

## Is Competence-Based Curriculum well Monitored? Learning from Rwandan Sector Education Officers

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### Abstract

*In Rwanda, the education sector involves many stakeholders and partners. One pillar in its monitoring and evaluation is constituted by sector education officers (SEOs). These SEOs monitor the implementation of a competence-based curriculum (CBC) to respond to beneficiaries. However, there is a lack of documentation that fulfils this need. Therefore, the present study qualitatively surveyed 29 SEOs via an online survey to learn from their CBC implementation and monitoring experience. The results revealed that SEOs are doing well as they collaborate with district education and school leaders and teachers. However, they face challenges in monitoring CBC implementation, such as the budget for organizing training, teachers who resist CBC approaches, and CBC and English training's insufficiency. Although continuous professional development is working on sector and district levels, CBC implementation and monitoring at the sector level would be useful if the government allocates in some budget. School leaders allocate timetable for school-based in-service teacher training and peer learning among teachers at their respective schools.*

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**Keywords:** Competence-based curriculum, Sector education officer, monitoring and evaluation

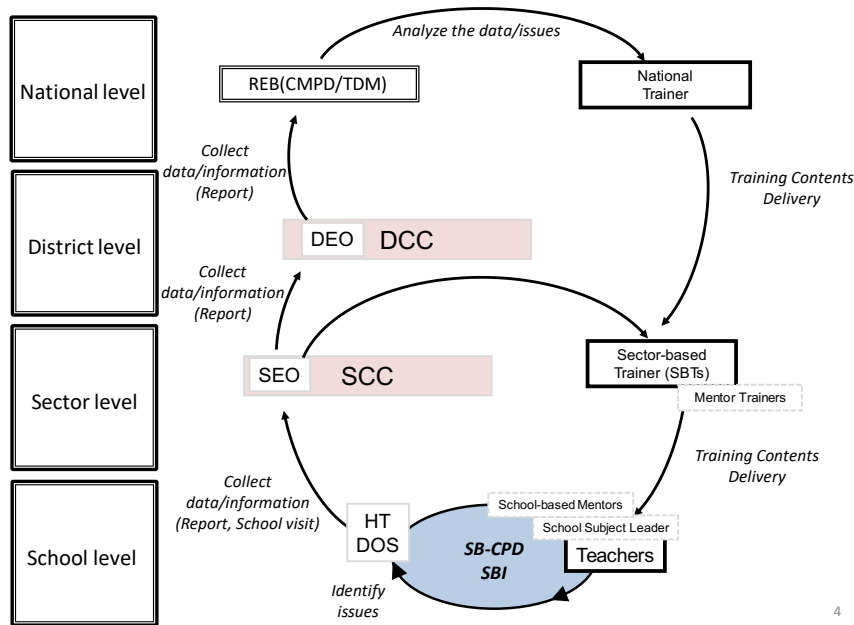
### Introduction

At the beginning of 2016, Rwandan teachers were ordered to shift from the old knowledge-based curriculum and start to emphasize what learners can achieve through skills and values. This date was the start of a competence-based curriculum (Rwanda Education Board, 2015a). In such a curriculum, knowledge, skills, and values are put in place to produce a learner who is ready to compete in the global market. The competence-based curriculum (CBC) was designed to promote a learner-centred approach and replace teacher-centred and passive learning. Thus, learners should participate in their learning, construct knowledge themselves, and develop new knowledge. This act allows them to conceive learned knowledge and transform it into skilful output and value its usefulness in their daily life. The process of CBC implementation was carefully put into place to avoid the fact that any school would be left out. Sessions of training were organized and implemented to fulfil the teacher's CBC philosophy understanding regarding the cascade model and school-based in-service teacher training (SBI). In this regard, a system of monitoring and

evaluation was set from the national level. The national monitoring and evaluation system's major aim was to ensure the CBC is implemented as planned (Rwanda Education Board, 2015b).

It is important to note that monitoring and evaluation of CBC implementation is important. However, the literature regarding the monitoring of a CBC in resource-constrained contexts in Rwanda is limited. In Rwanda, education is supported by various partners such as developmental partners in terms of technical, expertise, and financial support, and government in terms of policy development and implementation, administrative, technical, and financial support. On the side of government, education is coordinated by the ministry of education (MINEDUC) in partnership with the ministry of local government (MINALOC). The ministry of local government collaborates with MINEDUC and other ministries and boards for decentralization. For instance, in MINALOC, four technicians are in charge of education. These are the district director of education (DDE), two district education officers (DEOs), and one sector education officer (SEO). DDE and DEOs work at the district-level while SEOs work at the sector level, and DDE is the head of education throughout. One DEO is in charge of pre-primary, primary sections, and adult literacy, while another DEO is in charge of secondary and technical and vocational education and training. Thus, since Rwanda has 30 districts under four provinces and one capital city (Kigali) and 416 sectors under districts, there are 30 DDEs, 60 DEOs, and 416 SEOs in Rwanda both monitor the implementation of education policies set by MINEDUC. On the side of MINEDUC, they set policies while other institutions affiliated with it work as implementers. These are, for instance, the Rwanda Education Board (REB), which is in charge of basic education and teacher-training colleges, Workforce Development Agency (WDA), which is in charge of technical and vocational education and training (TVET) schools, and Higher Education Council (HEC) which is in charge of quality assurance of universities and higher institutions both public such as the University of Rwanda and Rwanda Polytechnic (RP) and other private educational institutions.

In order to efficiently implement the CBC approaches, all stakeholders such as school-subject leaders (SSLs), Headteachers (HTs), SEOs, DEOs, and REB should play their roles effectively (Rwanda Education Board, 2015b) as shown in Figure 1.



**Figure 1: CBC implementation and CBC monitoring and evaluation structure (Source: Guidelines for the sector and school-based CPD for CBC, Rwanda Education Board, 2017a, p. 2)**

Figure 1 displays the implementation (right side) and monitoring framework (left side) of CBC in the Rwandan education system. On the side of implementation, REB trains national trainers (NTs) at the national level. In return, NTs train sector-based trainers (SBTs) at the sector level. These SBTs train the rest of the teachers at the school level. On the side of monitoring teachers' challenges in the classroom, school-based mentors (SBMs) and SSLs intervene or report such challenges to directors of studies (DOS) or HTs. SEOs solve challenges that DOS and HTs failed to tackle inside the school. SEOs report the persistent challenges to DEOs, where DEOs and District CPD Committee (DCC) members ensure that all teachers in the district are trained. If any challenges cannot be solved at the district, they will be reported to REB, where REB analyses these challenges and considers the future training contents. At the sector level, the implementation number and rate of SBI should be catered so that challenges are reported and support is provided to struggling schools. The focus of CBC monitoring should range from learners' engagement to teachers' capability.

Thus, the focus will be on the extent to which CBC, according to Rwanda Education Board (2015a, p. 66) (a) engages learners; (b) presents all learners with an appropriate degree of the challenge; (c) motivates learners to strive for higher levels of performance; (d) increases learners' sense of responsibility and the community; (e) builds students' confidence in their learning skills and positive attitudes to learning; and the extent to which: (a) teachers feel they have the skills to deliver the new curriculum; (b) students and teachers value the new textbooks as aids to

*teaching and learning; (c) once learners have completed a full cycle their performance can be compared with those achieved before the introduction of the new curriculum.*

SEOs are responsible for: *(a) visiting school to monitor and evaluate continuous professional development (CPD) activities, (b) providing technical and management advice, (c) analysing challenges and proposing solutions via organized forums with teachers, (d) conducting lesson observation and giving constructive feedback, (e) consulting with HTs and advise on school management, (f) identifying promising practices to share with other schools, (g) analysing and summarizing data submitted by schools, (h) submitting a report on sector monitoring and evaluation results to DEO and giving feedback to schools, (i) verifying the accuracy of online database uploaded by school HTs, (j) organizing and supporting sector-wide SBI based on the needs identified by school monitoring reports from schools, and (k) coordinating all activities of sector CPD committee (SCC) (Rwanda Education Board, 2015b, p. 102).*

### **Review of literature**

The curriculum facilitators control and seek consensus rather than conciliation (Bailey, 1990). Therefore, facilitators such as SEOs should track all needed monitoring activities of CBC implementation. The monitoring of the curriculum is vital to check the progress of implementation. It also further benefits the teacher teaching and learners' learning. For instance, progress monitoring (Stecker et al., 2008) is an excellent method to provide critical data for evaluating students' performance. Therefore, without monitoring and evaluating teacher's CBC implementation, we cannot be able to evaluate how learners attain the curriculum expectations. Assessment is crucial in any educational organism. Various countries use valuation information to assess the efficiency of their educational systems. Not only countries but also school districts also use it to monitor their instructional curricula' progress and attainment.

In contrast, teachers use it to determine their learners' strengths and weaknesses in learned content (Stecker et al., 2008). During the New Zealand new curriculum evaluation (Sinnema, 2011), teachers appreciated the curriculum as a new way of learning and building the future of the 21<sup>st</sup> century. School Headteachers emphasized the curriculum, which is flexible, accommodating different knowledge areas that learners need to achieve (Sinnema, 2011). Education officers should know their role in improving education. Bennett et al. (2004) emphasized holding accountability to respond to educational change when you are able to carry out education-related activities. The human capital development theory should put into place (Nafukho et al., 2004) to reach this level. It labels how to produce a productive workforce. This definition highlights the expectation of an education evaluator for a better progression on an elaborated policy. Education officers should abide by the advancement of education itself and people's development in general. Despite all the counterparts involved in monitoring curriculum around the world, not enough literature raises flags on education officers such as SEOs in Rwanda and how they work hand in hand with policy makers.

In the study conducted by Ngendahayo and Askill-williams (2016), teachers appreciated the CBC assessment approaches to focus on higher-order thinking skills. After three years, the national examination based on the new curriculum started. It means that CBC has been so far assessed twice (2018 and 2019). A study conducted by Ndiokubwayo and Habiyaremye (2018) outlined several challenges hindering implementing the new CBC. In that study, national trainers—selected teachers and DPs personnel that train the rest of teachers on how to implement CBC at the national level—claimed the insufficiency of textbooks in schools and the textbooks with mistakes in writing.

Besides, in elementary education and Tabaro (2018), the CBC gaps in its implementation, such as lecture method, practical activities, overcrowded classes, and lack of facilities and equipment even during the training of the pre-service teachers. To remedy this, REB is currently making its textbooks written by classroom implementers (Rwandan teachers) as direct curriculum implementers, and some of the textbooks are already uploaded on the REB website (<https://reb.rw/main-menu/resources/in-house-produced-learning-and-teaching-materials/?L=>). Also, sector-based trainers (SBTs) of CBC—those in charge of training their fellow teachers at the sector or school level—appreciated the new curriculum as it raises the student interest and is market-oriented (Ndiokubwayo, Habiyaremye, et al., 2019). New teachers are kin to change towards embracing CBC approaches (Ndiokubwayo & Murasira, 2019). However, they claimed REB internal organization and school Headteachers lack CBC training follow-up and monitoring. Due to this ineffective follow-up and monitoring, the communication between SEOs and teachers who should train other fellow teachers on teaching fails in CBC. Therefore, this study aims to learn from sector education officers, viewpoint experiences in implementing the new curriculum in Rwanda to make implications to policymakers for further considerations.

This study's outcome adds the Rwanda CBC progress on the existing literature about the progress of CBC approach around the world. It helps REB to refine the monitoring and evaluation of CBC processes and make better ways. Other stakeholders also learn from SEOs experience while this study inspires other researchers to investigate the monitoring and evaluation of implemented CBC from other angles such as other education stakeholders to strengthen the comprehension of CBC implication in Rwanda.

### **Research design**

To carry this research out, we used a questionnaire survey—the questionnaire comprised four main question streams as a source of information. The first question stream was about respondents' experience in the sector education office and training experience on CBC (how they share what they were trained in with their community). The second question stream was about the strategies they use to monitor and implement CBC. The third question stream was asking the relationship between respondents and education officers at the district levels such as DDE and DEOs, and school-level such as headteachers (HT), director of studies (DOS), and teachers. The last question stream was about the challenges and suggestions for implementing and monitoring CBC. The respondents were sector education

officers (SEOs) as they are in charge of monitoring all schools' activities in a sector. Thus, they are supposed to work hand in hand with school HTs, DOS, and support teachers as possible as possible while it is difficult; they report to DEO, DDE, or/and at REB.

After designing the questionnaire, we shared it with a list of SEOs' emails via Google form. The questionnaire was simple and uploaded on Google site so that every targeted respondent would not get difficulties accessing it. The respondent would use a computer or smartphone as long as it is connected to the Internet. In the email, we kindly assured them that the information they give will remain confidential and will only be used for this study. We did this to ensure convenient and voluntary participation. The study was only interested in their experiences in the monitoring of implementing CBC. Since this study was a qualitative design, we set a limited time of two months to collect data. These SEOs are working in the same sector; therefore, they share a relatively similar experience. The email was sent in the middle of May 2019, and we checked the Google form for responses in the middle of July 2019. Thus, we only considered the responses got in that period. We got 29 respondents, as Table 1 shows, and presented their data in narrative form. This sample is enough for qualitative study for the sake of in-depth analysis, and it represents all corners of the country, gender, and vast experience among participants. Among 29 respondents, 27.6% of them are working in the Eastern province, 27.6% in the Southern province, 24.1% in Northern Province, 13.8% in the Western province, while 6.9 are working in Kigali city. Among 29 respondents, 79.3% are male, while 20.7% are female. Concerning work experience, the minimum time in the sector education office is three years (for 3.4% of respondents), while 6.9% of respondents have been working as sector education officers for nine years.

**Table 1: Sample size and office experience of respondents**

Location (and % of participants)	Gender (and % of participants)	Office time in years (and % of respondents)
Eastern Province (27.6)	Male (79.3)	3 (3.4)
Kigali city (6.9)	Female (20.7)	4 (13.8)
South Province (27.6)		5 (0.0)
Western Province (13.8)		6 (3.4)
Northern Province (24.1)		7 (20.7)
		8 (51.7)
		9 (6.9)

### Findings and Interpretation

From its launch, CBC has been providing several pieces of training along years to different beneficiaries. In 2016, the CBC training first phase was conducted for national trainers and teachers from different country corners. This year was the introduction of CBC and the rationale of changing from knowledge to competence-based teaching approach. In 2017, phase two on CBC implementation was conducted for national trainers. At the beginning of 2018, the same training was conducted to enrich sector-based trainers in CBC understanding so that they, in return, go and train their

fellow teachers in respective sectors. In the same year (2018), CBC training on assessment (as phase three) was conducted as it was the first year in which expected learners who started learning in CBC in 2016 sat for national examination based on its approaches. As it happened in 2018, REB has decided to train teacher training colleges (TTCs) leavers at each end of the academic year (December). In the next academic year, when they enter in the teaching profession, they are well equipped with CBC approaches.

Additionally, from 2020, REB, with its developmental partners, trains teachers on a subject-based approach that has never been done. Thus, teachers with, specifically, the same subject will be trained altogether practically on CBC approaches. Therefore, SEOs as other implementers such as HTs, DOS, teacher trainers, and all teachers would benefit from these pieces of training. After asking SEOs how many times they have been trained, we found that all 29 have been at least twice trained from the first to the third phases. Only two SEOs did not get the first phase; one did not get the second phase, while three did not get phase three CBC training. Additionally, apart from these training organized by REB, SEOs have been involved in other training of different concepts organized by different developmental partners except only four out of 29 respondents.

Most of these training was on school data management system, functioning of SGAC<sup>2</sup> in schools, continuous professional development (CPD) organized by BLF<sup>3</sup>, data collection analysis and reporting on school performance organized by IEE<sup>4</sup>, training on CPD monitoring, mentoring and coaching Headteachers and school leadership organized by VVOB, how to teach Kinyarwanda in Primary lower classes organized by USAID *Soma Umenye*, a sound methodology for teaching Kinyarwanda, English, and Mathematics organized by UNICEF, BLF, USAID *Soma Umenye*, learning and teaching in nursery schools organized by UNICEF, Kinyarwanda taught from P1-P3<sup>5</sup> organized by USAID *Soma Umenye*, English and Mathematics taught in P1-P3 organized by BLF, mentoring and coaching organized by VVOB and UR, CBC implementation on Entrepreneurship organized by Educate!, and increasing the reading culture to the learners in lower primary organized by *Mureke Dusome*. We found one SEO who has accumulated much training apart from education-related:

*"I was trained by UNICEF in Hygiene and Sanitation Transformation, by RIAM<sup>6</sup> in Leadership and Governance, by MINALOC in Cadreship course on Leadership and Governance, by British Council in Conflict management, by Rwanda School Sports Association on Culture coaching Course, and by NIC<sup>7</sup> as Umutoza w'Intore since 2008 to date."*

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<sup>2</sup> SGAC: school general assembly committee

<sup>3</sup> BLF: Building Learning Foundations

<sup>4</sup> IEE: Inspire Educate and Empower Rwanda

<sup>5</sup> P1-P3: Primary 1- to Primary 3 (lower primary)

<sup>6</sup> RIAM: Rwanda Institute of Administration and Management

<sup>7</sup> NIC: National *Itorerero* Commission

However, the fact that some SEOs are involved in other tasks can affect their education duties and deliverables. From these accumulated training, we asked them to share with us how they share what they were trained in with their teachers. We found that the common channels they transmit what they were trained in our community of practice (COP), SBI meetings, PLCs, workshops, CPD for teachers, pedagogical meetings with headteachers, and thorough assessment after school visits with teachers and their HTs, and parents meetings. They also organize the meetings at the sector level and school visits. Below are some thoughts from the respondents:

*"I share what I learned in the training by organizing training about CBC in my sector, and visit schools which are in my sector and help the teachers to understand CBC well. To conduct CPD activities in my schools, and make schools exchange by visiting them with Sector-Based Trainers (SBTs) and mentor trainers, helping the learners who are studying in the Senior 4 to Senior 6 to harmonize their business clubs in Entrepreneurship lessons and observing the teachers how they teach Lesson Skills Lab and to give them constructive feedback."*

*"Sharing what I am trained in depends on the kind of training I got. Some pieces of training are done to support me in performing well my responsibilities as an SEO but without the need to share the content of them with the community. To mean that they are designed to build my capacity. For other kinds of training, I share what I am trained in with the community through citizen forum meetings known as Inteko z'abaturage and in meetings with parents during school general assembly meetings and during meetings and training of SGAs committees."*

When asked SEOs about people who help them in their activities, they said HTs, school owners (in case of private schools), Deputy Head Teachers in charge of Studies (DOS), school-based mentors (SBMs), SBTs, parents, and teachers, and developmental partners such as BLF, USAID, VVOB, Educate!, ...) help them in their activities. However, we realized a low partnership of school subject leaders (SSLs) and REB inspectors. Related to the frequency they conduct such training, 82.8% of asked SEOs conduct it every month, while 13.8% and 3.4% conduct it on a weekly and daily basis, respectively.

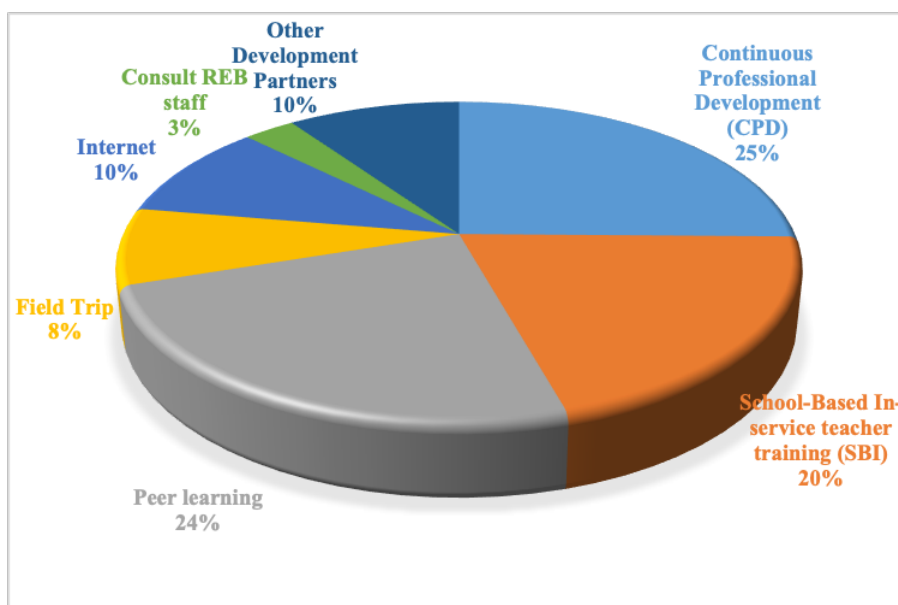
After learning the channels that SEOs use to help teachers in their respective sectors, we were able to follow the strategies used. Table 2 shows the strategies among the following; they perform in implementing CBC. Continuous Professional Development (CPD) by 89.7% of SEOs, Peer learning is used by 86.2% of SEOs, while School-Based In-service teacher training (SBI) is used by 72.4% of SEOs. These findings are well noted by the fact that CPD, SBI, and Peer learning are most of the cases used interchangeably depending on which developmental partner brought it.



**Table 2: Strategies used by SEOs to implement CBC**

Strategies	Individual respondents (%)	Cumulative respondents (%)
Continuous Professional Development (CPD)	89.7	25.2
School-Based In-service teacher training (SBI)	72.4	20.4
Peer learning	86.2	24.3
Field Trip	27.6	7.8
Internet	34.5	9.7
Consult REB staff	10.3	2.9
Other Development Partners	34.5	9.7

On the other hand, Field Trip is used by 27.6% and Internet by 34.5% of SEOs, while 10.3% of SEOs consult REB staff, or 34.5% of SEOs consult other Development Partners when they need support. Likewise, we cumulated the percentage of individual respondents (Figure 2) and got each strategy contribution. So, CPD, SBI, and peer learning contribute to more than 69%, while Internet (online), field trips (school visit) contribute to 18%, and REB and other developmental partners contribute to about 13%. However, we could not figure out why SEOs are reluctant to consult REB when they need support or input in what they are doing.



**Figure 2: Contribution of training strategies in CBC implementation**

After learning the strategies used to train teachers at the sector level, we got interested to learn how effectively educational officers at the district level and education managers at the school level (HTs and DOS) assist

SEOs, as well as how sector and district CPD committees work. We also evaluated the learning achievement so far. Figure 3 shows the results from the Likert scale ranks. It was found that 51.7% of respondents strongly agree that their DDE is cooperative and helpful, while 48.3% and 24.1% strongly agree and agree with the statement that DEOs are cooperative and helpful. We found that the sector CPD Committee (SCC) is well working than the district CPD Committee (DCC). For instance, about 44.8% of respondents agreed that the CPD Committee in the sector level is working effectively, while the same agreement was for only 34.5% of respondents in CPD Committees at the district level (DCC). In HTs and DOS, both were appreciated by 55.2% of SEOs who agreed that HTs and DOS are flexible and usually discuss some challenges with them. About 48.3% of SEOs agreed that they receive reports of teachers' challenges in their sectors, while only 31.0% agreed that parents do so. Although many partners work together to improve education, 72.4% of SEOs who responded agreed that they are still facing challenges in their education.

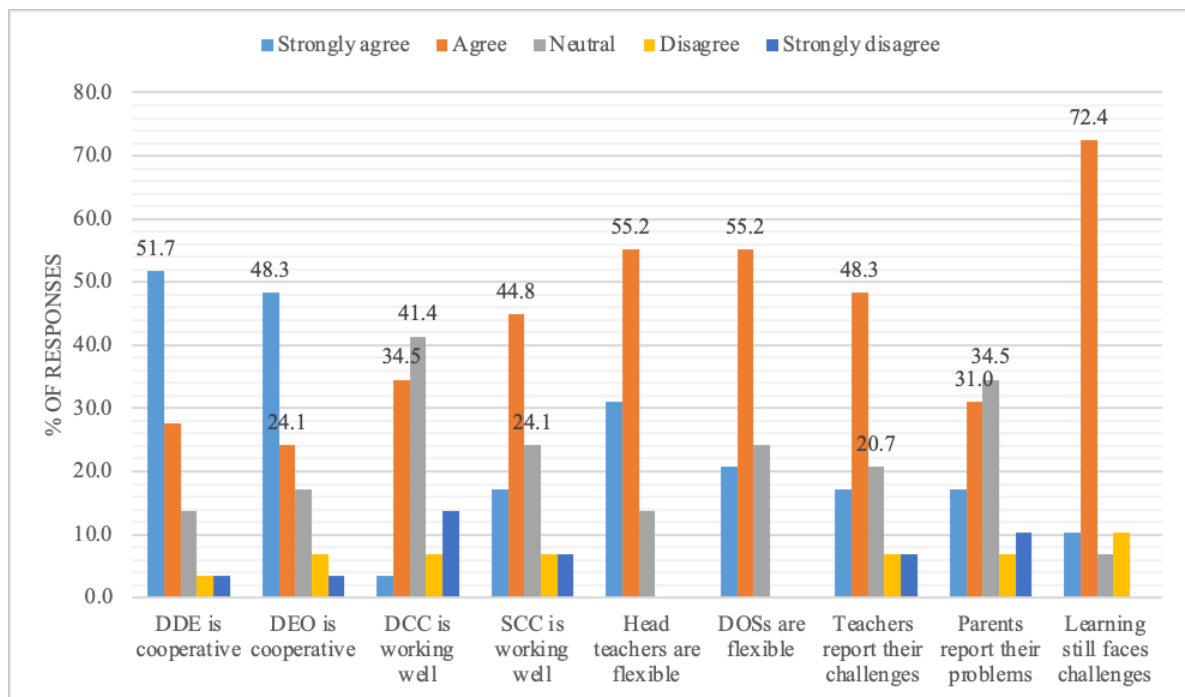


Figure 3: Helpfulness of SEOs third collaborators

Finally, we gave respondents room to outline the challenges they face in implementing CBC and its monitoring and suggestions for remedies. The potential challenges were:

- (a) resistance to change towards CBC approaches for some teachers
- (b) shortage of textbooks and other teaching aids in many schools as many schools have a little income to download and print soft books even schools lack internet connection and few teachers have smart telephones

- (c) lack of enough time to organize CPD and SBI activities because of teachers full timetable
- (d) a big number of pupils in a classroom
- (e) CBC assessment skills on the part of teachers
- (f) language barrier (English)
- (g) lack of content knowledge of ICT among science and elementary technology teachers
- (h) training budget

Below are some further thoughts from respondents:

*“The challenge is the large number of old teachers who are conservative (resistance to change) even SBMs always inform me about their absence in SBI/CPD sessions.” “We as SEOs have not been deeply trained on CBC, and there are no tools to monitor its implementation (lesson evaluation booklet). For instance, I have only got training from my SBT.” “Most HTs, especially in primary, have little knowledge on CBC as they did not have any training about CBC, and therefore are not aware of what is needed to implement CBC.” “There is no budget when we organize the training of teachers. Some teachers are not motivated because of the lack of transport and lunch. For instance, when a capitation grant is used in training, the internal audit condemns HTs, and therefore, they are reluctant to support the school or sector-based training. The supervision is also too tough and sometimes impossible due to the lack of transport facilitation.” “Teachers are not fully packed with CBC requirements due to some mentors and SBTs who are not able to train them due to the lack of enough time, skills, and training location.”*

Likewise, similar challenges were reported by NTs and SBTs in (Ndiokubwayo & Habiyaremye, 2018) and (Ndiokubwayo, Habiyaremye, et al., 2019) studies respectively. However, when looking around in different organized training, REB is doing its best with different developmental partners in setting some strategies and continuously embarking various CBC training. “Curriculum leaders are trained, not born (Bailey, 1990). The authors emphasized the need to train the leaders to guide the implementers well, here, teachers. (Bennett et al., 2004) raised the issue of miscommunication and mismatching accountability between the higher organization and local education leaders. The author recommended that autonomy and partnership in local education are highly needed. Related to the lack of time, Benavot and Resh (2003) also found that variations of curriculum implementation occur in terms of course offerings and allocated time across nations. The stakeholders, such as SEOs and HTs, should compromise on organizing their teachers and secure time for continuous professional enhancement. The mutual working spirit will, without doubt, accelerate the CBC implementation not only in number but also in quality delivery. As human capital development theory suggests and highlighted in the school-based continuous professional development manual (Rwanda Education Board, 2017b), an excellent working climate is working together, and educational stakeholders support each other. SEOs should be equipped with special training to support their teachers. However,

they should also find some training manuals, document themselves, and use their experiences to assist teachers adequately.

Despite challenges in implementing and monitoring CBC training, some suggested solutions were also shared and advocated. Teachers need more training on CBC implementation and especially on the part of CBC assessing skills. This training has to be purposeful, and if possible, there might be some assessment/test to the trainee after training to be sure that the objective had been achieved because most of the training is taken free granted for some trainees. REB and partners should supply sufficient textbooks, computers, and science laboratories in all schools.

*"We have started training teachers to make teaching materials and advise Headteachers to download some handout resources from the REB website. The government should help us transport where possible and avail some budget to schools to accommodate training facilities. I want my Leader to assign me Educations us Priority; we should also include in performance contract of different Organization (REB and MINALOC) the implementation of CBC."*

SEOs, HTs, and DOS should clearly and powerfully be trained with the illustration of ways of implementing CBC to effectively monitor the CBC implementation in schools because of even those who were chanced to be trained. For instance, one SEO testified that when asked, they cannot present something or give help or orientation, meaning that the training sessions were not useful; if not, trainers did not enter into essential areas in those training.

*"It would be better if SEOs are reminded how to prepare a CBC lesson where teachers pay attention to special education needs (SEN), address cross-cutting issues, etc., because sometimes we lose explanation when teachers asked us some questions." "We should conduct regular CPD and SBIs and enough school inspections, especially class visits and lesson observation for supporting teachers by giving constructive feedback; however, education policymakers should work hand in hand with school leaders and manipulate the school timetable to provide time for CPD and SBI activities. For instance, reduce SBMs and SBTs teaching hours on the timetable to reserve time for training their colleagues."*

## **Conclusion**

This study attempted to evaluate CBC monitoring at a sector level in Rwanda. We had four-question streams throughout the findings. These were SEOs CBC training experience, strategies they use during equipping knowledge with their teachers, how they collaborate with school leaders, DDE, and DEOs, teachers, parents, and challenges and solutions to monitoring CBC activities such as training for its implementation. We found that SEOs are equipped with CBC training. Since they have participated in most CBC training and understand its rationale, they are in an excellent position to help teachers. However, they are eager to get more training so that they do their job well. SEOs are highly collaborative with many education stakeholders such as developmental partners, DDE, DEOs, HTs, DOS,

and teachers; however, we found a low collaboration with parents. Parents should be more involved though they are indirect beneficiaries; education managers' accountability should show off. We also found that the sector CPD committee is working well compared to district CPD committees. It is understood, as many SEOs do not participate in DCC, so they only may focus on what happens in their SCCs than anyone else. Among strategies used by SEOs to disseminate skills to teachers and monitor CBC activities were CPD, SBI, peer learning, Internet, and school visit and school exchange visits (field trip). However, when needed, they also consult REB and developmental partners. These strategies are outstanding. In the study of revealing training strategies used in TTC leavers on CBC, it was found that to evaluate the training thoroughly; the training strategies should be effective (Ndiokubwayo, Mugabo, et al., 2019; Ndiokubwayo & Murasira, 2019). Thus, participants should admire the training strategies and accumulate expected skills. School visits, Internet, and consulting REB staff were ranked low because SEOs claimed the lack of budget, insufficient resources for school visits, and the Internet. However, we do not know why REB is not frequently consulted, and this is reserved for future study.

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