

WORKSHOP SEMINAR ON MONITORING AND EVALUATION IN ICT FOR EDUCATION (ICT4E) ACTIVITIES

Activity Feedback (post-its submitted)

Key Success Factors

- Ownership of the ICT Framework
 - ⇒ Clear definition of roles and responsibilities of key players
- Solid infrastructure support
- A unified approach to implementation yet flexible enough to cater to cultural sensitivities
- Capability-building of teachers
- Improved delivery of the original intent of the New Teacher Education Curriculum which include 6 units of Education Technologies
- Provision of a collaborative and supportive environment for teachers

Good Practices observed in the Philippines (in terms of M&E)

- Surveys conducted: to gather baseline data (timeliness)
- Focus groups
- Needs Assessment
- Teachers' evaluation
- Involvement of stakeholders in evaluation
- Inclusion of social impact in evaluation
- Qualified evaluation teams
- External evaluators for government projects and programs
- Results of every M&E is considered for the design and the next phase/project

Practices which are deemed insufficient/ potential difficulties/ risks:

- Inadequate infrastructure
- Inadequate Human Resource development in terms of training, seminars, and advanced studies
 - ⇒ Preparedness of TEIs to implement the New Teacher Education Curriculum in terms of infrastructure and competent faculty members
 - ⇒ Inadequate course content to meet the demands of the industry
- Lack of policy support and political will
 - ⇒ CHED and DepEd: no effective interface/integration
 - ⇒ No one to provide funding or lack of initiative to creatively mobilize funds
- Lack of knowledge, networking, and sharing of good practices
 - ⇒ for integration of knowledge and practices
 - ⇒ Need for a database
 - ⇒ Integration of baseline studies: what is everybody doing?
 - ⇒ Not being able to arrive at a consensus
- M&E not embedded in the project design
 - ⇒ Poor utilization of evaluation reports
 - ⇒ Sustainability
 - ⇒ Poor time management
- Negative attitude of respondents towards M&E
 - ⇒ Lack of honesty in evaluating and being evaluated

- ⇒ We only show the good side and ignore the bad ones
- ⇒ Need to value “learning from mistakes”
- ⇒ Resistance to change
- ⇒ Ningas cogon attitude of Filipinos
- Lack of integrity in the accreditation process
 - ⇒ Voluntary accreditation
 - ⇒ Limitations of the accreditation instruments

If you can make one impact, what would it be? / aspect to be changed

- Remove stigma about being monitored
- A good, well-run, and up-to-date database which is open for everyone to look into
 - ⇒ Initiate a national survey of baseline info re: ICT skills of teachers
 - ⇒ Need for funding
 - ⇒ Have credible research institutions or groups conduct the survey
 - ⇒ Creation of a central body to establish, maintain quality and integrity of a teacher portal & share teaching resources
 - ⇒ Strengthening of research and development
- Explore outsourcing and networking to augment financial sufficiency
- Informal/online discussion with school reps/ DepEd/ UK experts; use consultants for support
 - ⇒ More training workshops like this
 - ⇒ More coordination
 - ⇒ Bring in other groups such as PAFTE
- For the National Competency Standards for Teachers:
 - ⇒ Include different levels of accreditation or competency levels of teachers
 - ⇒ Add a phrase: “through existing organizations or through an enabling law.”
 - ⇒ Include in the Licensure Exam for Teachers
 - ⇒ Need for a mechanism for recognizing innovative strategies and best practices
 - ⇒ Need for appropriate and relevant assessment of ICT competency standards
 - ⇒ Need for a coordinating body to review existing and international standards/competencies to jumpstart the national consultation
 - Include competencies/standards in appropriate accreditation instruments:
 - Policies/guidelines within the DepEd (incentive scheme)
 - Accrediting institutions such as PAASCU, etc.
 - PRC – for licensures