

## TERMS OF REFERENCE

### CONSULTANCY TO PROVIDE TECHNICAL SUPPORT FOR

#### Cost-Effectiveness Analysis of a CPD Diploma Programme on Effective School Leadership in Rwanda

### 1. Summary position

**Position Title:** Consultant(s) to provide technical support for a Cost-Effectiveness Analysis on a CPD Diploma Programme on Effective School Leadership in Rwanda

**Location:** Remotely + two to three missions to Rwanda

**Duration:** April 2020 till July 2021

**Expected start Date:** April 2020

**Maximum budget:** 55,000 Euros (including VAT)

**Reporting to:** Research Advisor, VVOB in Rwanda

### 2. Tendering Organization

This Call for Proposals is issued by VVOB – *education for development* duly represented by Dr. **Jef PEERAER**, VVOB Programme Manager in Rwanda.

VVOB – Education for development works towards improving the quality of education in partner countries. Quality education ensures equal opportunities. It is key to achieving the Sustainable Development Goals and a more equitable world for all. We provide technical assistance to reinforce the capacities of the Departments of Education, universities and provincial education departments. We align our work with the local education policy and developing education expertise based on strong partnerships. VVOB is operational in ten countries, including Rwanda.

The Call shall be followed up by **Ilse FLINK**, Research Advisor at VVOB in Rwanda.

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All correspondence regarding this call should be sent to: [ilse.flink@vjob.org](mailto:ilse.flink@vjob.org)

### 3. Background

In Rwanda, VVOB, implements the Multi-Year programme “*Leading, Teaching and Learning Together (LTLT)/Umusemburo w’Ireme ry’Uburezi* programme” (2017-2021). The main objective of the programme

is to improve the quality of basic education in Rwanda by strengthening the competences of key education actors through improved Continuous Professional Development (CPD) support systems for these actors. Actors directly targeted by the programme are: Sector Education Inspectors, School leaders (headteachers and deputy headteachers), School Based Mentors and School Subject Leaders in Science, Technology, Engineering and Mathematics (STEM). Actors that are indirectly targeted include (new) teachers and students. Ultimately, the programme aims to improve learning and wellbeing among students and contribute to a reduced gender gap in STEM. The programme is a collaboration between VVOB, the Rwanda Education Board (REB) and the University of Rwanda College of Education (UR-CE). It is funded by the Mastercard Foundation and DGD (Belgian government).

The programme in secondary education, on which this study will focus, is implemented in 792 schools in 14 districts. Head Teachers, Deputy Head Teachers, School-Based Mentors and STEM Subject Leaders take part in CPD Courses on effective school leadership, coaching and mentoring and engage in Professional Learning Communities (PLC)/Communities of Practice (CoP) at the level of the administrative sector (PLCs) and in schools (CoPs). PLCs and CoPs are action-oriented communities of school leaders (sector level) and teachers (school level) respectively that are facilitated by trained SEIs and SBMs. The CPD Courses are organized in three cohorts. The first two cohorts started in 2018 and 2019. The third cohort will start in 2020.

The CPD courses are gradually delivered in a more 'blended' (online combined with face-to-face) format. In cohort 2 (2019), school leaders already received part of the CPD course on Effective School Leadership through online learning. By cohort 3 (2020), two face-to-face sessions will be fully replaced by self-paced online learning.

An overall summary of the programme can be found in annex 1 of this ToR.

#### **4. Overall purpose of the evaluation**

VVOB in Rwanda is looking for (a) consultant(s) to provide technical support on "Cost-Effectiveness Analysis of a CPD Diploma Programme on Effective School Leadership" (2018-2021). As such, the consultancy assignment will focus specifically on the School Leadership pillar of the programme.

The purpose of the assignment is to provide technical support to VVOB in Rwanda on conducting a Randomized Trial to compare the cost-effectiveness of an experimental scenario of the CPD Diploma Programme on Effective School Leadership to the treatment as usual (a so-called base scenario):

- The base scenario includes 6 face-to-face sessions combined with self-paced online learning.
- The experimental scenario includes 3 face-to-face sessions combined with self-paced online learning

Effectiveness will focus specifically on school leadership outcomes such as improved effectiveness of school leaders according to Rwandan five standards of school leadership.

## 5. Research questions

For this research, four main questions have been predefined. These include:

- How effective are both interventions in improving school leadership outcomes?
- Which factors explain any potential differences in the effectiveness of the two interventions?
- How does the experimental scenario compare to the base scenario in terms of costs?
- Which intervention is most cost-effective (1) overall, and (2) for various outcome measures and for various sub-groups of participants?

## 6. Use of study findings

The findings will serve as input for different audiences:

- The findings will be used by VVOB staff members and operational/implementing partners (REB and UR-CE) to steer and adapt, and to identify cost-effective strategies.
- The findings will be shared with programme beneficiaries to ensure downward accountability and for learning, inspiration and motivation.
- The findings will be shared with local knowledge/exchange platforms (e.g. RENCPC)
- The findings will be shared with the donors (Mastercard Foundation, DGD), academics and practitioners.
- The final report will be used by VVOB for a variety of communication purposes.

## 7. Methodology and approaches

VVOB expects *sound and robust* evidence on the cost-effectiveness of the studied interventions. To achieve this, we will implement a Randomized Trial in all 14 implementation districts among the third training cohort of school leaders (expected start date is August 2020). Since the Head Teacher and the Deputy Head Teacher may be trained in the same cohort, randomization into the two treatment groups will take place at school level. Measurements include a pre- and post-measurement (e.g. a survey) on school leadership outcomes as well as the collection of process data (e.g. satisfaction with the course, motivation of trainers, participation rates etc.) to explain any potential differences in effectiveness. In the past, we have observed that sole use of self-reported surveys may not provide sufficiently valid data. The consultant(s) are therefore encouraged to triangulate newly collected data with existing data on school outcomes and processes collected by VVOB Rwanda through the Kirkpatrick evaluations of trainings framework. In addition, a thorough and precise analysis of costs should be undertaken for determining the cost-effectiveness ratio.

## 8. Roles and responsibilities

The consultant(s) will work in close collaboration with the Research Advisor, the Research Coordinator and the Education Advisor on School Leadership. Specific roles of each stakeholder include:

### *Consultant*

- Review programme documents and literature;
- Finetune research questions and research design in consultation with VVOB
- Take part in regular (skype) meetings with VVOB
- Develop final tools or advise on existing tools for assessing effectiveness and measuring process data in consultation with VVOB
- Conduct a thorough cost-analysis
- Clean, analyse and report on data, including the provision of a comprehensive report that addresses all agreed upon research questions
- Facilitate a workshop with VVOB and programme partners to validate the findings.

### *VVOB*

- Provide main programme documents and relevant budgets/costs;
- Brief stakeholders about the purpose of the research;
- Organise regular (skype) meetings with the consultant;
- Develop the final data collection plan and timeline;
- Train data collection team;
- Review and approve the tools and reports;
- Organize the logistics for field visits/missions conducted by the consultant(s);
- Organize meetings with stakeholders;
- Prepare and effect payment for the consultant upon completion of the deliverables.

## **9. Proposed report structure for baseline and final report**

1. Executive summary
2. Introduction
3. Study context
4. Methodology
  - a. Study design
  - b. Sampling procedures
  - c. Study instruments
  - d. Data collection procedures
  - e. Data analysis
  - f. Ethical consideration
5. Findings (besides text it should also include graphs, tables, infographics to illustrate the findings)
6. Conclusions and recommendations
7. References

## 10. Timing of the activities and deliverables

### Part 1

- Desk review, finetuning of research questions and design and, development + pilot-testing of data collection tools (April-June 2020, includes a mission to Rwanda)

### Part 2

- Pre-test study (August-October 2020, includes a possible mission to Rwanda)
  - Data analysis
  - Final report baseline study

### Part 3

- Post-test study (May-July 2021, includes a mission to Rwanda)
  - Data analysis (includes analysis of effectiveness, costs and process data)
  - Validation workshop
  - Final report cost-effectiveness study

### **Note that:**

- The schedule of the missions may be adjusted by VVOB and extra meetings may be convened if necessary.
- VVOB will suggest the agenda for each mission. All people involved may propose agenda items for the missions.
- The cohort under study will start in August 2020 and end in May 2021.

<b>Deliverables</b>	<b>Deadline*</b>
<b>Part 1</b>	
Inception report + final data collection tools	June 2020
<b>Part 2</b>	
Pre-test study report	October 2020
<b>Part 3</b>	
Validation workshop with VVOB and implementing partners	June 2021
Final report cost-effectiveness study including raw data	July 2021

\* Draft versions of deliverables should be sent to VVOB Rwanda at least 2 weeks before the deadline in order to provide feedback.

## 11. Cost Implications

- For consultant(s) involved in this research, remuneration shall be regulated through the contract with VVOB;
- Costs for accommodation, flight costs and per diem will be covered by VVOB following VVOB regulations;
- For VVOB Rwanda partners involved in this research, costs and fees are regulated through the Cooperation Agreements with each operational partner;

- VVOB will cover all costs incurred for the organisation of meetings/workshops. These include transport of members, meals, meeting venues and materials.

## 12. Requirements

The consultant(s) must have:

- Solid experience with cost-effectiveness research within the education sector;
- Solid experience in M&E and education research, preferably on school leadership and blended learning;
- Solid experience with the implementation of Randomized Trials and analysis of trial data, preferably within the education sector;
- Experience with the development sector, preferably also in Rwanda;
- Excellent written and oral communication in English.

The members of the team are not staff members of one of the VVOB partner organisations (REB or UR-CE).

## 13. Evaluation Criteria

Proposals will be evaluated on the following criteria:

- Technical feasibility: (max. 80 points)
  - Proven experience and expertise of the consultant(s) (relevance of previous work; CV) (max. 40 points)
  - Evaluation approach and methodologies proposed by the consultant(s) (on 40 points)
- Price (max. 20 points)

Only proposals that have at least 56 points (or 70%) on the technical part, are considered for the evaluation of the financial feasibility.

If deemed necessary, VVOB may decide to further negotiate the proposal with one or more service providers. These negotiations may result in an adapted proposal by the consultant and subsequent modifications in evaluation and ranking of the proposals. All qualified respondents will be notified about the final decision. VVOB reserves the right to re-advertise the Terms of Reference in case no suitable proposal was received

## 14. How to apply

Interested consultants should submit their proposal by e-mail to [ilse.flink@vjob.org](mailto:ilse.flink@vjob.org) by Wednesday 1<sup>st</sup> April 2020, 5 PM (UTC+02:00). Proposals should include:

- An overview of the (lead) consultant's past work, focusing on the most relevant. This should include a digital copy of at least one previous report delivered by the (lead) consultant;
- A curriculum vitae of the consultant(s);
- If the consultant includes in his/her proposal one or more assistants, the CVs of the latter should be included in the proposal as well;
- References and other information supporting the required expertise listed in the qualitative requirements;
- An outline of the evaluation approach, including a detailed description of the proposed methodology/methods and a workplan that also clarifies the number of international travels and the number of working-days in country/Rwanda if applicable;
- A financial proposal: detailing number of days for each part x daily fee and the total cost per part and for the three parts together. The proposed budget should only cover the remuneration (fee) expenses of the consultant which should be inclusive of all applicable taxes and desired insurances.

A maximum of 25% of the agreed performance fees can be paid in advance, upon request. Payments will be subsequent to approval of deliverables.

Payments shall be regulated through the contract with VVOB.

Please note that the contract will be concluded with VVOB Rwanda, KG 565 St, Kacyiru, Kigali, Rwanda. Candidates therefore need to include in their financial proposal a 15% withholding income tax.

## **15. Information, Intellectual Property and Confidentiality**

- The consultant(s) undertake(s) for the duration of this contract to grant VVOB immediate and free access to any documents, in written, printed, electronic, or magnetic form, in his/her possession, that may contain information with respect to the assignment.
- Upon termination of this contract, the consultant(s) shall immediately and on his/her own initiative return to VVOB any documents, in written, printed, electronic, or magnetic form, in his/her possession, that may contain information with respect to the assignment.
- The consultant(s) undertake(s), both during the term of this contract and after termination thereof, not to disclose to any third parties and not to use to his/her own benefit or to the benefit of any third party, any confidential information with respect to VVOB that the consultant(s) may have acquired or that may have been communicated to the latter during the term of this contract.
- VVOB retain the intellectual property of all products developed as part of this assignment as well as any materials that are made available by VVOB to the consultant(s) such as manuals, videos and other didactical material. Prior permission to publish, present or use the products in any other way must be obtained by VVOB.

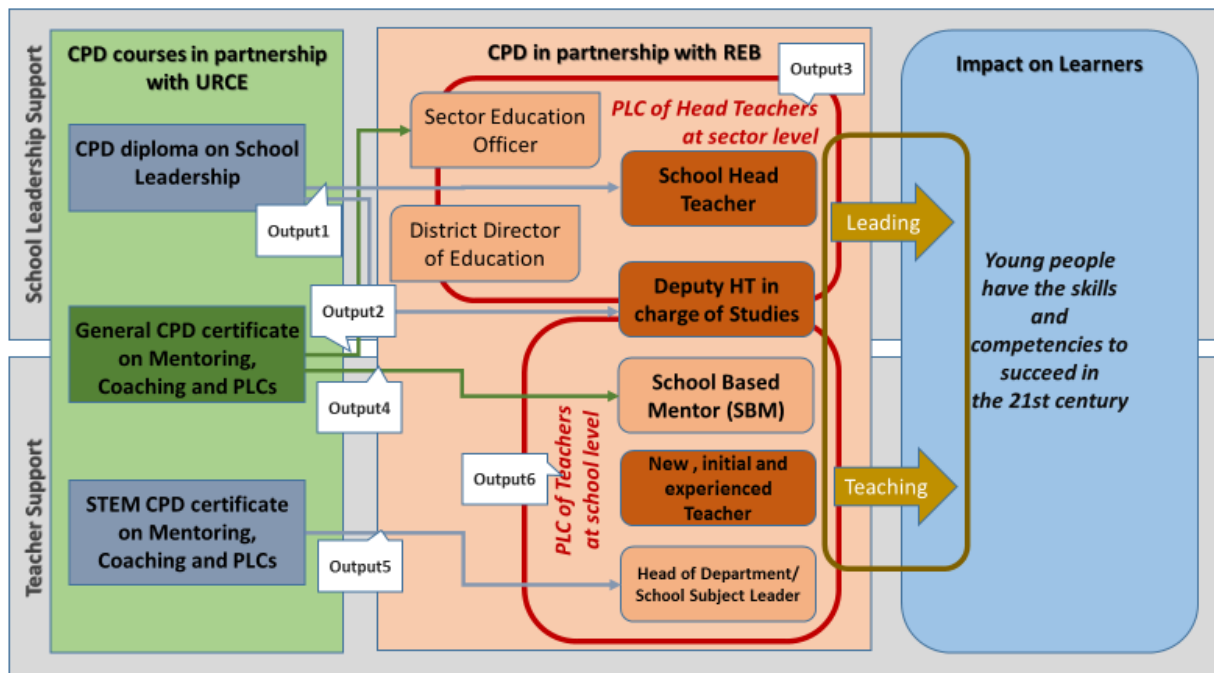
## Annex 1: LTLT programme descriptions

Teachers and school leaders are the two most critical sets of actors in raising the quality of secondary education in Rwanda, so that young Rwandans have the skills and competencies to succeed in the 21<sup>st</sup> century. Teachers are crucial when it comes to improving learning outcomes and learner wellbeing. School leaders who support, evaluate and develop teacher quality also have a high impact on learning outcomes. VVOB will raise the effectiveness of teachers and school leaders in secondary education by improving the delivery, sustainability and institutionalization of CPD services to school leaders and teachers.

VVOB’s interventions will focus on capacity development of national and local education authorities supporting teachers and school leaders. VVOB will do this in close partnership with URCE and REB. There is full alignment with the priorities and strategies of the Government of Rwanda, including the competence-based curriculum and the teacher development and management policy.

Six *Outputs* have been identified, which describe Continuous Professional Development (CPD) services for school leaders (core activity “LEAD”) and teachers (core activity “TRAIN”). The services (Figure 1) target key stakeholders in the school ecosystem and reflect characteristics of effective CPD: services are sustained and intensive, emphasize learning by doing; start from existing practices and challenges and focus on students’ learning outcomes and wellbeing.

Figure 1: Intervention Logic





The services will be rolled out in phases in all (about 680<sup>1</sup>) secondary schools in 14 districts.

### ***LEAD pillar: School Leadership Support Interventions***

International literature identifies effective leadership as a critical factor in raising the achievement of learners. Research (e.g. Robinson et al, 2008; Leithwood et al, 2008) has shown that school leadership matters for quality education because:

- school leaders who develop, support and evaluate the quality of teaching have a strong indirect influence on learning outcomes
- the impact of school leadership on learning outcomes is second only to the quality of teaching and learning
- effective school leadership is critical for raising learners' achievement
- effective school leadership is particularly important in improving poorly performing and disadvantaged schools
- successful school leadership has a positive impact on the entire school.

Both the draft version of the new Education Sector Strategic Plan (ESSP) and the TDM Policy recognize the key role of school leadership in improving the quality of education.

Professional development of school leaders throughout their careers is one of the linchpins of VVOB's approach to school leadership. Appointed school leaders are often former teachers and don't necessarily have the competences to become an effective school leader. VVOB has already institutionalised school leadership practices in Rwanda's primary education system, and this will now be extended to secondary education. Collaboration between VVOB and URCE led to the introduction of a CPD Diploma in Effective School Leadership recognised by the Rwanda Education Board. 397 Head Teachers were awarded this CPD Diploma in Effective School Leadership in 2016. An endline assessment of this first cohort was conducted in July 2016, using surveys, self-assessment and observations in schools. Some areas for improvement were identified that are being addressed in the revision of the course in 2017. HTs and DHTs will receive the same course and materials, as the 5 standards of effective school leadership are relevant for both groups. However, we will differentiate in some activities, reflection questions and assessment tasks, reflecting their different roles in school leadership.

VVOB's experience has shown that top-down strategies alone are insufficient and need to be complemented by strategies that provide continuous support and involve school leaders themselves.

Professional learning communities (PLCs) can be an effective form of professional development (e.g. Vescio et al, 2008; Ingvarson et al, 2005). In 2014-2016, VVOB trained 120 SEOs to initiate and guide PLCs. Regular coaching and feedback helped SEOs and HTs to improve the quality of their PLCs. An impact study was done at the end of 2016, showing the effectiveness of VVOB's approach and leading to recommendations for further improvement and finetuning of VVOB's interventions. An important conclusion that has emerged and which is confirmed by other research (e.g. Murphy, 2015; Brodie, 2013) is the importance of formal leaders (in Rwanda: SEOs) in creating effective PLCs. Other findings

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<sup>1</sup> 680 in 2019, including boarding schools

included the need for extensive coaching and feedback to help PLC members understand the bottom-up and collaborative nature of PLCs and the positive impact on head teachers' and teachers' motivation. Therefore, the revised CPD Diploma Course will put more emphasis on school collaboration and PLCs.

With support of VVOB, REB developed *National School Leadership Standards* that form the basis of VVOB's support to school leaders since 2014. To ensure school leaders in secondary schools can perform according to these standards, VVOB will initiate a school leadership support system, consisting of three services:

- *Output 1: A CPD Diploma course on School Leadership for Head Teachers and Deputy Head Teachers in charge of Studies;*
- *Output 2: A General CPD Certificate course on Coaching, Mentoring and Professional Learning Communities (PLCs) for Sector Education Officers and engagement of District Directors of Education;*
- *Output 3: CPD support in PLCs of School Leaders at sector level, with coaching by trained Sector Education Officers and supervision by District Directors of Education.*

### ***TEACH pillar: Teacher Support Interventions***

The Rwandan Teacher Development Management policy calls for a better link between pre-service teacher education and Continuous Professional Development (CPD), and a harmonized and free-flowing Initial Teacher Training/CPD teacher development system. Improving the quality of teaching is a career long process. To institutionalise this ongoing process after initial training, the Rwanda Education Board has developed the School-Based Mentor (SBM) Programme Framework (REB, 2016). The support and guidance (including mentoring) provided by SBMs to newly qualified, junior, senior and master teachers is about building the teaching profession, keeping them in the teaching profession and ensuring that they are part of a learning community focused on continually improving teaching and learning. Because of a high workload, many SBMs are unable to provide the expected support and guidance. Within the LTLT programme, successful induction and needs-based continuous teacher professional development are not the responsibility of one person in the school. Professional support is embedded in a school-wide support system, enhanced by a cooperation with teacher education institutions, where (D)HTs, mentor teachers, subject leaders and other teachers (through Communities of Practice (CoPs)) all have a role to play.

To make sure SBMs and STEM SSLs are equipped with the competences to guide and organize school-based CPD and coach and mentor (new) teachers, SBMs and SSLs benefit from a CPD Certificate programme in Educational Mentorship and Coaching and a CPD certificate programme in Educational Mentorship and coaching for STEM SSLs/Heads of Department. Both certificate programmes focus on teacher development as an ongoing process in a teacher's career including the induction of new (STEM) teachers and peer learning through CoPs. The programmes also train SBMs and SSLs to coach fellow teachers, to plan CPD based on teachers' professional development needs, to observe lessons and facilitate lesson study, and to take gender into consideration when facilitating CPD activities. In the STEM certificate programme additional attention is paid to pedagogical content knowledge for STEM and STEM leadership.

Similar to what happens at sector level through PLCs, CoPs are organized for teachers at schools by the SBMs, in collaboration with the STEM SSLs, the headteacher or the deputy headteacher. Activities within

CoPs may include collaborative lesson preparation, lesson study/observation, case discussions, analysing student work on assessments, analysing marking and record keeping systems, or developing strategies for teaching learners with special educational needs (SEN).

In summary, the teacher support system consists of the following three interventions:

- *Output 4: A General CPD Certificate course on Coaching, Mentoring and PLCs for School Based Mentors;*
- *Output 5: A STEM CPD Certificate course on Coaching, Mentoring and PLCs for STEM Heads of Department or School Subject Leaders (aligned with school level support by AIMS);*
- *Output 6: CPD support through induction programmes and CoPs for (new) teachers in schools, with coaching by School Based Mentors and STEM School Subject Leaders, and supervision by Deputy Headteachers.*

### Overview of programme indicators

Project Objectives	
Outline specific and measurable project objectives this project will achieve in order to address the problem identified in the Project Note. <i>Maximum 300 words.</i>	
Objectives and indicators are formulated at different levels in line with the intervention logic (see executive summary), starting from the overall objective to “improve learning”, via “improved teaching” and “improved leading” to “improved CPD services”. Indicators describe both the reach of CPD services and the impact on competencies of direct beneficiaries.	
Objective	Indicator
Improved learning (as a result of LEAD and TRAIN components)	
Improved learning of students	<ul style="list-style-type: none"> <li>• % of S3 and S6 learners with improved grades in STEM assessments/exams</li> <li>• Drop-out rates in targeted schools</li> </ul>
Improved teaching (TRAIN)	
Improved teaching competencies of new teachers	<ul style="list-style-type: none"> <li>• % of new teachers reporting high intrinsic motivation to conduct main teaching roles</li> </ul>
Improved leading (LEAD)	
Improved competencies of HTs and DHTs to lead their schools effectively	<ul style="list-style-type: none"> <li>• % of HTs/DHTs reporting high competence in applying the five standards of school leadership.</li> </ul>
Improved CPD support systems	
Improved SL support/ LEAD (CPD services): resulting in improved leading	
Reach/scope of SL support	<ul style="list-style-type: none"> <li>• # of HTs and Deputy HTs passing the CPD Diploma Course on school leadership</li> <li>• # of SEOs passing the CPD Certificate Course on Educational Mentoring and Coaching</li> <li>• # of PLCs of HTs initiated</li> <li>• # of PLC sessions held for HTs per sector</li> </ul>

	<ul style="list-style-type: none"> <li>• Attendance rate of HTs and DHTs in PLC sessions throughout the year</li> </ul>
Improved Competencies of SEOs	<ul style="list-style-type: none"> <li>• % of SEOs reporting high confidence to coach and mentor HTs.</li> </ul>
Improved Teacher support/ TRAIN (CPD services): resulting in improved teaching	
Reach/scope of Teacher support	<ul style="list-style-type: none"> <li>• # of SBMs passing the General CPD EMC Certificate Course</li> <li>• # of HoDs/SSLs passing the STEM CPD Certificate Course</li> <li>• # of CoPs of teachers initiated and maintained in schools</li> <li>• # of CoP sessions held by SBMs for teachers</li> <li>• % schools with a formal induction programme for new teachers</li> </ul>
Improved competencies of SBMs	<ul style="list-style-type: none"> <li>• % of SBMs who report high ability to coach and mentor teachers.</li> </ul>
Improved competencies of HoDs/SSLs	<ul style="list-style-type: none"> <li>• % of HoDs/SSLs who report high ability to coach and mentor new STEM teachers</li> </ul>