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Foreword

In today’s interconnected world, we have seen good things “go viral”. Modern technologies such as mobile phones and internet are rapidly spreading in the countries, areas and communities Plan works in. They are blending with more traditional information and communication means, transforming our everyday business realities. Just consider this: there are more mobile phone subscriptions (7.1 bn) than toothbrushes (4.3 bn) in the world today!

At Plan Finland we feel that the new technologies carry great potential that can be harnessed and directed to support the overall program goals and communities’ aspirations, ultimately realizing the rights of children. Currently the potential of modern Information and Communication Technologies (ICTs) are benefiting disproportionately the Global North: the digital gap is also a development gap. Providing access to crucial information and enabling effective communication for people otherwise excluded can be a development goal in itself. This is why we like to use the term ICT for Development (ICT4D). In addition, technology can be adapted to help us work in a smarter way in specific thematic areas.

In most cases Plan still uses manual, resource intensive data collection and analysis methods in program work when more effective alternatives are available. For example baselines, mapping and M&E work can be made significantly faster and more cost effective with existing tools such as mobile data gathering. At many Plan offices we have seen that information and communication technologies can significantly increase the effectiveness, efficiency and impact of our program work and bring us together with different stakeholders, including the private sector.

This Guide is for you, Plan colleague or partner. With contributions from several people in different Plan offices it seeks to help you to systematically integrate technology to support your program goals. We hope it will be useful for all staff and inspire more people especially in the program countries to seize the opportunities offered by the ICTs. Let’s harness the creative potential of ICTs for enhancing our everyday work – for realizing children’s rights!

With excitement and inspiration,

Julia Ojanen
Programme Director, Plan Finland
Introduction

What is this guide about?

Welcome to ‘Connect!’ - a guide written with Plan programme staff for Plan programme staff - to help you get the most out of Information Communication Technologies (ICTs) in your project work. ICTs, such as mobile phones and computers, can be really helpful tools in a project: for example to share information, engage with people or collect and analyse data.

This is the third in a series of guides produced by Plan Finland, following on from ‘Mobiles for Development’ published in 2009, and ‘ICT-enabled development’ from 2010. Those guides include examples of ways in which the technology can and has been used, and much more detail on the whys and wherefores of using ICT. This one aims to provide much more practical, hands on advice on how to use ICT appropriately and effectively in a project, grounded in Plan’s experience.

This guide includes ideas and advice from Plan colleagues from across the globe, people who have tried to use ICTs in different ways in their project work, and learned from their successes and failures. Throughout the guide you will see quotes, suggestions and examples from these colleagues, based on their own work and experience. This means it should be directly relevant to you and your work in Plan.

Who is it for?

‘Connect!’ is aimed primarily at Plan programme staff, to help you think through the potential of ICTs when designing a project, and some of the practicalities of using them. Many Plan staff have already been experimenting with ways of using ICT tools to help the projects they are involved with reach more people, or have greater impact. You may be one of them, in which case you might be interested in hearing about similar experiences of your colleagues in other parts of the world, and what they have learned. Maybe you have not thought much about ICTs before, in which case this guide might help you to find out where to start, and what to consider. You are probably already using a mobile to make your work communications easier, and likely a computer too... so it’s no great leap to think about other ways in which these types of technologies can enhance the projects you are working on. The more familiar we are with using ICTs to do our work, the more opportunities we have to integrate ICTs effectively into Plan’s work with communities.

You don’t have to be an IT expert to get the most out of the technology: if you know what the problem is, and what works in the context, then you can talk to others and find out whether there is a device or system which can do the job effectively and equitably. And if there isn’t, from that basis you can work with IT experts to see if it can be developed. As such, we figure that programme staff are the ones who have (access to) the most important knowledge in order to integrate ICTs into Plan’s project work. But we hope that other Plan staff, including IT and management roles, will also be inspired to think how they can facilitate greater and more effective use of ICTs in their areas.

How do I use it?

This guide is organised into eight main sections, each covering a stage of project planning, with additional practical ideas and guidance in the annexes at the end. The sections are not necessarily linear steps in a process, for example you will need to budget for and choose the ICT at the same time, finding out what’s available and workable, working out the costs, refining and testing your choice etc. Depending on your situation and the status of your project you may wish to follow the whole process, or just find some useful ideas for a particular stage or issue. Each section includes several steps which you can follow, and questions you could ask. There are more detailed suggestions for activities to investigate these questions in the annexes at the end. You will also find more information in the previous two guides, and we have provided references and contacts inside and outside Plan in case you want to follow up on some of the ideas or get further guidance.

‘Connect!’ is designed to accompany and complement the project planning process. The focus is on the additional information and analysis you might need in order to identify the potential of ICTs to enhance the project, and the practicalities of choosing the right technologies and planning for their effective use. We try not to cover the very important, but more general advice for project planning, whether conducting a needs assessment and situation analysis, or developing a monitoring and evaluation framework. There are other sources of advice and information for that. What we have done here is to think about the additional questions you might ask at each of these stages in order to effectively and appropriately include ICTs in your project. In each section you will see a box called ‘things you already know’, which refers to the relevant and necessary information that will be coming out of the more general project planning process at each stage.

Given the youth and rights focus of Plan’s Child-Centred Community Development approach, we think it is important that you pay special attention to equity, to make sure that it is not just the loudest people, or those with the most experience of using ICTs, who influence and access the project’s benefits. When it comes to ICT there is already going to be a tendency for the best educated and wealthiest people to have the most access to the newest technologies and all their benefits. You may also find that boys are quicker to get their hands on new tools and gadgets than girls. So it is important to work with quieter and more marginalised groups to...
make sure that any ICT you invest in is used to promote equity and child rights. You will find boxes throughout suggesting issues to consider to promote equity: we hope this will inspire you to think at regular intervals about how girls and boys can be encouraged to participate, and benefit, and equity issues in general.

THE EIGHT SECTIONS OF THIS GUIDE ARE:

1. **Assessing the potential of ICTs**
   Looking at the additional types of information you might seek at the stage of situation analysis.

2. **Assessing the social context for ICTs**
   Additional questions to consider for participatory planning and analysis with key stakeholders (the future users of the ICT) to ensure that the ICT is appropriate and gets well used.

3. **Assessing the physical context for ICTs**
   Some of the direct technical issues you may need to research and consider before selecting ICTs to use, to ensure they fit the local environment.

4. **Review**
   A chance to stop and assess the needs and direction of your project.

5. **Choosing the ICT**
   Steps you can take and questions you can ask (once you know what you want the ICT to do) to make an informed and appropriate choice of ICTs.

6. **Planning for sustainability**
   Additional considerations at the budgeting stage, to ensure that you are taking all the long-term ICT-related costs into account.

7. **Building capacity**
   Considering the training and support activities which will need to be built into your project plan to ensure that the ICTs are used effectively.

8. **Monitoring, evaluation and sharing learning**
   Additional aspects to your project’s M&E framework and indicators to pick up data and learning about the added value of ICTs to your project.

The Annexes section at the back outline a number of practical exercises that may help you as you work your way through ‘Connect!’

**Introducing ‘Helen’**

Accompanying you throughout the guide is ‘Helen’, a fictional Plan programme colleague who is designing a fictional Plan project. In each section Helen has new questions relating to her use and choice of ICTs, and she is given advice and guidance as to how to proceed. The advice is based on the experiences and learning of the (real) Plan colleagues who have contributed to this guide, many of whom are represented in the illustrations providing explanations or examples. We hope that you can identify with Helen and her questions, and that she will help you make use of this guide.
Why should I be thinking about using ICT?

When the author recently asked a group of Spanish university students what was the biggest social change that had happened in their lifetime, they agreed that it had been the many impacts of the introduction and spread of ICTs. Most people around the world would probably have a similar experience. As mobile phones - and in many places computers, social networks and applications - have become more widespread and used, so our patterns of behaviour and relationships have changed. In 2009, the ‘mobiles for development’ guide in this series mentioned how this was happening in different parts of Africa, as people began to invent new ways of doing things using the opportunities the (even basic) mobile technology provided, “mobilising themselves not only to access mobile phones but innovate new functions and applications which meet their particular needs.” We argued there that this was both an opportunity for Plan to engage and support people in a rights-based approach, and a change in our operating environments that could not be ignored.

So ICTs are increasingly an important part of our environment, and that of the people we work with. We use them in many ways in our personal and professional lives, just like we use transport and other tools and infrastructure. But are we still planning our projects as if this massive social change was not taking place? Are we really taking advantage of all the opportunities for quicker or more direct communication, more timely information and greater connections? Deborah, from Plan Uganda, did find that ICTs enabled young people to explore, innovate and grow, explaining that “we have learnt from children the benefits of social media and online communities for social development and life skills.”

Beyond these very practical reasons for explicitly thinking about ICT in our project planning processes, there are some real equality issues to consider too. As ICTs change our worlds, so do the ways in which people are included or excluded from important debates and decisions change. In many countries, access to ICTs and the internet is becoming essential in order to access services, or participate fully in local government and education for example. After all, the ‘I’ is Information and the ‘C’ is Communication – both fundamental to rights and empowerment as Carla, from Plan Bolivia explains: “the digital divide is also a cause of poverty... given that lack of knowledge of rights and services is frequently associated with poor living conditions of children, and ICT is an essential means of access to information and knowledge.”
This guide is based on the experiences of Plan staff from Benin, Bolivia, Cameroon, Egypt, El Salvador, Finland, Kenya, Pakistan, Thailand and Uganda, all of whom have explored the benefits of ICTs to achieve development goals.

In **Kenya**, a Plan assessment of issues affecting education highlighted many ways in which ICTs could help. Plan Kenya responded by piloting an ‘Open Space Literacy Project’ to provide computers, teaching resources and training for schools and open up new ways of teaching, learning and relating in school. They found many challenges, but also lots of buy in from across the school community and improved performance in school.

In an assessment with young people in **Pakistan**, Plan staff heard that they felt isolated, cut off from things going on outside their community, and wanted to broaden their perspectives and horizons. They also felt that they lacked channels - and skills - to express themselves freely and with confidence. Plan developed a project to provide skills and ICT equipment for youth groups, and linked them with peers in Japan. This was found to be an ‘amazing experience for youth’ and ‘enhanced their level of confidence’.

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**Pupils**
- have access and use high quality educational content (digital and non-digital) focused on literary skills

**Teachers**
- are well-trained and motivated (learner-centred teaching methods using digital and non-digital materials)

**Stakeholders**
- actively contribute to effective school governance and project sustainability

**Innovative and enabling technologies**
- are utilized as support and to maximise impact

**Strong monitoring and evaluation framework**

**Cross-cutting issues**
- gender equality, positive discipline and inclusion

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- Low power LCD projector for showing the content to the whole classroom

- Mobile phone for producing local content (photos, videos, audio) + M&E purposes

- 2-5 laptops be used in classrooms & training teachers

- Loudspeakers for amplifying audio to the whole classroom

- Interactive whiteboard for showing and interacting with the content

- Solar power (if needed) to recharge the devices

- Pointer pen for teachers and esp. children to interact with the content

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In El Salvador (see photostory below), Plan staff worked with young people to teach them about how to reduce the impacts of natural disasters. Using radio, video and other ICTs they were able to involve children in mapping the risks, and sharing useful information with others. In this way they are active participants, learning and informing others, and having fun at the same time.
In **Uganda**, weak school governance was considered to contribute to low accountability of schools, poor quality of learning and high dropout rates. Parents were not involved, and information was not flowing well between schools, students, parents and local authorities. A plan introduced an SMS system whereby messages could be sent to the appropriate party, allowing information to be shared, complaints to be heard and accountability to be promoted. This diagram gives an example of how it might be used to follow up on a query about lunch fees.

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**Mobile Enhanced Participatory School Governance project**

Examples of information and communication flows enhanced by mobile service:

**Diagram:**

- **Parent** sends a message to the school to ask about lunch fees.
- **Pupils** inform the district education office about broken latrine for girls and absent teacher. They use the two mobile phones available for pupils during the breaks.
- **Teacher** sends a reminder to parents to attend the next Parent-Teacher Association meeting.
- **District & Sub-country authorities** review the incoming messages and take actions accordingly.

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**OK, so where do I start?**

Ideas and inspiration for integrating ICTs with development projects can come from anywhere. ICTs are all around us, especially in urban areas, and you might find you get inspired by looking at what is already available and used. Perhaps you have seen an application or programme in action and thought, “wow that could make a real difference to the way the school management committee works!” or “imagine what the kids at the youth club could do with that!” Or perhaps you are motivated to find a new or better way of doing something in your work or community: “it takes ages to collect all this survey information and type it into the database, I wonder if there is an application for mobile phones which could make it all simpler and quicker?” or “the lack of teaching materials makes it really hard to create a fun and interesting learning environment. I wonder what the teachers could do with computers and digital resources?”

Whatever your starting point, your choice of whether to use ICTs, and which ones, will depend on questions like ‘who is going to use them?’, ‘what kinds of skills and attitudes will help them get the most out of it?’, and ‘how much is it all going to cost in the long run?’. This guide will take you through these kinds of questions and more as you design your project. And you will probably need a good, constructive relationship with your IT colleagues, who can give you help and advice along the way.
1 Assessing the potential of ICTs
How relevant is information and communication to child rights?

“ICTs enable people to access information, and communicate their knowledge and ideas. So if I find out about the information and communication needs of the target group, I can see how ICTs could play a useful role in this project.”

What you already know

Your project document will describe the main issues in a child’s life to be addressed, key themes and objectives, and is based on a thorough situation analysis highlighting child rights issues and interventions in the area, and issues which may affect project design and implementation. This is an important basis for analysing the potential added value of ICTs, by adding specific analysis of information and communication issues in the area and target group.

Note that Plan or other organizations may already have necessary information available from past and current projects. Instead of starting from zero, search for documentation on similar projects and then decide where to focus your analysis. This applies to all the steps below.

STEP 1

How do the project activities and objectives relate to information and communication?

The ‘I and C’ of ICT is about having access to relevant information (and people), and getting your voice heard – both essential elements of knowing and enjoying your rights. Have a look at your project objectives and activities, and the needs or problems you are tackling: where do information and communication come in? For example for training you need good resources, networks and dissemination capacity. In child rights awareness, you need access to information and the opportunity for young people’s voices and opinions to be heard. Remember that sometimes ICT skills are ends in themselves, for example to build life skills and increase employment opportunities.

Suggested activity

Based on your project document, you could draw a diagram showing your vision, goals and activities (sometimes called a logic model or ‘theory of change’). Now in another colour highlight areas where flows of information and communication are relevant (see annex 1.1). Or you could draw key stakeholders and analyse the information and communication between them.

STEP 2

How does lack of access to ICT impact on child rights?

In communities where ICT is widely used, you may find that lack of access becomes a form of discrimination in itself, affecting access to important information or services. Look at your context analysis: is there evidence that access to ICTs provides an advantage in education, work, access to services and so on? Can they be used by young people to challenge or shift attitudes and behaviours which affect their rights? The Convention on the Rights of the Child includes: rights which relate to freedom of expression; being heard in decision making; access to information and ideas and meeting people, which may be affected by access to ICTs.

Suggested activity

If possible you can work with a group of young people to map the reality of girls’ and boys’ rights, and explore the relationship with ‘I, C and T’ (see annex 1.2).
STEP 3

The ‘I’: is relevant information available to the target group?
You have a sense of the kinds of information which are relevant to the child rights you are working on. Now you want to know whether that information is available, who has access to it and by what means. Are there relevant resources, websites or services out there? Do young women and men have access to them equally? If not, why not?

Suggested activity
Working with the project participants you can map out their current practices in accessing relevant information resources, compare these to the actual information resources available locally, and think about some of the issues which affect information access (see annex 1.3).

STEP 4

The ‘C’: do young people have the opportunity to communicate and raise their voices?
Communication is the element which enables people to link up with others for support and ideas, or make their voice heard in debates and decision making. You may already have a lot of information about opportunities and barriers for young people to effectively network and communicate, from situation analyses and other research. This will help you to assess how ICTs can support your child rights work, though probably the best people to help you with this analysis will be the target group themselves, who can map out how far their communication and networking currently goes.

Suggested activity
Using stakeholder mapping techniques, you can look at the extent of the project participants’ current network and how far their voices can currently carry (see annex 1.4).

Gender, equity and inclusion

At all stages the situation analysis should take into account any segments of society who are excluded due to disability, race, ethnicity, religion etc. It is important to understand differences in voice, information access and needs of girls and boys, women and men. For example girls may have less money or mobility to access information, lower literacy, or less influence and voice than boys in their peer group which would need to be considered to ensure inclusivity and equity in choice of ICTs and project implementation. Splitting groups by sex during some discussions can help this analysis.

Although in this guide we focus on gender issues, analysis should always take into account any people who are excluded due to disability, race, ethnicity, religion etc.
2 Assessing the social context of ICTs
How available and accessible are ICTs?

“I think this project could really benefit from ICTs. But what would be most appropriate to this target group and the particular needs the project is trying to address?”

“We need to assess people’s familiarity and readiness to use various types of ICTs and troubleshoot problems.” (Georges)

“Failure to do so can lead to inappropriate solutions, or lead to socio-cultural barriers that are different from one culture to another.” (Farrah)

“A tablet can really help make lessons more dynamic”

What you already know

Your project can draw on information from your local situation analysis, planning and review materials with regards to local dynamics and economic and cultural issues which could affect access to ICTs. You may also be able to identify relevant stakeholders in government, private sector and community groups who can help to explore this.

STEP 1

What types of ICT are readily available?

Unless the introduction of new technologies is a specific objective of the project, you will want to build as much as possible on what is already available in the area. This helps keep costs down, and makes it more likely that users are familiar with the tools and how to use them. As well as information about availability, you can ask the user groups you will be working with about the types of devices, networks and services that they and their peers are using. Do they use the Internet? Radio? Mobiles? Why/why not? How about ‘traditional’ ICTs such as bulletin boards and drama? And remember, the ICT landscape can change fairly quickly around you, so keep your analysis up to date!

Suggested activity

Working with a group of project participants, ask them to list the different types of devices (e.g. basic mobile, smartphone, computer) and tools (e.g. SMS, GPS, Facebook, websites) that they use or know how to access. Add any others which they know of but can’t access. You could then rank them according to criteria such as price, ease of use, usefulness etc. See annex 2.1.
Gender, equity and inclusion

When assessing the feasibility and accessibility of ICT it is crucial to consider access to and control over technology – and the impact this has on people’s enjoyment of their rights. Gender disaggregation and analysis is useful to understand and adjust to the differences in access and control.

STEP 2

Which ICTs do the target group use and for what?
Just because a particular device or tool is readily available in the local area, does not mean it is equally accessible to all. You may find, for example, that mobile phones are too expensive for young people to use actively, or that some people find it hard to use SMS because of their eyesight, or limited literacy. Representatives of the user group can tell you which devices they use (and why), and which they don’t use (and why not). From there you can explore the factors which make ICTs more or less desirable, useful and accessible to the project participants.

Suggested activity
Using the map of available ICTs created in step 1, discuss with the group the usefulness and usability of each – why is it well used or not, and for what purpose(s)? See annex 2.1.

STEP 3

Will people accept and use new ICTs?
At their best, ICTs don’t just make things quicker or easier, but offer new ways of doing things: of interacting, organising or collaborating for example. If ICTs are adopted by keen and enthusiastic users, they will be more able to innovate and explore their uses, with greater impact. On the other hand, some cultural and institutional issues can create a barrier to their effective use. For example, the introduction of ICT in an education project may require different teaching methods, to allow pupils to work in more active, collaborative and critical ways, which might be resisted by individuals, schools or authorities. Discussion with potential users will help to explore the types of behaviours and relationships which are open to change, and identify any potential barriers.

Suggested activity
From the project’s stakeholder map, identify those who may have an impact on the acceptance and use of the ICT. What do they think of your project objectives, and intended uses of ICT? What would be the implications for their own ways of working? What do they think of these changes? How can Plan support them to make necessary shifts? See annex 2.2.

STEP 4

Assessing the social risk
The use of ICTs can carry some risk to the users, especially young people, depending on the type of ICT and use. It is important to consider and mitigate these before encouraging and supporting project stakeholders to use ICTs. For example, is there a risk that people will be seen differently if they use this ICT? Could girls be seen as promiscuous or young people be viewed with suspicion? Is there a risk to children if they report something by text? Is there a risk of identification if we use GPS to locate houses or schools? See annex 3.2.

Gender, equity and inclusion

When assessing the feasibility and accessibility of ICT it is crucial to consider access to and control over technology – and the impact this has on people’s enjoyment of their rights. Gender disaggregation and analysis is useful to understand and adjust to the differences in access and control.
3 Assessing the physical contexts for ICTs
What kinds of ICT is it possible to use in the local area?

"Now I know what kinds of ICT people are happy to use, but what kinds of practical issues do I need to consider when choosing the devices or tools to invest in?"

"You need to ensure that the equipment will work in the environment and climate, and that you don’t propose to use services which are unavailable or too expensive to sustain or replicate. This will help to decide if your proposed solution is feasible, scalable and cost effective and help to identify possible risks and mitigation factors." (Purity)

"Inadequate feasibility assessment might lead to the project not delivering optimum results. In one of our projects to provide internet to a school, we did not fully assess the infrastructure and later faced difficulties. The computers and internet connection were there, but the power supply was too intermittent." (Georges)

What you already know

The information you are seeking here is specifically related to ICTs, particularly infrastructure, policy and services, and is unlikely to be found in existing project documents. However, your IT colleagues in Plan may have good information to start you off.

STEP 1

Who has valuable information about ICT provision in the local area?

In order to establish the feasibility of an ICT system or device locally, you will probably need to consult some experts. What’s more, if you do decide to include ICTs you will require up-to-date technical knowledge to help users get the most out of them and keep them maintained. It is also important to work with relevant government officials to ensure buy in and supportive policy. For example in many countries the use of mobile phones in schools has been restricted by government policies meaning that projects may need special permission. A good map of relevant local stakeholders would be a valuable resource for planning and implementation of your project.

Your IT colleagues in Plan will probably be a good first port of call, and you may find that local private sector actors can give you good advice. You may find that collaboration with IT companies could bring discounts in services, while they benefit from increased brand awareness or access to new markets or fulfil their social responsibility mandate. It can be useful to ask a selection of local companies to present their ideas and projects.

You should also look around and find out who has experience of using ICTs with similar groups, issues or contexts. They are bound to have plenty of experience to learn from, and suggestions of resources and networks to join. Otherwise, as staff from Plan Uganda found, you might end up “doing things ourselves where it would have been better to partner with a specialist organisation.” Finally, you can survey the user group to see who there has experience and expertise in ICT use to share and build on.

Suggested activity

Work with your Plan IT colleagues to map the main providers of ICT services in the public and private sectors and social projects providing ICT access and applications. Does Plan already have relationships with any of these? In Kilifi PU, Kenya, Plan involved community volunteers in mapping ICT services and infrastructure as they carry on their daily routines.

Plan Kenya introduced ICT in an education project, and found various challenges to consider, including:
- Low computer:student ratios delay interaction and learning
- Teachers don’t have time to learn new skills and teach pupils ICT
- Breakdown and theft of equipment
- Power/internet connection failures
- Insufficient curriculum materials to include ICT effectively
STEP 2

What is possible in the local area?

Behind most ICTs is an infrastructure which makes it work. This might be electricity to plug in or charge up the device, connectivity for voice and data, security to keep the devices and data safe, or spaces for meetings or performances. This will affect the feasibility and cost of using it, and is mostly beyond Plan’s capacity to provide, so a solid infrastructure assessment is essential to support good ICT choices.

Suggested activity

With Plan ICT colleagues, define some key questions or issues that underpin effective use of ICT in your project/user group. This may be the costs and reliability of electricity supply or internet connection; costs of services such as airtime or short message codes from different providers; climate or security issues; or policy issues which help or hinder their introduction or use by the user group. Now use your stakeholder map to find data on these issues. You may identify some issues which limit current ICT capacity but could become longer term advocacy goals. See annex 3.1.

STEP 3

What are the risks to the project?

Investing in ICT devices and tools can be expensive, and you need to be as clear as possible about the potential risks that the investment will not bear fruit. Some of these, including power and internet for example, will be clear from step 2. Others may relate more to the operating environment for the project, including the buy in of local authorities or stakeholders. Maintenance and support services need to be in place: donated or imported equipment without local vendors or services in place can be risky. It is important to include ICT-specific questions in your project’s risk assessment. One specific area of concern in relation to ICTs, particularly connection to the internet, is around child protection. You will need to think about reviewing and updating your child protection guidelines to consider issues relating to online safety, representation in the media and the right to information.

Suggested activity

You could include young women (and men) in identifying the risks and developing mitigation strategies to minimise them. It may be a good idea to create online (or mobile) safety guidelines for young people and staff. There are several resources on the internet with ideas as to how to do this, and see also annex 3.2.

“Oh, it’s so slow!”

“I know. And the battery’s running low. We’ll have to find another way.”

Gender, equity and inclusion

Infrastructure analysis is at the level of a geographical area, but it is still important to consider issues of equity in relation to cost, market penetration and customer service. There may be some policies which support Plan’s efforts to increase equity in access, and reduce the ‘digital divide’. In relation to child protection, it is important to remember that young women and girls are particularly vulnerable, and should be prioritised in both analysing and mitigating risks.

In Egypt, Plan collaborated with NGOs, government, youth organisations and private companies to implement an ICT project. Plan Benin kept costs down by using computers provided by a different project.
4 Stop and review

Do we want or need to use ICT at all?

Your information and communication analysis will help you to decide whether ICT will enhance the project activities and impact, and help to achieve the goals.

You now have a good idea of:
- the kinds of issues and needs of your target group which ICTs could support, the problems that can be addressed;
- the potential of ICTs to support your project objectives;
- the ICTs local women, men, girls and boys have access to, and what they feel comfortable using;
- the cultural issues which may impact on the effective adoption of new ICTs, or new uses for them;
- the key physical and policy issues which may affect the feasibility of using different ICTs;
- the main sources of advice, services and possible collaboration around ICTs.

So now, before you move on to select and cost the appropriate ICTs for your project, ask yourself:
- can the ICT element help us achieve our goals? How?
- can the ICT element save us time or money? How?
- can the ICT element help us do new or better things? How?
- can the ICT element increase equity and reduce marginalisation? How?

If you struggle to find clear answers to the questions above, go back to the drawing board and see what should be changed in order find a meaningful role for technology. And if you don’t find that, your project might also do fine without ICTs. Apply only when useful!
Thinking of introducing ICT into your project? Where to start? This decision tree might help you clarify your needs...

1. **Do the target group already have access to it?**
   - **YES**
   - **NO**

   2. **Can everybody (men/women, literate/illiterate) access it?**
      - **YES**
      - **NO**

   3. **Is the infrastructure (electricity, connectivity) in place?**
      - **YES**
      - **NO**

   4. **Explore the total cost of ownership to introduce the technology to the user group for the long term.**
      - **Why not?**
      - Explore the factors behind inequality in use of this technology. Can the project overcome these?

   5. **A familiar, accessible and readily available technology is a great head start. Good choice! Remember to plan for the long term.**

   6. **Find out why people do/don’t like or use it. Ensure that your project includes the capacity and support for users to overcome this.**

You might find that the costs outweigh the benefits. Look again to see if you can find a more affordable and accessible technology. You might also consider advocacy to improve local access.
5 Choosing the right tools for the job

“Now I am quite clear about the role ICTs can play in this project, and what will work with this group, I need some expert advice to help me find the tools to fit the purpose!” (Carla)

“Failing to use the correct technology might lead to people not getting the right to information.” (Carla)

“Just because the infrastructure is found insufficient does not mean the community should not be offered ICT solutions. You can still seek appropriate options to suit the area.” (Peter)

What you already know

This is part of the wider project planning, but specific to ICT-enabled work. It builds on the Information, Communication, ICT and feasibility analyses done in previous sections. It will also go hand in hand with the budget and business planning.

STEP 1

Which ICTs are relevant for the project objectives and activities?

Based on your previous analysis, you will now have quite a clear idea of your needs, the limitations of the context and the available technology options which might meet these. If you can, get together with an IT colleague to complete a long-list of ICT options which might fit your project’s needs and users. You might be looking at equipment (phones, computers, video cameras etc) and/or tools (messaging systems or smartphone applications or computer programmes). Then you can seek out good technical advice to compare the pros and cons, appropriateness and limitations of the different options available. The clearer you are about what you are trying to do, the better the advice you will get. And remember, there is a lot of experience and expertise from around the world, but it needs to be adapted to your own country and locality.

Suggested activity

List all of the ICT devices and systems which are relevant to support your project activities and objectives. Consult experts from your stakeholder map to make the list as long and as relevant as possible.

Using open source software

‘Open source’ is software which can be modified because its design is publicly accessible. This means it can be adapted and modified to suit local needs, providing the opportunity to build local programming skills at the same time. It is usually less expensive to buy and upgrade but can be more expensive to maintain than commercial software. However, like any software you need to check that it is compatible with existing systems.
STEP 2

Which of those ICTs are appropriate to the context?
Your previous analysis will have raised issues which affect the usability and feasibility of ICTs in your project context. Now you can create some criteria based on these, by which to compare and assess the different ICTs on your list. In this way you can shortlist the more appropriate ICT choices for your objectives and context.

Suggested activity
Choose 6-8 key issues which affect feasibility and usability by the target group, such as power consumption, language or literacy requirements, ongoing user costs, portability, time requirements, any gender considerations etc. Write these across the top axis of a table. Write the list of potential ICTs along the side axis. Now you can work with your IT colleagues and others from your stakeholder map to assess the pros and cons of each in relation to these criteria. You can then rank them by giving a score for each criteria and shortlist or choose from the best ranked tools. See annexes 5.1 and 5.2 for example tables.

STEP 3

Now I need to test how usable and useful this ICT really is!
Once you have selected your preferred ICT device, tool or system, it is a good idea to work with representatives of the user group to test it. They can tell you whether it is easy to use to meet their objectives and give inputs that will help you keep expert advice on track with the real focus of the project. The test will need sufficient time to make sure that the ICT is user-friendly and adapted to the target group. This can take considerable time, but the advantage is that some corrective actions can be taken during the process saving time and money later.

When considering which tools to use to enable young people to communicate and debate with each other, Plan Cameroon chose video and online social media. Based on this experience they would make more use of mobile phones for filming as it would be easier to edit and share on a low bandwidth internet connection.
6 Planning for sustainability
The ‘total cost of ownership’ of ICTs for stakeholders

“I have worked out the initial costs of the ICT, but what else do I need to consider in my plan and budget to ensure that they are well used and make a difference in the long term?”

Even if the project is a pilot, it is important to be clear with partners and beneficiaries who is expected to input what.” (Peter)

“In our ICT and governance project we only budgeted for equipment and training, but after the needs assessment we realised we had to include resources to build young people’s skills in marketing, fundraising and business management. Five years later, the centre is still running and all costs are covered by the youth.” (Purity)

What you already know

You will be developing a detailed budget for your project, which will include amounts for equipment, maintenance, training and so on. This section helps you to think through the longer-term budget implications of including ICT in the project design.

STEP 1

How can I make sure that the ICTs are financially sustainable?

When budgeting for the purchase of a large capital item, such as a car, as well as the initial purchase cost you need to consider the long term costs of ownership, for example fuel, maintenance and operation costs. The same is true of ICTs. You will need to raise money for the initial investment, but you will also need to ensure that there will be sufficient funds to enable people to access and use them in the long term. The operation costs over several years can be much higher than the initial purchase cost. A thorough calculation of the ‘total cost of ownership’ will be the basis for a long-term management and resourcing strategy, where ongoing costs (including replacing and updating equipment) can still be met once the project funding ends.

The graph shows how the total costs of ownership can be projected beyond the life of the project, and different sources of income and funding planned to meet them once initial funding runs out. In this case, the costs of ownership are high initially, with equipment and set up costs, stabilising at fairly low maintenance and running costs, but peaking every few years with replacement of equipment and retraining. The initial three years are met by project funds, later other funding and income sources are expected to rise to meet the running and replacement costs. This long term planning means that you can identify and strengthen local capacity and resources to enable the users to cover longer term costs – for example capacity development, resource mobilisation and income generation.

Suggested activity

For the proposed ICTs, using your previous analysis and with the support of IT colleagues / experts, find out as much as you can about:

- initial purchase and license costs for equipment, hardware and software;
- ongoing (monthly/annual) running costs including security, maintenance, electricity, airtime, internet connection etc;
- training and support costs including ‘help-desk’ services and building skills for community ownership;
- the costs of staffing and resource mobilisation;
- the costs of keeping content up-to-date.

With this information, you can plot the total cost of the project over the long-term.
**STEP 2**

**How can the ICT pay for itself in the long run?**
There are many different models to generate income to cover longer term costs of ICT, depending on the type of ICT, activity and user group. Your national and international ICT colleagues may be able to help identify options, but overall you can consider a combination of:

- charging for ICT services and access: this can be direct charges (e.g. outside of project time) or indirect through integration with local public services;
- local fundraising for longer term support from government, private sector or community resources;
- integration into local or national government services or companies’ Corporate Social Responsibility programmes;
- collaborating with a company to develop the necessary software for the benefit of both parties (as with Poimapper);
- integration into longer term Plan strategies and budgets;
- generating (with the user groups) business ideas and income-generating activities from the services provided.

**Suggested activity**
If possible, work with the user group to brainstorm the income generation possibilities, training or support needs, and the implications of the different strategies to different users. For example, introducing user fees can affect young people and women disproportionately, if they have less control over household spending.

**STEP 3**

**How can I keep improving the ICT based on feedback?**
ICTs are dynamic – the more you use them, the more useful they become, and you can always innovate to create new uses based on your needs, interests and skills. It is important to build into any ICT-enabled project opportunities to listen and respond to feedback from users, and if necessary work with ICT colleagues and experts to improve or adapt the ICT in use. This could be built into existing reflection and feedback sessions in the project, or consist of regular meetings with user group representatives or committees. You will need to include a budget to allow you to respond to the findings, and this will strengthen the ownership and usability of the ICT for long-term sustainability. Agile software development concepts (see annex 6.1) can be applied here, where solutions ‘evolve’ through collaboration between designers and users.

**STEP 4**

**Now I can design the budget for our initial investment!**
Once you have all the information, you will need to make key decisions. To support this, you could develop various tools. Using a graph like the one above, you can set out the spending needs over a 3-6 year period, the project funds and additional income necessary to support funding planning. See annex 6.2.
7 Building capacity for effective ICT use

“I often need to ask the IT-helpdesk for advice myself, so I guess if I want people to get the best out of this ICT, I need to think about how they can get the right training and support.” (Deborah)

“If people are going to keep getting the best out of the ICT for their personal and local development, they will need training and support. This can also help to reduce inequalities.” (David)

“In Uganda, Plan staff were provided with iPads to promote video monitoring. In the first year they were hardly used, but after orientation on how to use them and the benefits to their work, they are now used in the monitoring of nearly every project.” (Deborah)

“Technology changes very quickly. What worked yesterday may not work so well today. The training has to be sustainable.” (Deborah)

What you already know

Your project plan will include details of planned activities and key milestones, budget and monitoring plans, and human resources. Specific ICT-related training or capacity development should be built onto that, and into the expected changes and results.

STEP 1

Who will need specific skills and knowledge for the ICT to work?
As well as the actual users, there will probably be many different people involved in making sure that the ICT is accessible, usable and working properly. These might include Plan staff, teachers, CSOs or local technical experts. You can use your ICT stakeholder map to identify who these people are, and the kinds of skills that they will need to have. Pay special attention to the different needs of marginalised groups, including girls and women – the capacity building element is an important way to reduce inequalities in access and use.

Suggested activity
Identify groups or individuals who will be key to the management and use of the ICTs, and who will provide technical support and mentoring. Work with your IT colleagues to map the kinds of skills and expertise each will need in order to play their role and get the most out of the ICT, for example literacy, technical ability, web design or critical information analysis.

STEP 2

What kinds of skills and knowledge are needed?
At its best, training and support should inspire, enable and empower users to make the most of the ICT. For this, the content needs to be relevant not only to the ICT itself, but also to its uses and the objectives of your project. For example, if you are bringing ICTs to enhance the training of community health workers, the support should enable the participants to adapt their training and learning styles to the opportunities this brings. As well as technical (computer and literacy) skills, you can think about skills needed to maintain and develop the system, and important management skills, for example to generate income, support new users, facilitate user groups or manage user feedback and adaptations. Finally, content should also be adapted to the particular needs of the users, based on an assessment of their current levels of skills and knowledge.

Suggested activity
Starting with the skills map from step 1, work with people who will be using and implementing the system to identify key areas for training and support.
STEP 3

Is local support available?
It is important to work with local training and support providers where possible, as they are more likely to be available for support when needed, more aware of the context, and may be able to provide further and longer-term opportunities for training and development outside of the project setting. Early engagement of technical support might seem costly, but can be good value for money in the long term. Training of trainers can also be an effective strategy in the long run, building local ownership and skills for long-term impact.

Suggested activity
Use your ICT stakeholder map to identify possible sources of help to deliver training and support in the long term. Can you set up mutually beneficial collaboration agreements?

STEP 4

How can we deliver the training and support people need?
Once you are clear about the types of skills and knowledge needed, you need to think about how it can be made available to the user groups. Can users get the main skills they need 'on the job', with onscreen instructions for example, or do they need training and one-on-one support? Can technical support be provided on demand, with a help-desk? How long will a user manual stay current, or how easy would it be to update? How can we encourage and facilitate peer support networks so that the knowledge is retained and shared locally? The Plan Uganda project used short videos to share ideas of how to deal with different situations in project implementation, and developed a user handbook which is updated regularly with good practices.

Suggested activity
Work with different users to design the ideal training and support mechanisms, considering the value of training sessions, helpdesks, online guides, written manuals, local trainers and facilitators, peer support and communities of learning. Which are currently available? Which are most trusted, most equitable and most sustainable?

Gender, equity and inclusion
Women and men, boys and girls may have very different needs in relation to training content and styles. It is important to assess them differently, and ensure that training meets the needs of the more marginalised to effectively reduce inequities. A recent UNICEF report found that girls need more encouragement to participate in ICTs, and benefit from inspiring mentors and opportunities to lead.
8 Monitoring, evaluating and sharing learning about the value of ICTs

"I am confident that ICT will make a valuable contribution to this project, but I need to make sure that I collect the right kinds of information to learn from this experience." (Farrah)

"It is important to monitor the functioning, utility and added value of ICTs so we can troubleshoot, remove bottlenecks and learn for future interventions." (Farrah)

"We need to monitor the ICT component separately to be able to compare the costs and benefit of different solutions." (Mattias)

"ICT itself can be of great benefit to data gathering and analysis, and enable people to feedback on programmes and projects implemented in their communities." (Josaphat)

"We can build our expertise in this field by enabling colleagues to learn from these experiences. We shouldn’t have to look on Google if there is already knowledge in Plan!" (Carla)

What you already know

Your project should already have a monitoring and evaluation framework showing what needs to be monitored; how participants, communities and others will contribute to gathering and interpreting relevant data; and staff capacity required. You also have a baseline of current ICT practices, behaviours, attitudes, access and costs built up through your context analysis.

STEP 1

What do we need to know?
The project monitoring will mostly be focused on development objectives, so you will need to add questions about the use and added value of ICT to ensure that problems are picked up on time and lessons are learned. You might track: the functionality and effectiveness of the ICT, and the types of technical issues you dealt with or could have avoided; the types of users who benefit; and the experiences of different user groups. For example a school governance project that uses SMS to enhance communication between parents, teachers, pupils and officials produces a lot of useful data just by following the number and type of messages coming from each school. Some areas are suggested in annex 8.1.

Suggested activity
Work with user groups to brainstorm the different expectations of the use of ICT – what difference do you think this will make? For example, to get more information, learn new skills, have better job prospects etc. These can then be converted into indicators, or types of results to be tracked. Together you can rank and prioritise the questions to ensure that they are realistic and answerable. See annex 8.1.

STEP 2

What kinds of ICT tools can help to collect relevant data?
When you are choosing tools to help gather data, consider using ICTs. Online surveys can be useful if your respondents are frequently at a computer, otherwise mobile applications can replace paper surveys. Several Plan programmes have used tools such as smartphones with Geographic Information System (GIS) to collect and map data, for example on sanitation in Kenya, or drug adherence in Thailand. Others use social media, video or photography to help people express their views on the project, or express challenges. Crowd-sourcing allows many users to contribute data or views and can be useful to get generalised feedback.

Suggested activity
When choosing digital data collection tools apply the same criteria set out in this guide: Will they need frequent recharging? Will it work offline? Will people find them easy to use? Consider too whether the format of the data collected will be compatible with other organisational systems and platforms.

Plan partnered in the development of Poimapper, a digital mapping tool which improves the collection and management of M&E data. Poimapper has been used in Plan’s work in more than 10 countries. For more information contact Poimapper@plan.fi or view the Planet site for ICT4D.
STEP 3

How can I make sure that we are using this data to improve the project?

It is very important to get regular user feedback on the ICT functioning and usability to enable immediate response and adaptation. ICTs are very dynamic, and your initial plans may well be overtaken by new developments in the ICT, and in the users’ capacity. You may also pick up on problems in functionality or user experience. You will need to build into your project plenty of opportunities for your team to review data, reflect on how the project is going and the use of ICT, and respond to challenges and opportunities arising. You might also consider involving a wider peer group, with Plan colleagues, exchange visits and email groups, to find the best responses.

Suggested activity

Conduct regular feedback sessions with user groups, including men and women, to hear their experiences of the ICT, the benefits it has brought to their lives, the skills they have learned, the challenges and frustrations, and their suggestions for improvement. You might ask: do you think this is the best ICT to choose for this purpose? Would you be able to do the same without ICT? How do you use your new skills/ICTs in your life?

STEP 4

How can I share our learning with others?

There are also many methods and tools to help with data analysis and communication. Think about who might use your learning and data on ICT use and how, so that you can design the most effective ways of presenting it. Some ICTs can pick out trends and patterns in the data, displaying it on a map for example, or cluster qualitative information such as stories and video using key categories or tags. You can use these, or more conventional ‘card based’ methods to engage stakeholders in analysing and explaining what the data means and why changes can be observed – or not. Annex 8.2 profiles some of the different presentation methods appropriate to different types of information and audiences.

Suggested activity

Much of the data and analysis will end up in project reports, but you can also feed it into knowledge sharing and learning systems and networks. Ask sector and ICT colleagues to point you to relevant online communities of practice, journals and portals, for example. You may wish to join these early so that you can learn and share as you go along. See annex 8.2.

Gender, equity and inclusion

You should be collecting data disaggregated by sex and age at all times, to understand better the dynamics of access, use and impact of ICT. A recent UNICEF report on girls and ICT suggests getting real-time feedback from girls to ensure that the project meets their needs and preferences (http://goo.gl/pLKchJ).
ANNEXES: PRACTICAL EXERCISES

This section provides some ideas for practical tools and participatory exercises you could use as you go through the analysis and decision making stages set out in the main body of this guide. The tools provided here are based on the experiences and insights of the authors, including Plan colleagues who have already been using ICT in their work. It also draws on Hannah Beardon’s earlier work with Reflect and ICT, piloting participatory analysis and decision making tools for designing ICT4D projects.

Exercises for Section 1: Information and Communication Analysis

1.1 Identifying the information and communication aspects of your project

**Suggested activities:** based on your project outline, you could draw a diagram showing your vision, goals and activities (sometimes called a logic model or ‘theory of change’). Now in another colour highlight areas where flows of information and communication are relevant.

Note: if you are not familiar with the theory of change you can read the introduction below and go through the suggested process starting from step 1. If you want to directly jump into the information and communication analysis, please start from step 3.

A theory of change is a very useful tool, being used increasingly in planning and evaluating development and social change projects. In simple terms, it is a diagram (and some narrative text) which sets out your broad social vision (or goals), and works backwards from there to identify the sequence of changes which are required for that goal to be reached, and the steps to be taken by the project and its stakeholders to contribute to bringing about that change. It illustrates our theory of how change will happen, allowing us then to test and improve that theory as we work. More information on how and why to use theories of change is available on the internet (eg www.theoryofchange.org).

For example, a project to enable girls to participate actively in local media reporting might be based on a theory that for girls to express their views and their voices be heard and taken into account, is a necessary condition for a wider vision of gender equality. The theory will set out how the project stakeholders expect to influence these conditions, with specific actions and processes such as establishing partnerships with media organisations, training girls in reporting techniques, sponsoring newspaper or radio sections and so on.

In breaking down the project aims and activities in this way, and setting it in a wider context, the team will be able to ask themselves why they believe that one activity will contribute to the wider goals (the assumptions they are making), and what else needs to be happening outside of the project’s direct control in order for the theory to work (e.g. people read the newspapers, girls are learning literacy and critical thinking skills in school). In doing this, you will also be uncovering some of the key points where information and communication are vital aspects of how change happens. It may be that an activity requires information to be created or shared, or that an activity will lead to a change because of communication between different actors.

You may wish to spend more time on developing a theory of change for your project in order to support planning and evaluation. However, for the purposes of this exercise you may only wish to develop a quick diagram based on the existing project plans. Your diagram will set out the project goals, objectives and activities in a logical flow, and with relevant contextual detail.

**SUGGESTED PROCESS**

1. With your project team, including partners if appropriate, brainstorm the main elements to your project’s theory of change. Using coloured card or sticky notes, note down answers to the following questions, stopping to share and refine after each one:

   a. What is your social vision? What kind of world/society are you working towards? (e.g. a world where men, women,
b. What are the wider social, political and environmental conditions that need to be in place for this to come about? These are the longer-term objectives outside of the direct influence of the project, but to which you aim to contribute. (e.g. women’s rights legislation, participatory decision making, girls and women can participate equally and raise their voice etc). Who are the actors who need to be influenced to make this change happen (women, men, policy makers etc). Look at the different suggestions – can they be grouped into key themes or areas? Try to develop clear statements for each area and place these underneath or behind the card representing the vision. Review – do you think that these conditions will lead to the vision?

You might be able to generate another set of cards with more specific intermediate outcomes related to the specific project goals. These are within the project’s sphere of influence, for example achievable by working with local stakeholders or policy makers.

c. In what ways does this team/ project contribute to those conditions/ longer term changes? (e.g. by building capacity of girls, awareness of community, spaces for girls’ participation)

You might want to work together on this question. If your project is already planned, draw out the project strategies or activity areas and try to place them in relation to the longer term outcomes (from b above). Is it clear how each activity area is expected to contribute to this wider change? Place the cards behind or below the conditions generated in (b) above.

OR: If the project is in planning stages, you can work together to consider how the team can apply your strengths and resources to the achievement of the conditions or longer term outcomes set out in (b) above. Develop these into cards detailing the areas of activity, and place these behind or below the conditions generated in (b) above.

d. What are the assumptions about how these activities will lead to these changes? (e.g. parents will be proud of their daughters and promote the radio shows they are contribut-
ing to in the local communities, or people will respect what the girls have to say). What are the contextual conditions which might affect this link (e.g. cultural attitudes to girls are slow to change, boys may feel threatened and ridicule the girls’ work).

Draw in lines to show the links between the activities (c) and the outcomes or conditions (b) where possible. Now examine a line – this represents an assumption about cause and effect (if we do this, that will happen). What assumptions are you making? Are you confident that your experience and knowledge back this assumption up? Are there any risks that this link might not work as expected?

2. Step back and look at your diagram. Are you happy that this represents a strong and agreed vision of the change you want to see happen, and theory of how this change will happen? Discuss and make any necessary changes.

3. Now look again at your diagram. What is the role of information and communication within this picture?
   a. Think about information. Are there points on the diagram where information is a fundamental element in order for the theory to work? This may be within an activity area (people need information about the project itself, they need greater information on issues of importance to girls, opportunities to participate etc), or it may be that access to information is an important assumption. For example, you assume that if girls produce a radio show people will listen to it, but that depends on them having information about the programme times, and value. Place a sticker, draw or write in a particular colour where you think that information is fundamental to make the theory work.

   a. Now think about communication. Do the same as above, considering where communication within or between different groups of stakeholders is essential in order for your theory or logic model to work. Draw this flow in another colour.

4. What conclusions can you draw about the role of information and communication in making sure your project activities lead to the expected outcomes and changes? Note down the key areas, stakeholders and themes for later use.

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**The main information and communication problem:**

lack of up to date information on health and education on children between 0-6 years especially in rural areas

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Illustration of a basic information and communication analysis.
1.2 Mapping our rights

**Suggested activity:** if possible you can work with a group of young people to map the reality of girls’ and boys’ rights, and explore the relationship with ‘I, C and T’.

There are many tools that can be used to facilitate discussion of rights, and how they are currently lived and enjoyed. It is useful for the young people to discuss not only the rights that they have, but also their experience of making those rights reality. Does this create conflict? Do you sometimes feel that your rights clash with others’? Can those with more power and authority limit your enjoyment of your rights? One useful way of doing this, is to identify our rights in our different contexts.

**SUGGESTED PROCESS**

1. Create three small groups; try to mix up age and sex in each group if possible. Each group will take a different context for enjoying rights: the body; the household; and the community/wider society.

2. Give each group a piece of paper and pens. Stickers might also be used. Ask them to draw their context (i.e. draw a body/household/community space) and label the different elements with the rights that apply. For example, at the head of the body you might think about the right to education, or free thought. In the community you might look at the right to water, or personal security.

3. When the groups have finished, ask them to present in turn and allow the others to comment. Are those all actually rights? Are there others?

4. Now the group can discuss their actual, current enjoyment of these different rights. Are some more commonly respected than others? You might ask them to rank each right out of 10, depending on the level of access and enjoyment, or they could rank with stickers – each placing stickers on the rights they feel they are most confident to enjoy and counting the totals of each.

5. Discuss with the group how access to information, and ability to communicate (raise your voice, access decision makers etc) affects your ability to enjoy your rights. Do you need information in order to enjoy a right fully, and equally? Do people with more access to ICTs, literacy, money and so on have more chance of enjoying their rights than people who do not? Why?

6. Write up some of the key points raised about the link between access to information, communication and ICTs and access to rights.

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1.3 Mapping our information access

**Suggested activity:** the user group maps out their current practices in accessing relevant information resources. Compare these to the actual information resources available locally, and think about some of the issues which affect information access.

This exercise would work well following on from the discussion on the link between information and rights. The group will look at the types of information that may be necessary to enjoy their rights, for example to improve their access to learning or social opportunities, employment and income, protection from violence or...
exploitation, or to enjoy good health and relationships. Then they look at where they currently get that information from, if at all, and where they think it might be available. Are there enough information resources available? Are they being accessed well? Why (not)? What currently stops them taking full advantage of the information resources available?

To deepen this discussion and explore the reasons why current information provision is not sufficient, you could divide the group into smaller thematic groups explore the availability and relevance of information, and identify any accessibility issues.

**SUGGESTED PROCESS**

1. Ask each group to choose a theme: for example social opportunities, learning opportunities, health and relationships, income generation etc. They can suggest relevant topics which they consider are important to their quality of life. Provide each group with a piece of paper, and materials to develop their diagrams such as coloured card, scissors, and pens of different colours.

2. Ask them first to draw themselves in the middle of the paper.

3. Now ask them to think about all the sources of information they can think of on that particular topic. List each on a different card or sticky note. They might be written sources, or people who have some knowledge to share like teachers or peers, services available, online resources and so on.

4. Now ask the groups organise these sticky notes according to how easy it is for them to access them (or how regularly they actually do access them) — how approachable, usable or accessible — with those easiest to access closest to the picture of themselves at the centre.

5. Now for each of those sources of information (you may need to reduce them to 3-5 based on the most commonly available and potentially important) explore the usability issues. Is the information up to date by the time you get it? Is it appropriate to your needs and context? Is it reliable – and do you trust it? Is it easy to get a copy of it to refer back to later? Can you hold the source accountable if you get the wrong advice or information? Can you ask for what you want, or do you have to take whatever is available? For example, if children usually receive learning resources from the library, is this open at appropriate times? Are you allowed to go on your own? Is there someone there to help you find what you are looking for? Are the resources appropriate to your needs and reading level?

6. Now ask them to rank each of the sources according to its overall usefulness and usability.

7. Look at your diagram so far – are the most reliable and useful sources of information the same ones that are most easily accessed? What can be done immediately to improve the group’s access to relevant information? What needs to be done in the longer term?

8. Further discussion might explore the types of technology which enable greater access to relevant, timely and reliable information. What types of ICT use promote greater information access? Can mobile phones, email or the internet bring some information sources closer to the centre of the diagram, for example? Are there any other skills which are needed to enable critical review of the value and usefulness of information obtained through ICTs?

9. Note down key points around the accessibility of relevant, quality information and the potential of ICTs to improve information access.

**Ranking techniques**

There are many ways of helping a group to rank, or prioritise, a group or list of items. One of the simplest is to provide each participant with small coloured stickers, and ask them to put more stickers or dots with a marker pen next to the item(s) they feel are most relevant to the criteria or question for ranking.

The first thing is to ensure that the criteria or question to be ‘ranked’ is clear. For example, you might ask participants to put two dots next to the source of information they feel is the most reliable and trustworthy, one next to those which are sufficiently so, and none next to those which are not). Then you can count the overall number received by each and list accordingly. The group should always have a chance to review and change the overall list order and priority to compensate for imbalances. Discussion can follow: Are there any surprises? Are the most reliable also the most accessible or available?

Other techniques include developing a ranking matrix, with scores across different criteria, as described in 2.1.
1.4 Mapping our communication flows

**Suggested activity:** using stakeholder mapping techniques, you can look at the extent of the potential user group’s current network and how far their voices can currently carry.

To complement the analysis of access to information, the group can use similar mapping techniques as above to explore their ability to communicate and be heard with different stakeholder groups.

**SUGGESTED PROCESS**

1. Ask the group to draw a box representing themselves in the middle of a large piece of paper.

2. Then ask them to identify and write or draw onto cards the types of stakeholder groups with whom they most commonly communicate. These might be friends, youth groups, teachers, parents, health workers and so on.

3. Similar to 1.3 above, ask the groups to place these cards on the paper according to ease of access – with the groups they find easiest to communicate with placed closest to the centre.

4. Ask the group to identify other stakeholders with whom they would wish to communicate more. Are there any stakeholder groups who you feel have an influence over your life and what you are able to do? Any that you wish to build relationships with for support or to influence them? These should be placed on the outer edges of the paper. Ask again, if there are other stakeholders by whom they are – or would wish to be - heard.

5. Now ask the group to draw arrows to represent the direction, as well as the strength or ease, of communication with each stakeholder group. Are there some stakeholders with whom communication is more one way? Which are the weakest? How could that be strengthened? How does that affect your rights?

6. Further discussion might explore the types of technology or situation which enable their communication with the different groups. Is it generally through informal or formal meetings? Mobile phone? Social media?

7. Take note of the key issues relating to the voice, influence and communication of the user group, and the potential role of ICT in this.

**REVIEW**

1. What is the role of information and communication in achieving your project objectives?

   **Information**
   
   1.  
   2.  
   3.  
   4.  
   5. 

   **Communication**
   
   1.  
   2.  
   3.  
   4.  
   5. 

2. How does access to information and communication capacity affect the user group’s enjoyment of their rights?

3. Which are considered to be the most accessible information sources?

4. Which are considered to be the most reliable information sources?

5. What immediate changes can be made to improve the user group’s access to relevant and reliable information?

6. Which stakeholders are considered important to reach, communicate with and influence?

7. What kinds of communication means and methods are considered the most appropriate to reach these audiences?

8. What immediate changes can be made to improve the user group’s access to and influence over key stakeholders?

9. What are the longer term changes that need to be made to improve the user group’s information and communication? Can this project contribute to those?

10. What types of ICT devices and uses have been identified by the user group to improve their access to information, and communication/voice?
Exercises for Section 2: ICT Usability Analysis

2.1 Mapping ICT availability

A. Suggested activity: Working with the user group, ask them to list the different types of devices (e.g. basic mobile, smartphone, computer) and tools (e.g. SMS, GPS, Facebook) that they use or know how to access. Add any others which they know of but can’t access. You could then rank them according to criteria such as price, ease of use, usefulness etc.

This can be done using some of the mapping and ranking techniques described in the boxes above. Alternatively, you could develop a ranking matrix. This allows you to include more separate ranking criteria.

1. Draw out a table on the ground or a large piece of paper.

2. Ask the group to brainstorm all the different devices and/or tools that they know of and draw them on cards. At this point, it may be useful to look over the different tables and maps developed in section 1. Who plays a key role in ensuring good information and communication and what kinds of devices and tools can be used to reach them? Which can help you access the information you need? To get your voice heard and influence debates and decisions? Place these cards or symbols along the horizontal axis of the table.

3. Now ask the group to brainstorm the factors which affect their ability to use and access these tools and devices. What are the factors which affect how accessible and available these tools are to the group? Is it status? Price? Skills? Language and literacy? Electricity? Fashion and taste? Are they inclusive or exclusive? Do you like using them? Would you want to? The most important of these can be written on cards as criteria for ranking and placed along the vertical axis.

4. Now the group can either decide the rank of each box in the table together, or work as individuals to place 0, 1 or 2 marks in each box depending on the usability. These can then be counted up and the totals put in boxes along the final column and row. The picture (left) is an example of a ranking matrix for ICTs done with a Reflect group in India in 2001.

5. The group can then reflect on the outcomes of the exercise – which devices came out as the most appropriate overall? Do you agree? Which came out as most affordable and usable? Are they also the most useful? What are the most important or easiest things which can be done to improve your access to information and communication through ICTs?

6. Note down the key issues in relation to usability of different ICTs, and the capacity and resource support needed by the user group in order to increase their effective use of ICTs.

<table>
<thead>
<tr>
<th>Medium</th>
<th>Accessibility</th>
<th>Affordable</th>
<th>Usable</th>
<th>Score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiovisuals</td>
<td>x x x x x x x (8)</td>
<td>x x x x (4)</td>
<td>x x x x x (6)</td>
<td>18</td>
<td>04</td>
</tr>
<tr>
<td>TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaflets/posters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile phones</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. **Suggested activity:** Using the map of available ICTs created in step (a), discuss with the group the usefulness and usability of each - why is it well used or not, and for what purpose(s).

In smaller groups, participants can compare the results of the ranking exercise to their own practice.

- Which devices and tools do you currently use and for what purposes?
- Looking at the results of the matrix, do you think you could use different tools to get information or make your voice heard?
- What kinds of support would you need to do this?

2.2 Cultural issues affecting ICT use

Based on the discussion of current and ideal ICT use in 2.1 above, you can then explore any social or cultural issues which limit the user group’s access and use of these.

- You might discuss whether the matrix would look different if ranked by girls and by boys, by adults and children, by wealthier or poorer, for example. What does this show about the availability and use of ICTs? What could be done to ensure that lack of access to ICT tools and devices does not disadvantage already marginalised groups?

  - Role play can be a very useful way of exploring some of the bottlenecks and cultural issues which affect ICT use. Starting with a theme from the project, for example learning materials in the classroom, choose two or more sets of stakeholders who may have different attitudes, experiences and understanding of ICTs. For example, you may choose pupils and teachers, or teachers and education officials. Ask groups to role play a situation between those two groups (lesson or meeting for example) where new ICTs are introduced. What is the reaction of the different groups? Are they excited about the changes it might bring, or reluctant to embrace the new technology? What factors motivate them to embrace the new technologies, and what fears might make them reluctant?

  - Alternatively you could play a game whereby a device (or drawing of a device) is placed on a table in the middle of the room. Ask participants to go up one by one (as they want to) and suggest a use or application for it. Encourage them to be as crazy and inventive as they like. Keep going until no more ideas are generated, and then change the device or tool.

### REVIEW

Using the information generated during the analysis you could develop a matrix to look at the information and communication needs of different project stakeholders and the potential bottlenecks, current and potential ICT aids and solutions.

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>I&amp;C needs</th>
<th>bottlenecks</th>
<th>current I&amp;C means</th>
<th>Accessible ICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td>Inform officials about issues important to them.</td>
<td>difficult to talk directly to teachers</td>
<td>talking, CMT</td>
<td>Basic mobile phones</td>
</tr>
<tr>
<td>Bulletin boards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>inform parents to attend the school meetings</td>
<td>slow and unreliable means to contact to parents</td>
<td>paper, word of mouth</td>
<td>basic mobile phones, radio, occasionally to email</td>
</tr>
<tr>
<td>School management</td>
<td>communicate with district office on school issues</td>
<td>lack of organized system to exchange information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>etc...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education office</td>
<td>etc....</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth services</td>
<td>....</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercises for Section 3: ICT Feasibility Analysis

3.1 Local issues for ICT use and access

**Suggested activity:** With Plan ICT colleagues, define some key questions or issues that underpin effective use of ICT in your project/ target group. This may be the costs and reliability of electricity supply or internet connection; costs of services such as airtime or short message codes from different providers; climate or security issues; or policy issues which help or hinder their introduction or use by the target group. Now use your stakeholder map to find data on these issues. You may identify some issues which limit current ICT capacity but could become longer term advocacy goals.

To support this analysis, you might develop a checklist of infrastructure, policy and cost issues which can be investigated locally. These might include:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Comments</th>
<th>Feasible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humidity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity reliability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV ownership/ control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio ownership/ control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wifi cost and availability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile phone ownership rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smartphone ownership rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer ownership rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer access points (availability)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer access points (cost)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet connection cost (cable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet connection reliability (cable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet connection speed (cable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet connection cost (mobile)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet connection speed (mobile)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet connection reliability (mobile)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airtime costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMS costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of free messaging services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender balance in access to ICTs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current ICT policies and restrictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved government bodies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key corporate partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.2 Analysing privacy and child protection issues

**Suggested activity:** You could include young women (and men) in identifying the risks and developing mitigation strategies to minimise them. It may be a good idea to create online (or mobile) safety guidelines for young people and staff. There are several resources on the internet with ideas as to how to do this.

Before embarking on any activity which will bring young or vulnerable people into contact with online material and groups, it is very important to build awareness of the risks of engaging online, whether interactively or through posting personal material such as photos or stories, and how to protect yourself from danger, abuse or exploitation. These run from the risks of false or fraudulent information, to the risks of online bullying and developing relationships with strangers online, or retaliation for reporting rights violations for example. If you do not have one already, you should prepare an online safety protocol, integrated into your child protection guidelines – with a strong gender focus recognising that the risks to girls can be different and higher. This can be done with the participation of young people where possible. Also, look out for any national or regional ‘internet safety day’ celebrations to raise greater awareness of safe behaviour.

You may wish to run a session with young people to explore some of the risks, and consider some of the basic behaviours and rules which could provide protection. These can then be developed into guidelines for participation in the project, materials for peer education and organisational online child protection policy points. There are resources online to help to raise awareness of safe online behaviour, such as www.disney.co.uk/DisneyOnline/Safesurfing/ for games on children’s safety online. www.kidsmart.org.uk/ has games and resources on online safety for children, teachers and parents. If it is not possible to work with the children directly online, some of these resources could be downloaded or adapted for paper and group based sessions.

You might also think about who needs to take responsibility for the online safety of children, and draw out the different roles and responsibilities of the children, their parents, teachers and project staff. It is important to have clear leadership to embed the agreed e-safety policies into practice, and a single point of contact with responsibility for safeguarding and answering queries.
Some principles or ideas for online safety of children

Advice for children and young people

• Keep your personal information private! (full name, phone number, location, date of birth, photo etc). Only post information that you don’t mind the world to see, and remember - once it has been online you can’t take it back.
• Do not download any files without permission.
• Do not reply to rude messages and tell an adult about any offensive, abusive or sexual messages or content. Find out how to save the chat log or text so that you have evidence to report them if necessary.
• Do not open any attachments or links you receive in chats with others. Always ask an adult to help.
• Never arrange to meet in person someone you first met online. People online may not be who they say they are.
• Private messaging and friends’ groups can be a good way to share private information, but make sure you only use them with people that you know and trust.
• Use a strong and unique password for all your online accounts, and don’t tell anyone!
• If someone makes you feel uncomfortable or upset – block them.
• Remember to log out of a service properly after use, so that the next person using the computer can’t access your accounts.
• Check whether information is true by looking on at least two other sites; consider carefully what you are reading.
• Use reputable sources of information such as organisations or brands you know and trust.
• Think – if an offer seems too good to be true, it probably is!

Advice for adults/ carers

• Make sure children are accompanied by an adult when using a computer.
• Evaluate the sites that children plan to use regularly (games, groups etc), including the terms and conditions and groundrules, any moderation or monitoring of posted content, whether any goods or services are for sale, ease of deleting accounts.
• Block sites with undesirable content or services – there are technical tools available for this.
• Review children’s own pages on interactive sites regularly.
• Observe advertising and report any inappropriate advertising.
• Online gaming can be compulsive; be aware of the amount of time each child spends online and set boundaries.

You may wish to develop an ‘acceptable use policy’ for users of the project equipment or sites, which could include a code of conduct such as using appropriate/polite language while online, avoiding illegal activities, compliance with copyright and fair use laws, ensuring not to disturb or disrupt any other user on the system, or to cause offence, and caution to maintain personal safety and not reveal personal information. You might also include statements of compliance with local telecom rules and regulations. You can link these policies to other school or Plan policies, such as anti-bullying or child protection.

REVIEW

• What are the key infrastructure and policy issues determining ICT use? Does this have a disproportionate effect on certain groups in the community (poorer, women, rural etc)?
• Which ICTs are most affordable and accessible to the user group?
• Does your child protection policy cover online and e-safety issues?
• Do you have a clear line of responsibility and accountability for the online safety of participating young people?
5.1 Example of a feasibility table

The following table can be adapted to establish criteria for judging the relevance of the technologies.

<table>
<thead>
<tr>
<th></th>
<th>TECH 1</th>
<th>TECH 2</th>
<th>TECH 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exists (locally available)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Accepted (familiar to user group)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Public infrastructure available</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Total cost of ownership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance/support locally available</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interoperability</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Equity (access and control)</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Utility/relevance to project objectives</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Security (physical, data and child protection)</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Adaptability and openness</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Expected longevity/obsolescence</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

5.2 Examples of technology choice

For example, several ICT options were considered for a data collection exercise in an ECCD project for Plan Bolivia, including phones, tablets, video and netbooks. In the end, mobile phones were selected because they were found to be:

- User friendly for the communities
- Inexpensive to buy and run (including only telephone credit)
- Compatible with local language software
- Compatible with the existing information and operating systems.

A recent study from the University of Cambridge into ICTs in Education in Zambia compared the functionality of tablets, netbooks and eReaders and found that different devices were chosen depending on the issue.

<table>
<thead>
<tr>
<th>eReader</th>
<th>Netbooks</th>
<th>Tablets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used for literacy</td>
<td>For general purpose learning</td>
<td>For more interactive and dynamic teaching and learning</td>
</tr>
<tr>
<td>Content largely in English, with built in dictionary</td>
<td>Support a wide range of activities for mobile learners</td>
<td>Allows provision of offline digital material</td>
</tr>
<tr>
<td>No option for central management of devices, or monitor what was being downloaded or read</td>
<td>Easy to use and innovate</td>
<td>Portable and interactive</td>
</tr>
</tbody>
</table>
6.1 Agile Development concepts

Agile software development is based on the iterative, collaborative and incremental development of a solution or product, involving users and designers. The ‘agile manifesto’ emphasises user involvement, flexible planning, small and incremental changes based on feedback and ‘responding to change over following a plan’.

For more information see http://en.wikipedia.org/wiki/Agile_software_development

6.2 Comparing costs

After your feasibility assessment and other analysis you may now have a clear shortlist of devices, services and tools relevant to your project objectives, context and user groups. Now you can get a lot more detail on the potential costs of each of these, calling on relevant actors within your stakeholder map to provide you with more accurate information so as to fill in a cost comparison table along the lines of the example below.

This table shows the different cost elements you may consider for each device or tool, developed by the group of Plan colleagues who contributed to this guide. Investments might include initial devices, as well as software licenses and support materials. You might also need to consider the costs of integrating any new tools or equipment into existing systems. As well as maintenance and support, running costs might include security, training and updating of licensing.

COST BREAKDOWN

<table>
<thead>
<tr>
<th>INVESTMENTS</th>
<th>RUNNING COST</th>
<th>COSTS OVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware</td>
<td>Airtime</td>
<td>Time</td>
</tr>
<tr>
<td>Software</td>
<td>Maintenance</td>
<td>Scale</td>
</tr>
<tr>
<td>Human resources</td>
<td>Support</td>
<td>User</td>
</tr>
<tr>
<td>Mobile devices</td>
<td>Training</td>
<td></td>
</tr>
<tr>
<td>Servers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8.1 Areas to consider monitoring

The choice of indicators and areas to monitor will be derived from the analysis of expected added value suggested in section 8. However, here are some suggestions provided by Plan colleagues who contributed to this guide, and other resources.

Technology use:
- Who is using it, where and why.
- The rate of use (users, traffic, access, geographical data etc)
- Costs of use and maintenance
- New innovations emerging, showing people are internalising the concepts.

Accessibility and ease of use:
- Who benefits, who is excluded, and why? (Collect usage data which is disaggregated by age, gender and other demographic groups)
- What are the barriers that stop certain groups benefitting?
- How does the project help overcome these barriers?

User satisfaction:
- Level of satisfaction of users determined by regular user surveys
- Number of incidents per user
- Percentage of incidents resolved within agreed service levels
- Percentage of activities made via ICT channels.
- Are the ICT systems are reliable?

Added value of ICT:
- Does the ICT bring cost savings in terms of time, resources, quality and types of data, integration with existing information systems, opportunities for analysis?
- Can you compare the impact or outcomes to a control group without access to ICT?
- Does the ICT function effectively support delivery of the project’s objectives?
- Does the ICT function provide value for money?
- Does the support provided by ICT meet user needs effectively?
- Do ICT systems provide users with the information they need when and where they need it?

Impact:
- To what extent does the ICT contribute to youth empowerment and rights and gender equity (and more specific project outcomes)?
- What expected and unexpected changes (i.e. on participation, access to information, voice, ownership, skills, practices, institutional capacity of partners etc) have been noted?
- To what extent does the ICT strengthen Plan’s own capacity to contribute to youth rights and empowerment processes?
- Have users and stakeholders noticed changes to power relations and access to information?

Sustainability:
- To what extent can or will the technology, knowledge and skills be sustained?
- What are the risks and how can resilience be built?

8.2 Presentation and shared learning methods

- Photo-stories, presentations, and videos can be powerful tools for people to make their voices heard on issues relating to the project, and express changes and value for themselves. These can then be used directly, or to support other reporting.

- Tagging techniques (like the #hashtag in social media) can be useful to allow a group to prioritise or categorise the different messages and stories shared, so as to make sense of them as a group. For example, the group may be able to cluster different types of responses to a question such as ‘what has been the main advantage of being able to use SMS to report problems with the school’, and then rank the different clusters either by number of responses or their own reasoning as to which is most important. Or they could use post-it notes to stick ‘tags’ or categories onto different presentations which can then be grouped to show clusters.

- For quantitative data (including analysis of qualitative in clusters), a spreadsheet could be used to show trends. This allows for the creation of charts and graphs to visualise the data and patterns. These might include:

1. Charts to compare changes over time, and/or disaggregate data by sex or user group
2. **Maps** show the geographical breakdown of data, for example where messages are sent from, also disaggregated by sex. Other issues, such as network connectivity, traffic flow variations and so on can be highlighted. This allows the issues to be visualised and supports decision making during implementation stage, highlighting where adjustments may need to be made (or more research done) to ensure equitable access and use.

3. A **Dashboard** is a way to visualize the data at a “glance” combining different visual methods and information on the screen at the same time. ArcGIS office tools can be used to gather GIS, office and chart data in one place for a dashboard.

4. Think about platforms and mechanisms for **sharing learning**: including online sharing tools eg
   - Plan Internal
     a. Yammer: Share document evaluations in Yammer ICT4D group as well as in the specific program group (eg. Education, youth economic empowerment, child protection, emergencies).
     b. PlaNet
     c. Printed material
     d. Toolkits in pdf for example
     e. Project reports
     f. Raw data? ARCGIS?
   - External (depends on target group and frequency)
     (Suggest table with external target groups and suitable communications means)
     g. Website
     h. Social media, youtube, blog, fb, twitter, pinterest, google+ etc
     i. Traditional media, dailies, radio etc
     j. Printed publications
     k. Seminars, exchanges, conferences
     l. Email and personal contact.
About Plan

Founded over 70 years ago, Plan is one of the oldest and largest children’s development organisations in the world. We work in 48 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty. Plan works with more than 3,500,000 families and their communities each year. Plan is independent, with no religious, political or governmental affiliations.

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