

WHAT THE TOOLKIT DOES

The set of tools contained in the Toolkit assist in:

- Collecting and analyzing data
- Diagnosing situations and issues
- Formulating scenarios for appropriate ICT interventions
- Generating implementation plans
- Evaluating implementability effectiveness of ICT interventions
- Making necessary post-evaluation decisions



To learn more about this Toolkit or to access the tools available, please visit us at:

www.ICTinEDtoolkit.org

Note:

The Toolkit does *not* make decisions for users and does *not* automatically generate ICT projects, programs or plans.

Like any tool, it is an instrument that assists people engaged in the human process of planning for ICTs in education.

ICT IN EDUCATION TOOLKIT

FOR POLICY MAKERS, PLANNERS AND PRACTITIONERS

IN COLLABORATION WITH UNESCO AND OTHER PARTNERS

The ICT in Education Toolkit provides education policymakers, planners and practitioners with a systematic process to formulate, plan and evaluate education programs enhanced by Information and Communication Technologies (ICTs) within the context of larger national education and development goals.

The Toolkit contains six toolboxes – a total of 19 tools – that provide interactive instruments and step-by-step guidelines which assist users to:

- Map the National, Technological, and Educational Situation
- Formulate and Assess ICT-Enhanced programs
- Plan for Physical and Human Requirements
- Plan for ICT-Enhanced Content
- Generate Program Costs
- Create a Master Plan
- Monitor Implementation, Effectiveness, and Impact

The Toolkit also contains a *Reference Handbook* that summarizes worldwide knowledge, research, and experience on the effective use of ICTs for Education.

Potential Users

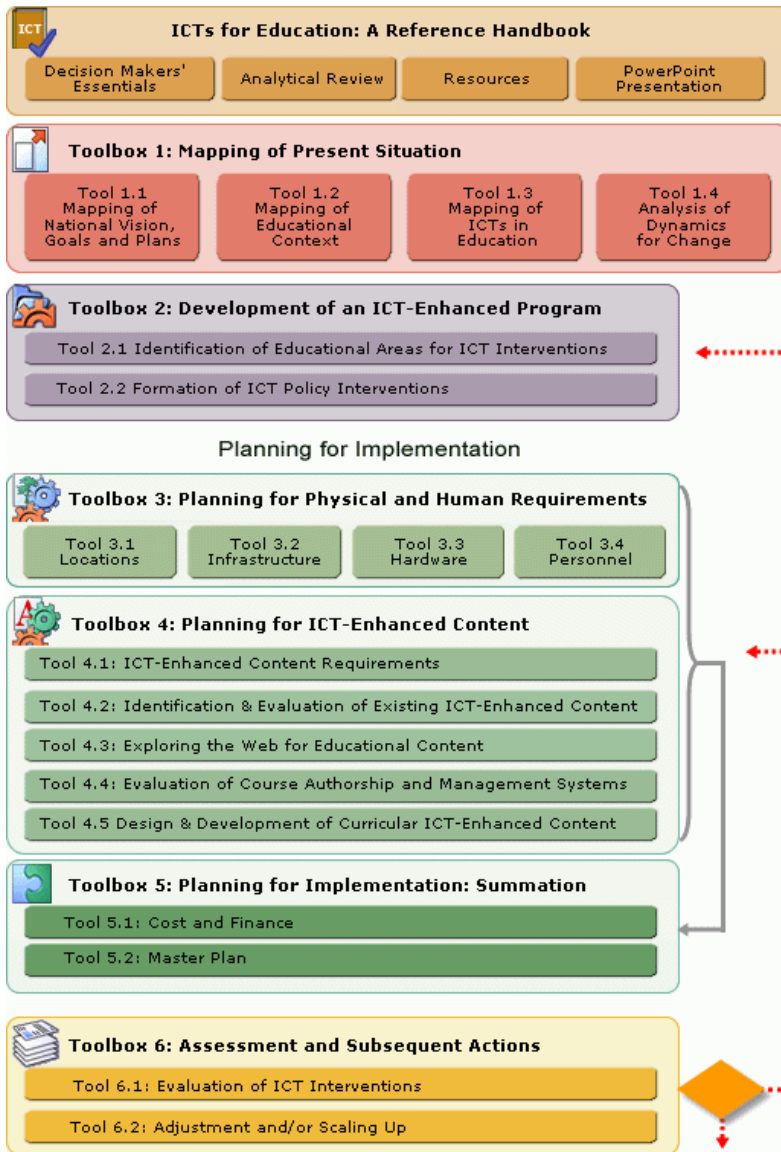
The primary objective of the ICT-in-Education Toolkit is to serve:

- Countries and educational institutions – *especially Ministries of Education* -- as they struggle with the challenge of introducing and integrating ICTs into education.
- *infoDev*, UNESCO, the World Bank and other international development agencies, and other Toolkit partners, in their support for education initiatives in developing countries.
- Officers and specialists of development agencies as they identify, prepare and appraise ICT-in-education projects or ICT components of education projects.

www.ICTinEDtoolkit.org

www.infodiv.org/ict4edu-toolkit

ICT in Education Toolkit Outline



What It Takes to Apply the Toolkit

The application of the Toolkit requires inputs from and interaction among different decision makers, planners and specialists. Its use involves going through an intricate and systematic process of policy analysis, decision making, planning, implementation and evaluation. For this process to succeed, it needs to be facilitated by a highly motivated and well trained team. This Facilitation Team has to be well placed within the decision making and planning hierarchy to ensure that its work is taken seriously and is integrated into the overall decision-making and planning process.



CONCEPTUAL PREMISES

Education development succeeds or fails on the basis of the nature and quality of educational policies and strategies and sound implementation practices.

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Technology is only a tool: no technology can fix a bad educational philosophy or compensate for bad practice.

...

ICTs are not one monolithic entity; they differ in their properties, scope, and potential.

...

Technology should not *only* be equated with computers and Internet; there is still an important place for other technologies, such as interactive radio and broadcast TV.

...

There should be an operational distinction between instructional technologies and dissemination technologies.

...

ICT-enhanced education activities should not be perceived as a substitute for conventional schools.

...

Introducing ICTs into the teaching/learning process is an innovation -- sometimes a radical change!

...

ICTs have great potential for facilitating the fulfillment of educational objectives and for enhancing solutions of educational problems.

...

The road from potential to effective application is a long and complicated one that requires deliberate planning, sustained implementation, calculated course modification, and continuous maintenance.