Welcome to the Schoolnet Toolkit. The Toolkit is designed to help education planners and practitioners integrate information and communication technologies (ICTs) into education systems.

Education systems are under the spotlight worldwide today. Many countries are grappling with significant development challenges, such as meeting UNESCO’s Education for All goals, as well as other social objectives. The information age is creating economic pressure for countries to develop into knowledge societies in order to become or remain internationally competitive in a global economy.

ICTs can help address these challenges. They are an important catalyst for transforming education, creating exciting new possibilities for teaching and learning, and facilitating shifts towards new pedagogies.

A number of Southeast Asian countries have contributed their experiences to this Toolkit, which is a practical resource about ICTs in education, and more specifically about setting up and operating schoolnet programmes and projects. A schoolnet programme is an organised set of activities that expands the use of ICTs and promotes sharing of educational resources by teachers and students at schools. Schoolnet programmes may be located inside or outside government, may be large initiatives with substantial funding, or smaller innovative projects without big budgets.

Schoolnet projects usually adopt a multifaceted approach, addressing technology issues (connectivity and infrastructure), curriculum integration processes, assessment and pedagogy, the professional development of teachers, identifying and developing suitable content and software, and creating online communities of practice using ICTs. Schoolnets may also be involved in reshaping the policy environment through advocacy, research, or support of policy processes underway.

The exact form of schoolnet programmes varies from country to country. Nevertheless, the case studies on which the Toolkit is based show substantial convergence towards a body of best practice in ICT integration in education.

The Toolkit distils these experiences into a clear and simple format, of use to both start-up and mature schoolnet programmes.
Who is the Toolkit for?

The Toolkit is for:

- **Policymakers and high-level managers** who need to understand the policy and macro issues involved in planning and establishing schoolnets and educational ICT programmes.

- **Schoolnet builders and managers** who are involved in starting and running schoolnet programmes and projects

- **Practitioners** such as teachers, school principals and content developers who work with ICTs in an educational context and participate in schoolnet activities

How to Use the Toolkit

The Toolkit is structured into four main sections, designed with different readerships in mind:

- **Guidebook 1: ICTs in Education and Schoolnets** is intended for **everyone**. It describes the value proposition for ICTs in education, and the broad processes that need to be integrated to ensure sustainable impact. It looks at the characteristics of schoolnet programmes, different organisational and leadership models for schoolnets, and outlines a variety of functions that schoolnets perform and services that they can deliver. Lastly, it presents ways of assessing the effectiveness of schoolnet programmes, and gives some examples of active schoolnets.

- **Guidebook 2: Planning Schoolnet Programmes** is intended for **policymakers and high-level managers**, and for **schoolnet programme managers**. It examines the policy and planning implications of schoolnet programmes, such as relating ICT programmes to broader economic and education development goals; understanding the financial and other resources that will be required and working within a range of constraints; establishing appropriate partnerships; and change management strategies. It describes ways in which the education system should respond to the introduction of ICTs, such as changes in curriculum structure, assessment strategies and professional development programmes for teachers. Lastly, it looks at factors that influence sustainability at various levels, broadening and extending the impact of schoolnet programmes and methods of evaluating and assessing impact.
Guidebook 3: Implementing Schoolnet Programmes is a practical and operational guide for managers of schoolnet programmes, covering project planning and implementation and the key elements involved in an ICT project; choosing appropriate technologies; putting in place support, maintenance and troubleshooting systems; models of training provision; creating and operating online services; creating schoolnet communities; and indicators for measuring participation and impact.

Guidebook 4: Practitioner’s Guide provides pointers on ICT integration for educators, school management, and others directly involved in producing or using educational ICT resources in a school context. It covers the ICT integration process, changing ways of assessing learning outcomes, selecting, using and adapting ICT software and resources, collaborating with other educators in online communities, and skills and competencies that teachers should build through professional development programmes.

Finally, there are two appendices which may be consulted for further detail and references to source and follow-up material:

- Abbreviations, Acronyms and Glossary
- References

The toolkit and additional resources are available on CD, and can also be accessed online at the URL: http://www.unescobkk.org/education/ict/resource/JFIT/schoolnet/toolkit.html
Country Case Studies

The Toolkit has been compiled based on the following case studies:

- **Korea**: Review of ICTs in education, documenting the development of Korea’s infrastructure for ICT use from 1997 to the construction and operation of EDUNET run by the Korea Educational Research Information System.

- **Indonesia**: Review of ICTs in education and three different schoolnet initiatives: e-dukasi.net (an online content resource site), WAN Kota (a wide-area network for schools) and Sekolah2000 (a private-sector initiative).

- **Malaysia**: Review of ICTs in education and schoolnet operations, focusing on the Smart School Pilot Project implemented in 87 schools from 1999 to 2002 by the Ministry of Education in collaboration with the Multimedia Super Corridor initiative.

- **Philippines**: Review of ICTs in education and a case study of the ongoing Coca-Cola Ed.venture project, launched in 2001 and implemented in 15 schools by the Foundation for IT Education and Development.

- **Singapore**: Review of developments from the first Singapore Masterplan for ICTs in Education in 1997 (MP1) to the transition to the second Masterplan (MP2) in 2002, including a range of multilateral support programmes, and the teachers’ portal and resource site edu.MALL.

- **Thailand**: Review of ICTs in education, documenting the progress made by multiple agencies such as NECTEC and the Ministry of Education, the establishment and evolution of Thailand’s SchoolNet from 1995 to 2003, and the role of organisations such as IPST in generating online content resources.