



Asian Development Bank
Optimizing ICT for Education—October 2007

***Procurement for
ICT in Education***

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ADB 1



Procurement Policies and Practices
ADB Procurement System

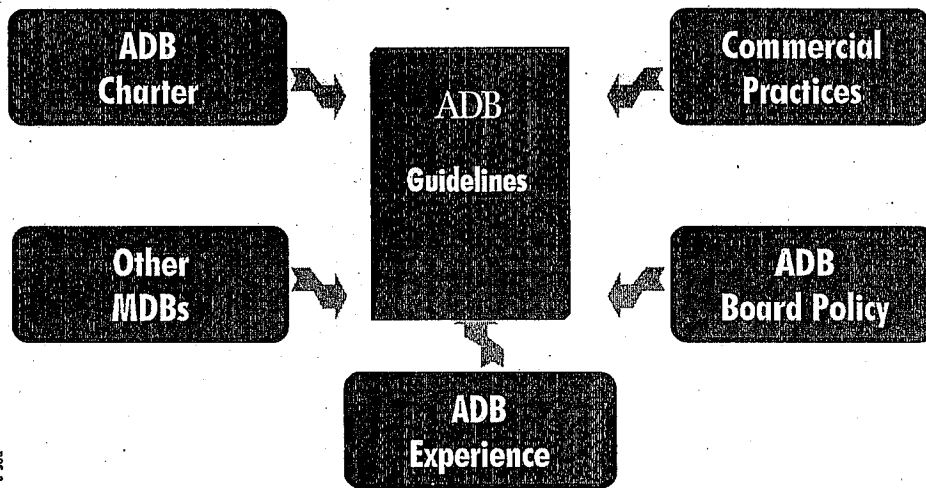
- ***Guidelines***
- **Standard Documents (Harmonized)**
- **Covers Works, Goods, Consulting Services**
- **Maintained by ADB**

***Borrowers must comply on ADB-financed
contracts***

ADB 2



Policies and Practices Guidelines



Procurement Of Goods and Works Price Competitive Bidding

- **Sealed tender for 90% of procurement**
 - **Bidders must be qualified**
 - **Bidders must be eligible**
 - **Bids must meet technical specifications**
 - **Between qualified, eligible bidders, contracts are awarded on basis of price**
- 804



Recruitment of Consultants Experience Based Selection

- **Consultant must be qualified**
- **Consultant must be eligible**
- **Proposal must meet minimum level**
- **Selection based on expertise and experience**
- **Nominal consideration of price (sometimes)**

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Procurement of IT Current Procedures

ADB has no IT-specific procedures—we use:

- **Consultant recruitment procedures**
- **Goods and works procedures**
- **World Bank procedures for IT**

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Procurement of IT New Developments

Developing IT-specific standard documents

- **Bidding procedures**
- **Statement of Requirement**
- **Evaluation procedures/Qualifications**
- **Conditions of contract**

Harmonized..

BS 7



Procurement of IT New Developments

Mix of goods procurement and consultant recruitment

- **What is a “consultant”?**
- **Evaluation emphasizes price**
- **Evaluation considers technical quality**

BS 8



Procurement of IT New Developments

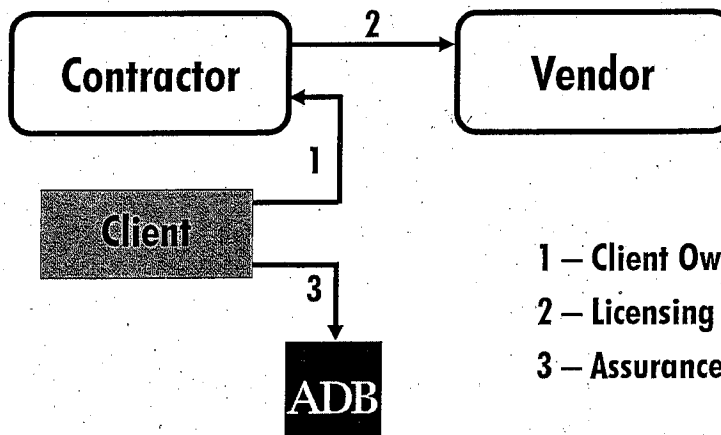
Intellectual Property

- Largely related to software
- Protect client's ownership
- Obligate contractor

003.5



IT Procurement Intellectual Property



003.10



Procurement of IT New Developments

Proprietary Standards (Guidelines 2.20)

- **Use of brand names to be avoided**
- **Brand name “Or equivalent”**
- **Characteristics “similar”**
- **Performance “substantially equivalent”**

805.11



Procurement of IT New Developments

Proprietary Standards Exceptions

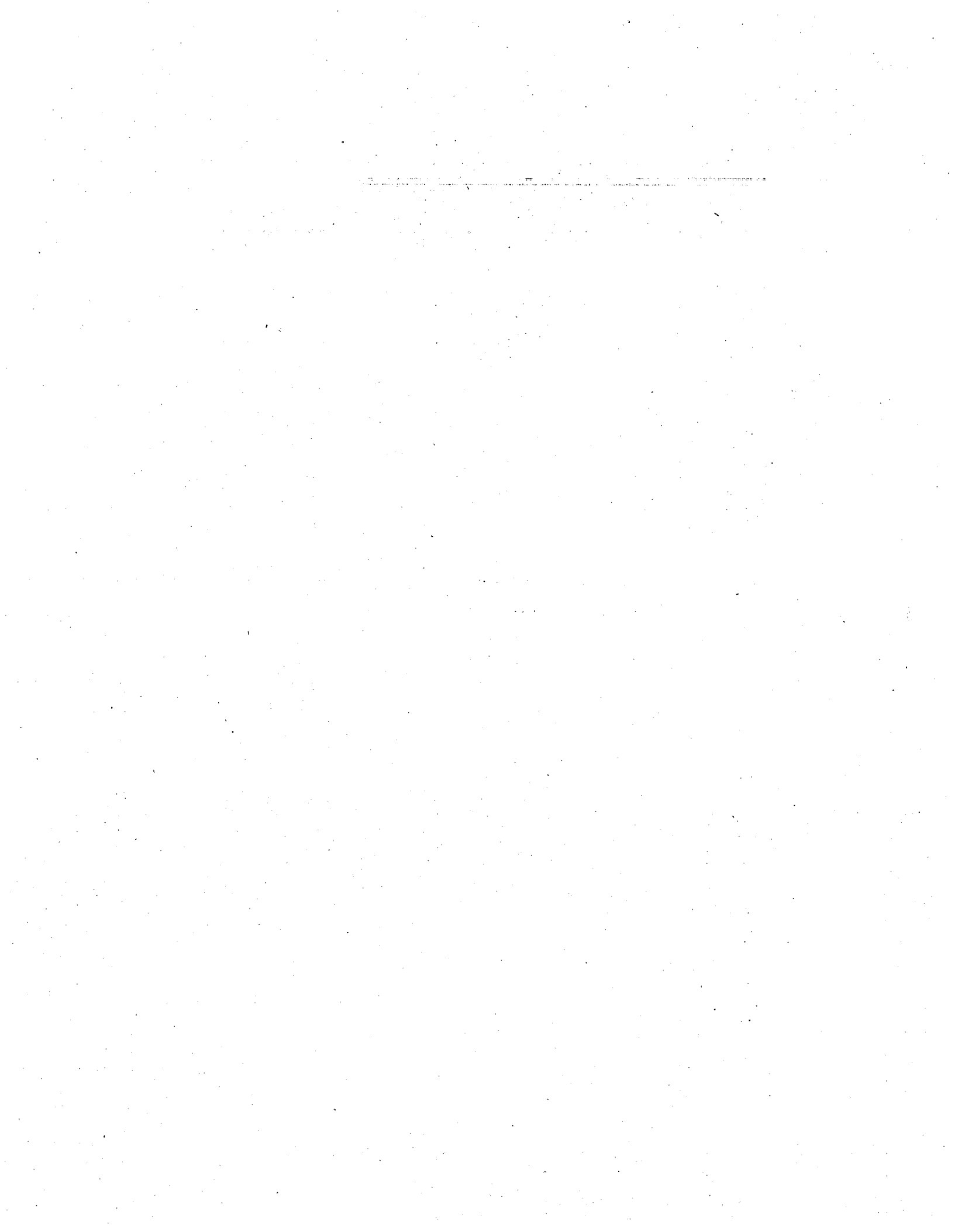
- **Required platform for application**
- **“de facto” industry standard**
- **Enterprise technology standard**
- **Prior material investments**

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Discussion?



ICT Teacher Training Model for Developing Shared School Technology Leadership

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Background

- Eklavya School (Gujarat, India)
- ICT for Literacy Learning for Disadvantaged Children at Eklavya School
- Extension of ICT throughout School Curriculum
- Need for ICT Teacher Training
- Since 2001 Training Model is implemented in 6 other primary schools within area.

Barriers to ICT Teacher Training

- Teachers' preference for traditional teacher-centered instruction as opposed to student-centered instruction.
 - Belief among some teachers that the mere use of ICT could make lessons more motivating and exciting to the students.
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ICT Teacher Training Model

- Theoretical Basis: Constructivist Learning

Technology in Learning Framework

- Technology as tool to support knowledge construction.
- Technology as information vehicles for exploring knowledge to support learning-by-construction.
- Technology as context to support learning-by-doing.
- Technology as social medium to support learning by conversing.
- Technology as intellectual partner to support learning-by-reflecting.

(Adapted from Jonassen, Peck, Wilson 1998)

Assumptions

- School leader practices instructional leadership.
 - School leader has a vision for school technology in terms of improving teaching and learning processes.
 - School leader is active in fostering the necessary conditions for providing teachers with professional development opportunities.
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Components of ICT Teacher Training Model for Shared School Technology Leadership

Four Key Components

1. Study of the Role of ICT in Teaching & Learning Processes
 2. Application of ICT for Learning
 3. Planning for ICT in Classroom
 4. Managing Classroom Learning Supported by ICT
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Components of ICT Teacher Training Model for Shared School Technology Leadership

Ongoing Professional Development

- Development of Learning Community
 - Mentorship
 - Joint Lesson Plan Development
 - Joint Infusion of ICT into School Curriculum
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Lessons Learned in Implementation of ICT Teacher Training Model

- School ICT policy not only impacts classroom ICT integration, but also teacher ICT-competencies and ICT teacher training.
 - Teacher incentives play a large role in regular participation in professional development activities.
 - Shared School Leadership is developed through learning communities among teachers.
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Current Status of ICT Teacher Training among Gujarati Schools

- Need for demonstrating student-centered learning as it takes place in classroom.
 - Need for engaging teachers in student-centered learning themselves.
 - Need for emphasizing range of ICTs useful in impacting teaching and learning processes.
 - Need for school leaders to understand ICT for improving teaching and learning processes.
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For More Information...

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Thank you.
