SABER-ICT

Systems Approach for Better Education Results: The Use of ICTs

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SABER-ICT aims to help fill in important gaps related to the availability of policy data, information, and knowledge on what matters most to improve the quality of education as it relates to the use of information and communications technologies (ICTs).
Today, many of the education systems are popularly considered to be 'high performing' in their use of ICTs

... not because they are able to point to rigorous data about the cost-effective impact of their investments in ICTs

but rather largely

... because they have 'lots of ICTs'.
Part of the World Bank’s SABER initiative

Systems Approach for Better Education Results (SABER) project,

documenting the policies, structures and procedures of education systems across the world and

to systematically assess the characteristics of high-performing education systems.
What is the impact?
Why is the impact?
A common request from policymakers

Country X plans to develop a (new) national policy on ICT/education:

1. What might be important to include?
2. What do the policies of other countries look like, and how do they change over time?
3. What are some related implementation models to consider?
4. How does what we are doing compare to what others are doing?
SABER-ICT aims to help policymakers as they attempt to answer these questions
many of the pressing policy questions we have about the use of ICTs in educational settings around the world -- and the impact of such use -- are complicated challenged by the fact that we still do not have reliable, globally comparable data
data – policies – implementation
data
Data

• supporting the collection of key data related to the use of ICTs in education, as part of a larger international, multi-stakeholder initiative to improve the availability and quality of ICT data and indicators, particularly in the education sector in developing countries.

• International Working Group on ICT Statistics in Education (WISE), led by the UNESCO Institute for Statistics (UIS)
Data

Supporting the work of key international partners


This effort is part of a larger international, multi-stakeholder initiative to improve the availability and quality of ICT data and indicators, particularly in developing countries, *The Partnership on Measuring ICT for Development.*
learners-to-computer ratio

schools with Internet access

type of Internet access

ICT-qualified teachers

ICT-related expenditures

schools with websites

teacher email accounts

computers available for pedagogical purposes

computers available for administrative purposes

student-owned computers
policies
Policies

Build a global database of policy documents related to ICT use in education, to aid policymakers assess and benchmark their own policies against those of comparator countries around the world.

– Historical, current, draft
– ICT/education, education, ICT (information society), human resource development
Implementation models

- Ten national case studies
- Help document the variety and commonality of approaches in place in countries around the world
- To help national agencies responsible for the implementation of large-scale ICT/education initiatives of various sorts better benchmark their activities against those of similar institutions around the world.
Case studies

South Korea  Indonesia
United Kingdom  Malaysia
Costa Rica  Thailand
Philippines

3+ more under discussion
policies
Regional examples of key documents

**Malaysia** Ministry of Education “Policy on ICT in Education Malaysia” (2010)


(A major limitation)

Policy documents signal intention

*not* whether this was implemented

*nor* the impact as a result
Benchmarks

• Point to other experiences that may be relevant (comparators, aspiration)

• Asses the ‘stage’ of a country’s approach to a particular policy area

• Within East Asia and the Pacific, and globally
‘Characteristics’

1. Vision and planning
2. ICT infrastructure
3. Teachers
4. Skills and competencies
5. Learning resources
6. Education management information systems
7. Monitoring and evaluation, assessment, research and innovation
8. Equity, inclusion and safety
9. Cross-cutting themes
Four ‘stages’ of policy development

**Under SABER:**
1. Latent
2. Emerging
3. Established
4. Mature

**Under WISE:**
1. Emerging
2. Applying
3. Integrating*
4. Transforming

*sometimes called infusing

(aka “Morel’s Matrix”)


An example: Institutional arrangements

Stage one:  
No dedicated unit/agency for ICT in education

Stage two:  
Plan to set up a unit/ agency on ICT in education, or there is only a person/few people with related dedicated responsibility

Stage three:  
Dedicated, professionally staffed unit/ agency for ICT in education

Stage four:  
Dedicated, professionally staffed focal unit/agency charged with implementing policies on ICT in education which actively coordinates with other organizations on ICT/education issues
Based on what is actually happening and what some leading countries are doing (where this may point to future trends)

important note: non-judgmental
measuring **impact**

understanding the **context** and input:

*data – policies - implementation*
Why attempt to benchmark ICT use in Education?

Measuring the Impact of ICT investments

What should-or can-we measure?

Benchmarking ICT use in education in East Asia
Products for policymakers

1. Database of policies
2. Framework for understanding
3. Analysis
4. Tool for analysis

**Goal**: Put information and tools in the hands of policymakers so that they can make their own choices, and better benchmark their country’s situation against that of others around the world.
Comparing ICT use in education across countries

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At a fundamental level, attempts to answer many of the pressing policy questions we have about the use of ICTs in educational settings around the world -- and the impact of such use -- are complicated by the fact that we still do not have reliable, globally comparable data in this area. As hard as it may be to believe -- especially given the large investments being made in this area and the increasing strategic importance of this topic in many countries -- basic answers to many basic questions about the use of technology in schools around the world remain largely unanswered. Such questions include:

- How many schools are connected to the Internet (and what is the quality of that connection)?
- How many teachers have been trained to use ICTs?
- How many schools have access to sufficient reliable power?
- How many computers are being used for learning purposes in schools?
- In what subjects are computers meant to be used, and to what extent?

This is about to change.
for more information ...

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