

Lesotho Training M&E Report 2009

Introduction

The surveys were administered in paper format to trainees directly after the Africa '09 training. 126 surveys were collected, which is far higher than in any other country, and thus the information is the best available for the Africa '09 programme. It is certainly likely that some of the responses were people who did several courses and thus submitted multiple surveys, though this does not greatly confound the data.

Section One- All respondents

1. Trainee Profiles

Total number of responses	126
Male	60 (48%) ¹
Female	65 (52%)
Respondents under 18	3 (2%)
18-30	67 (53%)
30-40	37 (29%)
40-50	12 (9%)
50-60	5 (3%)
Over 60	2 (1%)
Number of teacher respondents	69 (54%)
Number of student respondents	18 (14%)
Number of school administrator respondents	9 (7%)
Number of respondents with no school function	30 (23%)
Male teachers	38 (55%) ²
Female teachers	30 (45%)

¹ Of 125 responses. On teacher did not specify their gender.

² Of the 68 teachers who specified their gender.

The performance indicators for the training are considerably higher than the average performance of the Camara Hubs. Demonstrating 69 teachers trained is a considerable achievement, especially given the operational difficulties within the Hub and the limited marketing to schools. The gender balance of the teachers is also highly positive, with only a small bias towards males. Bizarrely six of the trainees were police officers, which presumably has an interesting explanation. Two of the teachers were lecturers from the university. A serious problem was that only 28 of the teachers were from schools that had received or were due to receive Camara computers. An enormous 59% of teachers were either from non-Camara schools or were unsure. In many ways the teachers who were unsure are of little value to the programme given that even if they are from Camara schools they have very little involvement with the Learning Centres.

Number of teachers from recipient schools	28 (41%) ³
Number of teachers from schools that were not recipients	14 (20%)
Number of teachers respondents who were unsure	27 (39%)

2. Training Modules

Total number of courses attended by respondents	126
Intermediate Skill-builder	47 (37%)
Networking	6 (5%)
Basic Skill-builder	47 (37%)
PC Repair and Maintenance	5 (4%)
Moodle	17 (13%)
Linux	4 (3%)

³ Of the 69 teachers.

3. Distances travelled for training

Less than 5km	48 (41%) ⁴
5-10km	24 (21%)
10-40km	29 (25%)
40-100km	11 (9%)
100-200km	3 (3%)
Over 200km	2 (2%)

4. Trainee Course Timing Preferences

Respondents who want future training to be full-time	76 (63%) ⁵
Respondents who want future training to be part-time	45 (37%)
Respondents who want future training to last 1 day	0
Respondents who want future training to last 1 week	15 (13%) ⁶
Respondents who want future training to last 2 weeks	19 (16%)
Respondents who want future training to last 1 month	28 (24%)
Respondents who want future training to last 3 months	19 (16%)
Respondents who want future training to last 6 months	19 (16%)
Respondents who want future training to last over 6 months	18 (15%)

⁴ Of 117 respondents. Nine respondents did not specify.

⁵ Of 121 respondents. Five did not specify.

⁶ Of 118 respondents. Eight did not specify.

Section Two- All respondents

Self-Efficacy

Perceived self-efficacy can be described as self-belief in one’s abilities to succeed in specific situations. It has been shown to have ramifications in terms of how people approach problems, perseverance, and resilience to adversity.⁷ The self-efficacy section of the survey was introduced in view of the fact that without direct testing objective measures were unachievable for 2009. Unfortunately, the survey is limited by the fact that a baseline was not established prior to the training. Nonetheless, there are valuable insights apparent in terms of apparent gender differentials. The respondents were asked to rate how true each of ten statements were for them. To quantify the data, a score was then allocated to each answer as the statement became increasingly true. The questions are standardised and extremely robust, though volunteers reported some linguistic issues. The findings are tabled below. The scores were allocated as follows:

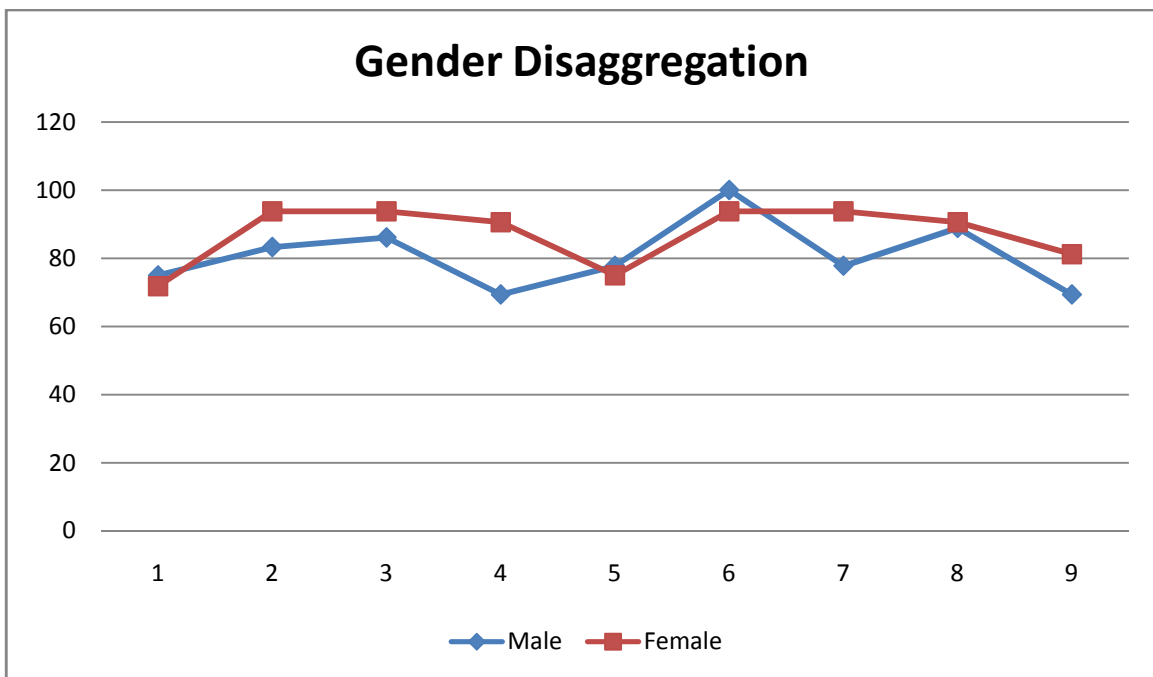
Exactly true	100 points
Moderately true	75 points
Hardly true	50 points
Not at all true	25 points

Questions	Mean
1. I can always manage to solve difficult problems if I try hard enough.	79.4
2. If someone opposes me, I can find the means and ways to get what I want.	73.5
3. It is easy for me to stick to my aims and accomplish my goals.	88.2
4. I am confident that I could deal efficiently with unexpected events.	89.7
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	79.4
6. I can solve most problems if I invest the necessary effort.	76.5
7. I can remain calm when facing difficulties because of my coping abilities.	97.1
8. When I am confronted with a problem, I can usually find several solutions.	85.4
9. If I am in trouble, I can usually think of a solution.	89.7
10. I can usually handle whatever comes my way.	75

⁷ For more on self-efficacy read <http://www.des.emory.edu/mfp/BanEncy.html> Accessed 22nd September 2009.

The self-efficacy results were disaggregated by gender, age, and occupation for the Tanzania report. With only 17 self-efficacy responses from Lesotho a rigorous disaggregation would be less useful. However, there are very interesting trends that emerge from the data, especially given that all respondents were teachers. The most striking findings were firstly that the mean reported self-efficacy was so high; and secondly that again women reported higher perceived self-efficacy than men on all but three of the ten criteria. The respondents were most confident with their abilities to cope when faced with difficulties, findings solutions to problems, and dealing with unexpected events. They were least comfortable with facing opposition from others.

In terms of gender disaggregation, men were markedly more confident in their coping abilities. Women, by contrast, deemed themselves more capable in terms of dealing with unexpected events and findings solutions to problems. The pattern is very similar to that seen in Tanzania, and offers quite a radical new perspective on gender among teachers in Africa.



Section Three- Teachers Only

1. Relevance and Delivery

The purpose of section three was to ascertain how useful the training was for the 69 teachers specifically. They were asked to rate the training content, its delivery, and its relevance to their teaching requirements. Points were allocated to each rating:

Score	1	2	3	4
Content relevancy	Very relevant	Quite relevant	Not very relevant	Not at all relevant
Content rating	Very useful	Quite useful	Not very useful	Not at all useful
Delivery rating	Very good	Quite good	Not very good	Very poor

Consequentially, an average rating approaching one is optimal whereas an average rating of four is the least desirable possible score. On this basis the average course content, delivery, and relevancy ratings are all very positive

Content rating	1.14
Delivery rating	1.16
Relevance of content to teaching requirements	1.28

2. Confidence in using computers

Teachers were also required to rate their confidence in using computers both before and after the training. Again scores were allocated to each answer and an average rating was determined. The possible answers and their scores are detailed below, followed by the disaggregated results:

Score	1	2	3	4
Confidence	Very confident	Quite confident	Not very confident	Not at all confident

Group	Confidence before training	Confidence after training	Points change
Teacher average	2.38	1.34	1.04
Male teachers	2.26	1.26	1
Female teachers	2.48	1.4	1.2

Interestingly male teachers reported marginally higher confidence in using computers both before and after training. Given that males reported lower overall self-efficacy it is interesting that they reported higher levels of confidence specifically in this respect.

3. Planned frequency of use in the classroom

Frequency	Number of citations
Several times a week	31 (49%) ⁸
Once a week	10 (16%)
Several times a month	11 (17%)
Once a month	1 (2%)
Several times a year	8 (13%)
Once a year	0
Never	0

⁸ Of 63 teachers. Six did not specify.

4. Difficulties in attending

Teachers reported relatively little difficulty in attending the courses. Given that it was a week long and there was no cost this is probably to be expected. Possible difficulties were listed and teachers were asked to tick the difficulties that they encountered. The selections were as follows:

Difficulty	Citations
Cost of the training	0
Distance travelled to attend	5
Getting time off work	3
Cost of accommodation and food	0
Leaving family for the duration of the training	2
Other difficulties not listed	0
No real difficulties attending	16

5. Cost/ Benefit assessment?

Teachers were asked to assess as to whether the course was worth the time and cost incurred. The training was free of charge, and deemed highly useful by virtually all respondents, but the overwhelming feedback was that the course was too short. It seems very likely that some teachers took this question as an opportunity to express the need for more time. Logistically this is probably impossible for short-term volunteers and highlights the need for more training support from the local Hubs.

	Citations
Definitely worth the time and cost	34 (59%) ⁹
Probably worth the time and cost	13 (22%)
Probably not worth the time and cost	4 (7%)
Definitely not worth the time and cost	7 (15%)

⁹ Of 58 respondents. 11 teachers did not respond.

6. Suggested improvements

Teachers were actually very constructive with their feedback, with 54 of the 69 making suggestions. Some took another opportunity to commend the training, which corroborates with the positive reports overall. In terms of improving the course several teachers said that the classroom was far too cold, with one suggesting that training should be held in the summer. One teacher asked for handouts, while several suggested that using a projector would improve the training. One teacher on the Moodle course requested that the Learning Centre in her school be Networked. Two teachers suggested a more formal assessment would improve the training. An enormous 31 of the 54 respondents for this question said that they needed more time for the training, which strongly corroborates with the findings for the desired duration question.