"Information and Communication Technology" (ICT) has a vital role in teachers and schools quality development.

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1-Abstract

The purpose of this article is to broaden the growing discussion about the role of "Information and Communication Technology" (ICT) in the field of education, for which information available from the "Information and Communication Technology" (ICT) program is used. , This research aims to study the impact of ICT appropriation by teachers in institutions and explores the impact of ICT appropriation by teachers, allowing them to identify the level of appropriation in ICT using standardized tests. , Contributes to the use of information and communication technology (ICT) by teachers, and the results indicate that the positive impact of school performance on ICT appropriation has been seen as a tool for improving academic performance.

2-Keywords: Information and communication technology (ICT), Quality development, computers for education, Teacher training, ICT education.

Information and communication technology (ICT)

Quality development

ICT education.

computers for education
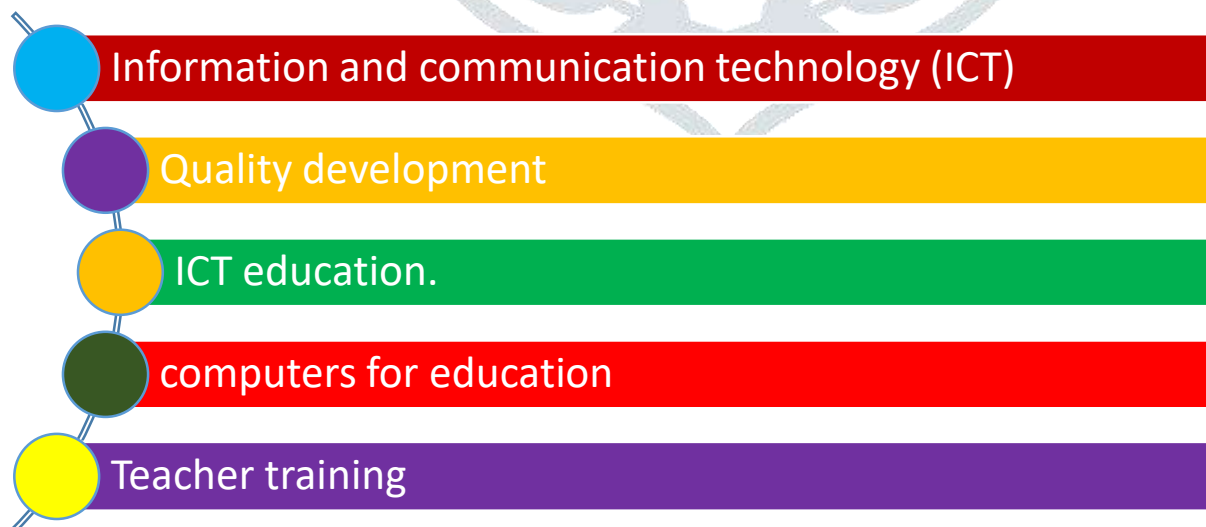
Teacher training

Information and Communication Technology'' (ICT) has an important role.

3- Introduction

Teacher training contributes significantly to the use of information and communication technology (ICT), universal education, equality in education, teaching, learning practices, quality and professional development of teachers, as well as management, direction, and more efficient education system Administration makes these tools (UNESCO, 2017). Opportunities to promote learning in creative teaching and innovative teaching ICT has been seen as a tool for improving academic performance, learning critical skills in its use, technologies to benefit from them in innovative and creative ways when students and teachers knowledge as part of a new educational paradigm, the persuasive skills necessary for society must acquire them (Molino & Carrera, 2016).

Change must be made by an educational framework that integrates — from basic levels of education to educational strategies — guided by teachers at technology learning centers and integrating ICT into their teaching practice when formulating policies. Do educational institutions and instruct them to improve the current results - analyze it, it is necessary to use teachers for such integration, enough, relevant and essential technologies to make the learning process powerful in that educational practice. It has many dimensions, including these tools in the educational process (Molino and Carrere, 2016). In particular, the teacher's dimensions may include ICT in infrastructure and digital resources, usage, beliefs, and competencies. With this in mind, many countries have developed programs focused on increasing access to ICTs or training. The research revolves around teacher appropriations for teachers to use them in the classroom (especially in ICTs (Sanchez et al., 2011).

4- Computer for Education (CPE) Educational use of these tools

ICT began to be integrated into the education system in the early 90s due to the education sector planning process in which information technology and universities played a relevant role in private sector teaching (Galvez, 2013). As part of this strategy, the national government implements the CPE program since 2000. The program aims to increase access to ICT through Computer for Education (CPE) and focus on using the digital divide. In this way, Information Technology policy in teaching aims to improve and enhance students' educational outcomes.

Keeping the above in mind, the relevance of ICT in school is clear, and the role of CPE for their inclusion in the context of education is evident. Explores the impact of ICT appropriation by teachers on educational campuses, public decisions on the use and management of ICT provide existing literature and information to guide educational policy. A survey inquires about the experience in use, frequency of use, teachers' usage, and specific integration of ICT.

Presents a literature review on studies measuring the impact of appropriation in ICT; The Compotators Para Educator (CPE) refers to the program, the data used in this task; the methodology used to carry out the method exposes the evaluation of impact, while the use of ICT analyzes the results and presents an investigation of the impact of appropriation in ICT.

5- Literature Review

The correlation between the uses of ICT in programs analyzed is that studies abound, similar to CPE and academic performance, although his conclusions have been mixed. Pre-chapter review works that first aimed at evaluating correlation are described. Articles are reviewed internationally and nationally. In this regard, focus on programs that increase the supply of ICTs outreach and use by students and offer programs with supplements presents a literature review on teacher training.

On the international scene, among the studies that yield favorable results is the work of Rouse and Krueger (2003), focused only on ICT supply, on the American program "Fast for Word" (FFW). The program focuses on students performing in school, who are chosen at random levels. The school and seeks to improve their language skills and reading comprehension. ICT is an effective alternative to traditional methods of education.

Banerjee et al. (2007) evaluated the impact of a program in India that seeks to improve mathematics and language performance through a randomized experiment, facing fourth and eighth-graders. After one year, a positive effect was found in mathematics standardized test scores and 0.32 standard deviations; however, there was no difference between the two language scores. According to these results, the author's highlight was expected that the focus would be on the area of the program.

In contrast to these studies, Leuven et al. (2004) conduct a study in countries presenting low performance to evaluate the effect of subsidizing computers in schools. To do this, they use the discretization regression method. Results show that the standard deviation in performance decreases by 7.8% in language tests. Also, arithmetic has the most damaging effects for the second year. The authors highlight that these results can be related to the reduced time students spend, the technical tools and programs being implemented shortly after they were evaluated.

In addition to offering ICT, the use of these tools for teachers 'relevant educational purposes is as essential as the proposal, since the appropriate use of ICT in the classroom depends, to a large extent, on competence, attitudes, and teachers' academic confidence (Claro, 2010). These programs called for an evaluation of relevance in educational policies worldwide, including programs that include ICT and the provision of teacher training. The results obtained do not show convergence in their conclusions.

6- Details of Information and Communication (ICT) Program-

It was created under the Information and Communications (ICT) document in using computers for schools as a program. National connectivity of computers from the public and private sector on the agenda as a mechanism for using technology on a large scale. Information and Communication (ICT) has been developed by the Ministry of Education

Public institutions that have received technical support and training for its use and maintenance begin to pay more attention to technical equipment's educational use strategy. Teacher training (NCTE), thus implementing a face-to-face accompaniment, technical in classrooms The objective of teaching the educational use of the devices is guided by its three main strategies parallel to the

digital content included in each instrument approved by the Ministry of National Education: access to ICT, educational appropriation ICT and environmental use as the situation is managed, through ICT Program with an enormous social impact from, promoting quality of education under a sustainable model, for which digital and knowledge, and mitigation and prevention of negative impacts on the environment, ten years are provided for it, teaching in this way The aim of the Information Technology Policy in IIT is to improve and enhance the educational outcomes of students.

7- Appropriation of Information Technology in ICT teaching

ICT uses information technology, computer knowledge, Internet resources in teaching, daily frequency of use of these resources, done with specific activities Computer or tablet, with weekly activities dedicated to specific activities and activities, Hours are used during regular class with these tools, resources, and equipment, the use of computers or tablets for classroom development, the weekly frequency of this usage and the programs or software used to develop the class Understanding the concept Appropriation of ICT in teachers as an appropriate, appropriate and essential use of technology to enhance students' learning process All this information is used as input to create ICT Appropriation Index for teachers.

8- Methodology for Empirical Strategy

It is believed that appropriation in ICT is endogenous to other education headquarters' characteristics that affect school performance. This is why this work seeks to measure the impact of school performance for different levels of appropriation in ICT, sufficient to measure the impact of such ownership on teachers' performance. ICT appropriation is a quadratic change of the index based on the teacher survey. Various studies have since added these quadratic terms (Berry, Christopher 2003). For example, appropriation in ICTs is resolved to students by incorporating fixed effects per child. Students from which analyzed peers directly benefit from the appropriation in ICT.

9- Conclusion

Analyze keeping in mind that teachers primarily direct teaching, the way they integrate ICT into their educational practice is a critical issue academic, public policies and the direction they should take to improve them This study is related to this, the purpose of school education is to find out the effect of ICT by teachers, shows a positive effect with the decreasing effect in ICT appropriation tests.

Paying more attention to teacher training programs, especially the educational use of ICT, confirms the positive effect of post-results positive effects, finally, keeping in mind that technology appropriation processes allow teachers to engage ICT in extroverted educational processes. Incorporating and especially considering training attests importance; furthermore, training should be directed by ICT experts to be maximized to make the most of the relevant inputs relevant to promote policies involving ICT in education. Also, optimal use of these tools generates an increase in the educational use of ICT for students' learning process.

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