# Evaluation Resources

## Intel® Learn Program

## Evaluation Summary




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# Evaluation Summary

Children using technology on a regular basis in regions of the world where this access would otherwise not exist at all represents a major effect of the Intel® Learn Program.

Evaluation of Intel Learn also confirms that in terms of three main program goals—increased technology literacy, use of critical thinking, and collaboration—the program is succeeding in all areas where it is implemented.

Most students in every country demonstrate that within the instructional and curricular environment of the Intel Learn program they are able to create digital products that meet and in many cases exceed the demanding rubrics used to assess student outcomes. As they create these digital products, they gain experience in technological literacy, critical thinking, and collaboration.

## The Intel Learn Program

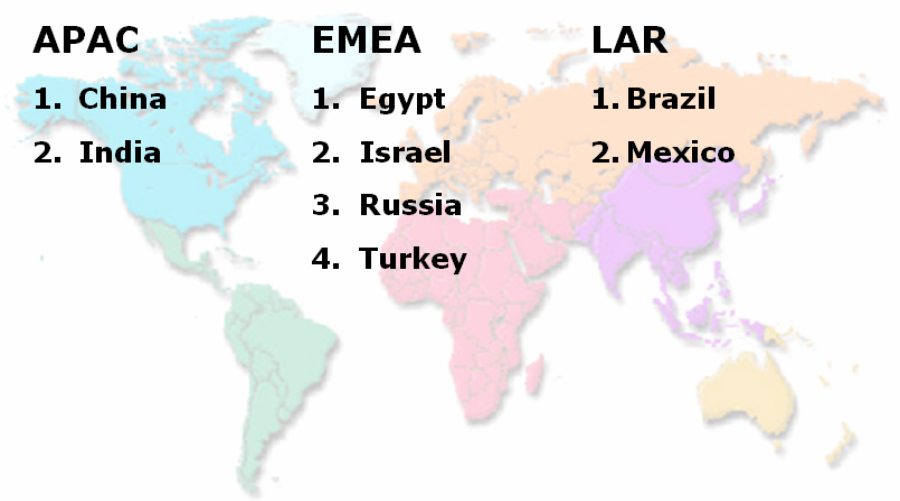
The Intel Learn program is bringing the future within reach for tens of thousands of young people in developing countries around the world. The program is targeted to young learners in communities with little or no access to computers in homes or schools, and teaches young people valuable technical skills through hands-on learning in informal learning environments.
While developing these capabilities, learners also master skills necessary to compete in the 21st century, such as technology literacy, critical thinking, and collaboration. To develop skills in analysis, problem solving, and adaptability, students must use today's technology in relevant, hands-on learning activities that require higher-order thinking.

## Evaluation of the Program

SRI International has conducted evaluation of the Intel Learn program using a comprehensive approach combining such simple measures of student engagement as attendance figures with staff reports about student learning and achievement, site observations, and analysis of student work samples.

This wide-ranging research has enabled SRI to develop a clear picture of how well this program is meeting its goals and effecting positive outcomes in students.

The data has been collected by SRI International for two years from the following eight countries:




## Engagement and Perception

For voluntary, after-school programs, one of the most obvious and also important measures of learner engagement is attendance. If students are not finding a program to be valuable, relevant, and interesting to them, they are simply not going to continue participating in the program. Country education managers have consistently reported that the Intel Learn program attracts very high rates of continued attendance.

In fact, the international average of program completion rates is a remarkably strong 95%. Observations and staff reports also reveal that students are overwhelmingly enthusiastic and engaged in the program activities. Students place a high value on the new skills they learn in the program as well as in the collaborative and explorative learning experiences they participate in.

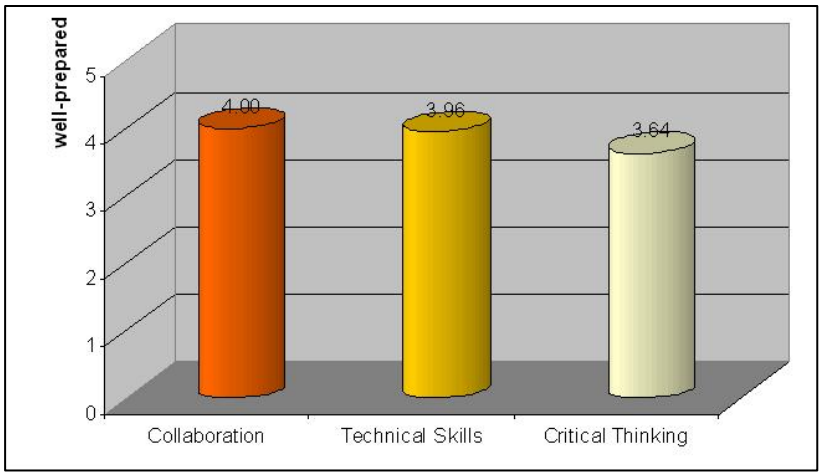
| | Start | Finish | Average |
|---|---|---|---|
| **Brazil** | 1,686 | 1,319 | 78% |
| **China** | 54,228 | 53285 | 98% |
| **Egypt** | 2613 | 2427 | 93% |
| **India** | 2131 | 2119 | 99% |
| **Mexico** | 11,048 | 8839 | 80% |
| **Turkey** | 1862 | 1718 | 92% |
| **Russia** | 861 | 707 | 82% |
| **Total Sample** | 74,429 | 70,414 | 95% |

**Program-wide completion rate of 95%**

In a sample of CTCs in seven of the eight countries reporting as of Feb., 2006, the overwhelming majority of learners who started the program successfully completed it.
**Note:** The data represent a large sample of CTCs, but not the entire set of CTCs or the entire learner population for each country reporting.

## Students Are Developing Technology Literacy

In terms of the impact on students, one key measure has been the assessment by the Intel Learn staff of whether students are prepared in terms of technical skills to create their final projects. Because the curriculum is progressively complex, with each activity building on the skills of the previous ones, this assessment of student readiness is an indication of whether students have developed their technological literacy to the level required by the program. Overall, staff reports reflect that students are improving in technology skills and are prepared to create their final projects.




**Learners are prepared to create their final projects**

Across countries, staff report that learners are well prepared to undertake their final projects by the time they begin them. This means that learners have the technological, analytic, and collaborative skills to undertake larger projects with their peers. (Rating of 1-5 from staff survey; all eight countries reporting.)

## Student Projects Meet or Exceed Expectations

Local evaluators were also tasked with analyzing a sample of student work products according to rubrics based on the required attributes of the projects as they are described in the curriculum. The samples were rated as approaches expectations, meets expectations, or exceeds expectations.

The standards used to measure the expectations were complex. In fact, work samples were awarded a rating of exceeds expectations if they not only demonstrated all the required technical components, but also involved a high level of creativity and originality. Even those samples that were rated as approaches expectations in fact demonstrated a high level of achievement, but just may not have included every component called for in the project directions. Despite the strict measurement strategy, around 75 percent of student work samples met or exceeded expectations.