

Needs Analysis

We have highlighted the needs that have to be met to achieve our objectives. Those needs have been divided in 5 categories: Infrastructure, education content, human resources, policies, and administration.

	Current Situation	Needs	Integration	Expected Result
Infrastructure	<ul style="list-style-type: none"> Isolated PCs for administrative processes. Lack of PCs dedicated to students. 	<ul style="list-style-type: none"> Computer Laboratory Facilities. Computer Devices. IT infrastructure. Teachers prepared to provide technical support. 	<ul style="list-style-type: none"> Continuous access to computers for students and teachers. IT Network. Local staff specialized in technical support. 	<ul style="list-style-type: none"> Diverse platforms available for learning. Local staff highly specialized in support.
Contents	<ul style="list-style-type: none"> Curriculum does not exclusively consider the use of ICT. 	<ul style="list-style-type: none"> Curriculum considers the basic development of ICT competencies. Educational wiki with access to digital resources that support the curriculum. 	<ul style="list-style-type: none"> Curriculum contemplates all-inclusive use of ICT. Educational contents and applications enriched and adapted to specific practices. Collaborative, student-centered strategy. 	<ul style="list-style-type: none"> Curriculum comprehensively incorporate the use of ICT as a knowledge building strategy. Student-centered pedagogy: critical-thinking, collaborative.
Human	<ul style="list-style-type: none"> Training according to individual interests. There is no pedagogical support for the integration of ICT. 	<ul style="list-style-type: none"> General training in ICT through in-service teacher training programs. 	<ul style="list-style-type: none"> Initial and in-service training associated with the curriculum. Training of local staff for support in the pedagogical integration. 	<ul style="list-style-type: none"> Peer learning networks. Self-managed continuing education systems. Peer networks and online collaboration.
Policies	<ul style="list-style-type: none"> Experimental development of isolated ICT initiatives. No policies or budgets allocated over the long term. 	<ul style="list-style-type: none"> Development of ICT plans, based on centralized, concentrated decisions. 	<ul style="list-style-type: none"> Development of broad, comprehensive ICT policies covering the set of domains with similar depth levels, allowing flexible areas for specific context-dependent adaptations. 	<ul style="list-style-type: none"> Development of Educational Plans and Policies that take ICT into account, allowing broad areas for their specific inclusion into context.
Administration	<ul style="list-style-type: none"> Pragmatic view based on individual interests. There is no pedagogical support for the integration of ICT. 	<ul style="list-style-type: none"> Practical view based on the adoption of new technologies. Involvement of the organized community. 	<ul style="list-style-type: none"> Practical view aiming to integrate processes by incorporating technologies. Regular incorporation of the community into formal processes and communications. 	<ul style="list-style-type: none"> Proactive, innovative view aiming to generate developments that allow for new, better systems for information and communication.