



ELEPHANT PROJECT

EGLISE DU CHRIST AU CONGO

&

**ASSOCIATION OF CHRISTIAN SCHOOLS
INTERNATIONAL**

PILOT PROJECT REPORT

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BACKGROUND

This project was initiated by the Association of Christian Schools International (ACSI) in response to an invitation from Eglise du Christ au Congo (ECC).

ECC National Synod Resolution:

RESOLUTION 54/SN/2010

1. We believe the proverb that says “Wisdom entereth not into a malicious mind, and science without conscience is but the ruin of the soul” (Francois Rabelais, 1494-1553, Gargantua and Pantagruel, bk. II, 8).
2. We want our Protestant schools to be true Christian schools where the pupils are scientifically, technically and spiritually trained in accordance with the Word of God, i.e. a teaching which brings the child to Christ (Prov. 23:6, Deut 6).
3. The National Synod recommends and requires both National Coordination and the Provincial Presidency of the ECP:
 - a. To put into practice the partnership entered by the ECP and the ACSI
 - b. To make our Protestant Schools true Christian Schools where the Word of God is taught in priority, i.e. to integrate the biblical values in the education system (e.g. in lessons or chapters to be taught to the pupils)

Bishop Nyamuke’s three directives to ACSI as technical partner to ECC:

1. The in-service professional development of teachers
2. The establishment of pilot school/s
3. The establishment of undergraduate higher education based teacher training.

ACSI project priorities:

Contextualisation:

ACSI desires that all participating change agents understand underlying socio-technical systems at work in DRC church schools and what motivates these systems, referred to in this project as out-of-school and in-school conditions. ACSI desires that all training materials are relevant to the context. A well informed approach to change management in the DRC will promote realistic change expectations.

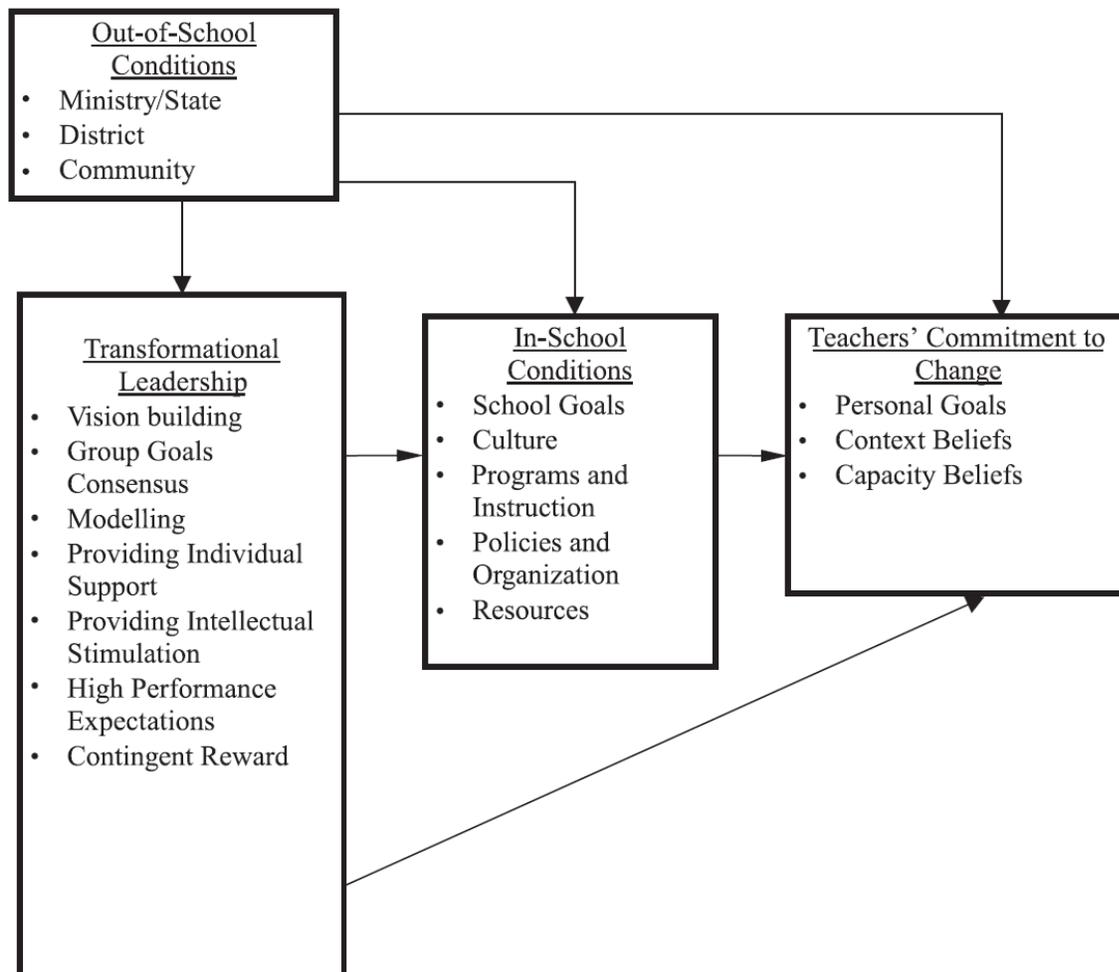
Sustainability

ACSI desires Congolese ownership of the transformation process and outcomes, thereby laying the foundation for a culture of self-sustainability.

Biblical worldview

ACSI desires that the project promotes a biblical worldview of leadership, transformation and education. Your schooling is what you remember when you have forgotten what you were taught is a popular truism in the sense that education is not only about the retention of knowledge. Wood's (1986) supports this approach to education by explaining that "... teachers pass on not only facts and information. [but] ways of conceptualizing and reasoning" (p. 39). The same point is made when Fullan and Hargreaves (1991) argue that teaching is as much a moral business as it is technical.

THEORY OF CHANGE



A model for explaining the development of teachers' commitment to change.
(Leithwood et. Al. 1994).

RATIONALE: Pilot Project

ACSI was invited to facilitate the transformation of 18,500 ECC schools. A Western dictum explains that it takes a long time to eat an elephant, namely one bite at a time. Bishop Nyamuke responded that there are not enough refrigerators in the DRC to put on ice the urgent need amongst DRC Protestant schools. The project was coined 'Elephant Project'.

Elephants are not unfamiliar, but to assume definition of a national project on the basis of a metaphor would have been premature. This elephant required empirical definition to decide the eating.

Some things were already known on the basis of proven research. Leadership behaviours are fundamental for school improvement. Transformational leadership behaviours have a positive influence on teachers' capacity to exercise new educational behaviours. This had been assessed in North America, Haiti and Hong Kong, but not in Africa. There was no data on the acceptance or effects of transformational leadership behaviours in DRC schools. DRC is a fragile State presenting unique out-of-school and in-school conditions that have a significant impact on the work life of the average school leader and teacher. These conditions had to be better understood for project contextualisation.

Leithwood (1992) is a pioneer researcher who presented prominent research on the impact of transformational school leadership behaviours on employees, referring to transformational leadership as "facilitative power" (p. 9). Concerning the impact of transformational leadership on school transformation, Leithwood (1992) references research findings that show correlation between successful school restructuring and support from employees. This level of association between leadership transformation and school transformation is referred to by Leithwood as a "second order change" in the process of school transformation. First order change is referenced as "improving the technical, instructional activities of the school . . . (which) depend on the support provided through significant second order changes". Second order change involves the leadership facilitation of school reform initiatives through transformational leadership behaviour that "provides the incentive for people to attempt improvements in their practices" (p. 9). Leithwood's discussion on first and second orders of change in schools reveals a more interdependent than linear approach. Leithwood explains that successful first order change is dependent on successful second order change.

Transformational leadership qualities include: effectively communicating vision, providing intellectual stimulation, encouraging collaborative decision making, role modelling, supportive coaching, inspiring trust and admiration, inspiring followers to transcend their own needs for the good of the whole, elevating followers needs and abilities to a higher level thereby empowering them to a higher level of self-governance and influence (Daft, 2008; Patterson & Stone, 2005). Furthermore, this project

identifies the four transformational leadership components of Barling, Kelloway and Zecharatos (2000) as being key to successful transformation, namely, “idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration” (p. 1). These components produce follower satisfaction and trust in the leader, resulting in increased affective commitment and self-efficacy beliefs (p.2). Patterson and Stone’s (2005) research-informed view of transformational leadership suggests “a continuum with transactional leadership at one end and transformational leadership at the other” (p. 8). Daft (2008) also defines transformational leadership through comparison to transactional leadership.

Daft (2008) explains that transformational leaders use “influential power” (p. 362) to achieve organisational goals through “actual change” in the follower (p. 369). This use of personal power is different to “positional power” associated with the transactional authority of the leader’s title (p. 382). Influential power relies on the leaders “personal characteristics and relationships” (p. 362). The transformational leader’s actions create change in the “attitudes, values, beliefs, or actions of others” (p. 369). Osula (Winston, 2009) explains that transformation requires a qualitative change in the follower, occurring in the ninety percent part of the submerged ice-berg where values, ethics and beliefs are shaped. Patterson and Stone (2005) refer to this as “operating from the inside out” (p. 7). It makes sense then to address the follower of the transformational leader as, what this project terms, a transformational follower. The theory of transformational leadership (Daft, 2008) supports the idea that “transformational leadership develops followers into leaders” (p. 363). The development of local leadership capacity is central to the Elephant Project’s desire to develop self-sustaining capacity.

Transformational leadership qualities naturally encourage what Daft (2008) terms an “effective follower” who is “both a critical, independent thinker and active in the organization” (p. 200). The effective role modelling and inspiration provided by the transformational leader inspires courageous action-orientated followers to self-manage risk and commitment for a transformational type cause “bigger than themselves” (Daft, 2008, p. 201 & 202). This understanding is particularly important for followers in a DRC developing world transitional economy where a high degree of personal transformation is required to motivate organisational transformation.

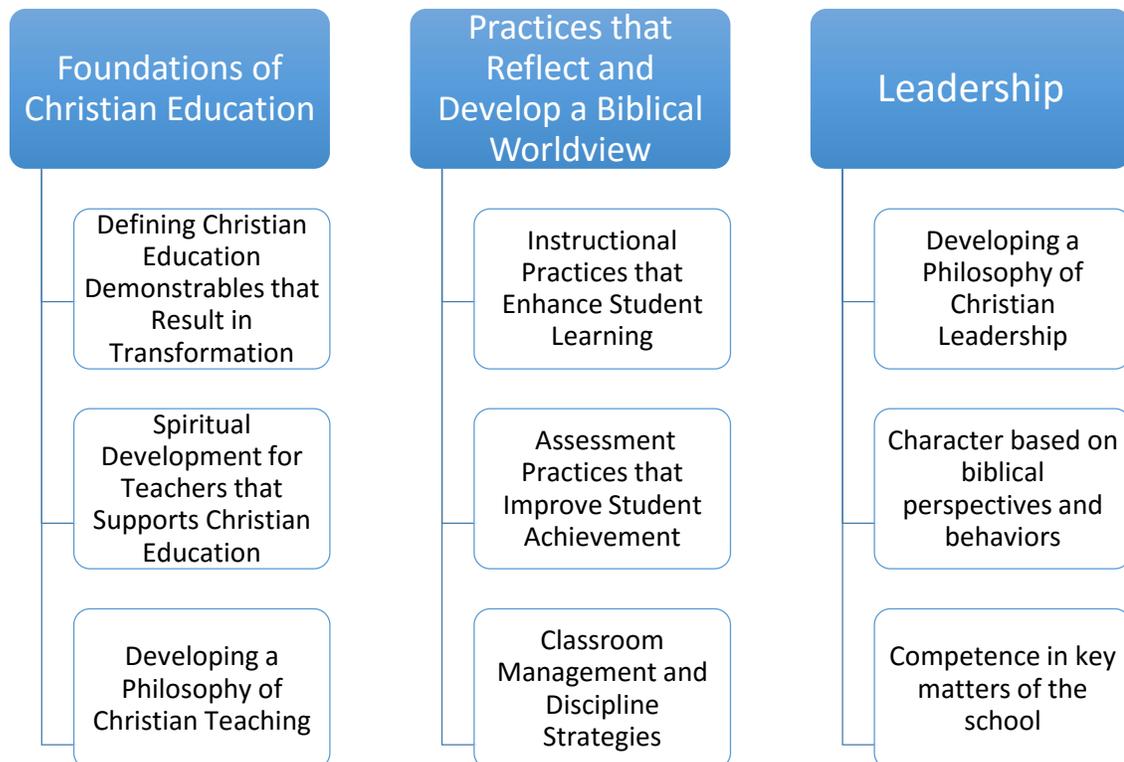
Transformational leadership’s emphasis on “personal values, beliefs and qualities” (Daft, 2008, p. 363) enables positive connection to Protestant ideals associated with the meaning of work, personal development, professional development and stability (Lee, 2003, pp 10 – 12).

Scripture gives value to transformational leadership and followership through plentiful references to personal and societal transformation that takes place through transformational leadership qualities: effectively communicating vision (Proverbs 29:18 & Ephesians 2:10), providing intellectual stimulation (Romans 12:2), encouraging collaborative decision making (plurality of Elders), role modelling (1Corinthians 4:16, Philippians 3:17) , supportive coaching, seen in examples of Biblical discipleship and represented in the Franklin Covey Maturity Continuum (Daft, 2008, p. 204), inspiring

trust and admiration (lives of Old Testament leaders and Apostles), inspiring followers to transcend their own needs for the good of the whole (John 12:27 & 18:37), elevating followers needs and abilities to a higher level thereby empowering them to a higher level of self-governance and influence (Mathew 6:31 – 33 & Hebrews 11:39 – 40).

CALENDAR OF EVENTS

- Resolution 54, November 2010
- ACSI HQ June 2012: Initial Meeting
- Africa Roundtable 2012
- Indiana Wesleyan University (IWU), 12 – 16 November 2012, developing the project’s conceptual framework
- Dr. K. Coley joined the team in 2013 and outlined the leadership modules. ACSI, as technical partner to the Protestant Church, was now supported by experienced faculty from University partners, IWU, Cairn, Cedarville and South Eastern Seminary.
- Training Modules (Conceptual Framework): The project’s training materials are specially designed six teacher education modules and three school leadership development modules.



- Writer's workshop, IWU, November 2013
- Project's quantitative research instruments measured school leadership behaviours, levels of trust and school quality.
- Project's qualitative research instruments were two Focus Group discussions and interviews with school leaders
- Gavin Brettenny: DRC trip February 2014: Quantitative Baseline assessments of nine Experimental and nine Control Group schools
- Writers meet, Cairn University, March 2014
- Kinshasa training, July and August 2014, experimental school leaders
- Qualitative Focus Groups March 2015, experimental school leaders
- Qualitative Interviews February 2016, experimental school leaders
- Repeat of 2014 quantitative base-line in February and March 2016, experimental and control schools
- Pilot Project Report: May 2016

Constraints:

- Time:
 - USA University Professors Volunteers had demanding work schedules which limited their time on the project
 - ACSI staff had constant travel schedules to other African countries
- Communication / expectations
- Finances
- Attrition of participating schools
- DRC conditions
- ECC / ACSI Staff changes
- August 2014 start of Training of Trainers meeting did not achieve any of the set goals.
- School quality measurement instrument proved ineffective
- Translation

Benefits of time passed:

- Challenged expectations
- Understanding of Partners
- Staff changes
- Mistakes
- Assessed the longevity of the intervention. E.g. Focus Groups were held 7 months after training and school leader interviews an additional 11 months later.
- Research has the interest of funders

RESEARCH DESIGN

Purpose: Inform development of Training Materials and Organisational Delivery for a national project.

Training Materials

1. Provide extensive real-life contextualized stories for training materials
2. Discern application of:
 - 2.1 Concept of transformational leadership and its effects:
Is the concept universal? Can we use this concept in the DRC?
 - 2.2 Training materials:
What content worked well and what did not work well?
Use findings to inform national project materials
3. Identify typical strengths and weaknesses in leadership behaviours of DRC school leaders so as to improve training focus and materials.

Organisational Delivery

1. Identify and rank key school leadership frustrations: Actual daily challenges effecting school leadership.
2. Identify seeming vulnerabilities and strengths in the ECC / State organizational structure. This information informs selection, role description and equipping various actors to serve as supporting change agents to school leaders as part of national project implementation.

Data sources:

1. Two Focus Groups with Experimental School leaders. (Appendix One)
2. Nine personal interviews with school leaders. (Appendix Two)
3. Teachers experience of their leaders across 20 schools using the Leithwood assessment. (Appendix 3)
Experimental and Control school comparison. Base-line and post-training.
4. School quality using an adapted version of ACSI international accreditation instrument
Experimental and Control school comparison. Base-line and post-training.
5. Thirty Five interviews with representative actors across ECC's education structure

Combining qualitative and quantitative data provides deeper insights.

RESEARCH FINDINGS

Focus Groups, March 2015, Appendix 1

Two questions:

1. **What DRC context factors most impact your leadership?**
Surfaces influence of-out-of school and in-school working conditions. Informs project training materials and organisational delivery
2. **Effect of July / August 2014 training on your leadership behaviour?**
Responses are combined with Leithwood data for greater insight. Informs project training materials and organisational delivery.

Question 1: What DRC context factors most impact your leadership?

Group discussion was summarised by grouping responses under themes ranked as most discussed, listed in points 1 – 6, with 1 being the most discussed. Points 1 and 2 were significantly ahead as being most talked about compared to points 3 to 6. Points 4, 5 and 6 seemed to be of equal importance:

1. Authority of the school leader is negotiated between the authority of the Church and the authority of the State. School leaders' authority is influenced by:
 - a. School leaders coping with use of mitigating circumstances, procedure and persuasion
 - b. Transactional hierarchy
 - c. Feelings of disempowerment
 - d. Teachers' low salaries
 - e. Cascading effect to student behaviour
 - f. Split vision
 - g. Reporting
 - h. Nepotism
 - i. Lack of information
 - j. Church mediation (viewed positively, depending on the actor)
2. Poor performing or problematic teachers. These out-of-school and in-school conditions impact teachers' commitment to change, identified in the model as teachers' personal goals, context beliefs and capacity beliefs. Leaders' authority is influenced by:
 - a. Lack of teachers to replace teachers
 - b. Teachers' poor salaries
 - i. Teachers work for other incomes
 - ii. Personal welfare

- iii. Transportation and punctuality
- iv. Mood

- 3. Motivation payment
- 4. Relevant education for students
- 5. Teaching materials
- 6. Parent support
- 7. Teacher training and curriculum

Value of findings for national project:

DRC school leadership frustrations in terms of out-of-school and in-school conditions have been identified and ranked. These findings, combined with the thirty five interviews with representative actors across ECC's education structure, can serve to contextualise the content of the training materials and inform selection, role description and equipping various actors to serve as supporting change agents to school leaders.

Question 2: Effect of July / August 2014 training on your leadership behaviour?

Group discussion summarised by grouping responses under Leithwood's transformational behaviour constructs. For each construct, the author has listed:

- a. Number of contributors
- b. Facilitators insight
- c. Comparison with Leithwood assessment score.

The p -value is probability. p scores are significant at different levels for different types of research. For sociological (human behavior) type studies, a p -value that is less than 0.10 is considered significant. There are several p score findings in this project that are STRONGLY significant. Ones like $p = 0.018$, $p = 0.5$ etc. We have a few that are not quite as strong $p = 0.099$.

- 1. Vision / Inspiration:
 - a. 9 contributions
 - b. Leaders presented personal inspiration significantly tied to transcendent values
 - c. Leithwood data supports these findings: Although the 2014 Experimental and 2014 Control groups were not significantly different in score, the 2016 Experimental group had a higher mean than the 2016 Control group [3.906 > 3.788, $p = 0.05$]

2. Building unity:
 - a. 1 contribution
 - b. Few examples outside of improvement of facilities.
 - c. Leithwood data supports these findings: The original two groups were not statistically different. The 2016 control group had a statistically significant lower mean than the control group had given in 2014. This led to a difference between the means of the 2016 experimental group and the 2016 control group [$4.002 > 3.815$, $p = .0033$]. Although there is potential for not stating a difference existed, the individual leader data presented later suggests that an increase in mean for the experimental group did occur.

3. High Expectations:
 - a. 4 contributions
 - b. Mostly transactional
 - c. Leithwood data is congruent with these findings. There were no statistically significant findings in the group data due to a confounding contributor. When the individual data was examined, significant increases were noted in several individual leaders.

4. Individual support
 - a. 4 contributions
 - b. Highly transformational stories
 - c. Leithwood agrees: There was no significant difference between the experimental and control groups at the beginning of the study. The 2016 Experimental group scored their leader higher individual support than they had in 2014. [3.601 , 3.769 , $p = 0.018$]. In addition, the 2016 Experimental group scored their leader higher than the 2016 Control group [$3.769 > 3.606$, $p = 0.017$]. It is safe to state that there was a change in how the leaders treated individual teachers and provided support.

5. Consistent Role model
 - a. 2 contributors
 - b. Both were transactional
 - c. Leithwood agrees: Similar to “building unity” the original control and experimental group were not significantly different. The control group scored their leaders statistically significantly lower)in the 2016 data. The 2016 Experimental group scored their leader higher in being a role model than the control group did [$3.806 > 3.534$, $p = 0.0036$]. The individual data strongly supports this finding.

6. Provides intellectual stimulation
 - a. 1 contributor
 - b. Limited resource example
 - c. Leithwood agrees: we cannot use group data to say much. The control group was different from the experimental group in both '14 and in '16. The significant differences from experimental to control are most likely due to this original difference. There is evidence that at least one leader grew significantly in this area.

Summary

Strongest leadership behaviour changes, expressed both qualitatively and quantitatively, are firstly Individual Support and secondly, Giving Vision / Inspiration. Consistent Role Model and Building Unity were equally expressed. High Expectations was supported by some individual data. Results did not present much qualitative or quantitative support for Provides Intellectual stimulation.

Value of findings for national project:

Leaders' contributions provide extensive real-life contextualized stories for training materials.

Transformational leadership behaviours are, for the most part, understood, articulated and practiced by DRC school leaders. Data presented evidence of weaker and stronger practice across the 6 transformational behaviours. Training materials should provide more contextualised examples in support of behaviours such as High Expectations and Intellectual Stimulation.

Nine School Leader Interviews, February 2016

Each of the school leaders represented experimental schools that attended the 2014 training. Three of the interviewed leaders did not personally attend the training, but leaders from their school attended.

Each interview began with the interviewee sharing their leadership biography. The following six questions were not sequenced in any particular order, they were asked randomly to fit with the natural flow of each conversation.

1. How followers experience your leadership behaviour?
2. Describe your behaviour when encountering challenges / frustrations?
3. In what ways have other leaders influenced your leadership behaviour?
4. Your personal spiritual journey?
5. Personal sources of inspiration / strength?
6. Anything else that you would like to tell me?

The responses were rated as more transformational or more transactional in terms of the interviewees' broader context of their respective answers.

1. **School A:** Leader A was a part of the 2014 Elephant Project training. Leader A was scored with 14 transformational counts in coding the interview. Leithwood data indicated that the leader was scored higher in 2016 in two key transformational areas. In addition, the leader scored lower in the transactional area of Contingent – Reward. The table below shows the change in mean score with the associated p-value for a one-tailed t-test.

	2014 Mean	2016 Mean	Increase	p-value
Foster's Commitment to Group Goals	3.539	4.08	0.541	0.004
Holds High Performance Expectations	3.725	4.067	0.342	0.087
Contingent – Reward	3.836	3.345	-0.491	0.013

2. **School B:** Leader B was a part of the 2014 Elephant project training. Leader B was scored with 10 transformational counts in coding of the interview. Leithwood data indicated that the leader scored higher in 2016 in three key transformational areas. This leader also scored higher in 2016 in the transactional indicator of Contingent – Reward. The change in “Provides Individual Support” was much

higher than would be expected in a 5 point Likert scale. The table below shows the change in mean score with the associated p-value for a one-tailed t-test.

	2014 Mean	2016 Mean	Increase	p-value
Foster's Commitment to Group Goals	3.544	4.15	0.606	0.0000
Provides Individual Support	2.893	4.055	1.162	0.0000
Provides Intellectual Stimulation	3.868	4.241	0.373	0.0900
Contingent – Reward	3.472	4.089	0.617	0.0008

3. **School C:** Leader C participated in the 2014 Elephant project training. Leader C was scored with 17 transformational counts in coding the interview. Leithwood data indicated that the leader scored higher in 2016 in four key transformational areas as well as both transactional areas. The table below shows the change in mean score with the associated p-value for a one-tailed t-test.

	2014 Mean	2016 Mean	Increase	p-value
Provides Vision and Inspiration	3.842	4.26	0.418	0.04700
Models Behavior	3.826	4.933	1.107	0.00015
Foster's Commitment to Group Goals	4.079	4.667	0.588	0.00150
Provides Individual Support	4.179	4.767	0.588	0.00056
Management by Exception	3.171	4.64	1.469	0.00000
Contingent – Reward	4.094	4.875	0.781	0.00300

4. **School D:** Leader D was not part of the Elephant Project training in 2014. Leader D was scored at 8 transactional and 2 transformational counts in coding the interview. The Leithwood data supports this finding with the leader scoring lower in only one transactional category. No transformational categories were scored significantly higher in 2016. The table below shows the change in mean score with the associated p-value for a one-tailed t-test.

	2014 Mean	2016 Mean	Increase	p-value
Contingent – Reward	4.435	3.784	-0.651	0.004

5. **School E:** Leader E was a part of the Elephant Project training in 2014. Leader D was scored as 6 Transformational and 5 transactional counts in coding the interview. The leader scored significantly lower in all 8 behaviours in 2016. It is recognized that this individual's data may have skewed the overall group results.
6. **School F:** Leader F was part of the training in 2014. The leader scored 11 Transformational counts in coding the interview. Leader F scored higher in 3 transformational areas in the Leithwood data, thus supporting some change in this leader. The table below shows the change in mean score with the associated p-value for a one-tailed t-test.

	2014 Mean	2016 Mean	Increase	p-value
Models Behavior	3.453	3.861	0.408	0.044
Foster's Commitment to Group Goals	3.815	4.073	0.258	0.091
Provides Intellectual Support	3.984	4.286	0.302	0.066

7. **School G:** Leader G was not a part of the training in 2014. This leader scored 8 Transformational and 2 Transactional counts in the coded interview. Leithwood data indicates that this evaluation may be true with two transformational areas being scored higher and one transactional area being scored higher. The table below shows the change in mean score with the associated p-value for a one-tailed t-test.

	2014 Mean	2016 Mean	Increase	p-value
Models Behavior	3.938	4.172	0.235	0.099
Provides Individual Support	3.461	3.975	0.515	0.002
Contingent Reward	3.484	3.817	0.332	0.033

8. **School H:** Leader H was not a part of the training in 2014. This leader was scored as 4 Transformational and 3 Transactional counts in the coded interview. The Leithwood data indicate that this lower score appears to be appropriate. Leader H scored lower in three areas: 1 transformational and 2 transactional. The table below shows the change in mean score with the associated p-value for a one-tailed t-test.

	2014 Mean	2016 Mean	Increase	p-value
Provides Individual Support	4.136	3.750	-0.386	0.026
Management by Exception	3.488	3.210	-0.278	0.009
Contingent Reward	4.115	3.408	-0.707	0.002

9. **School I:** Leader did attend training in 2014. This leader scored 10 transactional and two transformational counts in coding the interview. This was the highest transactional count of all the interviews, despite this leader attending the training. Unfortunately, this school, for reasons unknown, did not participate in the Leithwood assessments. It is not unlikely that such an older leader with a strongly practiced personality and leadership style is a statistical outlier.

SUMMARY

Leithwood quantitative data strongly supports the qualitatively coded interview data. Personal interviews strengthened Focus Groups' second question findings by confirming the findings and deepening the scope of the findings through leaders' stories that covered a range of transformational / transactional behaviours.

There is support to show that majority of the leaders who attended the Elephant Project training presented significant changes across several Leithwood categories. It should be noted that two of those who did not attend training also showed significant changes in these categories. However, they would have received feedback from leaders from their school who attended the training and they would have benefitted from the follow-up Focus Group discussions.

Value of findings for national project:

Leaders' contributions provide extensive real-life contextualized stories for training materials. Personal interviews provide opportunity for mini-case studies as inspirational exemplars.

Transformational leadership behaviours are, for the most part, understood, articulated and practiced by DRC school leaders. Data presented evidence of weaker and stronger practice across transformational and transactional behaviours. Some of the material will serve to challenge leaders who are strongly transactional, believing they are effective leaders.

ECC Organisation Interviews, June 2015

Thirty five people in ten or more different categories of the ECC / State organizational (education) structure were interviewed.

Purpose: To improve understanding of the efficacy of current ECC positions, organisation and ECC working relationship with the State. ACSI proposes integrating the project into ECC / State organizational structure. ECC should take responsibility for implementation, training and quality control of project implementation. ACSI is available to serve as technical advisor and support for training.

Summary of key findings: ECC Organisational structure and State relationship

1. ECC Community Managers: (Community Coordinators and Resident Advisors) ECC leaders such as Province Coordinators are responsible for the administration of the school towards the State. The Communities (and their coordinators) are the role players responsible for daily management of the schools. This position is well-placed to support and oversee the implementation of change in the functioning of the schools. For example:
 - Community managers send affectation papers to school directors to notify them about the newly hired teachers in their schools (State pays their wages)
 - Community managers make themselves available to listen to their school Directors' issues and help them to solve the problems they are facing
 - Community managers gather all their school directors for meeting at least three times a year (at the beginning, in the middle and at the end of the

school year). They may also set up other meetings if needed in order to pass on State instructions (and sometimes ECC's instructions if there are some).

- Community managers also supervise teaching advisers (conseillers d'enseignement) who are the church inspectors. Most Community Manager offices have two Teaching Advisors: Elementary and Secondary.

It is interesting to note that the decision of the number of schools needed to open a Community Manager office is taken by the State because the State pays the wages of the people working in these offices and giving the offices an operating budget (around 180 \$ per month). The current threshold is 15 schools.

2. ECC Teaching Advisors:

They inspect classes more often than State inspectors - three times a year at least. They do the same work as State inspectors, except that they evaluate the spiritual part, which is ignored by State inspectors. They visit schools producing administrative, educational, financial and surprise short visit reports. A teaching adviser can be attributed 250 classes if he works in an elementary school or 200 classes if he works in a secondary school. They can therefore visit classes more often than State inspectors who are each in charge of around 1000 classes! (It is reported that the State is trying to increase the number of inspectors in order to curve this tendency.)

The position of the Teaching Advisor is not very "prestigious" compared to school Directors because they don't have any financial advantages. Therefore, just like State inspectors, Teaching Advisors are also given a "financial help" by the schools as budget doesn't cover their transportation expenses

State Inspectors do about the same job as teaching advisers but they are better trained and more skilled than most teaching advisers. Inspectors (and teaching advisers) goals are to control, train and evaluate school staff. Inspectors get systematically trained by the State when they are promoted as Inspectors. Inspectors feel that their position is higher than teaching advisers because they have passed a competitive State examination to become inspectors. Teaching advisers are not welcomed to international organizations inspection trainings organized by UNICEF or the Belgium Cooperation. A possible reason is because Inspectors would have to share the "per diem training budget" with teaching advisers. This per diem can reach 20 dollars per training, which is about 15% of a month wage.

The cost to the State, the overlap of work between State Inspectors and Teaching Advisors, the impression that State Inspectors are better trained and the poor salary (prestige) of teaching Advisors are all worth noting when thinking about possible changes which the State could introduce. The value of the role of

the Teaching Advisers is that they are the Community Managers' technicians; they are their eyes and their ears in the schools. A further value is once some weakness has been notified by State Inspectors to community managers through their reports, then teaching advisers visit the same class and check if the Inspector's report is accurate. They take appropriate measures accordingly: teachers are, in this manner, advised by the Community Managers.

3. ECC Community Presidents: (Legal Representatives: communication interface between ECC and their church community).

The Community Manager is directly answerable to the Community President who has authority to authorize the suspension and exclusion of the community coordinator; the urban/provincial Coordinator only obeys the suspension order given by the Community President by launching the procedure.

The impression is that there is a disconnection between schools and local churches that are attached to the school. The vision of the local Pastor is not always for Christian education. ECC's on field support for a national project, doesn't automatically translate into Community (church) support. Church support can strengthen Community Managers' position.

4. ECC Provincial Coordinators

Community Managers are supervised by their Provincial Coordinator.

There is one Provincial Coordinator in each Congolese province. The current 11 are expected to increase to 24 or 26 according to the administration reform that is being set up by the State.

Provincial Coordinators are supervised by the National Coordinator, Papa Lala.

Interviewer's note: The project is eventually missing a real ECC leader with the vision, the burden of the 'rechristianization' of the schools and time to devote to the Elephant Project.

5. ECC / State negotiated powers:

Negotiated powers between State and Church was a significant part of the School leaders' Focus Group discussions. It is evident through these interviews that both State and school work directly with school leaders. Theoretically, the ECC is supposed to be the interface between State and Community schools. Including the Coordination, each level of ECC has its comparative State colleague: The National Coordinator works directly with the Minister of Education; Province Coordinators regularly meet with State Provincial Directors (proved); Community Managers, also called Sous-Province Coordinators, are often contacted by State Sous-Provincial Directors (= sous-proved) attached to the

sous-province where they work. Communication takes place across all levels, outside of the ECC National Coordination office.

Finances: The State pays salaries to the ECC structure. The ‘minerval’ (one of the tuition fees) is paid by parents directly to the State in the collecting centers appointed by the State. According to the 1977 Convention, all fees should normally be paid to the Church, which is in charge of managing the schools. ECC schools sometimes support State inspectors with finance for transportation. Giving State inspectors money is not an obligation but it is essential for good relationships between the school and the inspectors as it is considered a polite way “to welcome” visitors in the schools. If a school has nothing to give they just say so and it is fine because another inspected school will pay anyway

Materials: Secondary schools are obligated to buy State sold textbooks on credit (paying monthly) The State often delivers books to the schools and the schools have to keep and pay for these books. The books are lent to the students in class and kept at school as the parents cannot afford to buy school books. The State gives free textbooks to elementary schools as these schools must be free for everyone. Textbooks are approved by the State through the Ministère de l’Enseignement. However, schools can use any other book as a support document without asking the State's agreement as long as it respects the National Program. If they want to use other textbooks in a systematic way, they have to get them approved by the State through la Direction des Programmes scolaires or le CREK (Centre de Recherche et d’Enseignement de Kinshasa).

Future consideration: There is conversation of a new convention between State and Church replacing the 1977 convention. The ambiguous proximity of State and Church positions coupled with parallel structures (positions) doubling salary costs is probably not sustainable. The organizational landscape could change into the future. The impression gained from these interviews is that State accountability measures and efficacy (skills) of State Inspectors is improving ahead of the Church’s practice, but the State continues to need the Church because of the number of schools that have to be covered. Project implementation recommendations should aim to secure ECC’s leadership and responsibility for ECC schools.

6. Communication:

Planned meetings and meeting in person are the preferred methods of communication. Examples:

- National coordinator Papa Lala gathers all Province Coordinators once a year for a meeting called the National Consultation
 - Provincial Coordinators send an annual report to the National Coordinator.

- During the year, the national coordination office sends information through circulars to all Province and Community Coordinators.
- Kinshasa Province Community Managers meet once a month on the request of the Urban Coordinator. These monthly meetings are the occasion to communicate State and ECC's instructions to the Community Managers; they also discuss current issues and deal with their agenda.
 - Community Managers send an annual report to the Urban Coordinator who includes these annual reports in his annual report to the National Coordinator, as do the other Province Coordinators.
- Community Managers gather their School Directors at least three or four times a year (during each term) and give them instructions. They can schedule other meetings on specific topics if needed.
 - Community Managers receive School Directors' reports around three or four times a year (during each term).
- Community Coordinators also take advantage of their Community Annual General Assembly to meet supervised Resident Advisers and give them information and instruction.
 - They also receive Resident Advisers' reports during the school year.

Other communications:

- Coordinators communicate by sending official printed letters to their supervisees. Staff express the need to receive such letters with ECC's official stamp and the Coordinator's signature on it as an official request. They don't use the Post office to send these letters (even though it is said to work better today) but they give official letters to their officers who will bring them to their church moderators in the different areas where they live. The Moderator distributes this mail. When letters must be sent in other Provinces, the Coordinators will mostly use the Post Office to send them.
- Offices also use billboards to pass on general and secondary information to all the staff working in the office.
- Most frequent communication media used within ECC's structure such as the Community Managers' offices is use of personal cell phones. Many staff have two or three phone numbers (because it is said to be cheaper to call a phone number that is from the same operator). They call each other for urgent matters such as reminding their supervisees that they have training or a meeting. The Community Manager may call a "church moderator" who will pass on the information to all the school staff attached to his church. They don't use their phones to send text messages even though it is more efficient and cheaper than calling many people. Staff do not have a phone budget, they use their personal money.

7. General:

- a. **Teacher Training:** Teachers are trained in State universities such as the Higher Teaching Institute (ISP = Institut Supérieur Pédagogique in French). There is a Protestant university (UPC = Université Protestante du Congo) but this college doesn't have a Teacher's training programme. There is no ECC training school
- b. **Parent involvement:** Parent Committees for each school consist of groups of about 10 parents elected by students' parents and whose goal is to represent the parents during school meetings. They deal with matters such as tuition fees and improvements to facilities.

Value of findings for a national project:

The interviews identified perceived vulnerabilities and strengths in the ECC / State organizational structure. This information will be used to inform selection, role description and training of various actors to serve as supporting change agents to school leaders.

RECOMMENDATIONS FOR NATIONAL IMPLEMENTATION

This study examined the extent to which the intervention of the Pilot Project, notably training in July/August 2014, had an impact. Leithwood's instrument measured specific leadership behaviour constructs. The study did not examine whether Leithwood's measures held true for teacher change. Project findings are therefore about the changes in the leaders. Based on previous research in other contexts, as expressed in the Project Rationale, it is understood that the measured changes in leadership behaviours will facilitate school change by increasing teachers' commitment to change.

The study proved, qualitatively and quantitatively, that the Elephant Project increased transformational behaviours in ECC school leaders. Teachers evaluated leaders as more transformational (although not less transactional) and leaders shared about their transformational change behaviours.

ACSI has proven an intervention concept that promotes the Elephant Project's desired transformation in ECC schools.

Qualitative research presented several out-of-school and in-school conditions that could hinder the usefulness of the intervention. However, the intervention produced evidence of significant change in leadership behaviours despite these issues. Plans for a national intervention must consider how to reduce the negative impact of these conditions on school transformation.

Recommendations are not intended to be conclusive. This Pilot Project Report is being presented and discussed over a two day meeting, 3 and 4 May 2016 with senior ECC, ACSI and State representatives. The meeting is intended to conclude forward planning.

Recommendations for national implementation:

1. Contextualization of the training materials
2. Optimum use of ECC organisational structure
3. Defining the role of ACSI
4. Schedule and budget
5. General

1. Training Materials

- a. ACSI will use school leader interview transcripts, Focus Group transcripts and the findings from this project's research to further contextualize the 9 training modules.
 - i. Training should focus on increasing teacher commitment to change.
 - ii. Materials should make extensive use of leaders' quotes, stories and, where possible, personal case-studies.
 - iii. Special attention should be given to how leaders can cope with actual out-of-school and in-school conditions that have potential to compromise the effects of the training
 - iv. Special attention should be given to leadership behaviours typical of DRC school leaders with a view to moderating some behaviours and empowering some behaviours with contextualised practice examples.
- b. ACSI must apply for funding professional translation of all materials into French.

2. ECC Organisational Structure

- a. ECC must consider national implementation of the project using its existing organisational structure. Special attention should be given to optimizing ECC authority and responsibility for ECC schools over the long-term. The findings of this project suggest:

- i. Existing ECC Coordination structure has sufficient capacity to communicate, administrate and report a national project.
 - ii. Appoint an ECC employee who will serve as the Liaison person between ECC, ACSI and other approved partners.
 - iii. The project should capitalize on strengthening the relationship between Church leaders and local schools under the leadership of Community Presidents. To this end the project could have an Elephant Project module that educates church leaders in the value of Christian education.
 - iv. The project should capitalise on educating ECC officers and School Directors on the powers of Church and State in terms of the Convention. This education should form part of one of the three modules on school leadership.
 - v. Community Managers and Teaching Advisors serve a critical role in day-to-day business of local schools.
 - 1. The role of Teaching Advisors as technicians for improved practice in classroom implementation of the Elephant Project can serve to distinguish the value of their role from Inspectors.
 - vi. The project should become part and parcel of ECC's services to the schools. ACSI serves as technical advisor and support to ECC.
 - vii. ECC must build audit capacity for effective reporting in use of funds raised for the project. ACSI bank account income and expenditure must be overseen by an appointed accountant.
- b. ECC should explore how it would be possible engage the interest and services of Université Protestante du Congo (UPC) or FATEB as part of the project with a view to establishing a higher education program in Christian Education.
 - c. ECC would need to provide research assistance and project report to ACSI for ongoing research and development funding.

3. The role of ACSI

- a. Use the experience and findings of the Pilot Project to guide the development of a national implementation plan.

- i. Sequence & cycle recommendations: Refers to timed sequence of progressive interventions for each set of schools, namely: introduction of program to Church and ECC leaders, training of leaders and teachers, assessment, Focus Groups, assessment. Cycle refers to repeating the same sequence of events. For example, a cycle of three years, allows for training new staff, reinforcement and the introduction of improvements.
- b. In consultation with ECC provide a 'train-the-trainers' program that complements ECC's national implementation plan
 - i. Provide training materials
- c. Serve as ongoing quality assurer of ECC's implementation plan through liaison with a designated Coordinator.
- d. Continue research on the outcomes of the Elephant Project regarding teacher commitment to change, school quality and cascade effect to student performance.
- e. Continue to produce Funding Case's for various aspects of the project.
- f. Engage with other international organisations who are already active or seeking to become active in ECC schools. It is better to consistently align all school interventions towards achieving a common purpose so as not to create intervention fatigue amongst ECC leaders.
- g. Draft a Project MOU that recognizes the spirit and progress made since the 2010 MOU and establishes a new set of commitments defining ACSI and ECC responsibilities for national implementation of the project.

4. Schedule and Budget

To be established within two months of the presentation of this report and resulting discussions on the way forward.

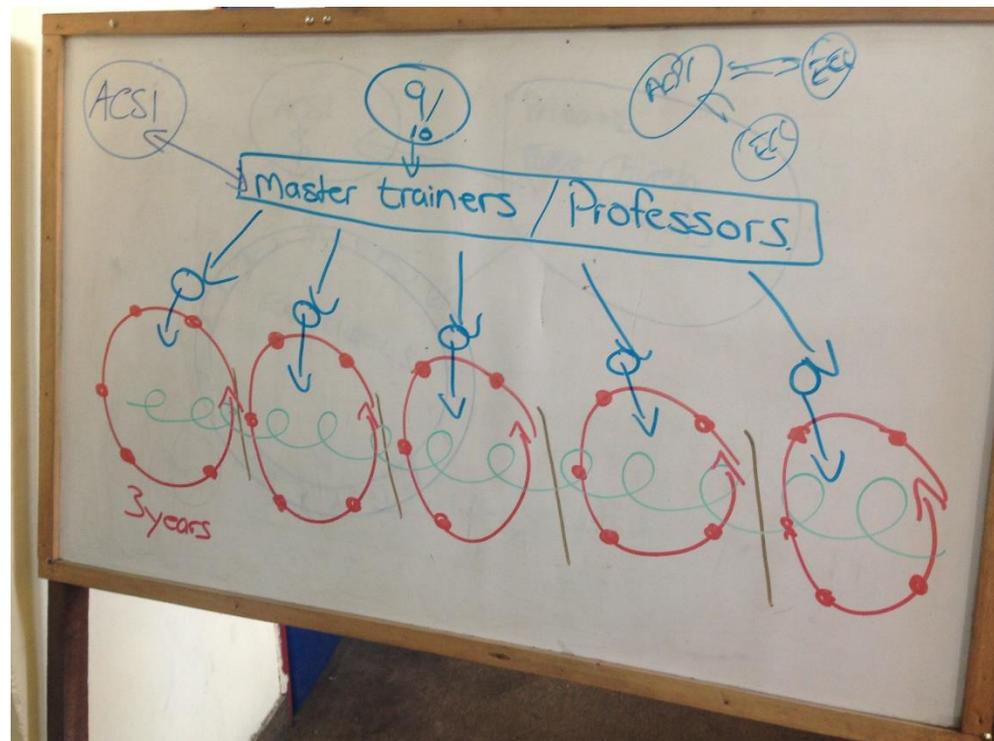
5. 'Resolutions' arising from 3 & 4 May Pilot Project Report:

- a. **ECC**
 - i. Thanks the Project team for their work on behalf of the National President
 - ii. Accepts and adopts the Pilot Project Report
 - iii. The national project will be administered within the ECC structures, namely the National Coordination Office
 - iv. The National Coordination Office will appoint a liaison person for effective technical partnership with ACSI
 - v. The National Coordination Office will meet to follow up this report
 - vi. ECC is open to other partners becoming part of the project as ECC is **in** (part of) the DRC.

- vii. ECC requests:
 1. ACSI provides a liaison person to work with the National Coordination office
 2. ACSI provides all Report documents in French as soon as possible.

b. ACSI

- i. Will provide a French speaking liaison person to work with the National Coordination Office
- ii. Will provide the report and appendices in French as soon as possible
- iii. Will reach out to other interested partners with a view to establishing a consortium of funders for a national project.
- iv. ACSI suggest that implementation depth and spread will be best achieved by training at least six DRC Master Trainers who are salaried to train nationally for at least one full year. These Master Trainers will have experienced advanced training and field experience, enabling them to become strong candidates for the proposed Protestant Faculty of Education.
- v. ACSI proposes national implementation by geographical division with each division cycling through equipping events at least every three years. The following diagram is a rough sketch of this idea as done at the 3 and 4 May report:



6. General

Sirken, Keenan & Jackson (2011) identified four hard factors that demonstrate significant influence on organisational change in terms of “consistent correlation between the outcomes (success or failure) of change programs and [the] four hard factors” (p. 157). The significance of these four factors is affirmed through extensive research over more than a decade covering over a thousand “change management initiatives worldwide.

The four factors, creating the acronym DICE, are summarised briefly below:

D: Duration

Many organisational change management initiatives are multi-year projects comprising numerous small projects with outcomes coordinated to result in the desired whole-scale transformational change. The Elephant Project is a prime example of such an approach to change management. Long-term approaches to change management require tight schedules and oversight that frequently monitor progress to prevent diminishing returns. Sirken, et al (2011), explain that it is critical that project leaders maintain periods of short duration “between reviews of milestones . . . a long project that is reviewed frequently is more likely to succeed than a short project that isn’t reviewed frequently” (p. 160). Sirken, et al, suggest that the probability that “change initiatives will run into trouble rises exponentially when the time between reviews exceeds eight weeks” (p. 160).

I: Integrity

Integrity refers to the strength or “performance integrity . . . [of] teams of managers, supervisors, and staff to execute change projects successfully” (Sirken, et al, p. 161). A high level of integrity requires careful selection of team managers with “skills and traits relative to the project’s requirements” (p. 160) and monitoring of these team managers when the project is ongoing. In addition to the relevant project skills set, “good team leaders have problem solving skills, are results orientated, are methodical in their approach but tolerate ambiguity, are organizationally savvy, are willing to accept responsibility for their decisions, and while being highly motivated, don’t crave the limelight” (p. 163).

C: Commitment

Top managers and employees who will be effected by the change, must be committed to the change. Top level management must be visible, “if employees don’t see the company’s leadership is backing a project, they’re unlikely to change” (Sirken et al, 2011, p. 163). Sirken, et al, suggest that, in order to create employee confidence, leaders need to talk about their support for a project “at least three times more” (p. 163) than they feel is necessary. Employees affected by the change can too easily feel alienated without the active commitment of senior leaders.

E: Effort

Employees tend towards passivity and resistance towards change when the change effort required of them far exceeds the effort required for their usual work. This is especially true in organisations where workloads are already very demanding. Sirken, et al, suggest that “no one’s workload should increase more than 10%” (p. 165). Excessive demands on effort too easily result in a fall in morale and conflict. To accommodate effort required for change it may be necessary to rid employees of “discretionary or non-essential responsibilities . . . [or] bring in temporary workers” (p. 165).

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