Intel® Easy Steps

A Digital Literacy Program

Evaluation Toolkit

Table of Contents

Introduction

The Intel® Easy Steps Program aims to develop adult technology literacy skills for bridging digital divide through partnerships with governments, businesses and civil society. Under the program, a range of course or content addressing the above is being offered.

Intel Easy Steps Basic Course is a basic technology literacy course that was designed specifically to help adult learners with little or no computer experience to acquire basic technology skills. This course will help participants develop basic understanding of computers through hands-on experience to carry out basic computer applications. In this course, participants will have a chance to use computers to write, to search information using the Internet, to perform simple and complicated calculations, and to create presentations.

The goals of the Basic Course include:

- To introduce users to the basics of computers.
- To help users gain a basic understanding of the operating system.
- To enable users to explore different software applications such as:
  - Word Processing Software
  - Spreadsheets Software
  - Multimedia Software
- To facilitate users to discover the world of Internet and Email.

Objective of Manual

This set of instruments serve as a guide to formation of evaluation activities within each country where evaluation is needed. Intel provides these instruments to assist the partner agency to craft local evaluation strategies and design.

Intel recommends that the partner agency retains the primary sets of data, and uses the optional sets of data only if needed. In a pilot run, however, Intel recommends that all data be considered to be collected and analyzed, so that all parties can learn from the pilot as much as possible.

1. Training Staff Evaluation Resources

Training Staff

Primary

- **Form T1.1 (Pilot)**: Training Staff Survey
  Time: Once
  Details: Completed at conclusion of Staff Training after **initial** pilot training(s) to collect important formative data on training preparation that can be used to improve future training efforts.
  Sample Size: All new staff

- **Form T1.2 (Sustaining)**: Training Staff Survey
  Time: Once
  Details: Completed at conclusion of ongoing Staff Training to monitor training efforts.
  Sample Size: All new staff

Recommended

- **Form T2**: Training Staff Survey - *Recommended*
  Time: Once
  Details: Completed at conclusion of Staff Training to collect trainer perceptions of training related to their role as trainers, beyond the specific curriculum content. This Recommended survey is **encouraged** for the *Pilot* training and may be used *Sustaining* training activities.
  Sample Size: All new staff

Optional

- **Form T3.1**: Training Staff Survey - *Optional*
  Time: Once
  Details: Completed at conclusion of Staff Training to collect open-ended feedback on trainer perceptions, beyond the specific curriculum content. This Optional survey is **encouraged** for the *Pilot* training and may be used *Sustaining* training activities.
  Sample Size: All new staff

- **Form T3.2**: Training Staff Profile - *Optional*
  Time: Once
  Details: Completed either at the beginning or the conclusion of the Staff Training event to collect basic demographic & skills data on the future trainers. This Optional form is only useful if there are plans for ongoing monitoring of trainer performance.
  Sample Size: All new staff

Training Staff

Form T1.1 (Pilot) Training Staff Survey

Primary

Having completed your training, how well-prepared do you feel to do the following activities with your learners? For each item that follows, select the choice that best represents your experience.

1. Computer Basics	**Not at all prepared** **1**	**Moderately prepared** **2**	**Prepared** **3**	**Well prepared** **4**	**Very well prepared** **5**
a. Facilitate learners' open exploration of new technology tools.	☐	☐	☐	☐	☐
b. Support learners' identification of computer parts and use of components.	☐	☐	☐	☐	☐

2. Introducing Internet	**Not at all prepared** **1**	**Moderately prepared** **2**	**Prepared** **3**	**Well prepared** **4**	**Very well prepared** **5**
a. Support learners' knowledge of Internet Basics and web browsers.	☐	☐	☐	☐	☐
b. Support learners' knowledge of search engines and download functions.	☐	☐	☐	☐	☐

3. Introducing Word Processing	**Not at all prepared** **1**	**Moderately prepared** **2**	**Prepared** **3**	**Well prepared** **4**	**Very well prepared** **5**
a. Support learners in creating and modifying text for word processing.	☐	☐	☐	☐	☐
b. Help learners follow the process for adding pictures and tables to their work.	☐	☐	☐	☐	☐
c. Help learners create documents that communicate clear messages and match intended purposes.	☐	☐	☐	☐	☐

4. Introducing Spreadsheets	**Not at all prepared** **1**	**Moderately prepared** **2**	**Prepared** **3**	**Well prepared** **4**	**Very well prepared** **5**
a. Support learners in creating and modifying tables.	☐	☐	☐	☐	☐
b. Help learners follow the process for adding and modifying rows, columns and cells in their work.	☐	☐	☐	☐	☐
c. Help learners create basic calculations within their work.	☐	☐	☐	☐	☐

d. Support learners in representing the data in their tables by using graphs.	☐	☐	☐	☐	☐

5. Introducing Multimedia	**Not at all prepared 1**	**Moderately prepared 2**	**Prepared 3**	**Well prepared 4**	**Very well prepared 5**
a. Support learners in creating and modifying presentations.	☐	☐	☐	☐	☐
b. Help learners follow the process for adding and modifying presentations with text in their work.	☐	☐	☐	☐	☐
c. Help learners follow the process for adding and modifying presentations with pictures, diagrams, & sounds in their work.	☐	☐	☐	☐	☐
d. Help learners follow the process for adding and modifying their presentations with animation and slide effects.	☐	☐	☐	☐	☐

6. Introducing Email	**Not at all prepared 1**	**Moderately prepared 2**	**Prepared 3**	**Well prepared 4**	**Very well prepared 5**
a. Support learners in creating an email account.	☐	☐	☐	☐	☐
b. Support learners in navigating the features of an email account	☐	☐	☐	☐	☐
c. Help learners follow the process for composing and sending and reading a message.	☐	☐	☐	☐	☐

7. Did you use any of the supplemental Activity Cards?   ☐$_1$ Yes,   ☐$_2$ No

8. If so, please let us know which cards you used and any comments that will help us improve these.
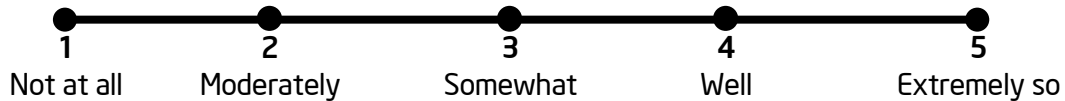
_____

_____

_____

_____

_____
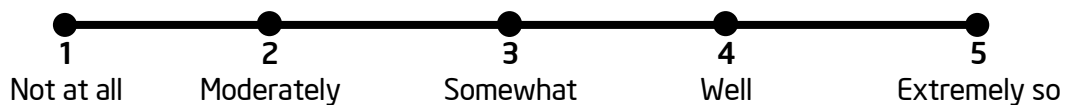
_____

Form T1.2 (Sustaining) Training Staff Survey

Primary

To what extent do you feel the Staff Training has prepared you to facilitate the following Modules? Circle the number that best represents your response:
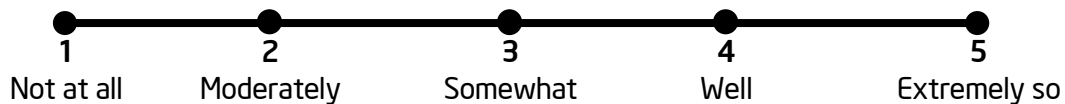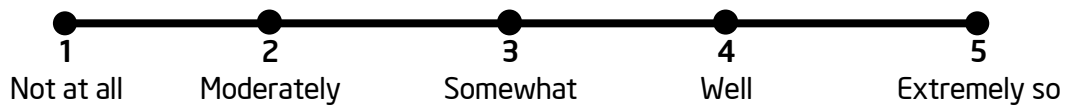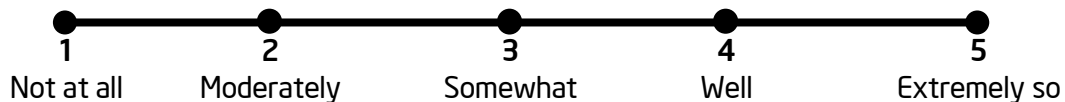
1. **Introducing Computers:**

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

2. **Introducing Microsoft* Windows:**

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

3. **Introducing Word Processing:**

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

4. **Introducing Spreadsheets:**

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

5. **Introducing Multimedia:**

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

6. **Introducing Internet:**

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

7. **Did you use any of the supplemental Activity Cards:**

1	2
Yes	No
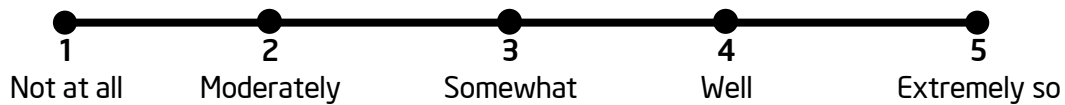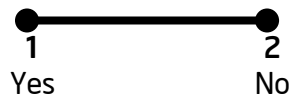
8. If so, please let us know which cards you used any comments that will help us improve these.

   _____

   _____

   _____

Form T2   Training Staff Survey

Recommended

Having completed your training, how well-prepared do you feel the training has prepared you to lead a training session on your own? For each item that follows, circle the choice that best represents your experience.

9. To what extent do you feel the Staff Training has prepared you to facilitate according to a method different from more traditional methods? Circle one number:

| 1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so
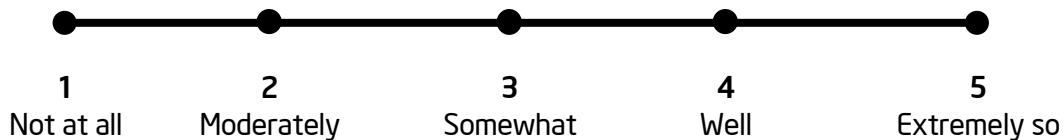
10. To what extent do the Staff Manual and related materials provide you with the resources you need to facilitate the course with learners? Circle one number:

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so
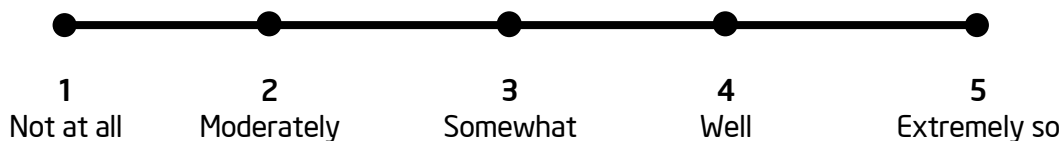
11. To what extent do you feel you will need additional training or support to be able to address challenges that arise while you are facilitating the course? Circle one number:

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so
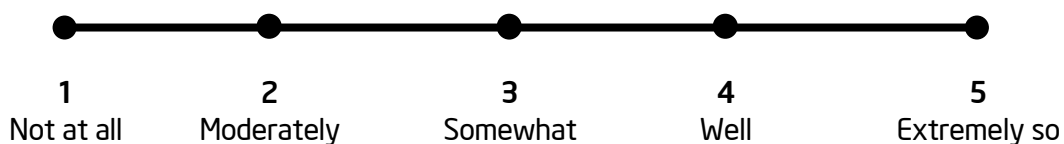
12. Overall, how well do you think the Staff Training has prepared you to facilitate the course? Circle one number:

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so
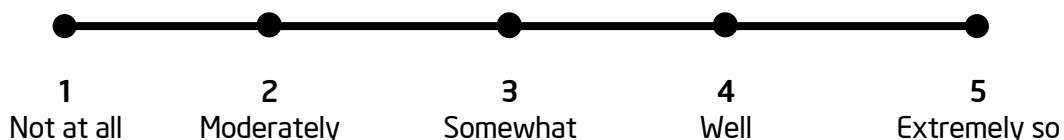
13. How could the Staff Training be improved? Please explain:

_____

_____

_____

_____

_____

Form T3.1   Training Staff Survey

Optional

Having completed your training, please take a moment to provide feedback on the modules included in the Digital Inclusion Program. Your feedback will provide valuable information that will help us improve the content. Thank you.

14. Module 1: Introducing Computers

a. The time spent on this module was: ☐₁ Too Slow, ☐₂ Just Right, ☐₃ Too Fast

b. What, if any, types of problems did you have while completing your training in this module?
_____
_____

c. What, if any, would you recommend to improve this module?
_____
_____

15. Module 2: Introducing Microsoft* Windows

a. The time spent on this module was: ☐₁ Too Slow, ☐₂ Just Right, ☐₃ Too Fast

b. What, if any, types of problems did you have while completing your training in this module?
_____
_____

c. What, if any, would you recommend to improve this module?
_____
_____

16. Module 3: Introducing Word Processing

a. The time spent on this module was: ☐₁ Too Slow, ☐₂ Just Right, ☐₃ Too Fast

b. What, if any, types of problems did you have while completing your training in this module?
_____
_____

c. What, if any, would you recommend to improve this module?
_____
_____

17. Module 4: Introducing Spreadsheets

a. The time spent on this module was: ☐₁ Too Slow, ☐₂ Just Right, ☐₃ Too Fast

b. What, if any, types of problems did you have while completing your training in this module?
_____

Training Staff Evaluation Resources

c. What, if any, would you recommend to improve this module?

_____

_____

18. Module 5: Introducing Multimedia

a. The time spent on this module was: ☐₁ To Slow, ☐₂ Just Right, ☐₃ Too Fast

b. What, if any, types of problems did you have while completing your training in this module?

_____

_____

c. What, if any, would you recommend to improve this module?

_____

_____

19. Module 6: Introducing Internet

a. The time spent on this module was: ☐₁ To Slow, ☐₂ Just Right, ☐₃ Too Fast

b. What, if any, types of problems did you have while completing your training in this module?

_____

_____

c. What, if any, would you recommend to improve this module?

_____

_____

Form T3.2 Training Staff Profile

Optional

Please take a moment to tell us about yourself and to provide your perspective on the Intel® Digital Inclusion Project training process by answering the following questions about the activities & materials.

[If desired by the partner agency, other demographic items can be considered here]

1. Occupation: _____   **2. Gender:** ☐₁ M, ☐₂ F

3. Age:
☐₁ Age 17 to 20   ☐₄ Age 31 to 35   ☐₇ Age 46 to 50
☐₂ Age 21 to 25   ☐₅ Age 36 to 40   ☐₈ Age 50 to 55
☐₃ Age 26 to 30   ☐₆ Age 41 to 45   ☐₉ Age 55 above

4. Where is the location you use a computer, the most? (☑ check the one item that applies best)
☐₁ Home   ☐₂ Work   ☐₃ Internet Café   ☐₄ Other

5. How frequently do you use a computer? (☑ check the one item that applies best)
☐₁ Monthly   ☐₂ Weekly   ☐₃ Some days a week   ☐₄ Daily   ☐₅ Many times a Day

6. How often do you use the computer for the following purposes?

	Monthly₁	Weekly₂	Some days a week₃	Daily₄	Many times a Day₅
a. Gaming/Recreational					
b. Internet Use					
c. Writing correspondence					
d. Math/Science calculations					
e. Presentations					
f. Email					
g. Images/Graphics					
h. Music					

7. Who has taught you the most about computers?
☐₁ Family   ☐₂ Friends   ☐₃ Co-workers   ☐₄ A training course   ☐₅ I taught myself

8. Have you ever taught a computer training course? ☐₁ Yes, ☐₂ No

2. Participant Evaluation Resources_____

Primary

- **Form P1.1**: Attendance Reporting - *Primary*
  Time: Once at end of Training
  Details: Training Staff completes and reports according to established criteria
  Sample Size: All Training sessions & all Participants

- **Form P1.2**: Participant End of Training *Survey - Primary*
  Time: Once
  Details: Participants complete the survey at conclusion of Training to monitor training efforts.
  Sample Size: All new Participants

Recommended

- **Form P2.1**: Participant Profile - *Recommended*
  Time: Once
  Details: Completed either at the beginning or the conclusion of the Training event to collect basic demographic & skills data on the Participants. The participant profile is **encouraged** if pre & post test data will not be collected.
  Sample Size: All new participants

- **Form P2.2**: Participant Pre-Training Survey *- Recommended*
  Time: Once
  Details: Participants complete the instrument prior to the course training to collect Pre-Test data on existing ICT knowledge/skills. This data will be compared to Post-Test data to measure knowledge/skills gained by Participants.
  Sample Size: All new Participants

- **Form P2.3**: Participant Post-Training Survey *- Recommended*
  Time: Once
  Details: Participants complete the instrument at the conclusion of the course training to collect Post-Test data on ICT knowledge/skills. This data will be compared to Pre-Test data to measure knowledge/skills gained by Participants.
  Sample Size: All new Participants

Optional

- **Form 3.1**: Participant Interview Questionnaire - *Optional*
  Time: Flexible
  Details: The instrument is **most useful** during early or pilot training sessions as the data collected can be used to make improvements/edits to the course or curriculum before additional training activities. In addition, the interviews can also be used at any time to capture a 'snapshot' of the how the course is being received by participants.
  Sample Size: Flexible, consideration should be given to a **purposive** sample that represents the various ages, gender, and work history, geographic, and most importantly – trainer variety of the program.

- **Form 3.2**: Participant Observation Guide - *Optional*
  Time: Flexible
  Details: The instrument is **most useful** during early or pilot training sessions as the data collected can be used to make improvements/edits to the course or curriculum before additional training activities. In addition, the observations can also be used at any time to capture a 'snapshot' of the how the course is being received by participants.
  Sample Size: Flexible, consideration should be given to a **purposive** sample that represents the various geographic, and most importantly – trainer variety of the program.

Form P1.1 Participant Attendance Reporting

Primary

Please report the following types of attendance data for the training session using the Sample Attendance Reporting Table (below). This table helps you report your final numbers for the whole batch at the end of the batch.

1. Please indicate the number of Learners:
    a. Number of Learners that Started the training: _____

    b. Number of Learners that Completed the training: _____

2. Please indicate the Gender of Participants:
    a. Number of Males: _____

    b. Number of Females: _____

3. Please indicate the Age of Participants:

Age 17 to 20: _____ a	Age 31 to 35: _____ d	Age 46 to 50: _____ g
Age 21 to 25: _____ b	Age 36 to 40: _____ e	Age 50 to 55: _____ h
Age 26 to 30: _____ c	Age 41 to 45: _____ f	Age 55 above: _____ i

Sample Attendance Reporting Table

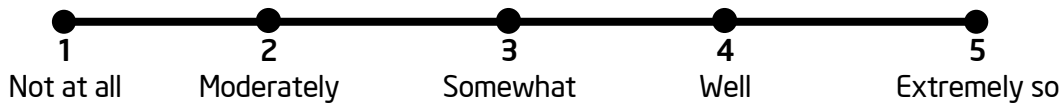| Trainer Name: _____ Date of Training: _____ Location: _____					Number
Learners that Started					
Learners that Completed					
Of those learners who completed this training session:					
Number of Males					
Number of Females					
Learners aged 17 - 20		Learners aged 31 - 35		Learners aged 46 – 50	
Learners aged 21- 25		Learners aged 36- 40		Learners aged 51- 55	
Learners aged 26 - 30		Learners aged 41 - 45		Learners aged 55 +	

Form P1.2 Participant End of Training Survey - Primary

1. **To what extent do you feel the course training has accomplished its learning objectives to provide learners with the skills and knowledge in the use of technology? Circle the number that best represents your response:**
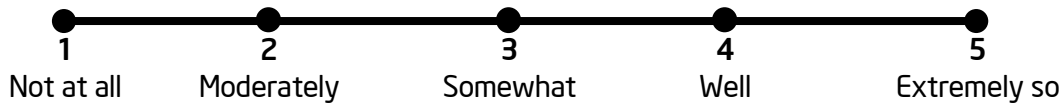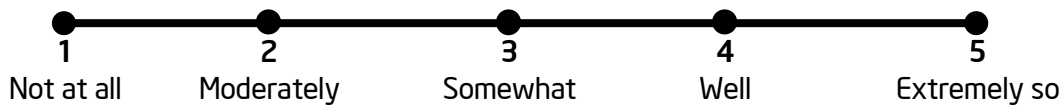
   a. **Introducing Computers:**
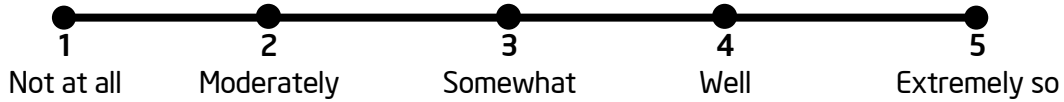
1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

   b. **Introducing Microsoft* Windows:**

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

   c. **Introducing Word Processing:**

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

   d. **Introducing Spreadsheets:**

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

   e. **Introducing Multimedia:**

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

   f. **Introducing Internet:**

1	2	3	4	5
Not at all	Moderately	Somewhat	Well	Extremely so

   g. **Did you use any of the supplemental Activity Cards:**

1	2
Yes	No
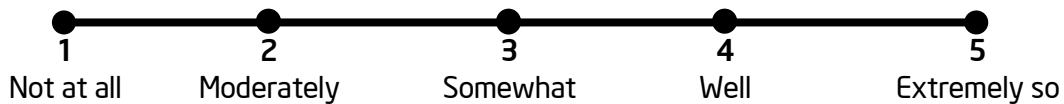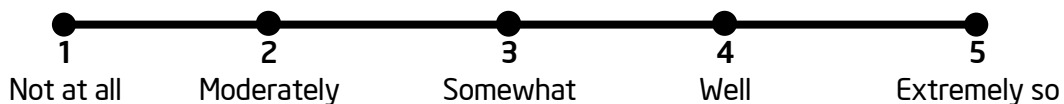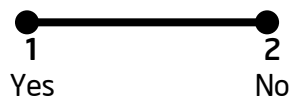
   h. **If so, please let us know which cards you used any comments that will help us improve these**.

   _____

   _____

   _____

Intel® Easy Steps

Participant Evaluation Resources

We are interested in learning more about the outcomes of the Basic Course. Your participation in this survey is voluntary, and your information will be kept confidential. Before you begin your training, please take a moment to answer the following questions.
☑ **check the one item that applies best.**

2. Please take a moment to tell us about the reason you participated in the course:	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
a. It was a request from an official in my place of work.	☐	☐	☐	☐	☐
b. It was my desire to perform at a level of technical proficiency similar to my peers within my place of work.	☐	☐	☐	☐	☐
c. It was my desire to learn ICT skills for my career development.	☐	☐	☐	☐	☐
d. It was my desire to learn ICT skills to apply to household management activities.	☐	☐	☐	☐	☐
e. It was my desire to learn ICT skills to support my child's schoolwork.	☐	☐	☐	☐	☐
f. It was my individual desire to increase my computer knowledge.	☐	☐	☐	☐	☐

3. Please take a moment to tell us about your attitudes toward the Instruction:	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
a. The format of the course encouraged students to learn.	☐	☐	☐	☐	☐
b. The instructor was knowledgeable about the content presented.	☐	☐	☐	☐	☐
c. The instructor responded to questions in an informative, appropriate and satisfactory manner.	☐	☐	☐	☐	☐
d. The teaching techniques and technology use together, enhanced my learning experience.	☐	☐	☐	☐	☐
e. I felt comfortable in asking questions in this course.	☐	☐	☐	☐	☐
f. Overall, I am satisfied with the learning environment created in this course.	☐	☐	☐	☐	☐

4. Please take a moment to tell us about your attitudes towards the course:	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
a. The course is focused on developing technology skills which could be used in everyday life.	☐	☐	☐	☐	☐
b. The activities covering the exploration of the various technology areas were useful in helping me develop basic skills.	☐	☐	☐	☐	☐
c. The activities covering the exploration of various technology areas were useful in helping me develop necessary skills.	☐	☐	☐	☐	☐

d.	The steps listed in the guided practice sessions were useful in helping me develop the different items.	☐	☐	☐	☐	☐
e.	The course materials were useful and easy to understand.	☐	☐	☐	☐	☐
f.	The course provides enough time for each session.	☐	☐	☐	☐	☐
g.	The format of the course encouraged students to learn.	☐	☐	☐	☐	☐
h.	Overall, I am satisfied with what I was able to accomplish as a result of this course.	☐	☐	☐	☐	☐

Form P2.1 Participant Profile

<u>Recommended</u>

Please take a moment to tell us about yourself and to provide your perspective on the Intel® Digital Inclusion Project training process by answering the following questions about the activities & materials.

1. Occupation: _____ _____   **2. Gender:** ☐₁ M, ☐₂ F

3. Age:
- ☐₁ Age 17 to 20
- ☐₂ Age 21 to 25
- ☐₃ Age 26 to 30
- ☐₄ Age 31 to 35
- ☐₅ Age 36 to 40
- ☐₆ Age 41 to 45
- ☐₇ Age 46 to 50
- ☐₈ Age 50 to 55
- ☐₉ Age 55 above

4. Where is the location you use a computer, the most? (☑ check the <u>one</u> item that applies best)
- ☐₁ Home   ☐₂ Work   ☐₃ Internet Café   ☐₄ Other

5. How frequently do you use a computer? (☑ check the <u>one</u> item that applies best)
- ☐₁ Monthly   ☐₂ Weekly   ☐₃ Some days a week   ☐₄ Daily   ☐₅ Many times a Day

6. How often do you use the computer for the following purposes?

	Monthly₁	Weekly₂	Some days a week₃	Daily₄	Many times a Day₅
a. Gaming/Recreational					
b. Internet Use					
c. Writing correspondence					
d. Math/Science calculations					
e. Presentations					
f. Email					
g. Images/Graphics					
h. Music					

7. Who has taught you the most about computers?
- ☐₁ Family   ☐₂ Friends   ☐₃ Co-workers   ☐₄ A training course   ☐₅ I taught myself

Do you have access to the internet at home? ☐₁ Yes, ☐₂ No

Form P2.2 Participant Pre-Training Survey

Recommended

We are interested in learning more about the outcomes of the Basic Course. Your participation in this survey is voluntary, and your information will be kept confidential. Before you begin your training, please take a moment to answer the following questions. ☑ check the <u>one</u> item that applies best.

Skills	Yes	No
1. Basic Computer Skills		
a. I can name the different parts of a computer.	☐1	☐2
b. I know about the functions of different parts of a computer.	☐1	☐2
c. I can turn on the computer.	☐1	☐2
d. I can identify the different keys of keyboard.	☐1	☐2
e. I know functions of the keys of keyboard.	☐1	☐2
f. I know how to hold and move the mouse.	☐1	☐2
2. Microsoft Windows*		
a. I know about Windows desktop.	☐1	☐2
b. I can identify the parts of a Window.	☐1	☐2
c. I can use the Start Button and Start Menu.	☐1	☐2
d. I can use the Task Bar.	☐1	☐2
e. I can create folders and subfolders.	☐1	☐2
f. I can switch off the computer	☐1	☐2
3. Word Processing		
a. I can type and change words.	☐1	☐2
b. I can change the look of words.	☐1	☐2
c. I can make the paragraph and words look good.	☐1	☐2
d. I can insert pictures.	☐1	☐2
e. I can insert tables.	☐1	☐2
f. I can apply page borders.	☐1	☐2
4. Spreadsheet		
a. I can enter and edit text and numbers in a Spreadsheet.	☐1	☐2
b. I can move around the spreadsheet.	☐1	☐2
c. I can perform simple calculation and apply a formula.	☐1	☐2
d. I can combine and merge cells.	☐1	☐2
e. I can format cell and change height and width of rows and columns.	☐1	☐2
f. I can create chart and define chart type.	☐1	☐2
g. I can save a spreadsheet.	☐1	☐2
5. Multimedia		
a. I can create a new presentation.	☐1	☐2
b. I can create slides with various layouts.	☐1	☐2
c. I can edit slides.	☐1	☐2
d. I can apply design templates to slides.	☐1	☐2
e. I can insert picture and clipart to slides.	☐1	☐2
f. I can insert table in slides.	☐1	☐2

g. I can apply animation.	☐1	☐2
h. I can save a presentation.	☐1	☐2
i. I can start a slide show	☐1	☐2
6. Internet & Email		
a. I know about internet, World Wide Web, browser and Web address.	☐1	☐2
b. I can start web browser.	☐1	☐2
c. I am able to search the Web using search engines.	☐1	☐2
d. I can download and save images.	☐1	☐2
e. I know about Email.	☐1	☐2
f. I can check my Email account.	☐1	☐2
g. I can send, check and reply Email messages.	☐1	☐2
h. I can sign out of my Email account.	☐1	☐2

Thank you for your time and thoughts.

THANK YOU!

Form P2.3 Participant Post-Training Survey

We are interested in learning more about the outcomes of the Basic ICT Literacy Course. Your participation in this survey is voluntary, and your information will be kept confidential. Following your training, please take a moment to answer the following questions. ☑ check the one item that applies best.

Skills	Yes	No
1. Basic Computer Skills		
g. I can name the different parts of a computer.	☐1	☐2
h. I know about the functions of different parts of a computer.	☐1	☐2
i. I can turn on the computer.	☐1	☐2
j. I can identify the different keys of keyboard.	☐1	☐2
k. I know functions of the keys of keyboard.	☐1	☐2
l. I know how to hold and move the mouse.	☐1	☐2
2. Microsoft Windows*		
g. I know about Windows desktop.	☐1	☐2
h. I can identify the parts of a Window.	☐1	☐2
i. I can use the Start Button and Start Menu.	☐1	☐2
j. I can use the Task Bar.	☐1	☐2
k. I can create folders and subfolders.	☐1	☐2
l. I can switch off the computer	☐1	☐2
3. Word Processing		
g. I can type and change words.	☐1	☐2
h. I can change the look of words.	☐1	☐2
i. I can make the paragraph and words look good.	☐1	☐2
j. I can insert pictures.	☐1	☐2
k. I can insert tables.	☐1	☐2
l. I can apply page borders.	☐1	☐2
4. Spreadsheet		
h. I can enter and edit text and numbers in a Spreadsheet.	☐1	☐2
i. I can move around the spreadsheet.	☐1	☐2
j. I can perform simple calculation and apply a formula.	☐1	☐2
k. I can combine and merge cells.	☐1	☐2
l. I can format cell and change height and width of rows and columns.	☐1	☐2
m. I can create chart and define chart type.	☐1	☐2
n. I can save a spreadsheet.	☐1	☐2
5. Multimedia		
j. I can create a new presentation.	☐1	☐2
k. I can create slides with various layouts.	☐1	☐2
l. I can edit slides.	☐1	☐2
m. I can apply design templates to slides.	☐1	☐2
n. I can insert picture and clipart to slides.	☐1	☐2
o. I can insert table in slides.	☐1	☐2
p. I can apply animation.	☐1	☐2

		1	2
q.	I can save a presentation.	☐1	☐2
r.	I can start a slide show	☐1	☐2
F. Internet & Email			
i.	I know about internet, World Wide Web, browser and Web address.	☐1	☐2
j.	I can start web browser.	☐1	☐2
k.	I am able to search the Web using search engines.	☐1	☐2
l.	I can download and save images.	☐1	☐2
m.	I know about Email.	☐1	☐2
n.	I can check my Email account.	☐1	☐2
o.	I can send, check and reply Email messages.	☐1	☐2
p.	I can sign out of my Email account.	☐1	☐2

Comments:

_____

_____

_____

Thank you for your time and thoughts.

THANK YOU!

Form P3.1 Participant Interview Questionnaire

<u>Optional</u>

Interviews are structured conversations with research subjects that generate a consistent body of information across subjects. Interviews are usually designed to be conducted with specific types of people (i.e., trainers or learners). They are useful for gathering in-depth information about participants' experiences with the program and what they have learned. The following questions are intended to provide guidance and structure the interview process so the evaluator can focus on specific issues that are relevant to the goals of the evaluation.   The evaluator should recognize that these questions are guides and each individual response may require additional questions to understand the perceptions of the learner.

1.   How did you come to take part in the Intel Easy Steps Basic Course project?

_____
_____
_____
_____

2.   What were you told about the course at the start?

_____
_____
_____
_____

3.   Has the course met your expectations?

_____
_____
_____
_____

4.   Have you enjoyed the course?

_____
_____
_____
_____

5.   Which parts did you like?

_____
_____
_____
_____

6. Which parts did you not like?

_____
_____
_____
_____

7. How do you think the course could be improved?

_____
_____
_____
_____

8. Do you think it is equally suited to males & females?

_____
_____
_____
_____

9. Has the course influenced your decisions/opinions about your career options?

_____
_____
_____
_____

10. Have you anything else you would like to say about the course?

_____
_____
_____
_____

Form P3.2 Participant Observation Guide

Optional

Observation is a process of watching and recording specific aspects of a given event and allows an evaluator to determine exactly how particular dimensions of a given event are unfolding. Observation is often used to help determine if the program is being implemented as intended, or how participants or learners are responding to the key messages of a program.

This guide describes the type of information that should be gathered in each section of the protocol. The protocol starts by recording basic information including date, time of the day when training starts, observer name, trainer name, location of training, and number of participants.

Brief description of the room:

This information can help to explain logistical or technical obstacles that may arise during the training, or choices the trainer might make to modify the sequence or focus of the training.

Brief description of the training:

This entire section is to be filled in after the observation session. This section asks the observer to note which modules were taught, the trainer's level of comfort conducting the training, and the participants' reactions to the experience. There is also a section to note challenges and difficulties that emerged during the training period observed.

Time started: The observer records the time of every snapshot observation

Module: Include the module name and number here.

Snapshot observations:

This section structures a process that should be completed at regular intervals for the duration of the observation period. The observer writes down brief notes describing what is happening in the classroom at that moment. Options for what to document in this section are may include:

1. **What is the training activity?**
    a. Lecture. Trainer is talking or presenting material and participants are listening.
    b. Whole Group Discussion. Trainer is leader but there is interaction between trainer and participants.
    c. Activity. Participants work on computers to create their documents.
    d. Other. Please describe in detail.

2. **What is the trainer doing? The trainer could be in any of these roles.**
    a. Leader. Trainer directs the course with or without participant interaction/participation.
    b. Facilitator. Trainer assists and engages participants as they work independently or in groups.
    c. Observer/Monitor. Trainer watches participants but does not engage in content-related discussion unless approached by participant.
    d. Other. Please describe.

3. **What are the participants doing? Possible descriptions of what they are doing are:**
    a. Independent Work. Participants work on activities by themselves.
    b. Group Work. Participants work in groups doing a collaborative activity.
    c. Interacting with Trainer. Participants respond to trainer questions.
    d. Passive Listening: Participants listen to trainer, TV, or other media.
    e. Other. Please describe.

3. Partner Evaluation Resources

Primary

- **Form C1.1**: Client Satisfaction Survey - *Primary*
  Time: Once at the end of program implementation
  Details: Key contact from partner organization complete the survey
  Sample Size: All partner organization

Form C1.1. Client Satisfaction Survey

GOAL

The objective of this survey is to assess our partner agency's satisfaction level with the Intel Easy Steps Program. This questionnaire will assess partner's satisfaction with the program's alignment to policy, ease of implementation, and success in providing basic technology literacy skills. It also asks for a rating of the overall engagement with Intel in implementing the program.

WHO

Intel asks that one key contact from the partner organization take a few minutes to score the items below. The respondent answers should represent the organization.

HOW

Intel requests that this questionnaire be completed before a scheduled business or program review with Intel. Typically, it will be requested at the concluding point of Intel Easy Steps Program implementation. It may also be requested again at mid-point or the end of program implementation, or the end of the program year.

Please circle the number that most closely corresponds to your agency's level of satisfaction on each item

1. The Intel Easy Steps Program is aligned to government policy.

1	2	3	4
Not Satisfied	Some Reservations	Satisfied	Extremely Satisfied
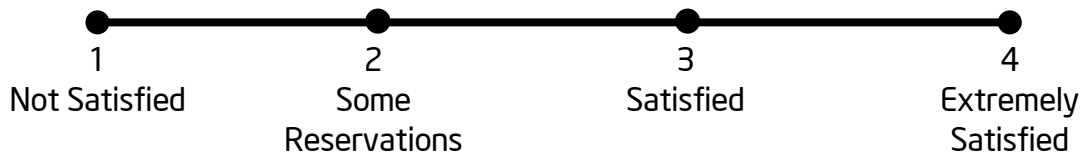
2. The Intel Easy Steps Program is aligned to organizational goals.

1	2	3	4
Not Satisfied	Some Reservations	Satisfied	Extremely Satisfied
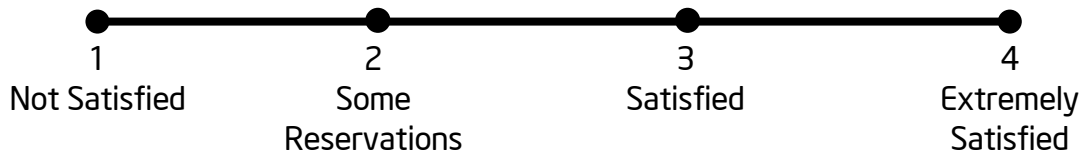
3. The course content and self-instructional materials (training materials and activity cards) were well organized.

1	2	3	4
Not Satisfied	Some Reservations	Satisfied	Extremely Satisfied

4. The implementation toolkit was well organized and helpful to my agency/organization.

1	2	3	4
Not Satisfied	Some Reservations	Satisfied	Extremely Satisfied

5. The course materials and self-instruction materials were easy to deploy/administer.

1	2	3	4
Not Satisfied	Some Reservations	Satisfied	Extremely Satisfied

6. My program participants (learners) acquired appropriate basic technology literacy skills.

1	2	3	4
Not Satisfied	Some Reservations	Satisfied	Extremely Satisfied

7. Our agency received excellent cooperation and assistance from Intel in implementing the program.

```
    ●──────────────●──────────────●──────────────●
    1              2              3              4
Not Satisfied     Some          Satisfied    Extremely
                Reservations                  Satisfied
```
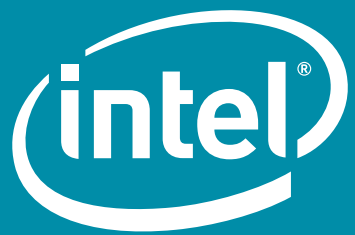
8. My agency/organizations' satisfaction with the overall experience of deploying the Intel Easy Steps Program.

```
    ●──────────────●──────────────●──────────────●
    1              2              3              4
Not Satisfied     Some          Satisfied    Extremely
                Reservations                  Satisfied
```

9. Any additional comments or recommendations to improve the program?

Thank you.

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| Government Logo | Other Organisation Logo | Other Organisation Logo | Other Organisation Logo | Other Organisation Logo |