



Skills for Inclusive Digital Participation Project

Baseline Evaluation

Prepared for British Council



www.winningmoves.com

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Our mission is...

Informing and supporting better tomorrows through digital, data and know-how

And we do this through...

Helping organisations make decisions with better economic, environmental and societal outcomes, through research, evaluation, expert advice and intelligent digital tools.

We are guided by our values which are...

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- > Creative and curious, yet professional and respected
- > Skilfully balance real world practicality with academic rigour
- > Focus is on actionable, achievable and contextualised deliverables
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- > Our people are playful, plain speaking and personable

Better



- > Ensure honesty, ethics and integrity in all we do
- > Embrace digital to accelerate
- > Better thinking, understanding, learning and application
- > Nurture our people, protect our environment and respect others

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- > Fast thinkers
- > Flexible and dynamic way of working
- > Efficient, effective and resilient
- > Helping to achieve net zero quicker
- > Faster through digital



Executive Summary

Introduction

The Skills for Inclusive Digital Participation (SIDP) project¹ is funded by the Foreign and Commonwealth Development Office (FCDO) through the UK Government's Digital Access Programme (DAP)² and delivered by the British Council in Indonesia, Kenya and Nigeria. It creates opportunities for digitally excluded individuals (people living with disabilities, women and young people from disadvantaged backgrounds) to develop the skills they need to participate fully in the digital economy and in wider society. SIDP's intended long-term impact is in enabling excluded individuals to take part in online activities safely, improve their livelihoods through digital entrepreneurship and access new resources and markets.

SIDP works with Implementing Partners who coordinate the work of Community Level Trainers (CLTs), selected from digitally excluded groups and supported by Expert Level Trainers (ELTs), to deliver basic and intermediate digital skills training in priority locations. The project uses training manuals and supplementary materials co-created with the CLTs and ELTs, and based on internationally recognised digital literacy frameworks. Development of the manuals was led by Red Ochre, a consultancy firm specialised in providing training support to organisations.

Evaluation activities to date

Winning Moves were commissioned by the British Council to evaluate the SIDP project. The initial Theory of Change (ToC)³ and Monitoring and Evaluation Log-frame developed as part of the evaluation activity were revised to fit the final design of the project. The ToC sets out the outputs, outcomes and impacts that the project is anticipated to achieve.

The evaluation is being conducted in two main phases:

1. A baseline assessment (May 2022) – to provide an understanding of the existing level of skills held by CLTs and Learners and to share key learnings that will inform the remainder of project delivery.
2. An endline evaluation comprising of:
 - a. An end-of-project assessment (July 2022) to understand the outcomes of the project, how they were achieved, and lessons learned for future projects.⁴
 - b. A short-intermediate term evaluation (December 2022) to measure project impact.
 - c. A further longitudinal evaluation (December 2023) to measure longer term project impact.

The baseline assessment has involved:

- Capturing data from CLTs and Learners registering for the programme, via an online survey, about their motivations for taking part, demographics and existing skills levels. Time and support are provided by Local Implementing partners, so that all participants (whether CLTs or Learners) can complete the survey. To date⁵, data from 243 CLTs and 3,915 Learners have been analysed⁶.

¹ <https://www.britishcouncil.org/society/skills-inclusive-digital-participation>

² <https://devtracker.fcdo.gov.uk/projects/GB-1-204963/summary>

³ https://www.britishcouncil.org/sites/default/files/skills_for_inclusive_digital_participation_theory_of_change.pdf

⁴ It has now been confirmed that SIDP will continue until December 2022. The planned end-of-project assessment (July 2022) should therefore be considered as an end-of-phase assessment, following the completion of large-scale training delivery.

⁵ Data collated as of the 23rd of May 2022 is presented

⁶ Data for CLTs were drawn on 16th May and data for Learners were drawn on 23rd May

- Qualitative interviews with individuals involved in the delivery of the project and wider stakeholders, including British Council staff, implementing partners commissioned to deliver the project within each country and FCDO (DAP) personnel.

Purpose of this baseline report

The purpose of this baseline assessment report is to report progress against the relevant Log-frame indicators and to capture learnings to inform the remainder of the delivery of the project.

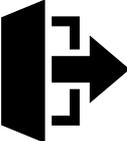
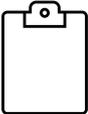
High level project delivery achievements and learnings

The project is on-track to achieve the outputs planned for this phase. In summary:

- > **4 training manuals** have been successfully created
- > CLT Recruitment has largely been successful:
 - **275 recruited to date (target 300)**
 - They are from the digitally excluded groups that the project is targeting
 - They have the appropriate skills
 - There is potential for skills improvement (to demonstrate outcome indicators 1.1-1.3)
- > Learner recruitment to date has been successful:
 - There have been significant levels of interest in the training with 12,545 application forms completed so far
 - **6,000 learners have registered and have begun their training** (target 12,000)
 - Learners are from the digitally excluded groups that the project is targeting
 - There is potential for long-term economic change amongst learners (to inform impact indicator 1b)
 - Learners are taking advantage of all levels of training, with **500 starting the intermediate level training** (target 3,000).

What has worked well	
	There is consensus amongst stakeholders interviewed that the content of training materials is thorough. The process of co-creation means that key stakeholders are confident in the quality of the training manuals.
	CLTs are from, and have strong links with, the communities where they are working.
	Trainer training of CLTs was largely successfully adapted to Covid-19 restrictions.
	The project delivery teams are working flexibly to meet the needs of the target audience, based on CLTs' discussions with Learners to understand their needs. For example, training spaces have been adapted as nurseries, giving mothers the opportunity to care for their children.
Lessons learnt	
	Timescales have been the biggest challenge; some aspects of project delivery have taken longer than anticipated e.g., materials development and procurement of implementing partners. This has had implications for the timescales for delivery of the remainder of the project.
	There have been challenges in recruiting sufficient numbers of Implementing Partners in each country. For example, in Kenya, Implementing Partners were not successfully identified and / or did not complete the procurement process.
	Whilst CLTs are generally proficient in explaining the theoretical content of the training, some are less skilled and experienced in facilitating the practical aspects. There was insufficient time for CLTs to improve their skills in this area before training delivery began.
	Stakeholders are confident that the target number of Learners can be registered for training before the end of June 2022, although some interviewees said there was a risk of not all Learners completing training by that time.
	There are concerns that the Learner outcomes relating to economic opportunities will be difficult to achieve on the basis of 3 days' worth of training, which does not allow sufficient time for individuals to practice their learning.
	Understanding of the monitoring systems in place is variable, despite the evaluation team providing detailed briefings to Implementing Partners and CLTs. This has also led to issues with URNs being entered incorrectly.

Recommendations for the remainder of the project

	<p>Quantity vs quality: The balance between achieving volume (number of Learners taking part in training within the planned timescale) and providing quality (training at a level that enables planned Learner outcomes to be realised) should be continually reviewed. Recommendations include:</p> <ul style="list-style-type: none"> > Extending the amount of time that each Learner is trained for from 3 days to a minimum of 5 days > Extending the duration of the project to allow contingency time between training cohorts, so that CLTs have greater flexibility to provide additional support to Learners who want or need it > Including time in the project delivery schedule for Learners to practice the knowledge and skills they have gained
	<p>Exit strategy: The assumption that CLTs and implementing partners will be able to provide ongoing support in their communities after the SIDP project finishes may not hold true and should be reviewed. Some CLTs lack access to a device / the Internet and they may be unable to commit more time to unpaid training, given their need to make a living. Specific recommendations include:</p> <ul style="list-style-type: none"> > Providing CTLs and Implementing Partners with additional resources so that their coordination expertise, and their venues, can be used to support the continuation of training provision.
	<p>Monitoring and evaluation: Additional measures should be introduced to ensure project delivery teams and implementing partners fully understand the end-of-project monitoring and evaluation requirements. These could include:</p> <ul style="list-style-type: none"> > Additional briefings on the end-of-project tools. These may be more effective, in terms of creating shared expectations, if offered face-to-face, in the local language and possibly on a one-to-one basis.

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1 Introduction

1.1 Background

Skills for Inclusive Digital Participation (SIDP) creates opportunities for digitally excluded individuals to develop the skills they need to participate fully in the digital economy and in wider society.

Digital technology has an ever-increasing role in all our lives. Not having the skills or facilities to access online information safely causes real hardship, especially for people who may already be at risk of being excluded, such as people living with disabilities (PLWD), women and young people (together referred to as 'digitally excluded groups').

SIDP works with people who are missing out on the opportunities to access the jobs and services that digital brings, enabling them to take part in digital activities safely, to access new resources and to improve their livelihoods. It recognises that most large-scale interventions to support skills development are not suitable for everyone – due to the manner of their delivery or the limited relevance of their content.

SIDP is part of the Digital Access Programme (DAP), which is led by the Foreign, Commonwealth and Development Office (FCDO) on behalf of the UK Government. SIDP is delivered by the British Council in specific communities in Indonesia, Kenya and Nigeria.

1.2 Context

As part of the project, a Rapid Situational Analysis (RSA) was developed for each country to better understand SIDP's target audience, the barriers to digital access that they face and challenges that the project might face in engaging them.

A summary of the main findings from the RSAs is provided for context below:

Table 1 Context in each country

Country	Context
Indonesia	<ul style="list-style-type: none">> In 2020 73% of the population were internet users, although this varied widely by region.> The biggest barriers to digital equality are inadequate infrastructure and economic inequality> Women; often have a smartphone to communicate and for entertainment. However, they often need permission from their husband or father to use the Internet as digital technology is widely perceived as something for men.> Youth; are often able to use a smartphone for communications and entertainment, however due to economic challenges they have to rely on their parents for access to a device or purchasing data / credit to access the Internet.> PLWD; have limited access to digital devices and are likely to be unaware of smartphone accessibility features.
Nigeria	<ul style="list-style-type: none">> Large proportions of the population have a smartphone; some will have benefitted from previous support interventions where free handsets were distributed within communities.> Barriers to digital equality include low Internet connectivity, limited understanding of issues relating to online activity (eg. security), and cultural or religious restraints to acquiring and using digital skills.> Women; there is a much lower proportion working in ICT related roles compared to men. In many communities, women are not allowed to use the Internet. It is likely that most women would need help to use an ATM.

	<ul style="list-style-type: none"> > Youth; while young people are more comfortable with using devices and the Internet (compared to other groups), their use is limited to communications and entertainment; they are unlikely to have used devices and the internet for enterprise or employment. > PLWD; legislation regarding the rights of PLWDs is still in development. However, it appears that there has been little in the way of digital skills support specifically for this group.
Kenya	<ul style="list-style-type: none"> > Around 90% have access to a smartphone. > Barriers to digital access include poverty, gender inequality and violence, unaffordable Internet access and devices, and limited digital skills. > Women; labour force participation amongst women is lower. Deeply entrenched social, gender and cultural norms present a significant barrier to women's and girls' access to digital technology and the Internet. > Youth; lack digital skills, which often excludes them out from gaining employment. > PLWD; will be affected by the general barriers to digital access such as poverty and unaffordable internet access.

The RSA's validated the following assumptions made when the project was designed and developed:

- > Through existing interventions by DAP and other stakeholders, target participants already have, or can access, basic levels of Internet connectivity – either through existing connectivity assets and infrastructure (e.g. low-cost handsets or table-s, community networks, public/free Wi-Fi hotspots, last-mile affordable connectivity models, zero rated (physical) sites) or through access to computers in a 'cybercafe', training institutions or other such shared space.
- > Through existing interventions by DAP or other stakeholders, or significant existence of positive role models within community groups in relation to participation in digital life, communities and individuals do not have / or have minimal social / cultural / religious aversions or negative mind-sets about connecting to the Internet and taking part in online activities.
- > There is reasonable availability of locally relevant content, markets and audiences, that target participants can access when online, in order to reach new resources, markets, training and job opportunities,

1.3 Project delivery

Beneficiaries

SIDP supports two groups: those delivering the training (Community Level Trainers) and those receiving the training (Learners).

- > **Community Level Trainers (CLTs)**, themselves representative of digitally excluded groups, deliver the training and inform the content of the materials that will be used for training. CLTs are trained by Expert Level Trainers (ELTs) for their role as part of the project. Through this training, it is intended that CLTs increase their knowledge of approaches to digital skills training and increase their capacity with regards to safeguarding issues and online safety. Their skills development is enhanced through mentoring by ELTs and supported by a Community of Practice.

On the assumption that CLTs have further opportunities for teaching digital literacy after SIDP, it is anticipated that they will demonstrate improved capacity for teaching digital literacy to digitally excluded groups and to adapt training materials and approaches to their local contexts and languages. Through their engagement in the Community of Practice, it is expected that the CLTs will become aware of new employment and business opportunities.

- > For **Learners** there are two levels of training: basic and intermediate – with the latter split into two modules (general intermediate digital skills training and intermediate digital skills training for economic opportunities).

SIDP is based on the theory that by delivering digital training in a flexible way (i.e. adapted to suit the lifestyles of individuals) and making training materials more relevant, individuals from digitally excluded groups will develop the skills they need to take part in digital life and online activities safely and enhance their livelihoods through entrepreneurship and access to new resources and markets. This is the project's intended impact.

Table 2 Summary of training for Learners

	How SIDP will help	Anticipated effect of the training
Basic	Learners are supported to access information online and communicate online.	Learners demonstrate more active digital participation.
Intermediate	Learners are supported to increase digital entrepreneurship skills, such as digital marketing, e-commerce and cyber security.	Learners take steps to raise the visibility / reach of their business through digital methods, set up e-commerce platforms and / or digital marketing approaches and use web analytics to change / improve the digital experience of their customers. Long-term economic impact through increased revenue, business growth and monetising online channels.

It is anticipated that in addition to those in direct receipt of training through SIDP, there will be an opportunity for other individuals to benefit from the training materials developed as part of the project. The materials will be distributed to a range of institutions, who will be encouraged to adapt their existing training accordingly, making it more effective for the digitally excluded. It is anticipated that some of those in receipt of this adapted training will benefit in the same way as beneficiary Learners who have taken part in basic or intermediate training through SIDP.

Implementing Partners

In each of the three countries, the training is being delivered by Implementing Partners⁷, appointed and managed by the British Council. Implementing partners are required to:

- > Recruit, supervise and monitor CLTs
- > Pay CLTs
- > Mobilise youth, women, and PLWDs for the digital skills trainings
- > Provide day-to-day on-site coordination of training activities
- > Provide equipped venues for trainings and necessary training infrastructure.

Guidance on minimum requirements for training facilities, information management and security and expectations around monitoring and evaluation were stipulated in the contracts issued to Implementing Partners ahead of the commencement of training delivery. To ensure that the guidelines provided in the manuals and contract are adhered to, the British Council has recruited a team of independent consultants to conduct training observation assessments.

⁷ There are two implementing partners in Indonesia, three in Kenya and four in Nigeria. Some of these organisations work with their own (pre-existing) partners to deliver training.

Locations

The table below lists the communities where SIDP is being delivered in each of the three countries. Locations / communities were selected based on the RSAs conducted by the British Council in the project's inception phase.

Table 3 Specific communities where SIDP is being delivered

Indonesia	Kenya	Nigeria
South Sulawesi	Mathare	Dala
East Nusa Tenggara	Kibera	Gwale
Ambon	Jomvu	Fagge
Banda Island	Mukuru	Ungogo
West Papua	Kisauni	Dambatta
Papua	Likoni	Kombotso
		Nasarawa
		Kano Municipal Council (KMC)
		Tarauni

Timescales for delivery

Key project activities and delivery milestones are summarised below.

Figure 1 Key programme activities and milestones



1.4 Evaluation overview

Winning Moves were commissioned by the British Council to conduct an evaluation of the SIDP project. The evaluation is being conducted in two main phases:

- > A baseline assessment (May 2022) – to provide an understanding of the existing level of skills held by CLTs and Learners and to share key learnings to inform the remainder of the project delivery – which is the focus of this report.
- > An endline evaluation comprising of:
 - o An end-of-project assessment (July 2022) to understand the outcomes of the project, how they were achieved and lessons learned for future projects.⁸

⁸ It has now been confirmed that SIDP will continue until December 2022. The planned end-of-project assessment (July 2022) should therefore be considered as an end-of-phase assessment, following the completion of large-scale training delivery.

- A short-intermediate term evaluation (December 2022) to measure project impact.
- A further longitudinal evaluation (December 2023) to measure longer term project impact.

1.5 Purpose of this report

The purpose of this baseline assessment report is to:

- > Report progress against a number of agreed indicators
- > Provide insight about beneficiaries (CLTs and Learners) in terms of their demographics, their motivations for taking part and expectations of the SIDP project, and their existing skills levels and experience, in order to assess:
 - Whether the project is reaching the intended target audience
 - Whether the project is well designed to meet the needs of beneficiaries.
- > Capture learning regarding what has worked well and less well in the delivery of the project so far.

It is anticipated that the findings of this report will help to inform the remainder of the delivery of the project.

1.6 Theory of Change

At the outset of the evaluation activity, a Theory of Change (ToC) and Monitoring and Evaluation (M&E) Log-frame were developed as part of the evaluation activity⁹. The ToC sets out the outputs, outcomes and impacts that the project is anticipated to achieve – see Figure 2 below.

An early assessment against the Theory of Change can be found in Section 6 of this report.

1.7 Monitoring and Evaluation (M&E) indicators

Indicators for outputs, outcomes and impacts, with likely timescales for completion were developed for the project's Log-frame. The majority of the indicators are expected to be achieved at the end of the project, once the training has been delivered and CLTs and Learners have had time to use their new skills and knowledge.

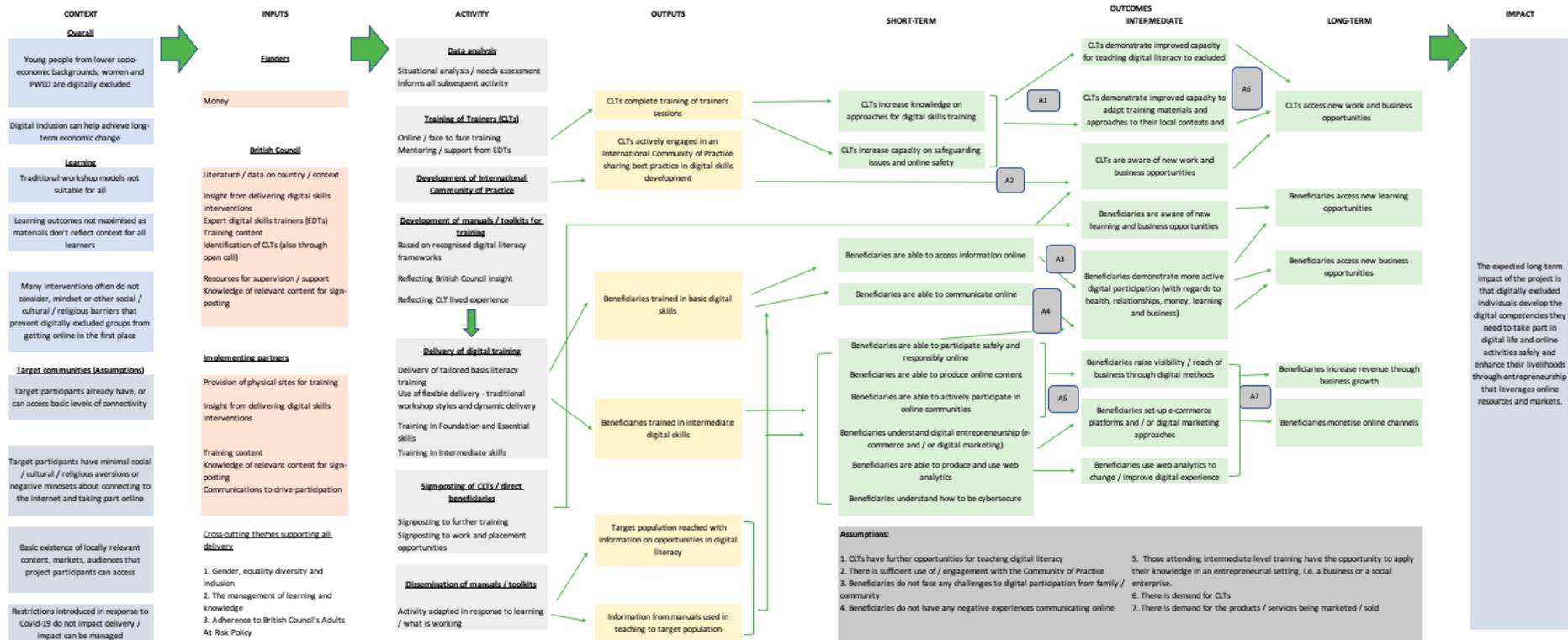
The key indicators which this baseline will report progress against are summarised in the table below.

Table 4 Key Indicators for reporting progress against in the baseline evaluation

Indicator / output	Target
Training materials produced – 4 separate manuals (Output indicator 1.1)	4
CLTs trained (Output indicator 1.2)	300
Learners trained in basic digital literacy (Output indicator 2.2)	9,000
Learners trained in intermediate digital skills (Output indicator 2.2)	3,000

⁹ https://www.britishcouncil.org/sites/default/files/skills_for_inclusive_digital_participation_-_theory_of_change.pdf

Figure 2 SIDP Theory of Change



2 Method

2.1 Baseline assessment method

The baseline assessment has involved:

- Capturing data from CLTs and Learners who have registered under SIDP to date. Data was captured via online surveys (a registration form and a baseline survey) which asked about motivation, demographics and existing skills levels.

The table below states the date the data was extracted and, after data cleaning (i.e. removal of duplicate records), the number of responses the analysis in this baseline assessment report is based on.

Table 5 Data extraction date and number of responses the analysis is based on

	Data extracted	Number of responses analysis is based on (after removing duplicates)
CLTs	16 th May 2022	243
Learners	23 rd May 2022	3,915

- Qualitative interviews with individuals involved in the delivery of the project and wider stakeholders, including British Council staff, Implementing Partners commissioned to deliver the project within each country and representatives from FCDO / DAP teams.

In total, 22 individuals were interviewed in April and May 2022. Interviews were around 30 minutes in length and conducted online via Microsoft Teams.

Baseline sampling method

All CLTs and Learners in all three countries registering for the SIDP programme are asked to complete the baseline surveys at the time of registration. The surveys data are therefore considered to be a census of each group.

The qualitative interviews with project delivery staff and stakeholders were purposively selected by Winning Moves and British Council, based on their role and involvement in the project.

Evaluation management and quality assurance system

Evaluation tools (surveys) were developed by Winning Moves and reviewed by the British Council project delivery team. The surveys were scripted in MS Forms. CLTs and Learners were given options to complete the surveys in English, Indonesia Bahasa or Hausa. Links to the data collection tools can be found in Appendix B.

A process was set up and agreed for disseminating the surveys so that all CLTs and Learners complete them. Each CLT and Learner was provided with a Unique Reference Number to be entered on each survey they completed, so that baseline and end-of-project data can be successfully matched and analysed.

The table below outlines the evaluation process and the roles and responsibilities of the key organisations involved in the evaluation.

Table 6 Baseline evaluation management and quality assurance system

Task	Roles and responsibilities
Development of Theory of Change and Monitoring and Evaluation Indicator Log-frame	Winning Moves drafted Reviewed by British Council SIDP delivery team and evaluation team
Development of evaluation instruments (online surveys and topic guides for qualitative interviews)	Drafted by Winning Moves Reviewed by British Council
Online surveys (registration form and baseline surveys for CLTs and Learners) scripted and tested	Winning Moves scripted Tested / reviewed by British Council
Implementing Partners briefed on M&E requirements through a virtual session (each country had their own briefing session)	Winning Moves prepared and delivered briefing British Council liaised with Implementing Partners to arrange, and British Council project managers attended briefing to assist with questions and sense check understanding of participants
CLTs briefed on M&E requirements through face-to-face sessions delivered in the local language	Winning Moves prepared briefing, and their in-country fieldwork team delivered the briefing. British Council project managers attended briefing to assist with questions and sense check understanding of participants
Online surveys administered to CLTs	Administered by ELTs delivering the Trainer Training
Online surveys administered to Learners	Administered by CLTs delivering the training to Learners on the first day of their training as part of the registration process
Data checking with feedback mechanisms to Implementing Partners.	Winning Moves and British Council
Data extracted, cleaned and analysed	Winning Moves
Qualitative interviews conducted with stakeholders	Winning Moves, with assistance from British Council to encourage participation.

The evaluation is being conducted in accordance with the Market Research Society's Code of Conduct and the UK GDPR.

Evaluation risk register

The table below details the potential risks in the evaluation, risk level and steps taken to mitigate them.

Table 7 Evaluation risk register

Risk	Why	Level	Mitigation
Poor response to online surveys rate from Learners	Learners have poor digital skills and literacy skills and will find it challenging to complete online surveys	High	The baseline surveys are administered as part of the training sessions and registration process
Poor data quality	Learners have poor digital skills and literacy skills and will find it challenging to complete online surveys	High	Surveys provided in multiple languages CLTs provide one to one support to learners to complete surveys as required
Poor understanding of M&E requirements	Implementing Partners and CLTs are unfamiliar with the idea of evaluation and why it is required	High	Briefing sessions held for Implementing Partners and CLTs outlined the requirements
Data cannot be matched between surveys	URNs are not entered correctly	High	Briefing sessions held for Implementing Partners and CLTs outlined the process for administering URNs Data were checked regularly and issues with URNs flagged for checking

2.2 Limitations

Despite the risk mitigation measures adopted above, some challenges were encountered during the evaluation management process; these should be noted when interpreting the report findings:

- > It is possible that some individuals who have taken part in the training have not completed a baseline survey; for example, where there was a poor Internet connection.
- > Each CLT and Learner has been allocated a URN, to be entered on each survey they completed, so that pre- and post-training responses can be successfully matched and analysed. Difficulties arose when the URN was entered incorrectly, with the result that some Learners completed more than one baseline survey. Efforts have been made to clean the data and remove likely duplicates where the names and other responses looked to be the same.
- > Where Learners – particularly those living with a disability – have needed some form of extra support from the Implementing Partner / CLT in order to complete the surveys (using the digital device, accessing the survey link, reading and understanding the questions being asked) there is a risk that this support has influenced the data provided.

2.3 End-of-project assessment method

For reference, the end-of-project evaluation¹⁰ will:

¹⁰ It has now been confirmed that SIDP will continue until December 2022. The planned end-of-project assessment (July 2022) should therefore be considered as an end-of-phase assessment, following the completion of large-scale training delivery.

- > Capture data from CLTs and Learners via online surveys to measure improvement in knowledge and skills and other impacts, as well as feedback about the project and the training they have undertaken.
- > Include qualitative interviews with CLTs and Learners to capture success stories of the project and to better understand how the project helped and why, as well as better understand and learn from any challenges experienced.
- > Involve qualitative interviews with individuals involved in the delivery of the project and wider stakeholders, to capture their feedback about what worked well and less well in project delivery.

3 Progress

Good progress has been made towards the key outputs for this stage of the project.

The project has largely been successful in attracting individuals interested in undertaking the Trainer Training in order to become a CLT.

By the middle of May 2022, SIDP had attracted over 12,000 individual applicants for the digital skills training (based on the number of application forms completed). In view of this level of interest, Implementing Partners are confident of meeting the target number of Learners.

Progress is summarised in the table below.

Table 8 Progress summary

Output	Progress (as at 23.05.22)	Target	Traffic light RAG rating
Training materials	<p>Training manuals have been successfully created</p> <ul style="list-style-type: none"> > 4 manuals have been co-created with project stakeholders > Materials are being adapted for each delivery context as planned 	4	Achieved
CLTs trained	<p>275 individuals have completed their Trainer Training and are now delivering training to Learners.</p> <ul style="list-style-type: none"> > 100 in Nigeria > 100 in Indonesia > 75 in Kenya 	300	See note below*
Learners trained in basic digital literacy	<p>6,000 Learners have registered and have begun their training:</p> <ul style="list-style-type: none"> > 2,300 in Nigeria > 1,700 in Indonesia > 2,000 in Kenya 	9,000 (by the end of June 2022)	On track to achieve
Learners trained in intermediate digital skills	<p>500 Learners are taking part in intermediate digital skills training¹¹ (based on the number of Learners completing the Intermediate Skills Knowledge Assessment)</p>	3,000 (by the end of June 2022)	On track to achieve

* It was not possible to complete the appointment of one of the Implementing Partners in Kenya (covering the Mombasa region) in time. As a result, recruitment and training of the final cohort of CLTs is not yet complete.

¹¹ This is based on the number of Learners that have completed the Intermediate Skills Knowledge Assessment. This assessment is disseminated to all Learners who begin the SIDP intermediate skills training at the start of the training and then again at the end. The assessment asks a series of multiple-choice questions. Responses will be analysed to provide a before and after score, thereby indicating the level of improvement in knowledge and skills attributable to the SIDP training.

4 Beneficiary profile

The purpose of this section is to present the key demographic characteristics of project beneficiaries (both CLTs and Learners), thereby supporting an assessment of whether the project is attracting its intended target audience.

Analysis shows that the project is attracting CLTs and Learners from the targeted digitally excluded groups.

4.1 CLTs

Analysis of the CLTs registered to the project shows that many are from the digitally excluded groups that the project is targeting; 78% are under the age of 35, 56% are female and 17% live with a disability. The age, gender and disability status profile of CLTs is shown in the figures below, overall and for each country.

Figure 3 Age of CLTs (n=243)

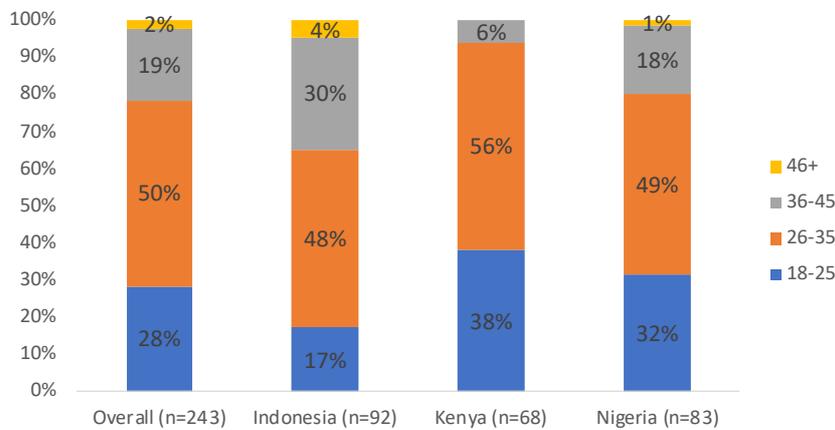


Figure 4 Gender of CLTs (n=243)

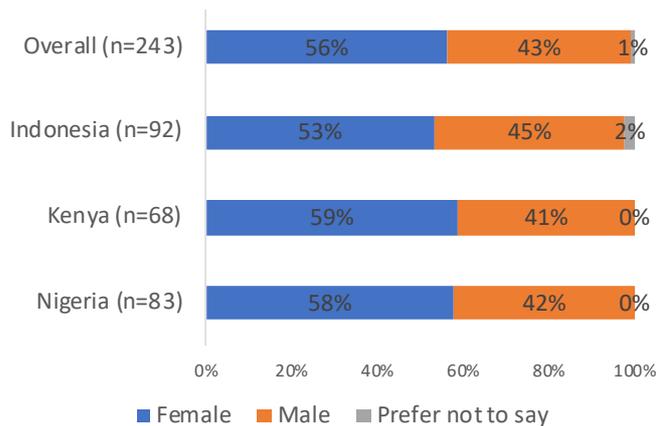
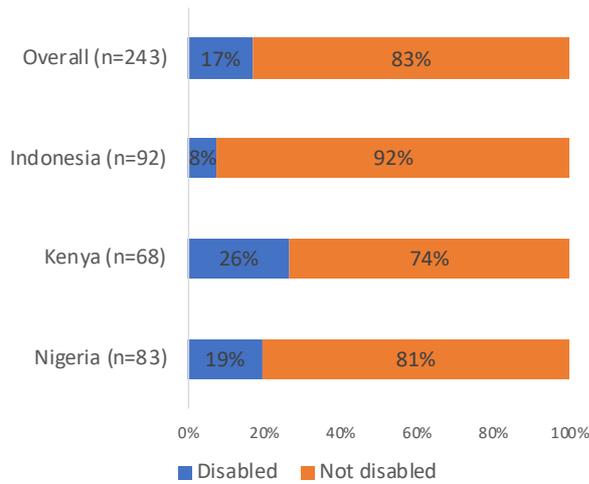


Figure 5 Disability status of CLTs (n=243)



4.2 Learners

Learners are also from the digitally excluded groups that the project is targeting, with 83% under the age of 35, 65% female and 21% living with a disability. The profile of Learners in each of the three countries is similar. The profile of Learners overall and by country are shown in the figures below.

Figure 6 Age of Learners (n=3,915)

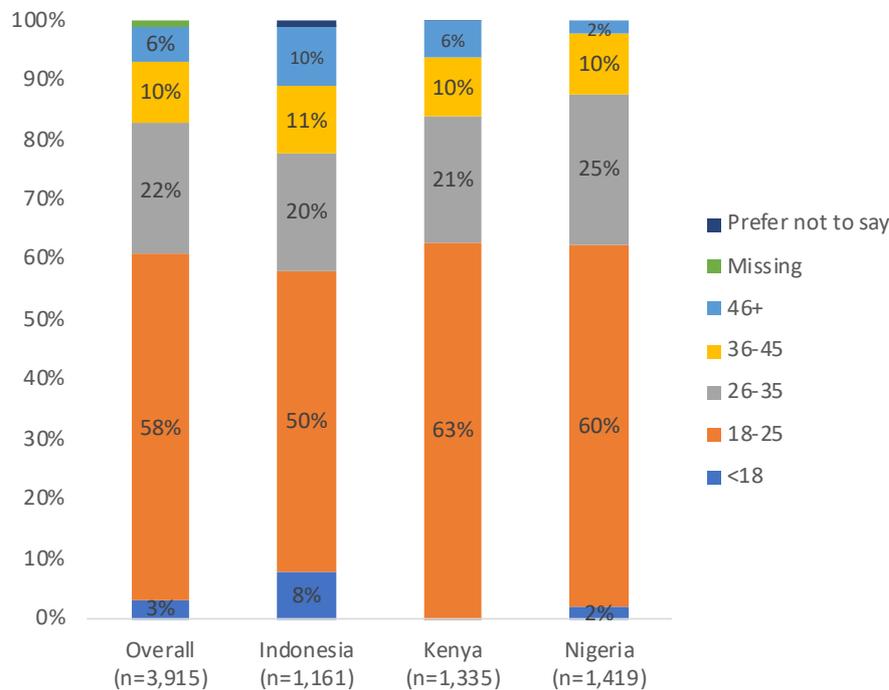


Figure 7 Gender of Learners (n=3,915)

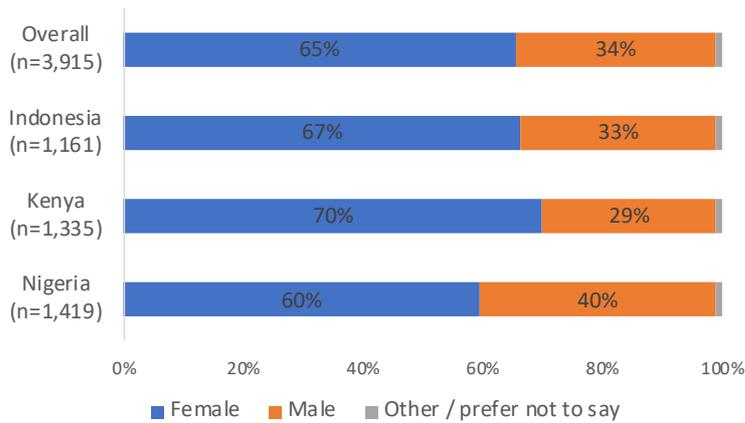


Figure 8 Disability status of Learners (n=3,915)

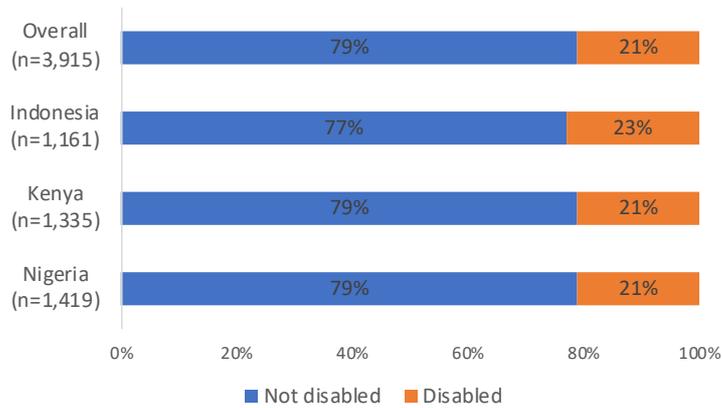
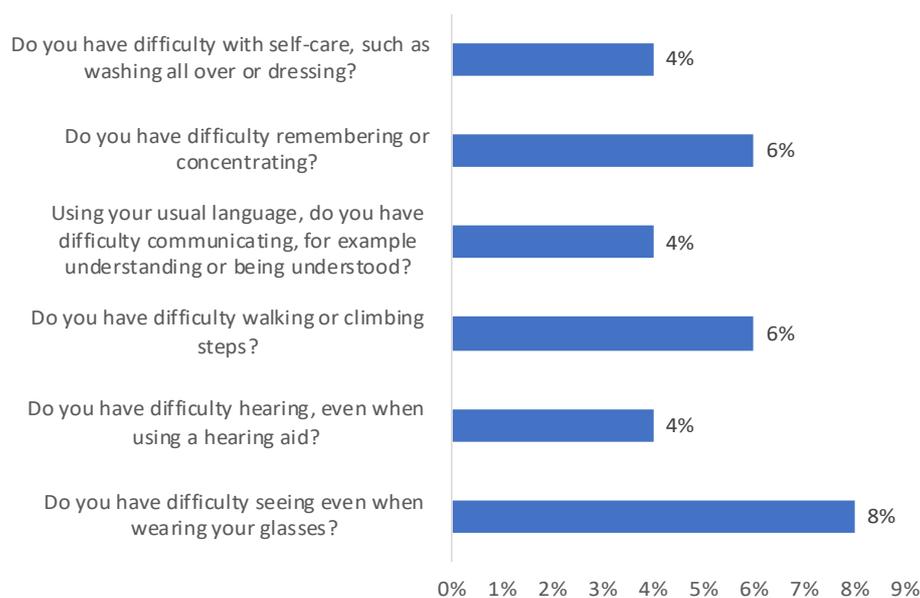


Figure 9 Disability type - Proportion of Learners that have difficulty with the following (n=3,915)



5 Beneficiary motivations and needs

This section summarises findings from an analysis of CLTs' and Learners' needs and motivations, in order to support an assessment of how far these are being met by the project, and whether planned project outcomes are likely to be achieved.

In summary, the analysis shows that:

- > CLTs want to improve their abilities in digital skills training
- > CLTs are recruited with appropriate levels of education, experience and skills for their role
- > The majority of CLTs are confident in their abilities in digital skills training for excluded groups.
- > There is potential for skills improvement amongst CLTs.

It also shows that:

- > Learners are keen to improve their digital skills
- > Around half of Learners are self-employed
- > The majority of Learners do have access to a digital device
- > Most Learners experience some difficulty in accessing the internet
- > Relatively few Learners have taken part in digital skills training before.

These key findings are explored further in the sections below.

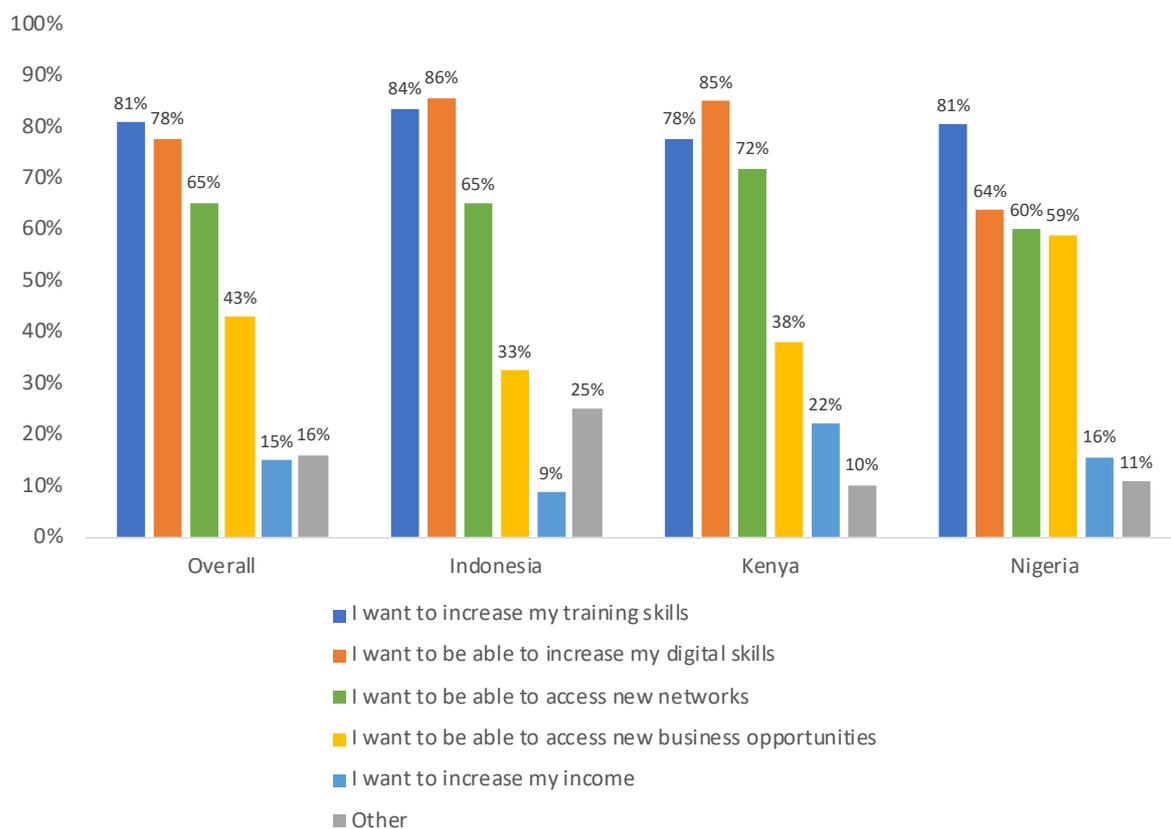
5.1 CLTs

Motivations

The main reasons for individuals wanting to be CLTs is to increase their digital skills and training skills

CLTs were asked about their motivation to join the project and train Learners. They were provided with a list of prompted options and were asked to select up to three options that applied to their situation. The reasons selected most frequently were to *increase digital and / or training skills*, followed by *wanting to access new networks* and *to access new business opportunities*. A smaller proportion of CLTs wanted to be a CLT in order to increase their income. Responses were broadly similar across the three countries, however compared to Kenya (85%) and Indonesia (78%), fewer Nigerian CLTs (64%) said they wanted to increase their digital skills. Also, Kenyan CLTs (22%) had a higher proportion reporting that they wanted to increase their income when compared to CLTs in Nigeria (16%) and Indonesia (9%). The analysis of coded responses is shown in the figure below.

Figure 10 Reasons given why individuals wanted to be a CLT (n=243)

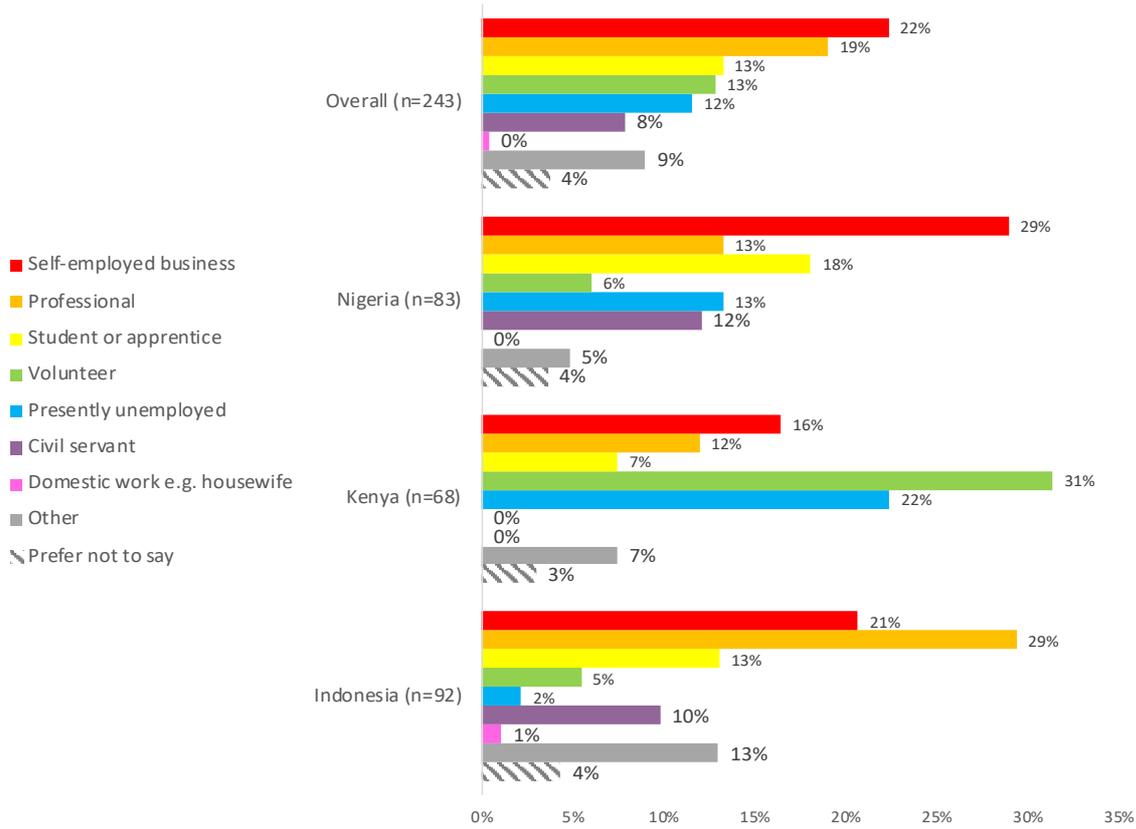


Existing experience

Recruited CLTs have appropriate experience

Many CLTs are either self-employed or are employed in the professional services sector. CLTs were asked what they do for a living and were asked to select from a list of options. The results are shown in the figure below. One in five (22%) are self-employed and a further one in five (19%) work in the professional services sector. The project has also attracted students across all three countries, and a notable proportion of CLTs (in Kenya, @ 31%, in particular) stated their occupation as, Volunteer.

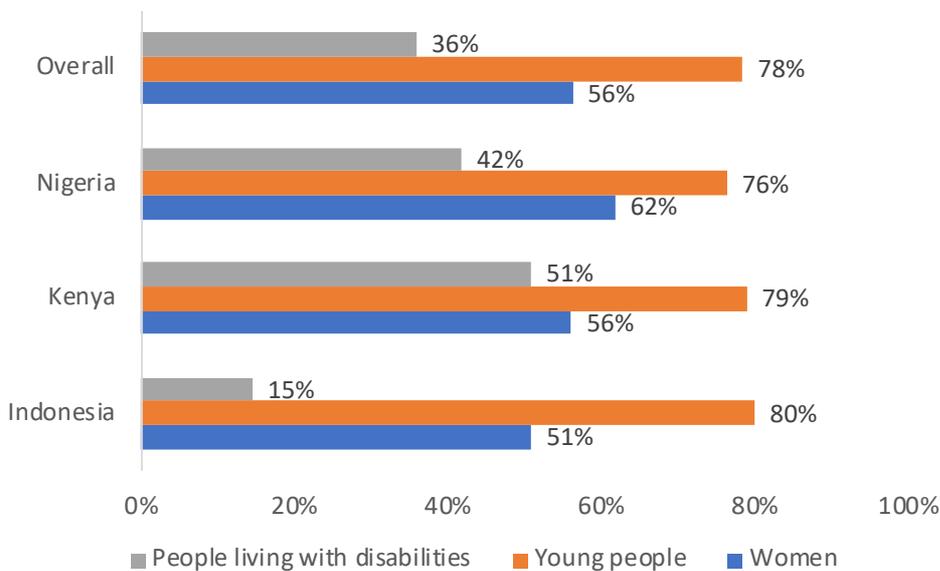
Figure 11 CLTs' occupation (n=243)



Two thirds of the CLTs (69%) across all three countries have delivered digital skills training before. Of those, almost all (98%) have trained one or more of the digitally excluded groups that SIDP is targeting.

CLTs were asked whether the digital skills training they had delivered previously included training for any of the SIDP target groups; women, young people and PLWD. Over three quarters of CLTs (78%) have delivered training to young people, half (56%) have delivered training to women and one third (36%) have delivered training to people living with disabilities.

Figure 12 CLT previous experience of delivering training to SIDP's targeted digitally excluded groups (Select all that apply) (n=167)



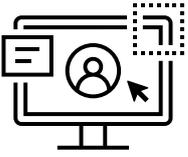
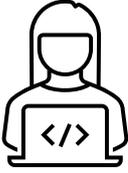
Existing skills

The recruited CLTs are educated and have relevant skills for the CLT role

Overall, three quarters of CLTs are educated to university level. The findings suggest that there is a higher proportion of CLTs in Indonesia (83%) and Kenya (84%) educated to university level compared to 61% of CLTs in Nigeria. The cohort of CLTs also speak a wide range of languages relevant to the communities that they live and work in.

CLTs were asked to describe their skills in digital literacy and their experience as trainers or facilitators in conducting digital skills training workshops for people living with disabilities, women and young people in their communities. Responses were coded, and the proportions of CLTs citing specific experience or qualifications are shown in figure 13.¹²

Figure 13 Themes identified in CLT responses when asked to describe their skills and experience in digital literacy and as a trainer / facilitator in conducting digital skills workshops for people living with disability, youth and women in communities

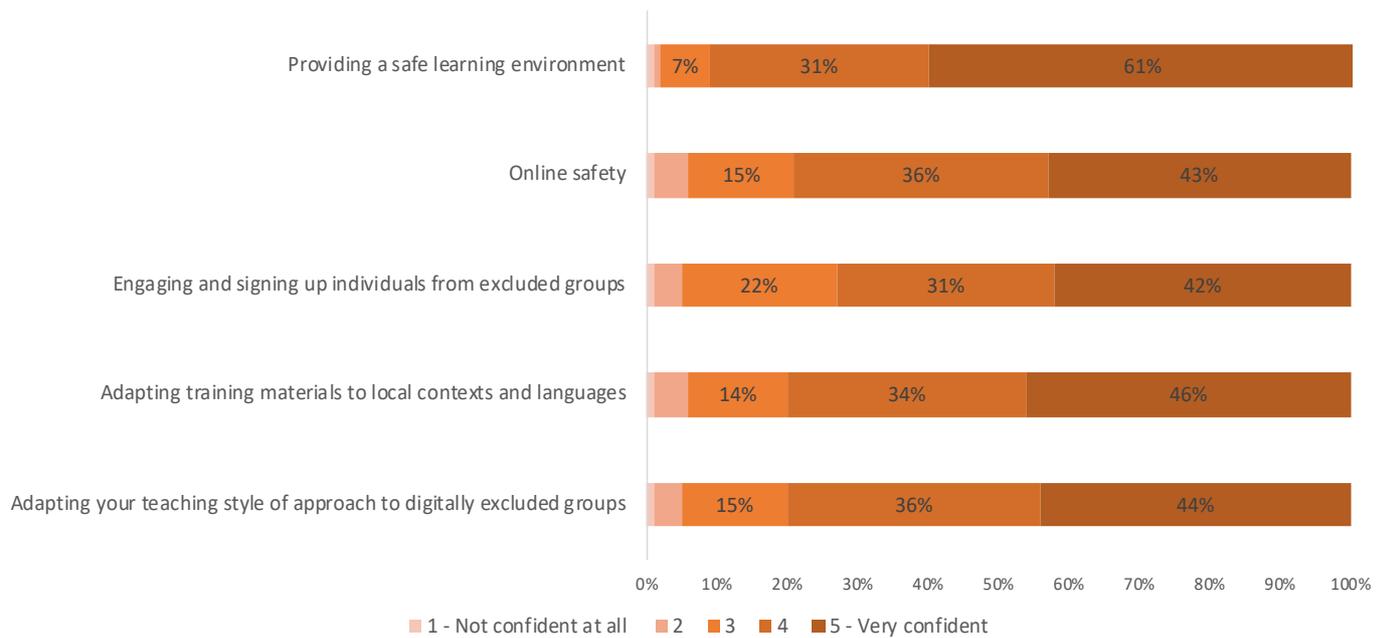
	<p>45% have a teaching or training background, some of whom specifically mentioned an education / training qualification</p>	<p><i>“Because I work as an educator, I use a lot of online learning applications to support my learning with students, such as video conferencing applications such as Zoom and several other applications that help me give assignments or materials to students such as Google Classroom.” (CLT, South Sulawesi, Indonesia)</i></p>
	<p>14% have an IT related qualification and / or a job related to IT / digital</p>	<p><i>“I am a software engineer by profession with over five years of working experience. I have a vast knowledge of digital skills with demonstrated experience from working as volunteers with some donors, and proficient in working with Windows and all Microsoft products, and capable of working with Linux.” (CLT, Nasarawa, Nigeria)</i></p>
	<p>28% have basic to intermediate digital skills for personal or business use e.g. use of Microsoft (MS) applications, sending / receiving emails, social media</p>	<p><i>“I am knowledgeable with computer packages such as Microsoft Word, PowerPoint, MS Excel and Internet browsing. Use of social media platforms such as Facebook, Whatsapp, YouTube, LinkedIn and Instagram.” (CLT, Mukuru, Kenya)</i></p>

The majority of CLTs are confident in their digital training abilities to digitally excluded groups.

CLTs were asked to rate their confidence on a scale of 1 to 5, where 1 is not at all confident and 5 is very confident, for a range of skills relevant to digital skills training to digitally excluded groups. Responses are shown in the figure below. Three quarters or more rated their confidence as 4 or 5 out of 5 for each aspect. A small proportion (approximately 5%) of CLTs are not confident. Responses were broadly similar across the three countries.

¹² 17% of respondents did not specify their skills

Figure 14 CLT's confidence in aspects of digital skills and training (on a scale of 1 to 5 with 1 being not at all and 5 being very confident?) (n=243)

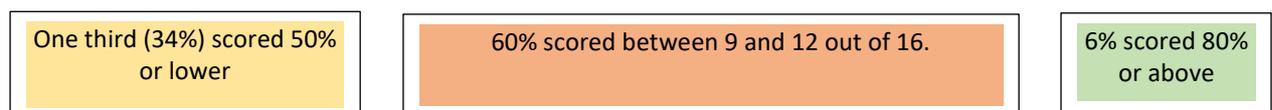


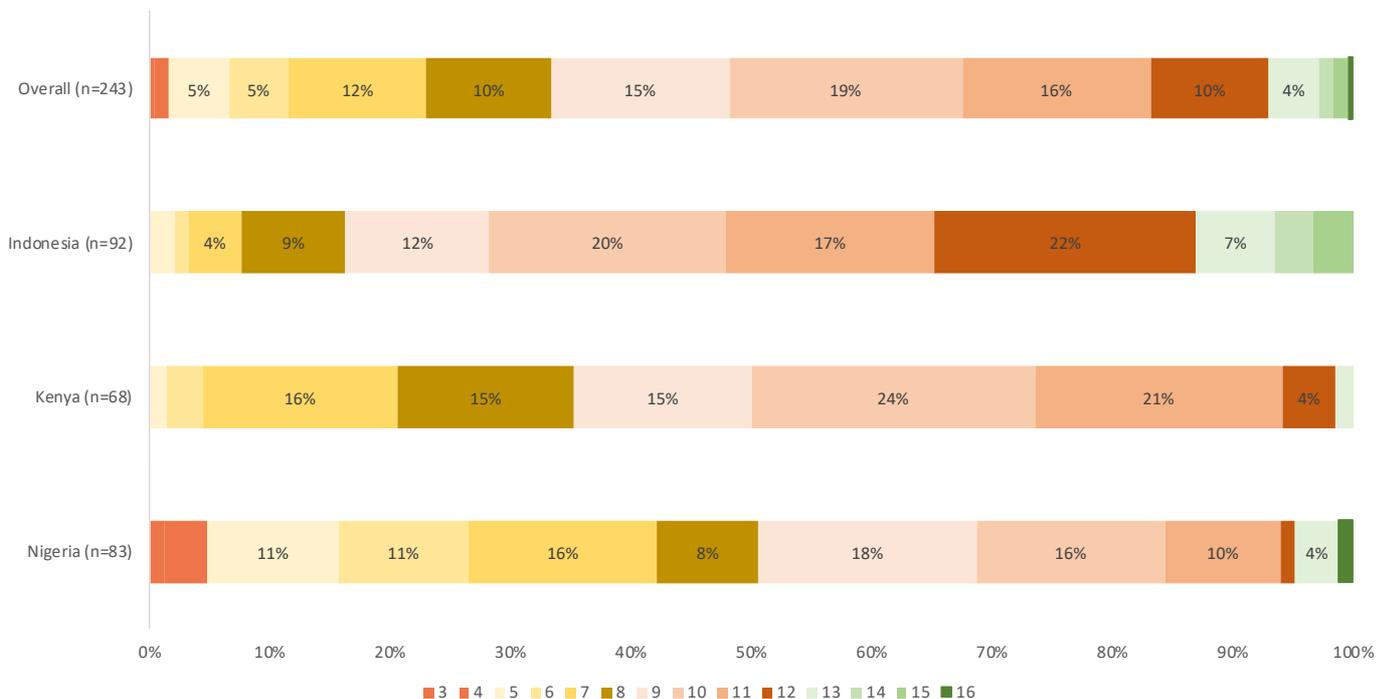
There is potential for skills improvement amongst CLTs

Upon registering, CLTs were asked to answer 16 questions to assess their existing level of knowledge associated with digital skills training to digitally excluded groups. The questions are based on the Trainer Training Manual that was developed as part of the SIDP project and the Trainer Training sessions. CLTs will be asked the same 16 questions at the end of the project to understand whether the training has resulted in an increase in their knowledge.

The average score on the assessment was 9.4 out of 16, or 59%. Analysis of results shows that there is potential for CLTs to increase their knowledge in the relevant areas, with only a small proportion (6%) scoring 80% or higher on the test.

Figure 15 CLT baseline knowledge assessment score (number of questions answered correctly out of 16) (n=243)





Analysis of the results suggests that areas of strength in CLTs' knowledge include (% in brackets shows the proportion of CLTs that answered correctly):

- > Knowledge of what to do when Learner's struggle to read and write (91%)
- > Addressing concerns of Learners and their families, which might be obstacles to participation in the project (91%)
- > Methods to recruit Learners to the training sessions (85%)
- > Building rapport with Learners (83%)
- > How to prepare for training sessions (76%)

In contrast, much lower proportions of respondents were able to correctly answer questions related to:

- > Online safety (17%)
- > The appropriate teaching methods needed for Learners who fear they may break the technology (21%)
- > Dealing with learners who have experienced trauma (21%)

5.2 Learners

Motivations for participating in SIDP training

Learners want to improve their digital skills, and roughly half specifically want to use these skills in an existing business or to start a new business

Learners were asked what motivated them to apply for the SIDP training. Their verbatim responses were analysed. The most frequently cited response was: *to improve digital skills*. Other motivations, cited by a small proportions of Learners, are included in the table below, along with illustrative quotes from Learners:

Table 9 Learner motivations for joining SIDP

To help the local community	<i>"I want to be a community volunteer – to help people in my community." (Learner, Mukuru, Kenya)</i>
To set up a new business or improve an existing business	<i>"For more information on the digital space and this is something you can use to promote your business." (Learner, Mukuru, Kenya)</i>
To help secure an IT related job	<i>"I am very interested in computer programming and I want to be a programmer." (Learner, Tarauni, Nigeria)</i>
For general self-development	<i>"Digital literacy is a norm in today's world, so I would like to gain knowledge." (Learner, Papua, Indonesia)</i>
To improve general job opportunities	<i>"The world is digitalised and having this training will provide me with more opportunities in terms of job and growth." (Learner, Kibera, Kenya)</i>

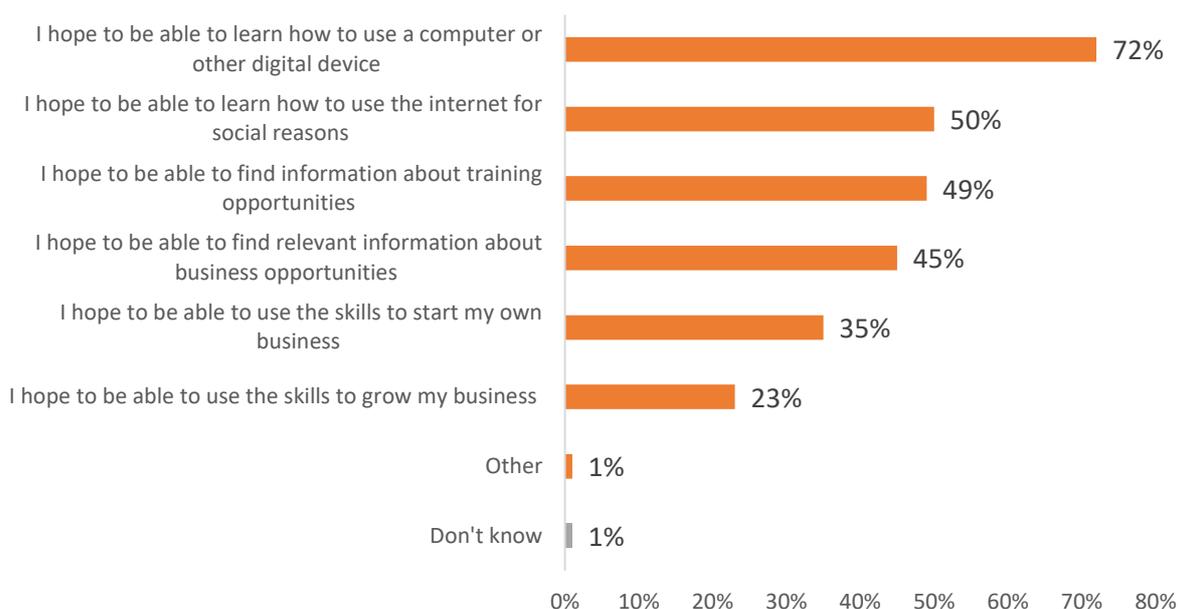
Learners were also asked to describe the skills they expect to gain from the SIDP training. The following themes were identified from verbatim responses:

- > How to search for information online
- > How to use social media
- > How to apply for jobs online
- > How to get an email address
- > How to operate a computer
- > How to register for and participate in online learning
- > How to recognise fake news

A small number of Learners specifically mentioned that they are teachers and wanted to pass on learning from the SIDP training to their students: *"I am a married woman and a teacher and I want to use this training to gain more knowledge on my digital skills so as to assist my children and students." (Learner, Dala, Nigeria.)*

Learners were asked what they hope to gain from attending the SIDP training. They were provided with a list of options and asked to select up to three options. The option most frequently selected by Learners was: *I hope to be able to learn how to use a computer or other digital device.* Responses are shown in the figure below.

Figure 16 Learner hopes from attending the digital skills training offered by the SIDP project (n=3,908)



Existing skills and experience

Approximately half of all learners have their own business or are self-employed and a further third are employed. The majority have not received digital skills training before.

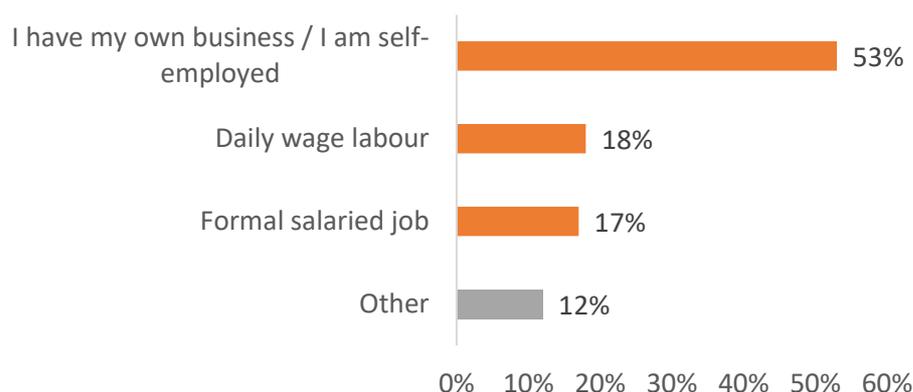
Overall, 39% of Learners have paid work or sell something to make money. However, there are notable differences between the three countries, as shown in the table below.

Table 10 Proportion of Learners who have paid work or sell something to make money in each country

Country	Proportion of Learners who have paid work or sell something to make money	Proportion of Learners that do not have paid work or sell something to make money
Nigeria (n=1,419)	53%	47%
Indonesia (n=1,161)	42%	58%
Kenya (n=1,335)	22%	78%

Learners who have paid work or sell something to make money were asked what kind of job they had. Half of these respondents said they had their own business or were self-employed. Responses are shown in the chart below for Learners in all three countries. Responses were broadly similar across the three countries.

Figure 17 Learner's type of paid work (n=1,505)



Learners who have their own business or are self-employed were asked to give more details. Learners are engaged in a wide range of activities which include personal services such as hairdressing, beauty and fitness training, fashion design and making garments, catering and hospitality services, construction and engineering services, retail of food stuffs and a range of other items.

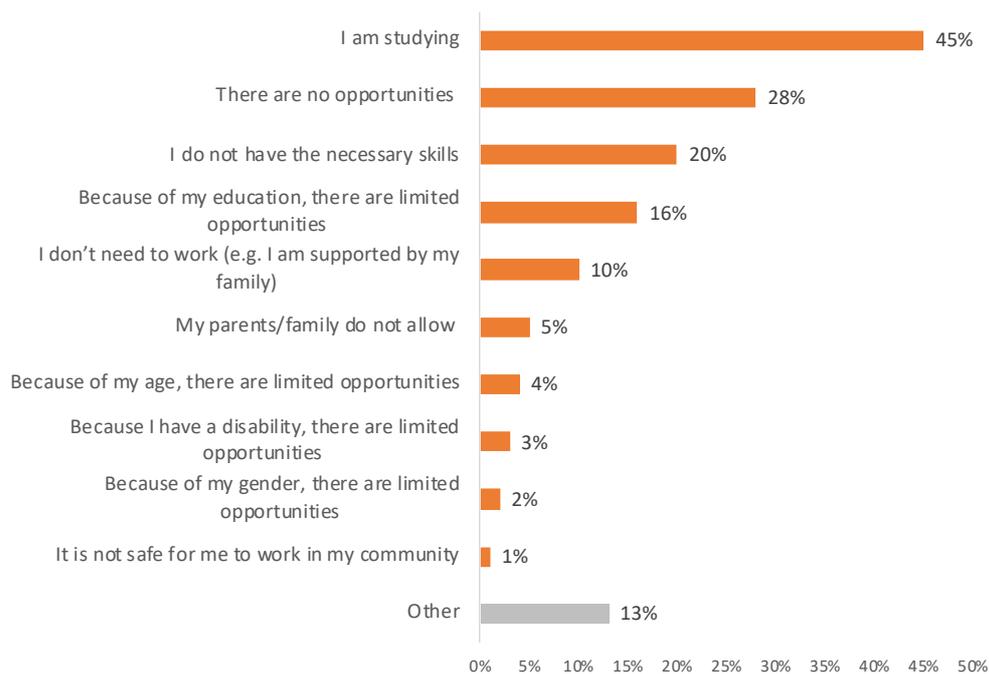
Learners who answered 'Other' were asked to specify. In most cases, responses suggested they are involved in casual labour.

Learners who answered that they do not have paid work (61%) were asked about the main reasons for this. Respondents were provided with a prompted list of options and were asked to select up to three options that were most relevant to them. The most frequently selected reason for not having paid work was: *I am studying*, selected by 45% of Learners who do not have paid work. This is followed by approximately a quarter (28%) of Learners without paid work who selected *There are no opportunities*, and one in five (20%) who selected, *I do not have the necessary skills*. There were some notable differences in responses by country:

- > 53% of Learners without paid work in Kenya selected *There are no opportunities*, compared to 19% in Indonesia and 22% in Nigeria
- > A smaller proportion of Learners in Kenya (20%) selected *I am studying*, compared to 51% in Indonesia and 55% in Nigeria.

Responses are shown in the figure below.

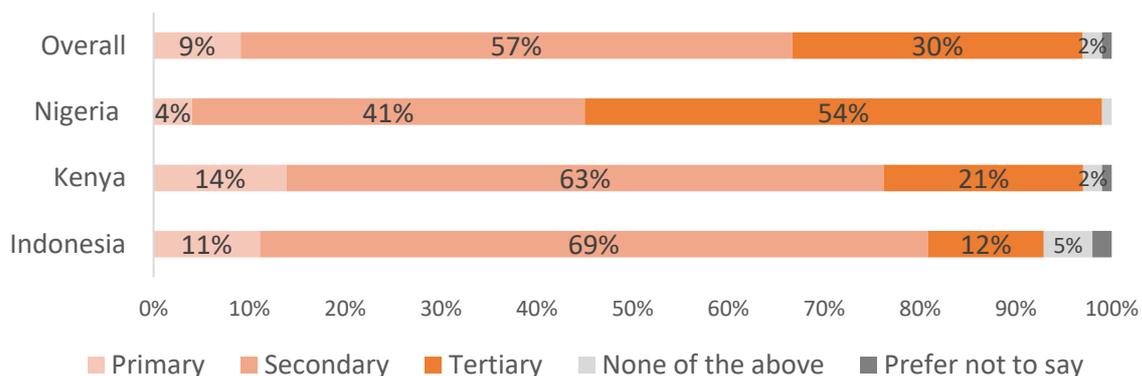
Figure 18 Main reasons why Learners do not work? (Multiple choice; select up to three options) (n=698)



Respondents who selected *Other* were asked to specify their reason. The majority stated that they did not experience any specific challenges. For the few that did specify, reasons include not having enough capital to start a business or having recently completed their studies.

One third of Learners have completed tertiary-level education and over half of Learners have completed secondary education. Responses do differ by country, with a higher proportion of Learners in Nigeria (54%) having completed tertiary education, compared to 12% of Learners in Indonesia and 21% of Learners in Kenya.

Figure 19 Education level completed by Learners (n=3,915)



Overall, 15% of Learners said that they have received digital or IT skills training before. The proportion of Learners in Indonesia was slightly smaller (8%) compared to 19% of Learners in Kenya and 16% of learners in Nigeria.

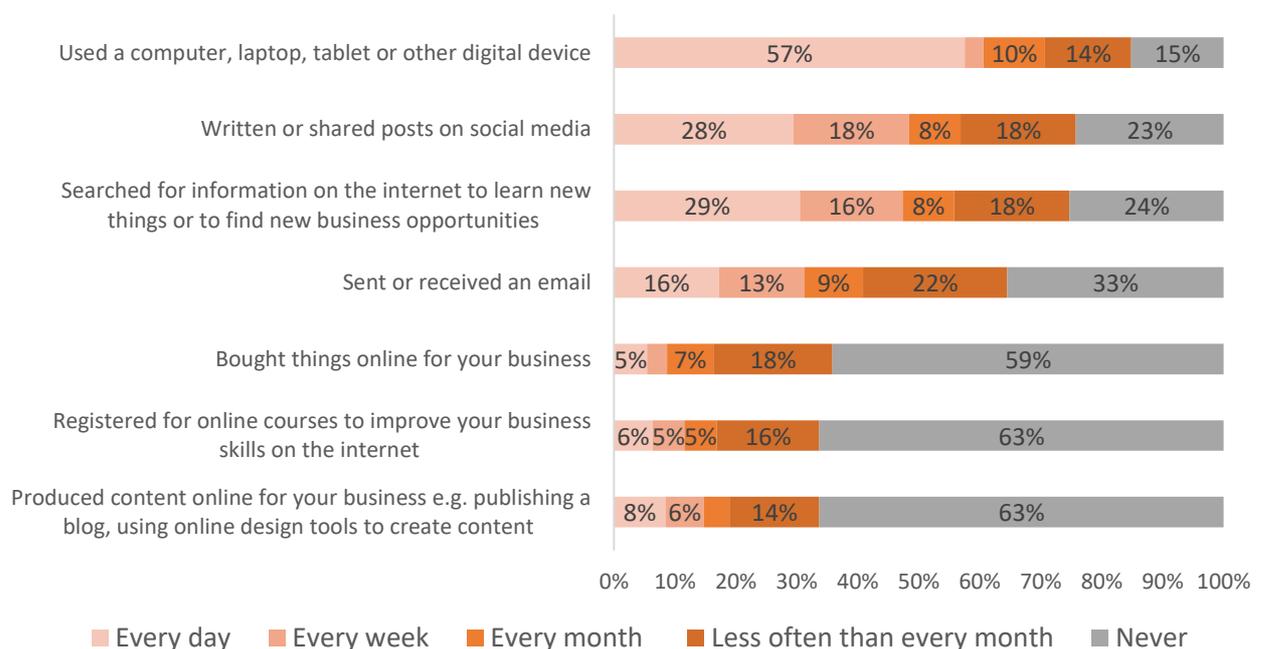
Of Learners stating they have received digital or IT skills training before, the majority mentioned that this was basic computer skills learned at school. Other examples of prior digital or IT skills training cited by Learners include:

- > Specific skills such as using spreadsheets, data entry and data processing, word processing
- > Digital marketing courses

- > More advanced digital skills such as graphic design and web design
- > Diploma or Certificate in Information Technology
- > Training through the Implementing Partner delivering SIDP (e.g. Nairobis, ACWICT, Start Up Kano).

Learners were asked, for a range of different digital tasks, how frequently they do them. Over half (57%) of Learners use a computer or other digital device every day and just over a quarter write or share posts on social media (28%) and / or search for information on the internet to learn new things (29%). Just over a quarter (29%) send or receive an email at least every week. However much smaller proportions use the internet specifically for business related purposes – almost two thirds have never bought things online for a business (59%), registered for an online course to improve their business skills on the internet (63%) or produced content online for a business (63%). Responses are shown below in full.

Figure 20 Frequency of Learners performing digital skills / tasks in the last six months (n=3,915)

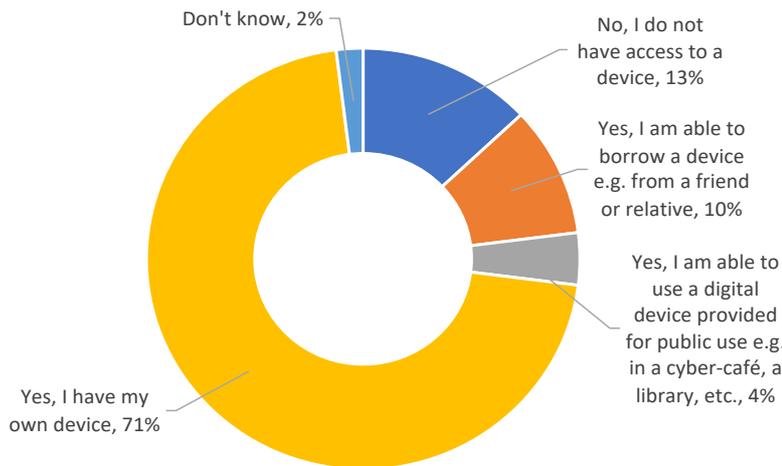


Access to a digital device and the internet

Whilst the majority have access to a digital device, Learners experience challenges with accessing the Internet, affording data / credit and a lack of knowledge about using the Internet.

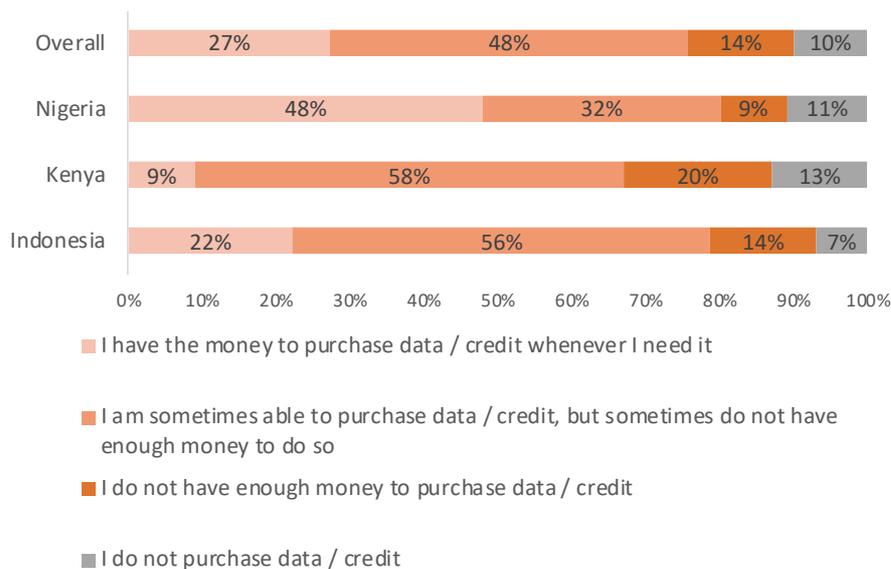
Encouragingly, 71% of Learners have their own digital device and a further 14% are able to use or borrow a device from elsewhere. The proportion of Learners selecting each option was broadly similar in each country.

Figure 21 Learner access to a digital device (n=3,910)



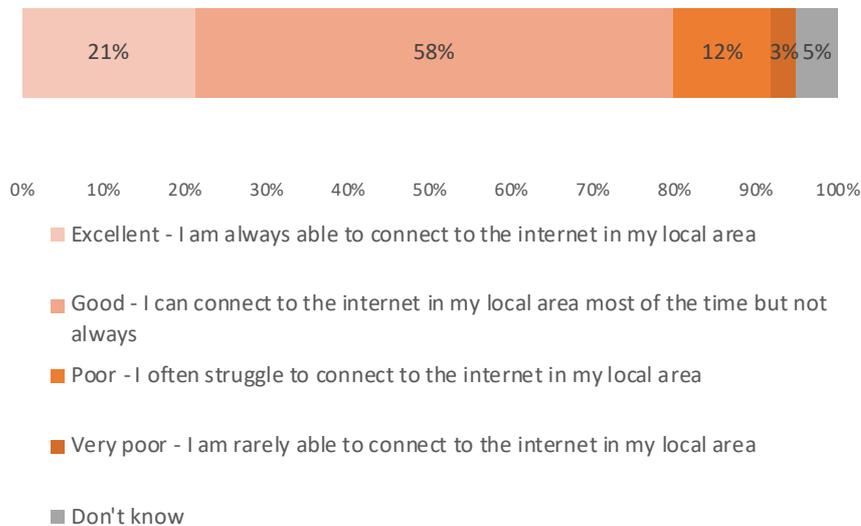
Overall, approximately one quarter of Learners are able to purchase data / credit whenever they need it, however almost two thirds (62%) are not. Responses also differ by country: almost half of Learners in Nigeria say they are able to purchase data / credit whenever they need it, compared to just 22% in Indonesia and 9% in Kenya. Responses in full are shown in the figure below.

Figure 22 Learner ability to purchase data / credit (n=3,903)



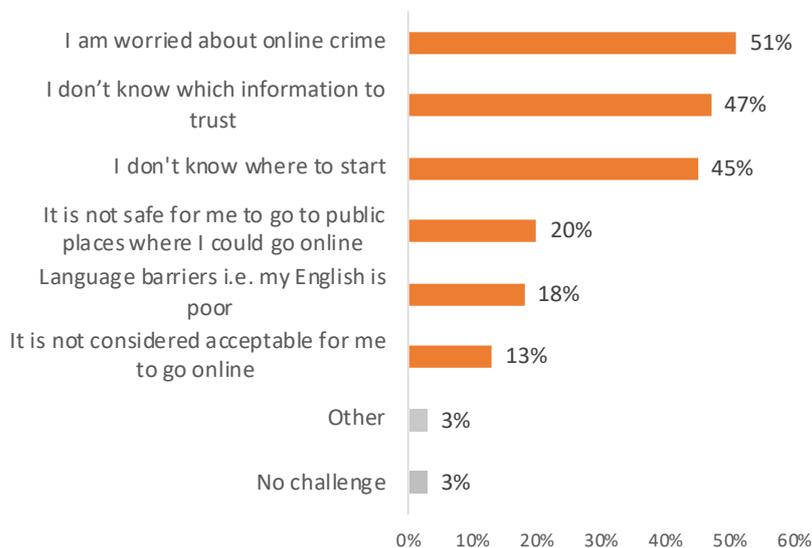
Furthermore, approximately three quarters (73%) of Learners have problems connecting to the Internet at least some of the time. Learners were asked to rate the Internet coverage in the community that they live. Responses are shown in the figure below. Responses were broadly similar for each country.

Figure 23 Learner ratings of the internet coverage in the community that they live (n=3,891)



Almost all Learners (97%) said that they experience challenges when accessing the Internet. The challenges experienced by the largest proportions of Learners are: concerns about online crime, not knowing where to start and not knowing which information to trust. Responses were broadly similar across the three countries, with the exception of language barriers, where over one third (37%) of Learners in Indonesia selected this as a challenge, compared to 9% in Kenya and 11% in Nigeria.

Figure 24 Learner challenges when accessing the internet (Multiple choice; select up to three options) (n=3,854)



For respondents that selected *Other*, they were asked to specify. In the main, these respondents said that they experienced network problems.

6 Delivery and management

This section firstly provides an early assessment of the evidence against the Theory of Change. It then goes on to capture learnings regarding what is working well and the lessons learnt in delivering and managing the project by reflecting on the qualitative interviews conducted with the project team, Implementing Partners and wider stakeholders.

6.1 Early assessment against Theory of Change

The evidence collected as part of the baseline assessment:

- > **Confirms the context for the SIDP project:** the target audiences are digitally excluded. Conventional workshop models are not necessarily suitable for all, as they do not take into consideration social and cultural barriers that prevent digitally excluded groups from accessing information online, taking part in online activities and / or attending training. The majority of participants do have a digital device and do carry out some digital tasks on a regular basis, but often experience challenges accessing the Internet or affording data. The SIDP team are taking account of Covid-19 restrictions in managing project delivery.
- > Suggests that **inputs from funders, British Council and implementing partners have been provided as planned.**
- > Indicates the majority of activities have been delivered as expected: Rapid Situational Analysis was produced, training materials developed, ETLs / CLTs trained, and delivery of digital training to Learners is well underway.
- > Confirms progress is being made against **outputs.** This is documented in section 2; in brief, CLT Trainer Training has taken place and delivery of digital skills training to Learners is underway.

As to be expected, at this stage of the project delivery and evaluation, there is less evidence regarding:

- > Whether CLTs / Learners are being sign-posted to further training, or work opportunities
- > Training materials have been disseminated
- > A trainers' Community of Practice has been developed
- > Whether any outcomes or impact have been achieved.

These will be assessed as part of the end-of-project evaluation.¹³

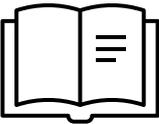
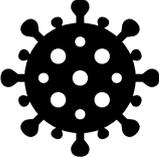
There is some early evidence against some of the assumptions detailed in the Theory of Change; details are summarised in the table below.

Assumption	Assessment
1. CLTs have further opportunities for teaching digital literacy	No evidence yet
2. There is sufficient use of / engagement with the Community of Practise	No evidence yet
3. Beneficiaries do not face any challenges to digital participation from family / community	13% of learners said that it was not considered acceptable for them to go on-line
4. Beneficiaries do not have any negative experiences communicating online	There is no evidence to suggest that beneficiaries have had negative experiences communicating online so far

¹³ It has now been confirmed that SIDP will continue until December 2022. The planned end-of-project assessment (July 2022) should therefore be considered as an end-of-phase assessment, following the completion of large-scale training delivery.

Assumption	Assessment
5. Those attending intermediate level training have the opportunity to apply their knowledge in an entrepreneurial setting (a business or a social enterprise).	Half of learners overall (53%) have a business or are self-employed, although it is unclear at present how many of these will undertake the Intermediate level training.
6. There is demand for CLTs	No evidence yet
7. There is demand for the products / services being marketed / sold	No evidence yet

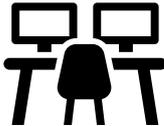
6.2 What is working well?

	<p>The training manuals have been co-created by the British Council, ELTs and the consultants commissioned to produce them (Red Ochre). There is consensus amongst stakeholders interviewed that the content of training materials is thorough and the process of co-creation means that key stakeholders are confident in the quality of training materials. .</p> <p><i>“There has been negotiation to ensure that a wide range of views and expertise are reflected in the set of materials. The materials have been developed close to the country in which they are going to be delivered. Materials development was real co-creation, generating ideas for the training; we’ve been more ambitious with what we’ve achieved.”</i> (SIDP project team member, UK)</p> <p><i>“The training manuals are good - they align well with Microsoft Training - the benefit of that is that this is something we feel very comfortable to deliver.”</i> (Implementing Partner, Nigeria)</p>
	<p>There was a lot of interest in the CLT role, with large numbers of applications. It has been viewed as an attractive opportunity and the online application form was simple and easy to complete.</p> <p><i>“CLT recruitment went very well - less than five days and we received over 500 applications! It was successful as the Implementing Partners have greater reach with the communities, and the process was not complicated – just one on-line form to fill in.”</i> (SIDP project team member, Kenya)</p>
	<p>CLTs are from, and have strong links with, the communities where they are working. When the CLTs applied for their role, they identified the priority communities to receive the digital skills training. Most CLTs are part of the community, have engaged with the community or approached organisations focused on the situation of people living with disabilities, women and youth in order to understand how they will benefit from the learning.</p>
	<p>Trainer Training of CLTs was largely successfully adapted to Covid-19 restrictions. Much of the delivery was done online or through hybrid methods (simultaneous online and in-person delivery). WhatsApp was also used. There were challenges where the Internet signal could not support online delivery.</p>

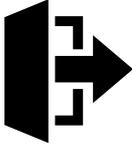
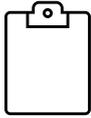
	<p>The project delivery teams are working flexibly to meet the needs of the target audience based on CLTs' discussions with Learners to understand their needs. This includes flexibility in the scheduling of training and use of neutral training spaces as well as adaptation training spaces as nurseries, giving mothers the opportunity to care for their children, use of sign language interpreters and use of assistive technologies.</p> <p><i>"We needed to take Ramadan into consideration, and we needed break-out spaces for prayer times." (Implementing Partner, Indonesia)</i></p> <p><i>"There are cultural issues to consider in some communities – for example with punctuality, and the times people are willing to attend training." (Implementing Partner, Nigeria)</i></p>
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6.3 Lessons learnt

	<p>Timescales have been the biggest challenge so far in the project. Some aspects of project delivery have taken longer than anticipated, e.g. materials development and procurement of Implementing Partners. The original timescale for delivery of the project was ambitious – especially given the additional challenges of co-ordinating activity across different countries and time-zones. Restrictions arising from the Covid-19 pandemic have also slowed delivery at times. This has had implications on the timescale for delivery of the remainder of the project.</p> <p><i>"We have learned that it all takes a lot longer - at every step there have been challenges." (SIDP project team member, UK)</i></p> <p><i>"Sometimes I feel like we need more time to think strategically about these things." (SIDP project team member, Nigeria)</i></p>
	<p>Following from the point above, there have been challenges in recruiting sufficient numbers of Implementing Partners in each country. The Due Diligence process has also been an important factor, meaning that not all organisations successfully submitting tenders were subsequently appointed as Implementing Partners.</p>
	<p>Whilst CLTs are generally proficient in explaining the theoretical content of the training, some are less skilled and experienced in facilitating the practical aspects – which are essential for the targeted groups of Learners. There was insufficient time for CLTs to practice and improve their skills in this area before training delivery began.</p> <p><i>"CLTs were very conversant with digital skills, so very easy to train them in that sense, but really they need more support and training, including facilitation skills." (ELT, Kenya)</i></p>
	<p>Whilst stakeholders interviewed are confident that the target number of Learners can be registered for training before the end of June 2022, some interviewees felt there is a risk of not all Learners completing training by that time. The main challenge is the limited time built in for contingency, given the likelihood that not all Learners who have registered will attend the scheduled training. Project teams in each country are working hard on ways to mitigate this, e.g. by having a reserve list of Learners, should others not attend as planned.</p> <p><i>"It's important that we retain people once they have registered. . It's about articulating and convincing them of the benefits. " (SIDP project team member, Nigeria)</i></p>

	<p>There are also concerns that the Learner outcomes relating to economic opportunities will be difficult to achieve due to a number of factors: three days total training time may not be sufficient to have this effect:</p> <ul style="list-style-type: none"> > The relatively short duration of the project does not allow sufficient time for individuals to practice and implement skills learned in training > In some countries / areas the basic and intermediate training sessions are happening simultaneously, with the result that some basic skills Learners will not have access to a progression route.
	<p>Understanding of the monitoring systems in place is variable. Despite the evaluation team providing detailed briefings to Implementing Partners and CLTs about the monitoring system, one interviewee said that they were unsure of what the monitoring system entailed and one Implementing Partner said they were developing their own tools.</p>
<p>L-001-123</p>	<p>Difficulties arose when some CLTs and Learners entered the URN incorrectly on their online forms, despite the briefings provided to Implementing Partners and CLTs by Winning Moves and British Council.</p>

6.4 Recommendations for the remainder of the project

	<p>Quantity vs quality: The balance between achieving volume (number of Learners taking part in training within the planned timescale) and providing quality (training at a level that enables planned Learner outcomes to be realised) should be continually reviewed. Delivery of training in certain localities should be adjusted accordingly. Specific recommendations include:</p> <ul style="list-style-type: none"> > Extending the amount of time that each Learner is trained for from 3 days to a minimum of 5 days > Extending the duration of the project to allow contingency time between training cohorts, so that CLTs have greater flexibility to provide additional support to Learners who want or need it > Including time in the project delivery schedule for Learners to practice the knowledge and skills they have gained.
	<p>Exit strategy: The assumption that CLTs and implementing partners will be able to provide ongoing support in their communities after the SIDP project finishes may not hold true and should be reviewed. Some CLTs lack access to a device / the Internet and they may be unable to commit more time to unpaid training, given their need to make a living. Specific recommendations include:</p> <ul style="list-style-type: none"> > Providing CTLs and Implementing Partners with additional resources so that their coordination expertise, and their venues, can be used to support the continuation of training provision
	<p>Monitoring and evaluation: Additional measures should be introduced to ensure project delivery teams and implementing partners fully understand the end-of-project monitoring and evaluation requirements. These could include:</p> <ul style="list-style-type: none"> > Additional briefings on the end-of-project tools. These may be more effective, in terms of creating shared expectations, if offered face-to-face, in the local language and possibly on a one-to-one basis. .

Appendix A: Baseline Evaluation tools links

Tool	Link
CLT registration form	https://forms.office.com/Pages/DesignPage.aspx?
CLT baseline form	https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=K8an8y2UrUyOImwFTTisWflseSjCj1HhTnFsn0333FUQlpPVUxVS1c4MzLVNDAwR0OyM0pBUTM5RS4u&Token=465df9bfc8c54520bf91f8790ea6bd67
Learner registration form	https://forms.office.com/r/rVEmwYACrv
Learner baseline form	https://forms.office.com/r/ZAf7LFwaLB
Learner Knowledge Assessment 1	https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=K8an8y2UrUyOImwFTTisWdztn1RGSzBlhUKVFOwBS2NUOVISRTNMOUJKNDawSIBLWec3MVVLR1dZRS4u&Token=22792cf2-085c-479d-8539-c5b27d37df71
Learner Knowledge Assessment 2	https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=K8an8y2UrUyOImwFTTisWdztn1RGSzBlhUKVFOwBS2NUMkROMDBOSkE2Q0dNUUNSOE1WUjdaUEM1Ty4u&Token=22792cf2-085c-479d-8539-c5b27d37df71
Learner Knowledge Assessment 3	https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=K8an8y2UrUyOImwFTTisWdztn1RGSzBlhUKVFOwBS2NUQ000WVZCV11MVIWU9ZSEVGVjczRjhORy4u&Token=22792cf2-085c-479d-8539-c5b27d37df71



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