



Stawisha Instructional Leadership Institute (APBET) Program Report

1. Introduction

Dignitas' mission is to equip and empower educators in marginalized communities who will transform opportunities for the next generation. The Stawisha Program aims to strengthen partner schools' leadership, improve instructional quality, and provide support to help create an environment where all students can develop the skills and strength of character to thrive and succeed. Through the Stawisha Instructional Leadership Institute, Dignitas provides training to the school leaders through Leadership Academies, Professional Development (PD) Workshops, Coaching, and Professional Learning Communities (PLCs).

In 2020 and 2021, Dignitas partnered with 20 and 21 schools in Dandora respectively, reaching 180 School Leaders. APBET 2020 cohort participated in the *Leaders of Learning* and *School Reopening & Recovery* projects in 2020. The Leaders of Learning project equipped School Leaders with the knowledge, competencies, and strategies to become Community Champions of children's well-being and learning during the prolonged school closures due to Covid-19. Between October 2020 and March 2021, the School Leaders also received remote training and coaching support on School Reopening & Recovery (SR&R) to prepare for reopening and learning recovery.

Stawisha Program was delivered between April 2021 and February 2022 for both APBET 2020 and 2021 cohorts.

2. Data Highlights

- APBET cohorts received a total of 6 training sessions (Three Professional Development Workshops and Three Leadership Academies). They also received seven round of coaching support.
- There was a total of **139.04** and **170.18** cumulative hours of Coaching for 2020 and 2021 cohorts respectively delivered to the School Leaders.
- APBET 2021 cohort had higher training attendance than 2020 cohort throughout the project implementation period.
- Stawisha APBET 2021 cohort showed a greater improvement than the 2020 cohort in majority of the teacher and learner outcomes.
- There was an increase in average numeracy scores across all cohorts including comparison cohort during endlines. Similarly, for literacy, both 2020 and comparison cohorts recorded an increase whereas 2021 cohort's average score remained constant.
- On learner outcomes, APBET 2020 had improved to approaching mastery level across all domains except communication and collaboration where they were at Mastery level. Notably, APBET 2021 also recorded an improvement and was at approaching mastery level on curiosity and mastery level on the two other domains.



- Teachers also showed an improvement during endlines; APBET 2020 was at mastery on Communication and Collaboration and curiosity. APBET 2021 was also at approaching mastery on Curiosity and mastery on self-efficacy and communication and collaboration; An increase from Beginning/ Approaching mastery during baselines. 6% of teachers from each cohort were at advanced mastery level during endlines.
- A general increase in Learner Talk Time was recorded with 2020 and 2021 cohorts being at 54% and 55% respectively during endlines.
- There was increase of 55% and 73% in school leaders with lesson plans during endlines from the baseline values for 2020 and 2021 cohorts respectively. For APBET 2020, the proportion of teachers with lesson plans during endlines was however lower than Nov and September Coaching rounds.
- Instructional Leaders also showed a great shift in mindset and mastery of the competencies. 8% and 7% of 2020 and 2021 cohorts instructional Leaders respectively were at Advanced Mastery during endlines

“The growth experienced in my teaching skills through the trainings cannot be matched!” –

Stawisha 2020 School Leader

3. Professional Development Activities Summary

From April 2021, School Leaders and teachers received three Professional Development Workshop and three Leadership Academies. Between April and October, Dignitas has delivered **63** hours of training. The table below shows the specific topics covered.

Table 1: School Leader Training Content

Training	Day	Session	# of Training Hours
April LA (virtual)	Day 1	S1 – Orientation, Child Policy,	2
		S2 - Mission, Vision & Values	2
		S3 - Safe Learning Spaces	2
	Day 2	S1 - Behaviour Management Cycle	2
		S2 - Behaviour Management Cycle in Action (Practice)	2
		S3 - Positive Framing	2
	Day 3	S1 - Multiple Intelligences	2
		S2 - Differentiated Instruction	2
		S3 - Lesson Planning for Different Learners	2
	Day 4	S1 – Behaviours that Promote Learning	2
		S2 - Rigorous Objectives	2
		S3 - Lesson Planning-Parts of a Lesson Plan and Gradual Release	2
	Day 5	S1 - Habits of Discussion	2
		S2 - Learner Centered Learning: Group work, peer learning, project-based learning.	2
		S3 - Maintaining a culture of inclusivity: building student self-efficacy	2

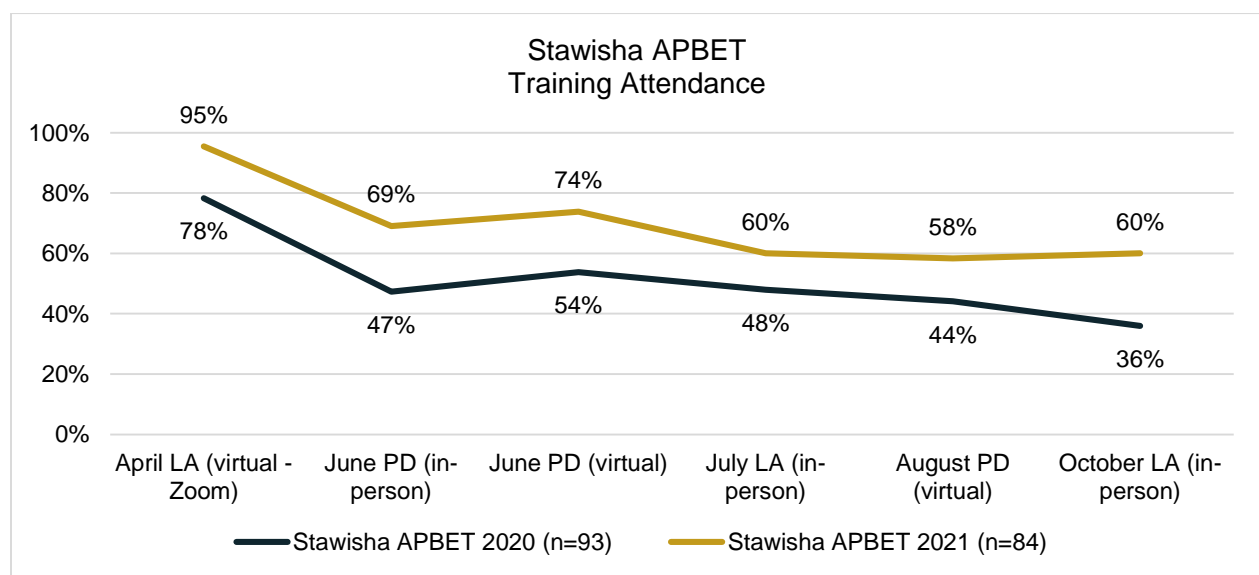


June PD (in-person)	Day 1	S1 - Collecting Data at School	2
		S2 - Building a Culture of Data Practice	2
		S3 - Reflective Practice	1.5
June PD (virtual)	Day 1	S1 - Building strong relationships: The Why and How	2
		S2 – How Students Learn: Student and Teacher Talk Time	
		S3 - Supporting Adult Learners & PLCs	
July LA (in-person)	Day 1	S1 - Increasing the Rigor: How to make Students do the Heavy lifting?	2
		S2 - Questioning Techniques	2
		S3 - Material development	1.5
Aug PD (virtual)	Day 1	S1 - Staff Culture: habits to enroll new teachers and continue supporting returners	2
		S2 – Emotionally Intelligent Leadership	2
October LA	Day 1	S1 - Education as Liberation (Pedagogy of the Oppressed)	2
		S2 - Setting High Expectations	2
		S3 - Building School Culture	2
	Day 2	S1 - Mindsets	2
		S2 - Setting Student Goals	2
		S3 - Stawisha IL Coaching and Feedback	2

Attendance

April Leadership Academy which was conducted virtually during the school term break recorded the highest attendance compared to the other training sessions.

Figure 1: School Leader Training Attendance



SL training feedback



In all training sessions, School Leaders provided feedback regarding the knowledge gained, applicability of skills, and the learning support received. As the table below shows, over 90% of the participants reported satisfaction with the various aspects of the trainings.

Table 2: School Leader Training Feedback

Proportion of SLs that Agree'	Stawisha APBET 2020	Stawisha APBET 2021
The purpose(s) of today's workshop was/were clear	94%	93%
The purpose(s) of today's workshop was/were met	94%	93%
The content of today's workshop is important for me to master in order to meet the needs of my school	94%	93%
I was able to apply my prior experiences during today's workshop	94%	92%
The activities kept me engaged throughout the workshop	94%	93%
The workshop provided me with opportunities to work with and learn from other school leaders	94%	93%
The logistics of the workshop were satisfactory	93%	90%

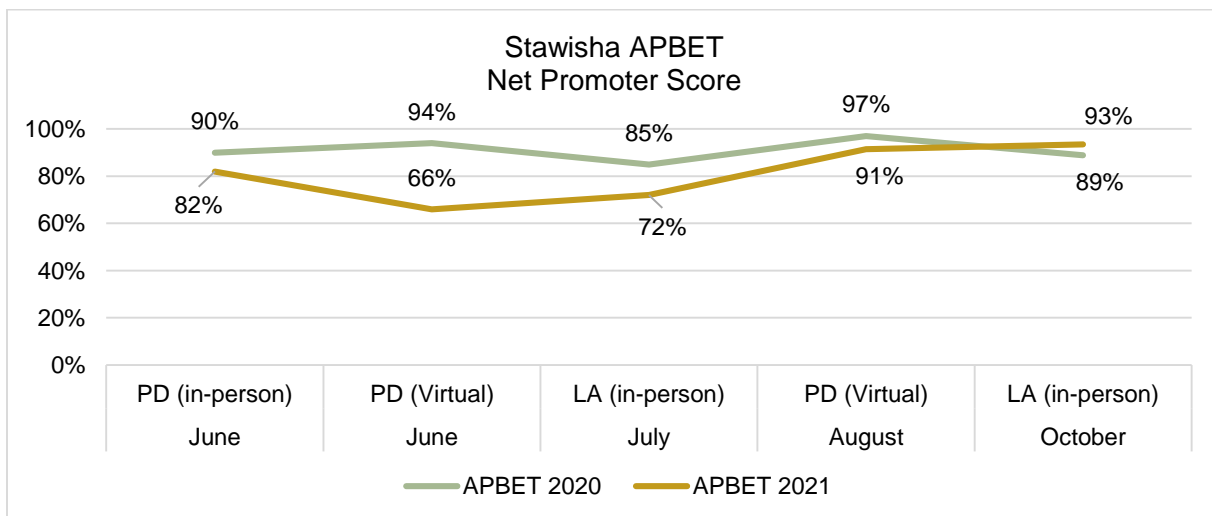
Net Promoter Score

Net Promoter Score (NPS) is a metric used to measure customer experience and predict business growth. It is used to measure how likely one is to recommend a program/ organization. NPS above 70% means the organization is in the list of top customer-centric companies.

To establish if the Program continued being useful to the School Leaders, Dignitas collected NPS data after each training. APBET 2020 Cohort had higher NPS for all trainings except October in person LA.

The average NPS for 2020 cohort was 91% and 81% for 2021 cohort

Figure 2: School Leader Net Promoter Score



b. Coaching Summary



Following the April Leadership Academy, School Leaders received **seven** rounds of coaching; four in person and 3 remote coaching rounds. (May (Remote), June/July (In person), August (Remote), September (In-person), November (in person), December (Remote) and January (in person)).

The table below shows the coaching focus for each of the coaching rounds.

Table 3: School Leader Coaching Focus

Round	Month	Type	Coaching Focus
Round 1	May	Remote	Vision, Mission, Values and creation of Discipline Plans
Round 2	June/July	In-person	Lesson planning, rigorous objectives, formative assessments, discipline plans, and follow up on round 1 focus areas
Round 3	August	Remote	Active learning strategies (Questioning, increasing rigor) and follow up on round 1 and 2 focus areas
Round 4	September	In-person	PLC including follow up on the other practices
Round 5	November	In-person	All Topics
Round 6	December	Remote	All Topics
Round 7	January	In-person	All Topics

No. of SLs Supported.

The table below shows the number of school leaders and schools coached per round. June/July recorded the highest number of school leaders coached for both 2020 and 2021 cohorts.

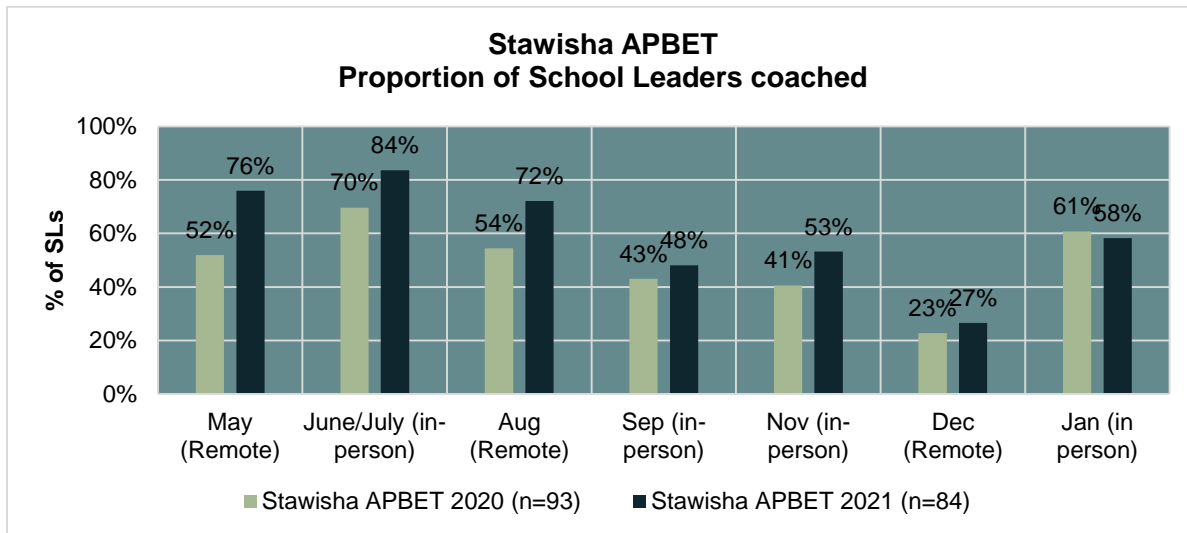
Table 4: Number of Schools Visited and School Leader who received Coaching

Coaching Round	Stawisha APBET 2020		Stawisha APBET 2021		Overall	
	Schools	SLs	Schools	SLs	Schools	SLs
Round 1 (May)	15	41	20	60	35	101
Round 2 (June/July)	15	55	20	66	35	121
Round 3 (Aug)	14	43	18	57	32	100
Round 4 (Sep)	12	34	12	38	24	72
Round 5 (Nov)	15	32	18	42	33	74
Round 6 (Dec)	7	18	9	21	16	39
Round 7 (Jan)	18	48	21	46	39	94

The chart below shows the proportion of school leaders supported during each round. **June/July** recorded the highest proportion of school leaders coached.



Figure 3: Proportion of School Leaders Coached

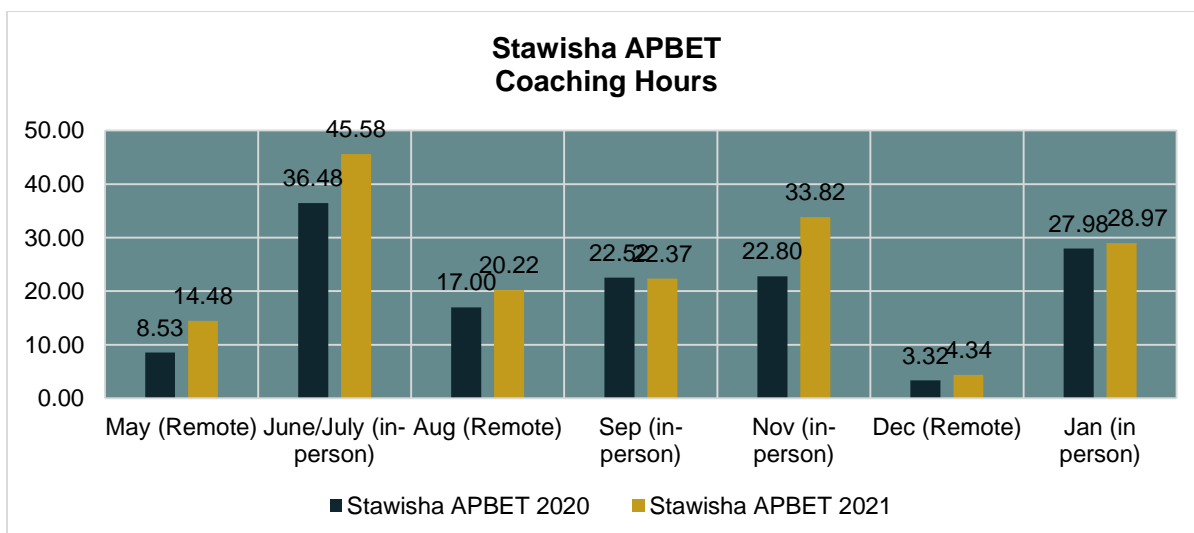


Coaching hours

In total, the 2020 Cohort received **139.04** hours of Coaching whereas 2021 Cohort received **170.18** hours of coaching. Out of these, there has been a total of instructional leadership coaching support time of **20.59** hours for 2020 cohort and **20.30** for 2021 cohorts.

June/July (in person coaching) recorded the highest coaching time for both 2020 and 2021 cohorts.

Figure 4: Coaching Hours



Successes

- Majority of the school leaders were implementing strategies that had been trained on.
- Successful PLC implementation among several schools.



Challenges

- High Turnover rate in APBET Schools made it difficult to monitor progress.
- A few schools were unresponsive to calls during remote coaching.
- Examinations affected classroom observations during a few coaching rounds.

4. Learner Outcomes

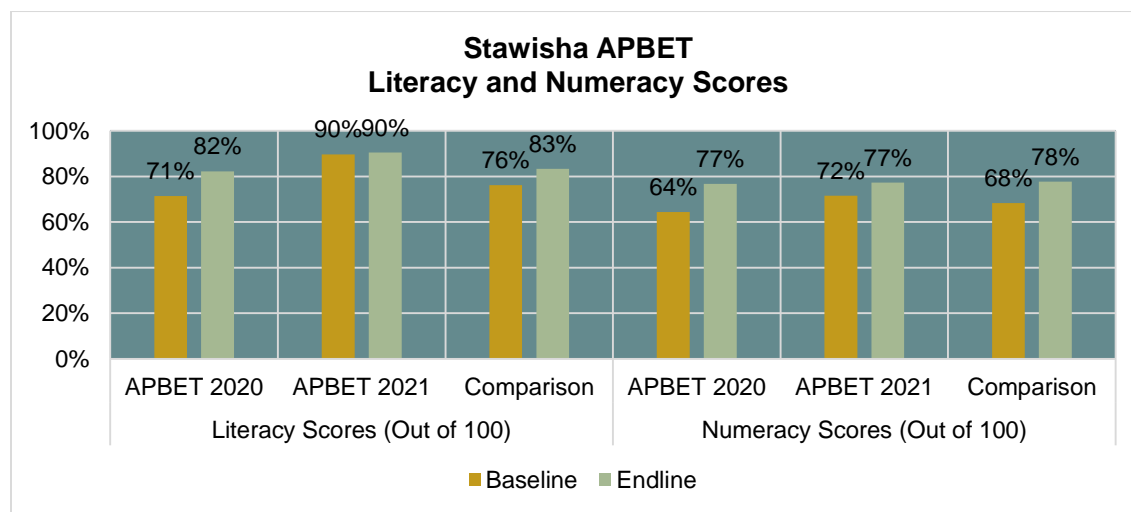
In order to determine whether there have been any changes in learner competencies during the program implementation period, Dignitas carried out learner assessments using three tools;

- English Literacy Assessment (Developed by Uwezo - Kenya).
- Numeracy Assessment (ICAN – developed by PAL Networks).
- 21st Century Skills

Numeracy and Literacy Assessments.

Generally, there was an increase in both literacy and numeracy skills across all cohorts except APBET 2021 cohort where the overall literacy score remained constant.

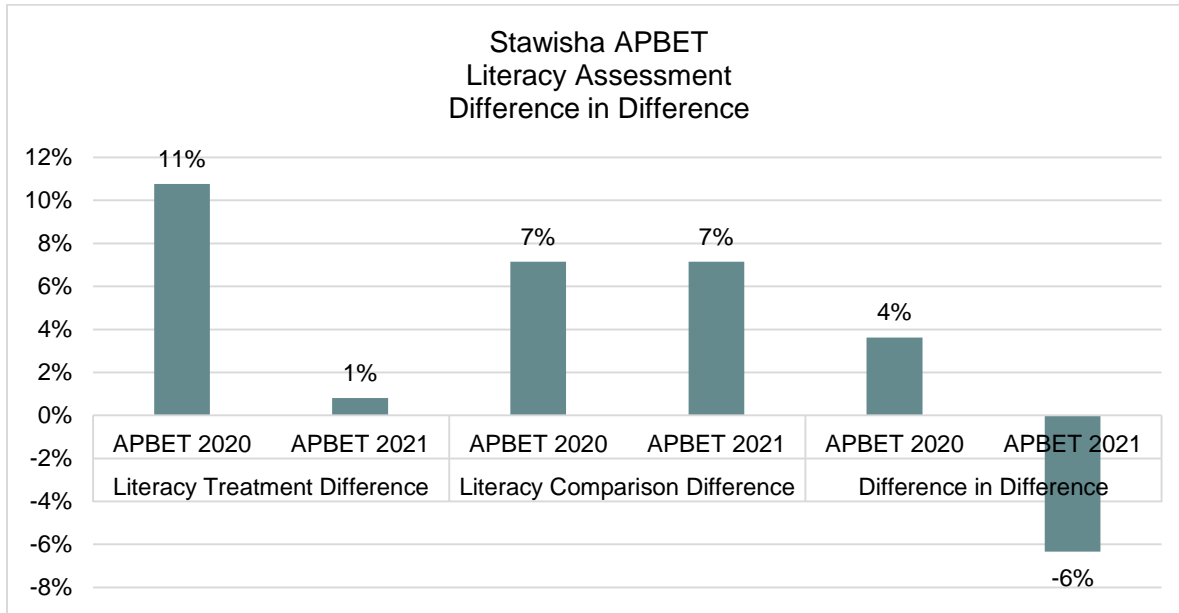
Figure 5: Literacy and Numeracy Scores



For Literacy Assessment, the differences between endline scores and baseline scores were higher for the 2020 cohort (11%) compared to the 2021 cohort (1%). The difference in difference is hence higher for the 2020 scores since the comparison group is the same for both cohorts as illustrated below.

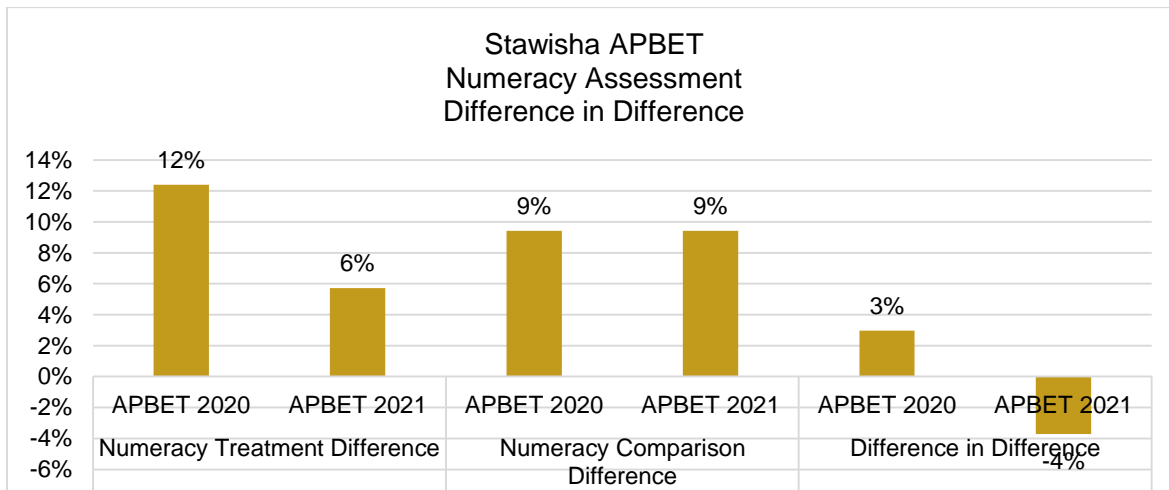


Figure 6: Literacy Assessment (Difference in Difference)



Similarly, for Numeracy Assessment, the differences between endline scores and baseline scores were higher for the 2020 cohort (12%) compared to the 2021 cohort (6%). The difference in difference is therefore higher for the 2020 scores since the comparison group was the same for both cohorts.

Figure 7: Numeracy Assessment (Difference in Difference)



21st Century Skills Assessment.

Collaboration.

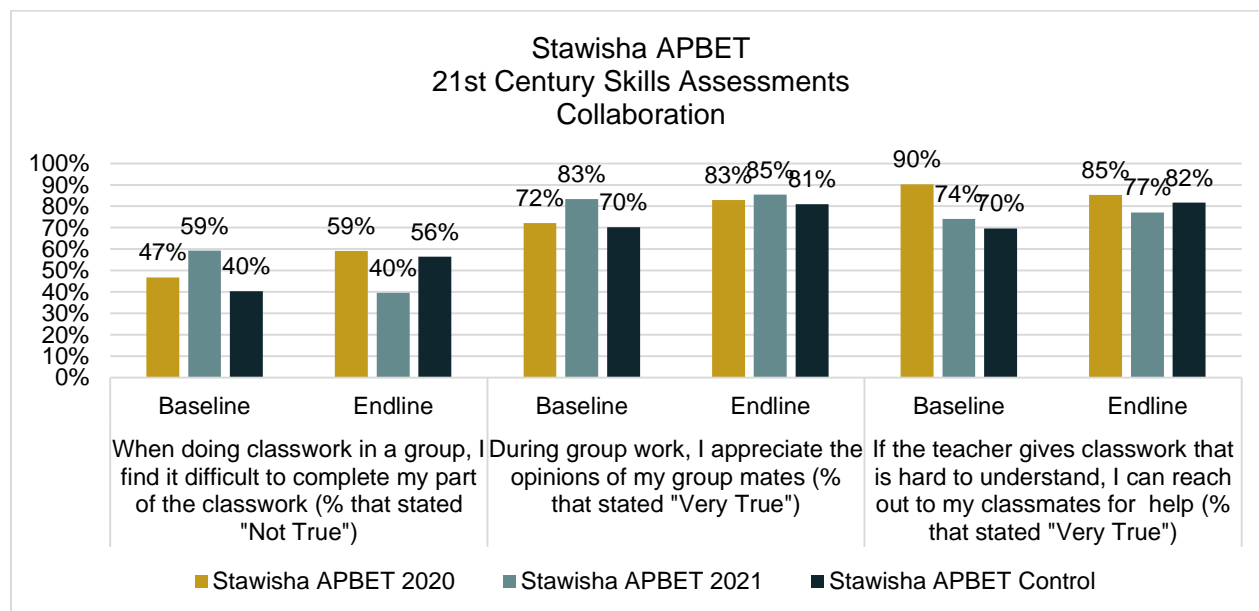


Collaboration is the process of two or more people or organizations working together to realize shared goals (Basic Education Curriculum Framework). Learners are able to understand better when they work together with their peers.

During Baselines, 75% and 100% of learners from 2020 cohorts and 2021 cohorts respectively indicated that they do classwork in groups. During endlines however, the proportions had slightly reduced to 68% and 98% for 2020 and 2021 cohorts respectively.

Compared to baselines, there was a decrease in proportion of learners who find it difficult to complete their part of the classwork for both 2020 cohort and control group. Stawisha 2021 cohort, recorded an increase in proportion of learners who found it difficult to complete their part of the classwork, appreciate opinions of their groupmates and who could reach out to their classmates for help.

Figure 8: Collaboration



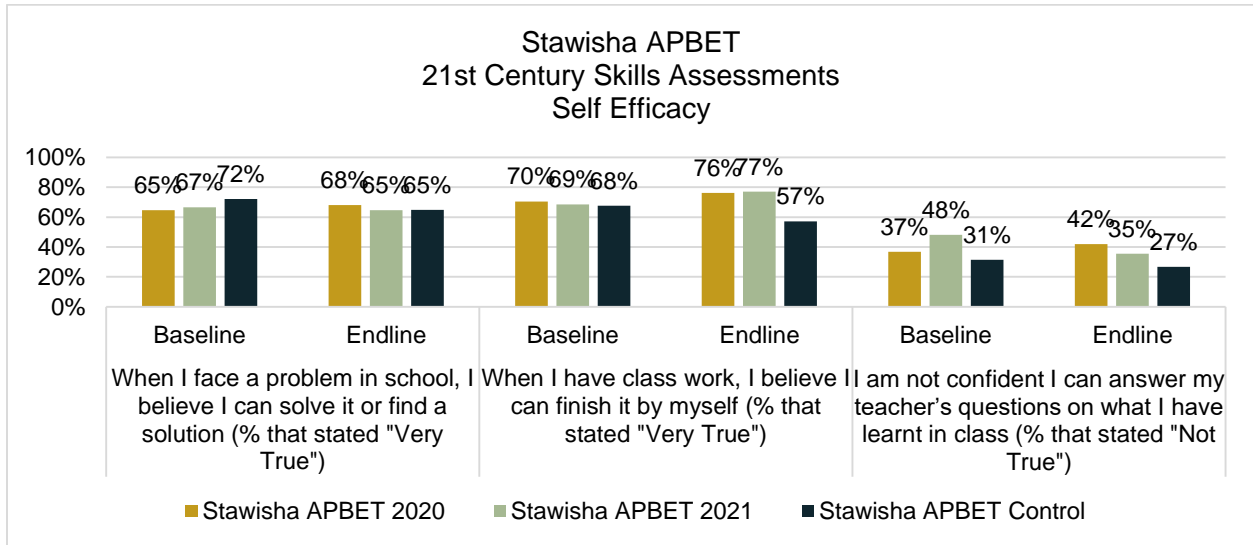
Self-Efficacy

Self- Efficacy refers to a person’s belief about his/her capabilities to perform tasks that can change or transform his/her life (BECF)

APBET 2020 cohort recorded an increase in proportion of learners who could find solutions to problems and those who believed they could finish classwork by themselves. Notably, 2021 cohort also recorded a decrease in proportion of learners who believed they could find solutions to problems they face and an increase in proportion of learners who were not confident they could answer the teachers’ questions on what they had learnt in class.



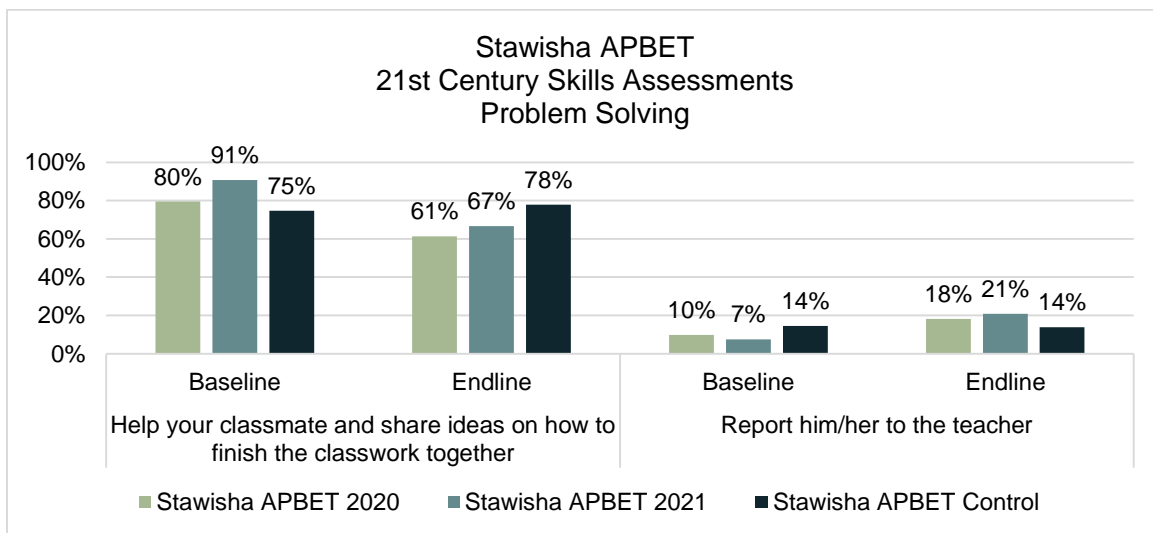
Figure 9: Self-Efficacy



Problem Solving

When asked what they would do when they noticed one member of the group is not willing to contribute, there was a noticeable decrease in learners who would help their classmate and share ideas on how to finish the classwork together; There was an increase in learners who indicated they would report him/her to the teacher for both 2020 and 2021 cohorts.

Figure 10: Problem Solving



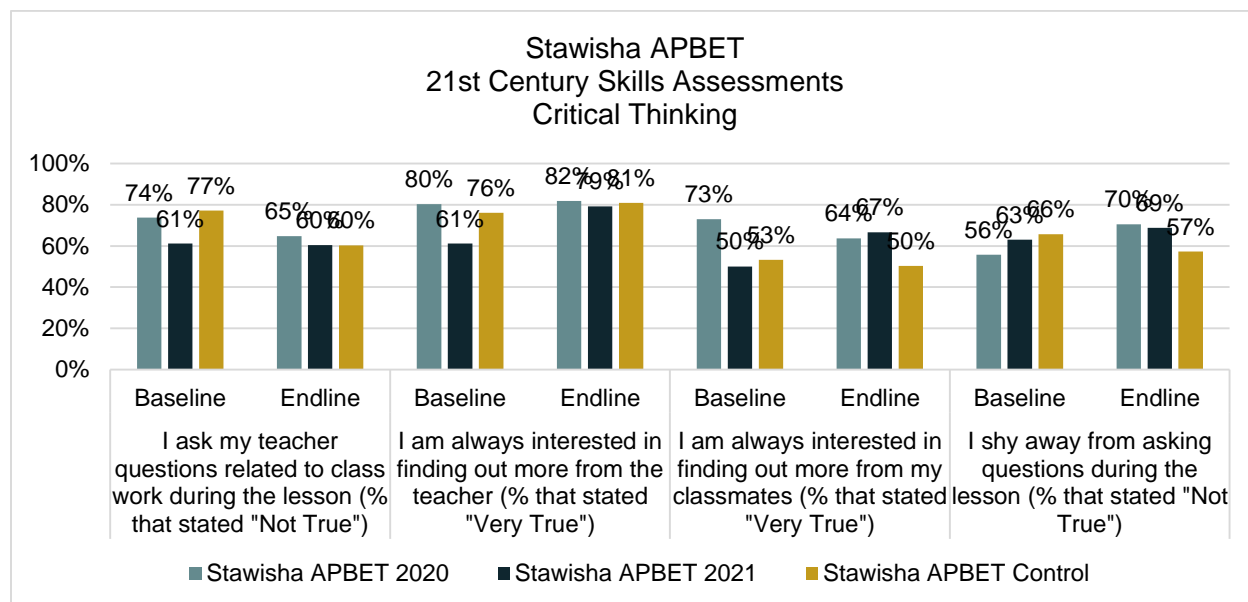
Critical Thinking



Critical thinking facilitates exploring new ways of doing things and learner autonomy. Children learn that for every issue there are multiple perspectives that they can explore, rather than a rigid recall and regurgitation of information. (BECF)

All the cohorts including control group recorded an increase in proportion of learners who are always interested in finding out more from their teachers; there was also an increase in proportion of learners who shy away from asking the teacher questions during the lessons for both 2020 and 2021 cohorts.

Figure 11: Critical Thinking



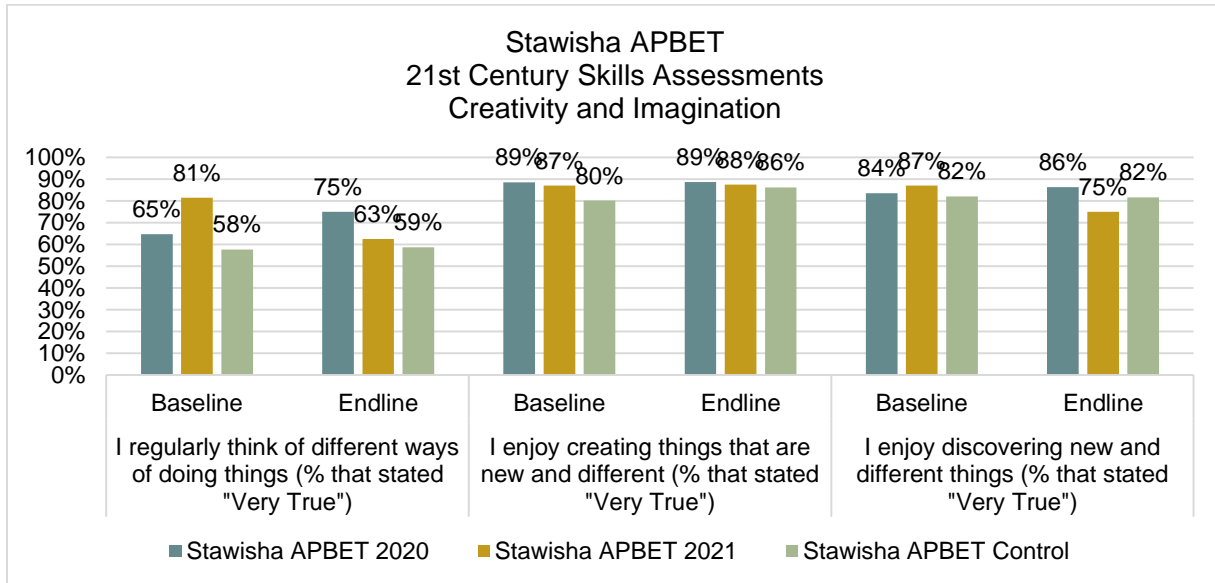
Creativity and Imagination.

The ability to form new images and sensations in the mind, and to turn them into reality. (BECF)

2020 cohort recorded an increase in proportion of learners who regularly think of different ways of doing things and enjoy discovering new and different things. On the contrary, 2021 cohort recorded a decrease in proportion of learners who regularly think of different ways of doing things and enjoy discovering new and different things.



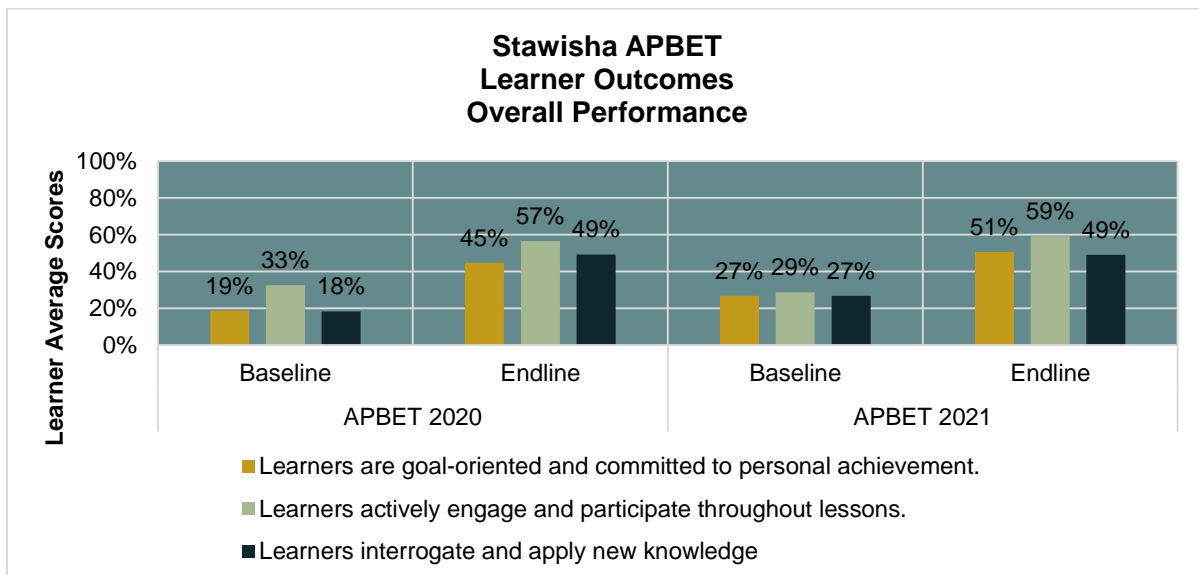
Figure 12: Creativity and Imagination



Learner Outcomes

Outcome scores showed that Stawisha APBET 2020 Cohort was at beginning mastery across all the domains except communication and collaboration whereas APBET 2021 Cohort was at approaching mastery under all the three outcomes. During endlines however, APBET 2020 was at approaching mastery level across all domains except communication and collaboration where they were at Mastery level. Notably, APBET 2021 was at approaching mastery level on curiosity and mastery level on the two other domains.

Figure 13: Learner Outcomes





5. Teacher Outcomes

The coaches used the *Lesson Observation and Coaching Tool* to collect data in the classroom. The tool’s aim is to highlight skills that teachers need to build in order to enhance self-efficacy, communication and collaboration, and curiosity competencies in learners. Below are descriptions of the three competencies.

- **Self-efficacy:** Learners are goal oriented and committed to personal achievement.
- **Communication and collaboration:** Learners participate and actively engage and participate throughout lessons.
- **Curiosity:** Learners interrogate and apply new knowledge

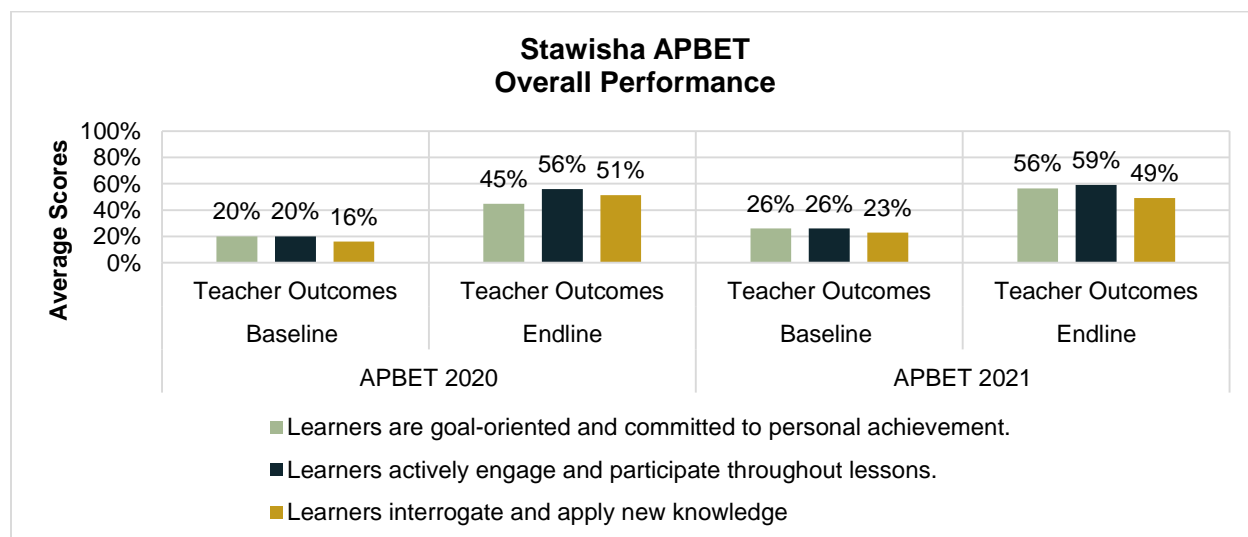
The classroom data is used to highlight shifts in practices as well as feedback areas for the teachers during coaching conversations.

Overall Performance

To establish the current instructional capacity of the teachers, lesson observations focused on the teachers’ ability towards ensuring; learners are goal-oriented and committed to personal achievement, learners actively engage and participate throughout the lessons, and learners interrogate and apply new knowledge throughout the lessons.

Domain scores showed that Stawisha APBET 2020 Cohort was at beginning mastery across all the domains. APBET 2021 on the other hand was at approaching mastery under self-efficacy and communication and collaboration, and beginning mastery under curiosity domain. During endline however, APBET 2020 was at mastery on Communication and Collaboration and curiosity. APBET 2021 was also at approaching mastery on Curiosity and mastery on self-efficacy and communication and collaboration.

Figure 14: Teacher Outcomes (Overall Performance)



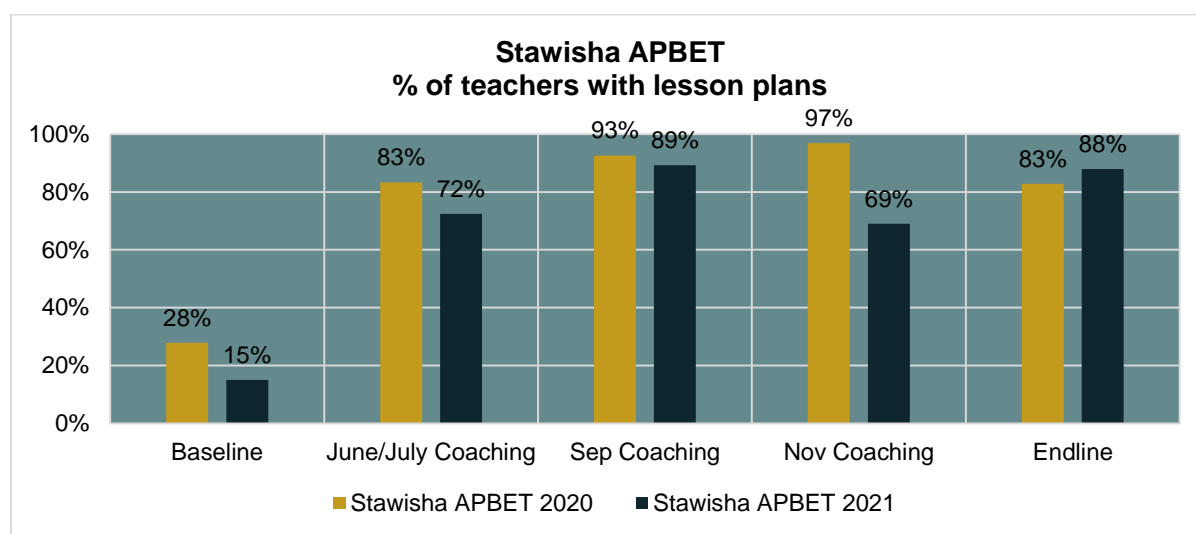
Lesson planning



Lesson planning helps a teacher to be more intentional about achieving the lesson objectives. It also helps a teacher to ensure that all the learners will be engaged during the lesson. Lesson plans are important because they help the teacher maximize on instruction time during the lesson.

There was increase of 55% and 73% in school leaders with lesson plans during endlines from the baseline values for 2020 and 2021 cohorts respectively. For APBET 2020, the proportion of teachers with lesson plans during endlines was however lower than Nov and September Coaching rounds.

Figure 15: Lesson Planning



Outcome Results

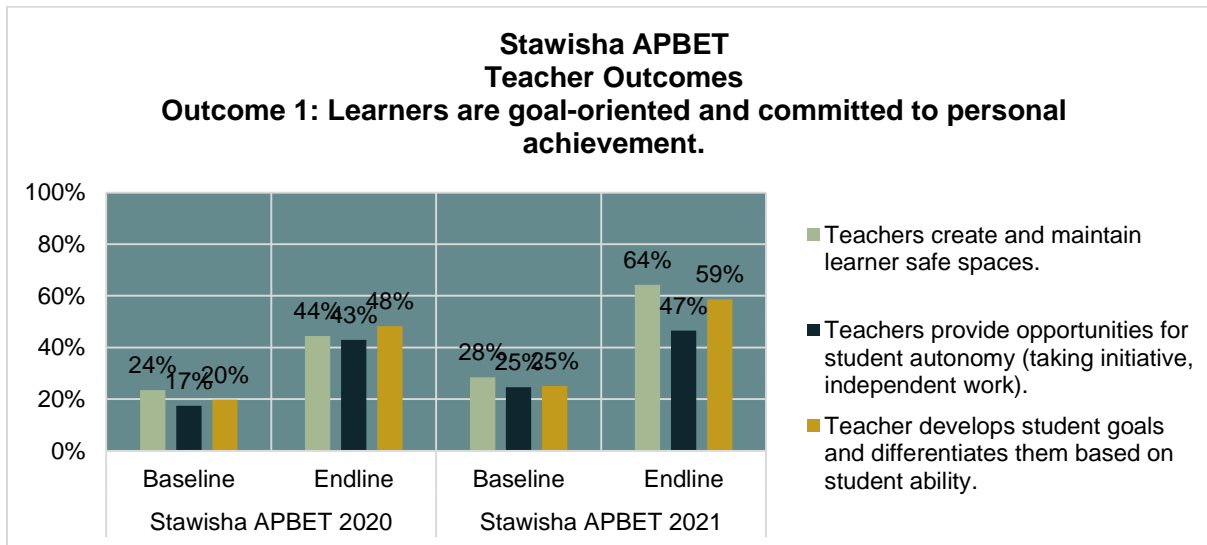
Short Term Outcome 1: Learners are goal-oriented and committed to personal achievement

Under Short Term Outcome 1, we established the teacher’s ability to create and maintain learner safe spaces, provide opportunities for learner autonomy, develop learner goals and differentiate them based on learner ability. Specifically, we interrogated the ability of the teacher to; positively manage learners’ behavior, redirect off-task behavior during the lesson, develop and use discipline plans, provide opportunities for learners to take responsibility, lesson plan and provide different learning options for learners, lesson plan and deliver instruction for different learner abilities, and provide individualized feedback to learners.

Generally, there was an improvement for both cohorts. APBET 2020’s endline score was Approaching mastery for the three outputs; an increase from beginning mastery during baselines. Similarly, APBET 2021’s endline score was mastery for two out of the three outputs; an increase from Approaching mastery during baseline.



Figure 16: Outcome 1: Learners are goal-oriented and committed to personal achievement

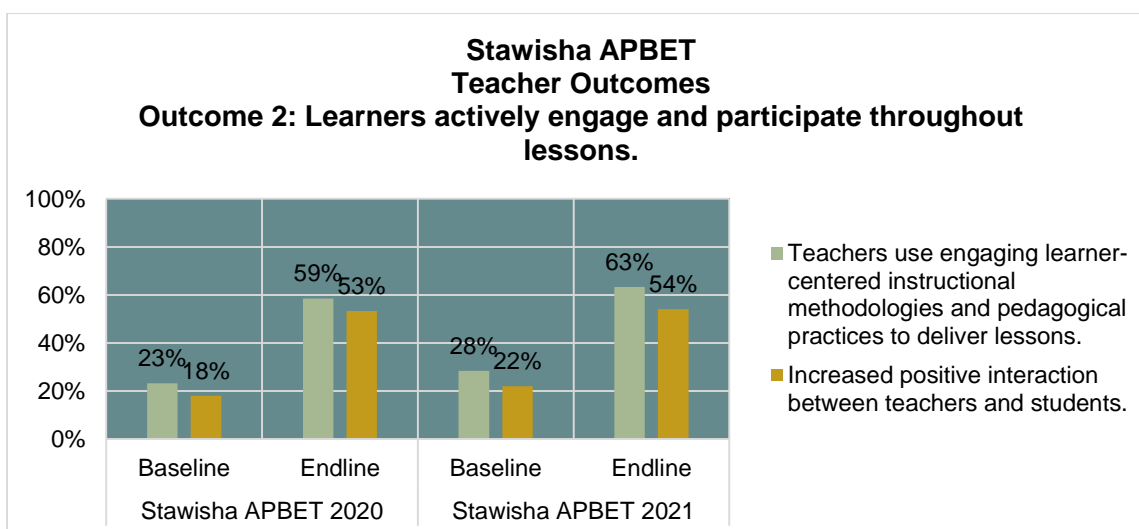


Short Term Outcome 2: Learners actively engage and participate throughout the lesson

Under Short Term Outcome 2, we established the teacher’s ability to use engaging learner-centered instructional methodologies to deliver lessons. Specifically, we interrogated the ability of the teacher to incorporate engaging learning techniques during the lesson, use engaging learning materials and strategies that cater for different learning styles, and incorporate group work and tasks that increase learner talk time throughout the lesson.

Figure 17 shows the output level results. Both cohorts were at mastery level during endlines; an increase from beginning mastery for 2020 cohort and beginning/approaching mastery for 2021 cohort during baseline.

Figure 17: Outcome 2: Learners actively engage and participate throughout the lesson



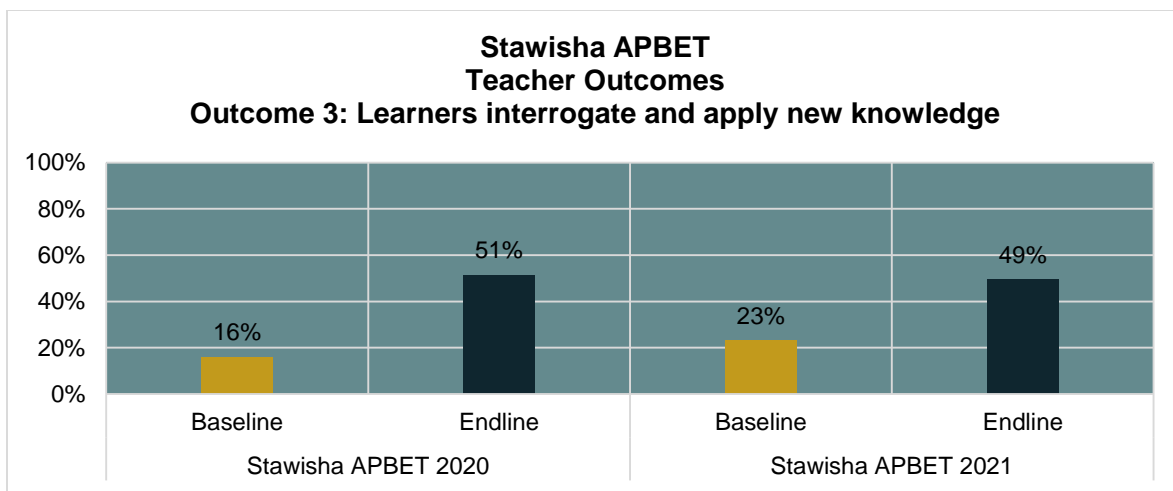


Short Term Outcome 3: Learners interrogate and apply new knowledge

Under Short Term Outcome 3, we established the teacher’s capacity to use effective questioning techniques during the lesson. Specifically, we checked whether the teacher allows and encourages learners to ask questions and interact with ideas and concepts and if the teacher asks questions that increase rigor and encourage cognitive struggle.

Both cohorts were at beginning mastery during baselines. During endlines, 2020 cohort had improved to mastery level whereas 2021 cohort had improved to approaching mastery level.

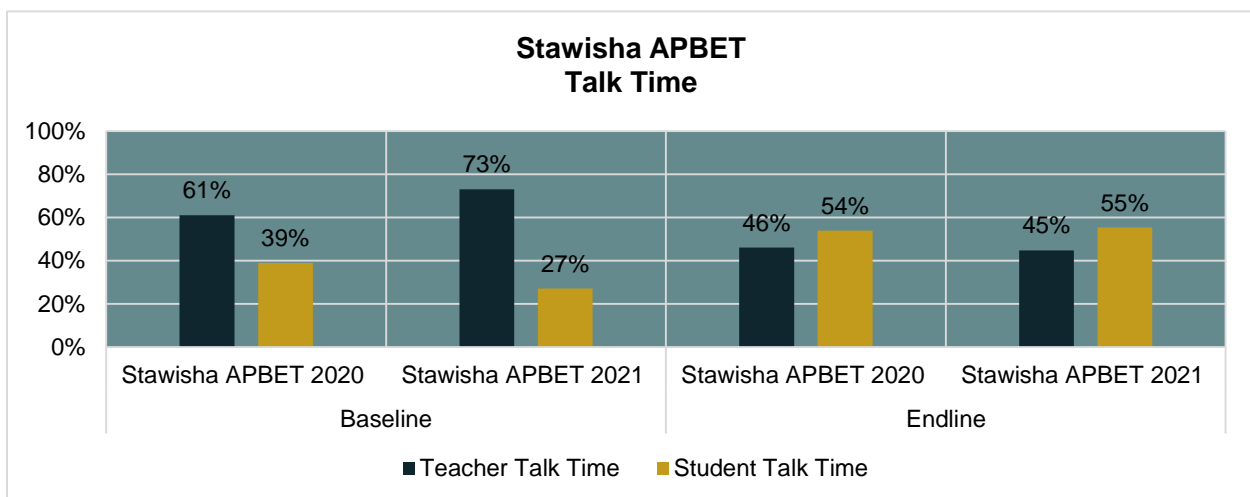
Figure 18: Outcome 3: Learners interrogate and apply new knowledge



Talk Time

Both cohorts recorded an increase in learner talk time. 2020 Cohort recorded an increase of 15% from baselines while 2021 cohort recorded an increase of 28%.

Figure 19: Talk Time



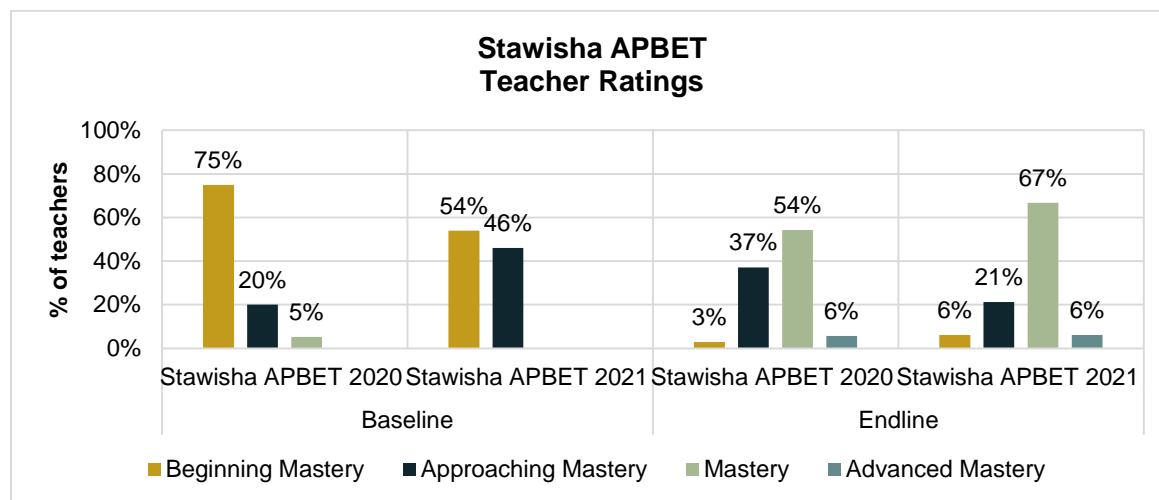


Teacher Ratings

In General, more than 50% of the school leaders observed from both cohorts were at beginning mastery. During endlines however, more than 50% of the school leaders were at mastery and advanced mastery level.

Notably, there was still a small proportion of school leaders (3% for 2020 cohort and 6% for 2021 cohort) still at beginning mastery level during endline.

Figure 20: Teacher Ratings



6. Instructional Leadership Outcomes

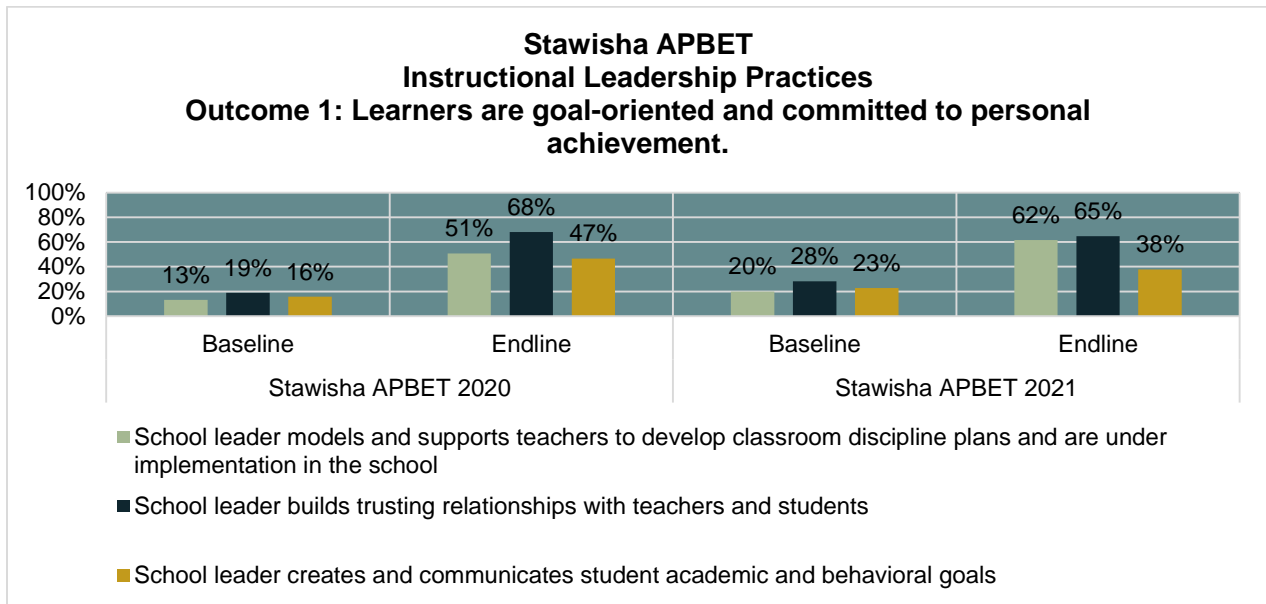
To establish the current instructional leadership practices, Dignitas assessed the capacity of School Leaders in the areas of instructional leadership, classroom culture and learner engagement.

Short Term Outcome 1: Learners are goal-oriented and committed to personal achievement

In general, both cohorts showed a notable improvement in endlines as compared to baselines. Both cohorts were in mastery level on discipline plans development and relationship building. However, both cohorts were on Approaching mastery level on Creation and communication of academic and behavioral goals as shown in Figure 21 below.



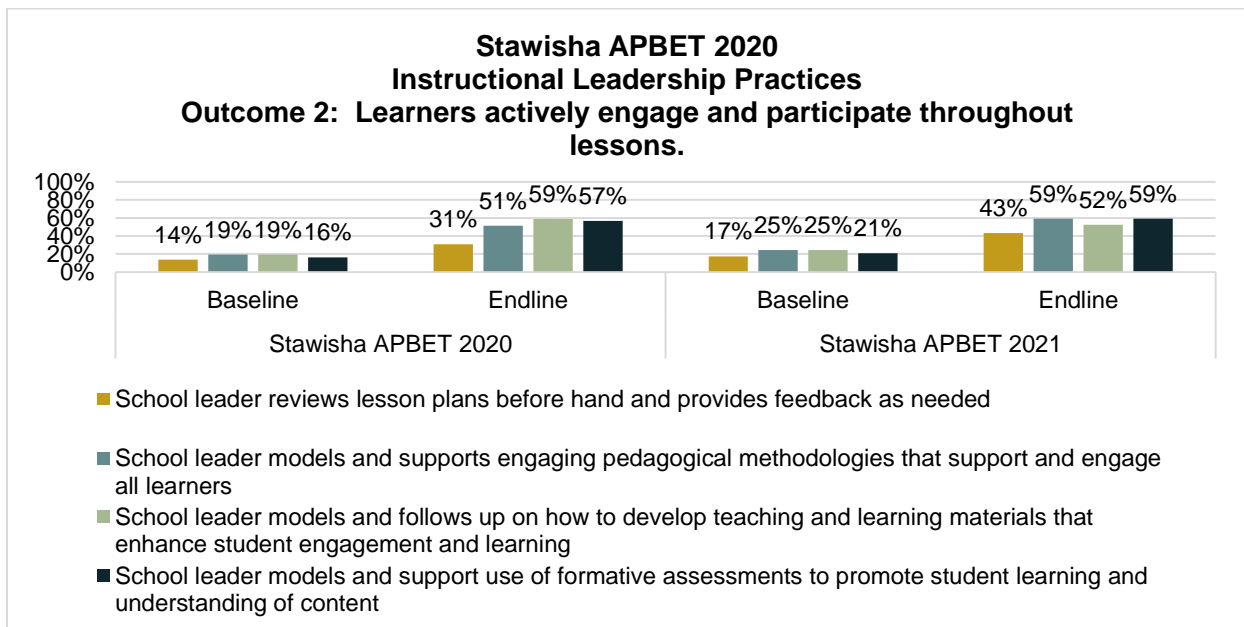
Figure 21: Instructional Leaders - Outcome 1: Learners are goal-oriented and committed to personal achievement



Short Term Outcome 2: Learners actively engage and participate throughout the lesson

Similarly, for outcome 2, there was an improvement across both cohorts. Both 2020 and 2021 cohorts were at beginning mastery across the four outputs during baselines whereas during endlines, both cohorts were at mastery level across all outputs except reviewing lesson plans and providing feedback where both cohorts were at approaching mastery

Figure 22: Instructional Leaders - Outcome 2: Learners actively engage and participate throughout the lesson

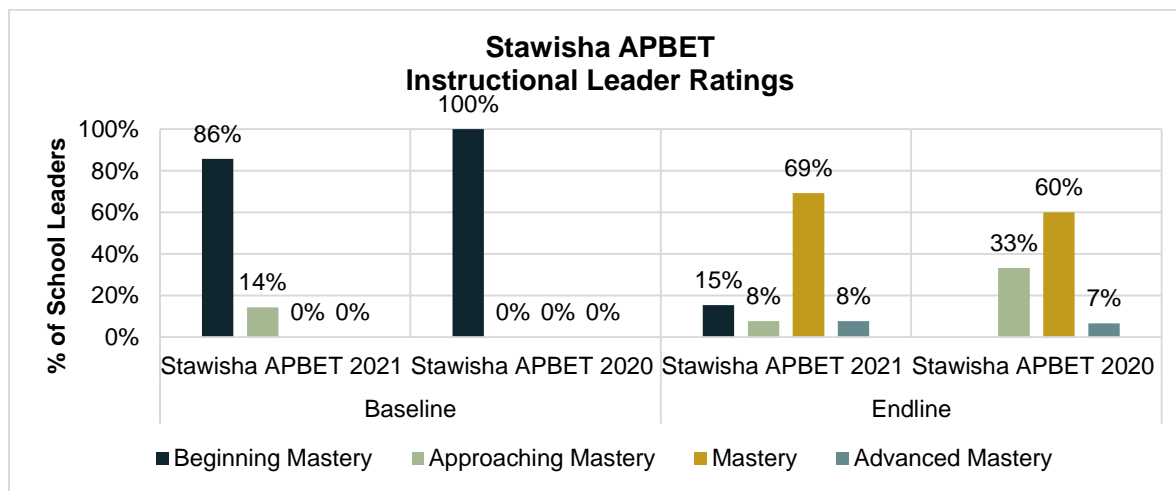




Instructional Leader Ratings

Overall, over 80% of Stawisha APBET School Leaders were at beginning mastery during baselines. However, during endlines, 60%+ of the school leaders were at mastery level and above.

Figure 23: Instructional Leader Ratings



7. Recommendations

Design

- i. Revise the Stawisha Theory of Change to focus on the most impactful data points
- ii. Proper scheduling for baseline data collection to allow timely usage of the data for program design and implementation planning
- iii. Child Protection, Professional Learning Communities and Coaching and Feedback content to be delivered during the first leadership academy so that they can be tracked consistently during the entire program.

8. Annexes

Annex 1: Indicator Tracking Table



Table 5: Indicator Tracking Table

Outputs	Indicators	Targets	Baseline		Endline	
			Stawisha APBET 2020	Stawisha APBET 2021	Stawisha APBET 2020	Stawisha APBET
1.1.1. Teachers create and maintain learner safe spaces.	1.1.1a Increase in the proportion of lessons where the teacher uses multiple approaches to behavior management	30% increase from baseline value on use of multiple approaches by December 2021	28%	33%	34%	66%
	1.1.1c Increase in the proportion classrooms/schools who have completed and implement a child protection policy (includes discipline plan)	30% increase from baseline on discipline plan development and implementation by December 2021	19%	23%	23%	63%
		50+% of the schools have completed and implemented a child protection policy	12%	25%	26%	24%
1.1.2. Teachers provide opportunities for student autonomy	1.1.2a Increase in lessons where teacher provides opportunities for learners to take responsibility	20% increase from baseline value	20%	25%	25%	52%
	1.1.2c Increase in lessons where teachers allow learners to select different learning options in their assignments	20% increase from baseline value	15%	25%	25%	41%
1.1.3. Teacher develops student goals and differentiates them based on student ability.	1.1.3a Increase in lessons where teachers accommodate different learner abilities	20% increase from baseline value	15%	18%	18%	57%
	1.1.3c Increased in lessons where teachers provide learners with individualized feedback	20% increase from baseline value	25%	32%	32%	60%
1.1.4. School leaders develop systems that promote a positive student achievement culture	3.2 School leader models and supports teachers to develop classroom discipline plans and are under implementation in the school	30% increase from baseline value by December 2021	13%	20%	51%	62%
	3.3 School leader builds trusting relationships with teachers and students	20% increase from baseline value	19%	28%	68%	65%
	3.4 School leader creates and communicates student academic and behavioral goals	20% increase from baseline value	16%	23%	47%	38%

2.1.1. Teachers use engaging learner-centered instructional methodologies and pedagogical practices to deliver lessons.	2.1.1a Increased proportion of lessons where the teacher incorporates engaging learner techniques	20% increase from baseline value	29%	32%	32%	64%
	2.1.1c Increased proportion of lessons where teachers use materials that cater for different learning styles	20% increase from baseline value	17%	25%	25%	62%
2.1.2. Increased positive interaction between teachers and students.	2.1.2b Proportion of lessons with at least 80% of students engaged throughout the lesson (learner talk time)	20% increase from baseline value	39%	27%	54%	55%
	2.1.2c Increase in lessons where learners work in pairs or groups	20% increase from baseline value	18%	22%	22%	64%
2.1.3. School leader models and supports teachers to apply classroom instruction that supports and engages all learners	2.1 School leader reviews lesson plans before hand and provides feedback as needed	20% increase from baseline value	14%	17%	31%	43%
	2.2 School leader models and supports engaging pedagogical methodologies that support and engage all learners	30% increase from baseline value	19%	25%	51%	59%
	2.3 School leader models and follows up on how to develop teaching and learning materials that enhance student engagement and learning	30% increase from baseline value	19%	25%	59%	52%
	2.4 School leader models and support use of formative assessments to promote student learning and understanding of content	30% increase from baseline value	16%	21%	57%	59%
2.2.1. Teachers use effective questioning techniques	2.2.1a Increased proportion of lessons where the teacher allows learners to ask questions	20% increase from baseline value	12%	21%	21%	48%
	2.2.1c Increased proportion of lessons where the teacher asks questions that evaluate, synthesize, and that apply new knowledge.	20% increase from baseline value	19%	25%	25%	50%