also evidence that content from courses is currently being incorporated by those responsible for training future teachers into courses offered both through UR-CE and TTCs due to their perceived relevance for all educators. Therefore, MINEDUC should consider including both the Diploma and Certificate Programmes as mandatory in-service training for school leaders, SBMs and Head of Departments. The development of and experience in delivering the blended learning format has reduced the cost to implement courses and increases accessibility for educational actors.</p>			

7. ANNEXES

7.1. Programme's Logical Framework

Description of Intermediate Results (IRs) per Outcome / Specific Objective					
	Baseline	Year 3 (end 2019)	Year 5 (end 2021)	Means of Verification (MoV)	Actors Involved
Overall Objective: All male and female learners have equal access to inclusive and equitable quality education and lifelong learning opportunities					
Specific Objective: Primary School Leaders, NQT Mentor Teachers and Newly Qualified Teachers (<i>Duty Bearers</i>) have the competences to improve learning outcomes in Mathematics in a gender-responsive environment, especially for girls (<i>Right Holders</i>), through effective implementation of the competence-based curriculum in 6 Districts in Eastern and Western Province.					<u>Direct Beneficiaries/Partners:</u> MINEDUC, REB–TDM, URCE, TTCs, 6 Districts in Eastern and Western Province <u>Indirect Beneficiaries:</u> Headteachers, Mentor teachers, Newly Qualified Teachers in PE schools, TTC tutors, SEOs <u>Final Beneficiaries:</u> PE pupils <u>Implementing partners:</u> FAWE, REMA <u>Synergies with:</u> VLIR-UOS, HI, RKV, APEFE
Assumptions	<i>Rwanda has ratified several UN Conventions and Declarations, including the UN Convention on the Rights of the Child, which includes the right to quality education and the role of international cooperation to support national and decentralised government (institutions) to advance quality education implementation. Through a cooperation agreement between the government of Rwanda and VVOB, VVOB supports Rwanda in the implementation of this.</i>				
Ind. 1: No. of Headteachers reached by the programme.	None.	178	533	Evaluation reports diploma course, training and CPD in PLNs	
Ind. 2: No. of NQT Mentor Teachers reached by the programme.	None.	80 (4 per TTC practice school)	533	Evaluation reports mentorship training and mentoring in PE schools.	
Ind. 3: No. of Newly Qualified Teachers (NQTs) reached by the programme.	None.	All NQTs in 20 TTC practice schools	All NQTs in 533 PE schools	Evaluation reports mentorship training and mentoring in PE schools.	
Intermediate Result 1 (IR1): Diploma course training on School Leadership for Headteachers advances the implementation of the competence-based curriculum, while improving learning outcomes in Mathematics in a gender-responsive environment, especially for girls.					<u>Direct Beneficiaries/Partners:</u> MINEDUC, REB-TDM, URCE, TTCs, 6 Districts in Eastern and Western Province <u>Indirect Beneficiaries:</u> Headteachers in PE schools <u>Final Beneficiaries:</u> PE pupils <u>Implementing partners:</u> FAWE, REMA <u>Synergies with:</u> VLIR-UOS/UCLL, HI, Red Cross Belgium APEFE
Assumptions	<i>The Diploma course training, addressing standards of effective school leadership in the Teacher Statute, is taken up as the initial training and induction for Headteachers in Rwanda, in alignment with policy priorities and activities in the TDM policy.</i>				
Ind. 1.1: No. of Headteachers that completed the diploma course training, disaggregated by sex (+ online)	In a first cohort (2015-2016), 416 Headteachers (1 per sector) completed the diploma course, but not addressing the implementation of the CBC.	In 2 additional cohorts, 2/3 of all Headteachers of 6 districts in Eastern and Western Province started with the diploma course.	In 3 additional cohorts, all Headteachers of 6 districts in Eastern and Western Province have completed the diploma course.	REB data on reach of training on leadership	
Ind. 1.2: Quality of the delivery of the diploma course	Delivery of the diploma course is through 16 contact days (over 8 weekends) with time for practice and assessment in between.	The diploma course is more flexible (modular design), and more time is foreseen for also self-study.	Through distance learning modalities, the diploma course is more flexible (modular design), and more time is foreseen for also self-	Evaluation reports diploma course and training	

Description of Intermediate Results (IRs) per Outcome / Specific Objective					
	Baseline	Year 3 (end 2019)	Year 5 (end 2021)	Means of Verification (MoV)	Actors Involved
			study and continuous assessment.		
Ind. 1.3: Participation of UR-CE trainers in online delivery of the diploma course (% UR-CE trainers that regularly log into the Moodle system to support trainees and % Trainees satisfied with online support/moderation by UR-CE trainers)			100% trainers log in at least once per week 90% trainees is satisfied with online support/moderation by UR-CE trainers	Monitoring reports diploma course and training	
<i>Sub-Result 1.1: URCE (duty bearer) can re-develop the content of the diploma course, also for online delivery, to advance the competence-based curriculum, improving learning outcomes in Mathematics in a gender-responsive environment, especially for girls.</i>					
Ind. 1.1.1: Revisions of content of diploma course: availability of equity topics and related cases; gender responsiveness course materials.	No focus on the implementation of the competence-based curriculum; limited availability of equity topics and related cases.	The standards of effective school leadership, introduced in the modules of diploma course, focus on the implementation of the competence-based curriculum. Two (2) additional equity topics and related cases are developed.	The standards of effective school leadership, introduced in the modules of the diploma course, focus on the implementation of the competence-based curriculum. In total three (3) equity topics and related cases (1 for each cohort of Headteachers) are developed.	Revised Diploma course (Academic Programme of URCE)	
Ind. 1.1.2: Revisions of content of diploma course: focus on revising training curriculum and activities into suitable online formats			The full diploma programme has been revised so that it can be delivered as a high-quality online training programme	Revised Diploma course (Academic Programme (of URCE)	
<i>Sub-Result 1.2: URCE (duty bearer) can continue the implementation of the diploma course training, through optimization of human and financial resources, to advance the competence-based curriculum, improving learning outcomes in mathematics in a gender-responsive environment, especially for girls. To facilitate online delivery of the diploma course training, key actors, in first instance Headteachers in PE schools in the 6 programme districts have improved access to ICT and increased capacities to take part in online CPDs in effective school leadership.</i>					
Ind. 1.2.1: Cost-effectiveness of the diploma course training:	The provision of the course costs about 1,000	The provision of the course costs reduced to 2/3 of the original cost.	The provision of the course costs reduced to half of the original cost;	Evaluation reports diploma course training	

Description of Intermediate Results (IRs) per Outcome / Specific Objective					
	Baseline	Year 3 (end 2019)	Year 5 (end 2021)	Means of Verification (MoV)	Actors Involved
cost per enrolled trainee and URCEs financial share in this.	EUR/trainee. No cost-sharing by of URCE.		with cost-sharing by URCE.		
Ind. 1.2.2: <i>Actions taken by REB towards the inclusion of the ESL diploma programme as a compulsory CPD</i>	All URCE lecturers are mobilised with external funding	URCE mobilises government funding for implementation of the diploma course training by URCE lecturers.	<i>The ESL diploma programme has been adopted as a compulsory CPD by REB in the new Teacher Statute (in agreement with MINEDUC and URCE)</i>	HR figures URCE	
Ind. 1.2.3: No. of laptops provided to Headteachers from 6 targeted districts			473 laptops for all PE schools in 6 programme districts	Distribution report laptops	
<i>Sub-Result 1.3: URCE (duty bearer) can evaluate the diploma course and training and complete a planning - implementation - monitoring and learning cycle, to advance the competence-based curriculum, improving learning outcomes in mathematics in a gender-responsive environment, especially for girls. Both REB and URCE can use a digital data ecosystem to monitor, evaluate and adapt the diploma course, can document and disseminate findings on cost-effectiveness of CPDs for school leaders and coordinate efforts on school leadership within the Basic Education sector.</i>					
Ind. 1.3.1: No. of evaluation reports on quality of content, delivery and cost-effectiveness of training of diploma course.	There are no evaluation reports by URCE on quality of content, delivery and cost-effectiveness of training of diploma course.	URCE writes 1 evaluation report after the first additional cohort training.	After each cohort training, URCE writes an evaluation report, based on a continuous monitoring and evaluation of the implementation of the course	Evaluation reports diploma course and training	
Ind. 1.3.2: % trained REB and UR-CE staff members that use the digital data ecosystem to monitor, evaluate and adapt the diploma course.			100% of trained REB and UR-CE staff members use the digital data ecosystem to monitor, evaluate and adapt the diploma course.		
Ind. 1.3.3: Publication/sharing of research findings on school leadership development and effects of school leadership, on variety of platforms	There are no research findings on school leadership development and effects of school leadership shared by URCE	URCE shared research findings on the first additional cohort training.	After each cohort training, URCE shares research findings in the Teacher Professional Development Technical Working Group; URCE submits 4 articles in a relevant scientific journal At least one high level event organized by REB	Publication channels and platforms (Education Sector Working Group and RENCIP)	

Description of Intermediate Results (IRs) per Outcome / Specific Objective					
	Baseline	Year 3 (end 2019)	Year 5 (end 2021)	Means of Verification (MoV)	Actors Involved
			and UR-CE to disseminate findings on cost-effectiveness of CPD for school leaders		
Preconditions IR1:	URCE will continue to effectuate its mandate to certify Headteachers, in line with the TDM policy priorities and activities.				
Typology of activities IR1:	In 3 cycles, from more hands-on to more hands-off support: Starting with Trainings (of trainers) and Workshops on equity and Mathematics topics, training implementation and evaluation, and Shadowing, possibly an Exposure visit, moving to Mentoring and Coaching on the job and Peer Learning, leading to Harvesting of good practice and sharing Events.				
Intermediate Result 2 (IR2): Continuous Professional Development of Headteachers in Professional Learning Networks advances the implementation of the competence-based curriculum, while supporting the improvement of learning outcomes in Mathematics in a gender-responsive environment, especially for girls (Right Holders).					Direct Beneficiaries/Partners: MINEDUC, REB-TDM, URCE, TTCs, 6 Districts in Eastern and Western Province Indirect Beneficiaries: Headteachers in PE schools, DEOs, SEOs Final Beneficiaries: PE pupils Implementing partners: FAWE, REMA Synergies with: VLIR-UOS/UCLL, HI, Red Cross Belgium, APEFE
Assumptions	CPD of Headteachers in PLNs complements the initial diploma course training, and is taken up as modality for CPD of Headteachers in Rwanda, in alignment with policy priorities and activities in the TDM policy.				
Ind. 2.1: No. of Headteachers actively participating in PLNs in their sector, disaggregated by sex	Headteachers in 4 sectors per district (6) participate in PLNs in their sector, but not addressing the implementation of the CBC	All Headteachers in 6 districts in Eastern and Western Province regularly participate in PLNs (at least bi-monthly) in their sector, led and coached by a trained SEO, addressing the implementation of the CBC	All Headteachers in 6 districts in Eastern and Western Province regularly participate in PLNs (at least bi-monthly) in their sector, led and coached by a trained SEO, addressing the implementation of the CBC	REB data on reach of leadership training/PLNs	
Ind. 2.2: Equity topics addressed in depth during PLNs.	Equity topics addressed in depth during PLNs.	One Equity topic per inquiry oriented cycle, related to advancing the CBC, while improving Mathematics in a gender-responsive environment, especially for girls	One Equity topic per inquiry oriented cycle, related to advancing the CBC, while improving Mathematics in a gender-responsive environment, especially for girls	Evaluation reports on leadership/coaching of PLNs and CPD in PLNs	
Ind. 2.3: Equity topics addressed in PLN magazine.	In 2014-16, 4 editions of the PLN magazine have been published by REB: 1 on the PLN approach, and 1 on parental involvement in education	2 PLN magazines per year, addressing 1 equity topic, related to advancing the CBC, while improving Mathematics in a gender-responsive environment, especially for girls	2 PLN magazines per year, addressing 1 equity topic, related to advancing the CBC, while improving Mathematics in a gender-responsive environment, especially for girls	PLN magazine	
Sub-Result 2.1: REB/SLMU (duty bearer) can design a comprehensive decentralized approach to build school leadership capacity, to advance the competence-based curriculum, improving learning outcomes in Mathematics in a gender-responsive environment, especially for girls.					

Description of Intermediate Results (IRs) per Outcome / Specific Objective					
	Baseline	Year 3 (end 2019)	Year 5 (end 2021)	Means of Verification (MoV)	Actors Involved
Ind. 2.1.1: Availability of concept and implementation plan on decentralised approach to build school leadership capacity at different levels	There is a concept note on decentralisation of education services	There is a draft concept note on decentralization of school leadership capacity development, focusing on the advancement of the CBC	There is a concept note and implementation plan on a decentralized approach to build school leadership at different levels, focusing on the advancement of the CBC	Concept and implementation plans REB/SLMU	
Ind. 2.1.2: Availability of (costed) aligned professional development plans for DEOs, SEOs and Headteachers, reflected in their performance contracts.	Professional development of DEOs, SEOs and Headteachers is ad hoc and not aligned, and not reflected in their performance contracts.	There are professional development plans for DEOs, SEOs and Headteachers, focusing on the advancement of the competence-based curriculum	There are aligned professional development plans for DEOs, SEOs and Headteachers, focusing on the advancement of the competence-based curriculum, and reflected in their performance contracts.	Concept and implementation plans REB/SLMU	
<i>Sub-Result 2.2: URCE (duty bearer) can develop and implement a coaching certification course, for SEOs to lead and coach PLNs of Headteachers, to advance the Competence-Based Curriculum, improving learning outcomes in Mathematics in a gender-responsive environment, especially for girls.</i>					
Ind. 2.2.1: Availability of a training course on coaching and leading PLNs, certified and provided through URCE	A training programme for SEOs is developed, but not addressing the implementation of the CBC	URCE re-developed a training programme for SEOs, addressing the implementation of the CBC, and certifies the trainees	URCE re-developed a training programme for SEOs, addressing the implementation of the CBC, and certifies the trainees	Academic programme URCE	
Ind. 2.2.2: No. of SEOs in 6 districts in Eastern and Western Province trained to lead and coach PLNs, disaggregated by sex	24 SEOs, 4 per district (6), are trained to lead and coach PLNs (in MYP3), but not addressing the implementation of the CBC	All 83 SEOs of all 6 districts in Eastern and Western Province are trained to lead and coach PLNs, and this through a cost-effective (diploma) course on coaching by URCE	All 83 SEOs of all 6 districts in Eastern and Western Province are trained to lead and coach PLNs, and this through a cost-effective (diploma) course on coaching by URCE	REB data on reach of training on leadership training/PLNs	
<i>Sub-Result 2.3: REB/SLMU (duty bearer) can implement and evaluate CPD of Headteachers in PLNs in 6 districts in Eastern and Western Province, to advance the competence-based curriculum, improving learning outcomes in Mathematics in a gender-responsive environment, especially for girls.</i>					
Ind. 2.3.1: No. of PLNs initiated and maintained (in 6	In 6 districts in Eastern and Western Province, 24 PLNs were initiated in	83 PLNs are initiated in 2017, and still active in 2019, addressing the	83 PLNs are initiated in 2017, and still active in 2021, addressing the	REB data on reach of PLNs	

Description of Intermediate Results (IRs) per Outcome / Specific Objective						
	Baseline	Year 3 (end 2019)	Year 5 (end 2021)	Means of Verification (MoV)	Actors Involved	
districts in Eastern and Western Province)	2014-16, but do not explicitly address the implementation of the CBC.	implementation of the CBC.	implementation of the CBC.			
Ind. 2.3.2: No. of coaching & M&E visits by SLMU members for follow-up on PLNs at sector level	SLMU members make ad hoc visits to PLNs at sector level, but do not follow up on the implementation of the CBC.	All 83 PLNs in 6 districts in Eastern and Western Province are visited at least once by SLMU members for coaching and M&E, also on implementation of the CBC.	All 83 PLNs in 6 districts in Eastern and Western Province are visited at least twice by SLMU members for coaching and M&E, also on implementation of the CBC.	Evaluation reports on PLNs		
Ind. 2.3.3: Publication / sharing of evaluation findings on PLNs, on variety of platforms	There are no evaluation findings on PLNs shared by REB/SLMU	REB/SLMU shares evaluation findings PLNs through PLN magazines	REB/SLMU shares evaluation findings PLNs through PLN magazines	PLN magazine		
Preconditions IR2:	SLMU remains the lead in steering School Leadership development under REB URCE can certify SEOs to lead and coach PLNs					
Typology of activities IR2:	1 implementation cycle, with 2 additional refresher courses for SEOs: Starting with Trainings (of trainers) and Workshops on equity and Mathematics topics, development and implementation, and Shadowing, possibly an Exposure visit, moving to Mentoring and Coaching on the job and Peer Learning, leading to Harvesting of good practice and sharing Events.					
Intermediate Result 3 (IR3): Mentoring of newly qualified teachers advances the implementation of the competence-based curriculum, while supporting the improvement of learning outcomes in Mathematics in a gender-responsive environment, especially for girls (<i>Right Holders</i>).					Direct Beneficiaries/Partners: MINEDUC, REB-TDM, URCE, TTCs, 6 Districts in Eastern and Western Province Indirect Beneficiaries: Mentor teachers, Subject Leaders, Newly Qualified Teachers in PE schools, TTC tutors Final Beneficiaries: PE pupils Implementing partners: FAWE, REMA Synergies with: VLIR-UOS/UCLL, HI, Red Cross Belgium, APEFE	
Assumptions	Mentoring of NQTs through trained NQT mentor teachers is taken up in an NQT induction system in Rwanda, in alignment with policy priorities and activities in the TDM policy.					
Ind. 3.1: No. of NQT mentor teachers trained on mentoring, disaggregated by sex	No NQT mentor teacher in PE is trained on mentoring of NQTs by URCE and affiliated TTCs.	NQT mentor teachers in all TTC practice schools (20) are trained on mentoring of NQTs, by URCE and affiliated TTCs.	In 3 cohorts, NQT mentor teachers in all PE schools (533) are trained on mentoring of NQTs, by URCE and affiliated TTCs.	URCE and REB data on reach of training on mentorship		
Ind. 3.2: No. of newly qualified teachers mentored by NQT	No NQT is mentored by NQT mentor teachers in primary schools.	All NQTs in TTC practice schools (20) are mentored by trained NQT	All NQTs in all PE school (533) are mentored by trained NQT mentor	URCE and REB data on reach of training on mentorship		

Description of Intermediate Results (IRs) per Outcome / Specific Objective					
	Baseline	Year 3 (end 2019)	Year 5 (end 2021)	Means of Verification (MoV)	Actors Involved
mentor teachers, disaggregated by sex		mentor teachers in their respective primary schools.	teachers in their respective primary schools.		
Ind. 3.3: Quality and focus of the mentoring by NQT mentor teachers in primary schools	Mentoring is ad hoc, and if mentoring takes place, it focuses on English as language of instruction.	Mentoring of NQTs focuses on the advancement of the competence-based curriculum framework, targeting the promotion of mathematics in a gender-responsive environment	Mentoring of NQTs is well organized, with time for guidance and support on the job, and focuses on the advancement of the competence-based curriculum framework, targeting the promotion of mathematics in a gender-responsive environment	Evaluation reports mentorship programme	
<i>Sub-Result 3.1: URCE (duty bearer) can design and develop a mentorship certification course, for NQT mentor teachers to mentor NQTs, to advance the competence-based curriculum, improving learning outcomes in Mathematics in a gender-responsive environment, especially for girls.</i>					
Ind. 3.1.1: Availability of a course on mentorship, certified and provided through URCE	No training for NQT mentor teachers on mentoring of NQTs.	A course on mentoring of NQTs is developed and provided by URCE.	A course on mentoring of NQTs is developed, provided and certified by URCE.	Academic programme URCE	
<i>Sub-Result 3.2: URCE and the affiliated TTCs (duty bearer) can implement the mentorship course through cascading of mentorship training from TTC tutors to the NQT mentor teachers in primary schools, to advance the competence-based curriculum, improving learning outcomes in Mathematics in a gender-responsive environment, especially for girls.</i>					
Ind. 3.2.1: No. of TTC tutors in 6 districts in Eastern and Western Province trained to train NQT mentor teachers on mentoring NQTs, disaggregated by sex	No TTC tutors are trained to train NQT mentor teachers on mentoring NQTs.	20 (from 6 TTCs) TTC tutors are trained to train NQT mentor teachers on mentoring NQTs.	40 (from 6 TTCs) TTC tutors are trained to train NQT mentor teachers on mentoring NQTs.	URCE and REB data on reach of training on mentorship	
<i>Sub-Result 3.3: REB/TTU and URCE (duty bearer) can evaluate the mentorship training, and develop a shared understanding of the role of NQT mentor teachers in the CPD for NQTs, to advance the competence-based curriculum, improving learning outcomes in Mathematics in a gender-responsive environment, especially for girls.</i>					
Ind. 3.3.1: Availability of evaluation findings on the mentorship training of mentor teachers and mentoring of NQTs	There are no evaluation reports by URCE and REB/TDTU on quality of the mentorship training and mentoring of NQTs.	One (1) evaluation report is written by URCE on quality of the mentorship training and mentoring of NQTs.	After each cohort training of NQT mentor teachers, URCE and REB/TDTU write an evaluation report, based on a continuous monitoring and evaluation of the implementation of the	Evaluation reports on mentorship training and mentoring of NQTs	

Description of Intermediate Results (IRs) per Outcome / Specific Objective					
	Baseline	Year 3 (end 2019)	Year 5 (end 2021)	Means of Verification (MoV)	Actors Involved
			course and mentoring of NQTs		
Ind. 3.3.2: Availability of concept note and implementation plan (based on recommendations) for mentoring of NQTs	No concept note and implementation plan for mentorship training and mentoring of NQTs.	A draft concept note and implementation plan for a mentorship training and mentoring of NQTs is developed.	Based on evaluation findings of the mentorship training and mentoring of NQTs and recommendations, a concept note and implementation plan for mentoring of NQTs is developed, highlighting the link between pre- and in-service teacher training.	Concept and implementation plans REB/TDTU	
Preconditions IR3:	As per the revised TDM policy priorities and activities, URCE and affiliated TTCs have a role to play in linking pre- and in-service teacher training, in particular in mentoring of NQTs				
Typology of activities IR3:	In 3 cycles (design/development - implementation - evaluation), from more hands-on to more hands-off support: Starting with Trainings (of trainers) and Workshops on equity and Mathematics topics, training implementation and evaluation, and Shadowing, possibly an Exposure visit, moving to Mentoring and Coaching on the job and Peer Learning, leading to Harvesting of good practice and sharing Events.				

7.2. Evaluation Matrix

Criteria	Key Questions	Evaluation Questions	Source	Data Collection Method
1. Efficiency	1.1 To what extent are inputs managed in a cost-efficient way? 1.2 To what extent are the intended processes and all types of activities implemented within the time envisaged? 8.1 Which factors were crucial for the achievements? 8.2 Which factors were inhibiting to reach the expected results?	1.1 To what extent were the inputs managed in a cost-efficient way?	VVOB, REB, UR-CE,	Key Informant Interview
		1.2 What were the critical factors that enabled / inhibited the program from achieving the intended outputs as per the proposed timeline?	VVOB, REB, UR-CE	Key Informant Interview
		1.3 To what extent did the covid-19 pandemic, including school closures and other prevention measures, affect the program timeline? To what extent was the program able to efficiently adjust to these changes? What contributed and/or inhibited the program's ability to adjust?	VVOB, REB, UR-CE,	Key Informant Interview
		1.4 To what extent did the program's M&E structures allow for efficient sharing of information for course corrections during program implementation?	VVOB	Key Informant Interview, Review of M&E reports
2. Effectiveness	2.1 To what extent are the outputs (VVOB's results and sub-results) achieved and of good quality? 2.2 What is the likelihood that the specific objective will be achieved given the progress made to date? 8.1 Which factors were crucial for the achievements? 8.2 Which factors were inhibiting to reach the expected results?	2.1 To what extent does UR-CE have the capacity to develop, implement, evaluate, monitor and adapt the diploma and mentorship training courses (using a digital data ecosystem)? How has the project prepared UR-CE to take on this role? Has this been effective? (OVERLAP with Sustainability questions)	VVOB, UR-CE	Key Informant Interview
		2.2 To what extent has REB/SLMU adopted an approach to build school leadership capacity as a result of the program? To what extent can REB/SLMU implement and evaluate PLCs?	VVOB, REB, UR-CE, DDE/DEO, SEIs	Key Informant Interview, In-depth Interviews
		2.3 To what extent was the cascade methodology for TTC tutors to support NQT mentors an effective model for advancing the CBC in math?	VVOB, UR-CE, DDE/DEO, SEIs, TTC Tutors, HT, SBMs/ Math SSLs	Key Informant Interview, In-depth Interviews
		2.4 To what extent do primary school leaders have the competences to improve learning outcomes in Mathematics in a gender-responsive environment by supporting the implementation of the CBC?	VVOB, UR-CE trainers, HTs, SEIs, DDE/DEO, SBMs/ Math SSLs, NQTs, math teachers	Key Informant Interview, In-depth Interviews, Focus Group Discussions (*if feasible)
		2.5 To what extent do NQT mentors have the competences to support NQTs	VVOB, UR-CE trainers, TTC Tutors, DDE/DEO,	Key Informant Interview,

3. Relevance		improve student learning outcomes in Mathematics in a gender-responsive environment through effective implementation of the CBC? What factors have contributed to and/or inhibited this? Which of these factors are under control of the project (VVOB, REB and/or UR-CE)?	SEIs, HTs, SBMs/Math SSLs, NQTs	In-depth Interviews
		2.6 To what extent do NQTs have the competences to improve student learning outcomes in Mathematics in a gender-responsive environment through effective implementation of the CBC? What factors have contributed to and/or inhibited this? Which of these factors are under control of the project (VVOB, REB and/or UR-CE)?	VVOB, UR-CE trainers, DDE/DEO, SEIs, HTs, SBMs/Math SSLs, NQTs,	Key Informant Interview, In-depth Interviews
	3.1 What is the relevance of the outcome, taking into account any changes that have occurred over the past years in the external context (country/partner/etc.) or within the organization (global and/or at country level, in terms of HR, institutional and/or financial)?	3.1 How relevant is the school leadership support, including the diploma course, coaching and mentoring course, induction support and PLCs, in the Covid-19 pandemic context? How did the program adjust to ensure relevancy? Are any additional adjustments required to increase relevancy?	VVOB, REB, UR-CE trainers, TTC Tutor, DDE/DEO, SEIs, HTs, SBMs/Math SSLs, NQTs	Key Informant Interview, In-depth Interviews,
	3.2 To what extent did these changes have an impact on the relevance of the intervention, and how was this handled?	3.2 To what extent does REB and UR-CE view the continued relevance of the program outcomes and receptiveness of VVOB to shifting priorities?	VVOB, REB, UR-CE	Key Informant Interview
	8.1 Which factors were crucial for the achievements?	3.3 What factors were crucial and which factors inhibited VVOB's ability to maintain program relevance throughout program implementation?	VVOB, REB, UR-CE	Key Informant Interview
	8.2 Which factors were inhibiting to reach the expected results?			
	4.1 What is the potential financial viability of the intervention? (financial sustainability)	4.1 To what extent has REB embedded the program's approach for both training HTs and NQT mentors in primary schools? How is this evidenced?	VVOB, REB, UR-CE	Key Informant Interview
	4.2 Have the conditions for local ownership been met and will they remain so after the intervention has ended? (social sustainability)	4.2 To what extent does REB and UR-CE see the financial viability of the program? What steps have been taken to ensure that the program will continue beyond the support of VVOB?	VVOB, REB, UR-CE	Key Informant Interview
	4.3 Do the partners have the required capacities to take control of the intervention and to continue the results? (knowledge)	4.3 To what extent does UR-CE have the capacity to develop, implement, evaluate, monitor and adapt the diploma and mentorship training courses (using a digital data	VVOB, UR-CE	Key Informant Interview

5. Transversal theme gender and other equity dimensions	transfer/capacity strengthening/technical sustainability) 4.4 To what extent are the programme results and approach embedded in the local structures, processes, procedures and budget (institutional sustainability)? 8.1 Which factors were crucial for the achievements? 8.2 Which factors were inhibiting to reach the expected results?	ecosystem)? How has the project prepared UR-CE to take on this role? Has this been effective? (OVERLAP with Effectiveness questions) 4.4 At the school level, to what extent is the practice of induction and mentoring of NQTs embedded in the school's culture? Is there indication that this will continue beyond the program? 4.5 At the sector level, is there indication that PLCs for primary school HTs will continue beyond the program?		
			TTC Tutor, DDE/DEO, SEIs, HT, SBMs/MathSSLs, Math Teachers	Key Informant Interview, In-depth Interviews, Focus Group Discussions (*if feasible)
			DDE/DEO, SEIs	Key Informant Interview
	5.1 To what extent are gender-related or other equity-related measures implemented as planned? 5.2 To what extent do these measures have the desired effect? 8.1 Which factors were crucial for the achievements? 8.2 Which factors were inhibiting to reach the expected results?	5.1 To what extent did the (re-)development of CPD materials take into account gender mainstreaming? To what extent do UR-CE trainers have the capacity to effectively assess gender responsiveness of CPD materials? (have they used Annex 1H: Checklist for (re-)development of CPD materials?) 5.2 To what extent has gender been mainstreamed in the PLCs? To what extent have the trainings and monitoring visits supported PLCs to effectively mainstream gender? . Did UR-CE trainers use Annex 2B in the Gender Mainstreaming guide: Checklist for gender responsive professional learning networks (PLCs/CoPs)?	VVOB Staff, UR-CE Trainers	Key Informant Interview
			VVOB Staff, UR-CE, SEIs, HTs	Key Informant Interview, In-depth Interviews
		5.3 To what extent have UR-CE trainers adopted gender mainstreaming during delivery and monitoring of CPD programs in terms of facilitation, environment/venue selection and course materials? To what extent have UR-CE trainers used Annex 2B in the Gender Mainstreaming Guide: Checklist for assessing gender responsive trainings, workshops, supportive field visits and assessments?	VVOB Staff, UR-CE Trainers	Key Informant Interview
		5.4 Were gender/equity-related measures implemented as planned? If not, what changes were made and why?	VVOB Staff	Key Informant Interview
6. Transversal theme environment	6.1 To what extent are the environment-related measures implemented as planned?	6.1 To what extent are the environment-related measures implemented as planned? What factors were critical and/or inhibited the	VVOB Staff, Green TTC	Key Informant Interview

7. Impact	6.2 To what extent these measures have the desired effect?	implementation of these measures?		
	8.1 Which factors were crucial for the achievements?	6.2 To what extent were the environment-related measures aligned with the overall program objective?	VVOB Staff	Key Informant Interview
	8.2 Which factors were inhibiting to reach the expected results?	6.3 To what extent did the Green TTC have the desired effect? What factors were crucial and/or inhibited these achievements. To what extent is this replicable to other schools?	VVOB Staff, Green TTC	Key Informant Interviews, Green TTC staff Interview
	7.1 To what extent has the intervention generated or is likely to generate enduring changes in systems, norms, people's well-being, human rights, gender equality or the environment?	7.1 Is there any indication that the quality of implementation of the math CBC has changed since the start of the project? What factors were crucial and/or inhibited this achievement? To what extent can these be attributed to the Girls on Mars program?	REB, UR-CE, DDE/DEO, SEIs, TTC Tutors, HT, SBMs/ Math SSLs, Math Teachers	Key Informant Interview, In-depth Interviews, Focus Group Discussions (*if feasible)
	8.1 Which factors were crucial for the achievements?	7.2 Is there any indication that there have been improved learning outcomes in math for girls? Has the project contributed to further gender equality in math? What factors were crucial and/or inhibited this achievement?	REB, UR-CE, DDE/DEO, SEIs, HT, SBMs/ Math SSLs, Math Teachers	Key Informant Interview, In-depth Interviews, Focus Group Discussions (*if feasible)
	8.2 Which factors were inhibiting to reach the expected results?	7.3 Have there been any changes in school leadership and/or management (in line with the five standards of school leadership) as a result of the program? What has been the impact of these changes on the teaching and learning environment? What factors were crucial and/or inhibited this achievement?	REB, UR-CE, DDE/DEO, SEIs, HT, SBMs/ Math SSLs, Math Teachers	Key Informant Interview, In-depth Interviews, Focus Group Discussions (*if feasible)

7.3. Documents reviewed

7.3.1. VVOB documents, reports or data

Documents Reviewed
CPD Certificate Programme in Educational Mentorship and Coaching Manuals, Modules 1-2
CPD Diploma Programme in School Leadership Course Manuals, Modules 1-4
CPD Trajectories, 2017, 2018, 2019, 2020, 2021
Evaluating a Certificate Programme on Educational Mentorship and Coaching leading to Induction Activities for New Teachers in Rwandan Primary Schools, Final Research Report 2020
Final Research Report: Evaluating a certificate programme on educational mentorship and coaching leading to induction activities for new teachers in Rwandan primary schools FINAL RESEARCH REPORT 2020
Girls on MARS Activity Plans 2019, 2020
Girls on MARS Indicator Risk Management Report 2017, 2018, 2019, 2020
Girls on MARS Lessons Learned 2017, 2018, 2019 and 2020
Girls on MARS Rwanda Performance Scores 2017, 2018, 2019
Guide to Gender Mainstreaming, May 2020
Inclusive and Equitable Education: VVOB's definitions, views and guiding principles (2020)
Integrating ICT in Continuous Professional Development, June 2019
Leading, Teaching and Learning Together, Report on the Early Impact of the Programme, March 2020
LTLT Programme Indicator Sheets
LTLT in Secondary Education Baseline Evaluation
LTLT in Secondary Education Midline Evaluation
LTLT Theory of Change Narrative
The impact of Professional Learning Networks on headteacher and teacher intrinsic motivation in Rwanda
Uworwabayeho, A., Flink, I., Nyairahabimana, A., Peeraer, J., Muhire, I., Gasozi, A.N. (2020) Developing the capacity of education local leaders for sustaining professional learning communities in Rwanda. Social Sciences and Humanities Open

7.3.2. Other documents, reports or data

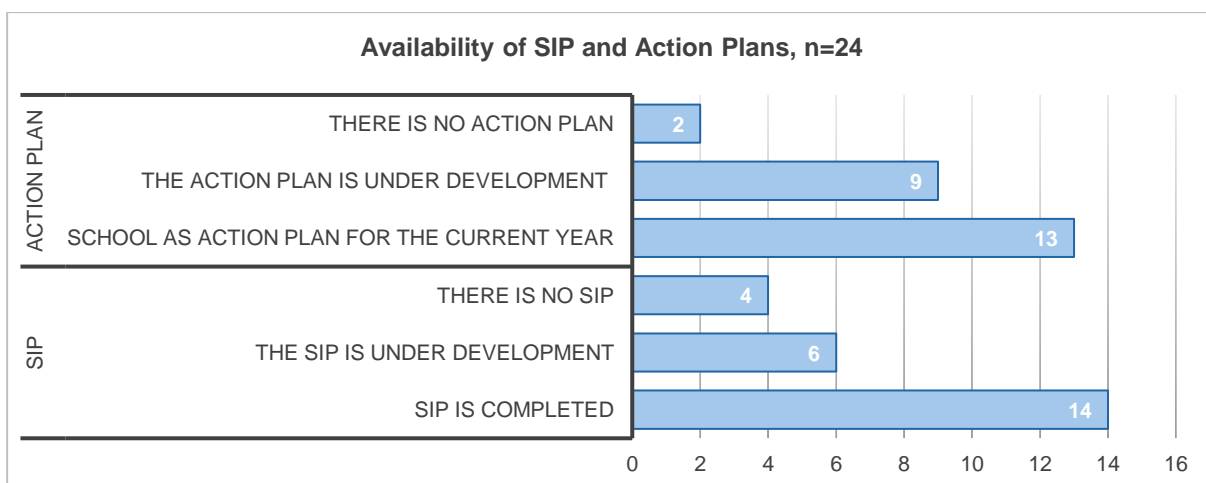
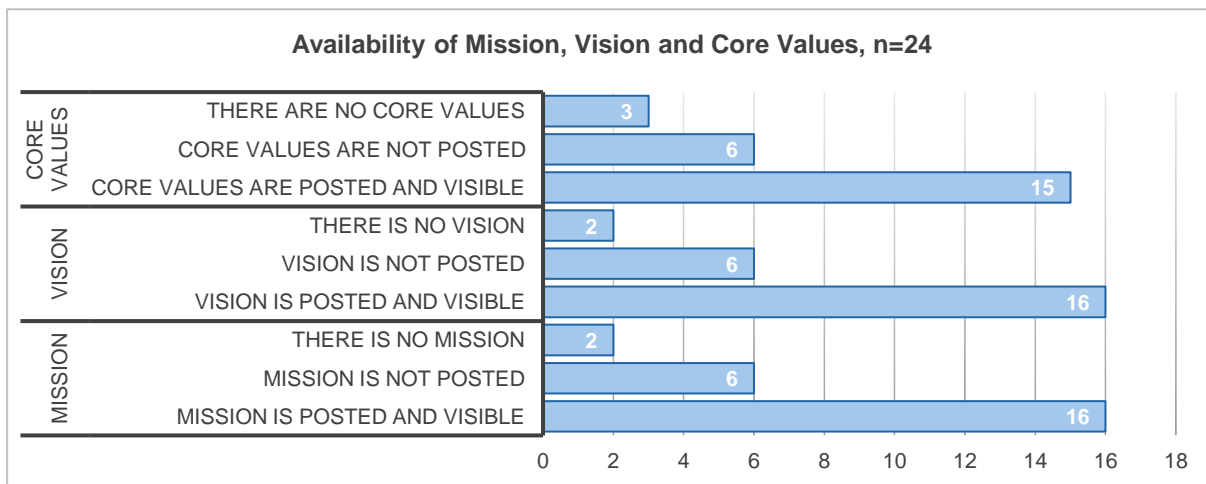
GoR (2017) 7 Years Government Programme: National Strategy for Transformation (NST 1) 2017-2024.
MINEDUC (April 2008) Girls Education Policy
MINEDUC (2018) Education Sector Strategic Plan (2018/19–2023/24).
MINEDUC (2019) Rwanda Education Statistics, 2019.
MINEDUC (September 2020) Towards Achieving Adequate School Infrastructure and Equipment https://www.mineduc.gov.rw/news-detail/towards-achieving-adequate-school-infrastructure-and-equipment
The New Times (June 2020) Over 22,500 classrooms to be completed by September, says Mineduc https://www.newtimes.co.rw/news/over-22500-classrooms-be-completed-september-says-mineduc
OECD (1991). DAC Criteria for Evaluating Development Assistance. https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.html
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.

7.4. List of data collection instruments

Name/Title Instrument	Used with (who + where)
Inception Phase	
VVOB Girls on MARS Final Evaluation Inception Phase VVOB Key Informant Interview Guide	VVOB Staff: phone-based interviews
VVOB Girls on MARS Final Evaluation Inception Phase UR-CE Key Informant Interview Guide	UR-CE representative: phone-based interview
VVOB Girls on MARS Final Evaluation Inception Phase FAWE Key Informant Interview Guide	FAWE representative: phone-based interview
VVOB Girls on MARS Final Evaluation Inception Phase REMA Key Informant Interview Guide	REMA representative: phone-based interview
Evaluation	
VVOB Girls on MARS Final Evaluation SEI In Depth Interview Guide	SEIs: phone-based interviews
VVOB Girls on MARS Final Evaluation Headteacher In Depth Interview Guide	Headteachers: phone-based interviews
VVOB Girls on MARS Final Evaluation SBM and SSL In Depth Interview Guide	SBMs: phone-based interviews
VVOB Girls on MARS Final Evaluation Math NQT In Depth Interview Guide	Math NQTs: phone-based interviews
VVOB Girls on MARS Final Evaluation DDE/DEO In Depth Interview Guide	DDEs and DEOs in 6 districts: phone-based (3) and in-person (3) interviews
VVOB Girls on MARS Final Evaluation TTC Tutor In Depth Interview Guide	TTC Tutors in 6 districts: phone-based interviews
VVOB Girls on MARS Final Evaluation REB Key Informant Interview Guide	Relevant staff at REB: phone-based interviews
VVOB Girls on MARS Final Evaluation UR-CE Key Informant Interview Guide	UR-CE lecturers: phone-based interviews
VVOB Girls on MARS Final Evaluation Math Teacher Focus Group Discussion Guide	Math Teachers: in-person FGD
VVOB Girls on MARS Final Evaluation School Observation Form	Primary schools: in-person observation, entered into Kobo Collect
VVOB Girls on MARS Final Evaluation Green TTC Observation Form	TTC Mururu: in-person observation and interviews with relevant staff

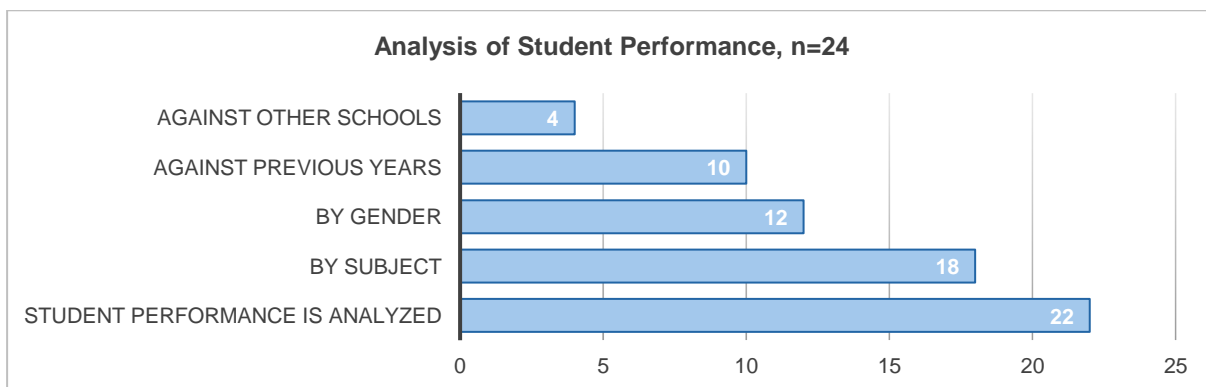
7.5. Findings from School-Based Observations

7.5.1. Creating a Strategic Direction



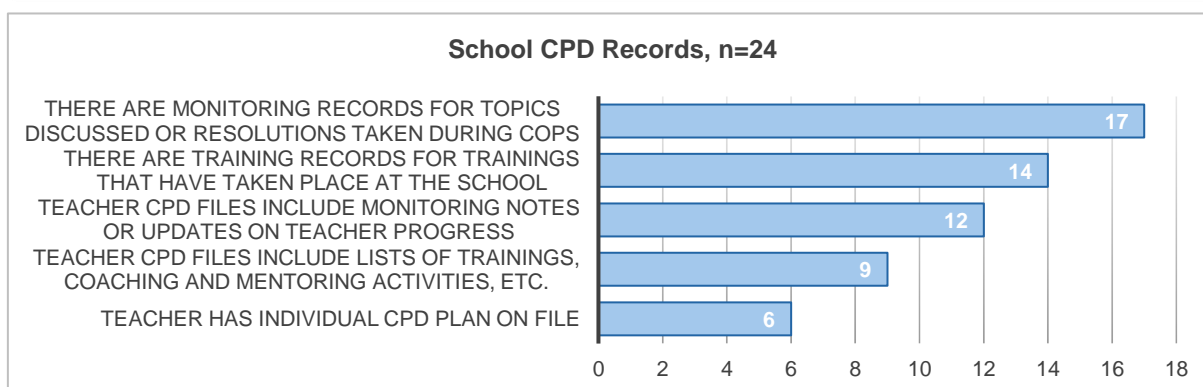
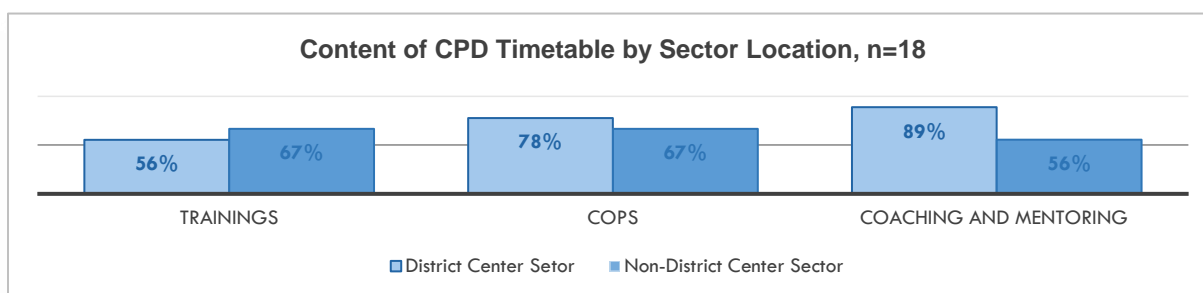
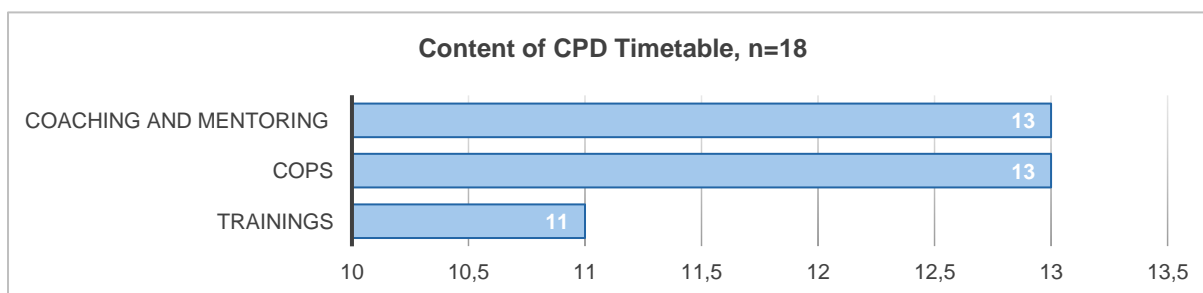
7.5.2. Leading Learning

- All schools report keeping a record of student exams:
- 18, (67%) keep paper records
- 6 (33%) keep electronic records



7.5.3. Leading Teaching and Training

- 11 out of 24 schools surveyed have prepared a CPD timetable for the current school year.
- 7 have one currently under development.
- For those that have a CPD plan (either for the current year or for the previous year):
 - 61% (11/18) include trainings,
 - 72% (13/18) include CoPs and
 - 72% (13/18) include coaching and mentoring activities
- 1 reports including induction and another reports lesson observations.
- 38% (9) of schools visited have their CPD plans visibly posted. Of these, 5 have them posted in the HT office and 4 have them posted in the teacher's lounge.



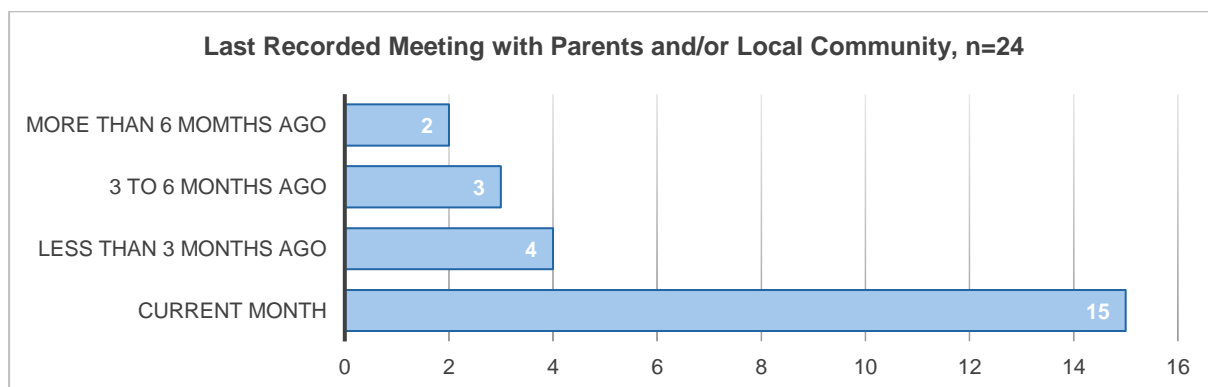
7.5.4. Managing the School as an Organization

- All schools visited (24) had teacher attendance records available, which were updated on the day of observation.
- All schools keep paper attendance records, while one also keeps records electronically.
- 21 (88%) of schools visited keep a list of school resources, of these 2 keep records electronically.
- 18 out of 21 schools (86%) had up to date records at the time of visit (updated within the previous two months).

7.5.5. Engaging with Parents and Community

- 18 (75%) of the schools had a schedule of meetings with parents and 16 also included local community members on the meeting schedule.

- 23 (96%) of schools observed have a record or notes of the previous parent/local community member meeting. Of these, most (15, 63%) report having a meeting within the past month.





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