



Rwanda Education Evidence Lab

Institutionalising the Learning Cycle

What Works Hub for Global Education
Community of Practice Workshop

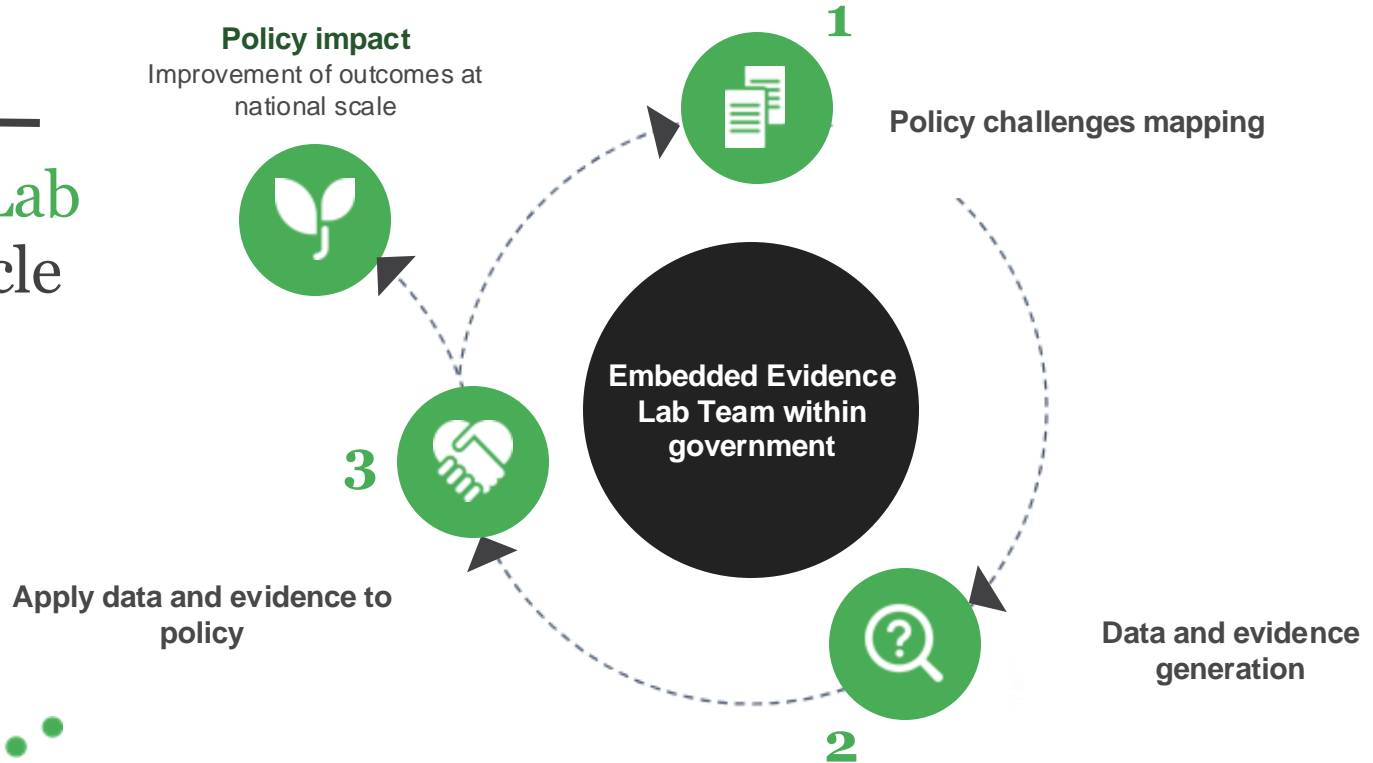


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Process for policy level impact

Embedded Lab Learning cycle



Government leadership

Institutionalized
within the
government



Process adapted to the context and needs of the government agency



Structure - team - and governance to connect each step of the cycle and manages the process



Capacity in the system to enable the process and to generate demand and use



Resources to sustain the process and structure

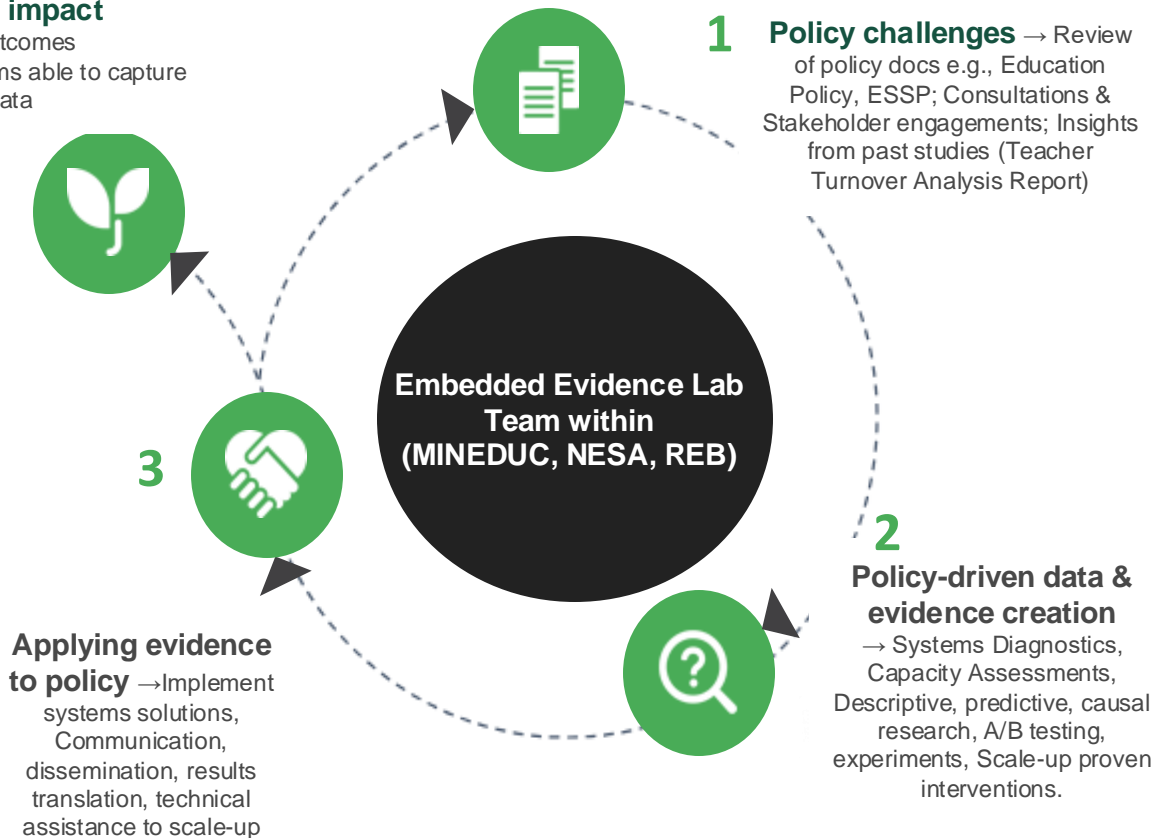


Evidence Lab Learning cycle

Effective implementation requires strong data systems.

- Capacity-strengthening strategies
- Generate & strengthen data systems
- Coordinate between agencies
- Increase demand for data & evidence.

Policy impact
Improved learning outcomes
Improved data systems able to capture teaching & learning data



Evidence Lab Structure

2

National Examination & School Inspection Authority

Challenges: Setting up this structure requires managing:

- Mandates (roles & responsibilities of each agency).
- Incentives & politics (e.g. visibility, independence).

Opportunities: Access to several areas of work and data systems.

1

MINEDUC



3

Rwanda Basic Education Board

5 full-time staff embedded in REB, NESA, & MINEDUC to support implementing national systems changes.

Rwanda Embedded Lab workstreams



MINEDUC - REB - NESA

Comprehensive Assessment CAMIS

Comprehensive assessment data for policy & planning

Enabling MINEDUC & NESA to take timely measures to improve learning outcomes

Centralized Teacher Recruitment & TMIS

Standardized teacher management practices

Supporting the distribution of teaching resources more efficiently & equitably across Rwanda

STARS (Gui2de) MINEDUC-NESA-REB

Scaled up an evidence-based teacher incentive program

Working with MINEDUC REB & NESA to ensure ownership in designing & implementing STARS at scale through existing government systems

Lab Institutionalization Research Co-Creation & Capacity strengthening

**Evidence co-creation
Capacity Building sessions on Data management & Analysis**

Facilitating the use of data & evidence to inform policy & institutionalize a culture of evidence-based decision-making, through analytical work

Retrospective analysis of the 2020-2021 national teacher recruitment cycle



Opportunity:


- “Teacher Turnover Analysis” conducted in 2019 found that following the loss of a teacher, districts were only able to provide schools with a replacement 77% of the time.
- Prompted a new study into the 2020 teacher recruitment cycle

Lab services:

- The Lab conducted descriptive & correlational analyses of 2020 recruitment cycle
- Applied evidence to policy through high-level stakeholder engagement & dissemination of results.
- Technical assistance to implementing study recommendations through
 - 1) revising the National Teacher Recruitment Framework to streamline data collection across districts,
 - 2) reconstruction of teacher unique IDs with national IDs,
 - 3) developing live database of teacher status, transfers & vacancies

Impact:

- Improved teacher application and retention rates
- TMIS now fully operational
- Linkage with gov’t payroll system & Ministry of Public Service
- National, district, & school-level use following targeted trainings



Strengthening Rwanda's Teacher Management Information System (TMIS)

Systems impact

The Rwanda Education Embedded Lab's work to upgrade TMIS enabled policy changes by strengthening TMIS to manage all 100k+ teachers of public schools in the Rwanda Basic Education Board (REB) and Rwanda TVET Board (RTB)

● The lab executed a **computer-based, algorithmic approach** to making teacher placements, which **improved teacher recruitment process** through incorporating teachers' district preferences into placement decisions attracted more applicants and promoted teacher retention.

● The lab **upgraded & operationalized TMIS**. Data repository of public teaching workforce. **Regular descriptive analyses** of demographic & professional structure presented to govt Lab leaders & to Ministers of Education. Policy & practice reform, with demand for causal evidence & more research.

● Decision-makers continue to recommend & implement system upgrades e.g. maternity leave module, teacher scholarship application, Continuous Professional Development module, integration with other education systems (EMIS)

Takeaways

- Enhancing the **use of data and evidence** for decision making **requires addressing the system:**
 - TMIS allows to implement solutions - e.g. algorithm - and provide insights for decision making
 - Articulating MINEDUC, NESA, and REB requires generating a process and structure
- **Improvements and solutions require to be institutionalized** to be scaled and sustainable:
 - Changing existing procedures and frameworks (e.g. National Teacher Recruitment Framework).
- Embedded Evidence Labs are **flexible in services and topics** to respond to **diverse agency needs:**
 - **Topics:** Targeting improvements in procedures that have impact on learnings.
 - **Methods:** combining descriptive analysis, impact evaluation, evidence-based scale up, MEL and data system strengthening.
- **Embedding staff allows access to institutional knowledge, networks, resources** to (1) design the Lab processes, (2) implement proof of concepts, and (3) institutionalize the Lab.

Thank you for your attention!