





Part III

UNESCO'S MEDIUM-TERM STRATEGY AND IITE'S CONTRIBUTION



UNESCO'S MEDIUM-TERM STRATEGY AND IITE'S CONTRIBUTION

Strategic approach

Forms of work

Methods of activities

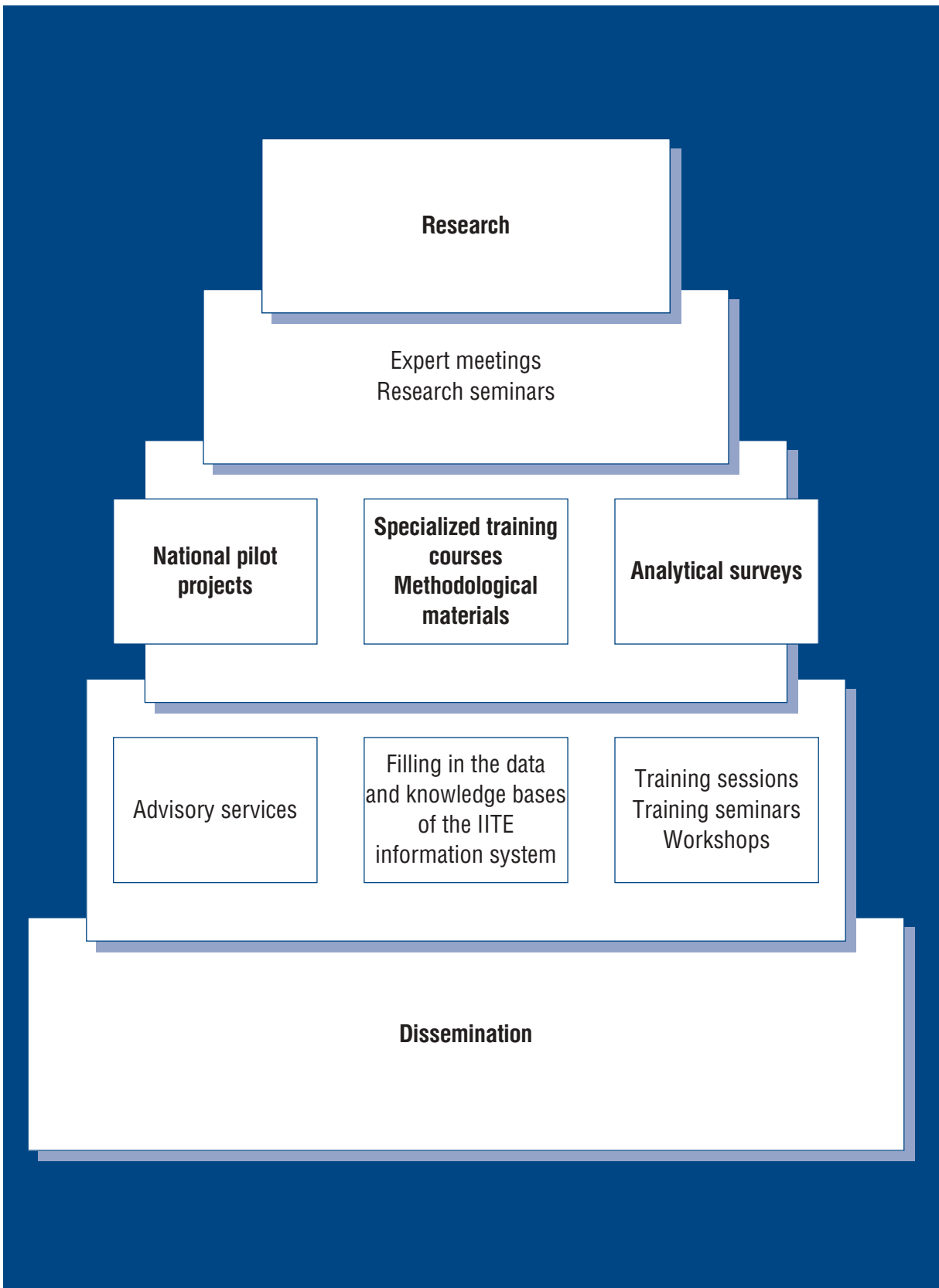
Main expected outcomes

IITE's Medium-Term Strategy has been developed with close attention to UNESCO's Medium-Term Strategy for 2002-2007: *UNESCO contributing to peace and human development in an era of globalization through education, the sciences, culture and communication*.

In accordance with its Medium-Term Strategy, IITE will strive to make its contribution to the implementation of UNESCO's functions as a whole, namely, to act as:

- a catalyst for international cooperation;
- a laboratory of ideas;
- a clearing house;
- a learning organization;
- a capacity-builder in Member States.

To perform these functions in the frames of its rather limited financial resources the Institute will continue to fulfil its programme activities using a long-term approach to the development of each main programme area. In compliance with such approach within the framework of all main programme areas, IITE's activities will be realized in several stages, each of which will be aimed at, on the one hand, the ultimate achievements regarded as the Institute's contributions to the functions of UNESCO as a whole; and on the other hand, aimed at creating the basis for the subsequent stage of the main programme area development to be fulfilled.



Strategic approach

Forms of work

Methods of activities

Main expected outcomes

Realizing its mission, implementing the decisions of the General Conference of UNESCO and taking into account the requests of UNESCO Member States, the UNESCO Institute for Information Technologies in Education, as a UNESCO institute specializing in the field of ICT application in education, will continue to develop its programme activities in *three main correlated domains: research and project development, training, and clearing house activities*.

IITE will operate in coherent activities domains by developing several main programme areas, and each of them will join a number of related themes brought into operation in the form of international projects.

To realise the main themes and carry out the international projects, IITE will continue to use the following forms of work: the research work is started with preliminary studies that entail consulting and discussions at international expert meetings and research seminars. Based on the results achieved from this research, IITE prepares analytical surveys, specialized training courses, methodological materials; conducts national pilot projects in Member States at their request; elaborates its educational programme and fulfils training activities in the form of workshops, training seminars as well as training sessions; enriches the data and knowledge bases of the IITE information system and its thematic subsystems; provides advisory services at the request of Member States; disseminates the results of the activities acting as a clearing house at the service of UNESCO Member States.

Strategic approach

Forms of work

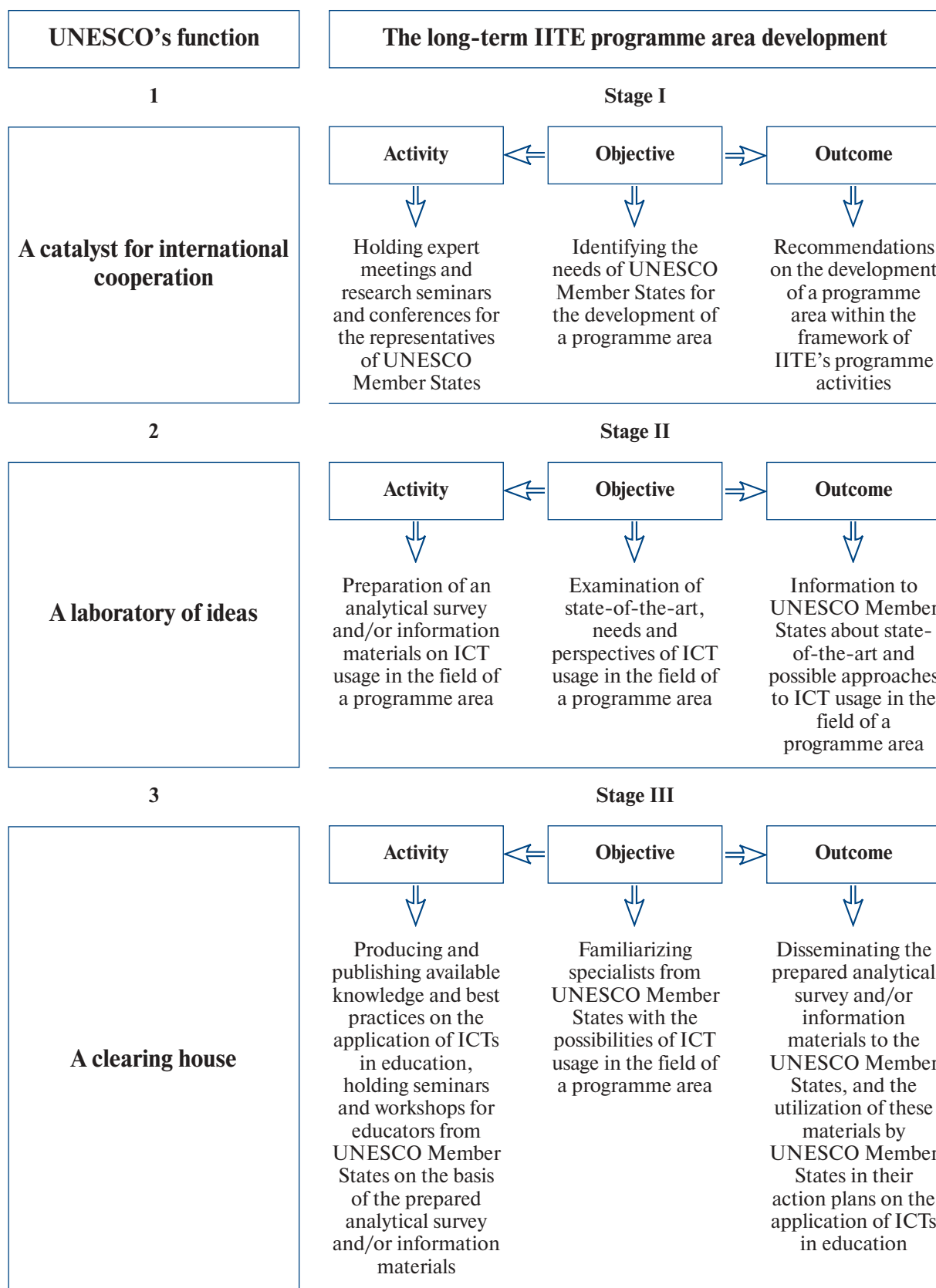
Methods of activities

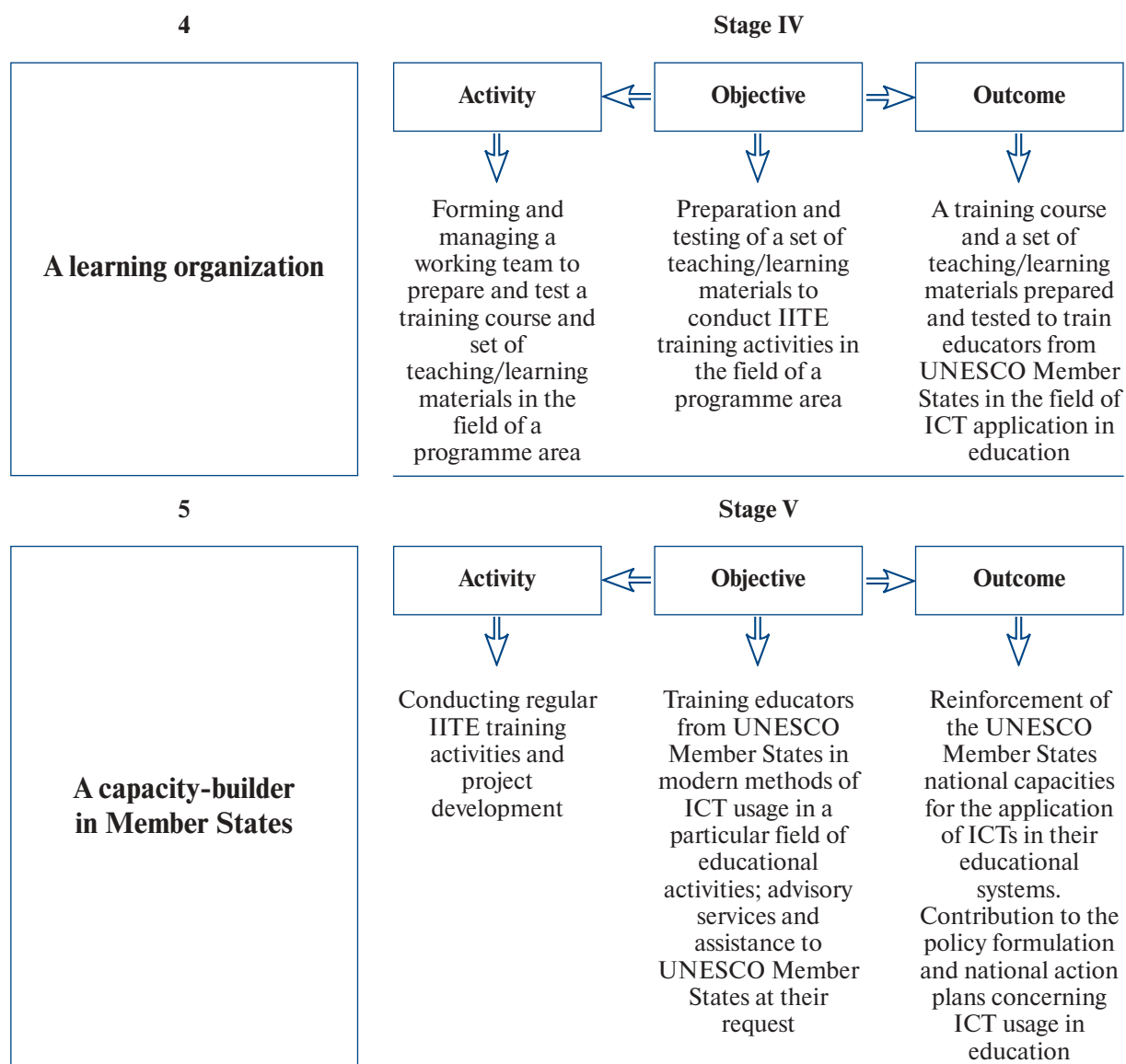
Main expected outcomes

IITE will use methods in its activities that are regarded as a systemized algorithm, which allows the Institute to accomplish its mission, attaining strategic objectives, realizing the principles of activities and obtaining tangible outcomes.

For these purposes, every IITE programme area will be developed in several stages, each of which will be characterized by setting a definite objective and accomplishing result-based activities. These activities will contribute to the fulfilment of UNESCO's function, and the outcomes achieved will be intended for the use by UNESCO Member States, and at the same time will lay the foundation for the next stage of the programme area development.

This long-term approach leads to flexibility of IITE programme activities, allows it to save its resources and keenly react to the requests of Member States.





Strategic approach

Forms of work

Methods of activities

Main expected outcomes

In fulfilling its mission, IITE will aim its programme activities towards the following main outcomes:

- National educational capacities for ICT application in education will be strengthened; improvement in the quality of education and reduction in digital divide will be stimulated through guiding policy- and decision-makers and training teachers, trainers of trainers, methodologists and other educational personnel in ICT usage in the educational process.
- National educational policies will be updated with advisory services and assistance rendered by IITE in policy analysis and policy formulation.
- National and regional capacity building will be supported by IITE at the request of UNESCO Member States in the form of development of national pilot projects on ICT application in their educational systems.
- Topical issues on the use of ICTs in education will be highlighted and their investigation and drawing recommendations for educational practice will be intensified.
- Available knowledge and best practices in the application of ICTs in education, in particular as regards distance education and teacher training will be collected and analyzed, and the exchange of information and experience will be fostered via networking, using the IITE information system and disseminating the results of IITE research and project development.
- International cooperation in the field of ICT application in education will be reinforced by jointly carrying out international projects, developing a network of national focal points for cooperation with IITE as well as organizing by IITE of international conferences, expert meetings and research seminars.





PART IV

IITE PROGRAMME ACTIVITIES



IITE PROGRAMME ACTIVITIES

MAIN PROGRAMME AREAS

Pursuing its mission and striving to attain the IITE's Medium-Term strategic objective, namely, reinforcing national potential in ICT application for

the development of education, IITE will fix its activities in the following **main programme areas** and corresponding **themes**:

Programme Areas	Themes
Supporting National Capacity-Building for ICT Application in Educational Systems	ICTs in Technical and Vocational Education and Training ICT Usage for the Development of General Education Application of ICTs for Improvement of Teacher Education ICTs in Special Education
Forming an Information Environment for Education	Information Environment for Education: Design and Usage ICTs in Distance Education Digital Libraries for Education Internet in Education Multimedia in Education
Improving the Quality of Education through ICT Usage	Ethical, Psychological and Societal Problems of the Application of ICTs in Education Indicators of ICT Application in Education
Promoting ICT Usage in Education for Learning to Live Together	ICTs in History Education ICTs in Teaching/Learning Foreign Languages Education, Art and ICTs: Integration for the Development of One's Personality

Being flexible and wide-ranging, each of the programme areas might be modified and expanded during the Medium-Term period by adding new themes following the requests of UNESCO Member

States and in conformity with available resources. Each theme will be put into action through a series of consequent result-based projects, which number and scope might also vary.

Programme area 1: *Supporting National Capacity-Building for ICT Application in Educational Systems*

Progress in the application of ICTs in education depends to a great extent on policy formulation, methodical work at the level of an educational system, clear awareness about the modern role of ICTs, goals, methods and forms of their usage. The systematization of international experience and knowledge about the ICT implementation at the educational system's level should be regarded as a prerequisite to any thorough success in educational development.

The Programme area 1, *Supporting National Capacity-Building for ICT Application in Educational Systems* and its themes, are intended for synthesizing available knowledge and best practices in ICT usage at the above-mentioned level, and assistance to UNESCO Member States in upgrading their educational systems, especially Technical and Vocational Education and Training (TVET) as well as General Education. Taking into account that there are alternative developments in special needs education in relation to the application of ICTs that are regarded as an integral part of *UNESCO Education For All*

strategies, IITE will develop the theme *ICTs in Special Education*. Particular attention will be paid to the ICT usage in the teacher educational system, playing a key role in transforming education.

Within the framework of this Programme area and in conformity with the Dakar Follow-up activities IITE will also assist in policy formulation as well as elaboration and innovation of national action plans on ICT application in educational systems, using in particular such forms as the IITE high-level seminar for decision- and policy-makers *Towards Policies for Integrating ICTs into Education*.

While developing this Programme area, IITE will fulfil a series of *researches*; hold expert meetings and roundtables; prepare analytical surveys; continue to support the national pilot project on ICTs in special education; elaborate training materials on all themes and implement them in *training activities*; collect, analyse and store information concerning the Programme area 1; and disseminate this information carrying out the Institute's *clearing house* function.

Programme area 2: *Forming an Information Environment for Education*

Being a part of an overall information environment, the developing educational information environment has its specifics and inner tendencies. To become really instrumental in improving education, lifelong learning and education for all, the information environment should be specially designed for education and used in accordance with these goals. Spontaneous application of available ICTs in the educational process, and even unstructured usage of the existing information environment for educational purposes, could not be considered as a significant progress.

The Programme area 2, *Forming an Information Environment for Education*, is devoted to research, summarizing successful local practices in this field and assistance to UNESCO Member States in the creation, regulation and exploitation of the educational information environment so that it could serve to improve their educational systems, management and teaching/learning processes.

The theme *Information Environment for Education: Design and Usage* will result in an overview and

guidelines on the subject as a whole, and other themes will encompass such components as *Digital Libraries for Education*, *Internet in Education*, and *Multimedia in Education*.

As distance education concentrates on the application of all modern information and communication technologies and needs a special environment, the theme *ICTs in Distance Education* will become a focal point in this Programme area. The theme will be devoted to revealing the specifics of ICT application in distance education, preparing relevant methodological materials and coursewares in this field, and aimed at promoting this educational method for teacher training and development.

The activities in the Programme area 2 will continue the sequence of IITE *research* in ICTs in distance education, the Internet and multimedia as well as digital libraries used for education. IITE will undertake studies on an information environment for education; convene expert meetings and hold

workshops on these issues; develop the specialized training courses and elaborate new training materials on all themes for their application in *training*

activities; and use the Institute's *clearing house activities* to assist UNESCO Member States in forming an information environment for education.

Programme area 3: *Improving the Quality of Education through ICT Usage*

The quality of education depends on many factors, and in the age of the evolving information society, the use of modern technologies (both inside and outside the educational system) becomes one of the most influential. The management of the process of improving education requires correct sizing up and, chiefly, assessing ICT usage.

The Programme area 3, *Improving the Quality of Education through ICT Usage*, is aimed at rendering UNESCO Member States services related to quantity and quality analysis of ICT usage in education and the assessment of its consequences for the quality of education. Within the framework of the theme *Indicators of ICT Application in Education*, the system of indicators elaborated and tested by IITE will be expanded and implemented for evaluation of ICT usage in educational systems.

In spite of the fact that the social aspects of spreading information and communication technologies are rather well known and discussed, their diffusion in education as a specific sphere is explored to a lesser degree. The theme *Ethical, Psychological and Societal Problems of Application of ICTs in Education* is intended to meet this shortage and assist in improving quality of education by means of appropriate orientation in social, ethical and psychological tendencies while formulating policy and strategic planning.

It is expected that the activities in the Programme area 3 will include *research* on both themes, preparation of analytical and statistical surveys, and case studies; and the elaboration of methodological materials for assessment, evaluation and *training* in this field; clearing house activities for the improvement of quality of education, using the assessment of ICT usage.

Programme area 4: *Promoting ICT Usage in Education for Learning to Live Together*

Education is one of the main and, perhaps, the most important milieu for forming a personality, developing his/her abilities and civilized habits, and at the same time, education is one of the modes of saving heritage and cultural diversity. In this sense, education serves for the sustainable development of a society and prosperity of a person.

Information and communication technologies became a powerful tool for the distribution of knowledge, but, simultaneously turned out to be a channel for spreading intolerance, hate and dissensions.

The Programme area 4, *Promoting ICT Usage in Education for Learning to Live Together*, is aimed at encouraging ICT application in education in favour of expanding mutual understanding, tolerance and respect for traditions of other peoples, nations and societies. Within the framework of this area, IITE will develop a number of themes backing this process.

The theme *ICTs in History Education* will be aimed at presenting the history of humankind and different peoples with the aid of ICTs. ICTs as a means of mastering a foreign language for the improvement of mutual understanding and contacts will be at the centre of the theme *ICTs in Teaching/Learning Foreign Languages*. ICT-assisted knowledge acquisition in fine arts throughout education, using ICTs in art education as an influential way for cultural upbringing, will be considered in the theme *Education, Art and ICTs: Integration for the Development of One's Personality*.

The Programme area 4 as a rather new one requires an amount of *research*. A series of studies, expert meetings and analytical surveys are planned. On the basis of research findings, the training materials will be prepared for *training activities*, and an intensive exchange, analysis and dissemination of information on the subject will be undertaken within the framework of the IITE *clearing house activities*.

DOMAINS OF ACTIVITIES

For successful implementation of the IITE Medium-Term Strategy, achievement of expected outcomes and real results of its Programme activities, the

Institute will act within the framework of three main domains: research and project development, training, and clearing house activities.

Research and project development

In the Medium-Term period, research on ICT application in education will be regarded as the central IITE activity, laying down the foundation for further project development, elaboration of training and methodological materials, carrying out training activities, processing as a core element of the clearing house, assistance to UNESCO Member States in policy formulation, implementation of national pilot projects and supplying them with information in the field.

Any undertaking in project development, assistance to UNESCO Member States or training (regardless of its initiation by UNESCO, IITE or a Member State) will be started with studies on the state-of-the-art condition of one or another aspect of ICT usage in education, best practices and available knowledge, followed by a needs analysis. For this purpose IITE will convene international expert meetings, research seminars and workshops and set up international work groups consisting of well-known specialists for the purpose of analytical work and case studies.

IITE will continue ongoing research, including the following themes:

- ICTs in Distance Education;
- Internet in Education;
- Multimedia in Education;
- ICTs in Special Education;

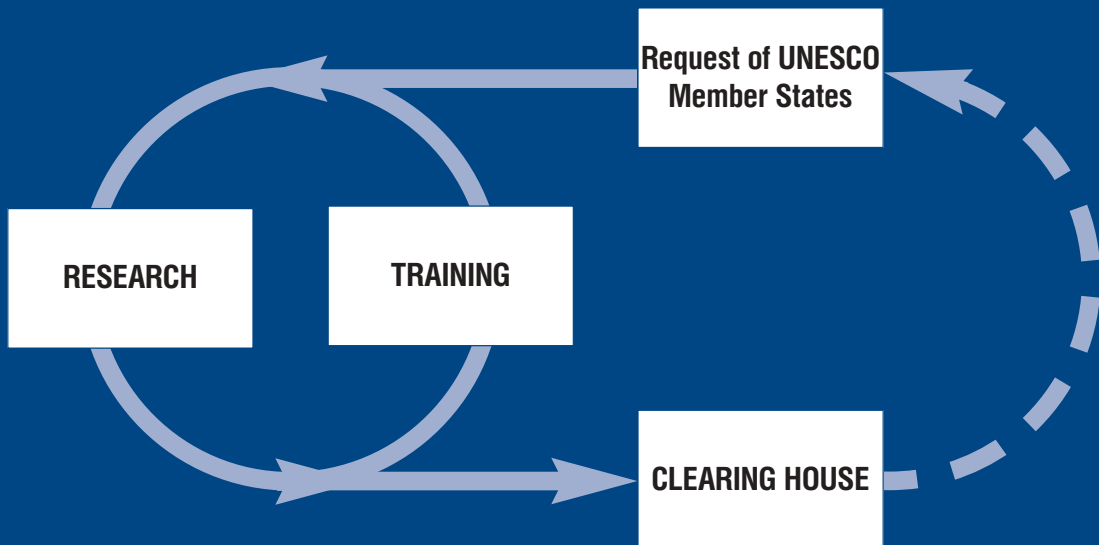
- Indicators of ICT Application in Education;
- Digital Libraries for Education;
- ICTs in Technical and Vocational Education and Training;
- Ethical, Psychological and Societal Problems of the Application of ICTs in Education.

Some research will be carried out on new themes after feasibility studies just started:

- ICT Usage for the Development of General Education;
- Application of ICTs for the Improvement of Teacher Education;
- Information Environment for Education: Design and Usage;
- ICTs in History Education;
- ICTs in Teaching/Learning Foreign Languages;
- Education, Art and ICTs: Integration for the Development of One's Personality.

The IITE research activities will result in recommendations, position papers, analytical and statistical surveys, information materials and reviews, final reports and collected materials of the various meetings to be disseminated in UNESCO Member States. The outcomes of these activities will become the groundwork for the elaboration of training, methodological and support materials for training in IITE and outside it.

MAIN DOMAINS OF THE IITE ACTIVITES





UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL
ORGANIZATION

THE EXPERIENCE OF INTERNET USAGE IN EDUCATION

ANALYTICAL SURVEY

RESEARCH

ICTs IN EDUCATION: STATE-OF-THE-ART,
NEEDS AND PERSPECTIVES –
INDICATORS AND INFORMATION SYSTEM

UNESCO
Final Report



UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION

INFORMATION AND COMMUNICATION TECHNOLOGY IN SPECIAL EDUCATION

Analytical Survey

BASIC ICT USAGE INDICATORS IN SECONDARY EDUCATION IN THE BALTIC AND CIS STATES

Statistical



UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION

DISTANCE EDUCATION FOR THE INFORMATION SOCIETY: POLICIES, PEDAGOGY AND PROFESSIONAL DEVELOPMENT

Analytical Survey



ОСНОВНЫЕ ПОКАЗАТЕЛИ ИСПОЛЬЗОВАНИЯ
ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ
В ОБРАЗОВАНИИ

АНАЛИТИЧЕСКИЙ ОБОЗР СУЩЕСТВУЮЩИЕ ИНФОРМАЦИОННЫЕ СИСТЕМЫ СЕТИ ИНТЕРНЕТ ПО ИНФОРМАЦИОННЫМ ТЕХНОЛОГИЯМ В ОБРАЗОВАНИИ



UNESCO INSTITUTE FOR
TECHNOLOGY IN EDUCATION

ANALYTICAL SURVEY CURRENT WWW INFORMATION SYSTEMS ON INFORMATION TECHNOLOGIES IN EDUCATION



UNESCO Institute for Information
Technology in Education



DIGITAL LIBRARIES

EXPERT MEETING
DIGITAL LIBRARIES FOR EDUCATION

1-4 June 2001, Paris, France

INTERNATIONAL COOPERATION



Latvian Ministry of Education and Science
Pārvalde par izglītību un zinātni
Pārvalde par izglītību un zinātni



Совместное мероприятие
Специальной и Высшейшей Школы
и Института Информационных
Технологий в Образовании
и ЮНЕСКО
информационные и цифровые
технологии в образовании

Training activities

In accordance with IITE's strategic approach, training objectives, namely, training and retraining of educational personnel in the application of new information and communication technologies in education, will be a top priority of the Institute's activities in 2002-2007. It will allow for the achievement of the multiplicative effect in the efforts of the Institute to disseminate among the UNESCO Member States the available knowledge and best practices on ICT application in education as much as possible.

The **main target groups** of the IITE training activities will be the following:

- policy- and decision-makers in the educational sphere, heads of national and regional educational systems;
- heads of pre- and in-service teacher training institutions, trainers of trainers for ICTs in education;
- teachers, ICT school coordinators and other educational personnel.

For these purposes, the Institute will complete the elaboration of IITE's own educational programme as a set of guidelines, which consists of a basic course, specialized training courses of a modular character, and sets of support training materials, with the purpose of facilitating the training and retraining of educational personnel in a specific subject area.

Title of training material	Year of edition
Basic course	
Elementary ICT Curriculum for Teacher Training	2001
Specialized training courses:	
ICTs in Primary Education	2000
Multimedia in Education	2001
ICTs in Distance Education	2001
Internet in Education	2001
ICTs in Special Education	2003
Digital Libraries for Education	2003
ICTs in Teaching Foreign Languages	2004
Designing Information Environment for Education	2004
Sets of support training materials:	
Towards Policies for Integrating ICTs into Education	2002
Guide and Instruction Book on Preparation of Educational Personnel for Distance Education	2002
Retraining of School Educators in the Application of ICTs in Education	2002

These training materials will be tested at national, sub-regional and regional levels. To prepare the basic course, specialized training courses and sets of support training materials, IITE will continue to work in close cooperation with well-known specialists and educational organizations in the field of ICT application in education.

The Institute will carry out its training activities in the form of workshops, training seminars and sessions. At the workshops, training seminars and sessions, IITE will present new data in the field of education for

building national and regional strategies to the heads and administrators of education; pedagogical and concrete practical achievements in the field of ICT application at schools – to educationists and trainers of trainers; basic principles of ICT implementation in the process of teaching different subjects, new achievements in such fields as distance education, multimedia in education, the Internet and telecommunications in education – to specialists in the field of ICT usage in education. During the Medium-Term Strategy period, IITE will work towards a tighter focus on web-based training, using its information system.

STRUCTURE OF THE IITE EDUCATIONAL PROGRAMME



INFORMATION AND COMMUNICATION TECHNOLOGIES IN DISTANCE EDUCATION

SPECIALIZED TRAINING



TRAINING

High-Level Seminar for Ministers, Decision-Makers and Policy-Makers

TOWARDS POLICIES FOR INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES INTO EDUCATION

DAKAR FOLLOW-UP



UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

ELEMENTARY ICT CURRICULUM FOR TEACHER TRAINING



Организация Объединенных Наций
по вопросам образования,
науки и культуры

**ИНФОРМАТИКА
В
НАЧАЛЬНОМ
ОБРАЗОВАНИИ**

Рекомендации

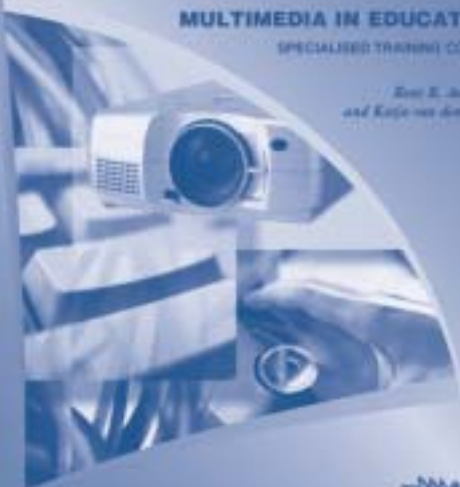
ITE TRAINING MATERIALS



UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

MULTIMEDIA IN EDUCATION
SPECIALIZED TRAINING COURSE

*Ken E. Anderson
and Kojiroshi Ito*



UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION



MOSCOW 2002

ORGANISATION DES NATIONS UNIES
POUR L'ÉDUCATION, LA SCIENCE ET LA CULTURE



**INITIATION
À L'INFORMATIQUE**

UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION



**INFORMATICS
FOR PRIMARY
EDUCATION**

Recommendations



Clearing house activities

Like research and training, the clearing house will be one of the main domains of the IITE's activities. On the basis of the Institute's research and studies, IITE will continue the preparation of the analytical surveys, training, methodological and information materials on ICT usage in education as well as the IITE Newsletter in electronic and printed forms and their dissemination in all UNESCO Member States and international organizations acting in the field of its competence. To strengthen the lines of communication between the Institute and its clientele all over the world, preference will continue to be given to the direct circulation of IITE publications among educational authorities responsible for the application of ICTs in education and higher educational establishments. At present, IITE sends its publications to about 400 addresses of the National Commissions for UNESCO and 34 national focal points for cooperation with IITE, IGOs and NGOs, institutes and professional communities all over the world.

Striving to facilitate access to IITE's information resources for the educational personnel from UNESCO Member States, the Institute will continue to develop the IITE information system – WWW Portal, consisting of a web site, *Information System on Information Technologies in Education* (ISITE) database, and online training tools.

As a result, the IITE information system activity will become not only a means for information dissemination, but simultaneously, it will implement the functions of information, analytical, organizational, training and communication support of the Institute's activity in other two areas of activities: research and

training. Achieving these goals IITE information system – currently developed as a complex of high technology instruments – will gradually move in the direction of a more flexible and end-user oriented system at the service of constantly changeable real demands of the UNESCO Member States' educational community. In this way, the shift from the "data-technology" to a pedagogically useful knowledge-sharing approach will be made.

In this context, the IITE information system's goal and functions within the framework of IITE programme activity will be the following:

- **Main goal:** *facilitating the exchange of experience and knowledge on ICT usage in education among UNESCO Member States* through the further development of an information and communication environment supporting the main domains of the Institute's activity – research, training and clearing house activities.
- **Main functions:** *providing information, analytical, organizational, training and communication services for UNESCO Member States.*
- **Main target groups:**
 - Educational community of UNESCO Member States (information and analytical support);
 - Network of national focal points for cooperation with IITE, partners and community experts of IITE (information, analytical, organizational, training and communication support);
 - IITE personnel (information, analytical, organizational, training and communication support).

IITE information system

Currently, IITE is developing the IITE information system – WWW Portal, consisting of a web site, an *Information System on Information Technologies in Education* database, and online training tools. The main functional features and perspectives of the development for each subsystem are given below.

At present, the web site contains information on IITE structure, partners, programme activities and

publications. This is an entry point to the IITE Portal, where visitors usually start browsing the information system from the *News* and *Events* sections. The *About Institute* section contains information about the aims and objectives of the Institute and its web-service, organizational chart, interactive presentation of IITE directions, contact information and feedback to the IITE. *Programme Activity* section provides for clear and schematic messages to the visitors, concerning the current state

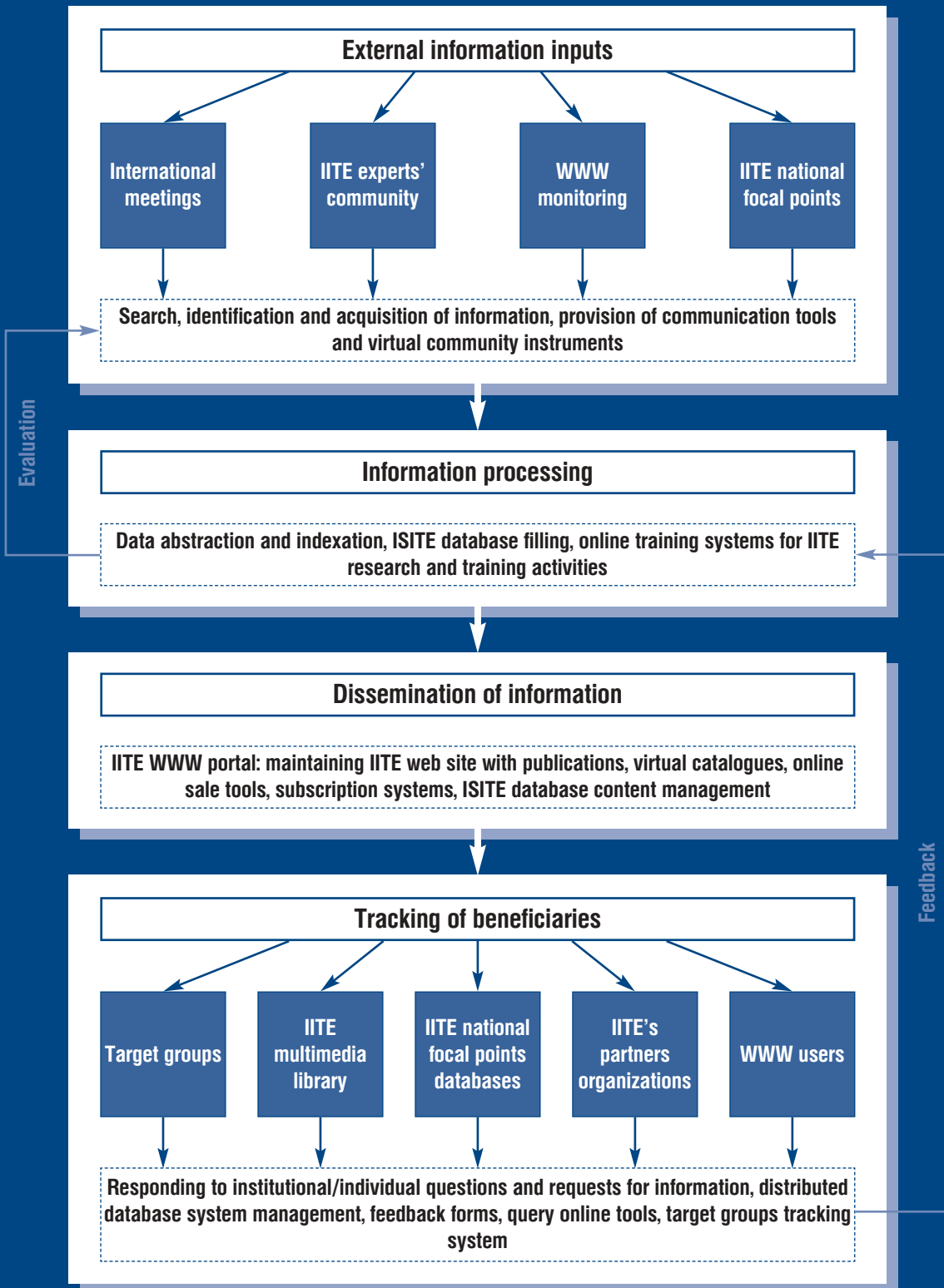
of projects, programmes and activities. *IITE national focal points* highlights the IITE proposed system of collecting, processing and dissemination of information that comes from Member States organizations involved in building a network of national focal points for cooperation with IITE. The *Publications* section of the IITE web site is aimed at the support of IITE dissemination activities. It consists of two subsections – *Publications online*, that provides the direct access to IITE publications, and *Publications on sale*, where the users can order printed versions of IITE materials. All parts of the web site are equipped with online feedback forms, allowing the visitors to make requests on particular questions and send comments and suggestions to IITE directly from the web site.

The main directions of the web site development in 2002-2007 will be aimed at diversification of channels, forms and technologies of dissemination of the information on IITE activities. Among them – multilanguage interfaces (Russian, Spanish and French versions will be added to the existing English version), “text only” version for regions with slow Internet connectivity, profiling the web site to different categories of users, which will allow the creation of various modifications of the web site.

Nowadays, *Information System on Information Technologies in Education* is intended to fulfil the information-analytical support of IITE research projects through sharing up-to-date information on ICTs in education amongst the IITE staff, IITE partners and UNESCO Member States educational community. Each expert meeting or workshop held by IITE is accompanied by a set of information resources that is accessible to the participants as well as to all Member States educational community in online mode. The database gateway provides more than 900 hyperlinks to WWW resources in five languages (English, French, German, Russian and Spanish) with structured descriptions, associated indexation and query tools. The structure of the Internet catalogue is the following:

- R&D and information in the field of ICTs in education;
 - Statistics on ICTs in education;
 - Internet in education;
 - Multimedia in education;
 - ICTs in distance education;
 - ICTs in education for people with special needs.
- ISITE is not a “read only” system. It also provides IITE worldwide partners with a mechanism for data exchange through a specialized WWW interface and is easy to use by non-programmers – teachers, researchers, educationalists, etc.
- The main goal for further development of the ISITE is its integration into the worldwide system of the educational databases, especially within the UN community. For this purpose the implementation of internationally recognized standard procedures of data description and querying (such as Dublin Core metadata approach) will be performed. The outcome of the process will be a widening of access to ICTs in education data for all UNESCO Member States.
- The online training tools have been developed for the information-analytical, organizational and communicational support of IITE training activities through the WWW. These tools, enriched with instruments for group working and training activities, allow for professional networking by creating worldwide virtual environments for policy-makers and planners, research and development personnel and educators. The different types of personnel involved (participants, moderators, experts, observers, and IITE staff) can interactively use different services of the system and edit the personal profile, get the latest information on the timetable, publish their teaching materials online, “home works” and comments on each of the documents online. There are advanced instruments for communication between the participants and a special area for the forum.
- Paying attention to the high priority of the IITE education programme in the next five years, these tools will be transformed into highly interactive powerful e-learning instruments, integrated with the ISITE database. All necessary teaching/learning and moderating facilities, such as secure technologies for testing, multimedia creation tools, webcasting and simultaneous online conferences, will be added to the existing features.

IITE CLEARING HOUSE ACTIVITIES





UNESCO INSTITUTE FOR INFORMATION TECHNOLOGIES IN EDUCATION

CLEARING HOUSE

EDITORIAL

Introduction

It has been 17 years since the IITE Newsletter was first published. In 1991, it was the only journal in the world dedicated to the dissemination and promotion of information technology in education. The IITE Newsletter is now a bi-annual journal, published in March and September, and is available in both print and electronic formats. The IITE Newsletter is a clearing house for information technology in education, providing a platform for the exchange of ideas, experiences, and best practices. The IITE Newsletter is a must-read for anyone interested in the use of information technology in education.



IITE, Buenos Aires

The IITE Newsletter is a clearing house for information technology in education, providing a platform for the exchange of ideas, experiences, and best practices. The IITE Newsletter is a must-read for anyone interested in the use of information technology in education.



Regional Activity



INDICATORS OF ICT USAGE IN EDUCATION

ICT in Education: Status of the 2007 Study and Prospects for Software and Information Systems

2008, March 20-22 (Paris, France)



INDICATORS OF ICT USAGE IN EDUCATION

ICT in Education: Status of the 2007 Study and Prospects for Software and Information Systems

2008, March 20-22 (Paris, France)

EDUCATION FOR THE KNOWLEDGE AND A RESILIENT PERSPECTIVE ON TECHNICAL SKILLS

By Bernard Pignatelli (Director of the Institute)

The IITE Newsletter is a clearing house for information technology in education, providing a platform for the exchange of ideas, experiences, and best practices. The IITE Newsletter is a must-read for anyone interested in the use of information technology in education.

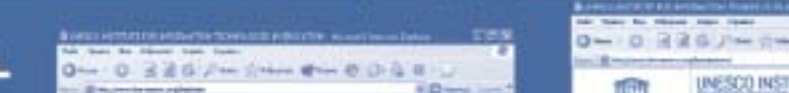
EDUCATION FOR THE KNOWLEDGE AND A RESILIENT PERSPECTIVE ON TECHNICAL SKILLS

By Bernard Pignatelli (Director of the Institute)

The IITE Newsletter is a clearing house for information technology in education, providing a platform for the exchange of ideas, experiences, and best practices. The IITE Newsletter is a must-read for anyone interested in the use of information technology in education.



31st SESSION OF THE GENERAL CONFERENCE OF UNESCO



31st SESSION OF THE GENERAL CONFERENCE OF UNESCO

IITE PORTAL web site



interactive tools



database



UNESCO INSTITUTE FOR INFORMATION TECHNOLOGIES IN EDUCATION

UNESCO'S CROSS-CUTTING THEMES AND IITE'S CONTRIBUTION

As it is stressed in the UNESCO Medium-Term Strategy for cross-cutting theme, *The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society*, ICTs play a significant role in development efforts, in poverty alleviation – underlining the linkage between both cross-cutting themes – and in all the fields of competence of UNESCO.

For successful implementation of this cross-cutting theme, UNESCO plans to study the issues arising from the transition to a knowledge society and to examine its effects on the organization, forms and content of knowledge and knowledge-sharing with a view to elucidating the choices of this domain. UNESCO will endeavour to bring about a common and consensual vision of the ultimate goals of the knowledge society by encouraging the broadest possible participation by decision-makers, professional communities, representatives of civil

society, bilateral and multilateral partners and the private sector in a debate on the conditions for the development of a knowledge society open to the greatest number.

Furthermore, through pilot projects, UNESCO will encourage the use of ICTs as levers for educational change. In the context of formulation of EFA national plans, advice will be provided to Member States on the increased use of ICTs with a view to reaching out to the excluded; to improving quality of content and teaching; and to creating centres of innovation and experimentation in communities.

During the Medium-Term Strategy period IITE is going to use these approaches for its contribution to the UNESCO cross-cutting theme *The contribution of information and communication technologies to the development of education, science and culture and construction of a knowledge society*.

Contribution to the Development of the UNESCO Cross-Cutting Theme Project *Higher Education, Open and Distance Learning Knowledge Base for Decision-Makers*

This UNESCO cross-cutting project is expected to develop, test and make available a sustainable Knowledge Base targeted at decision-makers and their staff, but also it will be of value to a wide range of professionals with the responsibility for, or interest in, open/distance learning (ODL). Development will be undertaken through collaborative work in three regions (Africa, Asia and the countries of the Commonwealth of Independent States (CIS)) through the identification of priority information needs and available information sources. Capacity-building for decision-makers in the target regions will be fostered through workshops in the regions, using a prototype Knowledge Base.

IITE will take part in all activities within the framework of this project in partnership with UNESCO divisions and educational institutes, and the Institute will be especially involved in two of them: (a) *Knowledge Base Development* and (b) *Preparation of Training Materials and Workshops for Decision-Makers*.

The first activity *Knowledge Base Development* will be based on a needs analysis for this project in the target

region accomplished by IITE in 2001. It will address these needs by promoting cooperation with ongoing initiatives, both in the respective regions and elsewhere, to deliver pertinent, useful and accessible information. It will include the analysis of higher education information needs at the decision-making level. Categories will be established to classify information related to needs identified. Information on available ODL information sources in the target regions will be gathered. Tools for content collection and technical specifications of the Knowledge Base will be developed. Attention will be given to assuring that there is a Social and Human Sciences component to the analysis. A higher education experts' workshop will be held to establish priorities for the Knowledge Base contents in the region and a strategy for data collection. A mechanism and resources for data entry will be established, and a strategy for sustainability will be developed.

The activity *Preparation of Training Materials and Workshops for Decision-Makers* will be accomplished in cooperation with the UNESCO International Institute for Educational Planning (IIEP) as a

component of the development of a common training strategy for the three regions in order to promote capacity building for decision-makers in the target regions and to test the Knowledge Base. A special User's Guide for the Knowledge Base will be

prepared to explain what the Knowledge Base contains and how it is structured conceptually, how to access and sustain it. A series of workshops for users will be held to test and evaluate the prototype Knowledge Base.

Development of the Pilot Project for Countries in South-Eastern Europe *Information and Communication Technologies for the Development of Education and the Construction of a Knowledge Society*

The IITE sub-regional project *Information and Communication Technologies for the Education Capacity Development towards the Construction of a Knowledge Society* is developed on the basis of priorities expressed during the High-level Conference on Strengthening Cooperation in South-East Europe (SEE), UNESCO Headquarters, 4 and 5 April 2002. This pilot project is aimed at strengthening national education capacities of all levels and various education realms through the development and systematic use of information and communication technologies in education relying on the appropriate planning and policy-making. Thus, based on the main areas of IITE activities, the project integrates a set of synergizing modules:

- ICT Usage for the Development of General Education;
- ICT Usage for the Development of Higher Education;
- ICT Application in Technical and Vocational Education and Training;
- ICTs in Special Education;
- Application of ICTs for Improvement of Teacher Education.

Project modules absorb the results of programme activities elaborated on by IITE with participation of well-known international experts from UNESCO Member States.

These project modules are specifically adjusted to the priority areas of education capacity development for SEE states. Each of the project modules is designed for a target group and is aimed at a specific result for each of these groups.

Accomplishment of each of the project modules will initiate the education capacity development for the specified direction by means of generating databases, producing research reports and analytical surveys, developing materials for national action plans on ICT integration in education, training senior educational management personnel, and promoting educational policies on ICT usage in education.

IITE will continue developing integral projects adjusted to the specified needs of UNESCO Member States based on the results of its research and training activities.

For further information please contact:

UNESCO Institute for Information Technologies in Education
8 Kedrova St. (Bld. 3), Moscow, 117292, Russian Federation

Tel.: 7 095 129 2990
E-mail: info@iite.ru

Fax: 7 095 129 1225
Web: www.iite-unesco.org



