eMonitoring Pitch

VVOB Rwanda
Our work in Rwanda

**WHAT & WHY**

Continuous Professional Development of school leaders and teachers in view of improving quality of education (learning outcomes & wellbeing of learners)

**WHERE**

Primary education: 6 districts (DGD)
Secondary education: 14 districts (MCF)

**WHO**

Many stakeholders involved in CPD-activities
- Sector Education Officers
- District Education Officers
- School Head teachers
- Deputy Head Teachers in charge of studies
- School Based Mentors
- School Subject Leaders
- TTC (Teacher Training Colleges) Tutors
- Newly Qualified Teachers

**HOW**

- **CPD courses** (CPD diploma on school leadership; CPD certificate on Mentoring, Coaching and PLCs)
- **PLCs** (of Head Teachers at sector level; of Teachers at school level)
Timely monitoring and feedback on implementation of CPD activities at various levels is critical to share knowledge on what is working and how it works.
Paper-based surveys & monitoring

Challenges encountered in the past

- Logistics (people, forms)
- Data entry
- Analysis
Can digitalisation help to overcome these challenges and to reach all stakeholders and enable timely monitoring in a cost-effective way?
eMonitoring applications

- **Needs assessment survey** (pilot completed by SBMs, HTs, DHTs, TTC Tutors, SSLs)
- **Monitoring of Newly Qualified Teachers** by TTC-tutors (First round of data-collection completed + feedback on application received)
- Expanding eMonitoring applications to other projects and stakeholders (SEO’s …

WANT TO KNOW MORE?
eMonitoring with KoBoToolbox

Piet Roos
Outline

• Why KoBo?

• Experiences with KoBo
  • KoBo in Needs Assessment (KoboCollect app)
  • KoBo in NQT Induction (Enketo)

• Evaluating user experiences
Why KoBo?

- Free, but with support
- Offline use
- Low specifications
- Open Data Kit
- Ease of use

⇒ Sustainability
ICT Needs Assessment
KoboCollect-application
UNESCO ICT Essentials for Teachers Baseline Survey

Try-out KoBoCollect-app

- Intuitive?
- Ease of data-input / analytics?
KoBoCollect User Interface
I can evaluate the usefulness and quality of web based resources.

TYPE "SELECT_ONE". 76 out of 76 respondents answered this question. (Some without data.)

<table>
<thead>
<tr>
<th>Value</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>I have no ability at this</td>
<td>24</td>
<td>31.58</td>
</tr>
<tr>
<td>I could probably do this with 'Trial and Error'</td>
<td>21</td>
<td>27.63</td>
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<tr>
<td>I have an idea how I might do this</td>
<td>17</td>
<td>22.37</td>
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<tr>
<td>I am comfortably proficient at this</td>
<td>8</td>
<td>10.53</td>
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<tr>
<td>I am a master practitioner at this</td>
<td>6</td>
<td>7.89</td>
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ICT Needs Assessment: Findings

- KoBoCollect UI outdated + complex
- Open questions = difficult

- Instant uploading of data
- Generation of graphs
- Data easily exportable
- Quantification of qualitative data
Induction of NQT

Enketo
Induction NQT

- Field test by TTC tutors: Tablet handover (6 TTCs)

- Redevelop big and complex questionnaires: Enketo (browser-based, but offline)
Enketo: benefits

- Multiplatform (phone, tablet, pc)
- No app
- Formatting
- Matrix questions
- Automatic update
Checklist Induction Activities Term 2

Induction Activities conducted by the actors in school & timeline

Why this Checklist? The main purpose of this checklist is to monitor the implementation of the induction programme.
Who needs to fill in this checklist? The NT mentor from TTC with inputs from school actors.
When does this checklist need to be filled in or updated? Once per term during each visit of the NT mentor from TTC.
### CPD Certificate Programme CPD-CEMCMT

<table>
<thead>
<tr>
<th></th>
<th>Question 1: Child-adult interactions have you already applied in your work?</th>
<th>Question 2: On which elements would you like to get more support?</th>
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<tbody>
<tr>
<td>Coaching</td>
<td>Yes □ No □</td>
<td>Yes □ No □</td>
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<tr>
<td>Mentoring</td>
<td>Yes □ No □</td>
<td>Yes □ No □</td>
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<tr>
<td>Questioning techniques</td>
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<td>Yes □ No □</td>
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<tr>
<td>Conducting mathematics</td>
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<td>Yes □ No □</td>
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<td>conversations</td>
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<tr>
<td>Problem solving</td>
<td>Yes □ No □</td>
<td>Yes □ No □</td>
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<tr>
<td>Using multiple representations</td>
<td>Yes □ No □</td>
<td>Yes □ No □</td>
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<tr>
<td>of a concept</td>
<td></td>
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<tr>
<td>Group Work</td>
<td>Yes □ No □</td>
<td>Yes □ No □</td>
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<tr>
<td>Motivating learners</td>
<td>Yes □ No □</td>
<td>Yes □ No □</td>
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<tr>
<td>Using learner errors and</td>
<td>Yes □ No □</td>
<td>Yes □ No □</td>
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<tr>
<td>addressing misconceptions</td>
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<td></td>
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<tr>
<td>Formative assessment</td>
<td>Yes □ No □</td>
<td>Yes □ No □</td>
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<tr>
<td>Gender and maths</td>
<td>Yes □ No □</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>Inclusive education</td>
<td>Yes □ No □</td>
<td>Yes □ No □</td>
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</tbody>
</table>
Examples

Maths SSL Guiding Questions Field Visit 1
https://ee.kobotoolbox.org/x/#curNa1ui

Term 3 Second Visit Checklist Induction Activities
https://ee.kobotoolbox.org/x/#2lsw31oQ
User Experiences with Kobo
Experiences with KoBo

- 75% of users feel it’s easier
- 93% users prefer it over paper-based forms
Experiences with KoBo

• Time-efficient
• Simplifies work
• Developing and strengthening ICT skills
Experiences with KoBo

- Fear of data loss
- No corrections once submitted
- Unwanted inputs
- Internet access!

⇒ VVOB provided SIM-card
Benefits - Users

- Easy to use interface
- Reduced risk of data loss
- No time spent on data-input
- Multilingual
Benefits - VVOB

- Real time data
- Multiple formats (xlsx, SPSS, …)
- Automatic generation of basic graphs, charts and reports
- Multilingual

⇒ Quick overview of situation in the field
Use of KoBo = successful

⇒ Plans to expand use of and develop more applications with KoBo for M&E and Research

⇒ Ex. Sector Education Officers and District Education Officers
Questions / Discussion