



Building resilient systems for quality education: Government-led innovation to achieve at-scale results

Education Development Trust (EDT) &
Rwanda Basic Education Board (REB)

November 2023

Purpose of today

Understand what we can learn about **how to achieve innovation at-scale** to drive quality **learning improvements**

Lessons from Rwanda (from BLF) and beyond



BLF opening video

(TBC) |

1) Principles



Education Development Trust

One of the world's leading not-for-profit education organisations.

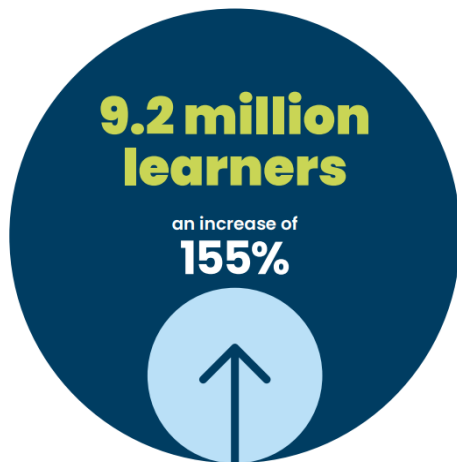
Over **fifty years' experience** of strengthening education systems.

- Large scale implementation of education reform programmes
- Short-term technical support
- Research to inform policy

Sustainable solutions that ultimately focus on **improving learning outcomes**.



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We reached **77,500**

adult learners and jobseekers through our employability and careers portfolio, up by **3%**

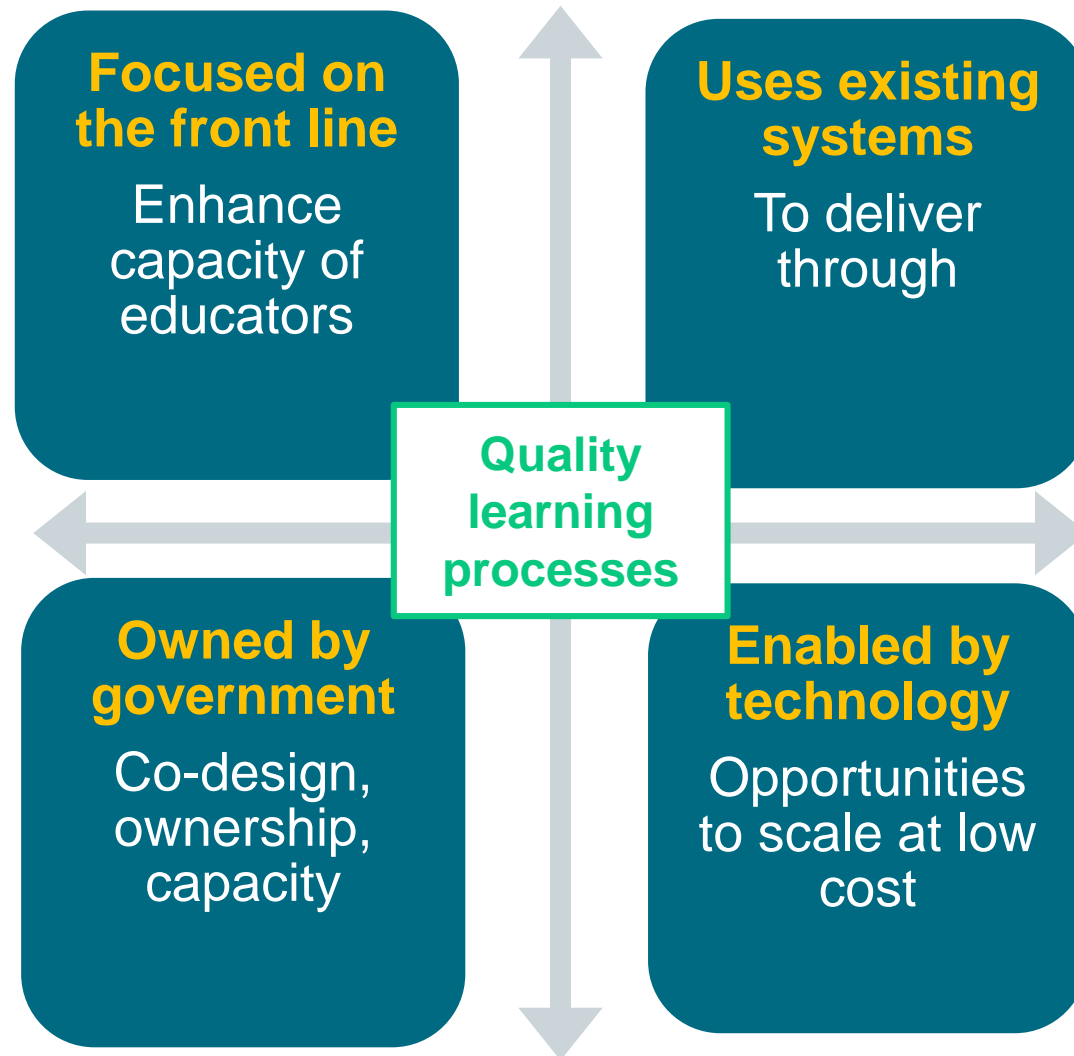
Question?

What makes innovation work at scale to improve learning outcomes?



Principles of government-led innovation

Our answer: from 50yrs of working with government?



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2) Rwanda & Education Innovation

**Dr Nelson,
Director General of the
Rwanda Education Board**

Context in Rwanda

Government commitment to Education & Policy context

- Rwanda aims to create a knowledge-based economy. So, learning outcomes at all levels are critical to be able to deliver on this vision.
- We aim to transform Rwandan into skilled and competent human capital for national socio-economic and technological transformation by providing them with inclusive, equitable quality education, relevant labour market skills and lifelong learning anchored on Rwandan values, science technology and innovation.
- Education sector policy, strategic plan, sub sector policies, laws and ministerial Instructions are all in place to guide, support in coordination and foster innovative initiatives.
- Key recent reforms: CBC, English Medium of Instruction, FLN strategy
- ICT infrastructure development in place to facilitate the teaching and learning processes.
- A well-coordinated platform of key stakeholders in education to accelerate key sector priorities including innovative approaches.



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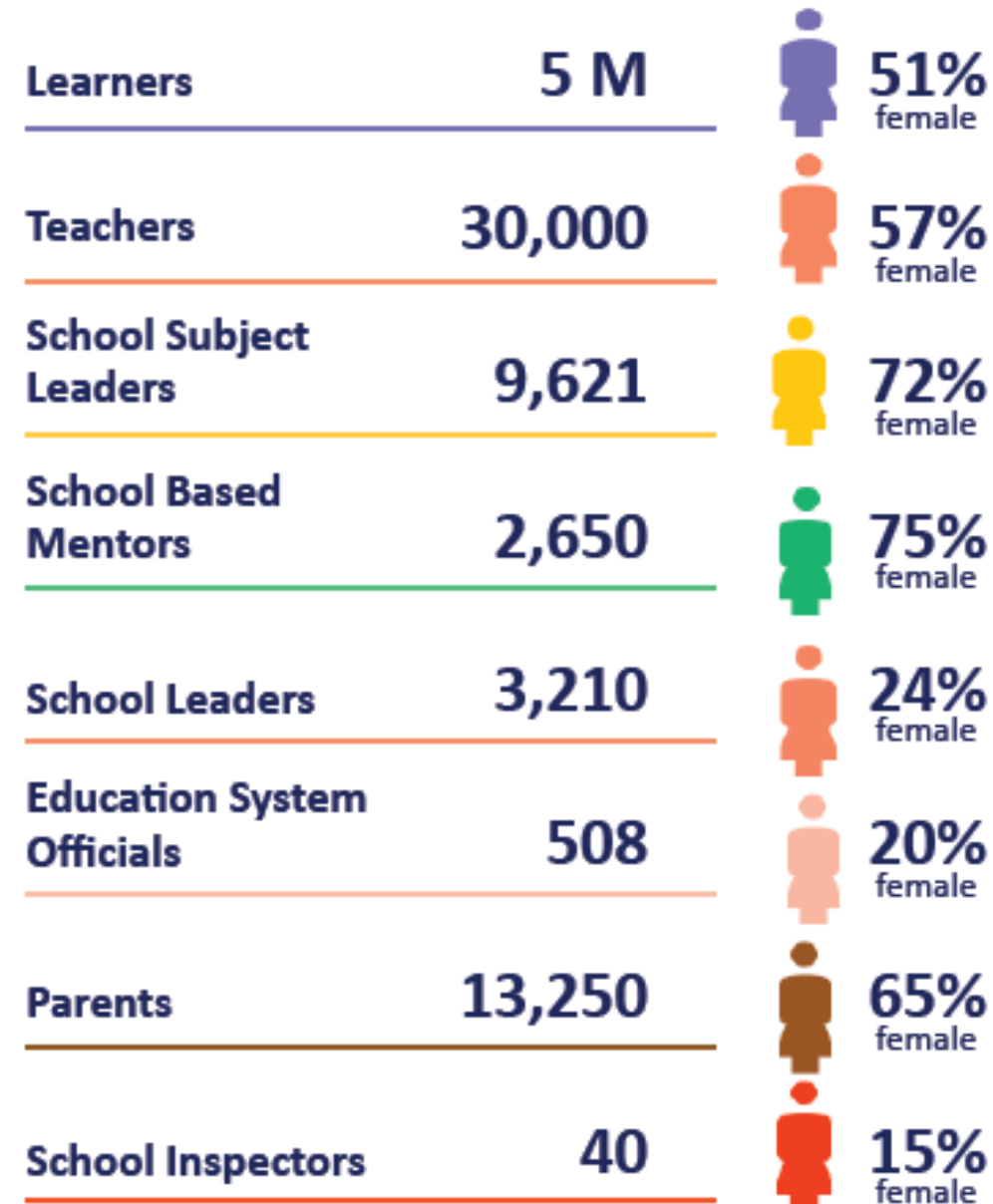
Context in Rwanda

➤ The Building Learning Foundations (BLF programme)

In 2018, an ambitious 5yr programme was initiated to support improvement in foundational English literacy and Numeracy learning outcomes, with support from FCDO.

EDT was appointed to work with MINEDUC and REB to implement. It worked with all primary schools in Rwanda.

BLF worked with REB and MINEDUC to identify and roll-out a number of **government-led innovations**.



Innovation 1: Teacher CoPs

Communities of Practice (CoPs) in Rwanda

In 2018 school level CoPs were set up to facilitate peer learning for Maths and English teachers in **every primary school** in Rwanda, to build capacity of teachers and create a low-cost continuous professional development model, within the schools

Key features of the innovation

- **School Subject Leaders** (SSLs – for Maths & English) and **School Based Mentors** (for English) in each school to facilitate CoPs
- **BLF programme coaches** – called ‘Sector Learning Facilitators’ who operated at **cluster** level and supported all SSLs and SBMs to run CoPs
- Provided **structured pedagogy** through toolkits, Pupil Activity Books, Classroom materials and CoP session guides on specific areas of need

Technology

- Teachers supported with content in print **and on SD cards**
- **Classroom video clubs** used to support teacher practice and CoP discussions
- **Whatsapp groups** used to support CoPs



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Innovation 2: School leadership PLCs

- **Headteachers as Peer-leaders**

Practising headteachers in **each sector** were identified to be **Local Leaders of Learning (416)**, supported by 60 headteachers as **National Leaders of Learning**.

- **Professional Learning Communities (PLCs)**

Headteachers came together in Sector clusters, called PLCs, led by a Local Leader of Learning. PLCs focus was to support headteachers with **instructional leadership for learning**.

- **Practice-based Accreditation**

With University of Rwanda College of Education, **practice-based courses** were created for national/local leaders (a diploma) and for all headteachers (a certificate, online).

- **District-level ownership**

A '**district training team**' including local leaders of learning was established to monitor and implement PLCs on an ongoing basis. The majority of PLCs still run **without project funding**.

- **Technology**

- Headteachers courses were supported by **online learning**
- Some **PLCs were conducted virtually** using TEAMS





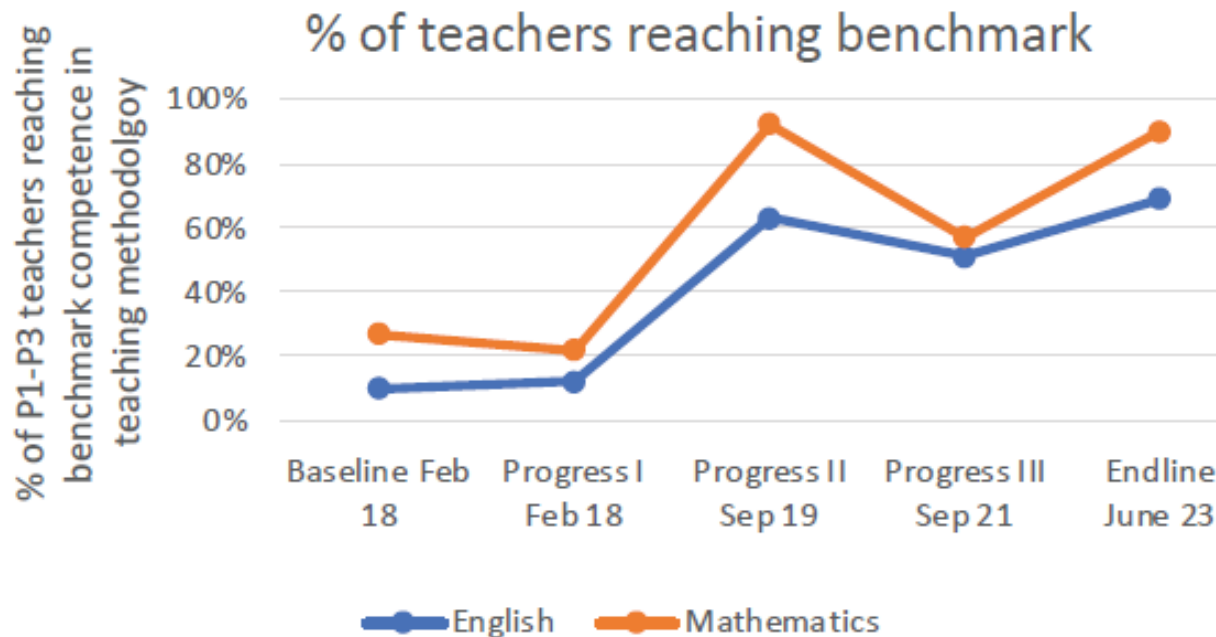
Teacher & Headteacher competency improvement

As a result of the innovations, teacher competencies for 30,000 teachers improved

(despite losses during Covid-19)



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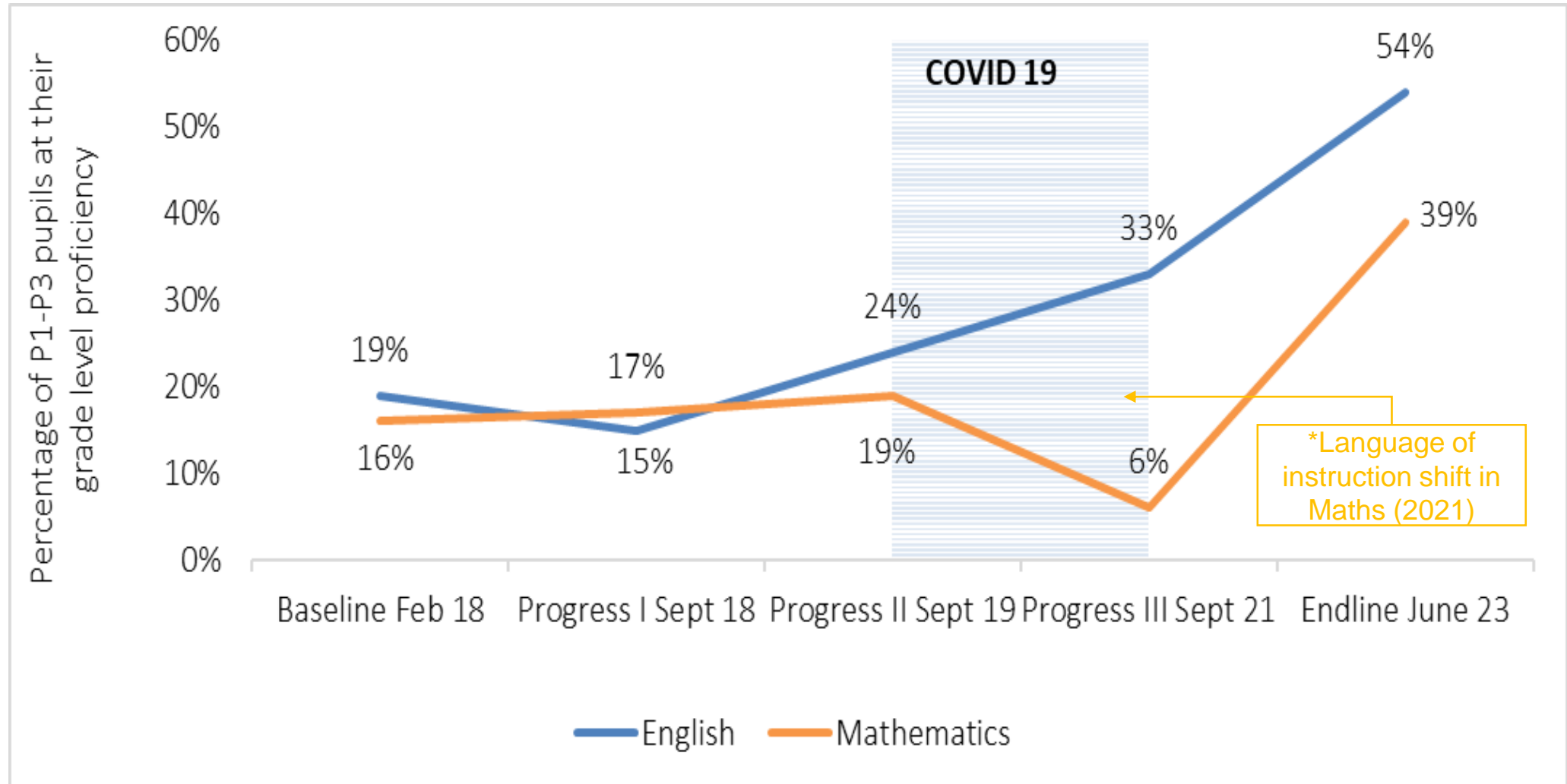


Impact

- **85%** Maths and English teachers attend monthly CoP meetings
- **90%** Maths teachers reached benchmark competency in 2023 (from 27% at baseline)
- **69%** English teachers reached benchmark competency in 2023 (from 10% at baseline)
- **+90% of headteachers** met benchmark headteacher competencies
- **81% system leaders** are totally committed to sustaining CoPs
- **70%** Headteachers strongly agreed that CoPs strengthened in-school CPD
- **81%** of teachers agreed that CoPs improved their knowledge of literacy and numeracy

Learning outcomes in Rwanda

As a result of structured pedagogical support through school-level CoPs supported by PLCs, FLN learning outcomes improved over 4yrs, **more than doubling** in English and numeracy – from **19% to 54%** and **16% to 39%** (despite Covid and a shift in language of instruction).



VIDEO – 5mins

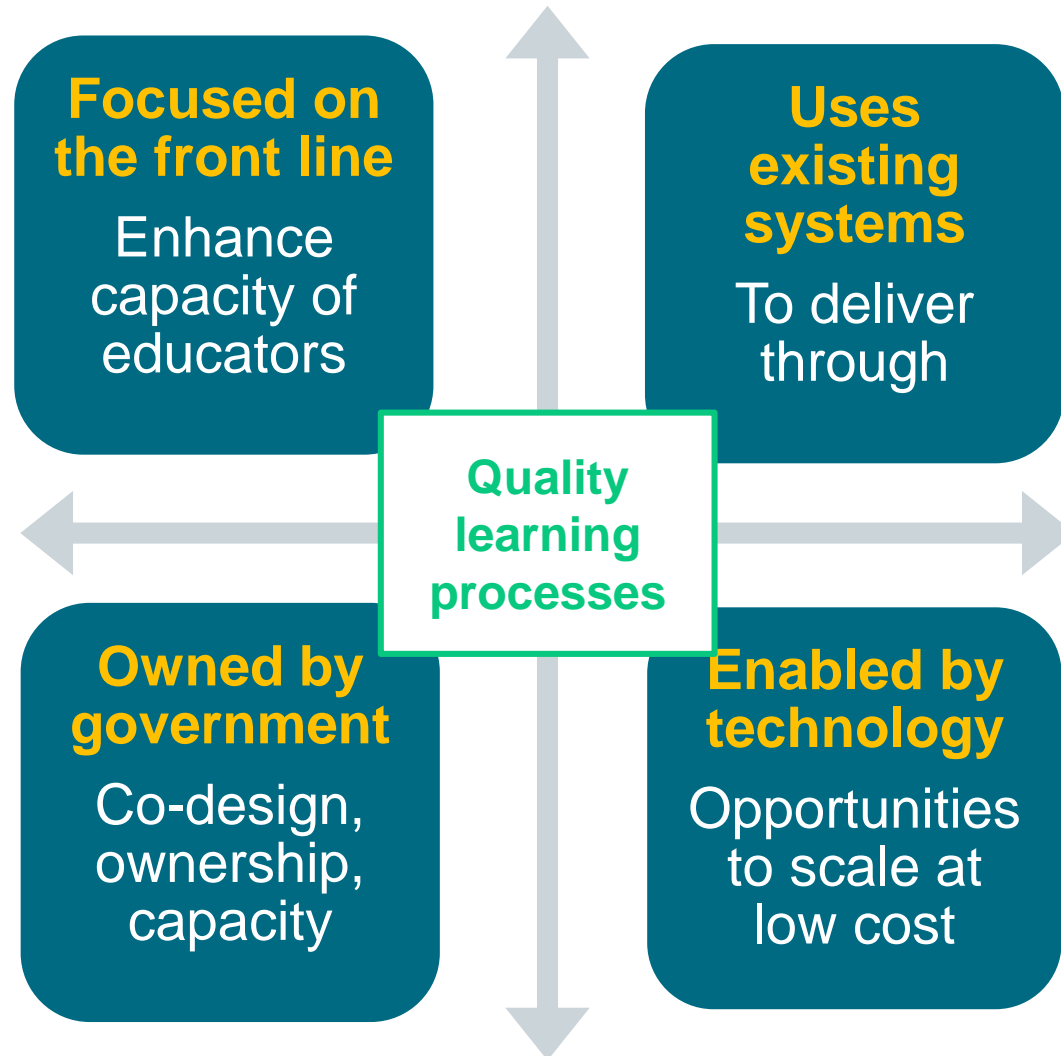
3) Innovation 3:

Assessment and data



What have you seen?

Which of these principles you have already seen in the Rwanda example?



Innovation 3: CA-MIS in Rwanda

The **Comprehensive Assessment Management Information System (CA-MIS)**

An **online system** to create and tracks formative assessment data to support student learning.

How it works:

- **Teachers create formative assessments**
- **Experts moderate**
- **A bank is created**
- **Teachers input the scores of pupils - via web (laptop/phone/tablet) or USSD code (offline adaptation)**
- **Instant access to student assessment data for monitoring/learning**
- **District Training Teams lead implementation**



Impact of CA-MIS in Rwanda

Impact

- **2070 schools** identified to receive financial support for **remedial learning** in 2021/2022
- System embedded in the government, led by NESA (the exams council).
- Scaling: **all head teachers** use the system to download exams. **35% of teachers** uploaded T3 exam results for 2023 (increasing daily).

CA-MIS

Comprehensive Assessment MIS








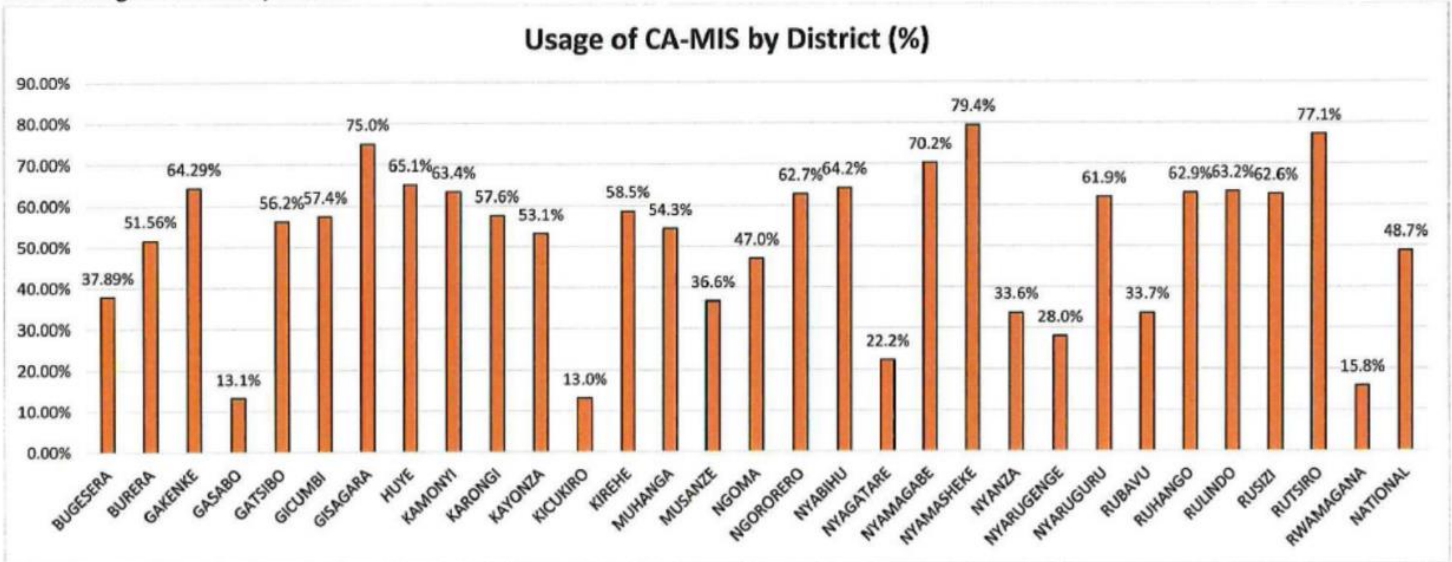
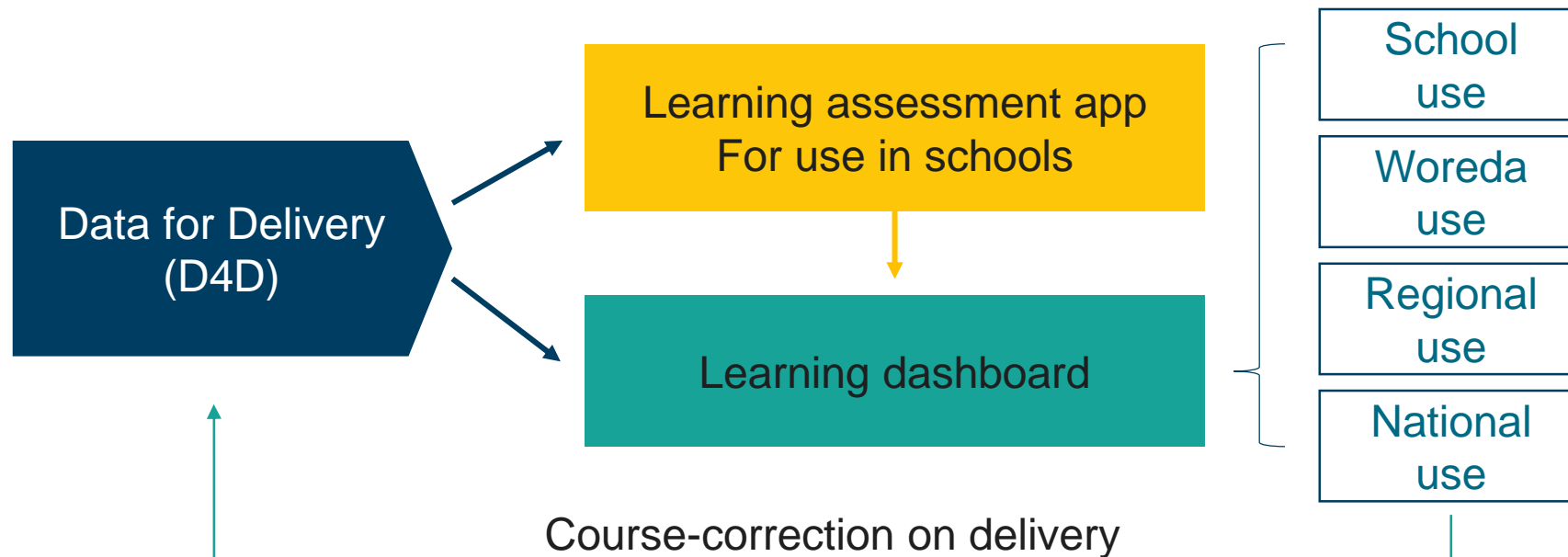
-  Dashboard
-  Upload marks
-  Create question
-  Question Bank
-  Reports ▼
-  Assessments
-  Account Settings

Chart 1. Usage of CA-MIS by District



PLUS: Data For Delivery (D4D) in Ethiopia

- To help local and national level monitoring of **learning outcomes**
- For the \$400m World Bank GEQIP-E programme
- **Scaffolded support** to local, regional and national leaders to use learning data for performance monitoring, problem solving, and to allocate resources
- Feedback informs **course correction** on delivery



Impact of D4D

- Reformed approach to data use
- Now focus on learning outcomes at every level- school, woreda, regional, national
- Initial pilot of 300 schools now being scaled to 3,000 schools by the Ministry



4) At scale results



What made these innovations work?

Do the innovations meet the criteria?

Innovation	Quality learning	Frontline capacity	Through systems	Government owned	Tech enabled
Teacher CoPs	?	?	?	?	?
School leadership PLCs	?	?	?	?	?
Assessment & data	?	?	?	?	?



What made these innovations work?



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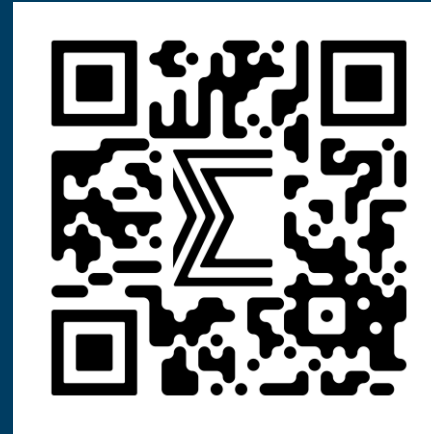


Innovation	Quality learning	Frontline capacity	Through systems	Government owned	Tech enabled
Teacher CoPs	√√√	√√√	√√√	√√√	√
School leadership PLCs	√√√	√√√	√√	√√√	√
Assessment data	√√√	√√	√√	√√√	√√√

Conclusion

- **At-scale innovation is possible**
- **It can deliver impact**
- **It requires certain conditions to make it work**





Thank you.

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