

Toolbox 5.2: Plan Strategy for Production and Sharing of Evidence Based and Promote Innovations

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Use evidence-based practice

The masterplan should embrace evidence-based practice to improve implementation performance as well as encourage innovation in four ways:

1. Use sound research design;
2. Develop reports based on high quality data analysis; and
3. Involve other researchers to review the results.
4. Disseminate results to stakeholders, especially those involved in the implementation.

Use sound research design

This can be done by developing quality research agenda to pursue in the masterplan. Some information needs can be collected during the course of the planning process (see box on information needs to assess current situation). Others would require in-depth study that could be tackled during the implementation period (see box on information needs to evaluate feasibility of ICT options).

Information/ data needs to improve knowledge on ICT in Education situation

- Inventory of ICT in Education initiatives/ projects in schools/ country
- Inventory of ICT infrastructure and equipment in schools/ country
- Documentation of best practices in ICT in Education
- Inventory of ICT in Education studies conducted in the country
- Inventory of ICT training/ seminars
- Number of teachers given ICT training
- ICT issues in schools and ministry of education

Information/data needs to evaluate feasibility of ICT options

- Appropriate ICT models to deploy in schools, e.g. computer lab vs computer on wheels vs. 1:1 model
- Total cost of ownership (national and school level)
- Total investments needed to put ICT in 50%, 75% or 100% of schools
- Estimated additional budget to maintain and operate ICT in schools
- Changes needed to integrate ICT in the curriculum

- Changes needed in the teacher education curriculum to prepare ICT-ready teachers
 - Types of training needed to upgrade skills of teachers/ prepare future teachers
 - Changes needed to include ICT in the assessment of teachers and students
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Develop reports based on high quality data analysis.

The Coordinating Unit can adopt internationally accepted indicators on ICT in Education. This will not only track progress within the country or organization but also allow for international benchmarking later on. At the same time, this will institutionalize collection of high quality ICT in Education indicators in the MOE.

Involve other researchers to review the results.

The Coordinating Unit must share the research results to stakeholders and those involved in the implementation.

Disseminate outputs.

Here are some options to consider: i) Lower targets (e.g reduce number of schools or number of equipment); ii) Remove some programme areas that are lesser in priority or can be delayed in the next masterplan; iii) Get commitment from education officials they would support the budget of the masterplan; and iv) Get commitment from donors and other funding sources (e.g. NGOs and private sector).

Suggested resources

- [Quick Guide to Education Indicators for SDG 4](#)
 - [Qingdao Declaration on the Use of Indicators \(see paragraphs 16-18\)](#)
 - [A Model for Obtaining ICT Indicators in Education](#)
 - [Information and Communication Technology \(ICT\) in Education in Asia: A comparative analysis of ICT integration and e-readiness in schools across Asia](#)
 - [Information and Communication Technology \(ICT\) in Education in Five Arab States: A comparative analysis of ICT integration and e-readiness in schools across Asia](#)
 - [Information and Communication Technology \(ICT\) in Education in Sub-Saharan Africa: A comparative analysis of ICT integration and e-readiness in schools across Asia](#)
 - [Thematic papers on EMIS](#)
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Activities

- Invite implementation partners and stakeholders to participate in the planning meeting.
- Use the template to discuss the strategies for evidence-based practice.

Click here to launch the 5.2 Activity Template

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Strategies to adopt evidence-based practice

Order

Strategies to adopt evidence-based practice (value 1)

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