

### Recommendation 8

Content and national languages

- *"Most countries need to address the issue of the shortage of multimedia and Web-based content for educational use in national languages."*

### Recommendation 9

Monitor and evaluate the system

- *"Central ministries and regional authorities should co-operate in gathering, analysing and disseminating data, not only on inputs into the system such as pupil:computer ratios, but also on process variables such as deployment and pupil/teacher access times and actual outcomes."*

We are currently working on a second edition, of *"How Learning is Changing"*, to be published in 2006.

Your input would be most welcome.

Please contact:

**EENet Chair:** Eileen Brennan Freeman  
email: [eileen.freeman@eenet.org](mailto:eileen.freeman@eenet.org)  
[Eileen.Freeman@cs.tcd.ie](mailto:Eileen.Freeman@cs.tcd.ie)

**EENet Vice Chair:** W.J. (Hans) Pelgrum,  
[W.J.Pelgrum@gw.utwente.nl](mailto:W.J.Pelgrum@gw.utwente.nl)

**Secretariat:** [info@eenet.org](mailto:info@eenet.org)  
[gapski@eenet.org](mailto:gapski@eenet.org)



### Eileen Brennan Freeman

Visiting Research Fellow  
Centre for Research in IT in Education,  
(CRITE), Trinity College, Dublin, IRELAND.  
<http://www.cs.tcd.ie/Eileen.Freeman/>

Greendale Community School Kilbarrack,  
Dublin 5, IRELAND.  
<http://www.greendalecommunityschool.ie>



European Experts' Network for Education  
and Technology (EENet)  
web: <http://www.eenet.org>



European e-Learning Forum for Education  
Copenhagen, November 21 & 22, 2005



## ***“How Learning is Changing”***

**Becta/ENET (1998)**

Report on the effective implementation and use of ICT in education.

### **Nine Recommendations:**

#### **Recommendation 1**

Holistic approach to policy development

- *“An holistic model for policy development for ICT in schools should be considered by policy makers. Future innovation needs to involve all players in the education system, including the public and private sector.”*

#### **Recommendation 2**

Bottom-up/top-down convergence

- *“For teachers to take ownership and implement ICT strategies effectively, policy makers should listen and respond to successful and appropriate ICT developments which start at the school level, when developing large-scale policies.”*

#### **Recommendation 3**

Sustainability

- *“Policies and strategies for implementation should be designed to achieve the sustainable and generalisable use of ICT in education. It should be borne in mind that sustainability can only be achieved through a synthesis of economic and human measures.”*

#### **Recommendation 4**

The Curriculum

- *“Ideally, comprehensive plans for implementing ICTs should start with learning targets related to the curriculum. Linked to this, examination and assessment systems should be reviewed to ensure that they are appropriate to the digital age.”*

#### **Recommendation 5**

Teacher Training

- *“Specific measures need to be taken to ensure that ICT use is covered in all pre-service training courses and that all serving teachers have access to appropriate in-service training that responds to their individual needs.”*

#### **Recommendation 6**

A wider concept of learning

- *“Policies and implementation actions need to recognise the wider concept of learning that generalised ICT use will bring and should reflect the consequential empowerment of the learner that is likely to take place. This empowerment will demand new and more subtle skills from teachers as they are less able to rely upon the formal didactic aspects of their role.”*

#### **Recommendation 7**

The importance of research

- *“Decision makers at all levels must take more account of existing educational research, within Europe and beyond, when formulating their education policies and actions.”*