



Teacher Training College CBC Support Project Endline Report

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Summary

Help a Child (HaC) Rwanda began actively working since 2016 to support the process of revising the Teacher Training College (TTC) curriculum to become competence-based and align with the CBC introduced in pre-primary and primary schools in 2015. After assisting with the curriculum writing process in 2016, HaC Rwanda designed a project to provide long-term support to a small number of TTCs in order to pilot interventions that would increase the quality of curriculum delivery and result in graduates who possess the desired teacher competencies. Individual Early Childhood Education (ECE) Mentors were recruited and placed at 3 targeted TTCs: Mwezi (Nyamasheke District), Nyamata (Bugesera District), and Bicumbi (Rwamagana District). Their role was to provide day-to-day coaching to tutors and facilitate the TTC to link more closely with nearby schools. The ECE Mentors were imbedded in these TTCs from mid-October 2017 until December 2019, for two full academic years.

To generate evidence of change as a result of the intervention, HaC Rwanda collected information from various stakeholders at each project TTC in February 2018. HaC did the survey jointly with staff from the University of Rwanda College of Education and Rwanda Education Board. This process of data collection was repeated using the same tools in February 2019 and February 2020, in order to identify where changes had occurred by comparing the datasets. During each round of annual data collection, 4 lesson observations were conducted and the same 4 tutors observed were also interviewed at each TTC. An interview was also done with the TTC administration (Principal or Dean of Studies) and 2 focus group discussions (FGDs) were held with 2 randomly sampled cohorts of students from Early Childhood and Lower Primary Education option (done separately).

The observation tool looked at 4 elements of effective teaching and the same structure was used to design the interview and FGD tools. This was done to enable triangulation of information and comparison between stakeholder groups on the same issues. Each section of the interview tool had a mixture of rating questions (using 1-4 scale, same as the observation form), open questions, and agree/disagree questions. The questions for the FGD were compound questions meant to spark discussion and elicit information, not necessarily to be answered exactly. For each section, however, students were also asked to give a rating on a scale of 1-4. The elements of effective teaching examined across all tools are listed below:

1. Learner-centered methodology & competence-based approach
2. Use of materials
3. Positive discipline
4. Achievement of objectives

In 2018, key findings that came out of the baseline data analysis were shared back to TTCs and targeted during trainings. These included the following:

- Stakeholders viewed the current reality differently. Tutors and administrators rated themselves quite highly in all areas, in contrast to the students and observation scores, which were also aligned but much lower.
- The lowest rating for all stakeholders was related to *use of materials*.
- The gaps were mostly in *practice* and not knowledge or attitudes.
- Significant difference existed between the TTCs with Nyamata having the most gaps.

In 2019, there were definite improvements which were found, yet the same key concerns highlighted above remained. Some of the differences noted in the midline dataset included:

- An increase in tutor skills was seen in classroom observations as well as increased knowledge noted during interviews.
- In some cases, tutors and administrators gave a more honest self-assessment and a lower rating than previously given. This showed they have become slightly more aware of their own gaps.
- Administrators reported being more active in monitoring classroom practices and following up on student progress.

- Student ratings did not improve. In fact they went down, unlike observation scores which went up. This indicated that tutors were not employing true student-centered, responsive teaching regularly enough to meet their needs.

Since HaC Rwanda's intensive support for TTC curriculum implementation ended with the closing of the 2019 academic year, the measurement in 2020 serves as an endline study. This measure gives a picture not only of how much change was achieved but also how positive changes are being sustained, since the new academic year started without any intensive support from HaC Rwanda's team and the data was collected ~6 weeks into the school year. Comparative analysis of the 2020 dataset revealed again that positive changes were observed in classroom practices. This was seen through an increase in average observation scores for all four elements of effective teaching that were measured. Three of the four elements had average scores of above 3.0, with *use of materials* as the exception (2.87 average). The greatest gains, both when comparing to baseline and midline measures, were made in *use of materials* and *achievement of objectives*. Consistent with other years, *positive discipline* had the highest average scores (3.27 average) but there was very little improvement from midline (+0.05).

Differences between stakeholder groups' perceptions remained in 2020, though the pattern was not exactly the same. Tutors self-ratings were the highest in all aspects, same as previous years, but the administrators did not share the tutors' perspective anymore, particularly related to *learner-centered methodology* and *use of materials* where administrators gave the lowest rating of all the stakeholders. This was a change from previous years but made administrators much more aligned with students. The only aspect which all stakeholders rated similarly was *positive discipline*. Related to *achievement of objectives* students gave the lowest rating, followed by observers.

Comparative analysis of the 2020 dataset additionally revealed that the differences between the TTCs seen at baseline and midline shifted slightly but the data consistently showed that TTC Nyamata has the greatest gaps. Previously TTC Nyamata was the weakest by far in *use of materials* but not so far behind in other aspects. At the endline measure, however, observation scores TTC Nyamata were the lowest in all lesson elements and showed very little improvement compared to midline, except regarding *use of materials*. Consistent with other years, at endline, the discrepancy between tutors' ratings and students' ratings was greatest at TTC Nyamata. Of the three project TTCs, Nyamata was disadvantaged by the fact that the ECE Mentor assigned to them changed for the second year, due to HaC Rwanda starting a new ECD project in the area which required experienced staff. This change of personnel likely made it more difficult for TTC Nyamata to build on gains made in the first year since tutors had to start over establishing trust with the new Mentor.

Relating to knowledge and attitude questions, in general, the greatest gains were seen in the first year. The exception was related to tutors' understanding of the difference between equity and equality. By endline, only 1 tutor agreed with the statement "*For a classroom to be inclusive, all students must be treated the same,*" reduced from 3 tutors at midline and 5 at baseline. Another statement that showed significant change was agreement with "*I have a textbook for my subject,*" which increased from 1 to 9 tutors (82%). Even the 2 tutors who didn't respond affirmatively to the direct question mentioned using the soft copy textbook elsewhere in the interview. Rwanda Education Board developed textbooks for TTCs throughout 2019 and HaC Rwanda staff participated in textbook development for some subjects. Printed books were not yet made available at the time of data collection but soft copies were given to tutors to use and it was repeatedly mentioned in interviews as a key resource that tutors find very helpful. In large part due to REB's efforts, but also Help a Child's guidance, tutors' ratings in response to the question "*To what extent do you feel you have the **support and resources you need** to implement the new TTC curriculum*" increased incrementally year by year (2.08 to 2.46 to 2.73) though still ending below 3.0. Discussions at the end of interviews revealed that tutors were valuing the mentorship they received from Help a Child's ECE Mentors more than before, after it had ended.

In summary, the results of this endline assessment reveal that many positive changes took place, during HaC Rwanda's two-year TTC project. Most promising are the gains in tutor skills that were seen in classroom observations as well as administrators' increased awareness of the gaps that demand

attention. The evidence gathered also shows, however, that there is more work to be done for these TTCs to reach expected standards, but certainly also confirms that the intervention made a positive impact. Help a Child should continue to provide technical support to REB so that TTCs get the follow up resources and support that they need, now that HaC Rwanda's day-to-day support has ended.

Abbreviations and Acronyms

CBC	Competency Based Curriculum
CPD	Continuous Professional Development
DoS	Dean of Studies
ECD	Early Childhood Development
ECE	Early Childhood Education
ECLPE	Early Childhood and Lower Primary Education (TTC option)
FGD	Focus Group Discussion
GoR	Government of Rwanda
HaC	Help a Child
JICA	Japan International Cooperation Agency
LE	Language Education (TTC option)
MINEDUC	Ministry of Education
NGO	Non-Governmental Organisation
REB	Rwanda Education Board
SBI	School-based In-service training
SME	Science and Mathematics Education (TTC option)
SSE	Social Studies Education (TTC option)
TRC	Teacher Resource Center
TTC	Teacher Training College
UR-CE	University of Rwanda College of Education
VSO	Voluntary Service Overseas (UK based NGO)
VVOB	Flemish Association for Development Cooperation and Technical Assistance

Introduction and Purpose of Research

Help a Child, an international NGO based in the Netherlands, identified Early Childhood Development (ECD) as a priority area in its 2016-2020 strategy. In Rwanda, Help a Child (HaC) works across three districts, through local NGO partners, and carries out holistic, community development interventions which include ECD activities. In addition to community-based programming, HaC Rwanda is also engaged at national level to strengthen systems and build capacity relative to early childhood issues.

As a result, in 2016, HaC Rwanda started working to support the University of Rwanda College of Education (UR-CE) in the process of revising the Teacher Training College (TTC) curriculum to become competence-based and align with the competence-based curriculum (CBC) recently introduced in pre-primary and primary schools. This was also an opportunity to strengthen the curriculum for the early childhood education certification option, which TTCs began offering in 2013. After assisting with the curriculum writing process, HaC Rwanda designed a project to provide long-term support to a small number of TTCs in order to pilot interventions that would increase the quality of curriculum delivery and result in graduates who possess the desired teacher competencies. There were 2 overarching objectives of the project:

1. *Increase the capacity of tutors teaching the Early Childhood and Lower Primary Education (ECLPE) option to implement the competence-based curriculum using interactive teaching methods*
2. *Utilize the resources and expertise of the TTC to increase the capacity of in-service pre-primary/lower primary teachers along with ECD caregivers to employ ECE methodologies*

When considering which TTCs to select for this pilot project, districts where HaC Rwanda's partners are already implementing community-based programs were prioritized in combination with a request from URCE to support the newest TTCs. This resulted in selection of the following 3 TTCs: Mwezi (Nyamasheke District), Nyamata (Bugesera District), and Bicumbi (Rwamagana District). TTC Nyamata and TTC Mwezi are new, having been established in 2015, whereas TTC Bicumbi has been around since the 1980s. Besides being located in a district where HaC Rwanda implements community programming, TTC Bicumbi was proposed to enable comparison between new and old TTCs. Initial visits to these TTCs in January 2017 confirmed that they were suitable and welcomed the intervention.

A partnership agreement was signed between HaC Rwanda and the three TTCs describing HaC Rwanda's commitment to provide individual ECE Mentors who would be embedded in the host TTCs from late October 2017 through the end of 2019. The role of the ECE Mentors was to achieve the aforementioned objectives by providing day-to-day coaching to tutors and facilitating the TTC to link more closely with nearby schools. It should be noted that TTC Nyamata had two individuals who served as ECE Mentors over the life of the project, due to HaC Rwanda starting up a new ECD project in Bugesera District which required experienced staff. The other project TTCs had the same ECE Mentor both years. In addition to the intensive support provided to the 3 targeted TTCs, the project design also included support for all 16 TTCs through periodic national-level trainings and resource development. This national-level support was informed by the experience on the ground at the project TTCs to ensure the content was needs-based and appropriate for the context.

Though preliminary information was gathered from the project TTCs in January 2017, in order for HaC Rwanda to generate evidence of change as a result of the intervention, more complete baseline data was collected in February 2018 against which annual measures could be compared. The main purpose of the annual data collection exercise was to gather information from various stakeholders at each project TTC in order to obtain a picture of the current status of teaching and learning. In addition to enabling comparative analysis over time, the findings were used to guide HaC Rwanda's team in planning and carrying out capacity building activities which would address the gaps.

The data collection process was repeated using the same tools and methods in February 2019 and again in February 2020. Unfortunately, HaC Rwanda was not able to secure funding to scale up its TTC project or even maintain it at the existing small scale. Therefore, the ECE Mentors said farewell to their

host TTCs at the end of the academic year in November 2019. This means that at the time of the endline survey, the project TTCs were no longer receiving intensive support.

Methodology

Overview

This endline survey was conducted at HaC Rwanda’s 3 project TTCs: Mwezi, Nyamata, and Bicumbi. No additional TTCs were included simply due to time and budget constraints, the small scale of the intervention, and the fact that it was not set up as a research project.

A mix-method approach was used with both quantitative and qualitative data collected. Quantitative results were obtained through lesson observations and a deeper understanding was gained through qualitative interviews. At each TTC, data was collected from the following stakeholders:

- 4 lesson observations
- 4 interviews with tutors (same tutors who were observed in the classroom)
- 1 interview with an administrator (Principal or Dean of Studies)
- 2 focus group discussions with students in ECLPE option (different years)

In order to make a more accurate comparison and minimize variables between the three years’ datasets, every effort was made to observe and interview the same individuals in 2018, 2019 and 2020. This was not always possible, however, so some substitutions were made when necessary (15 tutors participated in total: 8 tutors were interviewed all three years, 4 tutors were interviewed twice, and 3 tutors were interviewed only once & 4 administrators participated in total: 2 administrators were interviewed all three years, 1 was interviewed twice, and another 1 only once). The largest number of changes were at TTC Nyamata.

Observations

Lesson observations were chosen by considering the normal timetable and selecting subjects which have the most number of hours per week for students in the ECLPE option (Foundations of Education, math, and languages). Teaching Methods and Practice was also added as a subject observed in 2020. The tutors selected to be observed were ones that the ECE Mentors worked with most closely on an everyday basis at the project TTCs. Lessons were not exclusively carried out in ECLPE option as long as the tutor observed also teaches the same subject for ECLPE students.

The observation tool looked at 4 elements of the lesson from the perspective of both the tutor’s behavior and the students’ behavior. The tool was not changed between baseline, midline, and endline measures.

Lesson Observation Tool Overview

Lesson element	Tutor behavior terminology	Student behavior terminology
1. Learner-centered methodology & competence-based approach	Facilitation of activities (8 sub-sections)	Engagement in activities (3 sub-sections)
2. Use of materials	Classroom set-up and use of materials (4 sub-sections)	Use of materials (3 sub-sections)
3. Positive discipline	Classroom management (4 sub-sections)	Discipline (2 sub-sections)
4. Achievement of objectives	Assessment of learning (3 sub-sections)	Demonstration of understanding (3 sub-sections)

The tool was designed in rubric format using a 1-4 scale (1=weak, 4=very good). Each sub-section was described then indicators for every score were also described.

Example

Description	Weak - 1	Moderate - 2	Good - 3	Very good - 4	Comments
1. Communicates the purpose for learning in clear terms	not observed	states the subject and topic only	states the subject and topic and tries to relate the competency to real life of students	uses clear terms to state the learning objectives and motivates students to achieve them	

After the 8 sections relating directly to the contents of the lesson, there was 1 additional section relating to *professional documents*.

Interviews

The tutor interview tool was designed with the same structure and sections as the observation tool. The first five sections were the same as the lesson observation form but one additional section was added related to *support received*. Each section of the interview tool had a mixture of rating questions (using the same 1-4 scale), open questions, and agree/disagree questions. Knowledge and attitude were measured through the rating and agree/disagree questions while practices measured through the open questions. The open questions all had an associated list of possible responses to select from, in case the respondent said something in that vein, but data collection teams were given strict instructions not to prompt and an “*other, specify*” option was also always available. Minor edits were made to a couple suggested answer choices in 2020, to include the most common answers from the first two surveys (additions highlighted in yellow in the tools attached in the annex).

The tutor interview tool was used as the basis for the management interview tool. Many questions were adapted to the audience, others were deleted entirely, and some remained exactly the same.

Interview Tools Overview

	Tutor interview	Administrator interview	Student FGD questions
Facilitation of activities	Rating – 4 Open – 4 Agree – 2 Total: 10	Rating – 4 Open – 4 Agree – 0 Total: 8	Rating – 1 Open – 3
Classroom set-up and use of materials	Rating – 1 Open – 3 Agree – 4 Total: 8	Rating – 1 Open – 1 Agree – 3 Total: 5	Rating – 1 Open – 3
Classroom management	Rating – 1 Open – 2 Agree – 2 Total: 5	Rating – 1 Open – 1 Agree – 2 Total: 4	Rating – 1 Open – 2
Assessment	Rating – 1 Open – 2 Agree – 3 Total: 6	Rating – 1 Open – 2 Agree – 1 Total: 4	Open – 1 Rating – 2
Planning	Rating – 1 Open – 2 Agree – 1 Total: 4	Rating – 2 Open – 2 Agree – 0 Total: 4	
Support received	Rating – 3 Open – 6 Agree – 1 Total: 10	Rating – 2 Open – 5 Agree – 1 Total: 8	Rating – 1
	43	33	14

Two open questions were added to both the tutor and management interview tools for the endline survey. These questions were asked respondents to reflect on the impact of HaC Rwanda's TTC project and how positive changes will be sustained (additions highlighted in yellow in the tools attached in the annex).

Focus Group Discussions

The same structure of the interview tools was used to craft guiding questions for the focus group discussion (FGD) with students. The questions for the FGD were compound questions meant to spark discussion and elicit information, not necessarily to be answered exactly. For each section, however, students were also asked to give a rating on a scale of 1-4. This was done to enable triangulation of information and comparison between stakeholder groups on the same issues. To prevent students from being influenced by one another, they were asked to close their eyes and show their individual rating on their fingers, which was then converted into an average score. This technique used in each year as it allowed students to respond more honestly. It should also be noted that while the FGD questions were written in English, they were translated on the spot into Kinyarwanda and students were encouraged to express themselves in Kinyarwanda to ensure they could make their points clearly.

Implementation of the new competence-based curriculum (in draft form) began in 2017, therefore it was only being used for year one and year two students in 2018. That is why the FGD was conducted with a random sample of students (3 male and 3 female) from those two classes during the baseline. In 2019, this was no longer true (a new CBC developed by REB was being implemented in year one and the experimental UR-CE version was being used for years two and three). Because HaC Rwanda's annual data collection exercise took place at the beginning of the school year, a decision was made *not* to have an FGD with year one students going forward. They were deemed to be too new, having spent only one month at TTC at the time of the data collection, making them less well informed and experienced. Therefore, in 2019, FGDs were conducted with a random sample of year two and year three ECLPE students. The same selection strategy was intended to be used in 2020, but year three students were away from campus for teaching practice (school attachment) in first term. Therefore, the FGDs were conducted with year one and year two ECLPE students, just as had been done in 2018.

Process

On Monday, 24th February 2020 all members of the data collection team met to review the tools and processes used for data collection. As one person was new to the team, time was taken to ensure all aspects of the tools were well understood. The data collection team members included:

1. Emily Gilkinson, Program Manager for ECD, Help a Child Rwanda
2. Louis Pascal Habimpano, former ECE Mentor based at TTC Bicumbi, Help a Child Rwanda
3. Basile Nsekuye, former ECE Mentor based at Nyamata TTC, Help a Child Rwanda
4. Alphonse BENEGUSENGA, ECE Lecturer, UR-CE
5. Astérie NYIRAHABIMANA, ECE Lecturer, UR-CE
6. Barnabé Kabayiza, TTC curriculum consultant, REB

In addition to reviewing the tools and the methods to use, the team arranged themselves into pairs and agreed upon logistics. Pairs were made up of 1 HaC staff and 1 external person. HaC Rwanda staff coordinated with Deans of Studies at each TTCs to set the schedule for lesson observations, based on existing timetable, and these observations were allocated to pairs. The same pair was responsible for interviewing the tutor observed when the tutor had a free period. The pair including the ECE Mentor of the visited TTC was purposely NOT assigned to one of the FGDs and also NOT assigned to interview the TTC administrator in order to assure respondents that their comments would be kept confidential. All interview tools including the FGD took about 1 hour to administer.

One full day was used for each TTC, using the schedule below:

Monday, 24/02	Tuesday, 25/02	Wednesday, 26/02	Thursday, 27/02	Friday, 28/02	Saturday, 29/02
Kigali Review data collection tools and processes	Bugesera Data collection at TTC Nyamata	Rwamagana Data collection at TTC Bicumbi	Travel to Nyamasheke	Nyamasheke Data collection at TTC Mwezi	Travel back to duty stations

At the end of each day, teams submitted their finalized data sheets to HaC's Program Manager. She reviewed them and asked questions to the teams about anything that was unclear, incorrect, or appeared to be conflicting.

Some weeks after the data was collected, the data was entered into Excel from the hard copy forms by HaC staff. From there the data was cleaned and analyzed by the Program Manager. Analysis was done by creating pivot tables of the observation results and making graphs with average scores. Tables were created with quantitative ratings from the interviews as well as agree/disagree responses. For the open interview questions, common answers were tallied so that the most common responses could be highlighted in the narrative. The FGD comments were coded and entered into a table so that common themes and TTC specific themes could be seen clearly. The results for 2020 were put side by side with results from 2019 and 2018 so that comparisons could be made.

The analysis aimed at answering the following research questions:

1. What changes have been observed, when compared to the baseline?
2. How do stakeholders reflect on the impact of the project, now that the support has ended?
3. What gaps still exist that should be a focus for advocacy to REB and other actors now that the project has phased out?

Results and Analysis

Respondents

In total, the survey collected information from 11 tutors, 3 administrators, and 36 students. Due to an extraordinarily high turn-over of staff at TTC Mwezi (more than 50% of tutors), only 3 tutors were observed and interviewed there, instead of 4 as planned. Only 1 tutor and 1 administrator were females. All were Bachelor Degree holders and 1 tutor had earned his Master Degree. As mentioned above, 8 respondents (72%) were the same as previous years, therefore there was no significant change in demographic data from the baseline report, except that 1 female tutor was interviewed. Two substitutions were made at TTC Nyamata, and 1 at TTC Mwezi. There were 11 lessons observed, as shown in the table below.

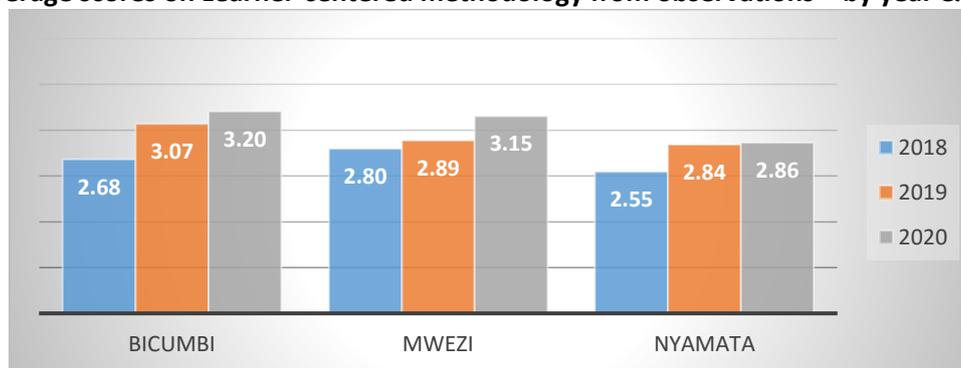
Lessons observed

Level & Option	Y1 ECLPE	Y1 LE	Y1 SME	Y1 SSE	Y2 ECLPE	Y2 LE	Grand Total	Double period
Foundations of Education	2		1			2	5	1
Kinyarwanda	1			1		1	3	
Maths		1			1		2	1
Teaching Methods & Practice					1		1	1
Grand Total	3	1	1	1	2	3	11	3

Learner-centered methodology & competence-based approach

According to the observation tool, scores were quite high on the first section which looks at how tutors facilitate activities and engage learners. This is by far the largest section of the observation tool, with 11 sub-sections. The cumulative average was 3.07 on the 4-point scale. This was an increase of 0.39 points from baseline. Out of the four elements of effective lessons that the tool examines, the gains seen since baseline in *learner-centered methodology* were the lowest.

Average scores on Learner-centered methodology from observations – by year & TTC



TTC Nyamata scored nearly 0.30 points below other TTCs and showed almost no gain from midline to endline in this section. TTC Mwezi showed the greatest gain in the last year and TTC Bicumbi the greatest gain since the baseline.

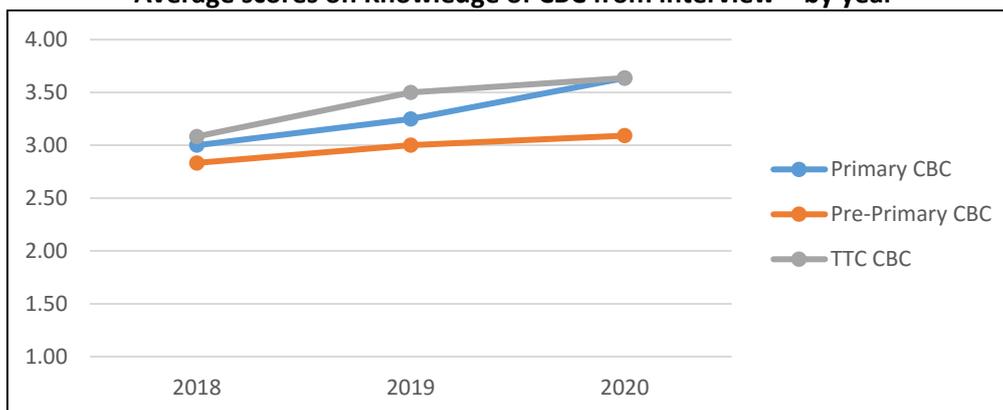
Of the 8 sub-sections under “facilitation of activities” on the lesson observation form, tutors scored the highest on *Gives clear instructions, guidance and information* (3.55 average). Tutors scored the lowest on *Models activities and tasks before giving students a chance to try alone* and *Varies instructional activities to address different learning styles and needs* (both 2.64 average). The former was one of the lowest at midline as well. When comparing individual sub-section scores to baseline, the greatest gains were in *Communicates the purpose for learning in clear terms* and *Gives clear instructions, guidance and information* (+0.65 and +0.63 respectively). Of the 3 sub-sections under “active engagement in activities”, students scored above 3.0 in all of them, which was consistent with midline. *Show interest in the lesson and express themselves freely* had the highest rating, which was consistent with previous years. The sub-section with the greatest gain from baseline was *Participate during group or pair work*, which increased significantly at midline (+0.92).

When rating themselves, tutors overall reported increased confidence in their knowledge of CBC, especially relative to the primary curriculum. Tutors gave the lowest ratings relative to the pre-primary curriculum. At TTC Nyamata the score relative to the pre-primary curriculum even decreased at endline. This is disappointing since HaC’s ECE Mentors collaborated with tutors to run trainings for in-service pre-primary teachers several times over the two years of the project, focused on the pre-primary curriculum, which should have increased tutors knowledge and skills significantly. It is true, however, that not all tutors were involved in these trainings. The positive change relative to the primary CBC is likely due to REB trainings carried out both years during the long school holidays.

Average scores on Knowledge of CBC from interview – 2020 score and change from baseline

	Bicumbi		Mwezi		Nyamata		Combined Tutor Avg.	
Knowledge of Primary CBC	3.50	+0.75	3.67	+0.42	3.75	+0.75	3.64	+0.64
Knowledge of Pre-Primary CBC	3.25	+0.50	3.33	+0.58	2.75	-0.25	3.09	+0.26
Knowledge of TTC CBC	3.75	+1.25	3.67	+0.17	3.50	+0.25	3.64	+0.56

Average scores on Knowledge of CBC from interview – by year

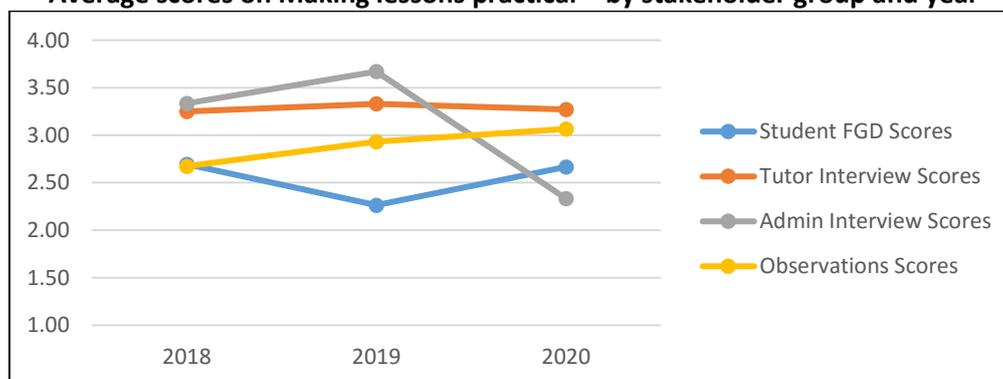


When asked to rate themselves on how well they do making their lessons more practical and less theoretical, tutors were quite confident they do it well and gave an average rating of 3.27 out of 4. This is nearly equivalent to the scores at both baseline and midline.

Average scores on Making lessons practical from interview – 2020 score and change from baseline

	Bicumbi		Mwezi		Nyamata		Combined Avg.	
Tutors	3.00	NA	3.33	+0.08	3.50	NA	3.27	+0.02
Students	2.75	-0.33	2.42	NA	2.83	+0.25	2.67	-0.02
Admin							2.33	-1.00

Average scores on Making lessons practical – by stakeholder group and year



Interestingly, there was a significant drop in the administrator’s rating on this issue at endline. This appears negative at first glance but can also be taken positively because HaC’s team, through mentorship and also in a training for all TTC Deans of Studies which took place in September 2019, has been working to awaken administrators to the gaps that exist and asking them to heavily consider the perspectives of students. Tutors at TTC Bicumbi were most closely aligned with the perspective of students and tutors at TTC Mwezi were the furthest from the perspective of students. Fortunately, students’ ratings at TTC Nyamata did increase by endline, closing the gap between tutors’ and students’ points of view.

When asked to name specific actions they take to make their lessons practical, 9 tutors (82%) mentioned *giving tasks to small groups*, and 5 tutors (45%) mentioned *assigning students to do research*. These were also the most common responses at midline, with similar frequency. Other strategies mentioned by at least a third of all tutors surveyed included *using ICT tools*, *doing role plays*, and *giving assignments*. There were 7 tutors who reported that they give detailed notes about once a week or more often. This marks a decrease from baseline but no change from midline. The time tutors reported they allocate to practical work during a typical 40 minute lesson varied from 5-30 minutes, with an average

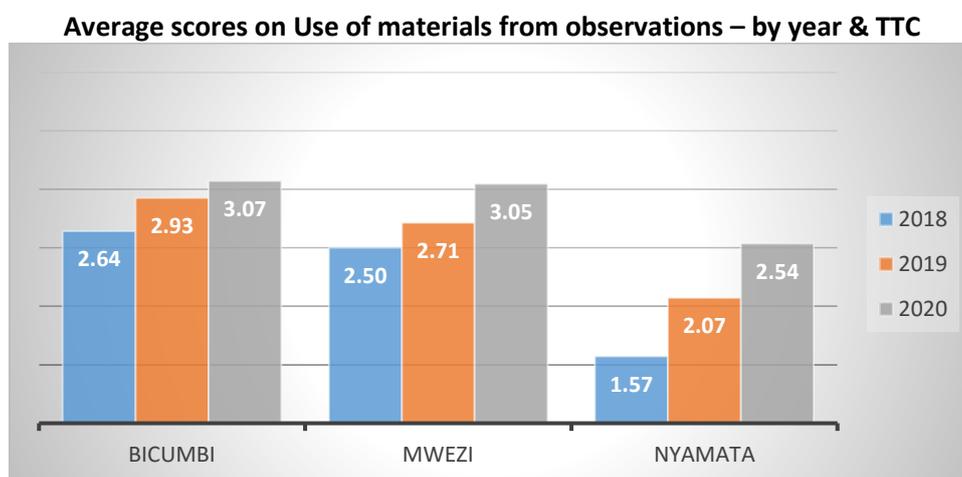
of 17 minutes. This is similar to both baseline and endline, but slightly less, which makes sense since the length of a period reduced from 50 to 40 minutes, starting in 2019. To make a lesson effective, the majority of tutors felt it is most important to *give students practical work* (73%). This was a notable change from previous years when only 3 or 4 tutors gave this response. The second most common response was *giving students time to share* (64%), which was the leading response in previous years. A new common response that was given at midline by a third of tutors, *avail teaching and learning materials*, was mentioned again by nearly the same number of tutors. When asked to agree/disagree with two common misunderstandings about learner-centered approach, NO tutor reported believing that they should always put students into groups. This is a change from baseline that was observed at midline and held constant by endline. Two tutors even at endline believed that *to be learner-centered, a tutor should never lecture*, one of whom gave the same answer all three years.

All administrators stated that they support tutors to make their lessons practical by *conducting classroom observations*. The frequency of classroom observations done increased from baseline to midline as well as the diversity of elements that they look at when they go to class, and these positive changes were sustained at endline. All administrators said that they are interested in checking *professional documents* and *use of learner-centered approach*. Most administrators (2) also specifically mentioned looking at how tutors *use materials*, which was a new comment and very positive change seen at endline.

In the focus group discussions, all student groups reported that they like and benefit from *group discussion* and *classroom interactions*. Several also mentioned that they like being given *research and other assignments* as well as *using and making teaching and learning materials*. In general, students feel they need more appropriate pacing which is adapted to their needs, more assignments, and more materials. They don't like it when their tutors spend too much time talking, cover content too quickly, give assignments without proper resources or explanations, or fail to provide frequent feedback. Many of these comments are similar to what was said at baseline and midline, but the strategies that students like and find helpful were more diverse at endline, including items like *use of scenarios*, *linking content to daily life*, *internet-based assignments*, and *debates*, which were not mentioned previously.

Use of materials

According to the observation tool, scores were the lowest in the second section, which looks at how materials are used by tutors and students during lessons. This is consistent with both midline and endline finding, though there was improvement each year. The cumulative average was 2.87 on the 4-point scale, which is an increase of 0.63 points when compared to baseline. Even though this element remained the only lesson aspect scoring below 3.0 at endline, *use of materials* saw the greatest gains from baseline, together with *achievement of objectives*.



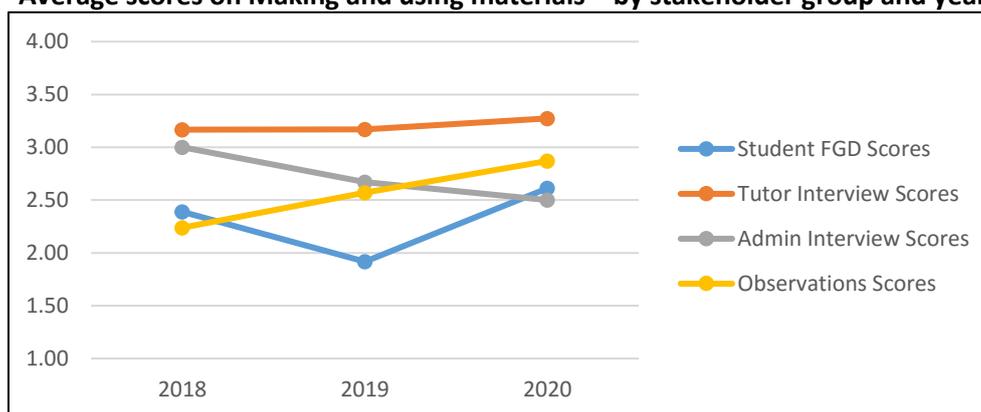
TTC Nyamata still scored significantly lower than the other TTCs, as was true in previous years, but also showed the greatest gain. Of the 4 sub-sections under “classroom set-up and use of materials”, tutors scored the highest on *Gives students materials to touch and use during activities* (3.0 average), which is consistent with previous years. Of the 3 sub-sections under “use of materials”, students scored the lowest on *Use materials as an individual* (2.82 average) because materials were still typically given to groups, which could be quite large at times. The biggest changes from baseline were seen at midline and were related to the use of reading and writing materials during lessons.

When asked to rate themselves on how well they do making and gathering materials to enhance their lessons, tutors were quite confident they do it well and gave an average rating of 3.27 out of 4. This is an increase of 0.10 points from baseline. Students’ rating on the same, which decreased at midline, ended by increasing by 0.22 points from baseline. As with learner-centered methodology, administrators’ ratings on use of materials decreased year by year and ended quite close to the students’ perspective. Their increased awareness of this gap is a positive indicator because now they may be more likely to take action to help tutors improve in this area. This is particularly key since use of materials requires items to be purchased (i.e. flip charts and markers, sample toys, story books) or permitted (i.e. photocopies of handouts) by the administration. Without the administration’s involvement, it is difficult for tutors to consistently improve in how they use materials during lessons. Both times when data was shared back to the project TTCs, the weakness in material use was emphasized and administrators and tutors were encouraged to work together for improvement.

Average scores on Making and gathering materials from interview – 2020 score and change from baseline

	Bicumbi		Mwezi		Nyamata		Combined Avg.	
Tutors	3.00	+0.25	3.67	-0.08	3.25	+0.25	3.27	+0.10
Students	3.42	+0.43	2.83	+0.08	1.58	+0.15	2.61	+0.22
Admin							2.50	-0.50

Average scores on Making and using materials – by stakeholder group and year



The tutors at the three TTCs rated themselves similarly to how they had in previous years. Tutors at TTC Mwezi rated themselves the highest in this area, consistent with the baseline. Students at TTC Bicumbi showed a dramatic increase in their rating of how tutors use materials, making their average rating nearly 2 full points higher than students at TTC Nyamata. Unfortunately students at TTC Nyamata still didn’t even give a rating of 2.0 on average. This was caused by all students in the year one focus group giving a 1.0 rating in response to this question. Year two students at TTC Nyamata rated 2.17 on average.

The biggest change noted in the interviews with tutors relative to *material use* (and even *planning and support received*) is that REB developed textbooks for all TTC subjects in 2019 and even though the books are not yet printed and distributed, tutors were given soft copies to use at the start of 2020. All 11 tutors mentioned using these textbooks at different points during the interview. This is a huge

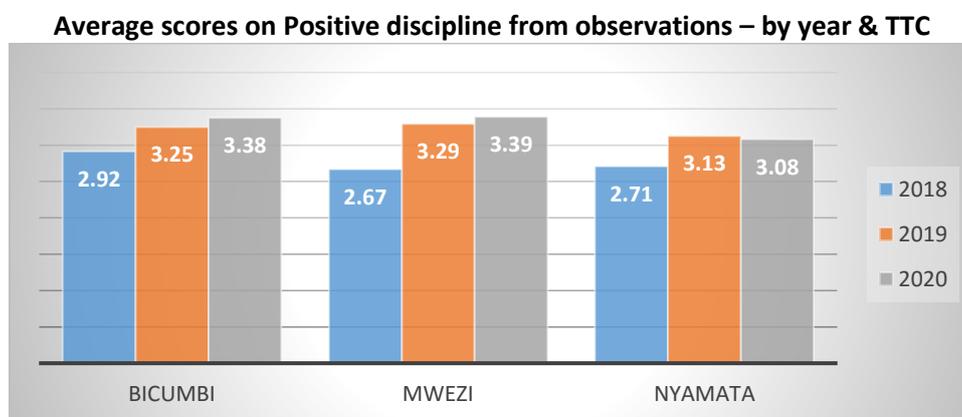
increase from 5 tutors who reported having a reference book to use at baseline, but one that wasn't specifically written for TTC students. When asked what materials they use in their lessons, the increase in tutors reporting to use *charts* (64%) and *real objects* (45%) seen at midline was sustained. There was a slight increase in tutors who mentioned using *ICT tools* (64%). This could be due in part to the fact that the TTCs now have wireless internet which is helping them. All tutors and administrators disagreed with the statement "*TTC students don't need visual aids or varied activities like primary students,*" which was consistent with the past two years. The positive change seen at midline whereby many more tutors actually reporting putting this belief into practice by having charts or student work on their walls was sustained (2 tutors at baseline vs. 8 at mid and endline).

During the focus group discussions, as noted in the learner-centered methodology section, students commented that the materials tutors use are not enough. These comments have been consistent at each measure. Also consistent were students' wishes for *printed textbooks*, *more books in the library*, and more opportunity to *make materials* themselves. As was the case at midline, students reported a wider range of materials that tutors often use, including *videos*, *audio files*, *flashcards*, *TRC materials*, and *charts*. Improved use of the TRC which was reported at midline at TTC Nyamata and TTC Bicumbi was also sustained, though students at TTC Bicumbi still are not guided in the TRC. Since students don't yet have printed textbooks, they are mostly given handouts to read, but this is only in certain subjects and still doesn't happen very often.

In previous years, students' scores related to material making varied quite significantly when disaggregating by year. At baseline, year one students gave much higher ratings than year two (+1.02). At midline, year three students gave a higher rating than year two (+0.53). At endline, year two students gave a higher rating than year one but with a smaller discrepancy (+0.38). These fluxuations make it difficult to draw any real conclusions about how students may be using materials differently in the different years of the TTC program.

Positive discipline

According to the observation tool, scores were highest in the section of the tool that looks at how tutors model good classroom management using positive discipline techniques. The cumulative average was 3.27 on the 4-point scale, which is a 0.51 point increase when compared to baseline. At all three measures, scores in this section were highest. Considerable growth was seen at midline but almost no change at endline. This could be due to the fact that when scores are already so high, it becomes harder to show growth.



TTCs Mwezi and Bicumbi had nearly identical scores. TTC Nyamata's scores were the lowest and actually decreased slightly from the midline measure. TTC Mwezi showed the greatest gain from baseline (+0.62 points) in positive discipline. Of the 4 sub-sections under "classroom management", tutors scored the highest on *Moves around the classroom and interacts with individual students during activities* (3.36 average) and the lowest on *Monitors students' behavior and adapts instruction* (2.91 average). A positive change noted from midline was an increase in explicit strategies to prevent

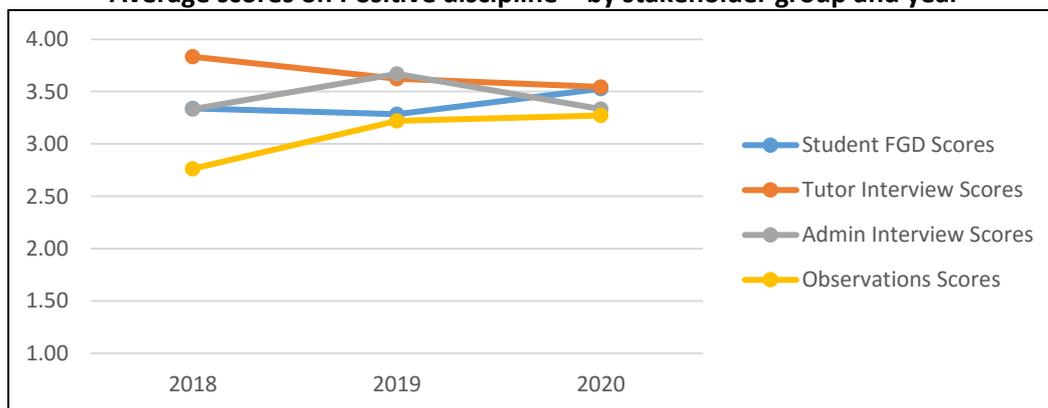
misbehavior (i.e. setting rules, establishing routines, using attention getting signals). The score in this sub-section increased 0.93 points from baseline. Of the 2 sub-sections under “discipline”, students scored equally high in both, but *Keep their materials well organized and help keep the classroom clean* improved more when compared to baseline. This became easier to judge when students were given more materials to interact with.

When asked to rate themselves on how well they understand and apply positive discipline techniques in the classroom, tutors gave more conservative ratings at endline than they did previously, with a cumulative average of 3.55 on the 4-point scale. This makes a consistent downward trend and a decrease of 0.29 points from baseline.

Average scores on Positive discipline from interview – 2020 score and change from baseline

	Bicumbi		Mwezi		Nyamata		Combined Avg.	
Tutors	3.75	NA	3.33	-0.42	3.50	-0.50	3.55	-0.29
Students	3.50	-0.11	3.58	-0.17	3.50	+0.83	3.53	+0.19
Admin							3.33	NA

Average scores on Positive discipline – by stakeholder group and year

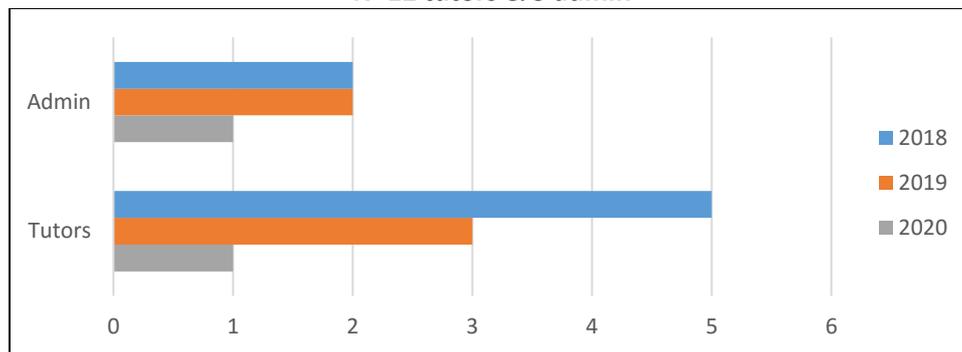


Student ratings at TTC Nyamata improved significantly on this topic at endline. This, combined with more conservative rating by tutors at TTC Nyamata, brought all stakeholders in alignment. In fact, when considering the overall average of all TTCs, it is notable how close the endline scores are for all stakeholders on the topic of positive discipline. This is the type of change that HaC Rwanda’s team has been working to achieve.

The top management challenges that tutors mentioned included *unruly behavior* and *class size* (45% for each). Large class size was more of a concern at endline than in previous measures. The average class size for the classes observed was 34 students at both TTC Nyamata and TTC Mwezi and 24 students at TTC Bicumbi. When comparing these figures to baseline, however, they are actually lower at endline, except for TTC Mwezi which has remained the same. (In 2018, TTC Bicumbi had 30 students TTC Nyamata had 41 students on average per class.) Three tutors also mentioned *sleeping*, making it a bit more common than prior years. In 2019 the school day for TTC students was extended significantly with extra periods in both the morning and evening, and tutors commented that this longer schedule is hard on both tutors and students. Two administrators mentioned the difficulty with the *transition from O to A-level* as well as *unruly students* who don’t follow through with discipline measures. When asked the most important aspect of effective classroom management, nearly half of all tutors (45%) mentioned *setting rules*, a positive change noted at midline which was sustained. This, along with the fact that an equal number of tutors mentioned *responding to misbehavior* and three (27%) mentioned *monitoring students closely* all shows more awareness of the need for preventative strategies. This aligns with the improved skills in applying preventative strategies which were observed in the classroom. Related to the statement, “*All students should be treated the same for a class to be inclusive,*” fewer tutors agreed as compared to midline, making a steady decrease at each measure until only 1 tutor agreed by endline.

The findings show that tutors and administrators have deepened their understanding of equity and equality principles.

All students should be treated the same (AGREE)
N=12 tutors & 3 admin

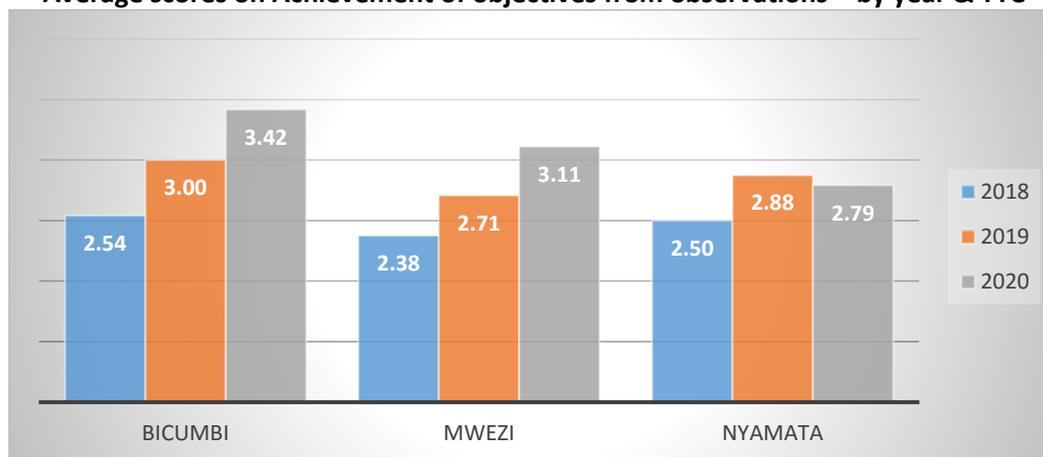


During the focus group discussions, students’ comments related to discipline were quite consistent with previous years. They generally reported that they have good relationships with their tutors. Students reported getting punished for *late coming*, *unauthorized departure from campus*, *theft*, and *not following school rules*. Each TTCs emphasizes certain rules which students mentioned: *not wearing uniform* at TTC Mwezi, *speaking Kinyarwanda* at TTC Nyamata, and *bringing food from outside* at TTC Bicumbi. The common types of punishments students reported experiencing included *having marks deducted*, *being sent home* or *having their parents called*. *Manual work* was also mentioned at each TTC.

Achievement of objectives

According to the observation tool, when looking at how tutors assess learning throughout their lessons to ensure all students are mastering the content, the average of score was 3.11 on the 4-point scale. This was 0.63 points higher than in baseline, making it the element where greatest change was observed, alongside *use of materials*.

Average scores on Achievement of objectives from observations – by year & TTC



TTC Bicumbi scored quite a bit higher than others related to achievement of objectives. TTC Nyamata’s scores in this aspect unfortunately declined at endline. Of the 3 sub-sections under “assessment of learning”, tutors scored the highest on *Gives accurate and prompt feedback on right/wrong answers* (3.45 average), which is consistent with past years. From the student perspective, *Correct mistakes after getting feedback* scored lower (2.55 average). However, as was seen at midline, there has been a very positive growth in this sub-section when compared baseline (+0.71). Formative feedback was a point of focus during the national training held in April 2018 and was continually reinforced in subsequent trainings and mentorship discussions. Another area where tutors’ skills grew considerably was *Asks*

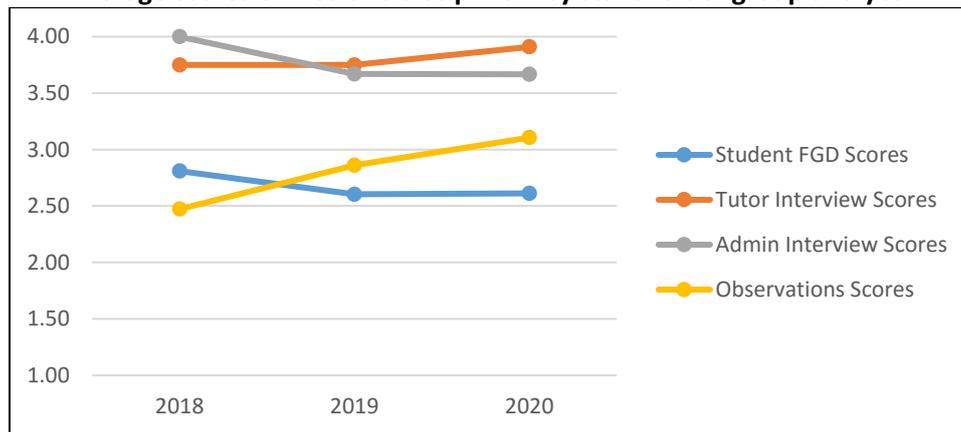
strategic questions throughout activities to check students' understanding which improved 0.86 points from baseline to endline. This too was another skill covered in national trainings under the topic of responsive teaching.

When asked to rate themselves on how well they understand the role of assessment in a competence-based approach, tutors gave a very high rating with an average of 3.91 on the 4-point scale. This is a 0.16 point increase from baseline.

Average scores on Achievement of objectives from interview – 2020 score and change from baseline

	Bicumbi		Mwezi		Nyamata		Combined Avg.	
Tutors	4.00	+0.50	4.00	NA	3.75	NA	3.91	+0.16
Students	2.58	-0.26	2.75	-0.25	2.50	-0.08	2.61	-0.20
Admin							3.67	-0.33

Average scores on Positive discipline – by stakeholder group and year



Even though observed skills went up at all TTCs except for Nyamata, when students were asked how well they feel their classmates are doing at mastering the content taught, their ratings decreased compared to baseline at all of the project TTCs. This is definitely a point of concern. The trend of observation scores being closer to student ratings and tutor ratings being closer to administration ratings didn't change from baseline to endline. This trend is not surprising, however, because the questions asked to tutors and administrators was phrased quite differently from the question posed to students. For more comparable ratings, tutors and administrators should have been asked a more aligned question to what students were asked such as *“Based on the assessment techniques applied, what proportion of students do you judge to be mastering the content taught?”* This would have moved the question to the practical application of assessment instead of theoretical knowledge on the role of assessment. This was an error made when designing the interview tools which was noted after baseline but was not changed to maintain consistency year to year. If the tools were to be adapted for a future project, however, this change should be made.

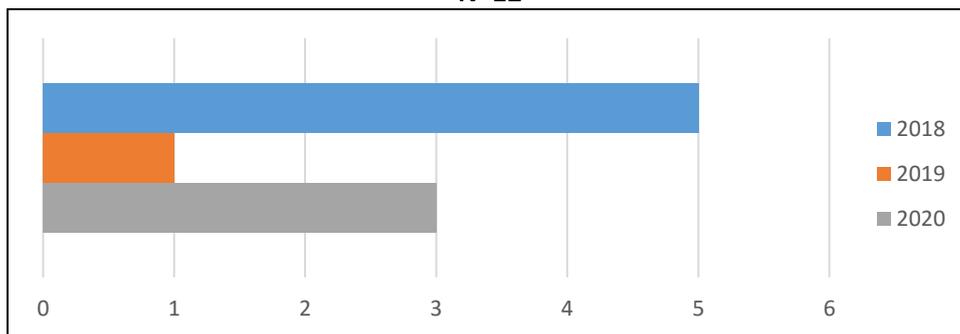
The top strategy that tutors mentioned using to be more competence-based in the way they assess was *Bloom's taxonomy*, or other taxonomy framework, to set different levels of questions (82% tutors). This was the same each year and is not surprising as it is what has been emphasized in REB trainings on the CBC. Marking *practical tasks* such as oral presentations and micro-teaching was also mentioned by 4 tutors (36%). This was mentioned at midline as well but the frequency doubled by endline. No tutors said that they haven't adapted their assessment techniques, which was also true at midline (changed from baseline when 2 tutors gave that response). In individual lessons, tutors reported they mostly rely on *asking questions* (91%), *giving tests* (64%), and *correcting assignments* (45%) to see how well students are mastering the content. These responses were common at each measure. New at endline was

that 2 tutors mentioned *giving individual assignments or projects*. At endline, all 3 administrators mentioned that they follow student progress through regular quizzes or tests, on either weekly, monthly or unit basis. Overall it appears that tutors and administrators are trying to embrace more frequent assessments and more diverse types of assessments, compared to the start of the project. All tutors and administrators reported that *formative assessment* is more important for them than summative assessment which is consistent with midline but up from 80% at baseline.

During the baseline survey, it was discovered that many tutors (42%) believed that corrective feedback should NOT be given directly to students because it can discourage them. This limiting belief was tackled in national and TTC-level trainings on how to provide formative feedback. At midline a great change was observed with only 1 tutor at TTC Nyamata agreeing with the statement. Unfortunately, at endline, backwards progress was seen at TTC Mwezi, with 3 tutors (all interviewed) agreeing. This shows that there is a need to keep reinforcing and modeling for tutors how to give corrective feedback in a positive way to ensure students clearly understand content, especially at TTC Mwezi.

Feedback is best done indirectly (AGREE)

N=12

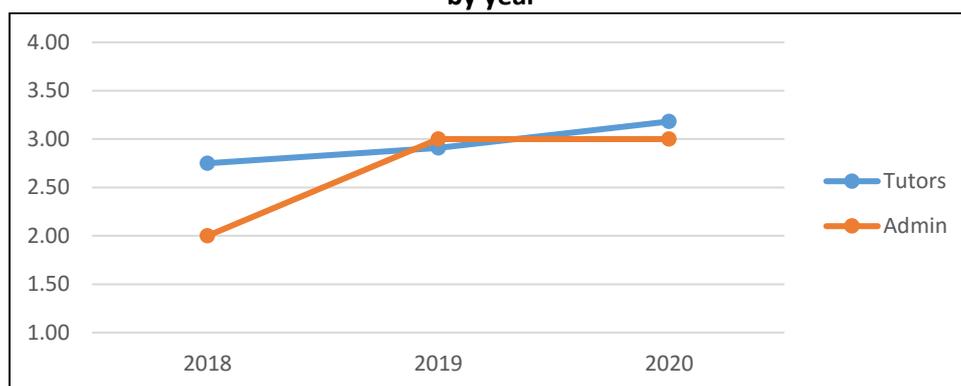


During the focus group discussions, students said they like having *written exercises after lessons* as well as *different types of assignments* and *regular quizzes/tests*. This is consistent with what they said in past years. Students generally did not point out many things their tutors do which are NOT helpful, except for students at TTC Mwezi mentioned they don't like unannounced quizzes/tests. Students at both TTC Nyamata and Bicumbi complained that sometimes feedback from tutors is not provided or done in an embarrassing way to shame those who did not perform well. This also emphasizes the point that corrective feedback is still a gap that should be addressed with tutors.

Planning

Tutors have always had high quality written plans at each observation and the endline was no exception. Where change was observed was in tutors' rating on how often they have a written lesson plan prepared. This score increased year by year, ending at 3.18 on the 4-point scale. Administrators' ratings on the same question increased at midline and this score was sustained at baseline. Tutors' and administrators' points of view were well-aligned on this question by the endline. The increased frequency with which tutors are preparing written lesson plans could be related to the Ministry of Education's visits to TTCs which took place in the past two years. MINEDUC officials who visited placed much emphasis on the importance of having written plans.

Average scores on Preparation of a written lesson plan from interviews – stakeholder comparison by year



To help them prepare lessons, most tutors reported using the *internet* (73%), the *library* (55%), and *curriculum documents* (45%). These were the most common resources mentioned at baseline and midline too. The difference at endline was that 5 tutors (45%) also mentioned that they use the *soft copy of the textbook* when planning. As noted earlier, these textbooks were developed by REB in 2019 and made available to tutors in soft copy at the start of 2020. Three (3) tutors plus 2 administrators also mentioned that the *TRC* is used when tutors plan lessons. This marks an improvement from baseline when the *TRC* was only mentioned by 1 tutor. The most common challenges tutors cited related to planning were a *lack of time* (64%) and *lack of resources* (36%). These are the same common complaints as previous years but there was a notable decrease in the number of tutors who complained about a lack of resources (from 9 tutors at midline to 4 at endline). This is likely due to the aforementioned support by REB to develop textbooks and connect TTCs with internet. Tutors mentioning constraints on time increased from baseline to endline (from 4 to 7 tutors), likely because of the increased demands which came from the extension of the school day for TTCs as decided by MINEDUC in early 2019.

When administrators were asked what challenges they face in managing their tutors, TTC Mwezi reported the most difficulties. As mentioned earlier, at the start of 2020 TTC Mwezi had significant turn-over of tutors and administrative staff which made it very difficult to follow the timetable as planned due to lack of staff, since not all missing tutors had been replaced. Other challenges mentioned, consistent with other years, included *financial issues*, such as the inability to meet requests for allowances or provide accommodation as well as *difficulties in timetabling*, particularly finding time for co-curricular activities now that the school day has been extended. All administrators said that tutors rarely miss lessons, in contrast to what students reported. As was the case at baseline, tutor absence from class appears to be worst at TTC Bicumbi. Students in year two reported missing as many as 5 periods per week and said that one subject on their timetable is not being taught at all. This issue appeared better at midline but seemed to have regressed. Tutor absence from class, as in previous years, was less of a concern at TTC Mwezi, in spite of what the administration shared about having a shortage of teaching staff.

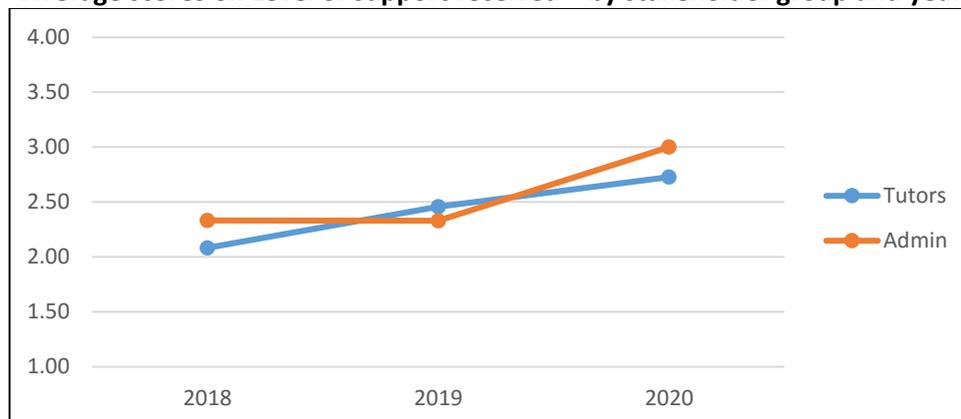
Support received

Tutors gave a higher rating each year for the amount of support they have received to implement the new TTC curriculum, ending with an average of 2.73 on a 4-point scale. This was a 0.64 point increase from baseline, however it is still a bit discouraging considering the level of technical support HaC Rwanda’s team input. The increase at endline also greatly reflects the efforts REB had made, since taking over responsibility for TTCs. During the interviews, however, especially when asking respondents to reflect upon the impact of HaC’s support, it became clear that many tutors were more appreciative at endline, after the support had ended, than they were at midline. When the ECE Mentors were still there, tutors had a tendency not to “see” mentorship as support and valued financial and material support more than technical support. But upon reflection, in the absence of such support, it seems they became more aware of its value.

Average scores on Level of support received from interview – 2020 score and change from baseline

	Bicumbi		Mwezi		Nyamata		Combined Avg.	
Tutors	3.00	+1.00	2.67	+0.67	2.50	+0.25	2.73	+0.64
Admin							3.00	+0.67

Average scores on Level of support received – by stakeholder group and year

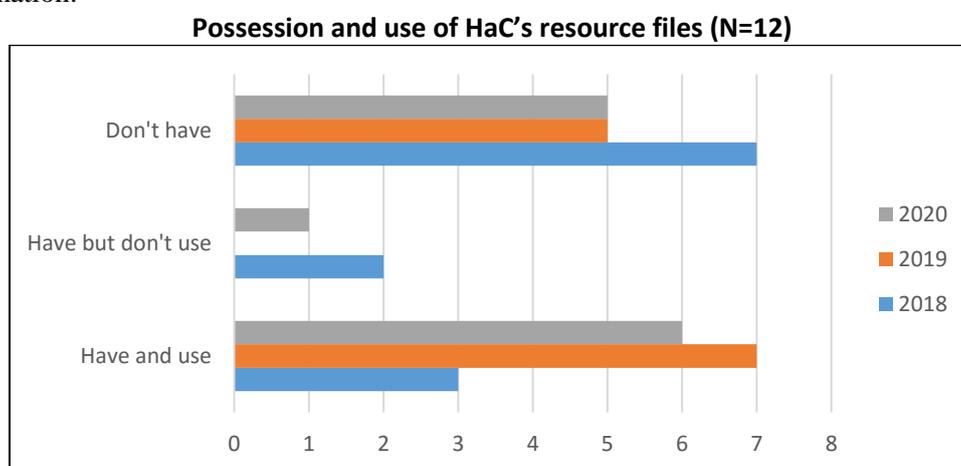


When asked to describe what support they have received, most tutors reported receiving *national-level trainings* (82%), *soft copies of textbooks* (55%), and *trainings at TTC level* (45%). As noted previously, the textbooks were new in 2020. Compared to baseline the other significant change was seen at midline, when a greater number of tutors reported receiving national-level training (increased from 5 to 8 tutors). Consistently each year, only 4 tutors mentioned receiving *coaching* in response the open question about what support they had received, even though all had in fact received coaching. This again points to the fact that tutors didn't always view mentorship as a form of support since it is intangible. When asked WHO had been the most helpful to them in implementing the new curriculum, tutors mentioned Help a Child (91%) and REB (55%) most commonly. All administrators mentioned the same. Other organizations named included Some Umenye (2), Ageis Trust (1), VVOB (1), VSO (1), and JICA (1). At baseline, respondents were more likely to mention URCE since they were responsible for TTCs at that time. Two tutors also specifically recognized the TTC administration as providing support.

When asked specifically about the support they received from Help a Child Rwanda, most tutors (73%) said they interacted with the ECE Mentor on a *daily* basis when he was there. In past years, the same proportion reported *weekly* support. This change could reflect the higher value that tutors placed on the support, thinking back on it, or it could be that there were actually more frequent mentorship interactions in the last year of the project than previously. The specific ways that tutors were supported by the ECE Mentor included a wide range of activities ranging from *lesson observations* to *joint planning* to *in-service training* and many more. This variety of responses was quite consistent from year to year. At endline, however, two tutors at TTC Mwezi notably mentioned receiving life skills from the ECE Mentor including “*social support*” and “*encouragement for life-long learning.*”

At the start of its TTC project, when doing a needs assessment, Help a Child Rwanda recognized the critical resource gap which existed since tutors had no tutor guide or student textbook. HaC therefore decided to develop electronic resource files for the Foundations of Education course in line with the new syllabus (which HaC participated in developing and revising). These files were developed progressively, topic by topic, and included summary content notes for tutors to reference so they would have a common understanding as well as interactive activity ideas to do with students, complete with links to the required resources (i.e. videos, handouts) to conduct the activity. These files were distributed in national trainings where trained tutors also practiced using the files. The files were meant to be shared with all tutors teaching Foundations of Education but also it was even recommended to be shared with tutors of other subjects for their own professional development, since the Foundations of Education course has information relevant for teachers of any subject or level. Because of this initiative, HaC was

specifically interested in finding out how the resource files were being shared and used. At baseline, understandably, few tutors had the files or used them. A significant increase was seen at midline, where more tutors had the files and all who had them used them regularly. Those who said they didn't have the files were Kinyarwanda and Mathematics teachers. At endline however, there was backwards progress on this point. Those who said they didn't have the files included one tutor of Foundations of Education. Another tutor (of Mathematics) said he had the files but didn't use them. A few tutors mentioned that they no longer use the files as heavily as before because they now have textbooks. In fact, the team of tutors who developed the Foundations of Education textbook heavily relied on HaC's resource files so the content in the files is still relevant but now tutors have a different way of accessing the information.



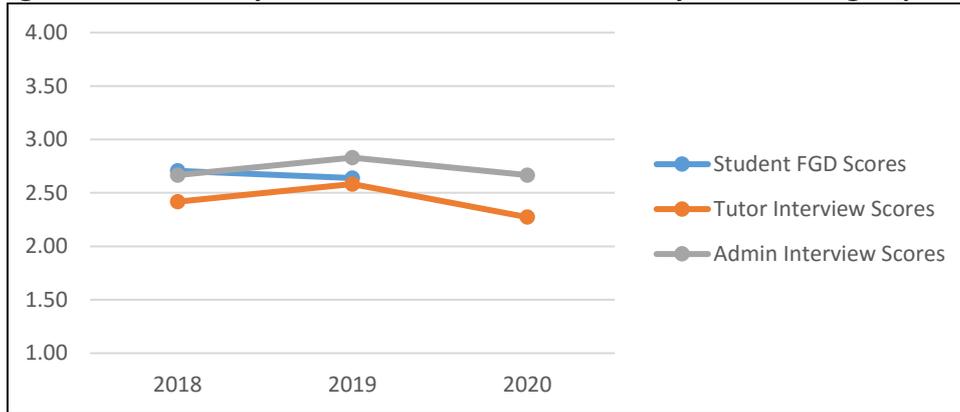
When asked what support they still need, 7 tutors (64%) and all administrators mentioned *more training*. The second most common request was printed *textbooks*, mentioned by 6 tutors (54%) and 2 administrators. Other common requests included *more material resources* (42%). The biggest change from baseline was that respondents are now more satisfied with the curriculum documents they have, developed by REB, and more content that textbook development has been done, even if books were not printed and distributed yet.

The new TTC curriculum includes more lesson observations, demonstration lessons, and two full terms devoted to school attachment in an attempt to help students apply what they are learning in a practical way. The success of this approach, however, depends on the quality of demonstration classrooms that students are able to visit. That is why HaC Rwanda's intervention included a component of facilitating the project TTCs to reach out to the surrounding community and make joint plans for how they will work together for the benefit of the schools and the student teachers. During the data collection exercise, all stakeholders were asked to rate the quality of nearby demonstration schools. At endline, it wasn't possible to obtain a rating from students because even year two students hadn't started visiting demonstration schools yet. Despite providing several rounds of trainings for in-service teachers at schools nearby the TTC, tutors' opinions of their quality did not improve from baseline, nor did administrators' ratings. In fact, most decreased. This is disappointing but perhaps understandable because the project only trained pre-primary teachers whereas teaching practice is also done at primary level. Additionally, there are very many factors which influence the quality of the demonstration schools beyond just the skills of individual teachers.

Average scores on Quality of demonstration classrooms for teaching practice from interview – 2020 score and change from baseline

	Bicumbi		Mwezi		Nyamata		Combined Avg.	
Tutors	2.50	-0.25	2.33	+0.08	2.00	-0.25	2.27	-0.14
Admin							2.67	NA

Average scores on Quality of demonstration classrooms – by stakeholder group and year



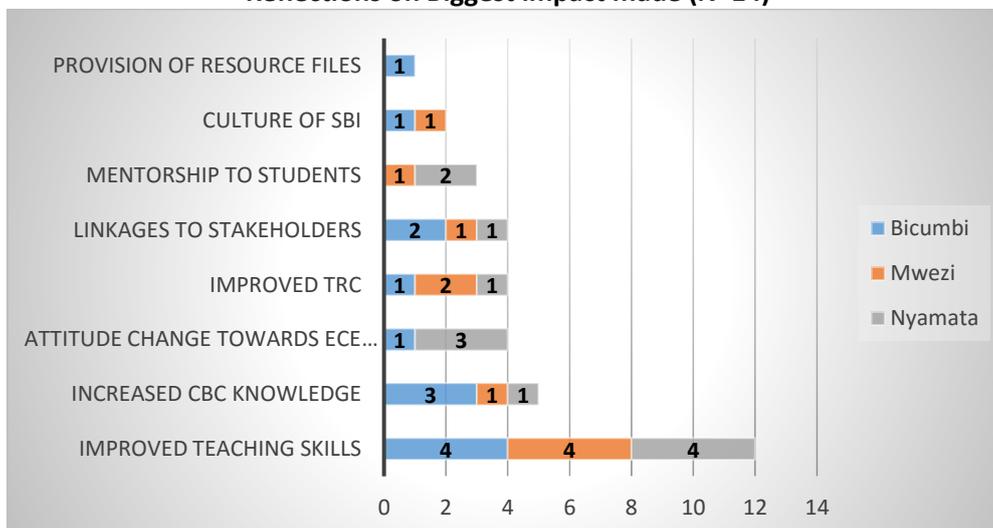
At endline, most tutors reported building the skills of nearby in-service teachers through *trainings*, though fewer than at midline (73% down from 100%). Many tutors also mentioned giving nearby teachers access to the *TRC* and/or *TRC* lessons (64%), though this too decreased from midline. *Coaching visits* to teachers at demonstration schools was mentioned by a few tutors at midline and endline, whereas at baseline this was not mentioned by anyone. Several tutors and administrators raised concern over how they will be able to sustain the interactions they have been having with nearby schools without the support of HaC’s financial resources. This could be why the frequency of interactions reported decreased, since no such activity had taken place or was even planned in 2020 at the time when the data was collected.

Reflections on the impact of the project

Tutor and administrator respondents were asked two additional questions at the end of their interviews at endline. These questions were asked in an open way and aimed at documenting their opinions on the biggest impact made as a result of Help a Child Rwanda’s support as well as the strategies they intend to use to sustain positive changes made.

In response to the first question, respondents overwhelmingly mentioned *improved teaching methodology* (86%), which they went on to specify in terms of better use of materials, greater creativity, better planning, increased use of fun activities and energizers, and improved assessment techniques. The second most common response was *increased knowledge of the CBC* (36%). These two results are encouraging as these were explicitly targeted in HaC Rwanda’s stated objectives of the TTC project.

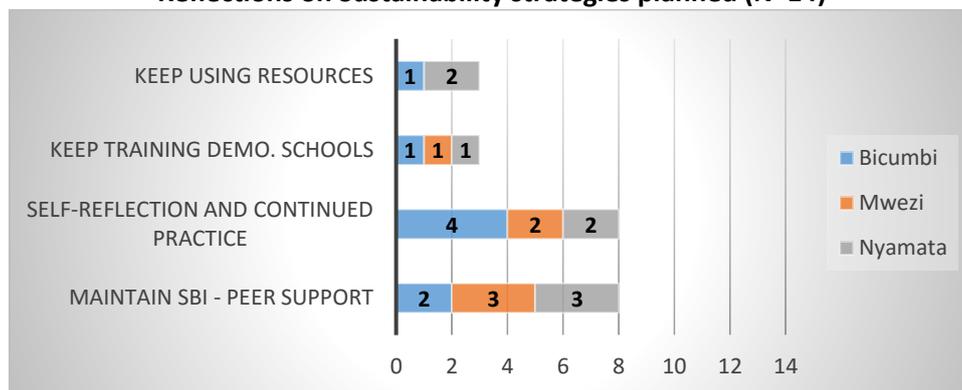
Reflections on Biggest impact made (N=14)



The more surprising but also inspiring comment made was that they have observed a *change in attitude related to the ECE option* (29%). This was mentioned most at TTC Nyamata (3 of 5 respondents). Respondents noted that previously the ECE option was looked down upon by tutors, the administration, and even students themselves as for the weakest students. Students were not even motivated because they are not assured jobs when the graduate, since pre-primary teachers are still not on the GoR's payroll. Now, however, respondents said they have observed a change. Students in ECLPE option are outperforming students in other options and they are given more praise and attention from the tutors and administration alike.

Regarding the second question of how they plan to sustain the positive changes made, respondents had a bit less to say. Most mentioned *maintaining the culture of school based in-service training (SBI)* as a weekly or monthly routine so that tutors can share experiences and challenge each other to keep improving their skills as well as brining new tutors up-to-speed with the content HaC taught others. This is very promising as it was highly promoted by HaC Rwanda team as an effective strategy to improve the quality of teaching and learning in a consistent way. Other respondents mentioned that they will simply *keep practicing and applying the skills they have gained* independently.

Reflections on Sustainability strategies planned (N=14)

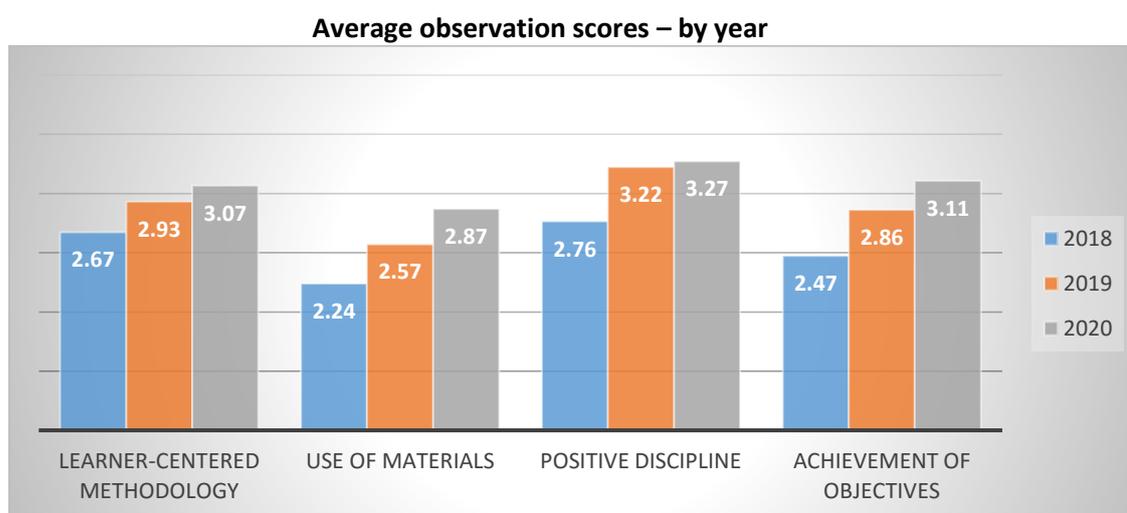


Conclusions and Recommendations

The results of this endline survey clearly confirm that the Help a Child Rwanda’s intensive support to TTCs had a positive impact on the teaching practices of tutors who were trained and mentored. By endline, tutors were observed to be using more materials, asking better questions, explaining the purpose for learning more directly, giving clearer instructions, and modeling more explicit positive discipline strategies. These findings give tangible evidence to encourage and validate the efforts of HaC Rwanda’s ECD team. They also provide guidance to REB and other development partners regarding how to best support TTCs with quality education implementation. To summarize, key conclusions will be made for each one of the research questions outlined in the beginning of the report.

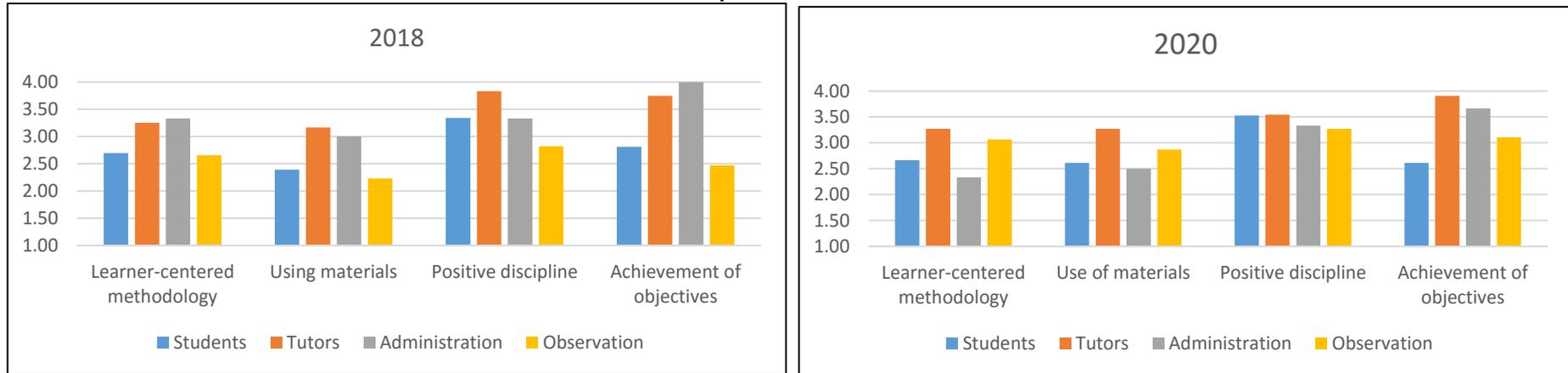
1. What changes have been observed, when compared to the baseline?

The greatest changes observed were in classroom practices, particularly related to *use of materials* and *achievement of objectives* (+0.64 points each from baseline to endline). Each year, overall average observation scores increased in every lesson element. *Use of materials* remained the lowest at endline but improved considerably. *Positive discipline* had the highest score at both midline and endline of the four lesson elements examined.



When examining how different stakeholders perceive the current situation of teaching and learning, change was also observed. At baseline, there was a big disparity between stakeholders’ points of view. Tutors and administrators were aligned with a high opinion of the current status whereas observers and students were more aligned with a lower opinion of the current status. Help a Child Rwanda’s goal was for all stakeholders to have a more similar opinion. This was not achieved, except regarding *positive discipline*, but there was movement. Observation scores came up and tutor’s self-reflections humbled a bit, bringing them more in line with one another. Unfortunately students’ ratings did not improve but administrators became more aware of the gaps and lowered their ratings to become closer to students’ perceptions. This was particularly true regarding *learner-centered methodology* and *use of materials*. The greatest disparity between stakeholders that persisted from the beginning to the end of the project was related to *achievement of objectives*. Part of the reason for this, however, was a flaw in how the rating question was phrased to tutors and administrators. They were asked about “*how well tutors know and understand the role of assessment in a competence based approach*” whereas students were asked “*how well are you and your fellows mastering the content taught,*” which was more comparable to what the observation tool looked at. For more comparable ratings, tutors and administrators should have been asked a more aligned question to what students were asked such as “*Based on the assessment techniques applied, what proportion of students do you judge to be mastering the content taught?*” This would have moved the question from theoretical knowledge on the role of assessment to the practical application of assessment.

Stakeholder comparison – baseline and endline



Many of the positive changes that were noted, in knowledge, attitudes and practices, were noted at midline and sustained at endline, without continued growth. These included:

- Administrators reported more frequent lesson observations and meetings with tutors
- Administrators reported looking for more diverse lesson elements when conducting lesson observations – including adherence to curriculum and use of learner-centered methodology
- All tutors now understood that group work is NOT essential to be learner-centered
- Students reported a greater diversity of helpful techniques that their tutors use in the classroom (i.e. daily life scenarios, research assignments)
- Observations showed that students had more materials to read and tutors also reported giving more handouts
- Students reported improved use of the TRC
- More tutors reported posting charts or student work on the walls of the classroom as visual aids to support student learning
- More tutors mentioned *setting rules* as an important classroom management strategy
- All administrators and tutors believed that formative assessment was more beneficial to the learning process than summative assessment – and both stakeholder groups reported considering a wider range of assessments results, including practical tasks
- More students received corrective feedback and were observed to correct themselves after getting such feedback during lessons
- More tutors had and used the electronic resource files that Help a Child Rwanda developed for the Foundations of Education course
- More tutors had participated in national-level trainings
- Tutors and administrators reported taking more actions to build the capacity of nearby demonstration schools (i.e. in-service trainings, TRC sessions)

There also was some new growth noted at endline, or continued growth that was significant. These included:

- Many more tutors mentioned that they assign students *practical tasks* to help them apply what they are learning
- Tutors reported increased knowledge of the CBC, especially at primary and TTC levels
- Two administrators specifically mentioned that they check for *use of materials* during lesson observations
- Students reported more and improved use of ICT materials during lessons
- Tutors and administrators showed more awareness that for a class to be inclusive, students with special needs require special treatment – not just to be treated the same as others
- More tutors mentioned *responding to misbehavior* and *monitoring students closely* as important classroom management techniques – this matches what was seen in classroom observations where tutors explicitly used more *preventative* techniques
- Tutors were observed to use more effective questions in their lessons
- Administrators mentioned the importance of frequent assessments – weekly, monthly or unit-based
- Fewer tutors complained about having a lack of resources to plan lessons as now they all have soft copies of textbooks to use
- Tutors reported that they are preparing written lesson plans more often
- Most tutors reported that they received support from HaC’s ECE Mentor *daily* (whereas previously most said *weekly*)
- Tutors gave a higher rating for the level of support they have received to implement the new curriculum

When reflecting on all the achievements highlighted in this endline report, it is important to restate that Help a Child Rwanda was not the only organization who contributed to these results. In fact, the two year timeframe when the project was implemented coincided with a major shift in TTCs being prioritized by MINEDUC, once responsibility for them was passed back to REB in 2018. REB invested a great deal since, first by revising UR-CE’s experimental TTC curriculum to become more aligned with the CBC in basic education as well as increase the academic expectations of TTC students so that they have more continued learning opportunities upon graduating from TTC. Second, REB developed textbooks for all subjects using an in-house textbook publishing approach which involved TTC tutors and development partners as writers. HaC Rwanda partnered with REB in all these activities to quality assure content and also advocate for certain decisions, based on its in-depth knowledge of the ground realities at TTCs. It can be said that HaC Rwanda’s TTC project was implemented at a critical point and that HaC was able to make contributions to REB’s achievements in a relevant way due to its TTC project.

2. ***How do stakeholders reflect on the impact of the project, now that the support has ended?***

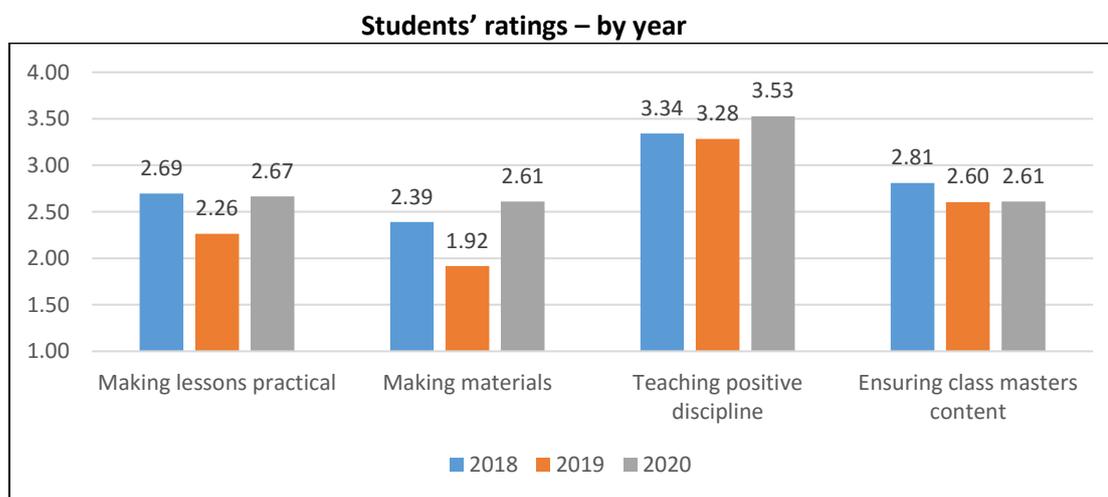
Tutors and administrators were asked two additional questions at endline to capture their reflections on the impact of the project and plans for sustaining the positive changes made. Overwhelmingly tutors and administrators pointed to *improved teaching methodologies used* (86%) specifically around use of materials and diversity of activities as the most significant impact made. Several also mentioned *increased understanding of the CBC* (36%). Other notable responses given were *improved attitude towards ECE option*, creating a *culture of regular SBIs*, *improved functioning of the TRC*, and *strengthening linkages to stakeholders at demonstration schools*. Most tutors and administrators (57%) pointed to *keeping the culture of regular SBIs* and *continuing to practice what they have learned* (individually), saying that these practices have now become habits that they expect they will be able to sustain without HaC’s intensive support. They were less certain that they would be able to maintain the linkages to

demonstration schools without financial resources but several said that they would try to see how it can be possible, since they have really felt the importance and benefit of these activities.

Students were not asked a similar question in the FGD, but year two students at TTC Bicumbi commented (without prompting) that they felt the ECE Mentor’s impact in promoting English language use. They appreciated his initiative in organizing debates and creating an English-speaking environment. They added that since his departure, they have felt his absence. Similarly year two students at TTC Mwezi mentioned that they miss the ECE Mentor’s involvement in English language development activities and his support in the TRC specifically.

3. What gaps still exist that should be a focus for advocacy to REB and other actors now that the project has phased out?

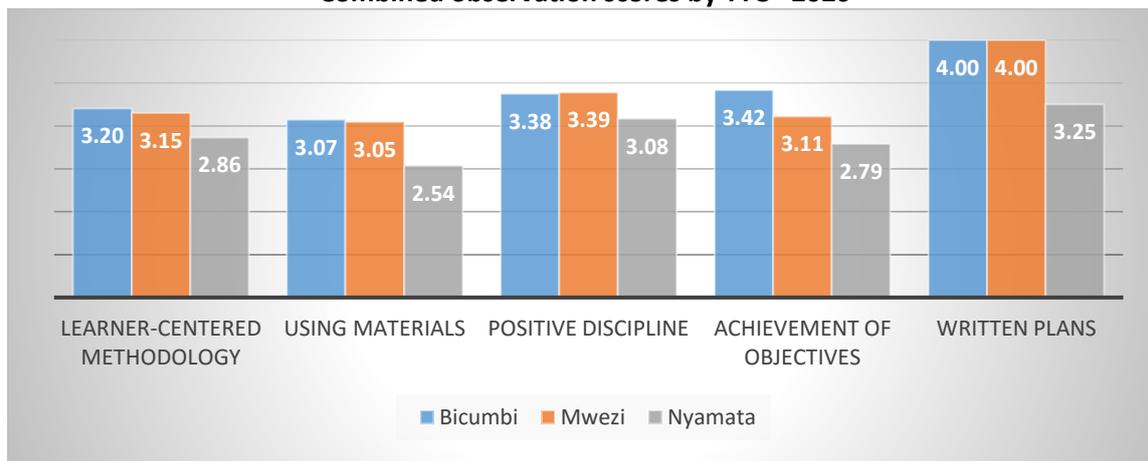
The biggest cause for concern, which was noted at baseline and persisted until endline was the low ratings given by students, in nearly all areas examined, with *positive discipline* as the exception. In a learner-centered approach, if students are not satisfied with their learning experience, this is a negative indicator. As the beneficiaries of the TTC program, students’ perspectives should be heavily weighted. They should be partners with the tutors and the administrators in the teaching-learning process, so that their feedback is considered and adjustments made with their input. This is what Help a Child Rwanda has been advocating for since the baseline findings, by encouraging the tutors and administrator to have feedback forums with students. HaC Rwanda has also been advocating to REB and other development partners to take time to both go to class and talk to students when visiting or collecting data from TTCs. Too often these steps are skipped and from HaC Rwanda’s experience, this is where the real gaps become clear.



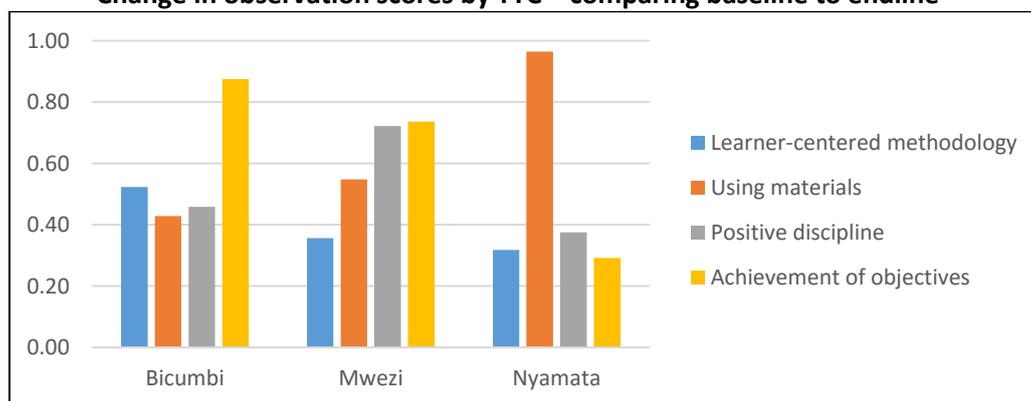
The fact that students’ ratings were consistently low and did not show any improvement in *making lessons practical* or *ensuring class masters content* demands more attention. It is also important to note, however, that the findings could be influenced by the fact that different students were involved in the FGDs each year, including year one students at baseline and endline who didn’t have much experience at TTC so far. Year one students especially couldn’t offer perspective on changes that had taken place year to year. Therefore, their low ratings don’t necessarily mean that the positive changes seen in observations or mentioned by tutors were untrue. But it could mean, for example, that tutors are *not* using improved techniques (i.e. more materials), as seen during the observations, regularly enough to satisfy the students. The observers’ scores reflect a single lesson, during which it can be easy for a tutor to make needed changes, whereas students’ scores reflect the cumulative experience they’ve had in all lessons with all tutors. Students’ perceptions therefore should be respected and followed up on by the TTC administration, REB, and other partners working with TTCs.

Another persistent gap noted in the data was the disparity in performance of different TTCs, in particular the low performance of TTC Nyamata, as compared to other project TTCs. From the baseline to the endline, TTC Nyamata scored the lowest in almost all lesson elements from observations. Students at TTC Nyamata also typically gave the lowest ratings in all aspects. In contrast to this, tutors at TTC Nyamata often gave themselves the highest ratings, making the disparity between stakeholder views high. HaC Rwanda team has tried to reflect upon why this may have been the case. One influencing factor was that students from TTC Nyamata consistently perform well in national examinations. This contradicts the findings of HaC Rwanda indicating that there are many gaps to address. Stakeholders at TTC Nyamata generally feel very confident that they are doing things near perfectly because of the validation they get from the national exam results and this makes them more resistant to change. This speaks to the need to re-examine the format and style of the national exam to better align it with a competence-based approach. As long as the exam is very theoretical, with questions aimed at tricking students by asking for detailed knowledge that doesn't relate to practical application of content, tutors will struggle to see why they should change their teaching methods.

Combined observation scores by TTC - 2020



Change in observation scores by TTC – comparing baseline to endline



TTC Nyamata's observation scores, except for *use of materials*, did not show growth from midline to endline and actually went down relating to two elements (*positive discipline* and *achievement of objectives*). One possible reason for this could be the fact that HaC Rwanda changed the ECE Mentor based at TTC Nyamata after the first year. Perhaps this disruption and lack of continuity gave TTC Nyamata a disadvantage which other project TTCs didn't experience. Since mentorship is a highly personal activity that depends upon a trusted rapport being established, other TTCs likely made more progress in the second year when tutors were more comfortable and convinced of the ECE Mentor's skills and role.

Other specific areas where there were consistent gaps which still need to be addressed include:

- Tutors frequently skip the step of modeling (I DO) before asking students to try exercises alone
- Materials are typically shared in groups and are not enough for students to complete tasks as an individual – this means the same class leaders often do most of the work while other students are passive
- Students are rarely given reading and writing tasks and only in certain subjects
- Responsive teaching practices are still low – tutors still are more likely to stick to their plan (i.e. 5 minutes of work time) whether or not it is what the students need
- Tutors still fail at times to provide corrective feedback to students in a clear way and allow them to try again so that they can correct their mistakes – instead they often call upon another student to try
- Tutors still feel that they need more trainings
- Some tutors still feel they struggle with the CBC lesson plan format

In light of these findings, it is therefore recommended that HaC Rwanda make a special effort to share the learning from its TTC project with REB, UR-CE, and other development partners so that they can plan future initiatives which build upon what HaC Rwanda has accomplished. In particular, the following actions are recommended:

- Continue to train tutors on how to implement the new curriculum through subject specific trainings (instead of general methodology) so that training content is practical and easy to apply
- Re-examine the national exam style and structure and revise it to be better aligned with a competence-based approach (less focused on obscure theoretical questions)
- Collect data at different TTCs by conducting classroom observations to see continued progress in tutor skills
 - If using the HaC Rwanda’s lesson observation form, it is recommended to merge the tutor and student sections and have only 1 section for each lesson element (a version has already been designed and tested by HaC Rwanda)
 - If using HaC Rwanda’s interview forms, it is recommended to re-phrase the rating question posed to tutors and administrators about assessment
- Engage directly with students when visiting TTCs in order to hear and document their perceptions on their learning experience
- Encourage TTC tutors and administrators to listen to students and adapt the teaching-learning process to meet their needs
- Be aware of how different TTCs are, based on their history, leadership, and location (i.e. HaC has noted that TTCs in rural areas despite facing many challenges also tend to have more present and focused staff than those closer to town)
- Conduct follow up mentorship after trainings – even though tutors don’t always seem to value mentorship at first, this attention and care over time makes it more likely training content will be applied
- Support TTC administrators with additional budget or at least advice on how to find funds for linking with nearby demonstration schools, procuring adequate materials, and maintaining a culture of SBI

Much work has been done to improve the quality of teaching and learning at HaC Rwanda’s project TTCs and the 13 other TTCs, yet the journey is far from over. It is Help a Child’s great wish to stay connected with TTCs and support MINEDUC’s continued efforts to make TTCs true centers of excellence, building on what has been accomplished so far. Help a Child will continue to seek funding to be able to again scale up TTC activities as well as expand its technical support to both REB and UR-CE, in order to strengthen the national systems for preparing competent early childhood educators.

Annexes

A – Lesson observation form

B – Tutor interview form

C – Management interview form

D – Focus group discussion guide

TTC Lesson Observation Form

Observer Name: _____

Date: _____

School Name: _____

Time Start: _____ End: _____

Tutor Name: _____

Option: _____ Year: _____

Subject & Topic: _____

of students: M: _____ F: _____

Description of activities observed:

Section 1: Tutor

1.1 Facilitation of Activities

Description	Weak - 1	Moderate - 2	Good - 3	Very good - 4	Comments
1. Communicates the purpose for learning in clear terms	not observed	states the subject and topic only	states the subject and topic and tries to relate the competency to real life of students	uses clear terms to state the learning objectives and motivates students to achieve them	
2. Gives clear instructions, guidance and information	is inaudible or doesn't know content	gives vague instructions and incomplete information	gives clear information but doesn't always guide independent activities	is clear and precise during whole group activities and independent work	
3. Models activities and tasks before giving students a chance to try alone	leads whole group activities only	gives students tasks but without modeling first	models sometimes	models consistently before asking students to complete a task	
4. Varies instructional activities to address different learning styles and needs	one approach used – primarily oral	oral approach used primarily with a few visual supports	oral, visual, and some kinesthetic techniques used	diverse mix of strategies used – and special support given to students with SEN	
5. Lesson follows a logical sequence and flow where activities build on each other	jumps between unrelated activities	tries to connect activities within the lesson but does so awkwardly or with poor pacing	starts with an introduction, then instruction, then concludes the lesson by giving homework	short warm up is followed by instruction, followed by practical work, followed by a conclusion	
6. Provides opportunity for students to be active and varies grouping	uses lecture method and whole class grouping throughout	places students into groups but without much purpose OR leads an interactive discussion in whole group	uses a mixture of whole group and small group activities effectively to get students talking	engages students in interactive whole-group activities, guides small group work, and gives individual assignments	
7. Explains concepts clearly using real world examples	uses abstract or confusing terms without examples	uses some concrete examples	explains concepts in a simple and clear way with examples students can relate to	frequently relates learning to real-life and builds concept from concrete to abstract	
8. Links new content to students' prior knowledge	no linkage made	asks students what they know about the topic as part of the warm up	2 or 3 references are made to past learning in class	frequent reference is made to what students learned before and their life experience	

1.2 Classroom Set-Up & Use of Materials

Description	Weak - 1	Moderate - 2	Good - 3	Very good - 4	Comments
1. Gives students materials to touch and use during activities	not observed – shows only or has no materials at all	gives 1 or 2 students a chance to touch and use materials	gives sets of materials to small groups of students to share	all students have a chance to use materials for activities at the same time	
2. Uses visual aids which support and reflect learning	not seen	displays or references one chart during part of the lesson, then puts it away	displays and uses one or more charts throughout the lesson and hangs them in the room for future reference	shows a video to bring the concepts taught to life and/or uses real objects	
3. Gives students materials to read as part of the lesson (i.e. textbook, handout)	no books or written material used	one book used by the tutor only (reads aloud or gives notes)	gives books or written material to students to share in small groups	gives books or written material to individual students to read	
4. Adjusts classroom set-up for best fit with the activities done	same set up throughout the lesson – which is awkward or inappropriate at some point	same set up throughout the lesson – which is appropriate	asks students to move for different activities which take place in different parts of the room	asks students to move for different activities and sets up materials for them to use in different parts of the room – so that all can participate comfortably	

1.3 Classroom Management

Description	Weak - 1	Moderate - 2	Good - 3	Very good - 4	Comments
1. Shows warmth, enthusiasm and knowledge of the students through words and body language	harsh or uncaring verbal and non-verbal communication; no individual names used	gives positive praise to few students but is harsh with others; uses names of few students	is visibly happy to be with students and gives positive praise to correct answers; uses names most of the time	cares about students' well-being and learning; gives praise and encouragement to all; consistently uses names	
2. Moves around the classroom and interacts with individual students during activities	does not move from the front of the class	moves around the whole group but without interacting	moves around when students are in whole and small groups and interacts to manage behavior	moves around when students are in whole and small groups and talks with individuals about the work they are doing	
3. Uses strategies to <u>prevent</u> misbehavior (i.e. sets rules, establishes routines, teaches desired behaviors)	no strategies seen – only responds to misbehavior	rules or routine seen during one part of the day only	strategies are used to focus students' attention and guide their behavior but inconsistently	continuously reminds students how they should behave and has established obvious routines and procedures	
4. Monitors students' behavior and adapts instruction and activities to respond to their needs	seems not to notice students' behavior	takes action to change activities only when the class is off task	observes students while teaching and uses movement and non-verbal cues to keep their attention	observes students while teaching and changes activities or pacing when they seem restless or are not following	

1.4 Assessment of Learning

Description	Weak - 1	Moderate - 2	Good - 3	Very good - 4	Comments
1. Asks strategic questions throughout activities to check students' understanding	asks closed questions (yes-no, one word)	asks a mixture of open (why? how?) and closed question to the whole class	asks open questions which stretch students' thinking – to the whole class and individuals	asks open questions and probing questions which challenge students to explain and justify their thinking	
2. Gives accurate and prompt feedback on right/wrong answers	no clear feedback	gives appreciation for both right and wrong answers	gives praise for correct answers but incorrect answers left uncorrected	gives formative feedback to all answers – saying why something is right or wrong	
3. Assesses students' work to check their progress towards the objectives	no informal assessment done	one method of informal assessment seen	more than one method of informal assessment seen	uses different methods to track student progress towards objectives and keeps records	

Section 2: Students

2.1 Active Engagement in Activities

Description	Weak - 1	Moderate - 2	Good - 3	Very good - 4	Comments
1. Show interest in the lesson and express themselves freely (through questions, ideas, etc.)	¼ of the class shows focus, attention, and tries to contribute	Half of the class shows focus, attention, and tries to contribute	¾ of the class shows focus, attention, and tries to contribute	almost all students show focus, attention, and try to contribute	
2. Do creative and meaningful work	students only copy notes from the board to read and memorize	1 or 2 learning activities where students are busy for longer than 5 minutes – but they mostly read and discuss	1 or 2 learning activities where students are busy for 10 minutes or more – and have to generate their own ideas or examples	1 or 2 learning activities that keep students busy for more than 15 minutes – and have to produce original, meaningful work	
3. Participate during group or pair work	only few students participate	there is discussion but only some complete the task	most group members are actively involved	all group members are actively involved	

2.2 Use of Materials

Description	Weak - 1	Moderate - 2	Good - 3	Very good - 4	Comments
1. Use materials as an individual (materials are enough for many students to do the same activity at once)	see materials handled by the tutor only	take turns, one by one, using one set of materials	share a few sets of materials in large groups	all students have some materials to touch and use when doing an activity as a class	
2. Show responsibility and use materials for their intended purpose	most are careless and misuse materials	some use materials appropriately while others misuse them	most use materials for their intended purpose	all follow specific instructions on how to use materials and care for them	
3. Read and write to enhance and reflect their learning	no books or written material used; copy notes only	written material is available (i.e. textbook) but not actively used; write answers to few questions	read and refer to written material actively at least once; complete written tasks	read different types of written material actively; write creative and meaningful sentences to show their understanding	

2.3 Discipline

Description	Weak - 1	Moderate - 2	Good - 3	Very good - 4	Comments
1. Show maturity and take responsibility for own learning	loose atmosphere with lots of movement, inattention, and wasted time	several students seem not to care much about learning but others try to focus and work hard	a few students seem not to care much about learning but most try to focus and work hard	all students show an interest in learning the most possible and are focused and productive when assigned a task	
2. Keep their materials well organized and help keep the classroom clean	many students lack needed materials and/or make the classroom messy	few students are disorganized and unprepared and/or make the classroom messy	most students keep their materials well and help to tidy up the room	all the class is well organized, prepared with needed materials, and take responsibility for keeping the room clean	

2.4 Demonstration of Understanding

Description	Weak - 1	Moderate - 2	Good - 3	Very good - 4	Comments
1. Are successful in completing tasks and answering questions (follow directions and master content)	only ¼ of answers are correct or ¼ students successful	half of answers are correct or half of students successful	¾ of answers are correct or ¾ of students successful	majority of answers are correct or most students successful at tasks	
2. Ask relevant questions and contribute ideas to the lesson	no relevant contribution by students	few make contributions and ask related questions	several make contributions and ask questions	majority of students ask questions or contribute at some point	
3. Correct mistakes after getting feedback from the teacher	no change after feedback	few get feedback and correct their understanding	some get feedback and correct their understanding	most respond quickly and are successful after getting feedback	

Section 3. Professional Documents

Description	Weak - 1	Moderate - 2	Good - 3	Very good - 4	Comments
1. Written plans are completed and followed	no written plans	notes prepared but no lesson plan made	scheme of work made but no individual lesson plan	scheme of work made accompanied by a lesson plan with clear objectives	
2. Attendance records are available and up-to-date	no records	records available but not complete	records available and complete	records up-to-date and follow up is made on absences	
3. Records of students' progress are kept	no records beyond official termly report	summative assessments are kept and termly report forms	some work samples kept for students in addition to summative assessments and report forms	informal assessment information is noted in a systematic way and a file is kept for each student	
4. Curriculum is available and used when planning	no curriculum available	curriculum available but not referenced during planning	planning reflects knowledge of curriculum contents	specific curriculum objectives included in written plans	

Rating: ____/ 16

Overall Comments

Areas of strength	Areas for improvement
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

Observations shared with the teacher? yes no

TTC Tutor KAP Survey

RESPONDENT DETAILS

Name of researcher:	Visit Date:
TTC Name:	Tutor Name:
Age:	Sex:
# of years teaching experience:	Number of years at TTC:
Highest degree obtained:	Major:
Subjects of instruction:	

FACILITATION OF ACTIVITIES

Question	Answer	Comment
1. On a scale of 1-4, how well do you feel you know and understand the primary competence-based curriculum?		
2. On a scale of 1-4, how well do you feel you know and understand the pre-primary competence-based curriculum?		
3. On a scale of 1-4, how well do you feel you know and understand the TTC competence-based curriculum?		
4. On a scale of 1-4, how well do you feel you do with making your lessons practical (and less theoretical) for students?		
5. What tasks do you assign students to make your lessons practical and get students to apply what they are learning? (<i>tick all that apply – DO NOT PROMPT</i>) <ul style="list-style-type: none"> A. Give handouts for students to read and react to B. Give case studies C. Have students do research on the topic D. Take students to the TRC E. Small group discussion / presentations F. Use ICT tools G. Role play / demonstration H. Study visits I. Other (specify) 		
6. How often do you give detailed notes for students to copy down? (<i>select 1 only</i>) <ul style="list-style-type: none"> A. Every lesson B. Once a day C. Once in two days D. Once a week E. Other (specify) 		
7. How much time do you normally give students to do independent or group work in an average 40 min. lesson? <ul style="list-style-type: none"> A. 5 minutes B. 10 minutes C. 15 minutes D. 20 minutes E. Other (specify) 		
8. What do you consider to be the most important aspect when delivering a lesson, to make it effective? (<i>tick all that apply – DO NOT PROMPT</i>) <ul style="list-style-type: none"> A. Giving clear information and instructions B. Having a logical flow 		

C. Modeling for students before assigning them a task D. Varying activities E. Giving practical work F. Giving students time to share G. Making it fun with songs and games H. Other (specify)		
9. To be learner-centered, a tutor must always put students in groups. (Agree / Disagree)		
10. To be learner-centered, a tutor should never lecture. (Agree / Disagree)		

CLASSROOM SET-UP & USE OF MATERIALS

Question	Answer	Comment
11. On a scale of 1-4, how proactive are you in making and gathering materials to enhance your lessons?		
12. Do you have textbooks for your subject? (Yes / No) If YES: Are they enough for all students? (Yes / No)		
13. What materials do you give students to read in addition to a textbook (if available)? (<i>tick all that apply – DO NOT PROMPT</i>) A. Notes B. Handouts from the internet C. Photocopies of other books D. Other (specify)		
14. What kinds of materials do you have posted on the walls of your classroom? (<i>tick all that apply – DO NOT PROMPT</i>) A. Map B. Teacher-made content charts C. Commercial posters D. Student work E. Nothing F. Other (specify)		
15. Besides textbooks, notebooks, and chalk, what teaching-learning materials do you frequently use? (<i>tick all that apply – DO NOT PROMPT</i>) A. Charts B. Flashcards C. Real objects D. Lab equipment E. Computer & projector F. Other (specify)		
16. I heavily rely on giving notes because there are no textbooks for my subject. (Agree / Disagree)		
17. TTC students don't need visual aids or varied activities like primary students. (Agree / Disagree)		
18. It is necessary to bring some materials to class for hands-on activities and to serve as examples (from TRC or elsewhere), even though the TRC is there for that purpose. (Agree / Disagree)		

CLASSROOM MANAGEMENT

Question	Answer	Comment
19. On a scale of 1-4, how well do you understand and apply positive discipline techniques in your classroom?		
20. What is your primary challenge when it comes to classroom management? (<i>tick all that apply – DO NOT PROMPT</i>) A. Large class size B. Lack of flexible furniture (limits movement)		

<ul style="list-style-type: none"> C. Different learning needs D. Unruly students E. Sleeping in class F. Transition to boarding school G. Other (specify) 		
<p>21. What do you consider to be the most important aspect of effective classroom management? (<i>tick all that apply</i> – DO NOT PROMPT)</p> <ul style="list-style-type: none"> A. Warmth and enthusiasm toward students B. Setting clear rules and routines C. Keeping students busy with tasks D. Responding to misbehavior E. Monitoring students closely (eye contact, movement through the room) F. Knowledge of individual students G. Other (specify) 		
<p>22. Sometimes it is justified to beat a student, to teach him/her discipline. (Agree / Disagree)</p>		
<p>23. All students should be treated the same for a class to be inclusive. (Agree / Disagree)</p>		

ASSESSMENT

Question	Answer	Comment
<p>24. On a scale of 1-4, how well do you feel you understand the role of assessment in a competence-based approach?</p>		
<p>25. How do you check to see that students are mastering the concepts you are teaching? (<i>tick all that apply</i> – DO NOT PROMPT)</p> <ul style="list-style-type: none"> A. Give mid-term and end-term exams B. Correct tasks given during class C. Pose questions during the lesson D. Observe verbal and non-verbal cues E. Other (specify) 		
<p>26. Which do you believe is more important for you, formative or summative assessment?</p>		
<p>27. How have you changed the way you set questions for exams, to make them competence-based? (<i>tick all that apply</i> – DO NOT PROMPT)</p> <ul style="list-style-type: none"> A. No change B. More essay questions C. More case studies D. More weight given to assignments, less exams E. Set questions according to Blooms Taxonomy F. Other (specify) 		
<p>28. It is discouraging for students if you correct them in a direct way, therefore it should be done indirectly. (Agree / Disagree)</p>		
<p>29. Self-assessment is an important skills for tutors to model for students. (Agree / Disagree)</p>		

PLANNING

Question	Answer	Comment
<p>30. On a scale of 1-4, how often do you have a daily lesson plan prepared?</p>		
<p>31. What resources do you normally use when preparing a lesson? (<i>tick all that apply</i> – DO NOT PROMPT)</p> <ul style="list-style-type: none"> A. Curriculum B. HaC lesson notes (electronic file) C. Library books 		

D. Internet		
E. TRC		
F. Other (specify)		

32. What are the most common challenges you face related to lesson planning? (<i>tick all that apply – DO NOT PROMPT</i>)		
A. Lack time		
B. Lack of resources		
C. Too many subjects		
D. Other (specify)		
33. A scheme of work is more important than a lesson plan. (Agree / Disagree)		

SUPPORT RECEIVED

Question	Answer	Comment
34. On a scale of 1-4, to what extent do you feel you have the support and resources you need to implement the new TTC curriculum?		
35. What kind of support have you received to help you implement the new curriculum? (<i>tick all that apply – DO NOT PROMPT</i>)		
A. Curriculum document		
B. Training at national level		
C. Training at TTC level		
D. Lesson notes		
E. On-site coaching/mentoring		
F. Other (specify)		
36. Who has been the most helpful to you in implementing the new curriculum? (<i>tick all that apply – DO NOT PROMPT</i>)		
A. Fellow tutors (at same TTC)		
B. Same subject tutors at different TTCs		
C. HaC ECE Mentor		
D. No one		
E. Other (specify)		
37. Do you have a copy of the electronic lesson notes and resource files developed by Help a Child? (Yes / No)		
If YES: Have you used any of the suggested activities within the files? (Yes / No)		
IF YES: Rate how often you use the files on a scale 1-4?		
38. How often do you receive support from HaC's ECE Mentor?		
A. Daily		
B. Weekly		
C. Bi-weekly		
D. Monthly		
39. What type of support do you receive from HaC's ECE Mentor? (<i>tick all that apply – DO NOT PROMPT</i>)		
A. Lesson observations and reflection		
B. In-service training		
C. Model lessons		
D. Co-teaching		
E. Help when planning		
F. Resources for teaching		
G. Supervision of students		
H. Other (specify)		
40. What additional support do you feel you still need to improve your ability to implement the new curriculum effectively? (<i>tick all that apply – DO NOT PROMPT</i>)		

<ul style="list-style-type: none"> A. Textbooks B. Improved/completed curriculum documents C. Printed curriculum documents D. More training E. More coaching F. More resources G. Other (specify) 		
<p>41. On a scale of 1-4, rate the degree to which you feel you have changed your teaching practice to apply a competence-based approach.</p>		
<p>42. On a scale of 1-4, rate the degree to which you feel there are high quality model classrooms in nearby schools where you can take students to observe CBC being implemented well.</p>		
<p>43. What actions does TTC take to build the capacity of nearby pre-primary and primary teachers? (<i>tick all that apply – DO NOT PROMPT</i>)</p> <ul style="list-style-type: none"> A. In-service training B. Stakeholder forums C. TRC sessions D. Coaching visits E. Other (specify) 		

ENDLINE Reflection

What has been the biggest impact of Help a Child’s technical support to your TTC? What are the greatest changes you have observed?

How do you plan to sustain the positive changes made, now that you don’t have an ECE Mentor on site day-to-day?

Additional comments:

TTC Management KAP Survey

RESPONDENT DETAILS

Name of researcher:	Visit Date:
TTC Name:	Principal Name:
Age:	Sex:
# of years teaching experience:	Number of years at TTC:
Highest degree obtained:	Major:

FACILITATION OF ACTIVITIES

Question	Answer	Comment
44. On a scale of 1-4, how well do you feel your tutors know and understand the primary competence-based curriculum?		
45. On a scale of 1-4, how well do you feel your ECLPE tutors know and understand the pre-primary competence-based curriculum?		
46. On a scale of 1-4, how well do you feel your tutors know and understand the TTC competence-based curriculum?		
47. On a scale of 1-4, how well do you feel your tutors do with making their lessons practical (and less theoretical) for students?		
48. What tasks do you do as TTC administration to support tutors in making their lessons practical and get students to apply what they are learning? (<i>tick all that apply</i> – DO NOT PROMPT) J. Observe lessons and give feedback K. In-service training L. Collaborate with nearby schools for demonstration lessons M. Purchase/print materials N. Regular meetings to discuss student learning O. Other (specify)		
49. How often do you have formal meetings with tutors – to discuss administrative and academic issues? (<i>select 1</i>) F. Weekly G. Bi-weekly H. Monthly I. Termly J. As needed		
50. How often do you conduct lesson observations? (<i>select 1</i>) A. Bi-Weekly B. Monthly C. Termly D. As needed E. Never		
51. When you go to class to observe, what do you focus on? (<i>tick all that apply</i> – DO NOT PROMPT) I. Pedagogical documents J. Classroom management K. Content knowledge L. Learner-centered approach M. Adherence to the curriculum N. Other (specify)		

CLASSROOM SET-UP & USE OF MATERIALS

Question	Answer	Comment
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52. On a scale of 1-4, how proactive are your tutors in making and gathering materials to enhance their lessons?		
53. Do you have enough textbooks for your students? (Yes / No) If NO: Are there subjects or options that are most affected by the shortage? List them.		
54. Besides textbooks, where else do you encourage tutors to find written material for students to read? (<i>tick all that apply</i> – DO NOT PROMPT) E. Notes F. Handouts from the internet G. Photocopies of other books H. Other (specify)		
55. TTC students don't need visual aids or varied activities like primary students. (Agree / Disagree)		
56. It is necessary to bring some materials to class for hands-on activities and to serve as examples (from TRC or elsewhere), even though the TRC is there for that purpose. (Agree / Disagree)		

CLASSROOM MANAGEMENT

Question	Answer	Comment
57. On a scale of 1-4, how well do you feel your tutors understand and apply positive discipline techniques in class?		
58. What is your TTC's primary challenge when it comes student discipline? (<i>tick all that apply</i> – DO NOT PROMPT) H. Students dodging class I. Drug abuse J. Sleeping in class K. Unruly students L. Teen pregnancies M. Transition to boarding school N. Other (specify)		
59. Sometimes it is justified to beat a student, to teach him/her discipline. (Agree / Disagree)		
60. All students should be treated the same for a class to be inclusive. (Agree / Disagree)		

ASSESSMENT

Question	Answer	Comment
61. On a scale of 1-4, how well do you feel your tutors understand the role of assessment in a competence-based approach?		
62. What information do you as TTC administration collect to see how well your students are performing? (<i>tick all that apply</i> – DO NOT PROMPT) F. National exam results G. End-term exam results H. Mid-term exam results I. Informal reports from tutors J. Teaching practice reports K. Other (specify)		
63. Which form of assessment do you believe is more important for students, formative or summative?		
64. How has your TTC changed its assessment and reporting system to become more competence-based? (<i>tick all that apply</i> – DO NOT PROMPT) G. No change H. Inclusion of student portfolios		

I. Writing exams with more essay questions and case studies		
J. More weight given to assignments, less exams		
K. Set questions according to Blooms Taxonomy		
L. Other (specify)		

ADMINISTRATION

Question	Answer	Comment
65. To the best of your knowledge, how many of your tutors typically have a daily lesson plan prepared, using a rating of 1-4?		
66. What resources do tutors normally use when preparing and delivering lessons? (<i>tick all that apply</i> – DO NOT PROMPT) G. Curriculum H. HaC lesson notes (electronic file) I. Library books J. Internet K. TRC L. Other (specify)		
67. To the best of your knowledge, how often do students miss a lesson due to a tutor being absent (for any reason), using a rating of 1-4?		
68. What are the most significant challenges you face at your TTC, related to management of tutors? (<i>tick all that apply</i> – DO NOT PROMPT) E. Understaffing F. Staff turnover G. Assigning subjects / timetabling H. Discipline (lateness, absenteeism) I. Poor collaboration / conflicts J. Financial issues / complaints K. Other (specify)		

SUPPORT RECEIVED

Question	Answer	Comment
69. On a scale of 1-4, to what extent do you feel your TTC has the support and resources you need to implement the new TTC curriculum?		
70. What kind of support has your TTC received to help you implement the new curriculum? (<i>tick all that apply</i> – DO NOT PROMPT) G. Curriculum document H. Training at national level I. Training at TTC level J. Lesson notes K. On-site coaching/mentoring L. Other (specify)		
71. Who has been the most helpful to your tutors in implementing the new curriculum? (<i>tick all that apply</i> – DO NOT PROMPT) F. Fellow tutors (at same TTC) G. Same subject tutors at different TTCs H. HaC ECE Mentor I. No one J. Other (specify)		
72. Are you aware of the electronic lesson notes and resource files developed by Help a Child? (Yes / No)		
If YES: Which actions have you taken to promote its use among the tutors? Explain.		

<p>73. What type of support do your tutors receive from HaC's ECE Mentor? (<i>tick all that apply</i> – DO NOT PROMPT)</p> <ul style="list-style-type: none"> I. Lesson observations and reflection J. In-service training K. Model lessons L. Co-teaching M. Help when planning N. Resources for teaching O. Supervision of students P. Other (specify) 		
<p>74. What additional support do you feel you still need to improve your TTC's ability to implement the new curriculum effectively? (<i>tick all that apply</i> – DO NOT PROMPT)</p> <ul style="list-style-type: none"> H. Textbooks I. Improved/completed curriculum documents J. Printed curriculum documents K. More training L. More coaching M. More resources N. Other (specify) 		
<p>75. On a scale of 1-4, rate the degree to which you feel there are high quality model classrooms in nearby schools where you can take students to observe CBC being implemented well.</p>		
<p>76. What actions does TTC take to build the capacity of nearby pre-primary and primary teachers? (<i>tick all that apply</i> – DO NOT PROMPT)</p> <ul style="list-style-type: none"> F. In-service training G. Stakeholder forums H. TRC sessions I. Coaching visits J. Other (specify) 		

ENDLINE Reflection

What has been the biggest impact of Help a Child's technical support to your TTC? What are the greatest changes you have observed?

How do you plan to sustain the positive changes made, now that you don't have an ECE Mentor on site day-to-day?

Additional comments:

8. On a scale of 1-4, how proactive are your tutors in **making and gathering materials** to enhance their lessons?

CLASSROOM MANAGEMENT

9. How do you feel about your relationship and interactions with your tutors? Are they harsh? Approachable?

10. What types of discipline cases receive punishments? Which kind of punishments do they give – by whom?

11. On a scale of 1-4, how well do you feel your tutors are explaining and modeling how to apply **positive discipline techniques** in future classes?

ASSESSMENT

12. On a scale of 1-4, how well do you feel most students are doing in **mastering the content** being taught?

13. What actions do your tutors take to check how well you are understanding the content? What do they do that is helpful? What do they do that isn't helpful?

14. How often do **students miss a lesson** due to a tutor being absent (for any reason)?

YEAR TWO ONLY

15. On a scale of 1-4, rate the **quality of demonstration classrooms** in nearby schools where you go for observation. Does it help you to understand better how to be a good teacher?