MEL Framework for Technology-Supported Remote Trainings

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MEL Framework

Set of questions and indicators for measuring and evaluating...
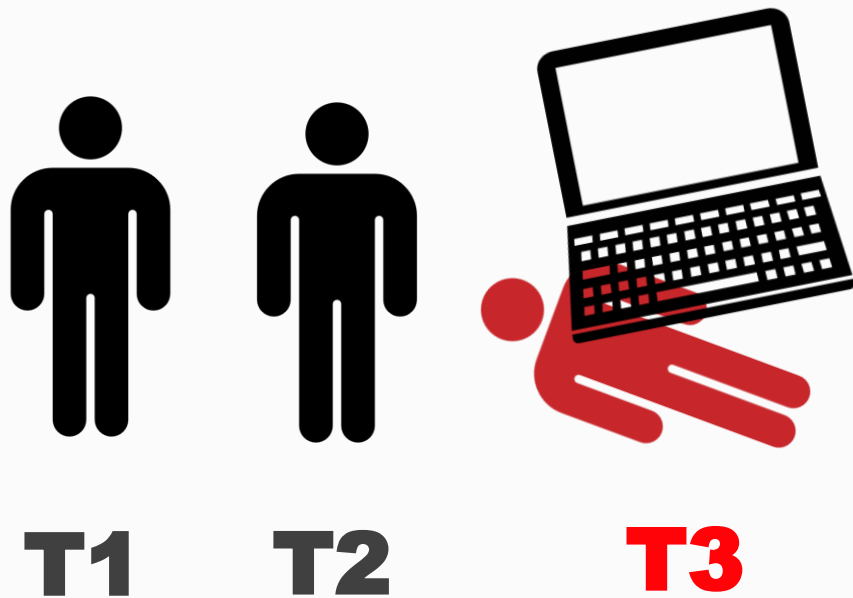
for Technology Supported

[Events] conducted entirely using technology
(ie Virtual group meetings)

or were enhanced by technology
(ie online learning modules used by groups of teachers)...

Remote Trainings

Broadly defined as any professional development activity that was conducted with some or all facilitators/ participants in a different location

Problem Statement

T1 **T2** **T3**

- Existing evidence on remote training from Global North, higher education, or focuses on technology as a supplement

- Over-simplified "with/without" evaluations at scale – inconclusive, lose nuance at scale. Need formative, process-oriented, contextually specific evaluations.

- With increasing demand, increasing need to examine issues of access, equity, quality, timeframe pressure and scaling, cost
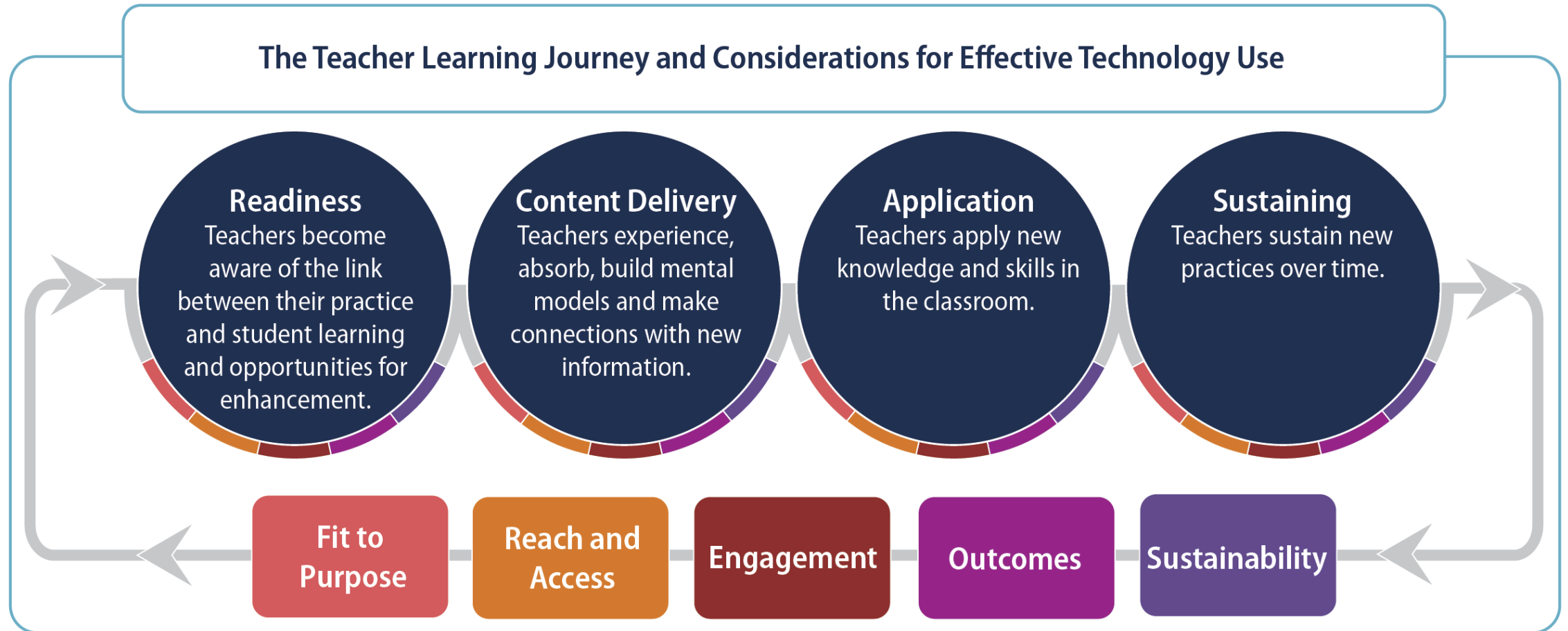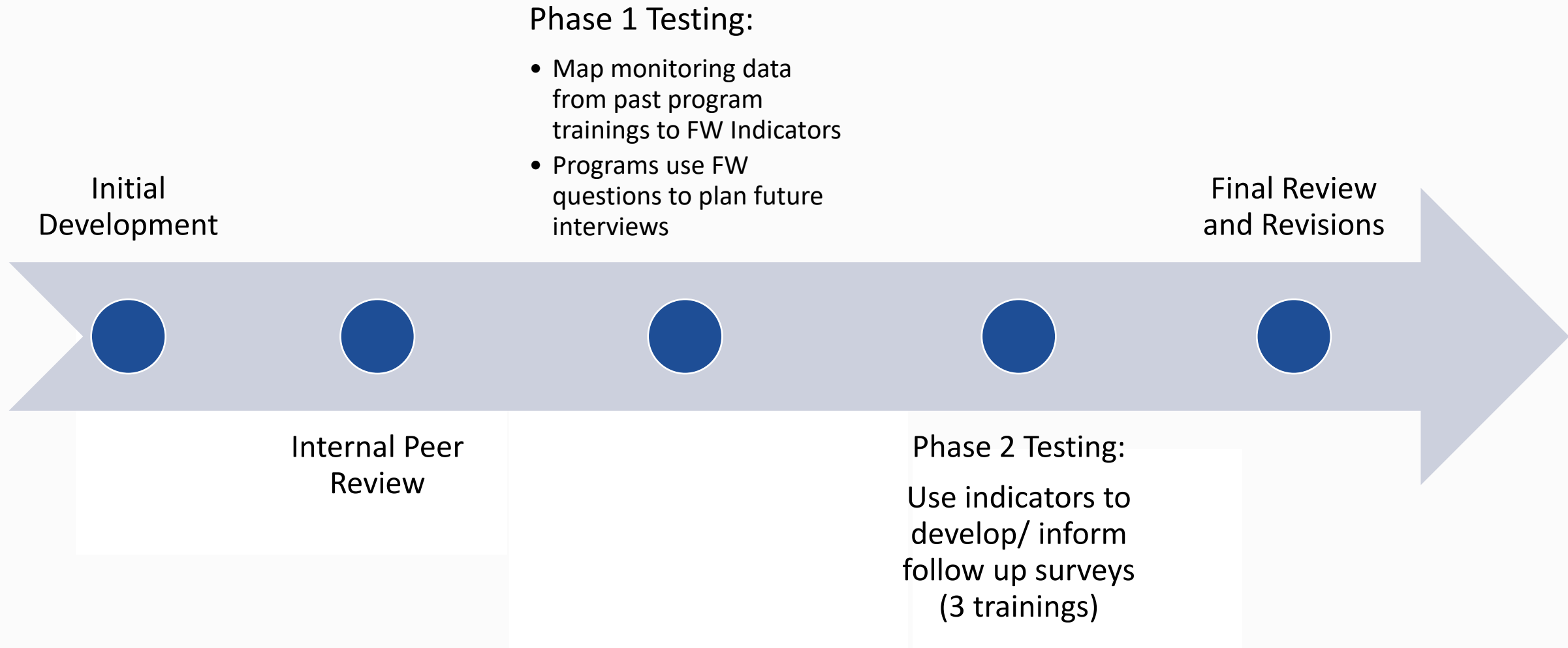
Photo taken by Rachel Jordan, USAID Uganda School Health and Reading Program, 2018. Photo taken in Nakapiripirit District.

Development

Conceptual Framework

The Teacher Learning Journey and Considerations for Effective Technology Use

Readiness
Teachers become aware of the link between their practice and student learning and opportunities for enhancement.

Content Delivery
Teachers experience, absorb, build mental models and make connections with new information.

Application
Teachers apply new knowledge and skills in the classroom.

Sustaining
Teachers sustain new practices over time.

Fit to Purpose

Reach and Access

Engagement

Outcomes

Sustainability

Testing

Photo taken by Rachel Jordan, USAID Uganda School Health and Reading Program, 2018. (Photo Shows Margaret Adiit, CCT Kadungulu, Serere)

Framework Review and Testing

Phase 1 Testing:

- Map monitoring data from past program trainings to FW Indicators
- Programs use FW questions to plan future interviews

Initial Development

Final Review and Revisions

Internal Peer Review

Phase 2 Testing:

Use indicators to develop/ inform follow up surveys (3 trainings)

Framework Review and Testing

● = present
● = absent
● = somewhat present

Country	Technology/ functionality	Reading	Test recall	Practice	Assignments	Feedback	Audio or video lecture	Video explainer	Share video	Summative evaluation	Synchronous session(s)	Asynchronous on demand	Peer exchange	Persistent (can revisit)
Kyrgyzstan	🟢	🟢	🟢	🟡	🟢	🟡	🟢	🟢	🟡	🟢	🟢	🟢	🟢	🟡
Liberia	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🔴	🟡	🔴	🟢	🟢	🟢	🟡
Philippines	🟡	🟢	🟡	🟡	🟢	🟢	🟢	🟡	🔴	🟢	🟢	🟢	🟡	🟡
Malawi	🟡	🔴	🟢	🔴	🟡	🟡	🟢	🔴	🔴	🟢	🟢	🟢	🟢	🔴
Uganda	🔴	🟡	🔴	🔴	🔴	🔴	🟢	🟢	🔴	🔴	🔴	🟢	🔴	🟢

Application

Five Essential Considerations

Fit to Purpose

Design and technology respond to gaps the training seeks to address and to the needs and resources of the target population.

- Purpose
- Target Audience
- Content Parameters
- Instructional Design
- Dosage/duration

Reach and Access

All intended users are able to access technology, training activites and resources.

- Access – User Needs
- Reach

Engagement

Training is implemented and received as intended, is relevant, and is captivating to users.

- Communication
- User Testing
- Participation Fidelity
- Satisfaction/Perceived Value

Outcomes

Technology-supported approaches result in learning and behavior change.

- Learning
- Behavior Change

Organizational Performance + Sustainability

Technology-supported approaches can be planned for, maintained, and improved on by government or other entities.

- Capacity
- Cost
- Resources

Two Sections

GUIDING QUESTIONS
for planning and measuring training

This section is for team leaders who are implementing a training that is remote or using any type of technology.

C. Content Parameters	Include this question in training plans and discussions	
C1 How will the training content respond directly to the needs that this training is addressing? (See Purpose – a1 – pg 1.)	✕	✓
C2 Does it make sense, or is it possible, to employ **hardcopy materials?** When and how?	✕	✓
C3 Does it make sense, or is it possible, to employ **communications technology** (e.g., SMS text messaging, phone, Zoom, Facebook)? When and how?	✕	✓
C4 Does it make sense, or is it possible, to employ **knowledge- or content- sharing technology** (e.g., Google Classroom, Moodle course, Tangerine®)? When and how?	✕	✓
C5 What infrastructure considerations or limitations should you consider when selecting technology for this activity?	✕	✓
C6 Will you have opportunities to use the available technology for 1) retrieving and playing videos; 2) managing tasks or assignments; or 3) conducting assesments?	✕	✓

INDICATORS
for monitoring, evaluation and learning

This section is for team leaders who are implementing a training that is remote or using any type of technology.

A. Learning	Include this indicator in monitoring and evaluation for training	
A1 Proportion of surveyed participants who report improved attitudes toward the content of the training (e.g., differentiation, inclusion, student feedback)	✕	✓
A2 Proportion of surveyed participants who report increased levels of self-efficacy in implementing practices targeted by the training	✕	✓
A3 Proportion of surveyed participants who report that their training participation contributed to their professional growth in areas targeted by the training	✕	✓
A4 Average amount of time (in minutes) participants take to complete or pass a self-directed learning module or unit	✕	✓
A5 Proportion of surveyed participants who demonstrate improved content knowledge from pre-training test to post-training test	✕	✓
A6 Proportion of surveyed participants who pass the training exit test	✕	✓

Next Steps

Communicate - https://bit.ly/3v1QCl9

Collect

Focus on Learning/Application

Acknowledgments | Contact

More Information

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