

2015 Monitoring & Evaluation (Annual Report)



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Why M&E?

- To measure the outcomes and impacts we are making
- To measure the effectiveness of our approach in achieving our goals
- To capture the lessons that contributed to our performance
- To identify gaps so that we can improve practices and activities
- To promote accountability of the resources used and results/outcomes achieved

Main objectives

- To measure the progress made in the performance of Camara hubs and the changes in satisfaction level of our clients
- To collate data regarding reported usage of Camara computers through formal and informal learning process, usefulness of Camara educational content, and perceived value of Camara's products and services
- To give an insight to the challenges that deter the utilisation of Camara computers by teachers and students in schools

What to expect

- Perception on Camara hubs' performance
- Impact on quality and length of access
- Satisfaction level on Camara-provided ICT equipment, training and software
- Comparison with previous year

Data collection overview

Country	Schools surveyed	School management reps	Teachers	Students
Ethiopia	24	24	69	1196
Kenya	27	27	50	74
Tanzania	14	14	49	134
Zambia	21	21	92	109
Total	86	86	260	1513

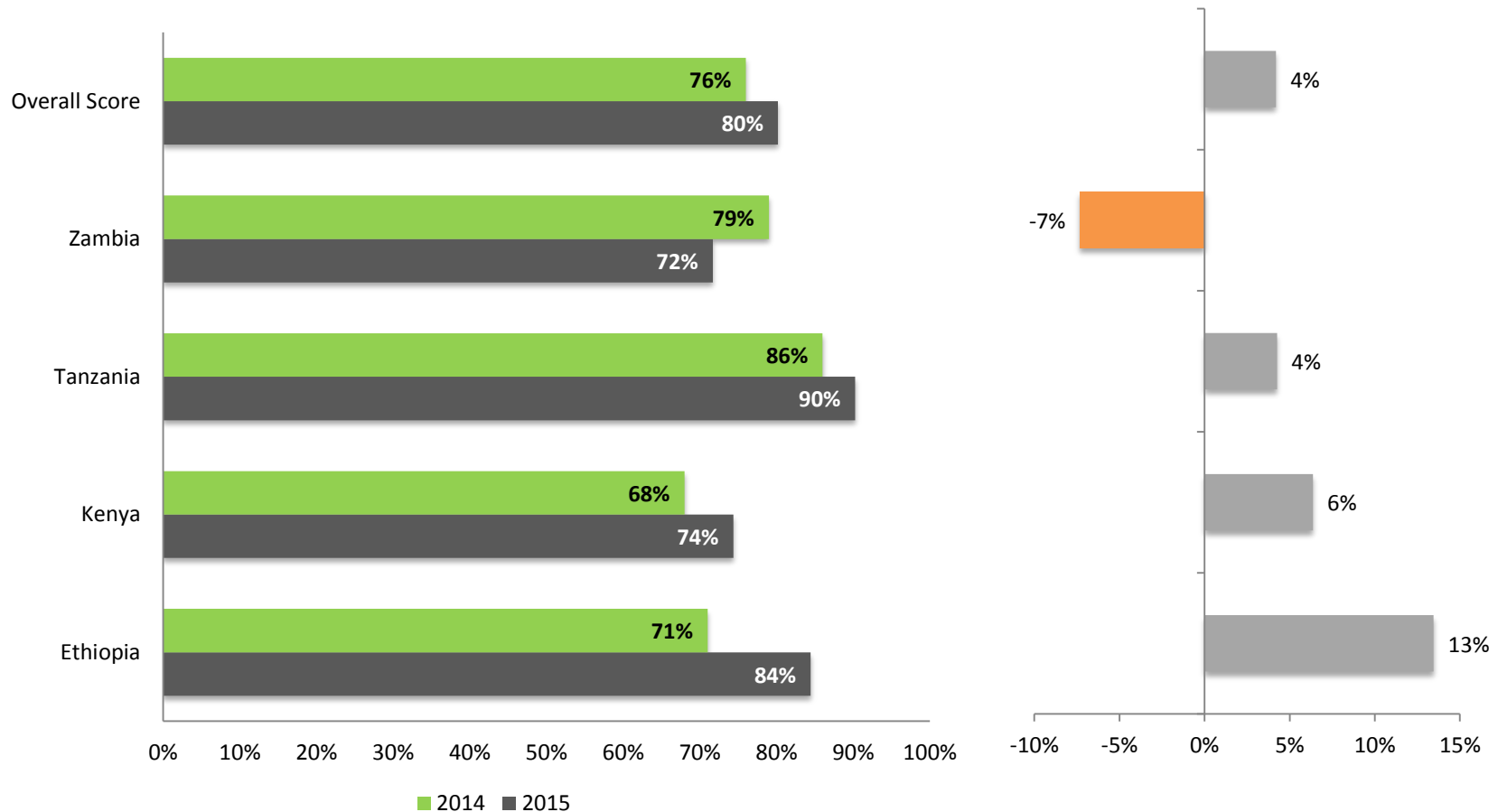
Methodology

- Questionnaires designed for School management reps, teachers and students
- ODK (Open Data Kit) used in all countries for the first time
- Performance scorecards are used to collect information from school management regarding the hub's performance

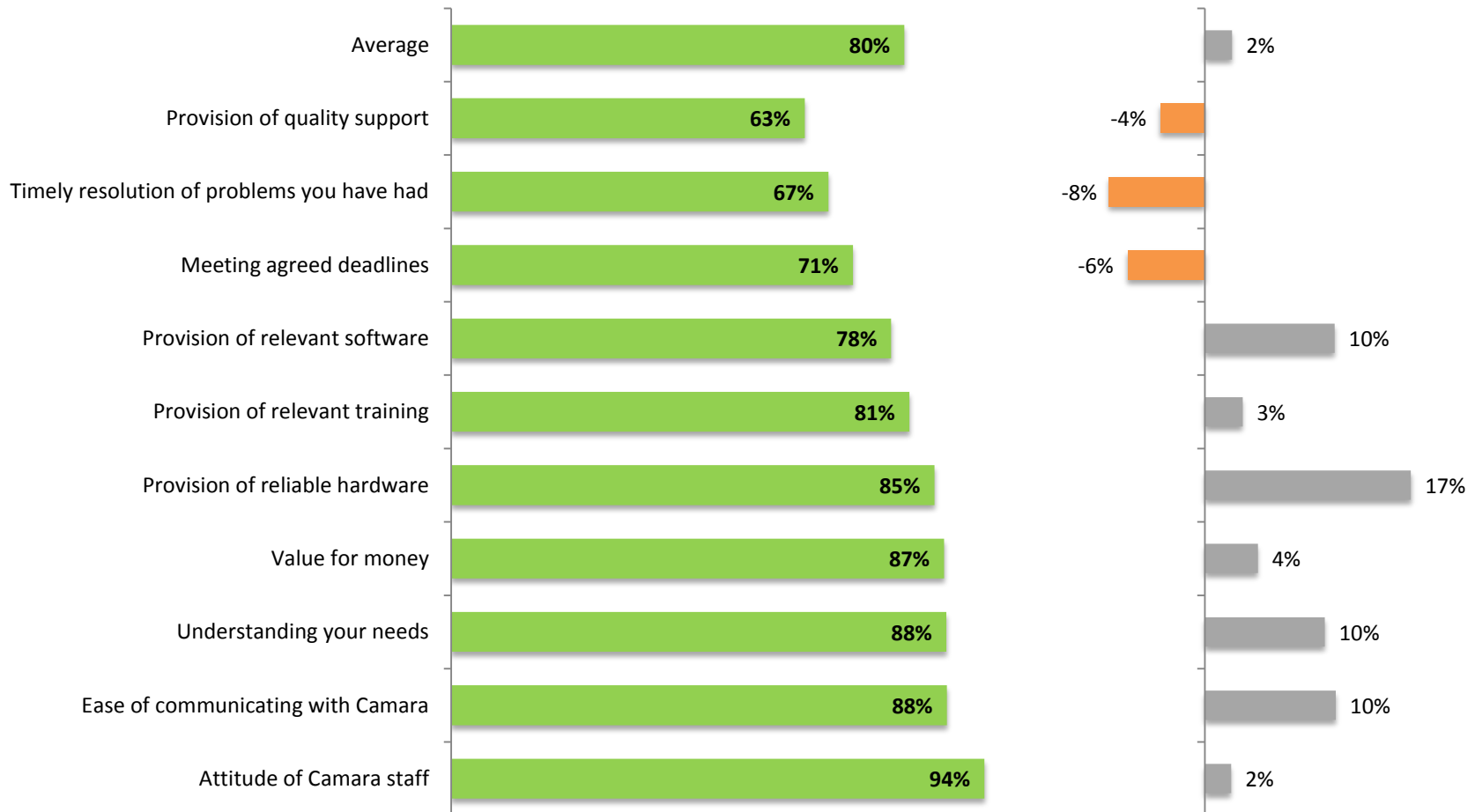
Limitations and challenges

- Due to time and financial constraints, only 77% of the originally targeted sample schools were visited
- Timing of data collection coincided with term tests
 - delay in data collection
 - less number of schools surveyed

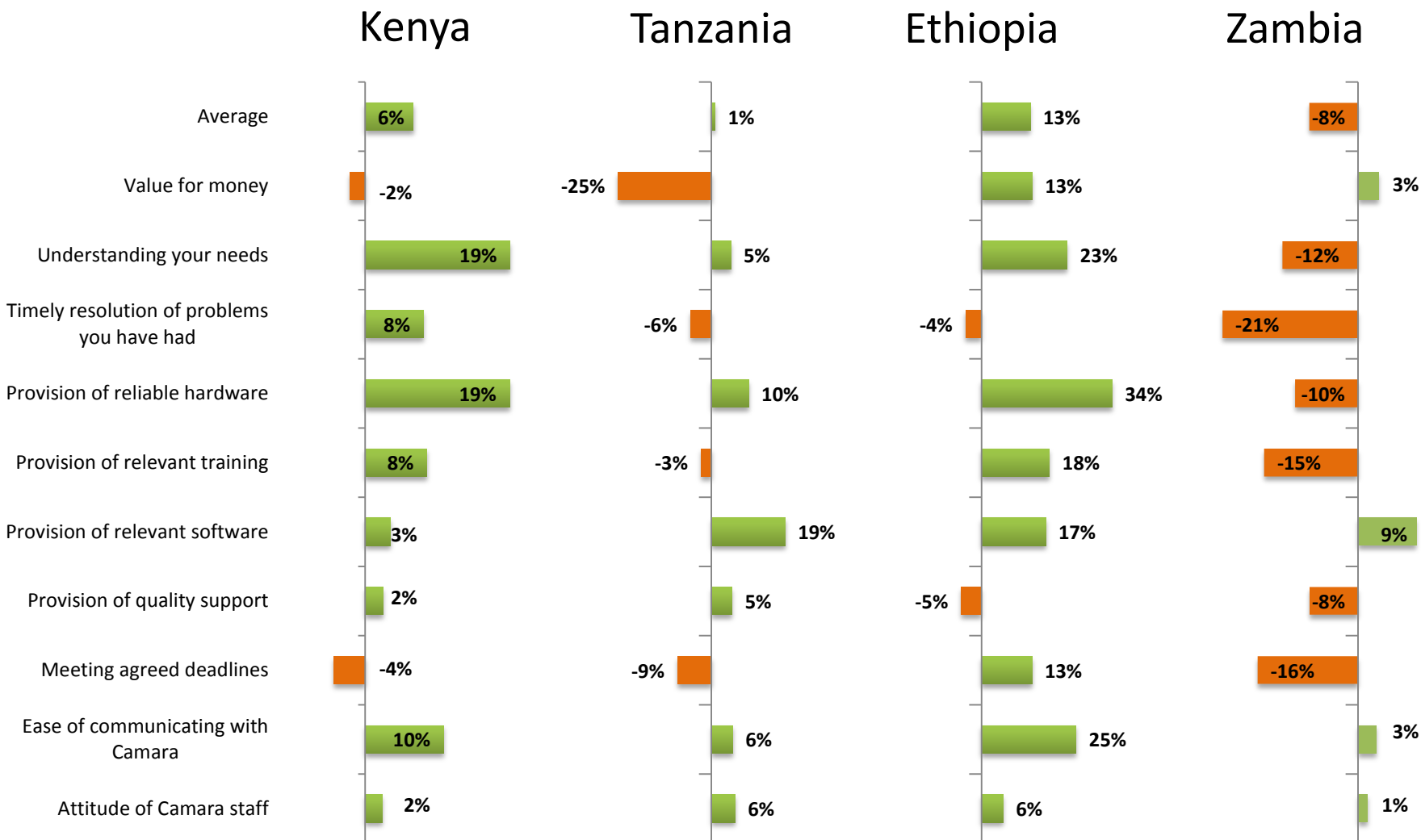
Hub performance



Performance areas



Performance areas

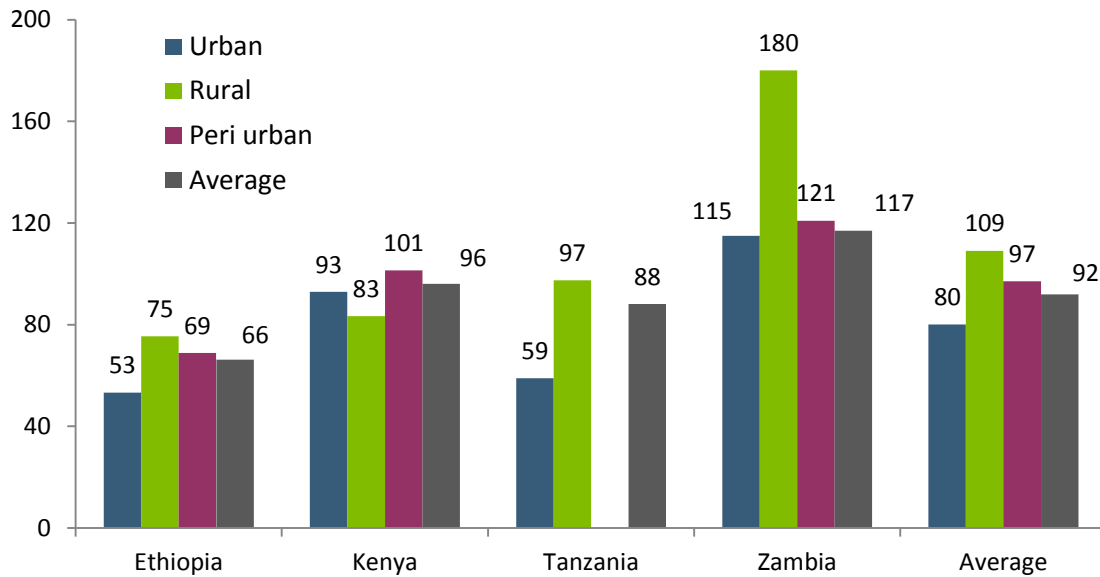


Formal access

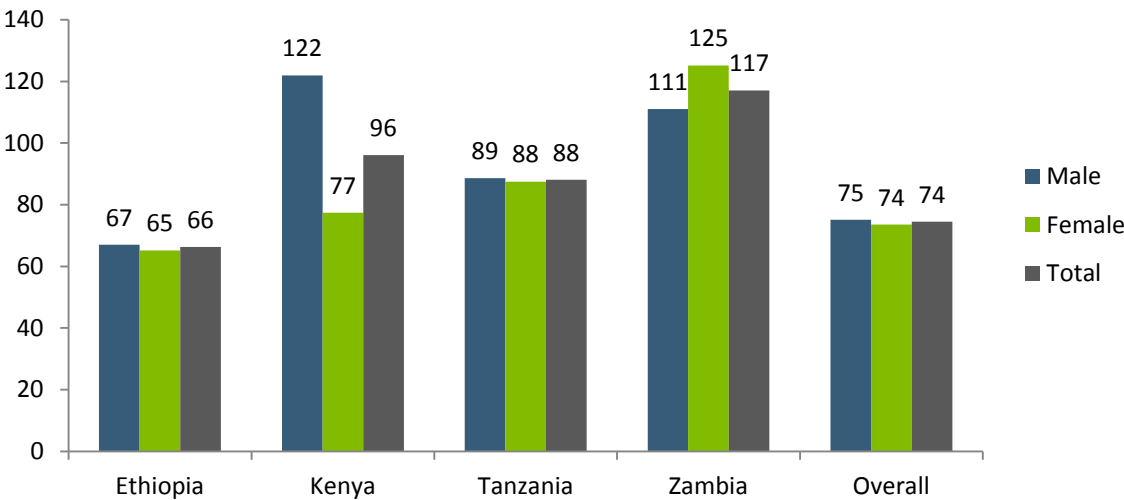
Country	School management		Teachers		Students	
	Average	SD	Average	SD	Average	SD
Ethiopia	317	256	337	490	66	48
Kenya	90	35	218	280	96	49
Tanzania	98	36	110	165	88	53
Zambia	167	102	241	246	117	60
All Countries	168	160	227	322	92	52

Country	School management	Teachers	Students	Overall change from 2014
	Change from 2014	Change from 2014	Change from 2014	
Ethiopia	73	57	1	44
Kenya	-34	92	17	25
Tanzania	n/a	-22	-34	-28
Zambia	-1	93	0	31
All Countries	-11	55	-4	14

Access



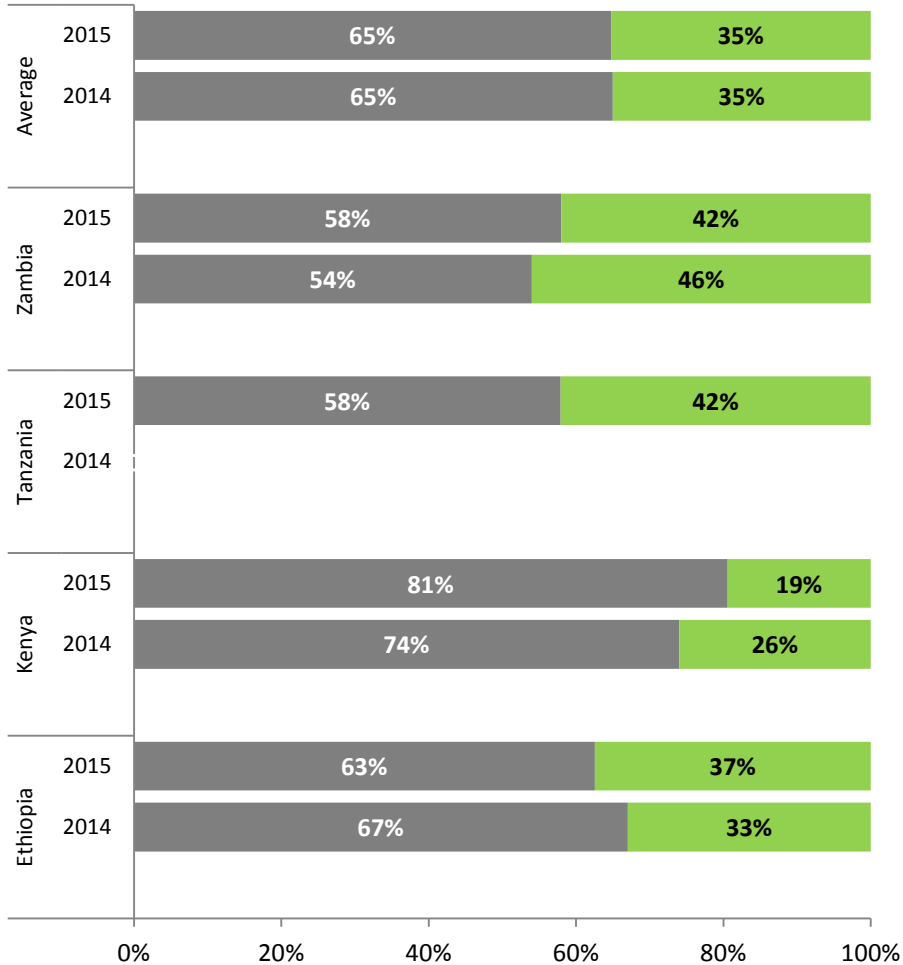
- Rural-school students in 3 of the hubs reported the longest access
- Overall, rural-school students reported the longest access and urban-school students reported the shortest access



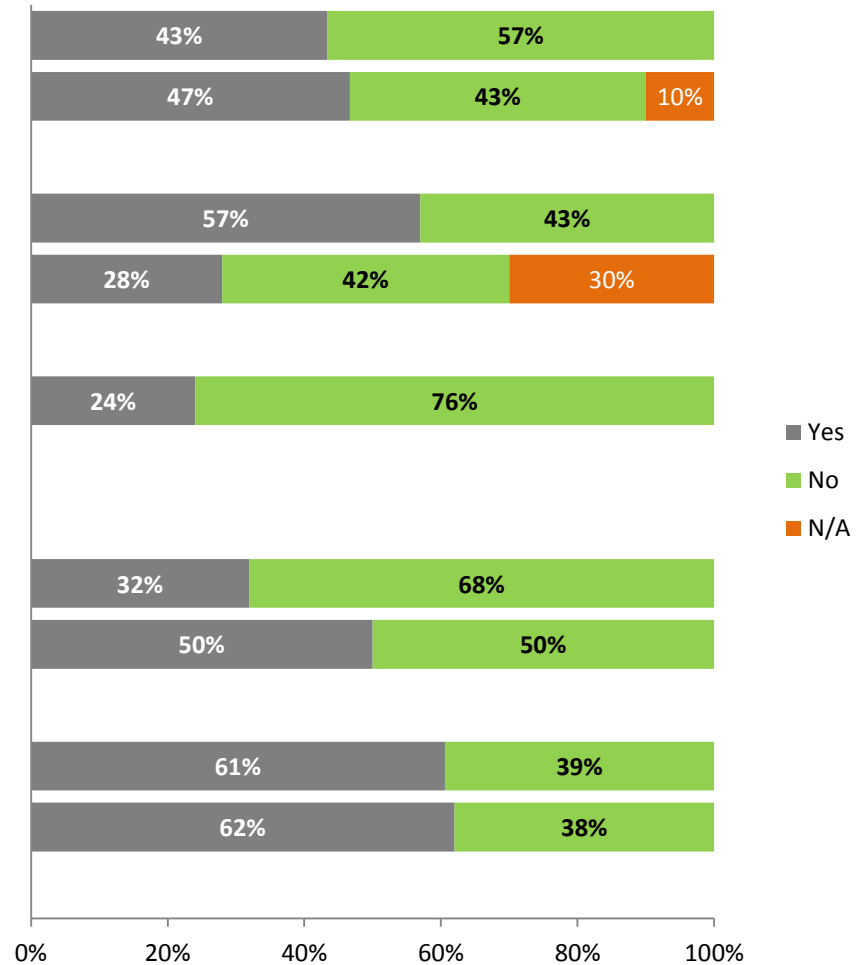
- Access in terms of gender is almost equal

Do you feel access to equipment is limited...

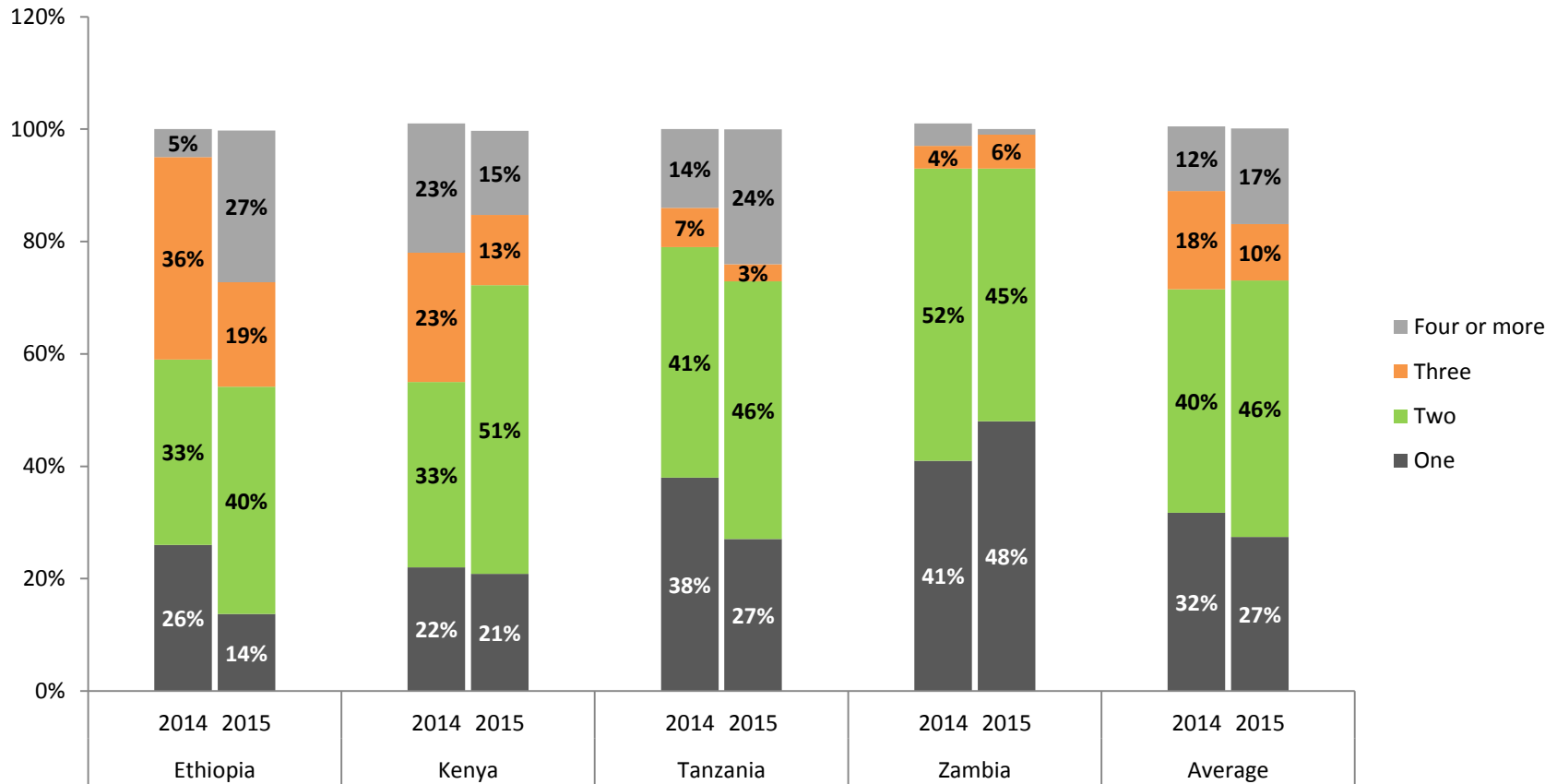
...because there are not enough of them?



...because they are not often working

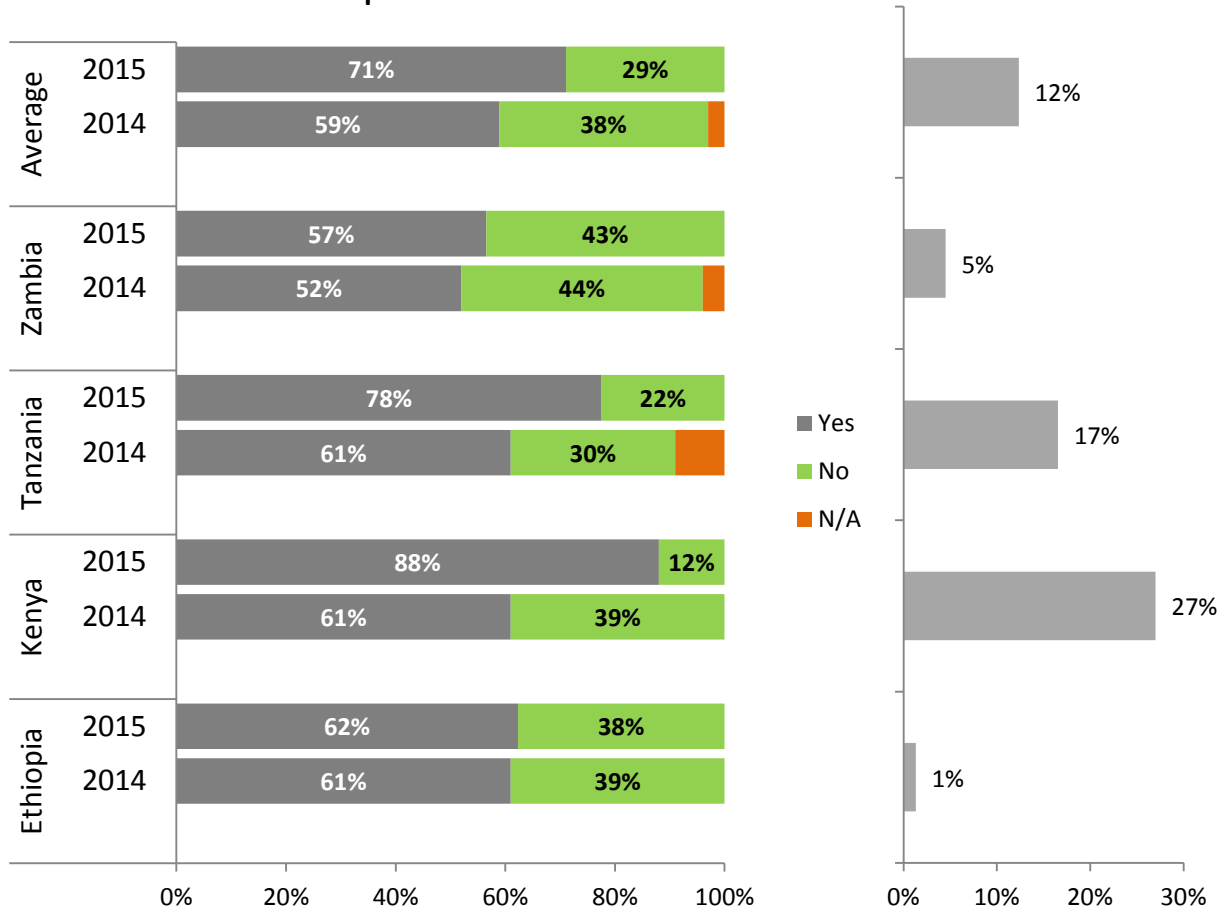


Student computer share



Teachers' usage

Do you sometimes bring your class to the computer lab to teach?



- Overall, the percentage of teachers that use ICT for teaching increased by 12% from the previous year

Teachers' usage

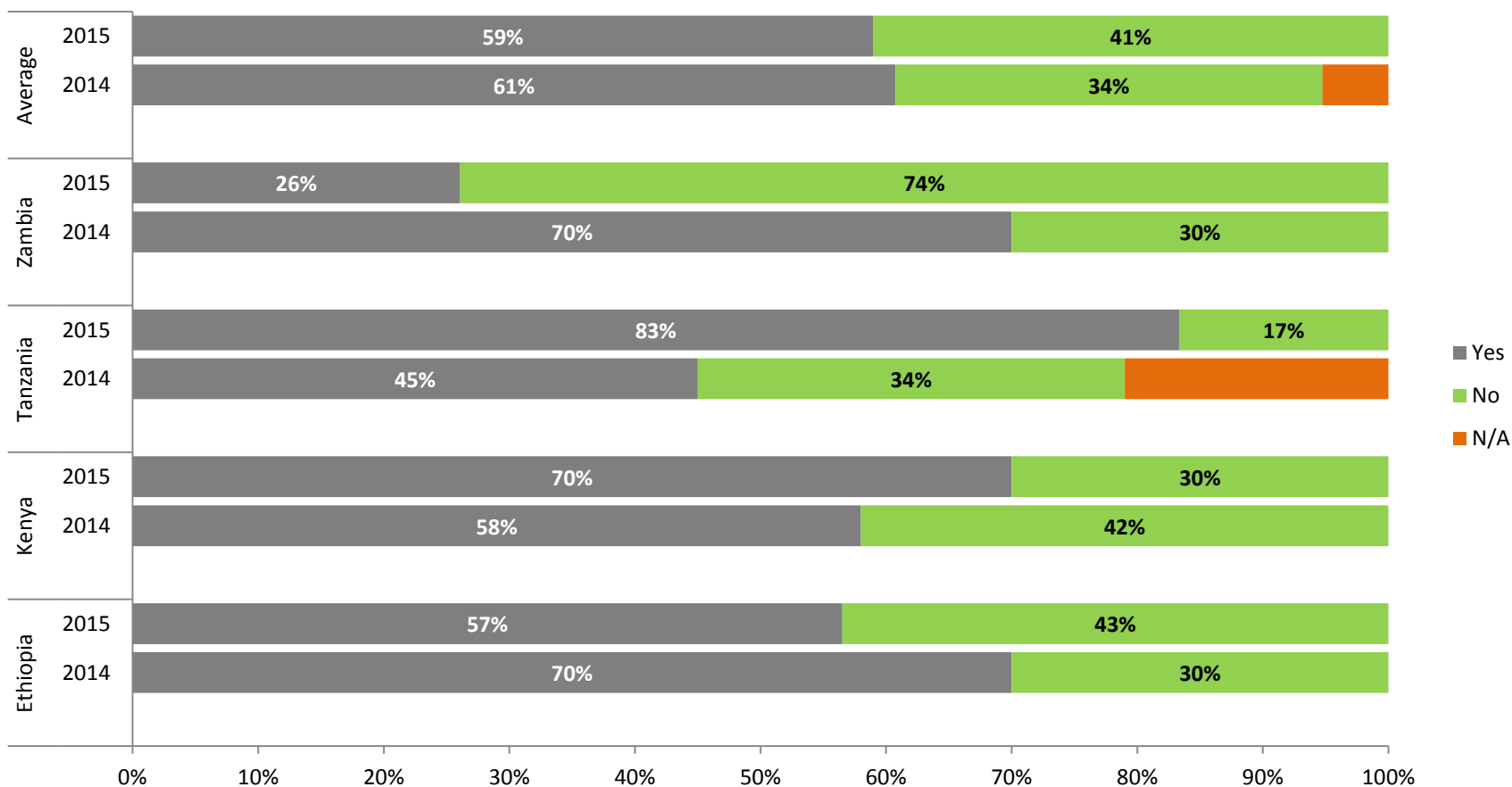
Highest Educational qualification	I use ICT for teaching	Minutes/week	N
Certificate	70%	226	20
Advanced Certificate	80%	283	5
Diploma	68%	172	117
Advanced Diploma	78%	624	9
Bachelors Degree	70%	273	91
Masters Degree	56%	67	9
Postgraduate Diploma	100%	70	1
Other	38%	70	8

Teachers age group	I use ICT for teaching	N
25 or below	7%	27
26 to 35	43%	155
36 to 45	16%	64
46 and over	3%	14

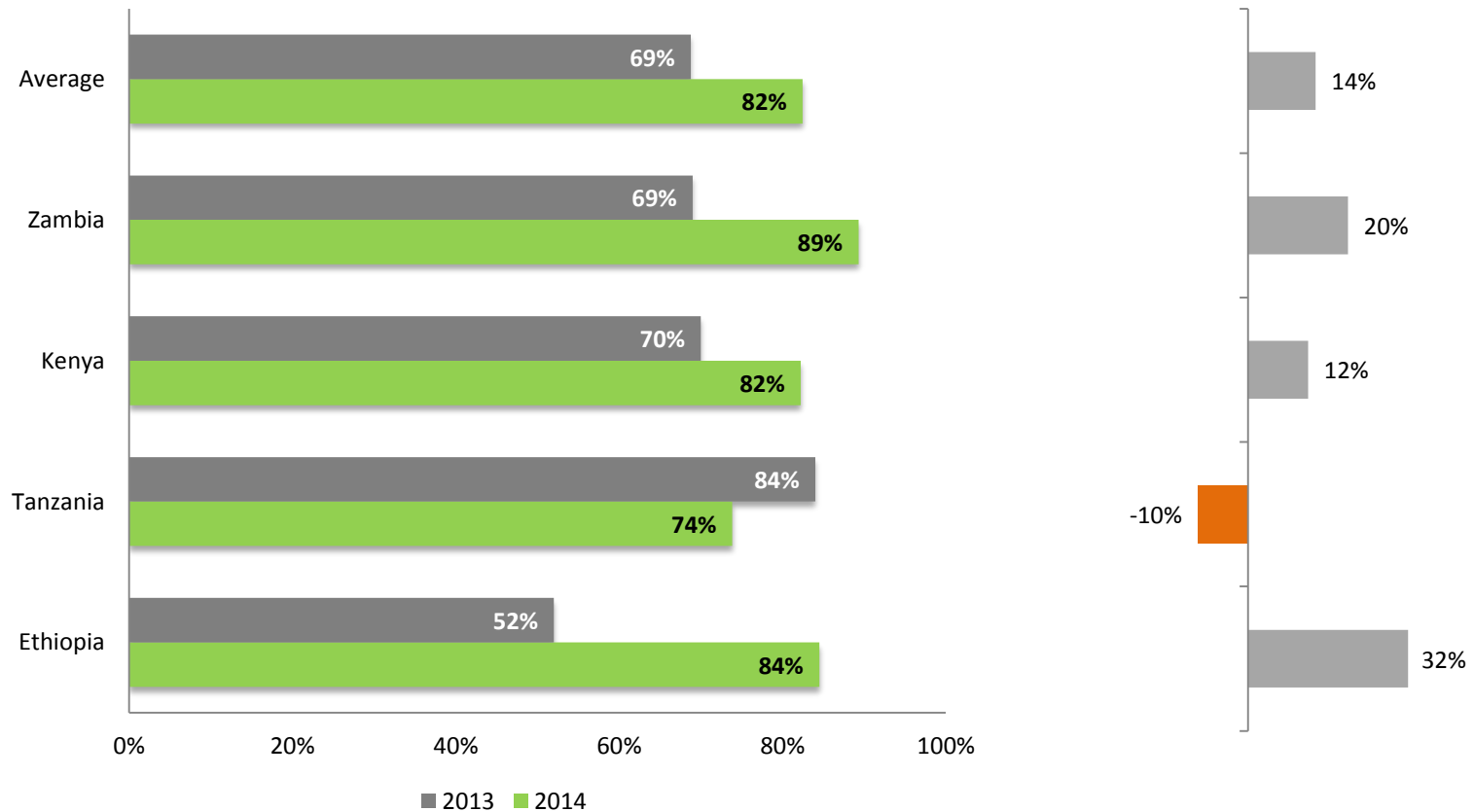
Did you attend Camara training?	Yes		No	
	%	N	%	N
Yes	75%	109	25%	36
No	59%	68	41%	47

- Teachers with the highest qualification of Advanced Diploma reported the longest usage
- The percentage of teachers that use ICT for teaching decreases after the age of 35. The length of use also decreases after the age of 35
- 75% of the teachers who attended Camara training used ICT for teaching. This is a 9% increase from 2014.

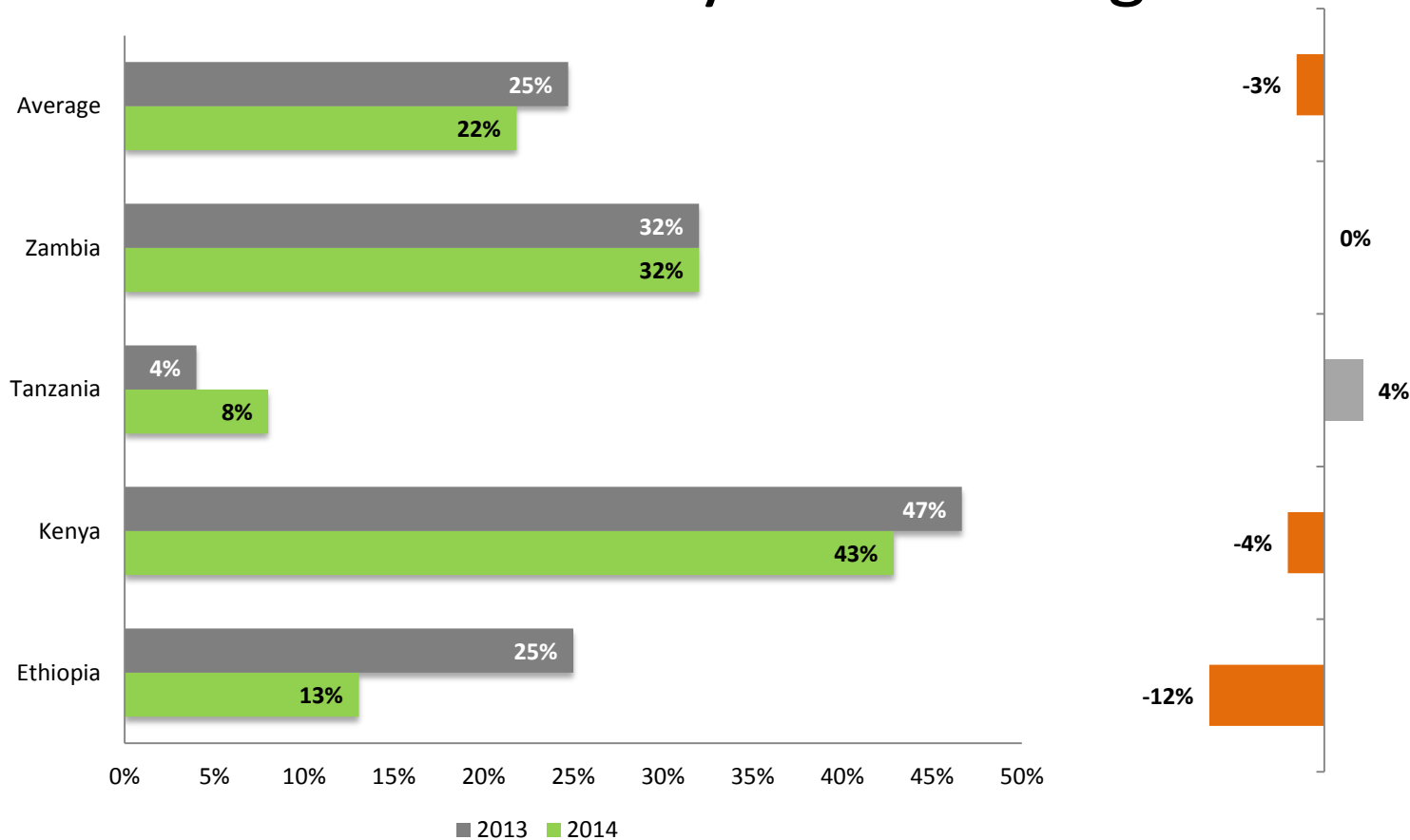
Have you used the educational software on the Camara PCs?



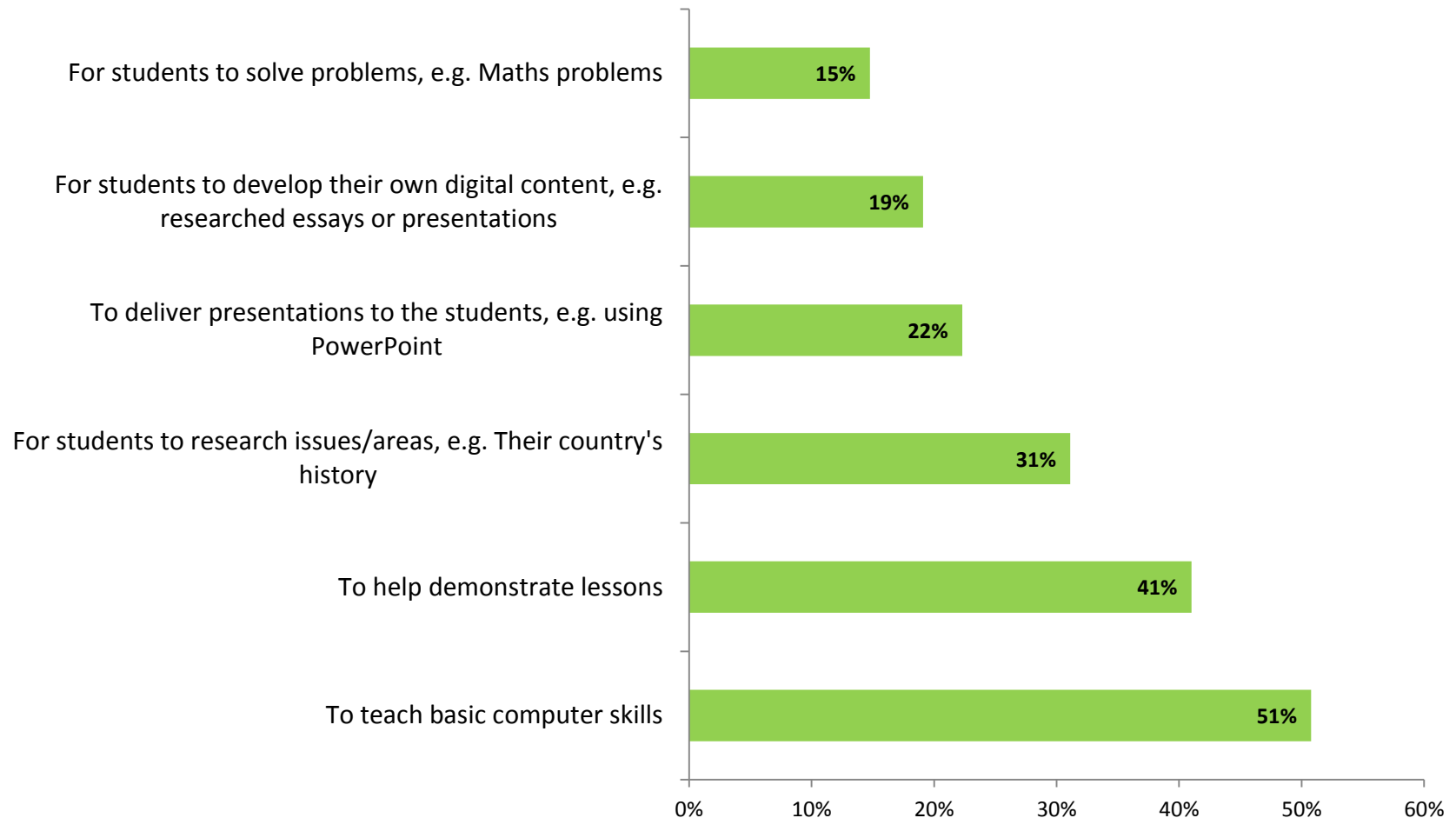
How many teachers who received Camara training have left the school?



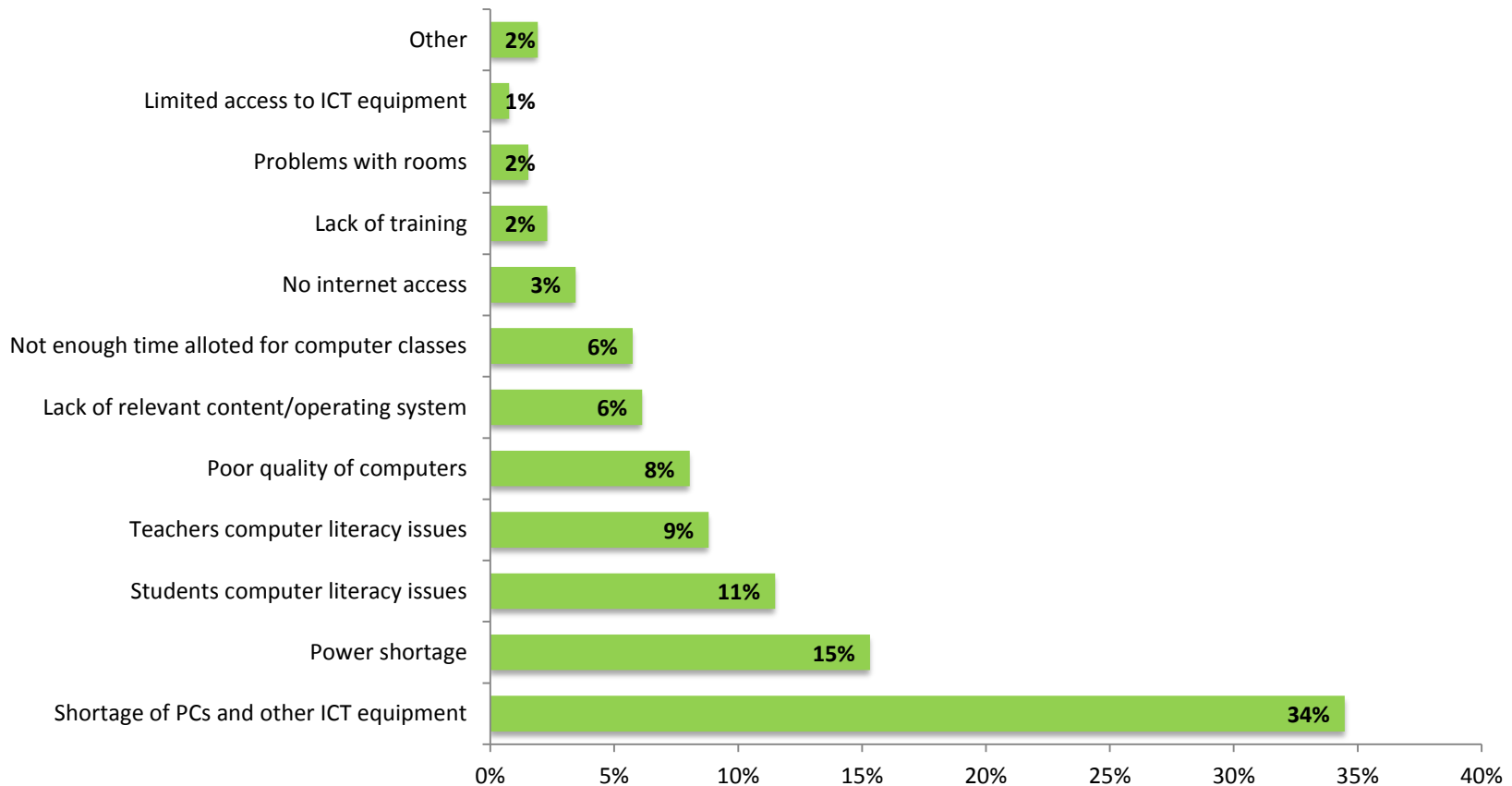
How many of the Camara computers you received are currently not working?



How teachers use the ICT equipment for teaching

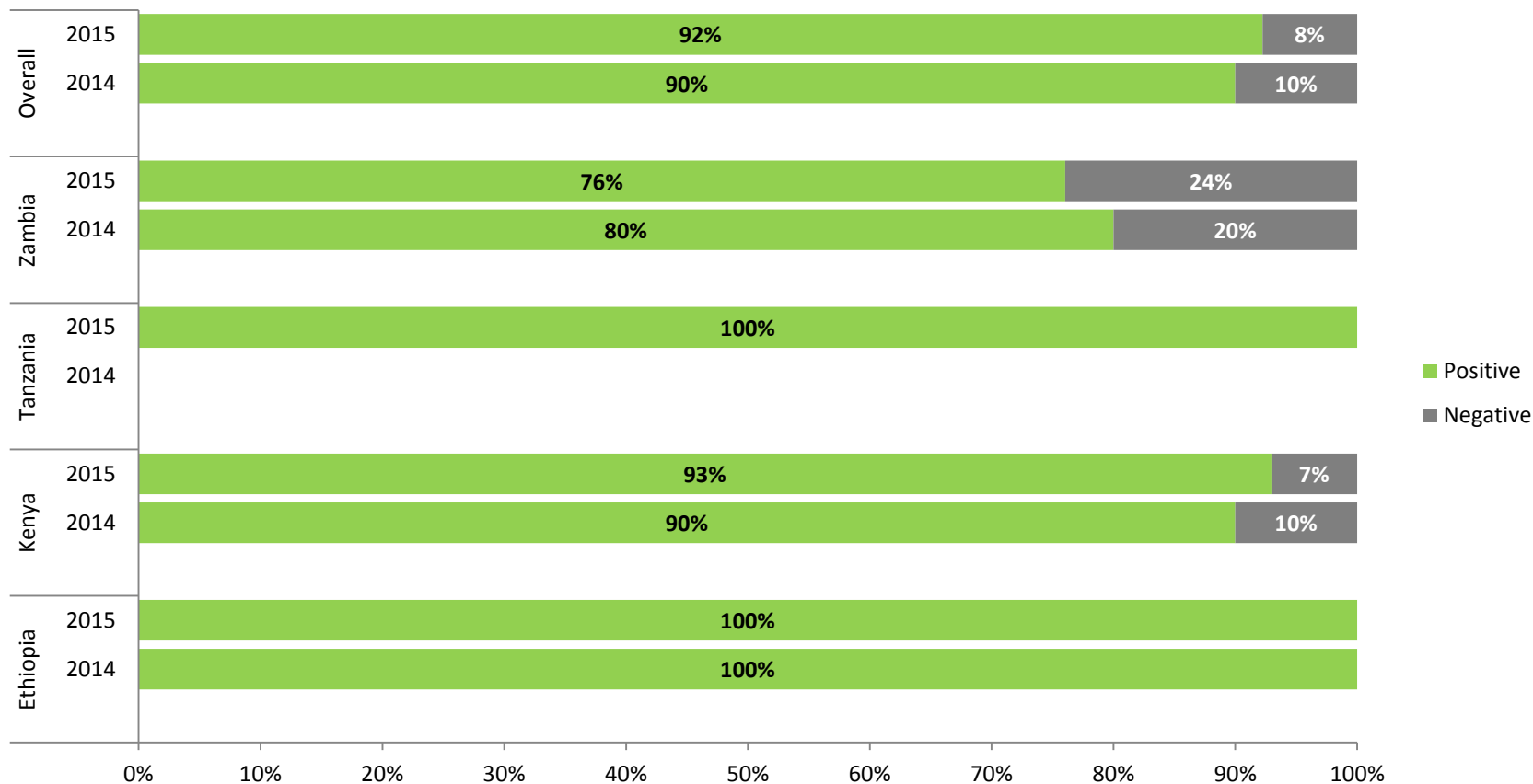


ICT integration challenges



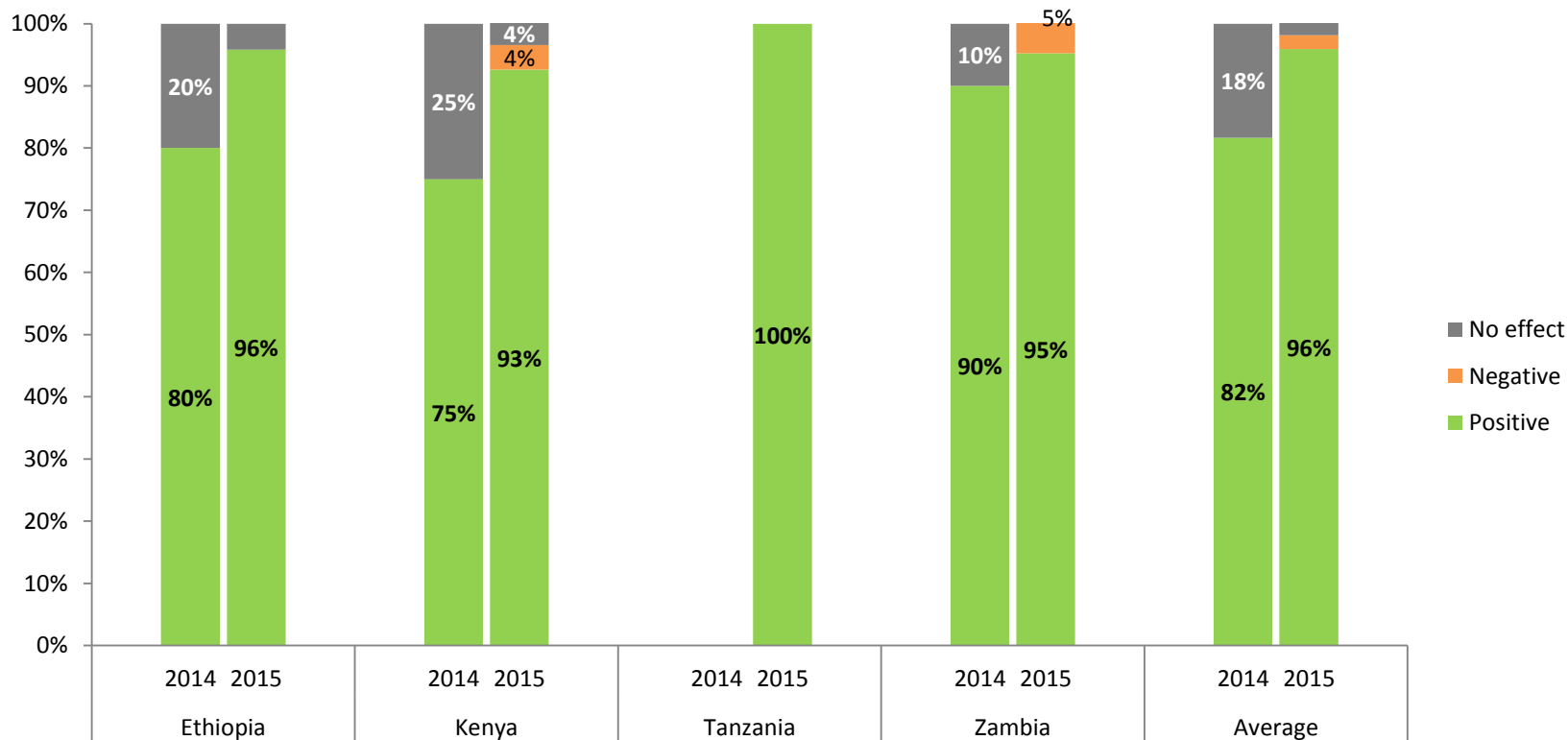
- School management representatives were asked if they had a positive or negative experience with Camara.
- Teachers were asked about their perception on the effect Camara's intervention on the literacy and numeracy levels of students, the ICT skills of the students, and the overall curriculum attainment of the students.
- Students were asked a number of questions related to the effects of the software and ICT equipment on learning.

Overall, have you had a positive or negative experience with Camara?



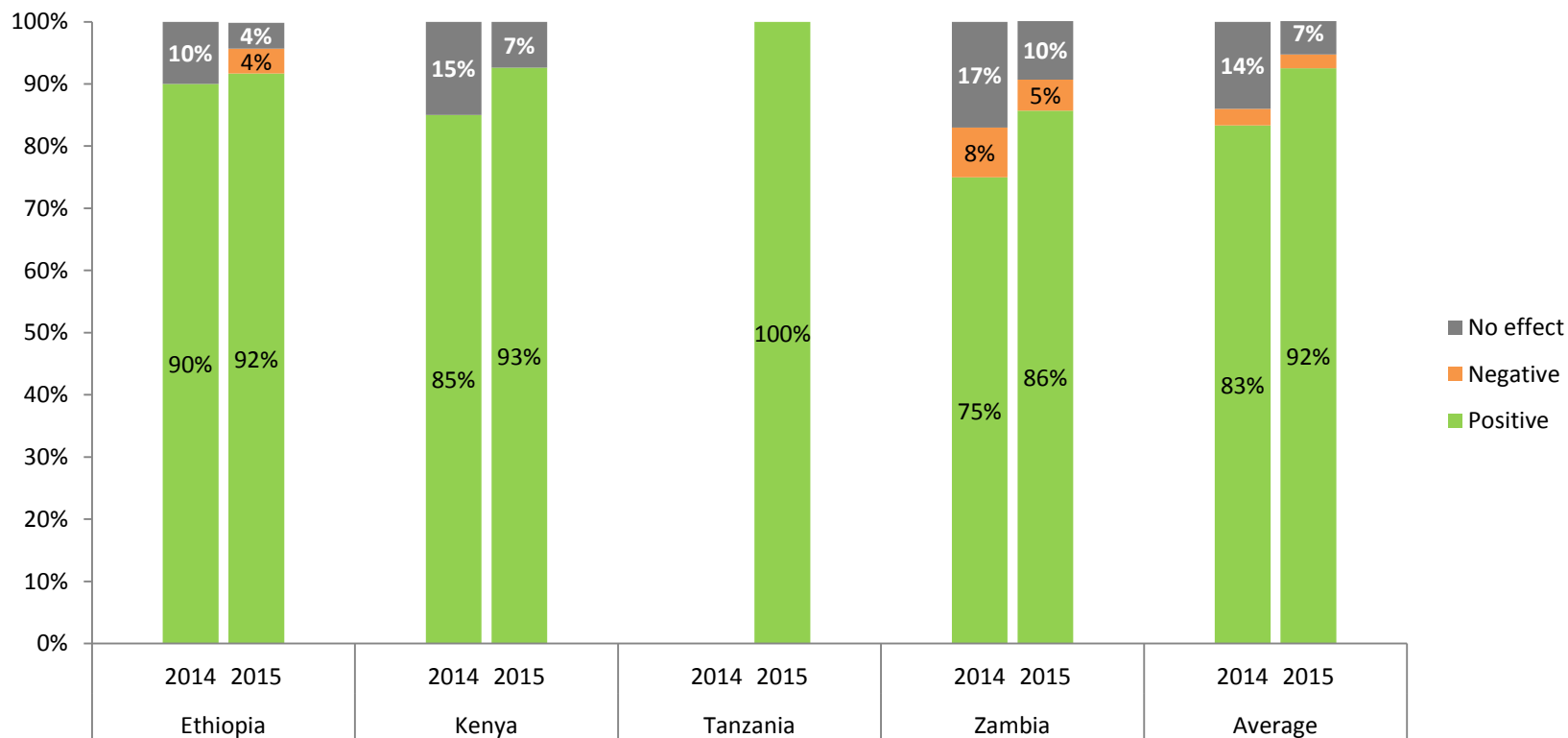
Satisfaction levels

Has the Camara ICT equipment and training had a positive, negative or no effect on the ability of teachers to deliver their curriculum?



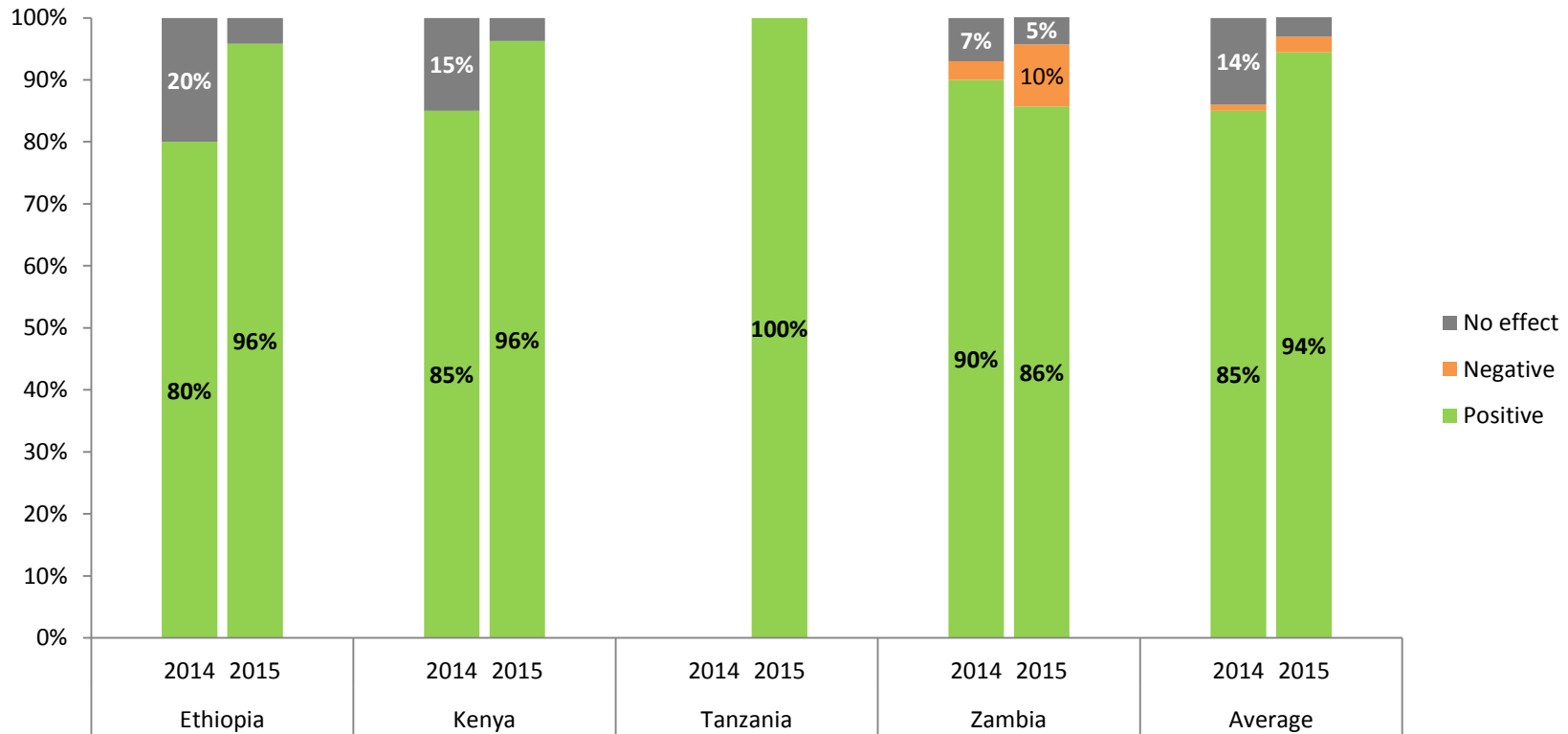
Satisfaction levels

Has the Camara ICT equipment and training had a positive, negative or no effects on the motivation of teachers?



Satisfaction levels

Has the Camara ICT equipment and training had a positive , negative or no effects on the ability of students to attain their curriculum?

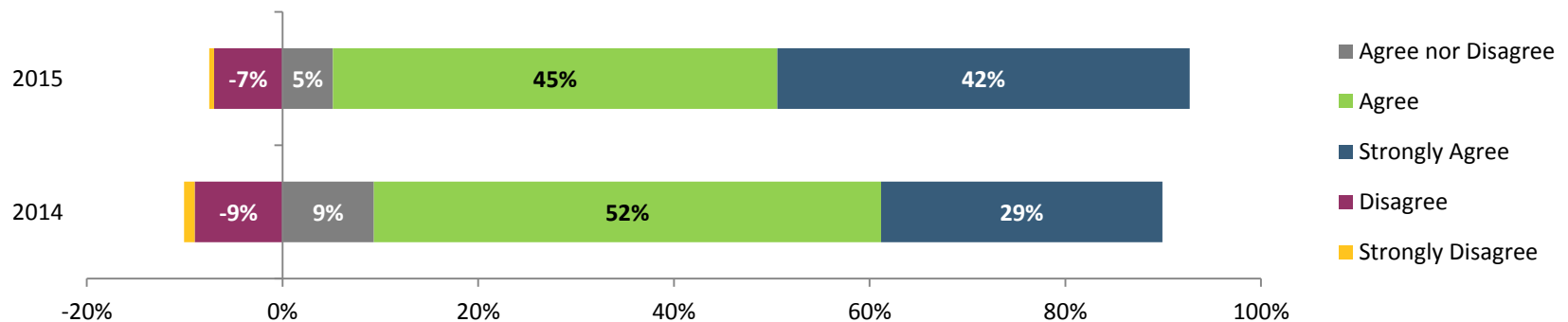


Satisfaction levels

Has the Camara ICT equipment and training had a positive, negative or no effects on the motivation of students?

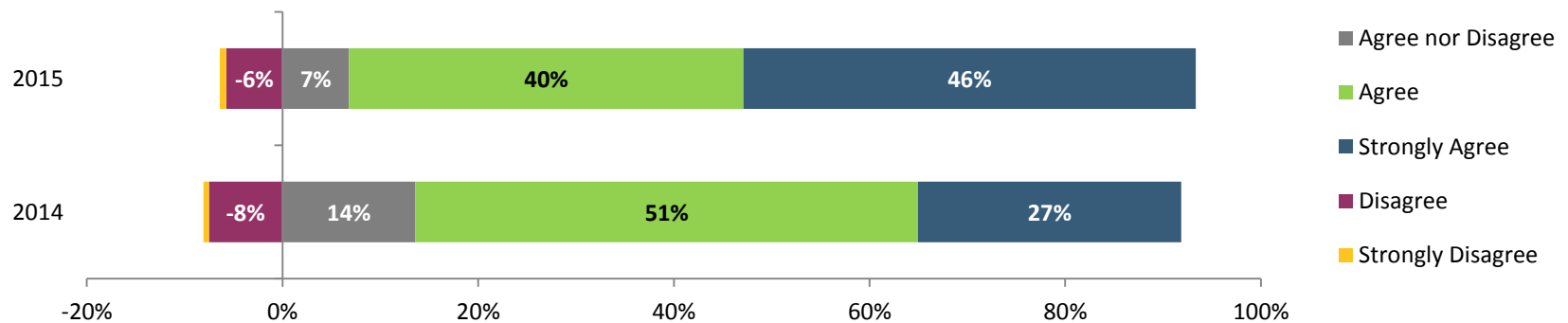


Aggregation of teacher training satisfaction scores



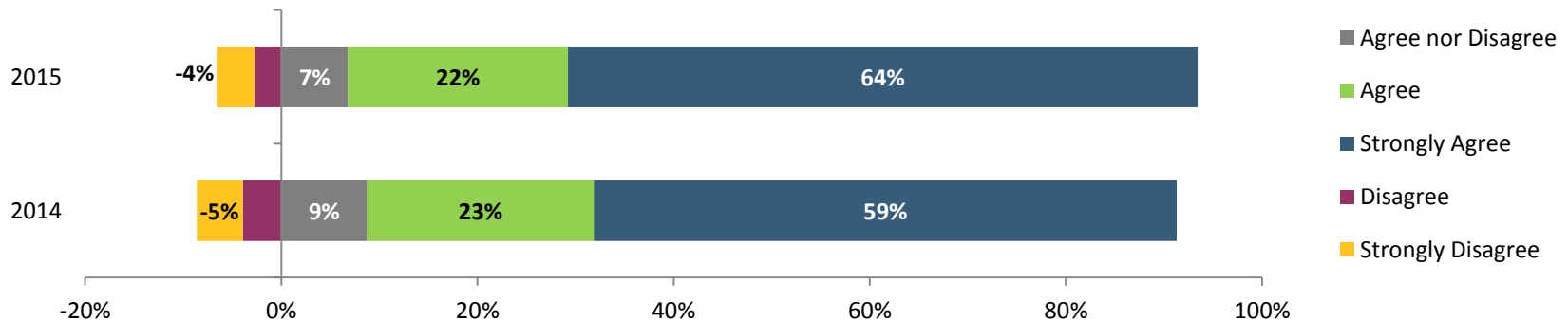
- 87% satisfaction
- 6% satisfaction level increase from 2014

Aggregation of teacher equipment and software satisfaction



- 86% satisfaction
- 8% satisfaction level increase from 2014

Aggregation of student equipment and software satisfaction



- 86% satisfaction
- 4% satisfaction level increase from 2014

Positives

- The overall performance of Camara hubs has increased from the previous year
- Overall satisfaction amongst school management reps, teachers, and students is encouraging and showed an increase from 2014
- Training is highly valued by teachers and there is a need for more

Areas to work on

- Shortage of ICT computers is still the biggest challenge
- Integration is still at its early age
- Quality of after sale support
 - timely resolution of problems
 - meeting agreed deadlines
- OS dissatisfaction + software content

Questions???

