CHILD-DIRECTED TABLET-BASED LEARNING:

Project Design Toolkit

University of Nottingham
UK | CHINA | MALAYSIA

IMAGINE
THE FUTURE OF LEARNING

VSO

ABOUT

These toolkits were authored by Imagine Worldwide, Professor Nicola Pitchford (University of Nottingham), and Voluntary Service Overseas.

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- Airbel Impact Lab at the International Rescue Committee
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ABOUT IMAGINE WORLDWIDE

Imagine Worldwide exists to empower children around the globe to build the literacy and numeracy skills needed to achieve their full potential. Imagine is partnering with organizations to pilot promising child-directed, tech-enabled learning solutions. Imagine is building an evidence base for what works, why, and under what conditions and will use data to drive continuous improvement of content and implementation.

ABOUT THE UNIVERSITY OF NOTTINGHAM

The University of Nottingham was founded on a compelling vision that education can transform people's lives, has great social and economic value, and should be accessible to everyone who can benefit from it.

Professor Nicola Pitchford, from the School of Psychology, is applying the University's vision to address the Global Learning Crisis by investigating how tablet-based learning might provide access and support for marginalized children worldwide.

ABOUT VOLUNTARY SERVICE OVERSEAS (VSO)

VSO brings people from different backgrounds, expertise, and experiences together to fight poverty. VSO started the Unlocking Talent Project which is a growing, global initiative, made up of an alliance of partners that focuses on putting children and their educational needs first. At its core, the project uses innovative education technology to help overcome education challenges that hold learners back.

Have comments or feedback for the authors? Please email:
toolkits@imagineworldwide.org.

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INTRODUCTION

WHY WERE THE TOOLKITS CREATED?

Tablet-based learning empowers learners to build skills and knowledge through the use of technology. Children direct their own learning, using high-quality, research-based software curriculum on a tablet. We recognize that designing and implementing tablet-based learning programs can be challenging. Therefore, we documented our learnings from implementations in Bangladesh, Malawi, and the United Kingdom to provide information to organizations interested in designing and implementing their own tablet-based learning programs. We hope that these toolkits provide your organization guidance to deliver programs that improve learning outcomes for learners in your community and around the world.

WHO ARE THE TOOLKITS FOR?

These toolkits are for organizations such as non-governmental organizations (NGOs) or Ministries of Education in governments that want to develop and deploy tablet-based learning programs. The following actors will find these toolkits useful:

- ☐ Program Directors or equivalent role
- ☐ Project Managers or equivalent role
- ☐ Software Developers
- ☐ Site* leaders, staff, and facilitators

*Refers to the location, such as a school, community center, or home, in which learning programs are implemented.

HOW SHOULD I USE THE TOOLKITS?

These toolkits will help your organization think through the different steps involved in designing and implementing tablet-based learning programs. Treat these recommendations as rough guidelines as they will vary based on your implementation context.

There are three toolkits:

1) PROJECT DESIGN
2) PROJECT PREPARATION
3) PROJECT LAUNCH, MONITORING, AND IMPROVEMENT

Each toolkit is composed of worksheets covering different topics. The toolkits and worksheets are modular, so you can use all of the worksheets or select worksheets depending on your needs. We also recommend iterating on select worksheets as you go through the design and preparation process. These worksheets are denoted with a ⟳ icon.

Please note, "project" and "program" are used interchangeably throughout the toolkits.

FIVE LESSONS NOT TO MISS

Launching a tablet-based learning project? Here are five lessons you shouldn't miss:

1. **PICK THE RIGHT SOFTWARE:** Software is critical to learners' experiences and outcomes. With so many learning products available, it can be challenging to differentiate among them. Before selecting a software, make sure that you have an in-depth understanding of its curriculum, evidence, and features. Don't forget to troubleshoot before launch!

2. **IMPLEMENTATION WILL TRUMP STRATEGY:** For effective project delivery, plan in great detail, work with partners when you don't have the expertise or capacity, and test in the field. All project logistics need to be ironed out and discussed with any stakeholder -- from software partners to site facilitators -- who will be regularly involved in the project.

3. **ENGAGE THE COMMUNITY:** Every implementation context is different! It is critical that the community wants and supports your project, and that the community will own and sustain the project over time. In addition, cultural and religious norms typically shape project design and implementation. To launch an effective project, engaging community members throughout preparation and implementation is vital.

4. **EVERYTHING WILL TAKE LONGER THAN EXPECTED -- ESPECIALLY PROCUREMENT:** Procurement is one of the most time-consuming steps in preparation for delivering a tablet-based learning project. Delays can arise for a variety of reasons so start procurement as early as possible and allow for extra time.

5. **LEARN AND IMPROVE!** Throughout design and implementation, you will learn information that may cause you to change direction. That's expected! Test your hypothesis and incorporate your learnings into the design to deliver a better project. After launching, use data and feedback to further improve the project.

PROJECT DESIGN: TOOLKIT INTRODUCTION

HOW SHOULD I USE THIS TOOLKIT?

Use this toolkit to guide you through designing your tablet-based learning program. After completing this toolkit, you will have defined your core project design components which can be used to develop a detailed project plan.

WHO IS THIS TOOLKIT FOR?

✔ Program Directors or equivalent role
✔ Project Managers or equivalent role
✔ Software Developers
☐ Sites leaders, staff, and facilitators

HOW IS THIS TOOLKIT ORGANIZED AND WHERE DO I START?

This toolkit is composed of four worksheets. We suggest starting with the Project Definition worksheet. After finishing the Project Definition worksheet, complete the remaining worksheets in whichever order suits your project development stage best.

WORKSHEETS

↻ 1.1 PROJECT DEFINITION

1.2 GEOGRAPHY SELECTION

1.3 SOFTWARE PARTNER SELECTION

1.4 IMPLEMENTATION PARTNER SELECTION

↻ 1.1 PROJECT DEFINITION

INTRODUCTION:

You've identified a learning challenge that you would like to address using a tablet-based learning program. To transform your idea into a well-defined project, start by defining the following:

- Problem statement
- Target beneficiaries
- Intervention
- Stakeholders
- Outcomes
- Constraints

Complete this worksheet before starting other worksheets. We also recommend iterating on this worksheet as you progress through this toolkit.

AUDIENCE:

- ✔ Program Directors or equivalent role
- ✔ Project Managers or equivalent role
- ☐ Software Developers
- ☐ Sites leaders, staff, and facilitators

TABLE 1.1.1

AREAS TO DEFINE	QUESTIONS FOR CONSIDERATION	YOUR RESPONSE
1) Problem statement	• What problem are you trying to solve? • What efforts are currently being taken to address this problem?	
2) Target beneficiaries	• Who are your target beneficiaries? • How are they, and their communities, going to be affected by your project?	
3) Intervention	• How do you intend to solve the problem? • What steps are needed? • Why choose a tablet-based learning program?	
4) Stakeholders	• Who are your stakeholders? • How will they respond to your project? Will they support your project?	
5) Outcomes	• What are the measurable results you would like to achieve in the short-term (e.g., 1-2 years)? In the long-term (e.g., 5-10 years)? • How will you measure success?	
6) Constraints	• Are there any risks or constraints? • How will you mitigate those risks or constraints?	

1.2 GEOGRAPHY SELECTION

INTRODUCTION:

This worksheet provides guidance on how to identify and select a geography (country, region, or district) in which to implement your project. When selecting among different geographies, it is critical to have a deep understanding of the implementation context. You need to consider everything from the language of instruction to the Information and Communications Technology (ICT) infrastructure available. This worksheet will help you:

• Develop a fact base on different geographies
• Conduct an implementation feasibility analysis
• Select your implementation geography

AUDIENCE:

✔ Program Directors or equivalent role
✔ Project Managers or equivalent role
☐ Software Developers
☐ Sites leaders, staff, and facilitators

PART I: DEVELOP A FACT BASE ON DIFFERENT GEOGRAPHIES

Recall the Project Definition worksheet. To better understand whether your project can address the problem statement in a given geography, you need to develop a deeper understanding of the implementation context. Use the table below to develop a fact base on the learner demographics, infrastructure, stakeholders, and regulatory requirements of the different geographies in which you are considering implementing.

TABLE 1.2.1

AREAS	QUESTIONS FOR CONSIDERATION	GEOGRAPHY BEING REVIEWED:
Learner demographics	Who is affected by the problem you are trying to solve? Are there particular demographics you want to serve? Consider: • Age • Gender • Learners with Special Educational Needs and Disabilities (SEND) • In-school, out-of-school, and/or refugees or displaced learners • Existing level of educational access and achievement • Language of instruction	
Infrastructure	What is the current state of infrastructure in this geography? Consider: • Transportation and accessibility • Power • Water and sanitation • Construction • ICT • Security	
Stakeholders	Who are the people and/or institutions that you may need to work with? Consider: • Government • Community (e.g., Mothers groups) • Parents (e.g., associations) • Educators (e.g., teachers) • Other (e.g., funders, non-profits)	
Regulatory requirements	What are the regulatory requirements, permissions, and/or approvals needed to work in this geography?	

PART II: CONDUCT AN IMPLEMENTATION FEASIBILITY ANALYSIS

Conduct a feasibility analysis of implementing in each geography. Consider any assumptions and their implications about your ability to work in each geography.

TABLE 1.2.2

AREAS	QUESTIONS FOR CONSIDERATION	GEOGRAPHY BEING REVIEWED:
Learner demographics	• What is your experience working with this demographic? • Are there any risks that impact the effectiveness of the project? • How will you address these risks?	
Infrastructure	• What are the minimum infrastructure requirements for the project? • Does this geography satisfy the requirements? If not, what are the implications for the project? • How will you address these risks?	
Stakeholders	• What is your capability to work with the necessary stakeholders? • Why might stakeholders support or oppose working with you? What support do you need and from whom? • Who will manage the project over time? • How will you address any risks to stakeholder engagement?	
Regulatory requirements	• How will you obtain the necessary permissions to work in this context? • What is the implication for your project if you do not get the necessary permissions and/or if there are delays in obtaining permissions?	
Resources required	• Do you have the people, time, funds, and expertise to execute this project? • What is your experience working with tech-based programs? • How will you address any gaps in resource requirements?	

PART II: CONDUCT AN IMPLEMENTATION FEASIBILITY ANALYSIS

Are there any other assumptions that you have made about your ability to work in this geography? If so, what are the implications of those assumptions?

_____

_____

_____

In general, are there any other risks in working in this geography (e.g., natural disasters, political stability, economic stability)? How will you mitigate those risks?

_____

_____

_____

PART III: SELECT YOUR GEOGRAPHY
Based on Parts I and II,

a. Are there any geographies that emerge as promising from a learner, infrastructure, stakeholder, and/or resource perspective? Which ones and why?

_____

_____

_____

b. In order to implement in the geographies above, do you need external expertise or support? If so, for what? See the Implementation Partner Selection worksheet for detail.

_____

_____

_____

c. Would you refine your project definition? If so, how?

_____

_____

_____

d. Is there additional analysis or information you would want?

_____

_____

_____

1.3 SOFTWARE SELECTION

INTRODUCTION:

When selecting a software for your tablet-based learning project, you need to choose a software that will best serve your learners and can be implemented in your context. With so many products for learners in the market, it can be challenging to differentiate among them. This worksheet will help you:

• Learn about different criteria to evaluate whether a software is a good fit

• Define specific criteria to evaluate software for your context

• Evaluate software

AUDIENCE:

✔ Program Directors or equivalent role
✔ Project Managers or equivalent role
✔ Software Developers
☐ Sites leaders, staff, and facilitators

PART I: LEARN ABOUT DIFFERENT CRITERIA TO EVALUATE WHETHER A SOFTWARE IS A GOOD FIT

We've outlined five categories to consider when reviewing different learning software:

1. CURRICULUM	2. EVIDENCE	3. LEARNING EXPERIENCE	4. OPERATING REQUIREMENTS	5. COST
Does the software provide appropriate and sufficient content to help learners achieve learning goals?	Is there strong evidence that demonstrates the effectiveness of the software?	How do specific features of the software enhance learning?	What are the operating requirements to deploy the software in your context?	What is the cost of the software and maintenance?

In addition, it is important to consider the partnership potential of the developer in case you want to adapt the software and/or need ongoing technical support throughout implementation.

The table below outlines the five categories in detail. If you are familiar with the criteria within each category, please proceed to Part II.

TABLE 1.3.1

CRITERIA	WHAT SHOULD YOU LOOK FOR?
1. CURRICULUM	
Scope	Evaluate whether the curriculum covers the content needed to help learners achieve the target learning outcomes.
Depth	Evaluate whether the curriculum has the number of hours of content needed for learners to achieve the target learning outcomes.
2. EVIDENCE	
Rigor	Check whether any high-quality research has been completed on the effectiveness of the software or program: • Were any independent evaluations conducted in addition to any studies produced by the developer? • Have any randomized controlled trials (RCTs) been conducted? • Did the study use a comparison group and present evidence of the similarity of the treatment and comparison groups at the beginning of the study? • Did the study examine attrition bias and present evidence of the similarity of the treatment and comparison groups at the end of the study? • Did the study demonstrate positive effects? Given that most products will not have independent RCTs, determine the level of evidence required for you to feel confident about the effects of the software. See the <u>Nesta Standards of Evidence</u> at the end of this worksheet for guidance
Relevance	Determine how applicable the research is to your implementation context based on similarity with your target beneficiaries (e.g., age, language), planned implementation model (e.g., dosage, site), and other contextual factors (e.g., country or region).
Amount	Consider the number of studies available that demonstrate the consistency of results. Consider adding to the evidence base before implementing a program at scale, using the <u>Nesta Standards of Evidence</u> at the end of this worksheet for guidance.
3. LEARNING EXPERIENCE	
Pedagogy	Review the method of teaching which influences how learners using the software learn (e.g., direct teaching method v. child-directed learning).
Contextu-alization and inclusivity	Evaluate whether the content, audio, and graphics resemble the learner's place of origin, as well as exposing the learner to new people, places, and experiences. Consider: • Language of instruction, including the dialect used • Second language support • Support features for special needs learners

TABLE 1.3.1 (CONTINUED)

CRITERIA	WHAT SHOULD YOU LOOK FOR?
3. LEARNING EXPERIENCE (continued)	
Adaptivity	Adaptive software adjusts the level of difficulty of learning activities based on the learner's performance. This ensures that the activities are at the learner's skill level.
Autonomy	Evaluate how independently a learner can use the software and the level of support needed from an adult.
Learning management	Consider the following features that affect the learning experience: • Assessments (e.g., pre- and post-activity quizzes) • Remediation (e.g., when learners incorrectly answer a question, they are given extra practice questions) • Acceleration (e.g., when learners correctly answer a question, they can skip to more challenging questions) • Performance reporting to learners and facilitators (e.g., learners collect stars for completing activities correctly, facilitator dashboard of student performance)
4. OPERATING REQUIREMENTS	
Hardware	Research the hardware (e.g., tablet, mobile, PC) and operating system (e.g., Android, iOS) requirements for the software. Consider the battery life of the tablet device when the software is running.
Online / Offline use	Consider whether the software needs to be connected to the internet or wi-fi for set-up, usage, or maintenance.
Multi-user support	Check the number of learners that can use one software license. Consider whether features vary with a multi-user deployment.
Data management	Review the data security (e.g., encryption), data back-up (e.g., automated back-up to local server), and data exporting features.
5. COST	
Costs	The software costs and incremental set-up or maintenance requirements (e.g., dedicated tech support).

PART II: DEFINE SPECIFIC CRITERIA TO EVALUATE SOFTWARE FOR YOUR CONTEXT

Using the table below, write-in which software characteristics are "nice to have" versus "must have" (non-negotiable) for your project. For example, if the language of instructions needs to be Swahili, write "Swahili" in the "must-have" column for the contextualization and inclusivity criteria. You may not have requirements for all criteria.

In addition, give each characteristic a score, from 1-3, based on how important it is for the success of your project. Use "1" for least important, "2" for somewhat important, and "3" for very important. You will use this rubric to evaluate software in Part III.

TABLE 1.3.2

CRITERIA	THOUGHT STARTER QUESTIONS	WRITE-IN "MUST HAVE" CHARACTERISTICS	WRITE-IN "NICE TO HAVE" CHARACTERISTICS	SCORE
1. CURRICULUM				
Scope	• What content is needed to ensure that learners achieve the target learning outcomes? • Are there content requirements per any regulatory body?			
Depth	• How many hours of content are needed to ensure that learners achieve the target learning outcomes?			
2. EVIDENCE				
Rigor	• What level of evidence do I need to be confident about the effectiveness of the software? • What type of effects does the evidence need to demonstrate? • Does the evidence need to include any independent evaluations in addition to studies produced by the developer? • Does the evidence need to include any RCTs? • Do the research studies need to use a comparison group?			
Relevance	• What similarities does the research need to have with my target beneficiaries (e.g., age, language), planned implementation model (e.g., dosage, site), and other contextual factors (e.g., country or region)?			

TABLE 1.3.2 (CONTINUED)

CRITERIA	THOUGHT STARTER QUESTIONS	WRITE-IN "MUST HAVE" CHARACTERISTICS	WRITE-IN "NICE TO HAVE" CHARACTERISTICS	SCORE
2. EVIDENCE (continued)				
Amount	• How many studies need to demonstrate the positive effects of the software?			
3. LEARNING EXPERIENCE				
Pedagogy	• What should the theories behind the teaching be (e.g., direct- instruction, inquiry-based learning)?			
Context-ualization and inclusivity	• What does the language of instruction need to be? • How culturally relevant and age appropriate should content be? • What type of content, visuals, and support does the software need? • Are there any requirements per any regulatory body?			
Adaptivity	• How should the software adapt the learning pathway? • What type of data is required to do so?			
Autonomy	• What support is required from an adult for a learner to use the software? • What digital literacy support is needed?			
Learning manage-ment	• What assessments are needed? • What remediation and acceleration supports are needed? • What type of reporting is needed to communicate mastery to learners and to facilitators?			

TABLE 1.3.2 (CONTINUED)

CRITERIA	THOUGHT STARTER QUESTIONS	WRITE-IN "MUST HAVE" CHARACTERISTICS	WRITE-IN "NICE TO HAVE" CHARACTERISTICS	SCORE
4. OPERATING REQUIREMENTS				
Hardware	• What operating system should the software require? • What hardware does the software need to be built for? • How much storage capacity and tablet battery life is required to run software?			
Online / Offline use	• What level of internet connectivity is required for set-up, maintenance, and usage?			
Multi-user support	• How many users does the software need to support on a single tablet device? • Do users need to have unique log-ins?			
Data management	• What supports are needed to back-up and recover data? • What data or reports should be available (e.g., usage) and at what level (e.g., child-level)? • Are there any data security and compliance requirements that the software must meet?			
5. COST				
Cost	• What is the software licensing cost? • Are there any incremental set-up or maintenance costs? • How do the costs change as the program scales?			

PART III: EVALUATE SOFTWARE

Conduct diligence of each software you are considering by using publicly available information, user testing the product, and reaching out directly to the developer. Use the table below to document your research.

TABLE 1.3.3

CRITERIA	Software 1:_____	Software 2:_____
1. CURRICULUM		
Scope		
Depth		
2. EVIDENCE		
Rigor		
Relevance		
Amount		
3. LEARNING EXPERIENCE		
Pedagogy		
Contextualization and inclusivity		
Adaptivity		
Autonomy		
Learning management		

TABLE 1.3.3 (CONTINUED)

CRITERIA	Software 1:_____	Software 2:_____
4. OPERATING REQUIREMENTS		
Hardware		
Online/ Offline use		
Multi-user support		
Data management		
5. COST		
Cost		

Using your criteria from Part II, evaluate and prioritize each software to narrow down your list to the most promising software. Keep in mind, there may be software that does not satisfy a feature that you've identified but you may be able to work with the developer to adapt the software.

THE NESTA STANDARDS OF EVIDENCE

The objective of developing standards of evidence is to help us know how confident we can be in the evidence provided to show that an intervention is having a positive impact.

LEVEL 5

You have manuals, systems and procedures to ensure consistent replication and positive impact

LEVEL 4

You have one + independent replication evaluations that confirms these conclusions

LEVEL 3

You can demonstrate causality using a control or comparison group

LEVEL 2

You capture data that shows positive change, but you cannot confirm you caused this

LEVEL 1

You can describe what you do and why it matters, logically, coherently and convincingly

Source: Puttick, R. and Ludlow, J. (2013) 'Standards of Evidence: An Approach that Balances the Need for Evidence with Innovation.' London: Nesta

For additional guidance on evaluating different research evidence and finding the right evidence, see the Nesta "Using research evidence: A practical guide" toolkit.

LEVEL	OUR EXPECTATION	HOW THE EVIDENCE CAN BE GENERATED
AT LEVEL 1	You can give an account of impact. By this we mean providing a logical reason, or set of reasons, for why your intervention could have an impact and why that would be an improvement on the current situation.	You should be able to do this yourself, and draw upon existing data and research from other sources.
AT LEVEL 2	You are gathering data that shows some change amongst those receiving or using your intervention.	At this stage, data can begin to show effect but it will not evidence direct causality. You could consider such methods as: pre and post-survey evaluation, cohort/panel study, regular interval surveying.
AT LEVEL 3	You can demonstrate that your intervention is causing the impact by showing less impact amongst those who don't receive the product/service.	We will consider robust methods using a control group (or another well justified method) that begin to isolate the impact of the product/service. Random selection of participants strengthens your evidence at this level, you need to have a sufficiently large sample at hand (scale is important in this case).
AT LEVEL 4	You are able to explain why and how your intervention is having the impact you have observed and evidenced so far. An independent evaluation validates the impact. In addition, the intervention can deliver impact at a reasonable cost, suggesting that it could be replicated and purchased in multiple locations.	At this stage, we are looking for a robust independent evaluation that investigates and validates the nature of the impact. This might include endorsement via commercial standards, industry Kitemarks etc. You will need documented standardisation of delivery and processes. You will need data on costs of production and acceptable price points for your (potential) customers.
AT LEVEL 5	You can show that your intervention could be operated up by someone else, somewhere else, and scaled up, whilst continuing to have positive and direct impact on the outcome, and whilst remaining a financially viable proposition.	We expect to see use of methods like multiple replication evaluations; future scenario analysis, fidelity evaluation.

For additional guidance on evaluating different research evidence and finding the right evidence, see the Nesta "Using research evidence: A practical guide" toolkit.

1.4
IMPLEMENTATION PARTNER SELECTION

INTRODUCTION:

Effective on-the-ground delivery is crucial for a project's success. Some organizations will have the expertise and capability to conduct all necessary implementation activities, while others may require additional support from external organizations. This worksheet will help you:

• Define your implementation capabilities and gaps
• Evaluate potential implementation partners

AUDIENCE:

✔ Program Directors or equivalent role
✔ Project Managers or equivalent role
☐ Software Developers
☐ Sites leaders, staff, and facilitators

PART I: DEFINE YOUR IMPLEMENTATION CAPABILITIES AND GAPS

Implementation partners can help your organization more effectively deliver and scale your project. Often, implementation partners bring a specific skill set or expertise to help an organization fill any gaps or strengthen their own capabilities. Different types of organizations can play an implementation partner role.

To determine whether your organization needs implementation partner(s),

• Brainstorm your implementation activities by using the starter list below
• Reflect on your organization's ability to conduct the activities
• Mark the activities you can currently do or will be able to do in-house
• Mark the activities for which you need external support

Note, some activities may require both in-house and external support.

TABLE 1.4.1

IMPLEMENTATION ACTIVITIES	SAMPLE CAPABILITIES	I HAVE THIS CAPABILITY IN-HOUSE	I NEED EXTERNAL SUPPORT	THIS CAPABILITY IS NOT REQUIRED FOR MY PROJECT
Site selection	• Knowledge of and ability to work with site stakeholders and local communities • Knowledge of and ability to obtain permissions to work in site • Other_____			
Procurement	• Knowledge of procurement regulations in the implementation geography • Procurement and supplier management within the implementation geography • Other_____			
Project delivery	• Logistics and organization • Coordination of project stakeholders • Other_____			
Community engagement	• Knowledge of and ability to solicit input and generate support from local communities • Other_____			
Facilitator selection and training	• Facilitator recruitment and onboarding • Ongoing facilitator training and support • Other_____			
Technology set-up and maintenance	• Software and hardware set-up and troubleshooting • Software and hardware secure storage • Other_____			

TABLE 1.4.1 (CONTINUED)

IMPLEMENTATION ACTIVITIES	SAMPLE CAPABILITIES	I HAVE THIS CAPABILITY IN-HOUSE	I NEED EXTERNAL SUPPORT	THIS CAPABILITY IS NOT REQUIRED FOR MY PROJECT
Implementation monitoring	• Ensure fidelity of implementation (e.g., conduct weekly monitoring visits) • Outcomes measurement (if needed) • Other_____			
Crisis management	• Response to urgent issues within the appropriate time • Other_____			
Other				

If you do not expect to need support from implementation partner(s), please proceed to the Project Preparation toolkit. If you need to identify and evaluate implementation partners, continue to Part II below.

PART II: EVALUATE POTENTIAL IMPLEMENTATION PARTNERS

Once you have defined which implementation activities require external support, you can evaluate partners to satisfy those needs. Different partners may satisfy different needs – for example, if you are implementing at a school, the school leadership may satisfy a need for facilitator management. However, they may not be equipped to satisfy a need for procurement, and you may consider a government or NGO partner for support.

Using the table below, write in the capabilities for which you need external support. Evaluate each potential implementation partner's strengths and weaknesses for those capabilities.

TABLE 1.4.2

IMPLEMENTATION ACTIVITIES	CAPABILITIES REQUIRING EXTERNAL SUPPORT	WHAT IS MY POTENTIAL PARTNER'S CAPABILITY TO SUPPORT THE NEEDED IMPLEMENTATION ACTIVITY?	
		STRENGTHS?	WEAKNESSES?
Site selection			
Procurement			
Project delivery			

TABLE 1.4.2 (CONTINUED)

IMPLEMENTATION ACTIVITIES	CAPABILITIES REQUIRING EXTERNAL SUPPORT	WHAT IS MY POTENTIAL PARTNER'S CAPABILITY TO SUPPORT THE NEEDED IMPLEMENTATION ACTIVITY?	
		STRENGTHS?	WEAKNESSES?
Community engagement			
Facilitator selection and training			
Technology set-up and maintenance			
Implementation monitoring			
Crisis management			
Other			

In addition, when you are evaluating different partners, think about any organizational considerations of a partnership including but not limited to:

• Alignment of goals
• Willingness to collaborate
• Similarities and differences in working culture
• Cost

Write down your organizational needs below:

Based on these considerations, identify your high-priority implementation partner(s).

GREAT JOB!
YOU'VE FINISHED:

PROJECT DESIGN TOOLKIT