

text

CASE STUDY: "The Digital Divide Project"

Applying M&E and Adaptive Management

THE PROJECT

Tech4Girls Rwanda is a 12-month project aiming to improve digital literacy for 500 secondary school girls in rural Rwanda.

Project Goal: Increase digital skills and confidence in using technology for education and future employment.

Key Activities:

- Train 20 teachers in digital literacy instruction
- Distribute 500 tablets to participating schools
- Conduct weekly after-school computer clubs
- Provide mentorship from female tech professionals

Project Budget: \$75,000 (donor-funded)

THE SITUATION

You are the Project Manager for Tech4Girls. It is now Month 6 of the project. You have collected mid-term M&E data. Here are your findings:

What Was Planned vs. What Happened

Activity	Target (by Month 6)	Actual (Month 6)
Teachers trained	20	20
Tablets distributed	500	500
Girls attending computer clubs	250 (avg. weekly)	85 (avg. weekly)
Schools actively participating	10	10

Additional Data Collected

Teacher Surveys:

- 100% of teachers trained report feeling confident teaching digital skills
- But 15 of 20 teachers admit they have only held 1-2 computer club sessions instead of weekly sessions
- Reasons given: "too busy with regular curriculum," "tablets need charging and we lack electricity," "girls don't stay after school"

Student Focus Groups (with 40 girls):

"I want to learn, but by 4pm I'm tired and need to walk home before dark."

"The tablets are nice but we only use them when the teacher remembers to bring them."

"My parents want me home right after school to help with chores."

"The male teachers sometimes laugh when we ask questions about computers."

Attendance Records:

- Highest attendance: First two weeks after tablets arrived (200+ girls)
- Current attendance: Dropped steadily to 65-85 girls per week
- Same 40 girls attend regularly; others came once or twice then stopped

Mentor Feedback:

Tech mentors (female professionals) report showing up to schools but finding few girls to mentor.

PROJECT INDICATORS (From M&E Plan)

Indicator	Target	Status at Month 6
# teachers trained	20	20 achieved
# tablets distributed	500	500 achieved
# girls attending computer clubs weekly	250	85 (34% of target)
% girls showing improved digital skills	80% by Month 12	Not yet measured
% girls reporting increased confidence	75% by Month 12	Not yet measured

YOUR TASK

As Project Manager, you must:

1. Analyze what the data is telling you
 2. Identify the real problems (not just symptoms)
 3. Use the Adaptive Management Cycle to make decisions
 4. Report honestly to your donor
-

KEY QUESTIONS TO CONSIDER

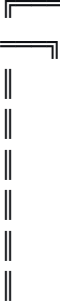
1. What did monitoring data reveal that planning documents missed?
2. Which indicators show the project is on track? Which show problems?
3. What might be the root causes of low attendance?

- 4. Should you continue the same activities or adapt? Why?
- 5. How would you involve girls, teachers, and mentors in finding solutions?
- 6. What would you tell your donor in the next progress report?

QUICK REFERENCE: TRAINING CONCEPTS TO APPLY

Concept	Apply to This Case
Monitoring vs. Evaluation	What data is monitoring? What would evaluation require?
Baseline	What baseline data should they have collected?
Indicators	Are their indicators SMART?
Feedback Loops	What data → analysis → decision → result cycle is happening?
Adaptive Management	What should they adapt?
Reporting	How to report honestly while showing learning?

text



QUESTIONS FOR YOUR ASSIGNMENT

|| Refer to your assignment document for specific questions about this case. ||

|| Use the concepts from your M&E training to analyze the situation and
|| recommend adaptive management strategies.

||
||
||

||