

# ANNEX H: District Selection Interview Questions

*Note: This interview protocol intentionally begins with broad questions to understand how respondents are thinking about what constitutes “success.” The protocol then moves to more specific criteria for success aligned with the definitions embedded in the study design.*

1. **ASK:** Which district education offices seem to be **more successful** than others in improving foundational literacy outcomes?
  - 1.a. FOLLOW-UP: Why do these districts come to mind?
  - 1.b. FOLLOW-UP: In what ways are they more successful?
  - 1.c. FOLLOW-UP: [IF MORE THAN ONE DISTRICT] Are the districts successful in different ways?

*At this point—decide whether to stay with the original districts that they mention or whether to prompt them to think about other inclusion criteria for success.*

2. **ASK:** Which districts seem to demonstrate the **strongest leadership and advocacy** toward improving foundational literacy outcomes?

2.a. FOLLOW-UP: In what ways do they demonstrate this leadership and advocacy?

*From here forward—specify the focus for questions and set the framing for different levels and different respondents.*

STATEMENT: Now I want to ask a few more specific questions about certain actions by districts. When responding, you can consider the districts you already mentioned or include additional or different districts in response to these specific questions.

3. **ASK:** Which districts seem to **prioritize foundational literacy when allocating resources or making staffing decisions**?

3.a. FOLLOW-UP: In what ways have you seen them prioritize foundational literacy when allocating resources?

### **POSSIBLE PROMPTS:**

- ▶ Funding for materials
- ▶ Staffing (positions)
- ▶ Staff development focus

4. **ASK:** Which districts seem to **set expectations about improving foundational learning outcomes and communicate those expectations** to their teams, schools, and communities?

**POSSIBLE PROMPTS:**

- ▶ District-specific goals for learning outcomes
- ▶ Advocacy with public and private national and local entities (including communities) to improve foundational learning
- ▶ Development of incentives for schools to improve foundational learning outcomes
- ▶ Integration of foundational learning into district-wide events and activities

5. **ASK:** Which districts seem to **provide high-quality support to schools and teachers** that is focused on foundational literacy?

**POSSIBLE PROMPTS:**

- ▶ Teacher professional development for foundational learning
- ▶ Instructional coaching to teachers
- ▶ Development or implementation support for communities of practice or professional learning communities focused on foundational learning
- ▶ Promotion of and support for learning and reflection process at the school level

6. **ASK:** Which districts seem to monitor instructional quality and outcomes for foundational literacy effectively?

**POSSIBLE PROMPTS:**

- ▶ Collection and use of data about foundational literacy outcomes (conducting formative assessments, use of summative assessments data, etc.)
- ▶ Use of instructional quality and learning outcome data to target support to schools
- ▶ Observation of foundational literacy lessons
- ▶ Feedback to teachers about how to improve instruction for foundational literacy (pedagogy, delivery of content, use of time, classroom management, student engagement strategies)
- ▶ Discussion of student learning outcomes with school system, parents, etc.
- ▶ Development or improvement of observation and monitoring tools focused on foundational learning

7. **ASK:** Coming back to the original districts that you mentioned as being successful, based on these criteria we discussed, does the list you provided change at all?

7.a. FOLLOW-UP: How does it change? Why adding districts? Why removing districts?

# ANNEX I: Social Network Analysis Measure

As part of this study, we developed a new measure inspired by social network analysis and adapted to focus on seven different domains relevant to our study questions. The social network analysis tool was piloted with six SEIs using a pilot protocol that included cognitive debriefs focused on comprehension, understanding how respondents were defining key terms, and examples of events or references that respondents were using. The pilot found strong comprehension and appropriate definitions and references and variation in responses.

The measure was administered as part of an in-person orally administered survey to DEOs and SEIs. The measure includes a set of seven questions about aspects of relationships and connectivity with DEOs and SEIs colleagues. The questions were as follows:

1. What is the strength of your overall relationship with the following colleagues?
2. What is the frequency of discussions about how to improve foundational literacy outcomes?
3. To what extent do you rely on the following people for technical advice about how to improve foundational literacy outcomes?
4. What is the level of influence the following people have on how you spend your time/your priorities?
5. What is the level of influence you have on how the following people spend their time/their priorities?
6. To what extent do you rely on the following people if you have a challenge with schools or teachers?
7. What is the likelihood that you would go to the following people for advice for a personal problem?

For DEOs and SEIs, we asked each of these questions, focusing on the colleagues shown in Figure A3.

**Figure A3.** Social network analysis respondent prompt



# ANNEX J: Key Informant Interview Questions, by Respondent

Role	A	B	C	D	E	F	G	H	I
	Mayor	Vice mayor	District executive secretary	District director planning /M&E	District director of finance	District parent committee	Sector executive secretary	NESA	PTA parent representative

Question in English	Question in Kinyarwanda	A	B	C	D	E	F	G	H	I
Which sector (e.g., health, economic development, education) is this district most committed to in terms of allocating resources?	Ni uruhe rwego (urugero: Ubuzima, Iterambere ry'ubukungu, Uburezi) aka karere gahyiramo imbaraga ndetse n'ubushobozi?	x	x	x	x	x				
How does education fit into these priorities?	Nihe uburezi buhurira n'urwo rwego mushyiramo imbaraga cyane?	x	x	x	x	x				
How are decisions made in this district about what resources (for example, teacher hiring, materials, training) are allocated to education?	Ni gute ibyemezo byerekeye ibicyenewe ndetse n'ubushobozi bugenerwa uburezi, bifatwa muri kano karere. (urugero: Guha akazi abarimu, ibikoresho, amahugurwa)?	x	x	x	x	x	x	x	x	
Based on your understanding, what does this district prioritize in terms of educational outcomes? What are the most important education outcomes for this district? [PROMPT FOR ALL OPTIONS THEY CAN THINK OF]	Ukurikije uko ubyumva, Ni izihe ntego aka karere gashyiramo imbaraga nyinshi mu b ijyanye n'uburezi? N'izihe ntego z'ingenzi mu burezi muri aka karere? [GORAGOZA KUGIRANGO UBASHE KUBONA IBISUBIZO BYOSE BISHOBOKA]	x	x	x	x	x	x	x	x	
Follow-up for SES:	Ibi Bibazwa Umunyamabanganshingwabikorwa w'umurenge								x	
a. Are these priorities the same for your sector?	a. Ese izo ntego z'uburezi ku rwego rw'akarere ni zimwe n'izo mu murenge wanyu?								x	
b. If not, please elaborate on how they are different and how those decisions were made.	b. Niba ataribyho, watubwira birambuye uburyo bitandukanye ndetse n'uburyo ibyo byemezo bifatwa								x	
What or who is the biggest influence in setting these priorities?	Ninde/N'iki wavugako agira/kigira uruhare runini mu gushyiraho intego z'uburezi mu karere kanyu?	x	x	x	x	x	x	x	x	
Can you please describe your leadership role with respect to education? What do you do to support improvements in education outcomes?	Watubwira birambuye, mu inshingano zawe nk'umuyobozi, uruhare rwawe mubijyanye n'iterambere ry'uburezi? Niki ukora kugirango ushyigikire iterambere ry'uburezi?	x	x	x			x	x	x	x
Data collector note: Emphasize "in your role, individually, as a leader" (rather than the office's role)	AMABWIRIZA: Sobanurako ijamba " Mu kazi kanyu" tuba tuvuga wowe kugiti cyawe (bidasobanura wowe ndetse n'abandi mu korana mu biro)	x	x	x			x	x	x	x
In your own leadership, advocacy, and planning, what grades and subjects do you prioritize?	Mu miyoborere yawe bwite cg mu buvugizi no gitegura, ni iyihe myaka y'amashuri ndetse n'amasomo mwibandaho cyane?	x	x	x	x	x				
Why do you prioritize in that manner?	Ese kuki aribyo mwibandaho?	x	x	x	x	x				
To what do you attribute this district's success in improving early grade reading/foundational literacy outcomes? [Prompt for details]	Niki cyangwa se ninde mucyeha uyu musarururo wo guteza imbere uburezi bw'ibanze/mu gusoma no kwandika mu icyiciro cya mbere cy'amashuri abanza mu karere kanyu?	x	x	x					x	x
Who do you think should be most accountable for improving students' early grade reading/foundational literacy outcomes? (consider all groups from national, district, school and community levels)	Utekereza ko arinde ukwiye kubazwa cyane umusaruro mu guteza imbere uburezi bw'ibanze/ mu gusoma no kwandika mu icyiciro cya mbere cy'amashuri abanza? [ Tekereza mu nzego zose, ku rwego w'igihugu, akarere, amashuri, ndetse n'umuryango mugari/Mu mudugudu]	x	x	x			x	x		x
Can you describe how you work with MINEDUC/REB?	Wansobanurira uburyo ukorana na REB/INEDUC	x	x	x					x	

Question in English	Question in Kinyarwanda	A	B	C	D	E	F	G	H	I
PROMPT: What are some examples of how you work together?	SOBANUZA: Ni izihe ngero zigaragaza uburyo ukorana na MINEDUC/REB?	x	x	x				x		
How would you describe your office's relationship with MINEDUC/REB?	Wadusobanurira imikoranire n'imibanire y'ibiro byanyu na MINEDUC/REB?	x	x	x				x		
PROMPT: What are some examples of how you work together?	SOBANUZA: Ni izihe ngero zigaragaza uburyo mu korana							x		
How would you describe your office's relationship with the DDE/DEO's office?	Mwadusobanurira imikoranire y'ibiro byanyu bigirana na DDE/DEO?							x		
How would you describe your office's relationship with the sectors (Sector Executive Committee, SEIs)?	Mwadusobanurira imikoranire y'ibiro byanyu bigirana na SEIs?		x							
When thinking about what it would take to improve early grade reading/foundational literacy outcomes <b>even more</b> in your district, what would your top three priority actions or resources be?	Iyo utekereje ibisabwa mu guteza imbere uburezi bw'ibanze/gusoma no kwandika mu icyiciro cyambere cy'amashuri abanza mu karere kanyu. Ni ibihe bitatu by'ingenzi cg bikeneye ubushoboz byihutirwa kurusha ibindi?	x	x	x			x	x	x	x
Can you please describe your role with respect to planning and M&E for education?	Mwatubwira birambuye uruhare rwanyu mu igenamigambi ry'uburezi.				x					
Can you please describe your role with respect to financing/resource allocation for education?	Mwatubwira birambuye uruhare rwanyu mubijyanye n'ingengo y'imali n'ubushobozi bishyirwa mu uburezi?					x				
Do you feel like your district has enough resources to improve learning outcomes?	Utekerezako akarere kanyu gafite ubushobozi buhagije mu kuzamura ibipimo by'imitsindishirize y'abanyeshuri?					x				
Who in this district is the strongest leader/ advocate for improving early grade reading/ foundational literacy?	Ninde witangira uburezi bw'ibanze/gusoma no kwandika mu icyiciro cyambere cy'amashuri abanza mu karere kanyu?						x		x	x
Regarding your support for this district. I have a few questions about priorities and how you spend your time especially related to your support for this district.	Kuberekeye uruhare rwawe hano mu karere. Mfite ibibazo bike ku ntego zawe (priorities) n'uburyo ukoresha umwanya wawe cyane cyane ku bijyanye n'ubufasha utanga muri kano karere.								x	
a. How do your priorities get set?	a. Nigute intego zawe (priorities) zishyirwaho?						x		x	x
b. What do you spend most of your time on?	b. Ni ibihe bikorwa bigutwara umwanya munini?								x	
c. What and who influences you to prioritize your work in that manner?	c. Ni iki/ ninde kigena/ugena uko ukoresha umwanya wawe muri ubwo buryo?								x	
d. According to your best estimate, in a typical month, how many schools do you visit?	d. Ugereranije, mu gihe cy'ukwezi, ni inshuro zingahe uzura ibigo by'amashuri?								x	
e. What do you typically do when you visits schools?	e. Ubusanzwe, ni ibihe bikorwa ukora iyo wasuye ikigo cy'ishuri								x	
f. What do you think you should spend more time on?	e. Ni ibihe bikorwa utekerezako wagakwiye guha umwanya munini?									
Can you tell me about your collaboration and relationship with the DDE and DEO for pre-primary/primary in this district?	Mwambwira birambuye ku mikoranire/ n'imibanire y'akarere kanyu na DDE [dirigiteri w'uburezi mu karere] na DEO [Umukozi ushinze uburezi bw'ibanze mu karere]?									
Can you tell me about your office's collaboration and relationship with the SES's office and the SEIs in this district?	Mwambwira birambuye ku mikoranire/ n'imibanire y'ibiro byanyu n'Abanyamabanga nshingwabikorwa, abakozi bashinzwe uburezi mu mirengi?									
How would you describe the information that you have about student Kinyarwanda and English learning outcomes/scores?	Mwambwira birambuye amakuru mufite yerekeye imitsindire y'abanyeshuri mu isomo ry'ikinyarwanda n'icyongereza?									
a. Where do you get these data from?	a. Ayo makuru uyakuraha?									
b. How do you act on these data/what decisions do you make based on these data?	b. Ayo makuru uyamaza iki/ ni ibihe byemezo ufata ushingiyeye kuri ayo makuru?									
c. Do you know what the official benchmarks are for P3 Kinyarwanda oral reading fluency?	c. Ni iki/ ninde kigena/ugena uko ukoresha umwanya wawe muri ubwo buryo?								x	
d. What is the benchmark?	Ni ikihe gipimo fatizo cyo gusoma no Kwandika (Benchmark)?								x	

Question in English	Question in Kinyarwanda	A	B	C	D	E	F	G	H	I
What motivated you to become a member of the PTA at this school?	Ni iki cyaguteye kuba muri komite y'ababyeyi muri iki kigo cy'ishuri?									x
Do you have children who currently attend this school?	Kuri ubu ufite abana biga kuri iki kigo cy'ishuri?									
Thinking about this school specifically, and the communications you received from the school leadership (head teacher), what do you think their priorities are in terms of educational outcomes?	Utekereje kuri iki kigo by'umwihariko ndetse n'amakuru atangwa n'umuyobozi w'ikigo cy'ishuri. Utekerezako ari izihe ntego z'ingenzi mu byerekeye uburezi?									
Where does this school put most of its resources, and what outcomes are they aimed at achieving?	Nihe, iki kigo gishyira imbaraga/ubushobozi bwinshi, ndetse ni izihe ntumbero bifuza kugeraho?									
Who is the strongest advocate in this sector for improving learning outcomes?	Ninde muntu ugira uruhare runini mu guteza imbere uburezi mu murenge wanyu?									
a. Why do you indicate this person is the strongest advocate?	Kubera iki utekerezako uyu muntu ariwe ufite uruhare runini muguteza imbere uburezi mu murenge wanyu?									x
What <b>grades</b> do you think this school should prioritize in terms of effort? And why?	Nihe mu wuhe mwaka w'amashuri abanza utekerezako iki kigo cy'ishuri kigomba gushyira imbaraga nyinshi/kubera iki?									x
What <b>subjects</b> do you think this school should prioritize in terms of effort? And why?	Ni ayahe masomo utekerezako iki kigo cy'ishuri kigomba gushyira imbaraga nyinshi/Kubera iki?									x
What <b>outcomes</b> do you think this school should prioritize in terms of effort? And why?	Ni izihe ntego utekerezako iki kigo kigomba gushyiraho imbaraga nyinshi/Kubera iki?									
Regarding the SEIs who work for you. I have a few questions about their priorities and how they spend their time.	Kubirebana na ba SEI mu korana, mfite ibibazo bike birebana n'inshingano zabo ndetse n'uburyo bakoresha umwanya wabo.									
How do the SEIs' priorities get set?	a. Ni gute inshingano zaba SEIs zishyirwaho?							x		
b. What do they spend most of their time on?	b. Ni ibihe bikorwa baha umwanya munini?									
c. What and who influences you to prioritize their work in that manner?	c. N'iki/Ninde kigena/ugena ubwo buryo bakoresha umwanya wabo mu kazi?									
d. According to your best estimate, how much of their time do they spend visiting the schools that they support in their sector?	d. Mushingiye kubyo muzi, Ni umwanya ungana ute bamara basura ibigo by'amashuri bakurikirana mu murenge?									
[Data collector note: Encourage respondent to provide a percentage of time (e.g., 25%, 50%)]	UBAZA: Shishikariza ubazwa gutanga ijanisha ry'igihe bimutwara (urugero: 25%, 50%)									
e. What do you think they should spend more time on?	e. Utekerezako ari ibihe bikorwa bagakwiye guha umwanya mu nini?							x		
What do you think other districts can learn from your district's experience in improving early grade reading/foundational literacy outcomes?	Ese ni ibihe bintu utekerezako utundi turere twakwigira k'ubunararibonye bwanyu mu kuzamura imitsindishirize mu gusoma no kwandika mu cy'icyiro cyambere cy'amashuri abanza?	x	x	x				x		