ICT for Education Sector Management: Issues and Questions

International Symposium on ICT in Education: Potential and Lessons Learnt
13-14 September, Ulaanbaatar, Mongolia
Talking Points

• Purpose of the symposium

• Place of ICT for education sector management

• ICT for education sector management: guiding questions for the symposium
Purpose of the symposium

Contribute to refinement of policies and practices in use of ICT in and for education in participating countries. To this end, the symposium provide forum to:

1. Inform policy makers and professionals on latest policies and practices of ICT utilization in education

2. Present and discuss potential solutions to common issues and challenges faced by education systems.
Selected topics for the symposium

1. ICT for education sector management (sessions 1, 2, 3 and 4)

2. ICT for teaching and learning (sessions 4, 5, 6 and 7)

3. Way forward for further development and cooperation (session 8)
ICT for education sector management
ICT and Sector Management

The Education Sector Management Cycle

1. Strategize
2. Define policy
3. Analyze
4. Feedback
5. Evaluate
6. Implement
7. Strategize

The cycle continues indefinitely, incorporating feedback and evaluation to make improvements.
Role of ICT for Education Sector Management (examples)

1. Process and analyze data and information
2. Plan and prioritize education development
3. Manage and monitor the system operation
Discussion (Overview)

• The extent the data and its analyses used to support the management cycle in the education sector, such as:
  – education policy development, implementation, and monitoring
  – the strengths and weaknesses in using the data and information in each stage of the management cycle
  – the reasons of above shortcomings
Discussion (e.g. EMIS)

- Is EMIS functional in your country? How is ICT used in school management and administration?
  - Is the information collected, stored and analyzed using ICT to monitor and improve performance of students and teachers?
  - How is the information shared among different levels of management (e.g., school level, districts, provinces, and central government)?
  - What roles does ICT play in this process?
Discussion (policymaking)

• How are the educational resources decided and allocated in the education sector?
  – Are they based on the projected needs over time?
  – If so, how are these needs calculated? Is there a computer-based application used for estimating resource requirements?
  – If not, how could the potential of ICT be further explored to improve decision making and sector management?
Summary

• Discussion on “ICT for Education Sector Management” focusing on the potential of ICT to support educational research, evidence-based policy development and sector management, including:
  – Data collection and analysis and system management (e.g., EMIS) and policy analysis, and
  – Planning (e.g., policy planning tools such as education policy and financial simulation models)