

Laterite

CAPACITY STATEMENT

Data, research and analytics for education projects across East and West Africa

About Laterite

Laterite is an African firm specialized in research for social impact. We provide data collection and research services including technical advice on the design and implementation of research projects and development interventions. Honed over more than ten years of experience in East Africa, our approach is structured, data intensive, and embedded in the local context.

Over the past 12 years, we have completed over 100 research projects with clients active in social impact and development research including large foundations and international organizations, universities, and NGOs. Our core sectors of expertise are education, public health, agriculture, livelihoods, urbanization and migration, and gender. We have offices in Rwanda, Ethiopia, Kenya, Sierra Leone, Tanzania, Uganda and the Netherlands, with a team of over 85 full-time researchers and data experts, based primarily in East Africa.

Laterite at a glance

85+
full-time staff

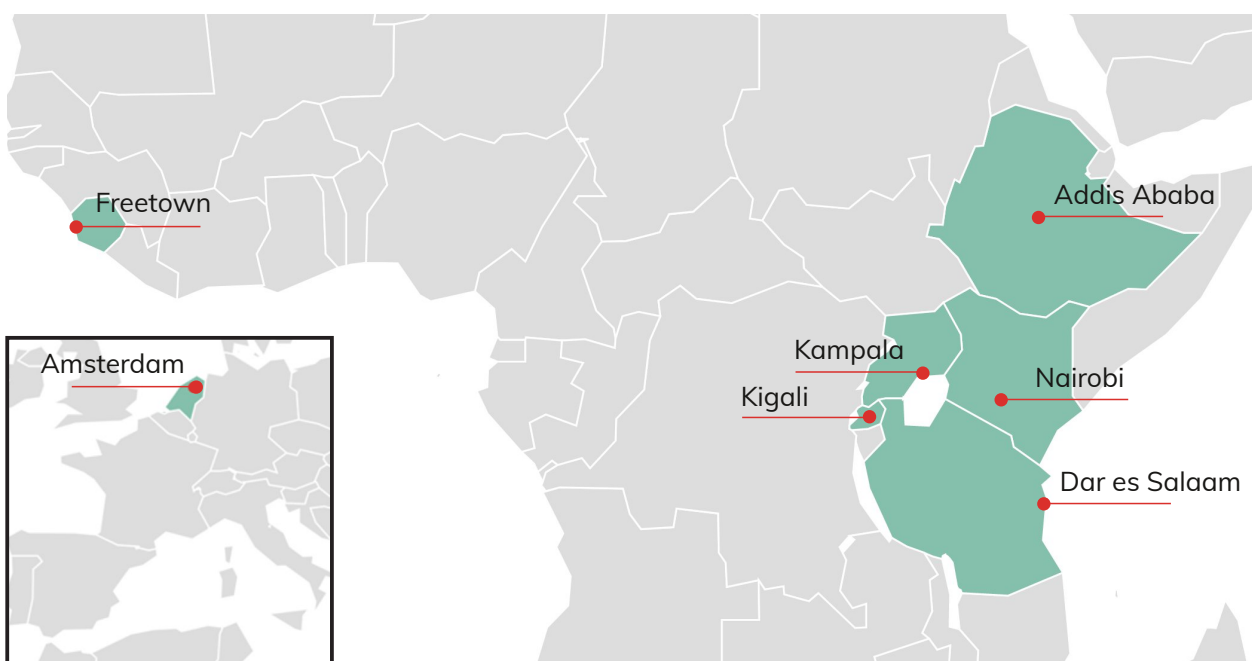
2,000+
enumerators

100,000+
households surveyed in
2022

479
schools visited in 2022

380+
classroom observations
conducted in 2022

Our offices



What we offer

Our strengths



Expert team of technical professionals with experience in emerging markets



Top quality at every step of the process, from enumerator training to data monitoring



Strong understanding of the context via our local teams, networks and relationships



Emphasis on **ethically sound research**, from child safeguarding to COVID-19 protocols



Full-cycle research project support capabilities, from design to data collection to analysis



Focus on **innovation** in the way we work, always seeking new and better ways to do research

Our services



Data

- Quantitative & qualitative data collection
- Phone & SMS surveys
- Audio-assisted surveys
- Behavioral games
- Anthropometric & biometric measurements
- Observational learning and child development assessments



Research

- Program / impact evaluation
- Socio-economic household surveys
- Poverty analysis
- Policy / program landscape mapping
- Learning partnerships
- Design of MEL frameworks



Analytics

- Machine learning
- Predictive analytics and modeling
- Geospatial data and analysis
- AI tools to accelerate research

Our work in education

Our team brings more than ten years of experience in education research in East Africa and a nuanced understanding of the education landscape in the region. We have worked on topics such as: school to work transitions; work readiness programs; hiring practices of tertiary students and graduates; teaching quality in secondary education; dropout and repetition in basic education; early grade literacy and numeracy; the effectiveness of self-centered learning; and the impacts of gender, poverty, location and more on teaching and learning outcomes. We have used empirical research techniques such as quasi-experimental designs and tracer studies to assess the impact of education-related interventions, conducted literature reviews and secondary data analyses to explore trends, and prepared detailed landscape mapping reports using mixed-methods approaches.

Key clients include UNICEF, the World Bank, the Rwandan Ministry of Education (MINEDUC), Canada's International Development Research Centre (IDRC), the UK Foreign, Commonwealth & Development Office (FCDO), USAID, and the Mastercard Foundation, among others.





Leaders in Teaching learning partnership in Rwanda

Mastercard Foundation

Laterite has partnered with the Mastercard Foundation and the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge to lead strategic monitoring, evaluation, research and learning for the Leaders in Teaching initiative. Leaders in Teaching supports Rwandan secondary school teachers throughout their careers and prepares them to deliver high-quality, relevant education. As a long-term Learning Partner, Laterite is assessing the initiative's impact on teacher performance and student learning in Rwandan secondary schools, testing and refining the theory of change, and strengthening implementing partners' capacity to collect and use high-quality data for adaptive management and program design. The evidence we are collecting will be used to facilitate continuous improvement within the program.

> Read the [library of publications](#)

Understanding the context for teaching and learning in Ethiopia

Mastercard Foundation

Laterite conducted a scoping study focusing on three educational systems in Ethiopia: secondary education, TVET and non-formal education for adults. We analyzed available statistics on teaching institutions, students and teachers/trainers, and conducted key informant interviews with stakeholders in Ethiopia's educational system. The results were used to create systems maps focusing on the framework of policy, governance, and financing. The first phase of the project focused on Addis Ababa and the federal level; and the second was country-wide and focused on regional variations. It also included education in emergencies.

Learning partners for the Regional Center for Innovative Teaching and Learning in ICT's EdTech Initiative

Mastercard Foundation

As the learning partner for the regional center, Laterite supported the development of monitoring, evaluation, research, and learning functions for selected EdTech fellows in Rwanda, Ghana, Kenya and Ethiopia. The aim was to support the scale-up of EdTech innovations across the region. Support included the provision of targeted technical assistance to EdTech fellows to support them to develop viable proofs of concept, business models, and validate their products in their specific markets. Laterite also developed and implemented a learning framework to facilitate structured, intentional and agile learning among the fellows and the initiative as a whole. This work guided improvements to the regional center's work.

A situation analysis on the state and delivery of science training at the secondary level in Rwanda

African Institute for Mathematics and Science (AIMS)

Laterite was contracted by AIMS to carry out a comprehensive study on the state of STEM and ICT education in Rwanda with a focus on the resources available at the school level to teach science. Laterite carried out a population census of secondary schools in the country (including private schools) and at each school, carried out an interview with the head teacher and one subject leader from mathematics, biology, physics, chemistry or ICT. In addition, Laterite carried out semi-structured interviews with students and Sector Education Officers, and Focus Group Discussions with teachers and current teaching students.



An assessment of dropout and repetition in primary and secondary education in Rwanda

UNICEF Rwanda, Rwandan Ministry of Education (MINEDUC)

In coordination with the Ministry of Education and UNICEF Rwanda, Laterite completed a study to understand the processes of dropout and repetition in primary and secondary education in Rwanda. The study involved a nationally representative data collection effort - targeting over 3,600 households and almost 8,000 children - and interviews with about 450 local community leaders, 185 head teachers, and children, parents, and teachers. Innovations included: (i) a method to reconstruct the individual schooling trajectory for each child to understand dropout and repetition as a long term, dynamic process; (ii) Markov-chain modelling of the future dynamics of the education sector; and (iii) the use of machine learning methods to develop a predictive scorecard. This study led to new insights on the drivers of dropout and repetition in Rwanda and highlighted structural issues within the education sector. Laterite managed all stages of this study, including sampling, survey design, data collection, analysis, report writing, and the dissemination of findings to relevant stakeholders.

> Read the [policy brief](#)



Background paper on preparing youth for the transition to work

Mastercard Foundation

This background paper summarizes policy opportunities and challenges aimed at better preparing youth for school-to-work transitions, within the formal secondary and TVET education systems of African countries. The paper forms part of the Mastercard Foundation's Report "Secondary Education in Africa: Preparing Youth for the Future of Work". The study involved: A structured review of the academic and gray literature on school-to-work transitions; a structured review of policies across sub-Saharan Africa focusing on preparing youth for work, with a focus on national-level initiatives in secondary and TVET education systems; Key informant interviews with about 75 stakeholders in education and youth employment in Ethiopia, Kenya, Rwanda and Senegal; Three case studies on best practices drawn from the review of the policy and literature; and development of a conceptual framework that policy makers can use to guide their decision-making in this area.

> Read the [policy brief](#)

laterite

DATA | RESEARCH | ANALYTICS

From data to policy

Rwanda | Ethiopia | Kenya | Sierra Leone | Tanzania | Uganda | The Netherlands

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