



# Impact - evaluation study of a school leadership development programme in Rwanda

*Inception Report 2024*

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## List of abbreviations

<b>CPD</b>	Continuous Professional Development
<b>DESL</b>	Diploma in Effective School Leadership programme
<b>DHT</b>	Deputy Headteachers
<b>ESSP</b>	Education Sector Strategic Plan
<b>HT</b>	Headteachers
<b>LEAD</b>	Learning through Assessment and Data
<b>REB</b>	Rwanda Basic Education Board
<b>MINEDUC</b>	Ministry of Education
<b>NESA</b>	National Examination and School Inspection Authority
<b>S&amp;LA</b>	School & Leadership Assessment
<b>UR-CE</b>	University of Rwanda College of Education

## Summary

School leadership plays a critical role in securing equity and excellence in schools. School leaders influence the quality of teaching and learning in their schools through multiple pathways, including promoting teacher development, creating safe environments, and establishing effective partnerships with families and communities. These pathways suggest the complex roles and competing demands for school leaders. Providing quality professional development is central in supporting these school leaders to respond to these job demands effectively. Professional development can take various forms, from informal peer-mentoring to more structured courses.

The Republic of Rwanda has launched professional development programmes for leaders at all levels in education. The Diploma in Effective School Leadership programme (DESL) is one of the relatively structured flagship programmes in the country. The DESL is designed specifically for novice school leaders in Rwandan primary and secondary schools. We were commissioned to measure the possible impacts of this programme for a dual purpose: firstly, to inform any necessary improvements of this programme and similar programmes in the future; and secondly, to contribute to the international evidence base on the impacts of professional development for school leaders on learning and teaching outcomes.

We have developed a quasi-experimental pre-post design to measure any potential impacts of school leaders' participation in the 2024 and 2025 cohorts of the DESL programme on leadership, teaching, and learning outcomes. The current project formally lasts between 2024 and 2026. Multiple sources of data from surveys, interviews, national examination results, and documents will be collected in 246 schools across Rwanda for analysis. The school leaders, teachers and students at these schools will participate in this study.

This first report of the current project presents the contexts for the study and research design with details on sampling and data collection. It also reports the instrumentation development from a pilot study and clarifies next steps for the project.

## 1. Introduction

School leadership plays a critical part in school functioning, processes, and improvements. It influences the quality of teaching and learning in a school through multiple pathways. They include *teacher professional development* (e.g. instructionally focused interactions with teachers), *teacher-affective* (e.g. teacher well-being), *organisational* (e.g. culture and structure), and *family pathways* (e.g. school-family partnership), as evidenced in the literature (Grissom et al., 2021; Leithwood et al., 2020; Nguyen et al., 2023). This international evidence base suggests the significance of considering these pathways of impacts in evaluation studies of leadership development interventions. These pathways also highlight the complex roles of and competing demands for school leaders.

School leaders would benefit from high-quality professional development to perform these roles effectively. Professional development for school leaders can take various forms, from informal peer-mentoring to more structured courses. Across many countries (e.g., England, Scotland, Singapore, and Sweden), relatively structured courses / programmes for leadership development have been launched to specifically support aspiring and novice school leaders (i.e., principals/headteachers and vice-principals/deputy headteachers). These professional development opportunities do not automatically generate positive gains. The impacts of these courses on leadership development substantially depend on the rigorous design, effective delivery, and continual improvements. Developmental evaluation that is based on a robust design and multiple sources of reliable data is critical for revisions and improvements of leadership development courses and programmes.

The Republic of Rwanda, with the support of national and international organisations, has launched professional development courses for leaders at all levels in schools. An important part of this support is the partnership with VVOB – *education for development*. VVOB, together with their partners, have got involved in evaluating professional development courses or programmes in the country (e.g., Buzaid Eaton et al., 2023; Haelermans et al., 2022; Lauterbach et al., 2024;) for the past few years.

The Rwanda Basic Education Board (REB), National Examination and School Inspection Authority (NESA), the University of Rwanda College of Education (UR-CE), and VVOB have collaborated to design and deliver a 5-year “Learning through Assessment and Data” programme (2022-2026). This programme is referred to as LEAD in the current report. The LEAD programme aims to support development of the competences (i.e., knowledge, skills, and qualities) for leaders in schools at different levels of the education system. It focuses on developing leaders’ competences in formulating and implementing data-informed strategies to improve learning and teaching outcomes in their schools. The programme equally seeks to raise greater awareness of the criticality of addressing major challenges, including student dropout, repetition and inequity, in Rwandan schools.

The Diploma in Effective School Leadership programme (DESL) is a key part of the broader LEAD programme. The DESL is designed specifically for novice school leaders in Rwandan primary and secondary schools. In this report, we refer “school leaders” to headteachers and deputy headteachers. We have been commissioned to conduct a research project to measure possible impacts of school leaders’ participation in the DESL on their leadership practices and teaching and learning outcomes in their schools is being conducted as part of the LEAD programme. This impact-evaluation study will inform any necessary improvements of the LEAD programme and similar programmes in the future. Equally importantly, we hope to contribute to the international evidence base on the impact of professional development for school leaders on learning and teaching outcomes.

The current project formally lasts from 2024 to 2026. This first report presents the contexts of the research and evaluation design, and results of a pilot study. The subsequent section provides an overview of the national contexts of the current evaluation study.

## 2. A snapshot of the Rwandan education sector

The Republic of Rwanda is situated in the Great Rift Valley of Central Africa and has a population of around 13.2 million (National Institute of Statistics Rwanda, 2023). The country's school education is structured as a 6-3-3 system, comprising 6 years of primary education, 3 years of junior secondary education, and 3 years of senior secondary education. By the end of the sixth year, students sit for a mandatory examination called the Primary Leaving Examinations (PLE). The results of PLE determine their progression to junior secondary education. Since 2007, the Government of Rwanda has made primary (6 years) and junior secondary (3 years) education compulsory and free. English is the language of instruction for schooling at all levels. The current school year starts from September to July in the following year. One school may provide one or multiple levels of education. They may offer only primary education, both primary and junior secondary education, or all primary, junior, and senior secondary education.

The Ministry of Education (MINEDUC) in Rwanda is centrally held responsible for overseeing the country's education sector. The MINEDUC is supported by the Rwanda Basic Education Board (REB), the National Examination and School Inspection Authority (NESA) and the Higher Education Council (HEC) to develop and implement national educational strategies and national programmes. Schools are locally managed and monitored by District Directors of Education (DDEs). According to the [Country Profile 2017-2018](#), there are 30 districts (*akarere*), 416 sectors (*imirenge*), 2,148 cells (*utugari*), and 14,837 villages (*imidugudu*) in Rwanda.

Rwanda has shown its commitment to transform the country's education system over the past decade. The numeric data from the MINEDUC has highlighted considerable progress in enhancing access to education at all levels and for all. This progress included strong indicators in universal primary education – e.g., achieving a Net Enrolment Rate (NER) of 94.3% ([MINEDUC, 2023](#)), an increase in the quantity of schools ([MINEDUC, 2022](#)), and a greater investment in technological devices to support teaching and learning activities ([MINEDUC, 2022](#)).

This noteworthy progress is encouraging. However, the extant analyses suggest needs for more strategic and coherent efforts and investments to address the ongoing challenges. These challenges involve a need to enhance: the currently relatively-low rate of pre-primary education enrolment ([UNICEF, 2022](#)), quality of professional development for teachers and school leaders ([MINEDUC, 2018](#); [USAID, 2023](#)); government funding in education ([MINEDUC, 2018](#); [USAID, 2023](#)); and co-ordination between levels of governance and administration in the system ([MINEDUC, 2018](#); [USAID, 2023](#)).

Moving forwards, the MINEDUC outlines 9 strategic objectives “to ensure Rwandan citizens have sufficient and appropriate competencies to drive the continued social and economic transformation of the country” ([MINEDUC, 2018](#), p. 16). These objectives suggest, of varying explicitness, the importance of:

- enhancing equitable access to quality education for all;
- improving school infrastructure, optimising technology to support learning and teaching;
- increasing the opportunities and quality of professional development for educators; and
- strengthening leadership, management and governance at all levels.

Clearly, effective and ethical leadership at all levels of education plays a critical part in realising these objectives. To contextualise an understanding of effective school leadership, the REB through its School Leadership and Management Unit (SLMU) and in collaboration with Education Partners, schools and local education leaders have developed five standards of effective school leadership in Rwanda. These five standards are:

- 1) creating a strategic direction for the school;
- 2) leading learning;
- 3) leading teaching;
- 4) managing the school as an organisation; and
- 5) working with parents and the wider community.

These standards aim to provide a framework for recruitment, certification and professional development of school leaders. As REB says:

*“Standards guide the design of pre-service training and in-service professional development programmes for school leaders since they define the work that school*

*leaders do and specify the knowledge, skills, attitudes and values required of them to do the work” (Rwanda Basic Education Board, 2020).*

In 2013, the MINEDUC, in collaboration with the REB and VVOB, developed a strategic initiative to strengthen professional development for school leaders, including headteachers and deputy headteachers, and government personnels across the country. This initiative was built on the outcomes of the previous pilot projects on school management and administration. The initiative resulted in the development and introduction of a Continuous Professional Development (CPD) diploma programme titled “Effective School Leadership”. This programme was an outcome of a partnership between REB, the University of Rwanda - College of Education (UR-CE), and VVOB. The design, content, and assessment of the course was informed by the five standards for effective school leadership above. The next section of this report provides further contexts of this CPD programme.

### 3. The DESL Programme

The CPD Diploma in Effective School Leadership programme (DESL) aims to support headteachers and deputy headteachers, in primary and secondary schools, with development of the essential leadership competences to promote the equity and excellence in their schools. The programme was first offered by UR-CE as a Diploma Programme for headteachers across the country in 2016. Further revisions of the DESL were discussed and made, informed by a consideration of data from the exercise of monitoring and evaluation and research evidence.

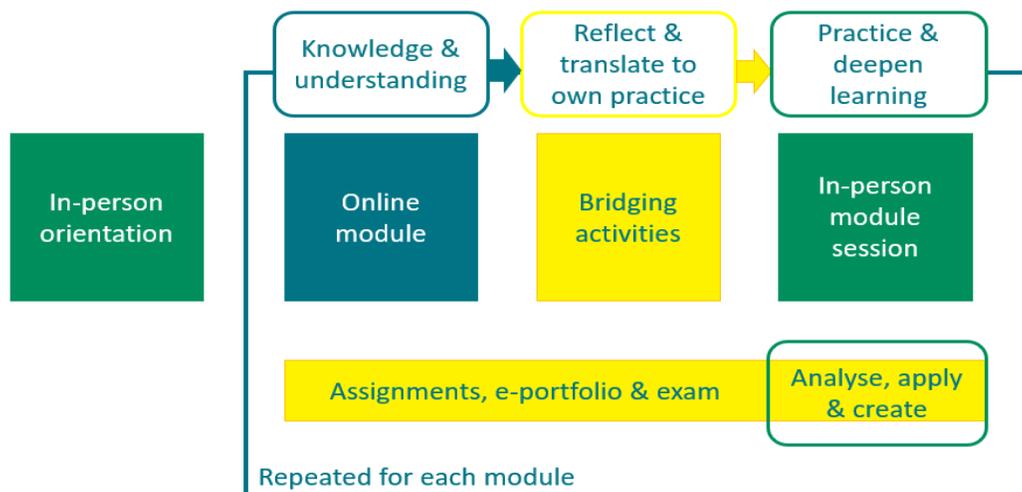
**Table 1:** Number of school leaders having completed the DESL 2016 – 2024.

<i>Completion time</i>	<i>Headteachers</i>	<i>Deputy headteachers</i>	<i>District Officials</i>	<i>Total</i>
<b>2015/2016</b>	416			<b>416</b>
<b>2018/2019</b>	327	238		<b>565</b>
<b>2020</b>	267	161	18	<b>446</b>
<b>2021</b>	176	227		<b>403</b>
<b>2021</b>	119	17	20	<b>156</b>

<b>February, 2024</b>	166	66		<b>232</b>
<b>Total</b>	<b>1471</b>	<b>709</b>	<b>38</b>	<b>2218</b>

Since 2018, the programme has been expanded its offer to headteachers and deputy headteachers in 17 districts. In 2019, District Directors of Education (DDEs) and District Education Officers (DEOs) from 17 districts were also included in the programme. By 2023, an approximate total of 1,986 headteachers, deputy headteachers and district officials participated in this CPD Programme. Since 2023, the programme has been delivered to newly assigned headteachers from primary education. Table 1 provides information on the number of schools leaders who completed the DESL programme between 2016 and 2024, by position.

**Figure 1:** Blended learning modality.



After the unfortunate COVID-19 pandemic, the DESL was re-designed and delivered in a blended modality (see Figure 1), integrating components of both online and in-person learning and teaching. The current 40-UR-CE-credit programme comprises four modules that have as follows.

**Module 1. Setting direction for the school.** Module 1 provides participants with an overview of school leadership matters and practical insights into collaborative working

with various stakeholders to develop a shared vision and collective strategies for improving their schools.

**Module 2. Managing the school as an organisation.** Module 2 discusses leadership and management strategies to optimise resources and create a positive school environment.

**Module 3. Leading learning.** Module 3 is designed to facilitate development of leadership strategies to promote a safe and welcoming environment for students.

**Module 4. Leading teaching & working with parents and the wider community.** Module 4 facilitates discussion on effective strategies to support teacher learning and to work with parents and the wider community.

The current DESL is typically delivered within one year. The blended delivery approach integrates online and in-person learning activities through bridging activities that aim to foster a staggered learning approach akin to the flipped classroom model. Each programme begins with an in-person session, establishing its purpose, delivery approach, and fostering relationships. Following these sessions, participants engage in interactive online content for self-study, gaining knowledge and understanding. Bridging activities throughout the programme prompt reflection and application of course content to their work practice. Participants are required to attend 6 in-person sessions in their districts to practice skills with peers. Each in-person session typically lasts 2 consecutive days, except for the orientation session. To prepare participants for this blended learning approach, a Blended Learning Onboarding course is delivered prior to the start of the programme.

The DESL is delivered by facilitators from the University of Rwanda – College of Education. These facilitators support participants with both online and in-person learning. They are expected to support participants with personalised learning experiences. A Moodle learning platform is utilised. There is an expectation for these facilitators to regularly access the Moodle to moderate forum discussions and grade and provide feedback on assignments.

Concerning assessment, participants are required to submit their assignments and e-portfolios and complete an exam by the end of each module. The learning assessment of the DESL consists of formative assessment (60%), portfolio assessment (20%) and summative assessment (exam)

(20%). A minimum score of 60% on each module is a requirement to be awarded the CPD Diploma.

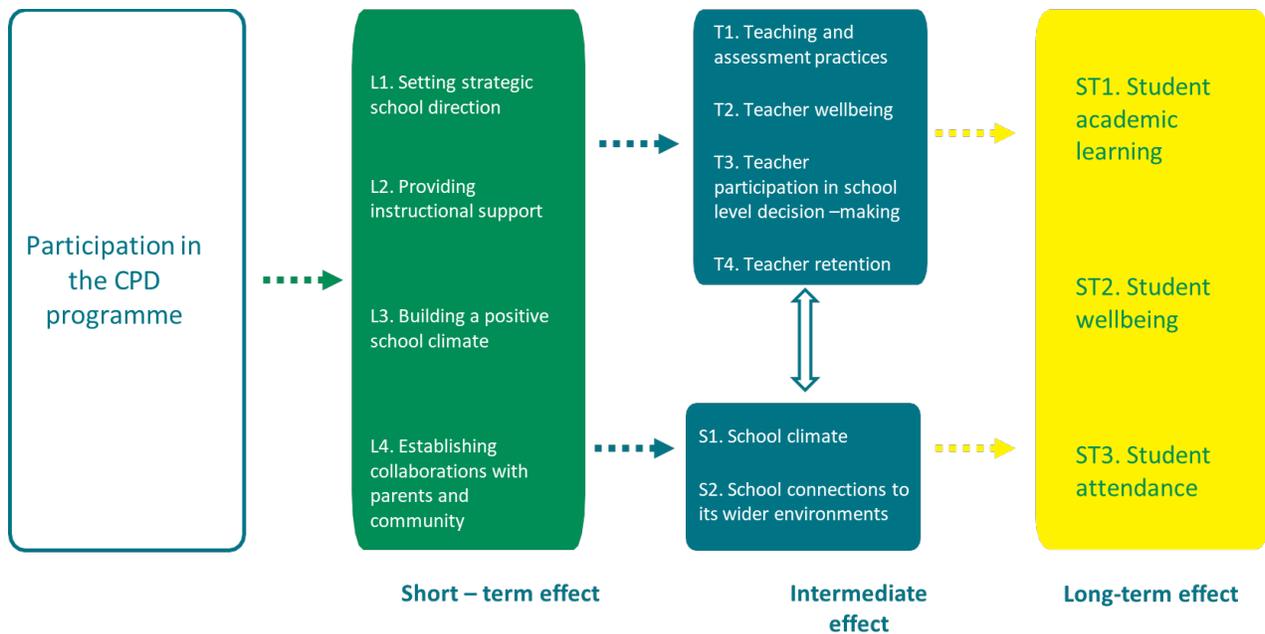
## 4. Conceptual Framework

We have designed the conceptual framework, as visualised in Figure 2, to guide the process of instrumentation development, data collection, and data analysis of this study. Testing this framework aims to respond to the following overarching research question and three sub-questions.

Research Question: *What is the impact of participation in a CPD programme for school leaders on their leadership practices, and teaching and learning outcomes in their schools?*

- Sub-Question 1: What is the impact of participation in a CPD programme for school leaders on their leadership practices?
- Sub-Question 2: What is the impact of school leadership on teacher and teaching outcomes?
- Sub-Question 3: What is the impact of school leadership on student learning outcomes?

The conceptual framework or theory of change in Figure 2 hypothesises impact pathways of school leaders' participation in CPD on their leadership practices and their schools' teaching and learning outcomes. It assumes that school leaders' participation in the investigated DESL programme will likely influence their leadership practices. These leadership practices are categorised as L1, L2, L3, and L4 and aligned with the professional standards for Rwandan school leaders and the literature on effective school leadership (e.g., Grissom et al., 2021; Leithwood et al., 2020; Nguyen et al., 2023). The framework posits that a change in school leadership practices may contribute to an effect in teacher and teaching outcomes (T1, T2, T3, & T4) and other school level outcomes (S1 & S2). This potential effect is likely to influence student attendance and learning outcomes (ST1, ST2, & ST3). The next section outlines the research design to test this conceptual framework.



**Figure 2:** A conceptual framework for this impact evaluation study.

## 5. Research Design

This section elaborates on the quasi-experimental design, sampling, instrumentation, and plans for data collection and analysis.

### 5.1. A quasi-experimental pre-post design

We are employing a quasi-experimental pre-post design to measure the potential impacts of school leaders’ participation in the DESL programme on leadership, teaching and learning outcomes. This choice is based on a careful consideration of the methodological rigour, contextual practicalities and the previous, relevant empirical research (e.g., Glazerman & Seifullah, 2012). This is considered as the most robust design in the absence of randomisation of cohorts or schools. The pre-post design enables us to examine if there are any changes in the outcomes. This is preferable to the post-test only design, especially when the groups are not balanced at the beginning. The year-2024 cohort, starting the DESL programme in early 2024, will be the intervention group. The year-2025 cohort will be the comparison group. Table 2 shows the design notation.

**Table 2: Design notation**

Notation	Jan – Dec 2024		Jan – Dec 2025	
	O	X	O	X
<b>N1</b>	O	X	O	O
<b>N2</b>	O		O	X

**N1** – The year-2024 Cohort, Intervention group

**N2** – The year-2025 Cohort, Comparison group

**X** – Intervention

**O** – Observations (data collection points)

## 5.2. Sample

To support the implementation of the research design above, a similar number of participants have been ethically selected to join the year-2024 and year-2025 cohorts. More specifically, the year-2024 cohort has 230 participants recruited from 214 schools. The year-2025 cohort has 230 participants selected from 212 schools, starting the DESL in early 2025.

The participants of the year-2024 cohort are working in schools located in eight districts: Gicumbi, Kamonyi, Kicukiro, Muhanga, Ngoma, Nyamagabe, Nyamasheke, and Nyarugenge (see Table 3 for more details).

The year-2025 cohort, formally starting the DESL in early 2025, is considered as control group in this study. The participants of this cohort are working in schools from eight districts, namely: Huye, Kirehe, Musanze, Nyabihu, Nyaruguru, Rubavu, Ruhango and Rulindo (see Table 4 for more details).

**Table 3: Demographic information of participants in the year-2024 cohort.**

District	Headteachers		Deputy headteachers		Total
	Female	Male	Female	Male	
<b>Gicumbi</b>	7	19	7	6	<b>39</b>
<b>Kamonyi</b>	8	12	2	10	<b>32</b>

<i>District</i>	<i>Headteachers</i>		<i>Deputy headteachers</i>		<i>Total</i>
	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	
<b>Kicukiro</b>	7	11	0	3	<b>21</b>
<b>Muhanga</b>	2	21	2	3	<b>28</b>
<b>Ngoma</b>	5	15	2	2	<b>24</b>
<b>Nyamagabe</b>	2	25	0	5	<b>32</b>
<b>Nyamasheke</b>	2	25	2	8	<b>37</b>
<b>Nyarugenge</b>	6	5	1	5	<b>17</b>
<b>Total</b>	<b>39</b>	<b>133</b>	<b>16</b>	<b>42</b>	<b>230</b>

*Table 4: Demographic information of participants in the year-2025 cohort.*

<i>District</i>	<i>Headteachers</i>		<i>Deputy headteachers</i>		<i>Total</i>
	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	
<b>Huye</b>	3	12	1	3	<b>19</b>
<b>Kirehe</b>	8	35	2	4	<b>49</b>
<b>Musanze</b>	5	12	3	4	<b>24</b>
<b>Nyabihu</b>	2	10	0	1	<b>13</b>
<b>Nyaruguru</b>	1	19	0	2	<b>22</b>
<b>Rubavu</b>	3	26	0	3	<b>32</b>
<b>Ruhango</b>	5	10	2	10	<b>27</b>
<b>Rulindo</b>	3	24	2	15	<b>44</b>
<b>Total</b>	<b>30</b>	<b>148</b>	<b>10</b>	<b>42</b>	<b>230</b>

The DESL programme is delivered to headteachers and their deputies at the school level. In schools with a deputy, either or both individuals meeting the selection criteria were chosen to participate in the same cohorts. Headteachers and deputy headteachers from 426 schools participated in the two cohorts starting in early 2024 and 2025, respectively, as specified below.

- Only headteachers from 315 schools (74%) participated in the DESL.
- Only deputy headteachers from 77 schools participated in the DESL.
- Both headteachers and deputy headteachers (8%) participated in the DESL.

This arrangement leads to data collection involving 460 school leaders from 426 schools (see Table 5 and Table 6 for more details).

**Table 5:** *Category of school leader per district in the data collection*

<i>District</i>	<i>Both headteacher and deputy headteacher</i>	<i>Only Deputy headteacher</i>	<i>Only Headteacher</i>	<i>Total number of schools</i>
<b>Gicumbi</b>	2	11	23	<b>36</b>
<b>Huye</b>	1	3	14	<b>18</b>
<b>Kamonyi</b>	4	9	16	<b>29</b>
<b>Kicukiro</b>	1	2	16	<b>19</b>
<b>Kirehe</b>	2	4	41	<b>47</b>
<b>Muhanga</b>	2	3	24	<b>29</b>
<b>Musanze</b>	2	5	15	<b>22</b>
<b>Ngoma</b>	1	3	19	<b>23</b>
<b>Nyabihu</b>	1		9	<b>10</b>
<b>Nyamagabe</b>	2	3	26	<b>31</b>
<b>Nyamasheke</b>	4	6	19	<b>29</b>
<b>Nyarugenge</b>		6	11	<b>17</b>

<i>District</i>	<i>Both headteacher and deputy headteacher</i>	<i>Only Deputy headteacher</i>	<i>Only Headteacher</i>	<i>Total number of schools</i>
<b>Nyaruguru</b>		2	22	<b>24</b>
<b>Rubavu</b>	2	1	27	<b>30</b>
<b>Ruhango</b>	3	8	12	<b>23</b>
<b>Rulindo</b>	7	11	21	<b>39</b>
<b>Total</b>	<b>34</b>	<b>77</b>	<b>315</b>	<b>426</b>

**Table 6:** Estimated number of research participants.

<i>Instrument</i>	<i>School stakeholder</i>	<i>Sources of data from</i>	<i>Number of participants per school</i>	<i>Number of participants</i>
<b>School &amp; leadership Assessment</b>	Headteacher or deputy headteacher	Interview	1	<b>426</b>
	Primary 6 teacher (1 or 2)	Interview	2	<b>852</b>
	New teacher	Interview	1	<b>426</b>
	School Executive Committee member	Interview	1	<b>426</b>
	Students	Interview	2	<b>852</b>
<b>Student survey</b>	Primary 6 students	Survey	1 classroom (Approx: 50 students)	<b>21,300</b>
<b>Teacher survey</b>	Teachers	Survey	Approx. 10 teachers	<b>4,260</b>

To ensure the feasible scope and focus, we will examine the PLE results as an indicator of Grade 6 students' academic learning. Therefore, all schools participating in this study have grade 6 classes. Table 5 presents an estimated number of research participants for the current study. The survey will be conducted among grade 6 learners. The survey will be conducted among Grade 6 learners. Since some schools have more than one Grade 6 class, data will be collected from the students in one class that is present on the day of data collection. It is estimated that the survey will be administered to approximately 50 students<sup>1</sup> per classroom, resulting in a sample of around 21,300 students (426 schools \* 50 students). The teacher survey is estimated to be administered

<sup>1</sup> This estimation is based on the 2022 education statistics.

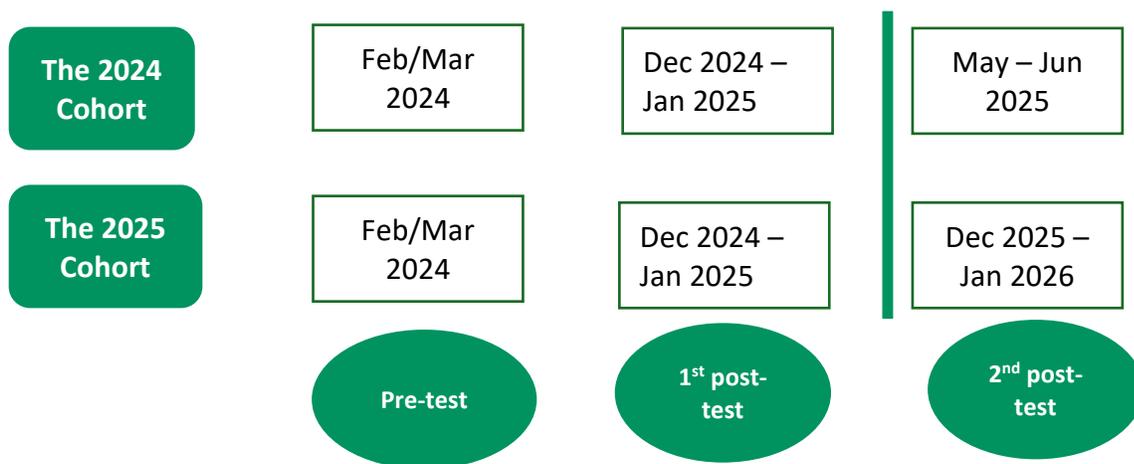
to approximately 10 teachers per school, resulting in a sample of around 4,260 teachers (426 schools \* 10 teachers).

### 5.3. Process of data collection

The data collection for both cohorts will occur concurrently or at closely aligned time points (see Figure 3). This process of data collection allows us to measure changes within the participating schools before and after their school leaders’ start and completion of the DESL programme. Furthermore, this approach is useful in mitigating potential confounding factors such as shifts in national policies or alterations in national examination results that could drive changes in schools not involved in the DESL programme.

As can be seen in Figure 3, the pre-test data collection will start in February and March 2024 on the onset of the 2024 cohort. The first round of post-test data collection will be conducted in all 426 schools in December 2024 and January 2025 once the year-2024 cohort has finished the DESL programme and before the commencement of the year-2025 cohort. The second round of post-test data collection is planned to happen in May and June 2025 for the year-2024 cohort and in December 2025 and January 2026 for the year-2025 cohort. We have secured ethical approvals from the Rwanda National Ethics Committee and Durham University to conduct this study.

**Figure 3: Process of data collection**



#### **5.4. Development of data collection instruments**

This sub-section presents the process and outputs of instrumentation development to collect data in this project. These instruments are: (1) School & Leadership assessment instrument (S&LA), (2) teacher survey, and (3) student well-being survey. All data collection instruments were designed with a consideration of both the international literature and the Rwandan contexts, as detailed further below. Instructions for the participants in this study are communicated both in English and Kinyarwanda languages. The data on Primary Leaving Examinations (PLE) results to measure student academic learning will be collected from Rwanda's examination databases (see Table 6).

We plan to gather the data on the attendance and engagement of the school leaders in the 2024 and 2025 cohorts of the DESL programme, where practicalities allow. The data on attendance will be retrieved from the attendance report of each module within the DESL programme. We will request an access to the Moodle platform used in the DESL programme to understand the engagement of online learning by the participants. We will also consider the content and delivery of the DESL programme for the 2024 and 2025 cohorts. These data are expected to be useful in enabling us to examine the **fidelity of implementation** of the DESL and explain any differences in terms of the impacts across the investigated schools.

We conducted a pilot study in five schools to test and inform necessary refinements of the three main data collection instruments in this study. These schools have similar settings as those schools participating in the main study. The school leaders of these five schools participated in the year-2023 cohort of the DESL programme. These schools have grade 6 classes. They will not be participating in the main study. In the pilot study, we interviewed 5 headteachers of these school. A group of 34 teachers responded to the teacher survey. A total of (grade 6) 191 students completed the student well-being survey. We ran a range of statistical tests such as Cronbach Alpha and factor analysis to examine whether the proposed variables/measures were valid in the context of Rwanda. A summary of these results can be found in Annex 1. We also considered the clarity of items based on the feedback from the pilot study. These refined instruments are presented with more details as follows.

### **Instrument 1. School & Leadership Assessment Instrument** (see Annex 2)

The School & Leadership Assessment instrument (S&LA) was developed to collect data on (i) school-level factors and (ii) leadership practices. Annex 2 presents the full S&LA used in this study. The data on (i) school-level factors include demographic information (e.g., school type, location, and facilities), school vision, school environment and structure, and learning and teaching activities. The data on (ii) school leadership practices are categorically grouped into 5 leadership standards, in reference to the latest Professional Standards by Rwanda Basic Education Board (2021). These 5 standards are:

- Creating strategic direction for the school;
- Leading learning;
- Leading teaching;
- Managing the school as an organisation; and
- Working with parents and wider community.

Instrument 1 is designed to gather various sources of data obtained from reviewing school documents, observing classes and school activities, interviewing headteachers, deputy headteachers, teachers (including grade 6 teachers), and students (including grade 6 students). Collecting multiple sources of data is necessary for data triangulation and to ensure the trustworthiness of the data and results. The data will be collected by trained enumerators with the close guidance and supervision of the research team. Scoring of indicators (see Annex 1) will be reviewed by the research team.

The School & Leadership Assessment instrument (S&LA) was adapted from the School Leadership Assessment tool (SLA). The SLA was originally developed to evaluate schools, with a reference to the five professional standards of effective school leadership. The original SLA was collaboratively designed by REB and organisations supporting school leadership in Rwanda and went through rounds of instrument testing and revisions.

The current research team adjusted the SLA to better suit the data collection for this study. The key adjustments included adding the core requirement *to interview Grade 6 teachers and students* and *to gather school records of teacher yearly turnover rate and on the student*

attendance and dropout. Instructions were revised for enhanced clarity, following the pilot study of the current project.

As shown in Figure 2 and Table 7, the data on the S&LA will be analysed to measure school leadership outcomes (L1, L2, L3, & L4), teacher and teaching outcomes (T3 & T4), school-level outcomes (S1 & S2), and student attendance/drop out (ST3).

**Table 7: Sources of data to measure outcomes.**

Measurement of outcomes		Sources of data
		<i>mainly from ...</i>
School leadership outcomes	L1. Setting strategic school direction	+S&LA
	L2. Providing instructional support	+S&LA
	L3. Building a positive school climate	+S&LA
	L4. Establishing collaborations with parents and community	+S&LA
Teacher & teaching outcomes	T1. Teaching and assessment practices	+Teacher survey
	T2. Teacher well-being	+Teacher survey
	T3. Teacher participation in school-level decision making	+S&LA +Teacher survey
	T4. Teacher retention	+S&LA +Teacher survey
School-level outcomes	S1. School climate	+S&LA
	S2. School connections with its wider environments	+S&LA
Student learning outcomes	ST1. Student academic learning	+PLE results
	ST2. Student well-being	+Student survey
	ST3. Student attendance	+S&LA

## **Instrument 2. Teacher Survey** (see Annex 3)

This survey was designed to collect data to investigate teachers' subject knowledge and their knowledge and practices of teaching and learning processes, instructional planning, and assessment and evaluation. We will also measure teachers' degree of job satisfaction and well-being, and their intention to stay / leave a school or teaching profession. The design of this survey was informed by the key conceptualisation (e.g., Caena, 2013; Darling-Hammond, 2005; Shulman, 1987) of teacher and teaching competences and the professional standards for Rwandan teachers. It elicits teachers' responses to the items related to 10 main categories of investigation. These categories are listed as follows.

- Teaching and learning process
- Subject knowledge
- Instructional planning
- Assessment and evaluation
- Classroom management
- Teacher job satisfaction
- Teacher well-being
- Teacher intention to stay
- Teacher involvement in school decision making
- Demographic information

The first version of the teacher survey had a total of 52 items. We decided to keep 44 items in the finalised version, based on an analysis of factor loadings in the pilot study. The other 8 items in the first version were dropped because these are weakly loaded items as compared with the rest in the same scale. Annex 3 presents the full teacher survey used in the main study of this project. The data from this teacher survey will be analysed to measure teacher and teaching outcomes (T1, T2, T3, & T4), as presented in Table 7.

## **Instrument 3. Survey of student well-being** (see Annex 4)

We have adapted the widely used 7-item survey of children well-being, originally developed by Allen et al., (2018). This survey, named 'How I Feel About My School' (HIFAMS), is designed for students in primary schools. It comprises seven items – each item is rated on a scale of Sad (0 points), OK (1 point), and Happy (2 points). The higher cumulative score indicates students' more positive feelings.

An analysis of the results from our pilot study indicated that only 5 items (out of 7) were loaded onto one factor solution. Individual item loadings were considered to be acceptable in comparison with the original scale (see Allen et al., 2017). We therefore decided to use the five items for the main study, as listed in Annex 4. These 5 items seek to measure student feelings in various settings: during their commute to school, within their classroom, engaging in learning activities, and their overall feelings about their schools and teachers. The data from this survey will be analysed to measure the dimension of ST2 (student well-being), as noted in Table 7.

### ***5.5. Plan for data analysis***

We will analyse data after each stage of data collection. To respond to the overarching research question above, we plan to perform a range of appropriate tests. We will first conduct preliminary analyses to compare between the two groups (intervention and comparison groups). We will then conduct regression analyses such as mediation model, linear regression, etc. If the collected data are multilevel in nature (e.g., school, teacher, and student levels), we plan to run multilevel models. We will incorporate the results from multiple sources of collected data to examine and understand possible impacts of the school leaders' participation in the DESL programme on their leadership, teaching and learning outcomes.

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## *Annex 1: A summary of statistical analysis results in the pilot study*

Annex 1 presents a summary of statistical analysis results of teacher and student-wellbeing surveys in the pilot study. The full surveys with all items used for the main study can be found in Annex 2, Annex 3, and Annex 4.

### **Annex 1A. Teacher survey**

#### **Section 1. Your professional knowledge and practice**

Given that the number of teacher responses in this pilot study were relatively small (N = 34), we only performed the factor loadings of its sub-dimension:

- (1) teaching and learning process;
- (2) subject knowledge;
- (3) instructional planning;
- (4) assessment and evaluation; and
- (5) classroom management.

The decision to retain, adapt, or drop an item was based on a combined consideration of factors: the context, the literature, and the results of factor analysis.

#### **(1) Teaching and learning process**

Table 1 (Annex 1A). Descriptive Statistics.

Item	Mean	Std. Deviation	Sample Size
TEALEAR1	9.21	1.855	34
TEALEAR2	9.59	.701	34
TEALEAR3	8.12	3.092	34
TEALEAR4*	8.41	3.026	34
TEALEAR5	8.47	2.755	34

Table 2 (Annex 1A). Rotated Factor Matrix with FIVE items.

Item	Factor 1	Factor 2
TEALEAR1	.430	.049
TEALEAR2	.749	.569

TEALEAR3	.636	-.074
TEALEAR4*	.742	.105
TEALEAR5	-.004	.601
Notes: the KMO score of .65; Coefficient alpha value of this dimension is .54.		

Given that the five items were loaded onto the two factors (see Table 2 – Annex 1A), we decided to discard two weakly loaded items (TEALEAR1 and TEALEAR5). The results showed that the three items were well loaded into one factor solution (see Table 3 – Annex 1A). We therefore use the remaining 4 items for the main study in Table 3– Annex 1A.

Table 3 (Annex 1A). Rotated Factor Matrix with FOUR items.

Item	Factor Loadings
TEALEAR1	.440
TEALEAR2	.777
TEALEAR3	.582
TEALEAR4	.783
Notes: the KMO score of .73; Coefficient alpha value of this dimension is .72.	

## (2) Subject knowledge

Table 4 (Annex 1A). Descriptive Statistics.

Item	Mean	Std. Deviation	Sample Size
SUBKNOW6	8.97	2.249	34
SUBKNOW7	9.35	1.649	34
SUBKNOW8	9.18	1.834	34
SUBKNOW9	8.56	2.798	34
SUBKNOW10*	3.18	3.912	34

Table 5 (Annex 1A). Rotated Factor Matrix with FIVE items.

Item	Factor 1	Factor 2
SUBKNOW6	-.102	.503

SUBKNOW7	.871	.311
SUBKNOW8	.144	.441
SUBKNOW9	.514	-.060
SUBKNOW10*	-.277	-.346
Notes: the KMO score of .55; Coefficient alpha value of this dimension is -.16.		

Given that the five items were loaded onto the two factors (see Table 5– Annex 1A), we decided to discard three weakly loaded items (SUBKNOW6, SUBKNOW8 and SUBKNOW10). The results showed that the two items were well loaded into one factor solution (see Table 3– Annex 1A). We therefore use the 2 remaining items for the main study in Table 6– Annex 1A.

Table 6 (Annex 1A). Rotated Factor Matrix with TWO items.

Item	Factor Loadings
SUBKNOW7	.659
SUBKNOW9	.659
Notes: the KMO score of .50; Coefficient alpha value of this dimension is .55.	

### (3) Instructional Planning

Given that the factor structure of the six items were weakly loaded, we decided to discard FOUR items (PLAN11, PLAN12, PLAN 13\* and PLAN15). The results showed that the two items were well loaded into one factor solution (see Table 8– Annex 1A). We therefore use the items for the main study.

Table 7 (Annex 1A). Descriptive Statistics.

Item	Mean	Std. Deviation	Sample Size
PLAN14	9.35	1.857	34
PLAN16	9.18	1.992	34

Table 8 (Annex 1A). Rotated Factor Matrix with TWO items.

Item	Factor Loadings
PLAN14	.891
PLAN16	.891

Item	Factor Loadings
Notes: the KMO score of .50; Coefficient alpha value of this dimension is .88.	

#### (4) Assessment and Evaluation

Table 9 (Annex 1A). Descriptive Statistics.

Item	Mean	Std. Deviation	Sample Size
ASSESS17	9.79	.479	34
ASSESS18	9.06	2.059	34
ASSESS19	9.50	.896	34
ASSESS20	9.59	.657	34
ASSESS21	8.85	2.401	34
ASSESS22*	7.15	3.791	34

Table 10 (Annex 1A). Rotated Factor Matrix with SIX items.

Item	Factor 1	Factor 2	Factor 3
ASSESS17	.703	-.023	-.163
ASSESS18	.059	.510	-.051
ASSESS19	.824	.505	.196
ASSESS20	.724	.091	.139
ASSESS21	-.006	-.033	.624
ASSESS22*	.341	.077	-.206
Notes: the KMO score of .64; Coefficient alpha value of this dimension is .20.			

Given that the factor structure of the six items were weakly loaded onto the three factors (see Table 10), we decided to discard THREE items (ASSESS18, ASSESS21 and ASSESS22). The results showed that the three items were well loaded into one factor solution (see Table 11– Annex 1A). We therefore use the 3 remaining items for the main study in Table 11– Annex 1A.

Table 11 (Annex 1A). Rotated Factor Matrix with THREE items.

Item	Factor Loadings
ASSESS17	.625
ASSESS19	.846
ASSESS20	.791

Notes: the KMO score of .68; Coefficient alpha value of this dimension is .77.

## (5) Classroom Management

Table 12 (Annex 1A). Descriptive Statistics.

Item	Mean	Std. Deviation	Sample Size
MANA23	1.12	2.459	34
MANA24	1.62	2.686	34
MANA25	1.21	2.603	34
MANA26	6.91	3.972	34

Table 13 (Annex 1A). Rotated Factor Matrix with FOUR items.

Item	Factor 1	Factor 2
MANA23	.926	.029
MANA24	.960	-.039
MANA25	.750	.287
MANA26	.023	.334

Notes: the KMO score of .71; Coefficient alpha value of this dimension is .65.

Given that the four items were loaded onto the two factors (see Table 13– Annex 1A), we decided to discard one weakly loaded item (MANA26). The results showed that the three items were well loaded into one factor solution (see Table 14– Annex 1A). We therefore use the [three remaining items](#) for the main study in Table 14– Annex 1A.

Table 14 (Annex 1A). Rotated Factor Matrix with THREE items.

Item	Factor Loadings
MANA23	.937
MANA24	.947
MANA25	.749

Notes: the KMO score of .71; Coefficient alpha value of this dimension is .91.

## Section 2. Your job satisfaction

Table 15 (Annex 1A). Descriptive Statistics.

Item	Mean	Std. Deviation	Sample Size
JOBSAS1	9.88	.327	34
JOBSAS2	9.62	1.577	34
JOBSAS3	9.85	.436	34
JOBSAS4	9.91	.288	34
JOBSAS5	9.65	.849	34
JOBSAS6	9.59	1.520	34
JOBSAS7	9.71	1.382	34

Table 16 (Annex 1A). Rotated Factor Matrix with SEVEN items.

Item	Factor 1	Factor 2
JOBSAS1	.045	.900
JOBSAS2	.917	-.024
JOBSAS3	.922	.320
JOBSAS4	.072	.937
JOBSAS5	.568	.136
JOBSAS6	.977	-.084
JOBSAS7	.921	.001

Notes: the KMO score of .42; Coefficient alpha value of this dimension is .84.

Given that the four items were loaded onto the two factors (see Table 16– Annex 1A), we decided to discard two weakly loaded items (JOBSAS1 and JOBSAS4). The results showed

that the FIVE items were well loaded into one factor solution (see Table 17– Annex 1A). We therefore use the items for the main study.

Table 17 (Annex 1A). Rotated Factor Matrix with FIVE items.

Item	Factor Loadings
JOBSAS2	.916
JOBSAS3	.922
JOBSAS5	.578
JOBSAS6	.965
JOBSAS7	.922
Notes: the KMO score of .51; Coefficient alpha value of this dimension is .90.	

### Section 3. Your well-being

Table 18 (Annex 1A). Descriptive Statistics.

Item	Mean	Std. Deviation	Sample Size
TEAWELL1	9.56	1.078	34
TEAWELL2	9.82	.387	34
TEAWELL3	9.47	1.212	34
TEAWELL4	8.56	2.997	34
TEAWELL5	9.65	.884	34
TEAWELL6	9.91	.288	34
TEAWELL7	9.41	1.351	34

Table 19 (Annex 1A). Rotated Factor Matrix with SEVEN items.

Item	Factor 1	Factor 2	Factor 3
TEAWELL1	.935	-.045	.297
TEAWELL2	.031	.823	.076
TEAWELL3	.860	.328	.183
TEAWELL4	.541	-.049	.227

Item	Factor 1	Factor 2	Factor 3
TEAWELL5	.903	.171	-.156
TEAWELL6	.562	.469	-.015
TEAWELL7	.132	.081	.847

Notes: the KMO score of .61; Coefficient alpha value of this dimension is .70.

Given that the seven items were loaded onto the three factors (see Table 19– Annex 1A), we decided to discard two weakly loaded items (TEAWELL2 and TEAWELL7). The results showed that the five items were well loaded onto one factor solution (see Table 20– Annex 1A). We therefore use the items for the main study.

Table 20 (Annex 1A). Rotated Factor Matrix with FIVE items.

Item	Factor Loadings
TEAWELL1	.904
TEAWELL3	.942
TEAWELL4	.543
TEAWELL5	.870
TEAWELL6	.623

Notes: the KMO score of .74; Coefficient alpha value of this dimension is .71.

#### Section 4. Your intention to stay.

Table 21 (Annex 1A). Descriptive Statistics.

Item	Mean	Std. Deviation	Sample Size
RETEN1	9.24	2.001	34
RETEN2	9.88	.327	34

Table 22 (Annex 1A). Rotated Factor Matrix with TWO items.

Item	Factor Loadings
RETEN1	-.045
RETEN2	.045

Item	Factor Loadings
Notes: the KMO score of .50; Coefficient alpha value of this dimension is -.002.	

The results showed that the two items were weakly loaded into one factor solution (see Table 22 – Annex 1A). Its KMO and Cronbach's Alpha scores are also very low. Therefore, we modified the Likert-scale for the main study as “Very unlikely – Very likely”, rather than using “Strongly disagree – Strongly agree”, as shown below.

Teacher retention		Very unlikely			Neutral			Very likely				
1	How likely are you to stay in this school within the next two years?	0	1	2	3	4	5	6	7	8	9	10
2	How likely are you to stay in teaching profession?	0	1	2	3	4	5	6	7	8	9	10

### Section 5. Your involvement in school decision making

Table 23 (Annex 1A). Descriptive Statistics

Item	Mean	Std. Deviation	Sample Size
DECIS1	7.74	3.687	34
DECIS2	6.79	4.312	34

Table 24 (Annex 1A). Rotated Factor Matrix with TWO items

Item	Factor Loadings
DECIS1	.757
DECIS2	.757
Notes: the KMO score of .50; Coefficient alpha value of this dimension is .72.	

The results showed that the two items were loaded into one factor solution (see Table 24– Annex 1A). We therefore use the items for the main study.

Teacher involvement in decision making	
1.	I am involved in the schoolwide decision-making process
2.	I was involved in the development of the School Improvement Plan.

## Annex 1B. Student well-being survey

We received 191 students’ responses. We conducted an analysis based on this sample, as presented below. We conducted an exploratory factor analysis (EFA) using principal axis factoring to explore the underlying factor structure of seven items of student wellbeing.

**Notes: “Sad” was coded as 0; “OK” was coded as 1; and “Happy” was coded as 2.**

### Exploratory Factor Analysis with all seven items

The initial results showed that the seven items of student wellbeing were loaded onto the two factors.

Table 1 (Annex 1B). Rotated Factor Matrix with SEVEN items.

Item	Factor 1	Factor 2
Feel1	.956	-.082
Feel2	.254	.651
Feel3	.522	.354
Feel4	-.020	.224
Feel5	.125	.382
Feel6	.399	.207
Feel7	.427	.629

Notes: the KMO score of .71 is considered to be middling (Kaiser, 1974); Coefficient alpha value of the whole student wellbeing is .67.

Given that the factor loadings were not loaded onto one factor as reported in the original scale by Allen et al. (2017), we decided to discard one weak item (Feel 4). The results are shown in Table 2– Annex 1B.

### 2. Exploratory Factor Analysis with all six items (without Feel 4)

Table 2(Annex 1B). Rotated Factor Matrix with SIX items.

Item	Factor 1	Factor 2
Feel1	.076	.924
Feel2	.741	.130
Feel3	.439	.462

Feel5	.367	.083
Feel6	.234	.389
Feel7	.658	.340
Notes: the KMO score of .73 is considered to be middling (Kaiser, 1974); Coefficient alpha value of the whole student wellbeing is .70.		

The results demonstrated that the factor loadings were still poorly performed with a two-factor solution. To improve the factor loadings, we continued to exclude another weak item (Feel5). The results are illustrated in Table 3– Annex 1B.

Table 3 (Annex 1B). Rotated Factor Matrix with FIVE items.

Item	Factor Loadings
Feel1	.563
Feel2	.557
Feel3	.682
Feel6	.459
Feel7	.721
Notes: the KMO score of .71 is considered to be middling (Kaiser, 1974); Coefficient alpha value of the whole student wellbeing is .72 that is considered to be acceptable (DeVellis, 2021).	

The results indicated that all the five items were loaded onto one factor solution. Individual item loadings were considered to be acceptable in comparison with the original scale (see Allen et al., 2017). We therefore decided to use the five items for the main study, as shown in Annex 4.

## Annex 2: School leadership assessment

### Step 1: Documents, facilities, systems' availability checklist

To ensure that the time at the school is not long, it is advised that the enumerator inform the headteacher about the documents that will be needed before the school visit.

#	Documents	Availability		Quality: if available, the quality of the documents is assessed based on:			
		Available	Not available	1-Very Good	2 - Good	3- Poor	4-Very Poor
		The document is available.	The document is not developed or	Meet at least 3 criteria.	Meet at least 2 criteria.	Meet at least 1 criterion.	Do not meet any of the 4 criteria.
1	Strategic School Improvement Plan – Long Term Plan						
2	Operational School Improvement Plan – Annual School Plan						
3	Mission, Vision, and Values Documentations						
4	M&E documents for monitoring strategic and annual school plan						
5	Documents showing the school's disaggregated data						
6	The school staff and students code of conduct						
7	A document with the school regulations against child abuse						
8	Students admissions book						
9	Students' school attendance records						
10	Students attendance register						
11	Teaching and Learning timetable						
12	Inventory of teaching and learning facilities and resources'						
13	Class assessments records						
14	Extra-curricular activities' schedule						

#	Documents	Availability		Quality: if available, the quality of the documents is assessed based on:			
		Available	Not available	1-Very Good	2 - Good	3- Poor	4-Very Poor
		The document is available.	The document is not developed or	Meet at least 3 criteria.	Meet at least 2 criteria.	Meet at least 1 criterion.	Do not meet any of the 4 criteria.
15	Teachers attendance book						
16	Teachers and other staff' files						
17	Staff induction programme						
18	Lesson observations' files						
19	School budget						
20	Expenditure records and up-to-date cashbooks						
21	Minutes of all staff meetings						
22	Visitors book						

#	Facilities/ systems/ Infrastructure	Availability		Quality: If available, the quality of the Facilities/systems/Infrastructure is assessed based on: 1. <b>Standardization:</b> Is the facility/system complying with the national standards/regulations? 2. <b>Accessibility:</b> Is the facility/system accessible to all school members? 3. <b>Management:</b> is the facility/system well managed/maintained? 4. <b>Usability:</b> Is the facility used and known by school members?			
		Available	Not available	1-Very Good	2 - Good	3- Poor	4-Very Poor
		The facility/system is available.	The facility/system is not available.	Meet at least 3 criteria.	Meet at least 2 criteria.	Meet at least 1 criterion.	Do not meet any of the 4 criteria.
1	Communication Channel for child voice (suggestion box)						
2	Initiative to enhance English language proficiency						
3	A library						
4	A laboratory(ies)/ science lab kit						
5	Smart classroom						
6	Internet accessible to entire school community						
7	Regular electricity accessible to entire school community						
8	ICT devices for teachers and students						
9	Qualified ICT teacher						
10	Assistive technologies for students with special needs						
11	Facilities that cater for students and staff with special needs						
12	The school's safety materials (fire extinguishers, first aids, etc.)						
13	Girls room or girls' corner						
14	Separated toilets						
15	Sport facilities						

## **Step 2: Key Informants Interview questions (KIIs)**

To understand the school environment different actors are interviewed one group at a time. The interview takes place in a space conducive for interviews. The enumerator will focus on the interview guide questions but is free to formulate more clarifying questions. However, leading questions should be avoided. The questions are ordered by standard concerned. The questions are formulated in Kinyarwanda to ensure that the answers provided are comprehensive. The group of people to participate in the interviews are:

- A school leader (headteacher or deputy headteacher),
- One or two Primary 6 teachers,
- A new teacher (with no more than 3 years at school),
- A member of the School Executive Committee,
- Two Students (Ideally 1 male student, and/or 1 female student).

### **1. KII for School Leaders**

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#### **Standard 1- Creating strategic direction for the school**

1. How do both the school vision and mission drive school activities and decisions? Give an example of an activity.
2. What is the school doing to achieve its mission and vision?
3. Which channel did you use to communicate the school vision, mission, and core values to the school community (students, caregivers, parents, and teachers)?

Probe for:

- How effective would you rate that channel?

4. What procedures did you follow to decide on the school priorities/areas of improvement to include in the SIP?

Probe for:

- How do you use the data collected in the SIP or from other systems (SDMS, CAMIS, etc.?)
5. What kind of M&E data do you use for decision making including determining appropriate learning strategies?

Probe for:

- How is M&E done for SIP?

#### **Standard 2 - Leading learning**

1. How often do you monitor teachers' planning and curriculum coverage?

Probe for:

- How do you provide feedback as a follow up to this activity?

2. How is staff attendance and punctuality monitored in this school?

Probe for:

- Which kinds of actions do you take in response to staff lateness and absences?

3. How do you monitor students' safety?

Probe for:

- Which strategies do you have in place to deal with issues of child safety and abuse?

4. Does your school use data from the academic results' analysis reports to make learning related decisions?

Probe for:

- If yes, how is this process done?

#### **Standard 3 - Leading teaching**

1. Which formal trainings have you received that make you suitable for this leadership role in this school?
2. How is the teacher recruitment and placement process done in your school?

Probe for:

- Do all teachers at your school have the right qualifications for the subjects and level that they teach?
- Do all teachers' workload meet the national standards?

Standard 4 - Managing the school as an organization

1. How do you mobilize additional funds for the school?

Probe for:

- What source of funds did you use?
- How frequently do you mobilize funds?

2. Which strategies do you use to manage change within the school?

Probe for:

- How do you deal with resistance (if any) that comes as results of implementing changes?

Standard 5- Working with parents and wider community

1. How do you involve parents, teachers, students, and the local community to increase students' school attendance?
2. How is your home-schooling system used?

Probe for:

- Do you sometimes use it to communicate to parents about students' expectations as well as the role and responsibilities of different staff members? If yes, what does this help the school with?

3. Are there any activities done by the school to support parents and the community?

2. KIIs for primary 6 teachers
- 

Standard 1- Creating strategic direction for the school

1. How were you (as teachers) involved in the creation of the vision, mission, and core values for your school?

Probe for:

- Were the School Executive Committee members involved? How were they involved?

2. Which stakeholders was involved in the development and implementation of the SIP?

Probe for:

- How were they involved?
- As teachers how were you involved?

Standard 3 - Leading teaching

1. How do you use ICT (if available) in your classes?
2. Have you followed any training to improve your ICT skills during the past year? If yes, what kind of training?
3. To what extent are you able to follow online/remote/digital CPD?

4. At school level are there any professional development activities organised?

**Probe for:**

- Which of these activities have you attended in the last 12 months?

5. What kind of CPD activities are organized by school leaders?

**Probe for:**

- Does the HT/DHT prepare a model lesson?
- If yes, do you find those model lessons important? Describe their quality.

6. How are the recent/ current national educational policies communicated with teachers in your school?

7. How often, do you undergo the documented appraisal process of your work?

**Probe for:**

- How does this appraisal process help you?

Standard 4 - Managing the school as an organization

1. How are the stakeholders involved in the elaboration, execution, and the monitoring of the school budget?

**Probe for:**

- Can you give some examples of what your school has spent money on in the last year?
- Do you feel that your school spends the funding on the right priorities? If no, explain.

Standard 5- Working with parents and wider community

1. How does your school collaborate with community members, businesses, and other educational stakeholders to improve teaching and learning?

**Probe for:**

- Which stakeholders are involved in this process?
- How are they involved in school activities to improve teaching and learning?

Cross-cutting criteria

1. How do your school leaders monitor the learning and teaching environment?

**Probe for:**

- Can you explain the kind of activities done for teaching and then those done for learning?

2. Do you follow up on unauthorized absences and drop-outs from students?

**Probe for:**

- If yes, which follow-up strategies do you use?

3. Do you know what you have to do in the event of fire or any other emergency? If yes, explain.

**3. KIIs for Students**

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Standard 2 - Leading learning

1. Do you know what you have to do in the event of fire or any other emergency? If yes, explain.
2. Do you know what to do and who to approach in case of safety and abuse?

**Probe for:**

- If yes, please describe the process.
  - How easy is the process of reporting teachers who abuse students sexually and emotionally to the concerned authorities?
3. Is lunch provided to all students on all school days?
- Probe for:**
- How satisfying or unsatisfying is the quality of food provided?
4. What does your school do to help you improve in English language?
- Probe for:**
- To what extent are those services accessible to everyone in the school?
5. How do your teachers integrate ICT in their classes?

Cross-cutting criteria

1. Do you feel fairly treated in this school as your equal of the other gender or other student with disability? Explain your answer.
  2. What are the extra-curricular activities organized at school?
- Probe for:**
- Can you give some examples of such activities?
  - Are all students included in those activities?
  - If no, which students take part in such activities?
4. KII for a New teacher
- 

Standard 1- Creating strategic direction for the school

1. Which national educational policies do your school's core values, mission, and vision reflect?
- Probe for:
- How are these policies communicated among the school stakeholders?

Standard 2 - Leading learning

1. Can you describe the presence, visibility of school leaders in the school and classrooms?
- Probe for:
- Does he/she actively monitor the learning and teaching environments?

Standard 3 - Leading teaching

1. As new teacher, how were you inducted or introduced to the activities of this school?
- Probe for:
- How long does it last?
  - What did you benefit from the induction program?
2. How do you use structures within your school (departments, communities of practice)?
- Probe for:**
- How would you describe their accessibility to all teachers?
3. Does your school have professional development activities?
- Probe for:
- How are they organized?
  - Who attends them?
  - How would you describe their effectiveness?
5. KII for a School Executive Committee member
- 

Standard 1- Creating strategic direction for the school

1. How were you involved in the development of the school improvement plan?

Probe for:

- Could you describe the priorities included in the SIP at your school?
- How are you involved in the SIP implementation?
- How are you involved in the SIP monitoring?
- How do you use the data collected from the SIP monitoring process to hold school leaders accountable?

Standard 4 - Managing the school as an organization

1. As School Executive Committee, how do you participate in the elaboration, execution, and the monitoring of the school budget?

Probe for:

- How do you help the school in managing its finances?

Standard 5- Working with parents and wider community

1. Have you ever received training(s) from the school's leadership or any other entity explaining your roles/responsibilities?

Probe for:

- Can you please explain your roles/responsibilities as a School Executive Committee member?

### **Step 3: Indicator scoring.**

This section is filled by the enumerator after completing the key informant interviews and school and document observation.

Question	Response option
<b>PART I: Background Information</b>	
School location	
Please select the province of the school:	DROPDOWN MENU
Please select the district of the school:	DROPDOWN MENU
Please select the sector of the school:	DROPDOWN MENU
Select the name of the school:	DROPDOWN MENU
To what category does this school belong? (Select one)	<ol style="list-style-type: none"> <li>1. Pre- Primary only</li> <li>2. Pre-Primary + Primary</li> <li>3. Pre-primary + Primary + Lower Secondary</li> <li>4. Pre-primary + Primary + Gen. and Prof. Upper Secondary</li> <li>5. Pre-primary + Primary + TVET</li> <li>6. Pre-primary + Lower + Gen. and Prof. Upper Secondary</li> <li>7. Pre-primary + Primary + Lower Secondary</li> <li>8. Pre-primary + Primary + Lower + Gen. and Prof. Upper Secondary</li> <li>9. Pre-primary + Primary + Lower+ Gen. and Prof. Upper Secondary + TVET</li> <li>10. Primary only</li> <li>11. Primary + Lower Secondary</li> <li>12. Primary + TVET</li> <li>13. Primary + Lower + Gen. and Prof. Upper Secondary</li> <li>14. Primary + Lower Secondary + TVET</li> <li>15. Primary + Lower + Gen. and Prof. Upper Secondary + TVET</li> <li>16. Lower Secondary only</li> <li>17. Lower + Gen. and Prof. Upper Secondary</li> <li>18. Lower Secondary + TVET</li> <li>19. Lower + Gen. and Prof. Upper Secondary</li> <li>20. Gen. and Prof. Upper Secondary only</li> <li>21. Gen. and Prof. Upper Secondary + TVET</li> </ol>

Question	Response option
	22. All level included (Pre-primary, Primary and Secondary) 23. TVET 24. Other (Specify)
What is the status of this school? (Select one)	1. Public school 2. Private school 3. Government aided school.
<b>Information on the Interviewed school members</b>	
Did you interview the head Teacher or Deputy Head Teacher?	1. Headteacher 2. Deputy headteacher 3. Both
<b>Please fill-in the information of the HT interviewed:</b>	
Name	TEXT
Have you participated in any professional development programmes related to your role as a headteacher within the last year (12 months)?	1. Yes 2. No
If yes, what was the programme about?	TEXT
Number of years working at the school.	NUMBERS
Sex	1. Female 2. Male 3. Prefer not to say
<b>Please fill-in the information of the DHT interviewed:</b>	
Name	TEXT
Have you participated in any professional development programmes related to your role as a headteacher within the last year (12 months)?	1. Yes 2. No
If yes, what was the programme about?	TEXT
Number of years working at the school.	NUMBERS
Sex	1. Female 2. Male 3. Prefer not to say
<b>Please fill-in the information of the teacher(s) interviewed</b>	
Name	TEXT
Number of years working at the school.	NUMBERS
Do you have any leadership function at school?	1. School based Mentor (SBM) 2. School Subject Leader (SSL) 3. Teacher representative 4. None (I do not have a leadership position at this school) 5. Other (specify)
Sex	1. Female 2. Male

Question	Response option
	3. Prefer not to say
<b><i>Please fill-in the information of the student(s) interviewed</i></b>	
What is your current class level?	<ol style="list-style-type: none"> <li>1. Primary 1</li> <li>2. Primary 2</li> <li>3. Primary 3</li> <li>4. Primary 4</li> <li>5. Primary 5</li> <li>6. Primary 6</li> <li>7. Secondary 1</li> <li>8. Secondary 2</li> <li>9. Secondary 3</li> <li>10. Secondary 4</li> <li>11. Secondary 5</li> <li>12. Secondary 6</li> </ol>
Do you have any leadership function at school?	<ol style="list-style-type: none"> <li>1. Class representative</li> <li>2. Head Girl/Boy</li> <li>3. Other (specify)</li> </ol>
Sex	<ol style="list-style-type: none"> <li>1. Female</li> <li>2. Male</li> <li>3. Prefer not to say</li> </ol>
<b><i>Please fill-in the information of the New Teacher interviewed:</i></b>	
Name	TEXT
Number of years working at the school.	NUMBERS
Do you have any leadership function at school?	<ol style="list-style-type: none"> <li>1. School based Mentor (SBM)</li> <li>2. School Subject Leader (SSL)</li> <li>3. Teacher representative</li> <li>4. None (I do not have a leadership position at this school)</li> <li>5. Other (specify)</li> </ol>
Sex	<ol style="list-style-type: none"> <li>1. Female</li> <li>2. Male</li> <li>3. Prefer not to say</li> </ol>
<b><i>Please fill-in the information of the School Executive Committee member interviewed:</i></b>	
Name	TEXT
Role in the committee	<ol style="list-style-type: none"> <li>1. President</li> <li>2. Chairperson</li> <li>3. Member</li> <li>4. Teachers' representative</li> <li>5. Vice-President</li> <li>6. Advisor</li> </ol>

Question	Response option
	7. Vice-Chairperson 8. Secretary 9. Auditor 10. Other (Specify)
How long has this member been in this role, in the committee?	NUMBERS
Sex	1. Female 2. Male 3. Prefer not to say

Indicator on teacher and students	
Total number of teachers <i>(Please count the number of teachers active in the school during the 2023/24 school year.) Add 9997 if not relevant and 9999 if not available</i>	
Nursery level	
Primary level	
Secondary level	
Turnover rate of teachers <i>(Is the percentage of teachers who left the school over the 2023/24 school year. For example, if you started with 40 teachers and you finished the year with only 32 (8 left), the turnover rate will be: <math>[(8 / [(40+32)/2]) * 100] = 22.2\%</math>). Add 9997 if not relevant and 9999 if not available</i>	
Nursery level	
Primary level	
Secondary level	
Total number of students <i>[Please count the number of students that registered in the school during the 2023/2024 school year.] Add 9997 if not relevant and 9999 if not available</i>	
Nursery level	
Primary level	
Secondary level	
Students' attendance rate <i>[Is the percentage of the students that are physically present in school on average in the school year 2023/24. For example, if in 2023/24 we have 270 days of studying and that on average students in primary level were present for 245 days, then the attendance rate in primary is: <math>[(245/270) * 100 = 90.7\%]</math> Add 9997 if not relevant and 9999 if not available</i>	
Nursery level	
Primary level	
Secondary level	
Students' dropout rate <i>[Is the percentage of students enrolled in each level in 2023/24, who are no longer enrolled. For example, if you had 50 students in nursery and 5 of them are no longer enrolled in 23/24 and did not go to another school. The dropout rate in nursery is: <math>[(50 - 45)/50] * 100 = 10\%</math>] Add 9997 if not relevant and 9999 if not available</i>	
Nursery level	

Primary level	
Secondary level	

## Part II: Indicators

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### Scoring Codes:

0. School does not meet indicator: School Leader's practices are minimal or almost non-existent or having an adverse impact on the school.
1. School only partially meets indicator: School leader's practices are evident, but neither sufficient nor consistent. The level of performance is below expectation.
2. School meets indicator: School leader's practices are relevant and appropriate to quality work. Performance matches with expected levels of performance
3. School exceeds indicator: School leader is self- initiating, exceeds expectations, has insightful grasp of the effective school leadership and is a model for other leaders.
4. Not Applicable (NA): Not applicable meaning that the assessor/facilitator did not find enough evidence to conclude on the indicator.

5.

S/N	Indicators	0	1	2	3	N/A
<b>1. Creating strategic direction for the school</b>						
1.1	<b>School vision, mission, and core values</b>					
1.1.1	The school has a clearly stated and realistic educational mission, vision, and core values					
1.1.2	The mission, vision, and core values reflect the national purpose of education in Rwanda and are aligned with national planning goals.					
1.1.3	The mission, vision and core values are appropriate to the context of the school and the needs of its students.					
1.1.4	The school has considered the views of the school community in developing the school vision, mission, and core values.					
1.1.5	The school has communicated its vision, mission, and core values to the community					
1.1.6	School leaders can explain what the school is doing to achieve its mission, vision, and core values.					
1.2	<b>Strategic planning</b>					
1.2.1	The school analyses data to identify areas for improvement and includes these in the SIP.					
1.2.2	The School Executive Committee members actively participate in developing the school improvement plan.					
1.2.3	Stakeholders are aware of the School Improvement Plan and intend to implement it.					
1.2.4	The school monitors and evaluates the implementation of its improvement plan.					
1.2.5	The SIP includes a strategy for school-wide integration of digital technologies and their effective use in teaching and learning					
<p><b>Please list, in English, sources of evidence used to score indicators in this section.</b>  <i>Note: Sources of evidence can be from interviews, observations, and documents. Please be as specific as possible.</i></p> <p>.....</p> <p>.....</p>						
<p><b>Please provide in English key points explaining the reasons for the scores provided on this section.</b>  <i>Please be as specific and factual as possible.</i></p> <p>.....</p> <p>.....</p>						

S/N	Indicators	0	1	2	3	N/A
<b>2. Leading Learning</b>						
<b>2.1</b>	<b>Leadership for learning</b>					
2.1.1	The school leader is active in the school on most working days.					
2.1.2	The school leader demonstrates good relationships with students, teachers, parents, and community.					
2.1.3	The school leader keeps record of students' learning progress and uses them to improve the quality of education provided.					
2.1.4	The school leader monitors teachers' planning and curriculum coverage and provides oral and written feedback as appropriate.					
2.1.5	The school leader monitors staff attendance and punctuality and acts as necessary.					
2.1.6	The school has a comprehensive record of trends in students' admissions (including birth dates), attendance and punctuality, and uses these to safeguard children.					
2.1.7	The school sets a high priority on regular attendance and follows up on unauthorised absences and drop out.					
2.1.8	The school uses data in the SIP or other systems to address repetition, drop-out and equity gaps in learning outcomes					
<b>2.2</b>	<b>Care and welfare of students</b>					
2.2.1	Students' safety is monitored, with particular attention to those who are most at risk.					
2.2.2	All rooms provide a clear passage for exit in case of emergency					
2.2.3	Students and staff know what to do in the event of fire, flood, or other emergencies.					
2.2.4	Students know which staff member to approach if they are concerned about safety or abuse.					
2.2.5	Teachers who abuse children physically, emotionally, or sexually are reported to appropriate authorities.					
2.2.6	The school has clear strategies for dealing with issues of child safety and abuse in the school, community, staff, students, and parents know how to apply them.					
2.2.7	Lunch is provided for all students at school as per the school feeding programme.					
2.2.8	The school involves all students in educational and co-curricular activities					
<p><b>Please list, in English, sources of evidence used to score indicators in this section.</b>  <i>Note: Sources of evidence can be from interviews, observations, and documents. Please be as specific as possible.</i></p> <p>.....</p> <p>.....</p>						
<p><b>Please provide in English key points explaining the reasons for the scores provided on this section.</b> <i>Please be as specific and factual as possible.</i></p> <p>.....</p> <p>.....</p>						

3. Leading Teaching						
S/N	Indicators	0	1	2	3	N/A
<b>3.1</b>	<b>Staff supervision and support</b>					
3.1.1	School leaders regularly observe lessons, record their findings, and provide oral and written feedback to teachers.					
3.1.2	All teaching staff undergo regular documented appraisals of their work which focus on strengths, areas for improvement and actions to improve their skills.					
3.1.3	Teaching staff have engaged in continuous professional development relevant to the needs of their students and school improvement priorities.					
3.1.4	The head teacher and DoS prepare model lessons.					
3.1.5	New teaching staff undergo at least a year-long induction program into their roles and responsibilities.					
3.1.6	The head teacher and DoS have received training relevant to their management responsibilities.					
3.1.7	The school has sufficient qualified staff to teach classes and carry out management tasks.					
3.1.8	Teachers are allocated to classes and departments based on their competences, experience, and the needs of learners.					
3.1.9	Teachers are on time for school and classes and are rarely absent.					
3.1.10	The teachers' workload meets national standards. (max. 35 hours per week)					
<b>3.2</b>	<b>Other Supporting structures</b>					
3.2.1	Structures (departments, communities of practice) are accessed by all teachers in the school					
3.2.2	Initiatives to enhance English language proficiency are accessible to different school stakeholders (school leaders, teachers, students, administrative staff)					
3.2.3	ICT facilities are used by teachers and students for teaching and learning activities					
3.2.4	The school facilitates the participation of teachers in online/digital/remote CPD					
3.2.5	Teachers participate in CPD that helps them improve their digital literacy skills					
<p><b>Please list, in English, sources of evidence used to score indicators in this section.</b>  <i>Note: Sources of evidence can be from interviews, observations, and documents. Please be as specific as possible.</i></p> <p>.....</p> <p>.....</p>						
<p><b>Please provide in English key points explaining the reasons for the scores provided on this section.</b>  <i>Please be as specific and factual as possible.</i></p> <p>.....</p> <p>.....</p>						

4. Managing the school as an organisation						
S/N	Indicators	0	1	2	3	N/A
<b>4.1</b>	<b>Financial Management</b>					
4.1.1	Budgeting is realistic and reflects current priorities and plans for improvement.					
4.1.2	The School Executive Committee plays an active role in management of school finances.					
4.1.3	Expenditure records and cashbooks are well kept, up to date, comprehensive, systematic, and accurate.					
4.1.4	The school has secured income from sources other than the capitation grant from the Government or school fees from parents.					
<b>4.2</b>	<b>Management of learning resources</b>					
4.2.1	Learning materials are well organised and properly displayed.					
4.2.2	Learning resources are kept securely and are easily accessible during lessons.					
4.2.3	Writing boards are in good condition and can be clearly seen by all students.					
4.2.4	Textbooks are well cared for, and the books record is up to date.					
<b>4.3</b>	<b>Supportive element</b>					
4.3.1	Changes within the school are properly introduced and resistance is effectively dealt with.					
<p><b>Please list, in English, sources of evidence used to score indicators in this section.</b></p> <p><i>Note: Sources of evidence can be from interviews, observations, and documents. Please be as specific as possible.</i></p> <p>.....</p> <p>.....</p>						
<p><b>Please provide in English key points explaining the reasons for the scores provided on this section.</b></p> <p><i>Please be as specific and factual as possible.</i></p> <p>.....</p> <p>.....</p>						

5. Working with Parents and Wider community						
S/N	Indicators	0	1	2	3	N/A
5.1	<b>School Governance</b>					
5.1.1	The School Executive Committee members have received training and members have a good understanding of their roles and responsibilities					
5.1.2	School Executive Committee members monitor the implementation of planned activities in the SIP and hold school leaders accountable.					
5.1.3	The structure of the School Executive Committee conforms to statutory requirements.					
5.1.4	School Executive Committee meetings are conducted, and their minutes are available.					
5.1.5	Data on School Executive Committee membership and attendance in School Executive Committee meetings is disaggregated by gender and disability.					
5.2	<b>Partnership with parents and the community</b>					
5.2.1	Parents and community members visit the school and are welcome.					
5.2.2	Parents are given feedback on their children’s progress in a language they can understand and practical advice on how they can support their learning and keep them in school.					
5.2.3	The school communicates its expectations of students’ achievement, attendance, completion, and behaviour to parents in a language they can understand.					
5.2.4	Parents are involved in activities organized by the school.					
5.2.5	The school communicates to parents the roles and responsibilities of staff, students, and governing body in a language they can understand.					
5.2.6	The school is involved in some activities to support the community.					
<p><b>Please list, in English, sources of evidence used to score indicators in this section.</b></p> <p><i>Note: Sources of evidence can be from interviews, observations, and documents. Please be as specific as possible.</i></p> <p>.....</p> <p>.....</p>						
<p><b>Please provide in English key points explaining the reasons for the scores provided on this section.</b></p> <p><i>Please be as specific and factual as possible.</i></p> <p>.....</p> <p>.....</p>						

6. Crosscutting criteria						
S/N	Indicators	0	1	2	3	N/A
6.1	<b>School Environment</b>					
6.1.1	Sports facilities are available and appropriate to the needs of all learners.					
6.1.2	Classrooms are of an adequate size for the number of students and are clean, safe, well-ventilated, and well lit.					
6.1.3	Students and staff have access to an adequate and clean supply of water at all times.					
6.1.4	The school has a girls' room with sufficient equipment to meet their needs.					
6.1.5	Latrines are sufficient in number, ensure privacy with consideration of gender and disability, are clean and hygienic, and have hand-washing facilities.					
6.1.6	The school has adequate and reliable ICT infrastructure which enables and facilitates innovative teaching, learning and assessment practices					
6.1.7	The school treats all students fairly with regard to gender, disability, and learning needs.					
6.1.8	The school has taken steps to make its buildings and facilities accessible to all students.					
<p><b>Please list, in English, sources of evidence used to score indicators in this section.</b></p> <p><i>Note: Sources of evidence can be from interviews, observations, and documents. Please be as specific as possible.</i></p> <p>.....</p> <p>.....</p>						
<p><b>Please provide in English key points explaining the reasons for the scores provided on this section.</b></p> <p><i>Please be as specific and factual as possible.</i></p> <p>.....</p> <p>.....</p>						

## Annex 3: Teacher Questionnaire

### Introduction

Hello!

You are cordially invited to respond to this questionnaire.

The questionnaire is part of a research study to understand the possible impacts of a professional development programme for school leaders on school leadership practices, teachers and teaching outcomes, and student learning. This research is part of a programme implemented by the Rwanda Basic Education Board (REB), the National Examination and School Inspection Authority (NESIA), the University of Rwanda - College of education (URCE) and VVOB. The research is being led by Durham University and VVOB.

- All information that is collected in this study will be treated **confidentially**.
- Your participation is **voluntary**, and you may withdraw at any time. If you agree to take part in the survey, tick ✓ in the circle below:

Yes, I agree to take part in this survey.	<input type="radio"/>
---	-----------------------

- Your answers are very important for this research. This is not a test, so there are no right or wrong answers. We are mostly interested in your opinion, experiences, and perceptions.
- The questionnaire has 6 sections. It should take appropriately **30 minutes** to complete this questionnaire.
- You can answer in **Kinyarwanda or in English**. If you do not know how to do it, please ask the enumerator for guidance.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the most appropriate answer.
- When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or study, you can reach us by using the following contact details.
- Before you submit the questionnaire, make sure to answer **all** questions. Please try to answer all questions.

**Thank you very much for your participation!**

### Section 1: Your professional knowledge and practice.

In this section, we are keen to understand your professional knowledge and practice. Please tell us the extent to which you agree with each of the statements below. Please indicate on a scale of **0 (strongly disagree)** to **10 (strongly agree)**.

#	Statements	Strongly Disagree					Neutral					Strongly Agree
			1	2	3	4		5	6	7	8	
1.	I use a variety of instructional strategies to cater for my student's learning needs.	0	1	2	3	4	5	6	7	8	9	10
2.	I give tasks that require students to think critically.	0	1	2	3	4	5	6	7	8	9	10
3.	I integrate ICT into the teaching and learning process.	0	1	2	3	4	5	6		8	9	10
4.	I find it challenging to engage my students in the lesson.	0	1	2	3	4	5	6	7	8	9	10
5.	My subject knowledge in the subject(s) I teach has been enhanced over the past year.	0	1	2	3	4	5	6	7	8	9	10
6.	I know where to find professional sources to improve my subject knowledge.	0	1	2	3	4	5	6	7	8	9	10
7.	I analyse students' data to guide my instructional planning.	0	1	2	3	4	5	6	7	8	9	10
8.	I need more professional support in planning lessons for students with various learning needs.	0	1	2	3	4	5	6	7	8	9	10
9.	I develop and use a variety of assessment strategies to assess student learning holistically.	0	1	2	3	4	5	6	7	8	9	10
10	I align assessment tasks and strategies to unit learning outcomes and content.	0	1	2	3	4	5	6	7	8	9	10
11	I use learning assessment data to adjust my teaching strategies.	0	1	2	3	4	5	6	7	8	9	10
12	I often find it difficult to quieten down students at the start of each lesson. / <i>[Note: You may be currently teaching in more than one class, but here we are asking you about your general classroom experience.]</i>	0	1	2	3	4	5	6	7	8	9	10
13	I tend to lose quite a lot of time because of students interrupting the lesson. <i>[Note: You may be currently teaching in more than one class, but here we are asking you about your general classroom experience.]</i>	0	1	2	3	4	5	6	7	8	9	10
14	There is often much disruptive noise in my classroom. <i>[Note: You may be currently teaching in more than one class, but here we are asking you about your general classroom experience.]</i>	0	1	2	3	4	5	6	7	8	9	10

### Section 2: Your job satisfaction.

In this section, we are keen to understand **your feelings towards your job**. Please tell us the extent to which you agree with each of the statements below. Please indicate on a scale of **0 (strongly disagree)** to **10 (strongly agree)**.

#	Statements	Strongly Disagree					Neutral					Strongly Agree
			1	2	3	4		5	6	7	8	
15	I find fulfilment in what I do at work.	0	1	2	3	4	5	6	7	8	9	10
16	I am happy to do the work entrusted to me.	0	1	2	3	4	5	6	7	8	9	10
17	I feel that my contributions are appreciated.	0	1	2	3	4	5	6	7	8	9	10
18	In general, I like working at this school.	0	1	2	3	4	5	6	7	8	9	10
19	All in all, I am satisfied with my job.	0	1	2	3	4	5	6	7	8	9	10

**Section 3. Your well-being.**

*In this section, we are keen to understand about **your well-being**. Please tell us the extent to which you agree with each of the statements below. Please indicate on a scale of **0 (strongly disagree) to 10 (strongly agree)**.*

#	Statements	Strongly Disagree					Neutral					Strongly Agree
20	I have been feeling optimistic about my job.	0	1	2	3	4	5	6	7	8	9	10
21	I have been feeling relaxed in my school.	0	1	2	3	4	5	6	7	8	9	10
22	I have been dealing with problems well in my school.	0	1	2	3	4	5	6	7	8	9	10
23	I have been thinking clearly at work.	0	1	2	3	4	5	6	7	8	9	10
24	I have been feeling close to my colleagues.	0	1	2	3	4	5	6	7	8	9	10

**Section 4. Your intention to stay.**

*In this section, we are keen to understand **your intention to stay in your current school and teaching profession**. Please tell us **how likely you are to stay your school and teaching profession**. Please indicate on a scale of **0 (Not likely at all) to 10 (Very likely)**.*

#	Statements	Very unlikely					Neutral					Very likely
25	How likely are you to stay in this school within the next two years?	0	1	2	3	4	5	6	7	8	9	10
26	How likely are you to stay in teaching profession within the next two years?	0	1	2	3	4	5	6	7	8	9	10

**Section 5. Your involvement in school decision making.**

*In this section, we are keen to understand **your actual involvement in decision making in your school**. Please tell us the extent to which you agree with each of the statements below. Please indicate on a scale of **0 (strongly disagree) to 10 (strongly agree)**.*

#	Statements	Strongly Disagree					Neutra					Strongly Agree
27	I am involved in the schoolwide decision-making process.	0	1	2	3	4	5	6	7	8	9	10
28	I was involved in the development of the School Improvement Plan.	0	1	2	3	4	5	6	7	8	9	10

## Section 6. Your background.

In this section, we are keen to understand about your background. Please select the option that best represents the demographic information about yourself.

#	Question	Response option
29.	In which province is your current school located?	DROPDOWN MENU
30.	In which district is your current school located?	DROPDOWN MENU
31.	In which sector is your current school located?	DROPDOWN MENU
32.	What is the name of your school?	DROPDOWN MENU
33.	What is your name	TEXT
34.	What was your sex assigned at birth	0. Male 1. Female 2. Prefer not to say
35.	What is your age group?	1. 18 to 24 2. 25 to 34 3. 35 to 44 4. 45 to 54 5. 55 to 64 6. 65 or over
36.	When did you join the teaching profession? <i>An approximate year is sufficient. Please write in a number. [For example, 2015.]</i>	NUMBER
37.	How long have you worked in this school?	1. Less than 2 years 2. 2 to 5 years 3. 6 to 10 years 4. 11 to 15 years 5. 16 to 20 years 6. 21 to 25 years 7. More than 25 years
38.	What is your highest educational qualification? <i>(Please write the highest degree you have; it doesn't need to be the one use for your salary base)</i>	1. Secondary school (A2) 2. Diploma (A1) 3. Bachelor's degree (A0) (BA, BSc) 4. Post-Graduate Diploma in Education 5. Master's degree 6. Any other specify
39.	Is your education level mentioned above in education?	1. Yes 2. No
40.	Which grade are you currently teaching? (You can select all relevant option)	1. Primary 1 2. Primary 2 3. Primary 3 4. Primary 4

#	Question	Response option
		5. Primary 5 6. Primary 6 7. Secondary 1 8. Secondary 2 9. Secondary 3 10. Secondary 4 11. Secondary 5 12. Secondary 6
41.	How long have you been continually teaching in this grade? <i>(If you teach in more than one grade, please consider the grade in which you taught the longest)</i>	1. Less than 1 year 2. 1 to 2 years 3. 3 to 5 years 4. More than 5 years
42.	Which subject(s) are you currently teaching? <i>(You can select more than one subject)</i>	1. Ikinyarwanda 2. English 3. Kiswahili 4. French 5. Social Studies and Religious Studies 6. Science and Elementary Technology (SET) 7. Creative Arts (Fine Arts & Crafts and Music) 8. Physical Education and Sports (PES) 9. Mathematics 10. Chemistry 11. Biology 12. Physics 13. History 14. Geography 15. General studies and communication skills 16. Entrepreneurship 17. Computer Science 18. Other, please specify.
43.	In the school do you have any leadership positions?	1. School based Mentor (SBM) 2. School Subject Leader (SSL) 3. Teacher representative 4. None (I do not have a leadership position at this school) Other (specify)
44.	Have you checked your own answers?	1. No 2. Yes

**The end of the questionnaire.  
Thank you very much for your participation.!**

## ***Annex 4: Survey of student well-being.***

**Student ID (*Enumerator to assign the ID of the questionnaire for this student*):**

Hello!

You are invited to take part in a research project to help improve your school.

- This survey will take **no more than 10 minutes** to complete.
- Your answers are very important to us.
- This is not a test. We are mostly interested in your opinions.
- There are no right or wrong answers. If you are unsure, please choose the answer which is most relevant to you.
- Your participation is voluntary. If you agree to take part in the survey, tick ✓ in the circle below:

<ul style="list-style-type: none"><li>• Yes, I agree to take part in this survey.</li></ul>	<input type="radio"/>
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- Your answers in the questionnaire will be kept private. This means your responses will not be shared with your teachers and other staff members at school. Only the research team can see your responses to this survey. You will not be named in any report that we will publish from this research.
- If there is anything about the questionnaire that is not clear or if you would like more information, please ask the person who gave you this questionnaire.

Before you continue, please ensure you have ticked ✓ in the circle above.

**Section 1: Background information**

1. In which province is your current school located? \_\_\_\_\_
2. In which district is your current school located? \_\_\_\_\_
3. In which sector is your current school located? \_\_\_\_\_
4. What is your school's name? \_\_\_\_\_
5. What is your current class level? Please tick  the appropriate answer.
  - Primary 1
  - Primary 2
  - Primary 3
  - Primary 4
  - Primary 5
  - Primary 6
6. What was your sex assigned at birth? Please tick  the appropriate answer.
  - Male
  - Female
  - Prefer not to say.
7. What is your age? Please write a number \_\_\_\_\_

**Section 2: How I feel about my school**

When answering these questions, please reflect on how you feel most of the days when you go to school or when you are in the classroom. Please tick ✓ the circle down to the face that shows how you feel.

	Question	Happy	Ok	Sad
				
8.	On my way to school I feel...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	When I am in the classroom, I feel...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	When I am doing my schoolwork, I feel...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	When I think about my teacher, I feel...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	When I think about school, I feel...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Before you submit the questionnaire, make sure you have answered all questions.**

**End of the survey.**

**Thank you very much for your participation**



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