

**e-Discussion on UN Solution Exchange ICT for Development and Education
Communities**

Consolidated Reply of the 3rd Query:

**Query: *Framework for ICTs in School Education: Programme Delivery Issues –
Monitoring & Evaluation*
(7.5.08 – 21.5.08)**

.....

Moderators Note: The e-discussion on the Framework for ICTs in School Education has been grouped into three broad areas: Topic 1 covered investment issues, read summary at this link: http://www.solutionexchange-un.net.in/ictd/e-discuss/ediscuss02/summarytopic1_01040801.pdf (Size: 25.5 KB), topic 2 covered content and quality issues, read summary at this link: http://www.solutionexchange-un.net.in/ictd/e-discuss/ediscuss02/summarytopic2_15040801.pdf (Size: 37 KB) and the third discussion will cover programme delivery issues, and address the topics of Public-Private Partnerships, and Monitoring and Evaluation.

We present you the next topic, TOPIC 3: Programme Delivery Issues and look forward to your active participation. We encourage you to broaden the discussion to your contacts in NGOs, schools, government, local authorities, private sector, and other non-members who you feel would have something to contribute.

Once again members may please refer to <http://www.solutionexchange-un.net.in/ictd/cr/res28030801.doc> to understand the process of this series of consultations.

Issue	Question 1	Question 2	Question 3	Question 4
Monitoring and Evaluation	What are some of the monitoring and evaluation tools available (share experiences, or case studies) for state governments or central government to measure overall achievement levels of schools and students with respect to use of ICT in school education?	At the school level or children's level, what can be the most useful M&E methodology for assessing the learning outcomes, and how does that help to encourage introspection, self-assessment and promote dialogue among stakeholders including the local communities for improvement of learning outcomes?	What are some of the key evaluating parameters that must be applied to monitor the effective implementation of the policy on ICT in school education? Are there benchmark criteria and tools that we can learn from other country experiences?	

Response List: 3 responses were received on the thematic area Monitoring & Evaluation from 7.5.08 to 21.4.08.

1. Anindya Kumar Banerjee, Panchayats and RD Department, Government of West Bengal, Kolkata
2. Gurumurthy Kasinathan, IT for Change
3. M V Ananthakrishnan, Developmental Infomatics Lab, KReSIT, IIT Bombay, Mumbai

Response 1

Anindya Kumar Banerjee, Panchayats and RD Department, Government of West Bengal, Kolkata

1. What are some of the monitoring and evaluation tools available (share experiences, or case studies) for state governments or central government to measure overall achievement levels of schools and students with respect to use of ICT in school education?

I think that RBM (Result Based Monitoring method) framework is the only correct way to measure performance as it will involve all the stake holders to freeze a policy to ensure peek and lean performance and the methodology to measure the same and once frozen all stakeholders have to perform in accordance to the Roles and Responsibilities

fixed in the RBM Framework. An MIS may be prepared by the policy makers which can be tailored by different governments in their own perspective without changing the basic framework.

2. At the school level or children's level, what can be the most useful M&E methodology for assessing the learning outcomes, and how does that help to encourage introspection, self-assessment and promote dialogue among stakeholders including the local communities for improvement of learning outcomes?

No other method better than RBM as all the stakeholders have to take part in the making of such a framework and is definitely foolproof.

3. What are some of the key evaluating parameters that must be applied to monitor the effective implementation of the policy on ICT in school education? Are there benchmark criteria and tools that we can learn from other country experiences?

Please look into these:

<http://www.det.wa.edu.au/education/accountability/Docs/ICT%20report%20FINAL.pdf>

http://www.eei.gov eg/M&E%20files/2942_file_M_E ICT Education draft WSIS optimized.pdf

<http://www.infodev.org/en/Publication.9.html>

A report from World Bank:

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20264888~menuPK:617610~pagePK:148956~piPK:216618~theSitePK:282386.00.html>

Response 2

Gurumurthy Kasinathan, IT for Change

Supply side based development models which are based on centralized designs and make 'top down' assumptions of people ('teachers are resistant to change', or 'lethargy of management') have been tried several times and have not been found to be successful. While ICTs actual present possibilities for 'demand led', decentralized design and participatory implementation and an ICT in education policy should attempt to capitalize on these possibilities within the domain needs and priorities. Hence, a 'monitoring and evaluation' theme that does not situate itself on the needs for professional development of the teacher based on principles of autonomy and agency (elaborated in the NCF on Teacher Education) can end up emphasizing centralized databases that seek to 'control' teachers work based on quantitative assessments of children performance, which can be counterproductive to meaningful education.

This is not to deny the importance of '*infrastructure*' or '*content*' or '*capacity building*', except to state that these perspectives appear to reflect an dominant 'ICTD' kind of thinking which is mostly or '**supply based**'. "We have ICTs so let us see what we can do with them". Such approaches do not proceed from the identifications of the objectives to be met, or critical challenges to be faced, from the respective domain's perspective. They seek to thrust some overarching technological world views on development domains whose enormous contexts and complexities, challenges and goals are not given the prime positions as drivers of the policy.

Response 3

M V Ananthkrishnan, Developmental Infomatics Lab, KReSIT, IIT Bombay, Mumbai

1. What are some of the monitoring and evaluation tools available (share experiences, or case studies) for state governments or central government to measure overall achievement levels of schools and students with respect to use of ICT in school education?

I am not aware of any tool that monitors or evaluates in the real terms of the outcomes of ICT implementation. In fact, there seems to be no process to see the sustainability, once the project period is over.

- I happened to attend a meeting on CSR practices in industry recently in Mumbai. What was surprising was NO corporate followed up in subsequent periods/years to see whether their efforts were sustained/improved upon/losing colour

- The UNIDO representative indicated that the UNIDO Questionnaire had no component for evaluating the sustenance of the quality once the main project duration was over

I feel there has to be a large independent body of intelligentsia composed of teachers, social workers, past students, parents, reps from the education departments of states/centre and end-users. Suitable evaluation teams could be drawn from this body and asked to visit schools to

- Review the state of ICT in schools
- Assess the effectiveness of ICT aided school teaching
- Understand the issues impeding the use of ICT
- Evaluate teacher performance vis-à-vis ICT implementation
- Ensure that the school authorities provide all facilities for the successful incorporation of ICT in the teaching and learning strategies
- Take to task all erring parties (school, teacher, student, parent)
- Suggest measures to reduce the problems and increase the performance through ICT-based methodologies
- Involve the local communities in (a) localization of the content and in (b) coordinating field visits to explain real applications of theoretical scientific principles.

2. At the school level or children's level, what can be the most useful M&E methodology for assessing the learning outcomes, and how does that help to encourage introspection, self-assessment and promote dialogue among stakeholders including the local communities for improvement of learning outcomes?

Same as (1) above

3. What are some of the key evaluating parameters that must be applied to monitor the effective implementation of the policy on ICT in school education? Are there benchmark criteria and tools that we can learn from other country experiences?

Some of the key evaluating parameters, according to me, are:

- Are the ICT-based methodologies in sync with the existing traditional teaching?
 - Does ICT facilitate the teacher in teaching better?
 - Does ICT help in explaining abstract concepts?
 - Does ICT make learning more exciting?
 - Does ICT prod the student to know more, beyond the classroom (say through internet)?
 - Does ICT make the student understand better and recall lessons taught during his absence or in manner alien to him/her?
 - Does ICT make learning more participative and encourage group learning?
 - Does ICT support interaction?
 - Does ICT ensure continued progress through enhanced learning?
 - Is the ICT-based solution a text-book page turner and contains too much of textual content?
 - Is there an excess on animations and cartoons?
 - Are the animations too trivial or too complicated?
 - Have the ICT-based solutions been field-tested with students and teachers and school boards...before release?
-