Ministry of Education and Higher Education (MEHE) - Lebanon

Education Development Project (EDP)
Funded by the Lebanese Government and the World Bank

EGM on ICT Indicators Adoption and Data Collection.
Cairo, Egypt 13 – 15 February 2007
The Lebanese Education System

Overview

EDP’s core objective is to enhance access and build the knowledge base & institutional capacity at MEHE.

EDP includes within its planning, management and information management an integrated Education Management Information System (EMIS).
The Lebanese Education System

- The Education Management Information System (EMIS) aims at addressing MEHE’s administrative procedures in addition to an integrated Decision Support System (DSS) for the provision of information and indicators for policy-making and research purposes.

- A School Information System (SIS) at the school level as a management and data collection tool

- A National Education Network (NEN) to establish the linkage between MEHE and the schools and to provide an internet access.
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Objectives

- Improving information/knowledge access, not only for policy-makers but for other stakeholders such as ECRD, schools and communities;
- Enhancing the information/knowledge environment by using a full range of high quality analytical techniques to produce useful outputs and decision support tools; and
- Managing information/knowledge to meet changing needs, so that the indicators and data inputs are evaluated regularly, to ensure that they match changing policy requirements.
MEHE has adopted a common vision and guiding principles to translate into concrete action plan, the application of ICTs in the education system by:

- Improving access to information and communication infrastructure (NEN) (undergoing Process – facing lack of Funds);

- Developing of ICT-based applications, Such as EMIS, DSS and SIS;

- Establishing SIS for a systematic and regular collection of reliable information to assess and report on the progress and performance of the education processes;

- Adapting new curricula to meet the challenges of the Information Society;

- Building the necessary human capacity;

- Creating and enhancing enabling environment at all levels;
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ICT in education – keys success factors

- Presence of a national policy for ICT in education
- Improved access to information and communication infrastructure (NEN) (undergoing Process – facing lack of Funds);
- Introduce of new laws and regulations to adapt the information needs
- Presence of an action plan with a timeframe
- Presence of a body responsible for implementing the master plan
- Percentage of a national education budget allocated for ICT
- Mechanism for monitoring and evaluating the implementation on the national level
Technology Infrastructure and Access

Enabling Environment

1- No. of schools with:
   - Electricity
   - Computers
   - Telephone
   - Intranet
   - Internet
   - TV/VCR/VCD/DVD

2- Number of computers per average number of students in school

3- Number of weekly hours for ICT-aided instruction

4- Percentage of schools using ICT equipment for educational purposes e.g.: LCD projector, white board
Technology Infrastructure and Access (Cont.)

Internet Connectivity
1- Number of computers connected to the Internet

2- Number of hours a month the school uses the Internet

Speed / Bandwidth
1- Percentage of schools with broadband, ADSL, narrowband, wireless

Systems and Hardware
1- Number of PCs (more than 10000 PCs have been distributed for school labs and administration usage)
ICT Curriculum

- Existence of a curriculum that incorporates ICT:
  - Compulsory
  - Optional
- Existence of ICT as a separate subject:
  - in primary education
  - in secondary education
- Number of schools using ICT as a separate subject
- The extent of ICT integration in the curriculum
- The extent of ICT integration in teaching and learning programs
- Number of schools incorporating ICT (low, medium, high)
Teaching and Teaching Support Staff

- Percentage of teaching professionals who acquired pre-service training
- Percentage of teaching professionals against the total number of education staff of appropriate category
- Type of ICT training
  - Basic
  - Advanced
- Length of training
  - Number of hours
- Percentage of teaching professionals who use computers for teaching purposes
  - Rarely
  - Sometimes
  - Regularly
  - Always
- Existence of technology development plan on different levels
- Many ICT training programs are undergoing toward capacity building in the Ministry
Learning Process and Outcomes

- Number of hours of ICT access per learner per scholar year
- Number of learners with ICT access outside school
- Number of learners who demonstrate basic / advanced ICT skills
- Number of learners who demonstrate ICT skills
- Purposes for which learners use ICT:
  - **Informative:** Ability to acquire and use information
  - **Functional:** Ability to use and manipulate existing information for educational purposes
  - **Creating:** Ability to compose, compile, produce new information
  - **Communication:** Ability to exchange information
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