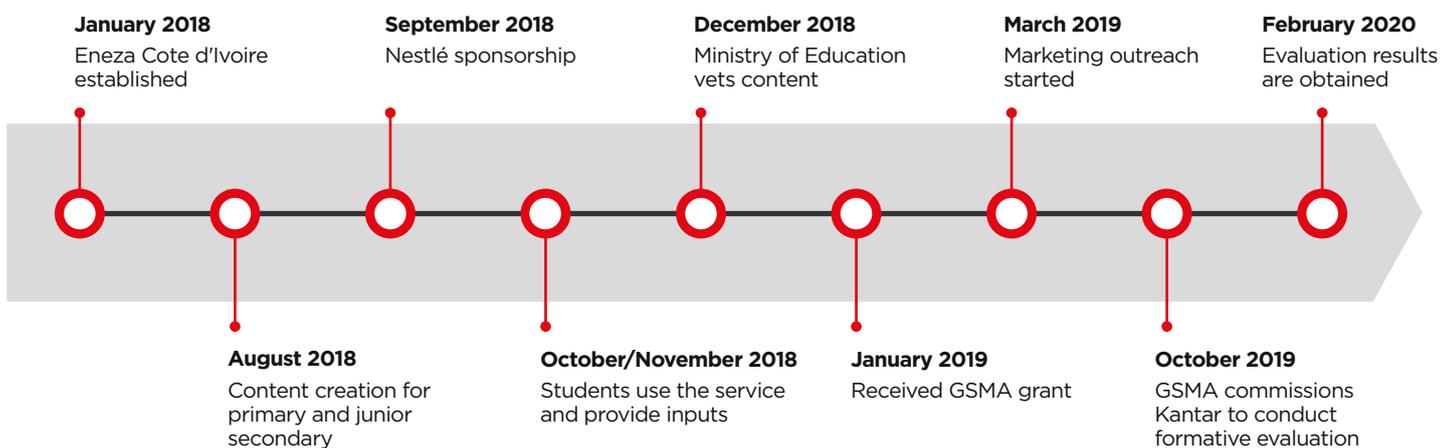# Five key insights from evaluating Eneza
a GSMA EdTech grantee in Côte d'Ivoire

Eneza's journey: Eneza first started operations in Kenya in collaboration with Safaricom in 2011, followed by Ghana in partnership with MTN in April 2017, then with Airtel and Tigo in December 2017. It launched in Côte d'Ivoire in 2018 in collaboration with Orange. In 2018, Eneza received a grant from the GSMA Ecosystem Accelerator Innovation Fund (supported by the UK Foreign, Commonwealth & Development Office (FCDO)) to launch the iEduk educational service in Côte d'Ivoire.

Figure 1

iEduk project timeline in Côte d'Ivoire

January 2018
Eneza Cote d'Ivoire established

September 2018
Nestlé sponsorship

December 2018
Ministry of Education vets content

March 2019
Marketing outreach started

February 2020
Evaluation results are obtained

August 2018
Content creation for primary and junior secondary

October/November 2018
Students use the service and provide inputs

January 2019
Received GSMA grant

October 2019
GSMA commissions Kantar to conduct formative evaluation

Who was consulted?

Phone survey with 140 active users
(29 per cent of all iEduk active users) of which

61%
were feature phone users

39%
were smartphone users

Qualitative interviews with 43 stakeholders:

2 school administrators	**12** parents
5 teachers	**3** adult learners
12 student learners	**9** Eneza staff and partners

What problem is Eneza trying to solve?

The education sector in Côte d'Ivoire suffers from challenges on several fronts, a lack of effective pedagogical practices, overcrowding of classrooms leading to limited teacher and student interaction, a lack of sufficient learning materials for students, and the inequitable education between urban and rural schools in Côte d'Ivoire. Through the iEduk solution, Eneza is trying to address the barriers described and contribute to SDG 4, which calls for inclusive and equitable quality education for all.

What was the purpose of the evaluation?

As the service had been operational for a little under a year, the focus was on capturing operational learnings (in terms of marketing effectiveness, profitability, scalability and partnerships) and very early outcomes on students' learning.[1]

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1. Limitation: The selection process of respondents for the phone interview was not entirely random. The Eneza team sent out an SMS to users to gain consent for them to participate in the study and share their information with Kantar. As the sample self-selected to participate in the survey, they might differ from the other users of the service.

Evaluation insight 1:

Looking at lesson completion rates and quiz pass rates by subject, rather than on aggregate, revealed that students tended to take lessons in subjects they were performing well in rather than subjects they struggled in.

As of January 2019, of the 56,831 lessons accessed on the platform, 47 per cent were completed.[2] Lesson completion rates were highest for Physics and Chemistry (55 per cent) and lowest for Mathematics (35 per cent) and English (39 per cent). Students found Mathematics and English more difficult to learn in general and tended to not access and engage with lessons. Users also repeated a lesson and quiz about one and a half times and scored an average of three out of five on quizzes across all subjects. This indicates that students were engaging with the lessons on the platform but not completing them, most likely as they were still adopting the quiz-based learning system. There is an opportunity for Eneza to better demonstrate the utility of iEduk in helping students adopt the quiz-based system to target subjects that students tend to be weaker in.

Most difficult subjects to learn on iEduK:

59% Mathematics

33% English

Easiest subjects to learn on iEduK:

52% History

42% Geography

35% French

Evaluation insight 2:

While students and some parents realised the potential of mobile as a learning tool, there emerged a need to raise more awareness in parents, to help enable service uptake and use.

Students felt that studying via mobile phones allowed them the flexibility to study from anywhere due to the compactness and lightweight nature of the devices, compared to books or other reading materials. Parents who were more aware of the iEduk service than others felt mobile phones could become an integral part of their child's daily lives and successfully address quality education barriers. However, students also voiced concerns about their ability to use mobile phones for extended periods of time to study. People around them assumed they used it for purposes like chatting with friends.

Some interviewed parents echoed these views, which contributed to them limiting the time their children could borrow their phones or top-up credit to allow them to subscribe to iEduk. One parent reported finding the entire concept of using mobile phones to study as strange and using it as inappropriate.

> *"My dad doesn't like it when I am on the phone all the time. If he sees me on the phone, he says, 'I am still on the phone, and I am not studying"* – Student.

> *"Today, because of the cell phone, he always studies. Before he received his phone, it was difficult for him to study with his notebook"* – Parent.

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2.   A lesson is considered completed when a user reviews the content of the lesson and takes the corresponding three to five-question quiz to test their understanding of the lesson.

Evaluation insight 3:

Students mainly used the service to expand their knowledge and review lessons taught in class, with most students selecting lessons based on interest. The evaluation also found adult learners, unintended users of the service, were using iEduk to prepare for exams or master a language to aid in their trade.
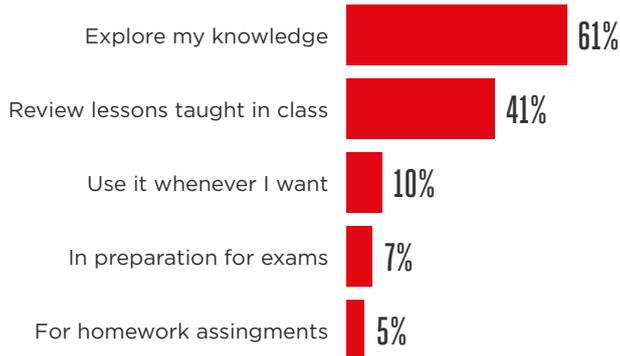
Figure 2

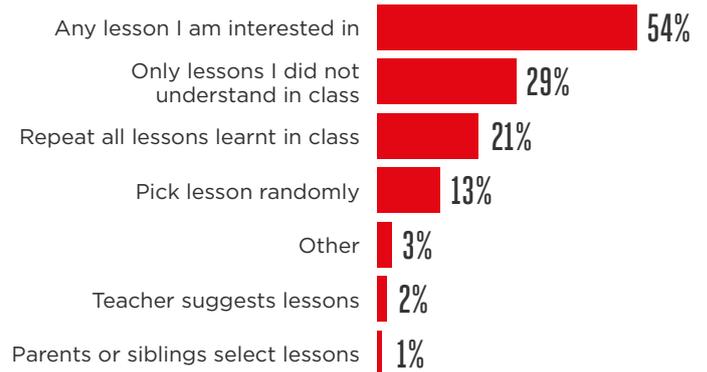### How do students use iEduk service?

Explore my knowledge	61%
Review lessons taught in class	41%
Use it whenever I want	10%
In preparation for exams	7%
For homework assingments	5%

Figure 3

How do students choose lessons on iEduk?

Any lesson I am interested in	54%
Only lessons I did not understand in class	29%
Repeat all lessons learnt in class	21%
Pick lesson randomly	13%
Other	3%
Teacher suggests lessons	2%
Parents or siblings select lessons	1%

While the quantitative survey revealed students mainly choose lessons based on their interest, students in the qualitative sample stated they also use the service to review lessons that they did not understand in class, where large class sizes (60-70 students per class) result in a noisy environment and limited teacher and student interaction. They felt the iEduk lessons were straightforward and to the point (over 90 per cent of students found the lessons on the platform easy to understand), which was contrary to the teachings they received in the classroom.

Evaluation insight 4:

Key external factors that enabled uptake and use of the service were, a favourable policy environment, content approval from the Ministry of Education, a desire amongst parents to invest in improving children's education and ease of use of the service. Key external barriers that needed to be addressed were, affordability of the service for children from extremely poor households, lack of electricity to charge phones and poor connectivity.

The Ministry of Education (MOE) in Côte d'Ivoire promotes digitisation of education content, including signing a national decree in 2012 to encourage students' use of technology to support their learning. This allows Eneza to promote the iEduk service and is also likely to drive scale of the service. iEduk content also underwent a review and approval process by the MOE, which teachers and school administrators stated helped them trust and value the service. Parents felt iEduk had the potential to address some of the barriers to quality education their children experienced and considered it a cheaper alternative to hiring a tutor and purchasing learning material.

However, school directors in both interviewed schools pointed out that not all parents can afford the service as many parents work as farmers and need to meet the basic family needs. There were also concerns around children's access to the service in districts or villages with no or limited power or network connection, as they may be unable to charge mobile phones and experience delays in receiving text messages from the service. These barriers risk leaving behind those who might need the service the most.

One of Orange Foundation's key focus areas is supporting education for the poorest through providing digital schools (i.e. digital libraries providing education content) across 12 countries in Africa and the Middle East, including Côte d'Ivoire, which is well aligned with the objective of Eneza. The partnership with Orange was also instrumental for Eneza to acquire its Value-Add Service (VAS) status from the regulatory body.

Orange Côte d'Ivoire has over 13 million subscribers and makes billions in revenue. The Eneza partnership is a small component of their overall revenue stream and therefore, most processes or requests are not considered an immediate priority. Additionally, Eneza's collaboration with Orange happens at both the group and operative country level. As such, communication and time spent undertaking activities requested by Eneza takes longer than anticipated, which can delay implementation. Streamlining communication and accounting for longer processing time in advance can really benefit the partnership and help it move forward more smoothly and reduce the risk of unforeseen delays. Strengthening weak subject areas can help bring more students on board with the service and be a valuable tool to help teachers improve student learning.

The top three evaluation recommendations

1 An EdTech marketing strategy needs to target both parents and children.

Parents are gatekeepers to phone use, so it is important to bring them on board with the service and help them understand that their children are studying and not chatting with friends. It is important to continue testing assumptions around the household dynamics between parents and children regarding their education to make sure An EdTech's marketing strategy is appropriate. For instance, the marketing strategy for parents with no formal literacy or in rural areas will be different from those with a higher level of formal education in urban areas.

2 EdTechs should consider using teachers as ambassadors of the service at school.

Given the problems of overcrowded classrooms leading to a lack of one-on-one attention from teachers, and a lack of strong pedagogical practices, the service can simultaneously offer immense value to teachers and benefit from their endorsement. Teachers could assign specific lessons on the iEduk service to help students strengthen weak subject areas, which can help bring more students on board with the service and be a valuable tool to help teachers improve student learning.

3 EdTechs needs to integrate a robust impact measurement plan to track progress against the iEduk Theory of Change.

Eneza needs to evidence the effectiveness of the iEduk service on students' learning outcomes as this will be key to unlocking further support from the MOE and stakeholders in the education ecosystem and helping the service scale. Regular monitoring and user testing will also help Eneza keep the users at the centre of the business model and adapt their strategy to deliver value continuously.