Using ICTs To Support Pre-university Education: Performance based Indicators

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Introduction

• Investment in ICT in education has grown steadily over the past decade and its increasing profile and importance are visible in Egypt.
• Despite this known increase, little is known about the efficiency and effectiveness of investments in ICT in promoting education reform in, and there is little hard evidence or consensus on the proper, cost-effective utilization of ICTs in the field of education.
need to identify

"what works (and what doesn't work)", so that this knowledge can inform stakeholders design of and support for education projects with technology components.
Questions to Answer

• To what extent has investment in ICT contributed to enhancement of educational results in terms of access, quality or system efficiency in educational practices in Egypt?

• To what extent has ICT contributed to enhancement of equity and equality of quality issues?
Monitoring and evaluation

- Lot of information on what people intend to do, and why they intend to do it
- Less on what/how they did what they did, and the impact
Defining ICTs

In a broad definition of ICTs as their use may benefit education:

It is not only computers and the Internet, but radio and TV as well

It also includes training and human capacity related to their use
Inputs Indicators

- Number of computers/Labs/other delivered by level of education
- Number of ICT professionals by specialization by Admin level
- Number of training programs delivered by type and target group
- Expenditure on ICT (capital-recurrent)
Outputs Indicators

- **Schools**
  - % of schools ready to receive computer lab (Room, electricity, telephone line)
  - % of schools provided with computer lab
  - % of schools connected to ministry network
  - % of schools connected to internet
  - % of Schools using ICT for educational Purposes
  - % of schools using ICT in management
  - % of schools has website
  - Average time availability of PC per pupil per week
Outputs Indicators

• Teachers
  – % of teachers received specialized training in use of ICT in teaching and learning
  – % of teachers holding ICDL
  – % of teachers using ICT in Teaching by subject matter
  – % of teachers using Word processors
  – % of teachers using Computer Graphics
  – % of teachers using Spreadsheets
  – % of teachers using E-Presentations
  – % of teachers using Computer Educational games
  – % of teachers using Internet
  – % of teachers using E-Encyclopedias
  – % of teachers aware of norms of ICT usage
Outputs Indicators

- **Communications**
  - % of teachers has e-mail accounts
  - % of teachers has access to E-mail at home/school
  - % of teachers using E-mail in regular basis
  - % of teachers using E-mails in communicating with other professionals
  - % of teachers using E-mail in communicating with parents
  - % of teachers using E-mail in communicating with their pupils
  - % of teachers using E-mail in communicating with international educational agencies
  - % of Pupils has E-mail accounts
  - % of Pupils using E-mail in regular basis
Outcomes Indicators

• Teaching and class management
  – % of teachers using ICT in accessing educational resources
  – % of teachers using ICT in preparing their lessons
  – % of teachers using ICT in Teaching and Learning
  – % of teachers using ICT individualized learning
  – % of teachers using ICT in student assessment
  – % of teachers using ICT in classroom management
Impact on Pupils

- % of teachers Agree ICT improve motivation of their pupils
- % of teachers Agree ICT improve critical thinking skills
- % of teachers Agree ICT accelerate possession of basic reading and writing skills
- % of teachers Agree ICT help pupils to deal with complex problems
- % of teachers Satisfied with impact of ICT in improving teaching and learning practices
Tool of Data Collection
Thank You