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An investigation on the application of ICT in the education sector in Sri Lanka

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Today Information and Communication Technology (ICT) has become pervasive in most organisations and affects every aspect of organisational performance. It has become a major driving force of most of the organisations. As in other fields, in the sector of education too, the significance of ICT use in modern day teaching and learning is indisputable. The use of information and communication technologies (ICTs) in and for education is rapidly expanding in many countries, and is now seen worldwide as both a necessity and an opportunity. The Dakar Framework for Action (April 2000) identified the use of new information and communication technologies as one of the main

strategies for achieving the EFA (Education for All) goals. But, developing an ICT-equipped learning environment is a complex undertaking that is still in its infancy in most developing countries. There is no doubt that the effective use of ICTs is hampered by low accessibility, low connectivity, and lack of training and high infrastructure costs. To face this set of challenges, preparation of an ICT strategy to go in parallel with the learning and teaching, marketing and administration strategies has become one of the key responsibilities of the management of any education institute or an equivalent.

In this context, it will be a vital factor to know how educational institutes are faring in terms of applying ICT for their learning and teaching activities. With this objective, an investigation into the present and past level of ICT usage in the education sector in Sri Lanka was carried out.

This paper, while elaborating the present achievements and usage related to Information Technology (IT), Information Systems (IS) and Internet Capacity and the strategic relevance of ICT in the education sector in Sri Lanka, an attempt was made to evaluate the information intensity carried by the products and their value chain and finally the growth of the IT and Internet application over the years in selected organisations and the education sector in general.

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